

Calallen Independent School District



Magee Intermediate

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

Magee Intermediate School

Our mission is to **REACH, TEACH, and INSPIRE** every student through creativity, passion, and meaningful learning experiences that ignite a lifelong love of learning.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The Magee Elementary School staff is committed to the belief that **all** students deserve a quality education. The campus plan is mutually supportive of the Calallen I.S.D. district improvement plan to accomplish the identified objectives and to address all pertinent federal planning requirements. The campus plan includes requirements as stated in the Texas Education Code.

Annual analysis of the plan and review of related assessment data are used to determine objectives that address campus goals. Then specific strategies and action steps are developed to address these objectives. This process ensures a commitment to excellence and a resolve to provide the best instructional plan for every MES student.

The membership of the SBDM consists of teachers, administrators, parents, community members and business representatives. The 2018-19 SBDM committee met in September 2018 to review and approve the 2018-19 CIP.

Strategies include activities and available resources that will be used to accomplish identified long-range goals and annual performance objectives. Strategies address each area in TEC 11.252 and 11.253. Highly qualified and trained staff works at accomplishing initiatives and strategies in the plan. Resources include local, state and federal funds, materials, and equipment. Progress and implementation of each strategy is monitored at designated checkpoints in incremental progress reviews, within established timelines.

The evaluation phase of the planning, decision-making implementation, and evaluation includes formative and summative evaluation. Measurable formative evaluation within the plan assesses the achievement of each objective. Evaluation is tied to the initial assessment of student performance and is based upon Board approved performance objectives.

Major outcomes of the needs assessment data indicate the following focus areas for 2018-19 school year:

- Continue to increase academic achievement levels of all student subgroups in all grade levels.
- Focus proactively on fourth grade reading and math to ensure student success on STAAR while still implementing intense remediation for non-passing students 5th grade students on the 2nd and 3rd administration.
- Require TEKS-based instruction and assessments.
- Continue to reduce academic performance gap in economically disadvantaged, African-American and Hispanic students, Special Needs students, and two or more races subgroup.
- Continue focus on TEKS alignment and full implementation in all subject areas using high yield learning strategies.
- Provide campus-based staff development and vertical team meetings for TEKS alignment.
- Encourage and support parent and community participation.

The campus improvement plan is developed, reviewed, and revised annually for the purpose of improving the performance of all students. Based upon the requirements for campus plans as stated in Texas Education Code 11.252 and 11.253 and based upon roles and responsibilities of site based decision making committee as stated in Texas Education Code 11.251 and 11.253, the Magee Elementary School Campus Improvement Plan is respectfully submitted.

Culture of Performance & Preparedness

Summary

Our campus has made significant strides in curriculum alignment by implementing scheduled Professional Learning Communities (PLCs). These PLCs provide our educators with the opportunity to collaborate, share best practices, and ensure that our curriculum is consistent and cohesive across all grade levels. This alignment is crucial in maintaining high academic standards and ensuring that all students receive a quality education that is both comprehensive and coherent.

In our efforts to strengthen College, Career, and Military Readiness, we have been intentional in exposing students to various future pathways. By integrating real-world learning experiences into our curriculum, we help students understand the practical applications of their education. Additionally, we emphasize the development of goal-setting skills, which are essential for students to navigate their future endeavors successfully. This holistic approach prepares our students not only for academic success but also for long-term achievements in their chosen fields.

Our students are actively engaged in a variety of extracurricular activities, including UIL competitions, Magee Ambassadors, Student Advisory, and Student Council. Participation in these activities provides students with opportunities to develop leadership skills, collaborate with peers, and engage in meaningful community service. These experiences are invaluable in fostering a sense of responsibility and community involvement among our students.

The safety and well-being of our students are of utmost importance on our campus. We have prioritized creating a secure and caring environment where every student feels valued and supported. By fostering a culture of respect and inclusivity, we ensure that students are ready to learn and thrive in a setting that promotes both their academic and personal growth. Our commitment to student safety and well-being is reflected in our ongoing efforts to maintain a positive and nurturing school climate.

Strengths

As a school, we are committed to enhancing strategic curriculum alignment by ensuring that our written, taught, and assessed curriculum is in complete harmony with the district-developed Math and RLA Frameworks. This alignment is crucial for maintaining consistency and coherence across all grade levels, ensuring that our students receive a high-quality education that meets district standards. By focusing on fidelity in our curriculum, we aim to provide a seamless educational experience that supports student learning and achievement.

In our efforts to improve student engagement and success, we are examining methods to annually increase our attendance rate by 0.5%. Regular attendance is a key factor in student achievement, and by implementing targeted strategies, we aim to encourage consistent attendance, thereby enhancing student learning outcomes and overall school performance.

Our commitment to achieving the Stronger Connections Grant Goal is a testament to our dedication to fostering a supportive and inclusive school environment. By leveraging this grant, we aim to strengthen our connections with students, families, and the community, creating a network of support that enhances student well-being and academic success.

We are also focused on creating pathways that incentivize students to explore potential college interests. By providing opportunities for students to engage with college-level content and experiences, we aim to inspire and motivate them to pursue higher education. These pathways are designed to help students identify their interests and strengths, guiding them towards fulfilling and successful futures.

Problem Statements Identifying Culture of Performance & Preparedness Needs

Problem Statement	Root Cause
1★ Magee has seen a decrease in student enrollment.	negative perception around bullying and parent choice.
2★ CISD goal is 30, 60, 90 and Magee is at 80, 50, 21 percent.	Weak foundational skills, lack of structured home support.
3★ Students need increased opportunities to consistently develop and demonstrate foundational College, Career, and Military Readiness (CCMR)-aligned skills, including problem solving, collaboration, communication, and technology use, through authentic learning experiences across content areas.	A lack of consistent campuswide structures, common expectations, and rubric-based measures for integrating and monitoring CCMR-aligned skills has resulted in inconsistent implementation across classrooms.
4★ Increase student participation in campus clubs, organizations, and extracurricular activities by 15%, ensuring access for ALL grade levels and student groups.	Barriers such as limited awareness, inconsistent access across grade levels, scheduling constraints, and a lack of intentionally targeted outreach have contributed to uneven student participation in extracurricular opportunities.
5★ Not all students consistently have access to intentional leadership-building experiences that foster citizenship, character development, responsibility, and student voice.	A campuswide system to ensure equitable access, consistent implementation, and tracking of leadership opportunities for all students has not been fully established.

6
★

Students need consistent access to proactive social-emotional and behavioral support systems that promote self-regulation, reflection, and successful re-engagement in learning.

The campus currently lacks a dedicated, structured restorative space and clearly defined systems for providing consistent social-emotional support and self-regulation strategies as alternatives to traditional disciplinary responses.

7
★

A consistent, campuswide approach to character development, emotional regulation, and positive behavior support is needed to strengthen student citizenship, decision-making, and overall campus climate.

The absence of a fully aligned and consistently implemented character education framework has resulted in varying expectations, practices, and student experiences related to behavior, emotional regulation, and citizenship across the campus.

★ = Priority

Culture of Faculty & Staff Commitment

Summary

At our school, we have established a culture committee dedicated to supporting our staff. This committee is tasked with fostering a positive and inclusive work environment, ensuring that all staff members feel valued and heard. By focusing on the well-being and professional growth of our educators, we aim to enhance the overall school culture and improve staff morale.

In addition to the culture committee, we have introduced a zen room on campus. This space is designed to offer our staff a tranquil area where they can take a moment to reset and recharge. The zen room is equipped with calming elements that promote relaxation and mindfulness, providing a much-needed respite from the demands of the school day.

To further motivate and recognize our staff, we have implemented a "wheel of names" as a staff incentive program. This initiative adds an element of fun and surprise to our recognition efforts, allowing staff members to be randomly selected for various rewards. It serves as a token of appreciation for their hard work and dedication, encouraging a spirit of camaraderie and motivation among the team.

We are also proud to have completed our first year of the teacher incentive allotment. This program has been instrumental in acknowledging and rewarding the exceptional efforts of our teachers. By providing financial incentives, we aim to attract and retain high-quality educators who are committed to delivering outstanding educational experiences for our students. This initiative underscores our commitment to excellence in teaching and learning.

Strengths

Enhancing systematic culture building is a priority for our school, and we are committed to creating an environment where faculty and staff feel valued and heard. By regularly seeking feedback from our team and ensuring that we follow up on their insights, we aim to foster a collaborative and inclusive atmosphere. This approach not only strengthens our community but also drives continuous improvement in our educational practices.

Supporting our teachers is fundamental to our mission, and we do so through a comprehensive system of walkthroughs, feedback, and coaching. By focusing on explicit instruction and best instructional practices, we empower our educators to refine their skills and enhance their teaching methods. This support system is designed to ensure that our teachers are equipped with the tools and knowledge they need to succeed in the classroom and positively impact student learning.

We are proud to have 16 out of 30 teachers qualify for the Teacher Incentive Allotment, a testament to their dedication and excellence in teaching. This achievement not only recognizes their hard work but also promotes and fosters continuous growth among our faculty. By celebrating these accomplishments, we encourage a culture of high standards and professional development, ultimately benefiting our entire school community.

Problem Statements Identifying Culture of Faculty & Staff Commitment Needs

Problem Statement	Root Cause
1★ Increase 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.
2★ New teachers, paraprofessionals, and support staff need a consistent and structured onboarding experience to ensure successful integration, role clarity, and readiness to effectively support students and campus expectations.	A formalized campuswide onboarding and mentorship system with clearly defined checkpoints, support structures, and consistent follow-up has not been fully established, resulting in varied onboarding experiences for new staff.
3★ There is an opportunity to strengthen instructional consistency and student learning outcomes by increasing teacher implementation of high-impact instructional practices, including explicit instruction, student engagement strategies, and effective checks for understanding.	A consistent, systematic coaching and walkthrough cycle focused on feedback, instructional modeling, and progress monitoring has not been fully implemented to support teacher growth in targeted instructional practices.
4★ Professional development is not always directly aligned to identified student needs in academics, SEL, and intervention support.	Stronger alignment is needed between student data, instructional needs, and targeted professional learning.

★ = Priority

Community Engagement & Commitment

Summary

At our school, we prioritize effective communication with parents through the use of Parent Square, a platform that allows us to share important updates, events, and information seamlessly. This ensures that parents are always informed and engaged with their child's educational journey.

To further involve parents in the decision-making process, we regularly send out surveys to gather their feedback and insights. This valuable input helps us tailor our programs and initiatives to better meet the needs of our students and their families.

We actively encourage parent participation in various committees, providing them with a voice in school governance and the opportunity to contribute to the development of our educational environment. This collaboration fosters a strong sense of community and shared responsibility.

Our teachers are given the chance to enhance their classroom resources and initiatives by applying for grants through the Calallen Education Foundation. This support empowers educators to innovate and enrich the learning experiences of our students.

Additionally, we have established partnerships with local community businesses to boost morale and create a supportive network for our school. These collaborations not only benefit our students and staff but also strengthen our ties with the community, fostering a positive and inclusive atmosphere.

Strengths

As a school, we prioritize creating avenues for parents to share their feedback and provide input on various aspects of our educational environment. We understand the invaluable insights parents can offer, and we are committed to actively listening and responding to their suggestions. By following up on the feedback received, we ensure that parents feel heard and that their contributions lead to meaningful improvements within our school community.

We are also dedicated to fostering strong relationships with community partners by inviting them to participate on committees. This involvement allows us to benefit from the diverse perspectives and expertise that community members bring, enriching our decision-making processes and enhancing the educational experiences we offer our students.

Our collaboration with the Calallen Education Foundation is a testament to our commitment to supporting our teachers and enhancing educational opportunities. Through this partnership, we have successfully secured grants for an average of 5-7 teachers, enabling them to implement innovative projects and programs that directly benefit our students. This ongoing support underscores our dedication to providing a high-quality education and fostering a culture of continuous improvement.

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.
2 ★ Parent participation in campus leadership and decision-making opportunities is limited	The campus needs more intentional structures and communication to encourage parent involvement on committees.
3 ★ There is a need to increase meaningful engagement opportunities for families and community members to strengthen partnerships that support student achievement, attendance, and overall school success.	Families and community stakeholders have varying schedules and availability, limiting participation in campus activities and engagement opportunities.

★ = Priority

Effective & Efficient Operations

Summary

Our staff members are committed to financial stewardship and have been actively participating in budget training sessions. This ensures that they are well-equipped to make informed decisions regarding the allocation and management of resources. Additionally, we maintain regular communication with campus leads to ensure that our resources are aligned with the needs and priorities of our school community.

In our ongoing efforts to enhance the safety and security of our school environment, we have implemented several new measures. We have increased our security presence on campus to provide a safer atmosphere for our students and staff. Furthermore, we utilize the Raptor system to efficiently check in visitors, ensuring that only authorized individuals gain access to our facilities. To further safeguard our school community, we require all visitors who wish to be present during the school day to undergo volunteer training and complete a thorough background check. These steps are crucial in maintaining a secure and welcoming environment for everyone.

Strengths

At our campus and district, we prioritize the safety and well-being of our students by ensuring that all parents and guests who wish to volunteer undergo a comprehensive training program accompanied by a thorough background check. This process not only enhances the security of our school environment but also ensures that our volunteers are well-prepared to contribute positively to our educational community.

In my role as principal, I am committed to maintaining open lines of communication and collaboration with our district leadership by attending monthly board meetings. These meetings provide a valuable platform for discussing school policies, sharing updates, and aligning our goals with the broader objectives of the district, ensuring that our school remains responsive to the needs of our students and community.

Furthermore, the presence of an armed security guard on our campus underscores our dedication to creating a secure learning environment. This measure is part of our comprehensive approach to school safety, providing peace of mind to students, staff, and parents alike, and allowing us to focus on delivering high-quality education in a safe setting.

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.
2★ There is a need to continuously strengthen campus safety, preparedness, and security practices to ensure a safe and supportive learning environment for all students and staff.	Evolving safety requirements, increased social-emotional needs, and changing security concerns require ongoing training, monitoring, and proactive safety measures.
3★ There is a need to continuously evaluate and improve campus systems, procedures, and operational practices to maximize efficiency, support instructional priorities, and ensure effective use of time and resources.	As campus initiatives, programs, and student needs evolve, existing systems and processes require regular review and refinement to maintain effectiveness and consistency.
4★ There is a need to strengthen the use of technology and data systems to improve the accuracy, efficiency, and accessibility of information used to support student achievement, attendance, intervention services, and campus decision-making.	Data is collected from multiple sources and systems, requiring ongoing monitoring and consistent processes to ensure timely access, analysis, and response to student and campus needs.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Magee has seen a decrease in student enrollment.

negative perception around bullying and parent choice.

2
★

CISD goal is 30, 60, 90 and Magee is at 80, 50, 21 percent.

Weak foundational skills, lack of structured home support.

3
★

Increase 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
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Approved budget for CISD was at a deficit.

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

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A lack of consistent campuswide structures, common expectations, and rubric-based measures for integrating and monitoring CCMR-aligned skills has resulted in inconsistent implementation across classrooms.

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Increase student participation in campus clubs, organizations, and extracurricular activities by 15%, ensuring access for ALL grade levels and student groups.

Barriers such as limited awareness, inconsistent access across grade levels, scheduling constraints, and a lack of intentionally targeted outreach have contributed to uneven student participation in extracurricular opportunities.

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Not all students consistently have access to intentional leadership-building experiences that foster citizenship, character development, responsibility, and student voice.

A campuswide system to ensure equitable access, consistent implementation, and tracking of leadership opportunities for all students has not been fully established.

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The campus currently lacks a dedicated, structured restorative space and clearly defined systems for providing consistent social-emotional support and self-regulation strategies as alternatives to traditional disciplinary responses.

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The absence of a fully aligned and consistently implemented character education framework has resulted in varying expectations, practices, and student experiences related to behavior, emotional regulation, and citizenship across the campus.

11
★

New teachers, paraprofessionals, and support staff need a consistent and structured onboarding experience to ensure successful integration, role clarity, and readiness to effectively support students and campus expectations.

A formalized campuswide onboarding and mentorship system with clearly defined checkpoints, support structures, and consistent follow-up has not been fully established, resulting in varied onboarding experiences for new staff.

12
★

There is an opportunity to strengthen instructional consistency and student learning outcomes by increasing teacher implementation of high-impact instructional practices, including explicit instruction, student engagement strategies, and effective checks for understanding.

A consistent, systematic coaching and walkthrough cycle focused on feedback, instructional modeling, and progress monitoring has not been fully implemented to support teacher growth in targeted instructional practices.

13



Professional development is not always directly aligned to identified student needs in academics, SEL, and intervention support.

Stronger alignment is needed between student data, instructional needs, and targeted professional learning.

14



Parent participation in campus leadership and decision-making opportunities is limited

The campus needs more intentional structures and communication to encourage parent involvement on committees.

15



There is a need to continuously strengthen campus safety, preparedness, and security practices to ensure a safe and supportive learning environment for all students and staff.

Evolving safety requirements, increased social-emotional needs, and changing security concerns require ongoing training, monitoring, and proactive safety measures.

16



There is a need to continuously evaluate and improve campus systems, procedures, and operational practices to maximize efficiency, support instructional priorities, and ensure effective use of time and resources.

As campus initiatives, programs, and student needs evolve, existing systems and processes require regular review and refinement to maintain effectiveness and consistency.

17



There is a need to increase meaningful engagement opportunities for families and community members to strengthen partnerships that support student achievement, attendance, and overall school success.

Families and community stakeholders have varying schedules and availability, limiting participation in campus activities and engagement opportunities.

18



There is a need to strengthen the use of technology and data systems to improve the accuracy, efficiency, and accessibility of information used to support student achievement, attendance, intervention services, and campus decision-making.

Data is collected from multiple sources and systems, requiring ongoing monitoring and consistent processes to ensure timely access, analysis, and response to student and campus needs.

★ = 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
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Student failure and/or retention rates

- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ State-developed online interim assessments
- ☒ 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
- ☒ Dual-credit and/or college prep course completion data
- ☒ Foster Care data

Student Data: Behavior and Other Indicators

- ☒ Attendance data

- ☒ Mobility/stability rate, including longitudinal data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ T-TESS data
- ☒ Staff mobility/stability
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback
- ☒ Parent and community partnership data

- ☒ Parent activity evaluations and feedback 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
- ☒ Budgets/entitlements and expenditures data
- ☒ Study of best practices and high yield strategies
- ☒ Horizontal and vertical team alignments processes
- ☒ Enrichment course/materials
- ☒ 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 testing data

Unit assessments

Quarter testing data

benchmark data

STAAR data

MTSS Plan Development

WIN

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

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

Strategic Action's Expected Result/Impact: STAAR Achievement at Meets Grade Level Framework Observation Results

Staff Responsible for Monitoring: Campus Administration, Curriculum Department, Intervention Coaches, and Teachers

Problem Statements: Culture of Performance & Preparedness 2

Funding Sources: Interventionists 211 - ESSA Title I, Part A, , Interventionists 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

Considerable Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 2

1.1.2 Ensure PLCs focus on the four guiding questions and respond to student performance.

Strategic Action's Expected Result/Impact: NWEA MAP Growth Indicators
Tier 2 and Tier 3 participation
Interventionist logs
PLC Notebook reviews

Staff Responsible for Monitoring: Curriculum Director, Instructional Coaches, Campus Administration

Problem Statements: Culture of Performance & Preparedness 2

Formative Reviews

Considerable Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 3

1.1.3 Ensure interventions are designed and provided for all students through development and implementation of WIN

Problem Statements: Culture of Performance & Preparedness 2

Formative Reviews

Moderate Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 4

1.1.4 Enhance communication with parents and the community through regular newsletters, social media updates, and a dedicated section on the school website to highlight positive school achievements and initiatives aimed at improving school culture.

Problem Statements: Culture of Performance & Preparedness 1

Formative Reviews

Considerable Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 5

1.1.5 Establish a student ambassador program where students are trained to welcome new students, provide tours, and promote a positive school culture, helping to change perceptions and improve the school's image.

Problem Statements: Culture of Performance & Preparedness 1

Formative Reviews

Considerable Progress

October

Considerable Progress

January



Accomplished

March



Accomplished

June

Performance Objective 1 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

1

Magee has seen a decrease in student enrollment.

negative perception around bullying and parent choice.

2

CISD goal is 30, 60, 90 and Magee is at 80, 50, 21 percent.

Weak foundational skills, lack of structured home support.

Performance Objective 2

1.2 College, Career, and Military Readiness

Progress Measures: College shirt day, career exploration day.

Summative Evaluation: Met Performance Objective

Strategic Action 1

1.2.1 Each grade level (3rd-5th) will provide at least two structured career awareness activities (career days, guest speakers, job-shadow videos, STEM/Makerspace career links) to help students develop early understanding of future pathways.

Strategic Action's Expected Result/Impact: Event logs and participation counts

Student reflections or surveys on career knowledge

Lesson plans with integrated career connections

Documentation in PLC notes of college & career conversations

Problem Statements: Culture of Performance & Preparedness 3

Formative Reviews

Moderate Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 2

1.2.2 Increase student mastery of key CCMR-aligned skills--problem solving, collaboration, presentation skills, technology use--by embedding these skills in core content and specials classes, resulting in 10% growth in rubric-based performance across grade levels.

Strategic Action's Expected Result/Impact: Rubrics for problem-solving, presentations, collaboration, etc.

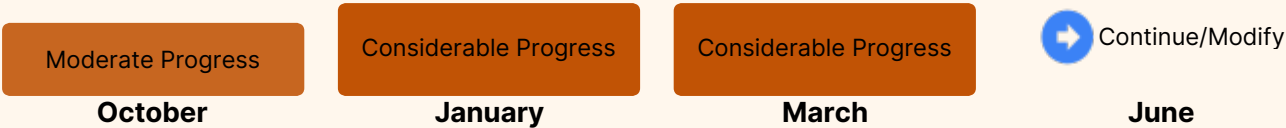
Makerspace integration logs

Student artifacts and projects aligned to CCMR skills

Walkthrough data showing evidence of skill-building tasks

Problem Statements: Culture of Performance & Preparedness 3

Formative Reviews



Strategic Action 3

1.2.3 Provide students with structured opportunities to learn about leadership, civic service, and military pathways (e.g., Student Council, Magee Ambassadors, leadership lessons), with 100% of students participating in at least one leadership-oriented experience by the end of the year.

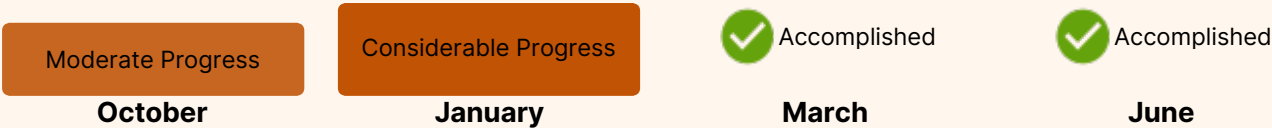
Strategic Action's Expected Result/Impact: Participation logs for student leadership roles

Student leadership reflections (Leader in Me)

Documentation of community service activities

Problem Statements: Culture of Performance & Preparedness 3

Formative Reviews



Performance Objective 2 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

3

Students need increased opportunities to consistently develop and demonstrate foundational College, Career, and Military Readiness (CCMR)-aligned skills, including problem solving, collaboration, communication, and technology use, through authentic learning experiences across content areas.

A lack of consistent campuswide structures, common expectations, and rubric-based measures for integrating and monitoring CCMR-aligned skills has resulted in inconsistent implementation across classrooms.

Performance Objective 3

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

Progress Measures: Student participation data

Summative Evaluation: Met Performance Objective

Strategic Action 1

1.3.1 Increase student participation in campus clubs, organizations, and extracurricular activities by 15%, ensuring access for ALL grade levels and student groups.

Strategic Action's Expected Result/Impact: Club rosters and participation logs
Number of clubs/activities offered at each grade level

Problem Statements: Culture of Performance & Preparedness 4

Formative Reviews

Considerable Progress

October

Considerable Progress

January



Accomplished

March



Continue/Modify

June

Strategic Action 2

1.3.2 Ensure 100% of students participate in at least one leadership-building experience (PATH leadership lessons, Student Council elections, classroom jobs, peer mentoring, service projects, etc.) to promote citizenship and character.

Strategic Action's Expected Result/Impact: Classroom leadership roles tracked by teachers
Documentation of service learning or campus service projects
Student Council/intermediate leadership participation data

Problem Statements: Culture of Performance & Preparedness 5

Formative Reviews

Considerable Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 3

1.3.3 Implement activity-based engagement incentives and campus involvement programs that support a 0.5% increase in attendance, while creating stronger connections between students and the school community.

Strategic Action's Expected Result/Impact: Attendance rate trends after club days/activities
Participation in attendance-based incentives (assemblies, rewards)

Staff Responsible for Monitoring: Principals, Counselor

Problem Statements: Culture of Performance & Preparedness 1

Formative Reviews

Moderate Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Performance Objective 3 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

1

Magee has seen a decrease in student enrollment.

negative perception around bullying and parent choice.

4

Increase student participation in campus clubs, organizations, and extracurricular activities by 15%, ensuring access for ALL grade levels and student groups.

Barriers such as limited awareness, inconsistent access across grade levels, scheduling constraints, and a lack of intentionally targeted outreach have contributed to uneven student participation in extracurricular opportunities.

5

Not all students consistently have access to intentional leadership-building experiences that foster citizenship, character development, responsibility, and student voice.

A campuswide system to ensure equitable access, consistent implementation, and tracking of leadership opportunities for all students has not been fully established.

Performance Objective 4

1.4 Student Safety and Well-Being

Progress Measures: BTA data, mental health activities, counselor visits, peace room data.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

1.4.1 Create and sustain a dedicated Peace Room where students can develop self-regulation skills, engage in restorative conversations, and receive social-emotional support as an alternative to traditional disciplinary measures. This space will provide structured strategies for calming, reflecting, and re-engaging in learning, thereby improving student behavior and academic readiness.

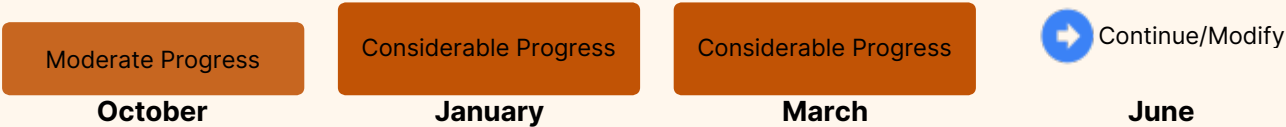
Strategic Action's Expected Result/Impact: Usage Data: Maintain a monthly log of Peace Room visits (target: increase student participation by 15%).
Behavioral Outcomes: Reduce office discipline referrals by 10% by the end of the school year.
Instructional Impact: Increase classroom time regained by students returning from Peace Room interventions by 20%.
Perception Data: Improve student perception of emotional support and safety on climate surveys by at least 10%.

Staff Responsible for Monitoring: Counselor, Teacher, Principal, Asst. Principal

Problem Statements: Culture of Performance & Preparedness 6

Title I: 2.5.2

Formative Reviews



Strategic Action 2

1.4.2 Implement a sustainable, campus-wide character education program (Leader in Me, Restorative Practices) to promote positive behavior, emotional regulation, and responsible citizenship, resulting in a 10% decrease in repeated behavior incidents and an increase in positive student climate survey indicators.

Strategic Action's Expected Result/Impact: Weekly or monthly character lesson implementation logs
Peace Room usage records and follow-up reflections
Decrease in repeat discipline referrals (target: -10%)
Increase in student-reported feelings of safety and belonging (target: +10%)
Walkthrough data showing integration of character traits in morning meetings, lessons, and classroom routines

Problem Statements: Culture of Performance & Preparedness 7

Formative Reviews

Moderate Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 3

1.4.3 Provide families, staff, and students with ongoing development opportunities related to mental health, emotional well-being, and crisis response (calming strategies, bullying prevention, digital citizenship, parent workshops), resulting in a 10% increase in stakeholder confidence and visible improvements in student self-regulation.

Strategic Action's Expected Result/Impact: Tracking of behavior incidents that involve emotional dysregulation

Counselor-led classroom lessons and small-group session documentation

Problem Statements: Culture of Performance & Preparedness 1

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Performance Objective 4 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

1

Magee has seen a decrease in student enrollment.

negative perception around bullying and parent choice.

6

Students need consistent access to proactive social-emotional and behavioral support systems that promote self-regulation, reflection, and successful re-engagement in learning.

The campus currently lacks a dedicated, structured restorative space and clearly defined systems for providing consistent social-emotional support and self-regulation strategies as alternatives to traditional disciplinary responses.

7

A consistent, campuswide approach to character development, emotional regulation, and positive behavior support is needed to strengthen student citizenship, decision-making, and overall campus climate.

The absence of a fully aligned and consistently implemented character education framework has resulted in varying expectations, practices, and student experiences related to behavior, emotional regulation, and citizenship across the campus.

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

Performance Objective 1

2.1 Strengthen professional growth, collaboration, and staff well-being to increase retention and instructional effectiveness.

Progress Measures: PLCs and "5-minute share" sessions will be held quarterly; at least 80% of teachers will report in surveys that collaboration improves their practice.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

2.1.1 Establish regular professional learning communities (PLCs) where teachers collaborate weekly to analyze student data, share best practices, and develop instructional strategies to address gaps in student learning.

Problem Statements: Culture of Performance & Preparedness 2

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 2

2.1.2 Create a recognition program to celebrate teacher achievements and milestones, such as Teacher of the Month awards, to boost morale and foster a positive school culture.

Problem Statements: Culture of Performance & Preparedness 2

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Performance Objective 1 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement	Root Cause
2 CISD goal is 30, 60, 90 and Magee is at 80, 50, 21 percent.	Weak foundational skills, lack of structured home support.

Performance Objective 2

2.2 Faculty and Staff Commitment

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

2.2.1 Enhance staff culture and belonging by implementing quarterly feedback cycles, consistent communication systems, and staff-led collaboration opportunities, resulting in a 10% increase in staff satisfaction survey indicators related to morale, communication, and support.

Strategic Action's Expected Result/Impact: Admin follow-up logs and action steps from survey themes
Attendance & participation in staff meetings/celebrations
Reduction in concerns documented through feedback systems
Climate survey Spring-to-Fall comparison

Problem Statements: Culture of Faculty & Staff Commitment 1

Formative Reviews



Strategic Action 2

2.2.2 Implement a structured onboarding and mentorship plan for all new teachers, paraprofessionals, and support staff to ensure smooth integration and campus readiness, resulting in 100% completion of onboarding checkpoints and increased confidence levels reported by new staff.

Strategic Action's Expected Result/Impact: Mentor/mentee meeting logs
New staff mid-year & end-of-year surveys
Participation in new-teacher coaching cycles
Retention rate of new staff members

Problem Statements: Culture of Faculty & Staff Commitment 2

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 3

2.1.3 Cultivate a supportive work environment through intentional recognition, team-building opportunities, and increased instructional support, resulting in 95% staff retention and improved staff perception of campus support.

Strategic Action's Expected Result/Impact: Retention and exit interview data

Calendar of staff recognition & team-building events

Staff attendance data

Participation in leadership roles (committee work, PLC facilitation, clubs)

Walkthrough coaching data showing staff growth

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

Problem Statements: Culture of Faculty & Staff Commitment 1

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

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

Problem Statement

Root Cause

1

Increase 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.

2

New teachers, paraprofessionals, and support staff need a consistent and structured onboarding experience to ensure successful integration, role clarity, and readiness to effectively support students and campus expectations.

A formalized campuswide onboarding and mentorship system with clearly defined checkpoints, support structures, and consistent follow-up has not been fully established, resulting in varied onboarding experiences for new staff.

Performance Objective 3

2.3 Capacity Building for all Faculty and Staff

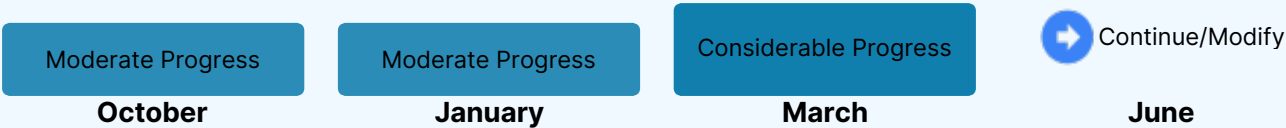
Strategic Action 1

2.2.1 Implement a systematic coaching and walkthrough cycle focused on explicit instruction, engagement strategies, and effective checks for understanding, resulting in 80% teacher implementation of targeted instructional practices by the end of the school year.

Strategic Action's Expected Result/Impact: Walkthrough data trends (every 6 weeks)
Coaching cycle participation logs
Increase in "Accomplished" evidence in T-TESS dimensions 2.1-2.4
Evidence of strategy application in lesson plans and student work

Problem Statements: Culture of Faculty & Staff Commitment 3

Formative Reviews



Strategic Action 2

2.2.2 Design and deliver targeted professional development in reading, math, SEL, and MTSS that directly responds to student data, resulting in 10% improvement in student performance in the areas addressed by PD.

Strategic Action's Expected Result/Impact: PD attendance & sign-in sheets
Student data improvement tied to PD focus (MAP, district assessments)
Implementation evidence observed in classrooms

Problem Statements: Culture of Faculty & Staff Commitment 4

Formative Reviews



Performance Objective 3 Problem Statements Identifying Culture of Faculty & Staff Commitment

Problem Statement	Root Cause
3 There is an opportunity to strengthen instructional consistency and student learning outcomes by increasing teacher implementation of high-impact instructional practices, including explicit instruction, student engagement strategies, and effective checks for understanding.	A consistent, systematic coaching and walkthrough cycle focused on feedback, instructional modeling, and progress monitoring has not been fully implemented to support teacher growth in targeted instructional practices.
4 Professional development is not always directly aligned to identified student needs in academics, SEL, and intervention support.	Stronger alignment is needed between student data, instructional needs, and targeted professional learning.

Performance Objective 4

2.4 Competitive Compensation for Faculty and Staff

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

Increase efforts to improve student enrollment and attendance by enhancing marketing strategies, offering unique programs that attract families, and engaging with the community to highlight the school's strengths.

Problem Statements: Effective & Efficient Operations 1

Formative Reviews

Moderate Progress

Moderate Progress

Moderate Progress

Continue/Modify

October

January

March

June

Performance Objective 4 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.

Priority 3 Increasing Community Engagement & Commitment

Performance Objective 1

3.1 Parent and Family Engagement

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategic Action 1

3.1.1 Expand parent, family, and community partnerships to support student learning and school culture.

Strategic Action's Expected Result/Impact: Disseminate monthly newsletters, ParentSquare messages, and parent surveys; target 85% of families reporting satisfaction with communication.

Problem Statements: Community Engagement & Commitment 1

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 2

3.1.2 Enhance opportunities and promote two-way communication with parents and families.

Problem Statements: Community Engagement & Commitment 1

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 3

3.1.3 Develop opportunities for parent participation on committees.

Problem Statements: Community Engagement & Commitment 2

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate 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.

2

Parent participation in campus leadership and decision-making opportunities is limited

The campus needs more intentional structures and communication to encourage parent involvement on committees.

Performance Objective 2

3.2 Community Engagement and Commitment

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

3.2.1 Strengthen partnerships with community organizations and local businesses to support student learning, campus programs, and school initiatives.

Strategic Action's Expected Result/Impact: Increased collaboration with community partners to support student programs and campus initiatives.

Expanded opportunities for guest speakers, career awareness activities, and campus support.

Staff Responsible for Monitoring: Principal

Assistant Principal

Counselor

Problem Statements: Community Engagement & Commitment 2

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 2

3.2.2 Promote community awareness of campus initiatives, student achievements, and school events through district communication platforms, newsletters, and social media.

Strategic Action's Expected Result/Impact: Increased community awareness and support of campus programs and student accomplishments.

Strengthened relationships between the school and community stakeholders.

Staff Responsible for Monitoring: Principal

Assistant Principal

Problem Statements: Community Engagement & Commitment 2

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 3

3.2.3 Provide opportunities for community members and volunteers to support campus activities, programs, and events that enhance the educational experience for students.

Strategic Action's Expected Result/Impact: Increased volunteer participation and community involvement in campus activities.

Strengthened school-community partnerships that support student success.

Greater community presence at campus events and programs.

Staff Responsible for Monitoring: Principal

Assistant Principal

Counselor

Problem Statements: Community Engagement & Commitment 1

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable 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.
2	Parent participation in campus leadership and decision-making opportunities is limited	The campus needs more intentional structures and communication to encourage parent involvement on committees.

Performance Objective 3

3.3 Community Partnerships

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

Develop and strengthen partnerships with local businesses, civic organizations, and community agencies to support student learning, attendance initiatives, and campus programs.

Strategic Action's Expected Result/Impact: Increased number of active community partnerships supporting campus initiatives.
Expanded opportunities for student enrichment, recognition programs, and attendance incentives.
Increased community involvement in supporting student success.

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

Problem Statements: Community Engagement & Commitment 2

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 2

Collaborate with community partners to provide students with career awareness, leadership, and

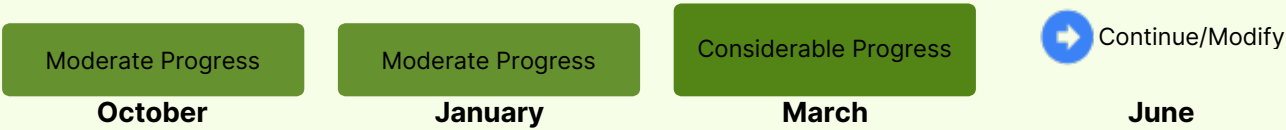
service-learning opportunities that connect classroom learning to real-world experiences.

Strategic Action's Expected Result/Impact: Increased student participation in career awareness and leadership activities.
Expanded opportunities for guest speakers, career exploration, and community service projects

Staff Responsible for Monitoring: Counselor
Teachers
Student Council Sponsors

Problem Statements: Community Engagement & Commitment 3

Formative Reviews



Strategic Action 3

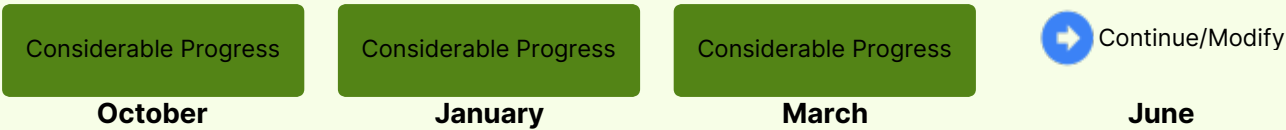
Leverage partnerships with PTA, district organizations, higher education institutions, and community groups to provide resources, volunteer support, and opportunities that enhance the educational experience for all students.

Strategic Action's Expected Result/Impact: Increased volunteer participation and community support for campus events and programs.

Staff Responsible for Monitoring: Principal
Assistant Principal
PTA Representatives

Problem Statements: Community Engagement & Commitment 2

Formative Reviews



Performance Objective 3 Problem Statements Identifying Community Engagement & Commitment

	Problem Statement	Root Cause
2	Parent participation in campus leadership and decision-making opportunities is limited	The campus needs more intentional structures and communication to encourage parent involvement on committees.

3

There is a need to increase meaningful engagement opportunities for families and community members to strengthen partnerships that support student achievement, attendance, and overall school success.

Families and community stakeholders have varying schedules and availability, limiting participation in campus activities and engagement opportunities.

Priority 4 Ensuring Effective and Efficient Operations

Performance Objective 1

4.1 Strong Financial Stewardship and Clear Stakeholder Communication

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategic Action 1

Ensure responsible allocation and monitoring of campus resources, budgets, grants, and supplemental funding to support student achievement and campus improvement priorities.

Strategic Action's Expected Result/Impact: Resources and funding are aligned with campus needs and improvement goals.

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus Secretary

Problem Statements: Effective & Efficient Operations 1

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 2

Maintain transparent and consistent communication with staff, families, and stakeholders regarding campus initiatives, programs, and the use of resources that support student success.

Strategic Action's Expected Result/Impact: Increased participation and engagement in campus activities and decision-making opportunities.

Staff Responsible for Monitoring: Principal
Assistant Principal
Campus Secretary

Problem Statements: Effective & Efficient Operations 3

Formative Reviews

Moderate Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 3

Utilize stakeholder feedback, campus data, and needs assessments to guide decision-making and ensure resources are used effectively to address identified campus priorities.

Strategic Action's Expected Result/Impact: Resources are allocated based on data-driven priorities. Continuous improvement efforts are supported through ongoing evaluation and feedback.

Staff Responsible for Monitoring: Principal
Assistant Principal
SBDM Committee

Problem Statements: Effective & Efficient Operations 1

Formative Reviews



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.
3	There is a need to continuously evaluate and improve campus systems, procedures, and operational practices to maximize efficiency, support instructional priorities, and ensure effective use of time and resources.	As campus initiatives, programs, and student needs evolve, existing systems and processes require regular review and refinement to maintain effectiveness and consistency.

Performance Objective 2

4.2 Improve Operational Efficiencies and Processes

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategic Action 1

Implement and monitor efficient campus systems and procedures that support daily operations, student supervision, attendance, communication, and instructional continuity.

Strategic Action's Expected Result/Impact: Increased consistency in campus procedures and expectations.
Improved efficiency in daily operations and communication.

Staff Responsible for Monitoring: Principal
Assistant Principal

Problem Statements: Effective & Efficient Operations 1

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 2

Utilize technology and data management systems to streamline processes, monitor student performance, attendance, and intervention needs, and support data-driven decision making.

Strategic Action's Expected Result/Impact: Improve monitoring of student attendance, behavior, and academic performance.

Staff Responsible for Monitoring: Principal
Assistant Principal
PEIMS Clerk
Teachers

Problem Statements: Effective & Efficient Operations 4

Formative Reviews

Considerable Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 3

Regularly review campus procedures, operational practices, and stakeholder feedback to identify opportunities for continuous improvement and increased organizational effectiveness.

Strategic Action's Expected Result/Impact: Improve campus processes and operational efficiency. Data-informed adjustments that support continuous improvement efforts.

Staff Responsible for Monitoring: Principal
Assistant Principal
SBDM Committee

Problem Statements: Effective & Efficient Operations 2

Formative Reviews

Considerable Progress

Considerable Progress

Considerable Progress



Continue/Modify

Performance Objective 2 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.

2

There is a need to continuously strengthen campus safety, preparedness, and security practices to ensure a safe and supportive learning environment for all students and staff.

Evolving safety requirements, increased social-emotional needs, and changing security concerns require ongoing training, monitoring, and proactive safety measures.

4

There is a need to strengthen the use of technology and data systems to improve the accuracy, efficiency, and accessibility of information used to support student achievement, attendance, intervention services, and campus decision-making.

Data is collected from multiple sources and systems, requiring ongoing monitoring and consistent processes to ensure timely access, analysis, and response to student and campus needs.

Performance Objective 3

4.3 Safety and Security

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

Implement and regularly review campus safety procedures, emergency operations plans, and required safety drills to ensure staff and students are prepared to respond effectively during emergency situations.

Strategic Action's Expected Result/Impact: Compliance with all district and state safety requirements.
Increased staff and student preparedness during emergency situations.

Staff Responsible for Monitoring: Principal
Assistant Principal

Problem Statements: Effective & Efficient Operations 2

Formative Reviews

Considerable Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 2

Maintain a safe, secure, and supportive learning environment through proactive supervision, threat assessment practices, visitor management procedures, and ongoing monitoring of campus safety needs.

Strategic Action's Expected Result/Impact: Increased student and staff perceptions of safety. Consistent implementation of campus supervision and visitor protocols.

Staff Responsible for Monitoring: Principal
Assistant Principal

Problem Statements: Effective & Efficient Operations 3

Formative Reviews

Considerable Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 3

Provide ongoing training and awareness opportunities for students and staff related to school safety, bullying prevention, digital citizenship, mental health awareness, and crisis response.

Strategic Action's Expected Result/Impact: Increased awareness of safety procedures and available support systems.
Improved student behavior and responsible decision-making.

Staff Responsible for Monitoring: Principal
Assistant Principal

Problem Statements: Effective & Efficient Operations 3

Formative Reviews

Considerable Progress

October

Considerable Progress

January

Considerable Progress

March



Continue/Modify

June

Performance Objective 3 Problem Statements Identifying Effective & Efficient Operations

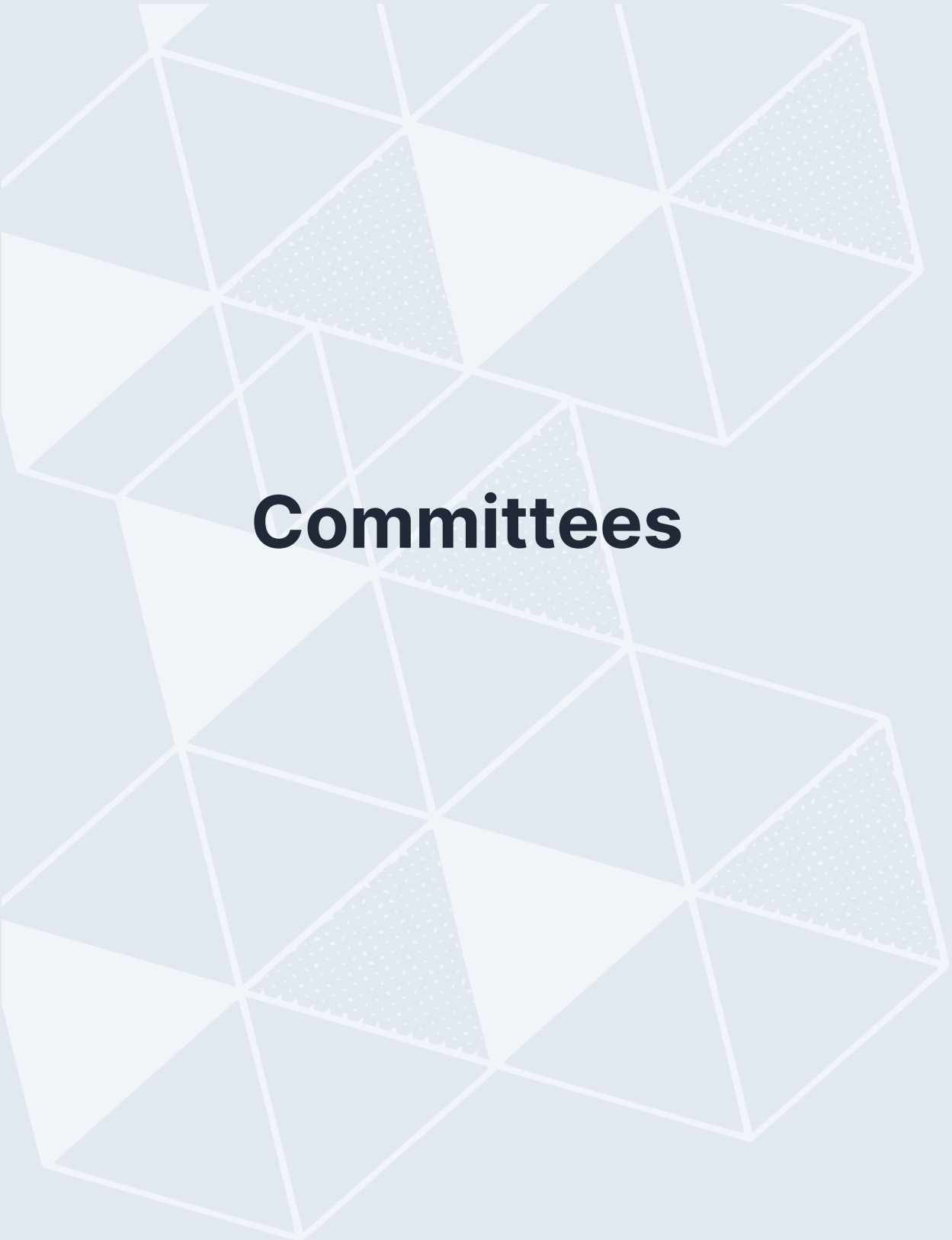
Problem Statement	Root Cause
2 There is a need to continuously strengthen campus safety, preparedness, and security practices to ensure a safe and supportive learning environment for all students and staff.	Evolving safety requirements, increased social-emotional needs, and changing security concerns require ongoing training, monitoring, and proactive safety measures.
3 There is a need to continuously evaluate and improve campus systems, procedures, and operational practices to maximize efficiency, support instructional priorities, and ensure effective use of time and resources.	As campus initiatives, programs, and student needs evolve, existing systems and processes require regular review and refinement to maintain effectiveness and consistency.



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Denise Chapa	Reading Intervention 5th Grade		
Eve Schroeder	Reading Intervention 4th Grade		



Committees

Committees

2025-2026 Site Based Decision Making Team

Members

First Name	Last Name	Position	Committee Role
Kaitlyn	Rios	5th grade Sci/SS Teacher	Classroom Teacher
Rachel	Thompson	Math Interventionist	Interventionist
Amanda	Kirchoff	Curriculum	District-level Professional
Charolette	Sears	Special Education Teacher	Special Education Teacher
Patty	Fox	Intervention Coach	Interventionist
Naomi	Hughes	parent	Parent
Pete	Van Maren	Assistant Principal	Administrator
Ruben	Gonzalez	5th Grade Science/SS Teacher	Classroom Teacher
Stephanie	Hamiter	Library Media Specialist	District-level Professional
Lisa	Naranjo	Counselor	Counselor
Rey	Villarreal	Business Representative	Business Representative
Monica	Perez	Principal	Administrator



Funding Summary

Funding Summary

199 - General Fund: SCE

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