

Calallen Independent School District



West Intermediate

Accountability Rating: A

Distinction Designation:

Academic Achievement in English Language Arts/Reading,
Academic Achievement in Mathematics, Top 25 Percent:
Comparative Academic Growth, Postsecondary Readiness

2025-2026 Campus Improvement Plan

Mission Statement

West Intermediate School

**The mission of
West Intermediate
is to REACH, TEACH, and INSPIRE creativity, passion,
and a thirst
for knowledge to
ignite life-long learners.**

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Comprehensive Needs Assessment

Culture of Performance & Preparedness

Summary

At our school, we have implemented WIN (What I Need) time for intervention and extension across all grade levels. This dedicated period allows us to tailor educational experiences to meet the diverse needs of our students, providing targeted support for those who require additional help and offering enrichment opportunities for those ready to advance beyond the standard curriculum.

Our Master Schedule has been meticulously crafted to incorporate WIN time, ensuring that all resource and Special Education classes are seamlessly integrated. Additionally, we have established Wildcat Wednesdays, a unique initiative that provides Professional Learning Community (PLC) time for all grade levels. This structure facilitates collaboration among teachers and administrators, fostering a cohesive educational environment where best practices can be shared and implemented effectively.

Intervention Coaches play a crucial role in our educational framework, dedicating time each week to work with students during WIN for targeted intervention. Beyond their direct work with students, these coaches also focus on professional development, offering guidance and support to our teaching staff. This dual approach not only enhances student learning outcomes but also contributes to the professional growth of our educators, ensuring that our teaching practices remain dynamic and effective.

The Bluebonnet Reading Curriculum is a cornerstone of our educational approach, designed to enhance literacy and foster a love for reading among our students. This curriculum is supported by our dedicated intervention coaching staff, who provide both in-class and pull-out interventions tailored to meet the needs of students requiring additional support. By offering these targeted interventions, we ensure that every student has the opportunity to succeed and improve their reading skills.

Our Professional Learning Communities (PLCs) are a vital part of our school's collaborative culture, where teachers learn from each other and engage deeply with data to inform instruction. Teacher leaders play a crucial role in facilitating these PLCs, guiding discussions, and sharing best practices. We have also added a weekly PLC session during the school day to provide teachers with regular opportunities to collaborate and refine their teaching strategies.

To prepare our students for future success, we host College and Career Awareness Days, which expose them to various pathways and opportunities beyond high school. Additionally, we encourage academic excellence through participation in University Interscholastic League (UIL) competitions, allowing students to showcase their talents and skills in a competitive environment.

We recognize the importance of attendance in student success and have implemented attendance incentives to encourage regular school attendance. Furthermore, we promote student leadership and civic engagement through classroom elections for the Student Council, giving students a voice and a platform to influence school decisions.

Our commitment to character education is exemplified by the Leader In Me program, which instills essential leadership and life skills in our students. This program is integrated into our weekly PLCs, which also include guidance lessons to support students' social and emotional development.

Restorative practices are an integral part of our approach to discipline and conflict resolution. By establishing treatment agreements in each classroom, we empower students to hold each other accountable, communicate effectively, and resolve conflicts amicably. This approach fosters a positive school climate and teaches students valuable interpersonal skills.

Finally, our West Ambassadors program provides students with opportunities to represent our school and develop leadership skills. These ambassadors serve as role models and help to create a welcoming and inclusive environment for all students.

Strengths

At West Intermediate, we have observed a commendable increase in our MAP Growth scores, reflecting our commitment to academic excellence and effective teaching strategies. This improvement is a testament to the hard work and dedication of our students, teachers, and staff, who have collectively fostered an environment conducive to learning and growth. Our focus on data-driven instruction and personalized learning plans has played a crucial role in this achievement, ensuring that each student receives the support they need to succeed. As we continue to build on this progress, we remain dedicated to maintaining high standards and providing quality education to all our students.

Problem Statements Identifying Culture of Performance & Preparedness Needs

Problem Statement	Root Cause
1 ★ West has seen a decrease in student enrollment and attendance.	Negative perception around bullying and parent choice.
2 ★ Percentage of special education populations is increasing.	Additon of Dyslexia to Special Education, more intense academic student needs.
3 ★ Calallen ISD goal is a 30-60-90	CISD needs to track PLC binders and ensure teachers understand data and can curtail instruction based on classroom and greade-level data, minority students are underperforming their Caucasian peers (lack of experinces and exposure to vocabulary

★ = Priority

Culture of Faculty & Staff Commitment

Summary

At West Intermediate, we have established a Zen Den for our staff, which serves as a sanctuary where they can unwind and rejuvenate. This space is thoughtfully equipped with massage chairs, low lighting, calming music, and cold waters, providing a serene environment for our educators to momentarily escape the demands of their day and return refreshed.

Our Lighthouse Committee is dedicated to fostering a culture of gratitude and appreciation by organizing delightful treats and gifts as tokens of thankfulness for our staff. This initiative is part of our broader effort to ensure that our educators feel valued and recognized for their hard work and dedication.

We are committed to celebrating and appreciating our staff on a monthly basis through various activities such as fun days, dress-up days, and the distribution of treats, snacks, and gifts. These events are designed to boost morale and create a positive and engaging work environment for everyone on campus.

Our campus takes pride in highlighting the contributions of staff leaders, including Intervention Coaches, Lead Teachers, and those who are emerging as leaders. By recognizing their efforts, we aim to inspire others and promote a culture of leadership and professional growth within our school community.

The district's participation in the Teacher Incentive Allotment (TIA) program has been instrumental in providing our teachers with opportunities to qualify for and receive monetary incentives. This initiative not only rewards excellence in teaching but also motivates our educators to continue striving for high standards in their professional practice.

We have made a concerted effort to enhance our school culture by increasing the number of classroom walkthroughs conducted by administrators. Additionally, we have partnered with Bluebonnet to bring in external observers who provide valuable support and guidance to help our teachers grow and develop their skills.

To ensure that our professional development offerings are aligned with the needs of our staff, we conduct surveys to gather input and feedback. This approach allows us to tailor our training programs to address the specific areas where our educators seek growth and improvement.

Our mentor program, facilitated through the district's CATS Academy, provides new and experienced teachers with access to mentors both at the district level and on campus. This support system ensures that our educators have a reliable resource to turn to for guidance and assistance, fostering a collaborative and supportive teaching environment.

Strengths

Our LEAD teacher meetings and faculty meetings serve as vital platforms for open communication and collaboration among our staff. These gatherings provide an opportunity for teachers to share their insights and feedback, fostering a culture of continuous improvement and collective problem-solving. By actively engaging our educators in these discussions, we ensure that their voices are heard and valued, ultimately enhancing the educational experience for our students.

The implementation of frequent walkthroughs, including our bluebonnet walkthroughs, has been instrumental in providing constructive feedback and support to our teaching staff. These walkthroughs allow us to observe classroom dynamics and instructional practices firsthand, enabling us to offer targeted coaching and professional development. This ongoing process not only supports teacher growth but also ensures that our instructional strategies remain effective and aligned with our educational goals.

Our commitment to professional growth is further exemplified by our participation in the Teacher Incentive Allotment (TIA) program. This initiative promotes excellence in teaching by recognizing and rewarding educators who demonstrate significant impact on student learning. We are proud to have many staff members qualifying for TIA, which underscores their dedication to their craft and their commitment to fostering student success. Through TIA, we continue to cultivate a culture of high expectations and professional achievement within our school community.

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

At our school, we highly value the involvement of parents in various campus committees such as the Language Proficiency Assessment Committee (LPAC) and the Site-Based Decision Making (SBDM) committee. Their participation is crucial as it brings diverse perspectives and insights that contribute to the decision-making processes and the overall improvement of our educational environment.

The Parent-Teacher Association (PTA) plays a significant role in fostering a collaborative relationship between parents and the school. Through the PTA, we organize numerous family events throughout the year, including fun runs, picnics, and hall decorating activities. These events not only strengthen the school community but also provide opportunities for families to engage with the school in a meaningful way.

To facilitate effective communication between the school and parents, we utilize Parent Square, a platform that allows for two-way communication. This tool is user-friendly, resembling texting, and is accessible via a phone app, making it convenient for parents to stay informed and engaged with school activities and updates.

We actively gather information through parent surveys to better understand the needs and expectations of our school community. This feedback is invaluable as it guides us in making informed decisions that align with the interests and priorities of our families.

Our school is committed to enhancing educational opportunities by applying for and securing CEF grants for our teachers. We encourage our staff to engage in the application process, as these grants provide essential resources that support innovative teaching practices and enrich the learning experience for our students.

We also recognize the importance of community resources and have established local community partnerships to boost staff morale. These partnerships not only provide support and resources but also create a sense of community and shared purpose, contributing to a positive and motivating work environment for our educators.

Strengths

At our school, we prioritize open and effective communication with parents, and one of the key tools we utilize is Parent Square. This platform facilitates two-way communication, allowing parents to easily connect with teachers and staff, ensuring that any concerns or questions are promptly addressed. This ongoing dialogue helps to build a strong partnership between home and school, fostering a supportive environment for our students.

In addition to Parent Square, we keep our school community informed through our weekly Smore newsletter. This comprehensive update provides parents with detailed information about the various events and activities happening on campus. By keeping everyone in the loop, we ensure that parents are well-informed and can actively participate in their child's educational journey.

We are fortunate to have the support of the Calallne Education Foundation, which plays a significant role in enhancing our educational offerings. Through their generous grants, we are able to fund innovative programs and resources that directly benefit our students and enrich their learning experiences. This partnership underscores the importance of community involvement in education.

Furthermore, we encourage parental involvement in decision-making processes through participation in committees such as the Site-Based Decision Making (SBDM), District Educational Improvement Council (DEIC), and School Health Advisory Council (SHAC). These committees provide parents with the opportunity to contribute their insights and perspectives, ensuring that our school policies and initiatives reflect the needs and aspirations of our community. By engaging parents in these meaningful ways, we strengthen our school and create a collaborative environment that supports student success.

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

As part of our commitment to financial transparency and accountability, we are implementing mandatory budget meetings across the district. These meetings are designed to ensure that all stakeholders are informed and knowledgeable about the financial planning and resource allocation that supports our educational objectives.

Our campus staff are diligently trained to remain vigilant and proactive in identifying any safety concerns or issues. This vigilance is crucial in maintaining a secure and productive learning environment for all students and staff members.

We are committed to completing all state-mandated drills, including fire, lockdown, and shelter drills. These exercises are essential in preparing our school community to respond effectively and efficiently in the event of an emergency.

Regular door checks are conducted to ensure that all entry points are securely locked. This measure is a critical component of our overall strategy to safeguard our school premises.

Security towers are strategically placed at building entrances to monitor and manage the flow of individuals entering the facility. This initiative enhances our ability to maintain a safe environment for everyone on campus.

All visitors to our school are required to check in through the Raptor system. Additionally, they must have completed the necessary volunteer training and background checks. This protocol is in place to ensure that only authorized individuals have access to our school community.

We are fortunate to have a School Resource Officer (SRO) on campus daily. The SRO plays a vital role in conducting safety checks and providing security, further reinforcing our commitment to a safe educational setting.

Routine drills and safety awareness activities are conducted to ensure that our students and staff are well-prepared and informed about safety protocols. These ongoing efforts are integral to fostering a culture of safety and preparedness within our school.

Strengths

Our school takes pride in actively participating in district trainings focused on budget and budget requirements, as well as relevant laws. This commitment ensures that our financial management aligns with the latest regulations and best practices, enabling us to allocate resources effectively and responsibly for the benefit of our students and staff.

We prioritize transparency and accountability by attending Board Meetings to receive updates on bonds and quarterly budget reports. This practice allows us to stay informed about financial developments and make informed decisions that support our school's mission and goals.

The presence of a School Resource Officer (SRO) on campus throughout the school year, along with an armed security guard, underscores our dedication to maintaining a safe and secure learning environment. This measure provides peace of mind to students, parents, and staff, fostering a sense of safety that is conducive to learning.

We require all family members who wish to volunteer to undergo training and pass a background check. This process, facilitated through the Raptor system, ensures that only authorized individuals are allowed on campus, as indicated by their visitor sticker. This policy not only enhances security but also strengthens our community by involving families in a safe and structured manner.

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
★

West has seen a decrease in student enrollment and attendance.

Negative perception around bullying and parent choice.

2
★

Percentage of special education populations is increasing.

Additon of Dyslexia to Special Education, more intense academic student needs.

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
★

approved budget for CISD was at a deficit.

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

5
★

Calallen ISD goal is a 30-60-90

CISD needs to track PLC binders and ensure teachers understand data and can curtail instruction based on classroom and greade-level data, minority students are underperforming their Caucasian peers (lack of experinces and exposure to vocabulary

★ = 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 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
- ☒ STEM and/or STEAM data
- ☒ Foster Care data

Student Data: Behavior and Other Indicators

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

- ☒ Discipline records
- ☒ Violence and/or violence prevention 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
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ T-TESS data
- ☒ T-PESS data
- ☒ Staff mobility/stability
- ☒ Support structures: mentors
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Parent and community partnership data
- ☒ Community service agencies and support services

Support Systems and Other 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
- ☒ Technology and resource allocation data
- ☒ 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 testing data

Quarter Testing data

STAAR data

Benchmark data

Unit Assessments

MTSS Plan Development

Intervention Small Groups during WIN Time

Summative Evaluation: Met 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: Teachers, Administration, Curriculum Department, Intervention Coaches

Problem Statements: Culture of Performance & Preparedness 3

Funding Sources: Interventist Coaches 211 - ESSA Title I, Part A, , Interventist Coaches 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

Moderate Progress

January



Accomplished

March



Accomplished

June

Strategic Action 2

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

Strategic Action's Expected Result/Impact: NWEA MAP Growth Indicators

Tier 2 and 3 participation
Interventionist Documentation
PLC notebook reviews

Staff Responsible for Monitoring: Campus Admin, Curriculum Specialists and Director

Problem Statements: Culture of Performance & Preparedness 3

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 3

1.1.3 Create a student ambassador program where selected students are trained to welcome new students, provide peer support, and promote a positive school culture. Ambassadors will receive training on leadership and conflict resolution.

Strategic Action's Expected Result/Impact: Students will feel welcomed to the campus and feel positive about the campus

Staff Responsible for Monitoring: Student Counsel Sponser and admin

Problem Statements: Culture of Performance & Preparedness 1, 2

Formative Reviews

No Progress

October

Some Progress

January



Accomplished

March



Continue/Modify

June

Strategic Action 4

1.1.4 Conduct yearly school climate surveys to assess student and parent perceptions of safety and inclusivity. Use the data to identify areas for improvement and track progress over time.

Strategic Action's Expected Result/Impact: Get input from student and parents to assess how they are feeling

Staff Responsible for Monitoring: Central Office and Campus Admin

Problem Statements: Culture of Performance & Preparedness 1

Formative Reviews

No Progress

October

No Progress

January



Accomplished

March



Continue/Modify

June

Performance Objective 1 Problem Statements Identifying Culture of Performance & Preparedness

	Problem Statement	Root Cause
1	West has seen a decrease in student enrollment and attendance.	Negative perception around bullying and parent choice.
2	Percentage of special education populations is increasing.	Additon of Dyslexia to Special Education, more intense academic student needs.
3	Calallen ISD goal is a 30-60-90	CISD needs to track PLC binders and ensure teachers understand data and can curtail instruction based on classroom and greade-level data, minority students are underperforming their Caucasian peers (lack of experinces and exposure to vocabulary

Performance Objective 2

1.2 College, Career, and Military Readiness

Progress Measures: Participation in College and Career Awareness Activities

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

1.2.1 Implement regular professional development sessions focused on data analysis and instructional strategies to address gaps in college, career, and military readiness. Ensure teachers can interpret data from PLC binders and adjust instruction accordingly.

Strategic Action's Expected Result/Impact: Staff will be able to adjust learning and support the needs of students.

Staff Responsible for Monitoring: Campus staff, LEAD Teachers, Curriculum and Instruction District Level staff

Problem Statements: Culture of Performance & Preparedness 3

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategic Action 2

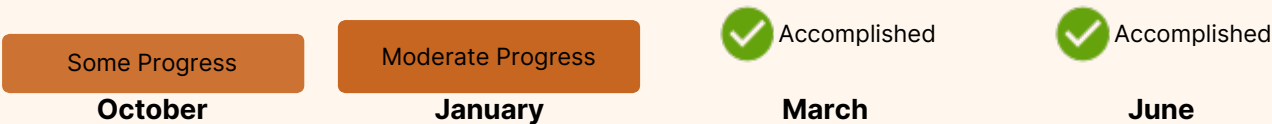
1.2.2 Incorporate vocabulary-building activities into the curriculum across all grade levels to enhance students' language skills, particularly for minority students, to improve their readiness for college, career, and military pathways.

Strategic Action's Expected Result/Impact: Increase vocabulary exposure for all students.

Staff Responsible for Monitoring: Campus staff, curriculum department

Problem Statements: Culture of Performance & Preparedness 3

Formative Reviews



Performance Objective 2 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement	Root Cause
3 Calallen ISD goal is a 30-60-90	CISD needs to track PLC binders and ensure teachers understand data and can curtail instruction based on classroom and greade-level data, minority students are underperforming their Caucasian peers (lack of experinces and exposure to vocabulary

Performance Objective 3

1.3 Student participation in activities and 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 Increase student participation in campus clubs, organizations, and extracurricular activities by 15% ensuring access for all grades levels and student groups.

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

Staff Responsible for Monitoring: Club Activity Sponsors

Problem Statements: Culture of Performance & Preparedness 1

Formative Reviews

No Progress

October

Some Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 2

1.3.2 Implement a peer support program where trained student leaders provide support and guidance to their peers.

Strategic Action's Expected Result/Impact: Developing the group as campus leaders and belonging by students

Staff Responsible for Monitoring: Ambassador Sponsor

Problem Statements: Culture of Faculty & Staff Commitment 1

Formative Reviews

No Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Performance Objective 3 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

1

West has seen a decrease in student enrollment and attendance.

Negative perception around bullying and parent choice.

Performance Objective 3 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 4

1.4 Student safety and well-being

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

Strategic Action 1

1.4.1 Increase access to mental health resources by partnering with local mental health organizations to provide on-site counseling services Ensure that students, faculty, and staff are aware of these services and how to access them.

Strategic Action's Expected Result/Impact: Mental health support and well being

Staff Responsible for Monitoring: Campus Counselor, District LPC

Problem Statements: Culture of Faculty & Staff Commitment 1

Formative Reviews



Performance Objective 4 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 2 Building and Sustaining a Culture of Faculty & Staff Commitment

Performance Objective 1

2.1 By May 2026, increase faculty and staff engagement in professional development focused on mental health awareness.

Progress Measures: Sign in sheet and evaluations from PD.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

2.1.1 Schedule regular professional development sessions on mental health awareness, including topics such as recognizing signs of anxiety and depression and strategies for supporting students.

Strategic Action's Expected Result/Impact: Increased mental health and campus culture.

Staff Responsible for Monitoring: Campus Admin and counselor

Problem Statements: Culture of Faculty & Staff Commitment 1

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 2

2.1.2 Encourage faculty and staff to participate in mental health first aid training to better support students and colleagues.

Strategic Action's Expected Result/Impact: Awareness and compliance with state law

Staff Responsible for Monitoring: Campus and district leadership

Problem Statements: Culture of Faculty & Staff Commitment 1

Formative Reviews

No Progress

October

Some Progress

January

Some 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

Priority 3 Increasing Community Engagement & Commitment

Performance Objective 1

3.1 Enhance community perception of the school by May 2026 by actively addressing concerns related to bullying and parent choice.

Progress Measures: Climate Survey

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

3.1.1 Develop a comprehensive communication plan to regularly update parents and the community on school initiatives and improvements, focusing on transparency and responsiveness.

Strategic Action's Expected Result/Impact: Help families be aware of all activities on campus

Staff Responsible for Monitoring: Campus Admin

Problem Statements: Culture of Performance & Preparedness 1

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Performance Objective 1 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

1

West has seen a decrease in student enrollment and attendance.

Negative perception around bullying and parent choice.

Performance Objective 2

3.2 Increase parental involvement in school activities by May 2026 to strengthen the school-community relationship.

Progress Measures: Climate Survey for family input

Strategic Action 1

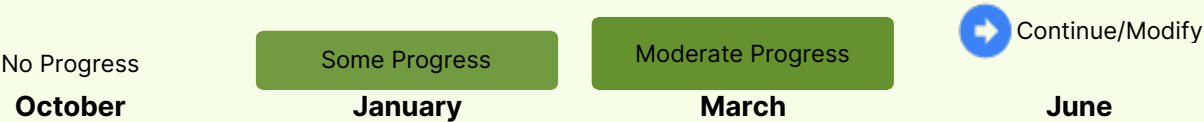
3.2.1 Organize regular family engagement nights with activities that encourage parent-student participation and highlight school programs.

Strategic Action's Expected Result/Impact: Family Involvement and positive feelings about campus

Staff Responsible for Monitoring: Campus Admin

Problem Statements: Culture of Performance & Preparedness 1

Formative Reviews



Strategic Action 2

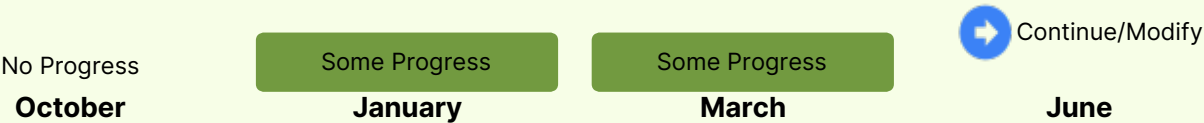
3.2.2 Implement a 'Parent Volunteer Program' WatchDogs where parents are invited to participate in school activities, such as assisting in classrooms, assisting at morning drop off, assisting in afternoon pick up.

Strategic Action's Expected Result/Impact: increased parent involvement on campus

Staff Responsible for Monitoring: Counselor

Problem Statements: Culture of Performance & Preparedness 1

Formative Reviews



Performance Objective 2 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement	Root Cause
1 West has seen a decrease in student enrollment and attendance.	Negative perception around bullying and parent choice.

Priority 4 Ensuring Effective and Efficient Operations

Performance Objective 1

4.1 Optimize operational efficiency to reduce costs by 10% while maintaining educational quality.

Progress Measures: Old and current budget and expenditures

Summative Evaluation: Met Performance Objective

Strategic Action 1

4.1.1 Conduct a thorough review of current expenditures to identify areas where costs can be reduced without impacting educational outcomes.

Strategic Action's Expected Result/Impact: Reduce campus budget by 10%

Staff Responsible for Monitoring: Campus Admin

Problem Statements: Effective & Efficient Operations 1

Formative Reviews

Considerable Progress

October

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Strategic Action 2

4.1.2 Provide professional development for all teachers on strategies to support students with dyslexia and other special needs within the general education classroom. This can help reduce the reliance on special education resources by equipping general education teachers to better meet diverse student needs.

Strategic Action's Expected Result/Impact: General Education Teachers have more tools to assist struggling students
August PD, Campus Weekly Smore, Faculty Meetings

Staff Responsible for Monitoring: Campus Admin

Problem Statements: Culture of Performance & Preparedness 2

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Performance Objective 1 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

2

Percentage of special education populations is increasing.

Additon of Dyslexia to Special Education, more intense academic student needs.

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	Interventist Coaches	--	\$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	Interventist Coaches	--	\$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