

Calallen Independent School District



Wood River Elementary

Accountability Rating: A

Distinction Designation:

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

2025-2026 Campus Improvement Plan

Mission Statement

We will build a foundation that sets high expectations, while promoting positive academic experiences, creativity, and a growth mindset, to foster lifelong learners within a successful community that embraces one another.

Vision

Through collaboration we will develop high-performing critical thinkers, that value themselves and the diverse community in which we live.

Value Statement

- We believe that all students at Wood River Elementary School will exhibit high academic performance skills in all subjects.
- We believe that Wood River students will demonstrate behaviors which support academic success.
- We believe that the Wood River school faculty will utilize staff development to increase academic success and enhance professional skills.
- We believe that the Wood River school staff will integrate technology into instruction and administrative programs.
- We believe that all students and staff need to give their best effort at all times! "We work hard to play hard!"

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Comprehensive Needs Assessment

Culture of Performance & Preparedness

Summary

I am pleased to report that the percentage of students who met their Measures of Academic Progress (MAP) growth targets in both reading and math has increased. This improvement is a testament to the hard work and dedication of our students and teachers, who have been diligently focusing on personalized learning strategies to enhance academic performance.

Our teachers have actively participated in curriculum writing, which has allowed them to tailor educational content to better meet the needs of our diverse student body. This collaborative effort ensures that our curriculum remains relevant, engaging, and aligned with educational standards, ultimately supporting student success.

This year, we expanded our Career Day to include a greater variety of careers, providing students with a broader perspective on potential future paths. By exposing students to a wide range of professions, we aim to inspire them to explore different interests and understand the skills required in various fields.

We have implemented a more robust attendance tracking system that includes parent phone calls and home visits. This initiative is designed to improve student attendance by fostering stronger communication between the school and families, ensuring that students are present and ready to learn.

Our second-grade students now have the opportunity to be involved in University Interscholastic League (UIL) activities. This involvement allows them to develop their skills in a competitive environment, promoting both academic and personal growth from an early age.

To keep our community informed and engaged, we have introduced a parent newsletter. This communication tool provides updates on school events, important announcements, and highlights of student achievements, fostering a stronger connection between the school and families.

Teachers have implemented the Leader in Me program for character education, which focuses on developing leadership skills and personal responsibility among students. This program is integral to our mission of nurturing well-rounded individuals who are prepared to contribute positively to society.

Additionally, we have established Leader in Me Action Committees for teachers, which serve as a platform for educators to collaborate on initiatives that promote leadership and character development within the school. These committees empower teachers to take an active role in shaping the school culture and enhancing the educational experience for all students.

Strengths

The overall amount of students meeting or exceeding growth in MAP assessments has seen a significant increase, reflecting our commitment to academic excellence and the effectiveness of our instructional strategies. This growth is a testament to the hard work of our dedicated teachers and the resilience of our students, who continue to strive for and achieve higher levels of academic performance.

Our Career Day initiative provides students with invaluable exposure to a variety of professions, helping them to envision their future paths and understand the skills and education required for different careers. This event not only inspires students but also equips them with the knowledge to make informed decisions about their educational and career goals.

Involving second-grade students in UIL competitions fosters a spirit of healthy competition and encourages the development of critical thinking and problem-solving skills at an early age. Participation in these events enhances students' confidence and provides them with opportunities to showcase their talents and abilities in a supportive environment.

Regular emergency drills are conducted to ensure the safety and preparedness of our students and staff. These drills are essential in equipping everyone with the knowledge and practice needed to respond effectively in the event of an emergency, thereby prioritizing the well-being of our school community.

Our counselor lessons play a crucial role in supporting the social and emotional development of our students. These lessons

provide students with the tools to manage their emotions, build positive relationships, and make responsible decisions, contributing to a nurturing and supportive school environment.

Problem Statements Identifying Culture of Performance & Preparedness Needs

Problem Statement	Root Cause
1★ Wood River Elementary is seeing a decrease in student enrollment.	Parent Choice, Homeschool option, Negative perceptive around bullying,
2★ Calallen ISD goal is 30-60-90 and we are 25-59-83.	CISD needs to track PLC binders and ensure teachers understand data and can curtail instruction based on classroom and grade-level data. Minority students are underperforming their Caucasian peers.
3★ Some students may experience reduced school connectedness, limited peer interaction, and fewer opportunities to develop confidence, communication skills, and positive character traits at an early age.	Families and students may not consistently receive clear information about available activities, schedules, and participation benefits.

★ = Priority

Culture of Faculty & Staff Commitment

Summary

As part of our commitment to fostering a positive and supportive work environment, we have implemented an Attendance Reward Lunch for teachers who achieve perfect attendance each quarter. This initiative not only acknowledges the dedication and commitment of our educators but also encourages a culture of reliability and consistency within our teaching staff.

We have introduced the Zen Den, a dedicated space where teachers can unwind and recharge during their breaks. This initiative is part of our broader effort to support the well-being of our staff, recognizing that a relaxed and rejuvenated teacher is better equipped to provide high-quality education to our students.

To further motivate and recognize our teachers, we have established a range of incentives. These incentives are designed to reward exceptional performance and dedication, thereby promoting a culture of excellence and continuous improvement within our school.

Our Culture Committee plays a vital role in shaping and maintaining a positive school environment. This committee is tasked with organizing events and initiatives that enhance staff morale and foster a sense of community and belonging among all members of our school.

Regular walk-throughs with immediate feedback have been instituted to support our teachers in their professional growth. This practice allows for real-time observations and constructive feedback, enabling teachers to refine their instructional strategies and enhance their effectiveness in the classroom.

The campus mentor program is an integral part of our professional development framework. By pairing experienced educators with newer staff members, we facilitate knowledge sharing and provide valuable support, ensuring that all teachers have the resources they need to succeed.

Our participation in the Teacher Incentive Allotment (TIA) reflects our commitment to recognizing and rewarding teacher excellence. Through this program, we aim to attract and retain high-quality educators who are dedicated to improving student outcomes.

Finally, we conduct an annual staff culture survey to gather insights into the experiences and perceptions of our staff. This survey is a critical tool for identifying areas of strength and opportunities for improvement, allowing us to make informed decisions that enhance our school culture and environment.

Strengths

Our school has implemented a system of staff leader coupons, which serve as a motivational tool to recognize and reward the hard work and dedication of our educators. These coupons are a tangible acknowledgment of the exceptional leadership qualities demonstrated by our staff, fostering a culture of appreciation and encouragement within our school community.

In addition to leader coupons, we have introduced staff drawings for prizes, which add an element of excitement and engagement among our faculty. These drawings not only serve as a fun incentive but also help to build camaraderie and a positive school environment, as teachers look forward to the opportunity to be rewarded for their contributions.

We are proud to announce that 14 out of our 28 teachers have received TIA (Teacher Incentive Allotment) designations. This significant achievement highlights the high caliber of our teaching staff and their commitment to excellence in education. The TIA designations are a testament to the hard work and dedication of our teachers, who consistently strive to provide the best possible learning experiences for our students.

Our faculty meetings are structured to prioritize teacher input, ensuring that our educators have a voice in the decision-making processes that affect their classrooms and professional lives. By actively seeking and valuing their insights, we create a collaborative environment where teachers feel empowered and supported in their roles.

Lastly, our Bluebonnet walkthroughs are an integral part of our efforts to align the curriculum across grade levels and subjects.

These walkthroughs provide an opportunity for teachers to observe and share best practices, fostering a cohesive and consistent educational experience for our students. Through this initiative, we aim to enhance curriculum alignment and ensure that our instructional strategies are effective and impactful.

Problem Statements Identifying Culture of Faculty & Staff Commitment Needs

Problem Statement	Root Cause
1★ Special Education staffing has remained stagnant, while student needs have increased (20% of CiSD enrollment receives special education services).	Increased testing and identification of students, as well as expanded stated criteria qualify for special education services.
2★ Teachers and staff may have limited opportunities for meaningful collaboration, job-embedded professional learning, mentorship, and wellness support tailored to the unique needs of early childhood education.	Teacher schedules may not consistently include dedicated time for collaborative planning, data analysis, and professional learning during the instructional day. New and early-career teachers may not have consistent access to mentoring, coaching, or peer support to strengthen instructional practices and classroom management skills.
3★ Staff may experience limited opportunities for shared leadership, meaningful collaboration, professional support, recognition, and wellness initiatives that strengthen engagement and long-term commitment to campus goals.	Professional learning and coaching may not always be tailored to varying experience levels or specific PK-2 instructional needs.
4★ The PK-2 campus faces challenges in attracting and retaining highly qualified faculty and staff due to limitations in competitive compensation and related incentives.	A significant portion of the budget is allocated to fixed expenses (facilities, utilities, staffing requirements, compliance costs), leaving limited discretionary funds for compensation adjustments.

★ = Priority

Community Engagement & Commitment

Summary

The recent parent survey has provided us with valuable insights into the needs and expectations of our school community. We are committed to using this feedback to enhance our communication and engagement strategies, ensuring that we are meeting the needs of our students and their families effectively.

To streamline communication with parents, we are implementing Parent Square as a unified platform. This will allow us to maintain consistent and clear communication, ensuring that all parents are informed and engaged with school activities and updates in a timely manner.

Our Site-Based Decision Making (SBDM) council continues to play a crucial role in shaping the direction of our school. By involving parents, teachers, and community members in the decision-making process, we ensure that our school policies and initiatives reflect the diverse perspectives and needs of our community.

The Parent Teacher Association (PTA) remains a vital component of our school community, fostering collaboration between parents and educators. Through the PTA, we aim to enhance the educational experience of our students by supporting school programs and organizing events that bring families together.

Family events are an integral part of our school culture, providing opportunities for parents, students, and staff to connect and build a strong sense of community. We are dedicated to organizing events that are inclusive and engaging, promoting a positive and supportive environment for all families.

We encourage our teachers to apply for grants from the Calallen Education Foundations. These grants provide essential resources that can enhance classroom instruction and support innovative teaching practices, ultimately benefiting our students' learning experiences.

Building local community partnerships is essential for boosting morale and fostering a supportive environment for our students and staff. By collaborating with local businesses and organizations, we can create opportunities for enrichment and support that enhance the educational experience and contribute to the overall well-being of our school community.

Strengths

Our campus newsletters serve as a vital communication tool, keeping our school community informed and engaged. They provide updates on school events, achievements, and important announcements, ensuring that parents, students, and staff are all on the same page. This consistent flow of information helps to foster a sense of community and transparency within our school.

Having a parent representative on the Site-Based Decision-Making (SBDM) committee is a significant strength for our school. This involvement ensures that parents have a voice in the decision-making process, contributing valuable perspectives and insights that help shape the educational experience for all students. It strengthens the partnership between the school and families, promoting a collaborative approach to education.

Our active Parent-Teacher Association (PTA) is a cornerstone of our school community. The PTA plays a crucial role in organizing events, fundraising, and supporting various school initiatives. Their dedication and involvement enhance the educational environment and provide additional resources and opportunities for our students.

Parent Square is an essential tool for parent communication, allowing us to maintain open and efficient lines of communication with our families. This platform enables us to share important information quickly and effectively, ensuring that parents are always informed and engaged in their child's education.

We are fortunate to have local businesses partner with Wood River to provide breakfast each month. This collaboration not only supports the nutritional needs of our students but also strengthens the bond between our school and the local community. It demonstrates a shared commitment to the well-being and success of our students.

Career Day is an invaluable opportunity for our students to explore various career paths and gain insights into the professional

world. By connecting students with professionals from diverse fields, we inspire them to think about their future aspirations and the steps needed to achieve their goals. This event broadens their horizons and encourages them to dream big.

Receiving grants from the Calallen Education Foundation has been instrumental in supporting learning in our classrooms. These grants provide essential funding for innovative programs, resources, and materials that enhance the educational experience for our students. They enable us to implement creative teaching strategies and offer enriched learning opportunities that might otherwise be unavailable.

Problem Statements Identifying Community Engagement & Commitment Needs

Problem Statement	Root Cause
1★ Community engagement efforts lack a structure, strategic approach, resulting in limited awareness, participation, and sustained involvement form 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 effective resource management, our staff actively participates in district-wide budget trainings. These sessions equip our team with the necessary skills and knowledge to manage our school's finances efficiently, ensuring that we can provide the best possible educational experience for our students.

We prioritize regular communication with grade level leads to address and assess campus needs effectively. This ongoing dialogue allows us to identify and respond to the specific requirements of each grade level, ensuring that our educational programs are well-supported and aligned with our overall school goals.

Ensuring the safety of our students and staff is paramount, which is why we diligently complete all mandatory safety drills. These drills prepare our school community to respond swiftly and effectively in the event of an emergency, reinforcing our commitment to maintaining a secure learning environment.

The presence of an armed guard on campus is a measure we have implemented to enhance security. This decision reflects our dedication to safeguarding our students and staff, providing an additional layer of protection and peace of mind for everyone on campus.

To further bolster security, we have instituted open gates for metal detection. This procedure is designed to prevent prohibited items from entering our school grounds, thereby maintaining a safe and secure environment for our educational activities.

We require mandatory volunteer training and background checks for all individuals visiting our campus. This policy ensures that everyone who interacts with our students has been thoroughly vetted, contributing to a safe and supportive school community.

Finally, we utilize Raptor screening as part of our visitor management system. This technology helps us track and monitor all visitors to our campus, ensuring that we maintain a secure environment while also welcoming community involvement in our school activities.

Strengths

Our school's active participation in district finance trainings demonstrates our commitment to maintaining a robust understanding of financial management and resource allocation. By engaging in these trainings, our staff is better equipped to make informed decisions that align with our educational goals and fiscal responsibilities, ensuring that we maximize the impact of our financial resources for the benefit of our students and community.

Regular attendance at board meetings, where we receive bond updates and quarterly budget updates, is another strength that underscores our dedication to transparency and accountability. These meetings provide us with critical insights into the financial health and strategic direction of our district, allowing us to align our school's objectives with broader district goals and to communicate effectively with stakeholders about our financial status and future plans.

Ensuring that our facilities support a safe, healthy, and productive learning environment is a priority that we take seriously. We are committed to maintaining and improving our physical infrastructure to create spaces that are conducive to learning and growth. This involves regular assessments and updates to our facilities to meet safety standards and to provide an environment where students and staff can thrive.

The presence of an armed guard on campus is a measure we have implemented to enhance the security of our school community. This decision reflects our proactive approach to ensuring the safety of our students and staff, providing peace of mind to parents and creating a secure environment where education can flourish without the distraction of safety concerns.

Finally, our requirement that all volunteers undergo training and complete background checks is a testament to our commitment to safeguarding our students. By ensuring that every individual who interacts with our students is thoroughly vetted and prepared, we create a supportive and secure environment that prioritizes the well-being and development of our students. This process not only protects our students but also fosters a community of trust and collaboration among staff, volunteers, and families.

Problem Statements Identifying Effective & Efficient Operations Needs

Problem Statement	Root Cause
1★ Facilities need updating and repairs.	Older facilities, increased student needs for space.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Wood River Elementary is seeing a decrease in student enrollment.

Parent Choice, Homeschool option, Negative perceptive around bullying,

2
★

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

Increased testing and identification of students, as well as expanded stated criteria qualify for special education services.

3
★

Community engagement efforts lack a structure, strategic approach, resulting in limited awareness, participation, and sustained involvement form 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.

4
★

Facilities need updating and repairs.

Older facilities, increased student needs for space.

5
★

Calallen ISD goal is 30-60-90 and we are 25-59-83.

CiSD needs to track PLC binders and ensure teachers understand data and can curtail instruction based on classroom and grade-level data. Minority students are underperforming their Caucasian peers.

6
★

Some students may experience reduced school connectedness, limited peer interaction, and fewer opportunities to develop confidence, communication skills, and positive character traits at an early age.

Families and students may not consistently receive clear information about available activities, schedules, and participation benefits.

7★

Teachers and staff may have limited opportunities for meaningful collaboration, job-embedded professional learning, mentorship, and wellness support tailored to the unique needs of early childhood education.

Teacher schedules may not consistently include dedicated time for collaborative planning, data analysis, and professional learning during the instructional day. New and early-career teachers may not have consistent access to mentoring, coaching, or peer support to strengthen instructional practices and classroom management skills.

8★

Staff may experience limited opportunities for shared leadership, meaningful collaboration, professional support, recognition, and wellness initiatives that strengthen engagement and long-term commitment to campus goals.

Professional learning and coaching may not always be tailored to varying experience levels or specific PK-2 instructional needs.

9★

The PK-2 campus faces challenges in attracting and retaining highly qualified faculty and staff due to limitations in competitive compensation and related incentives.

A significant portion of the budget is allocated to fixed expenses (facilities, utilities, staffing requirements, compliance costs), leaving limited discretionary funds for compensation adjustments.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Results Driven Accountability (RDA)

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data

- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ Other PreK - 2nd grade assessment data
- ☒ Grades that measure student performance based on the TEKS
- ☒ Texas Success Initiative (TSI) data
- ☒ Intervention data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Foster Care data

Student Data: Behavior and Other Indicators

- ☒ Attendance data

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

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ Equity data
- ☒ T-TESS data
- ☒ T-PESS data
- ☒ Staff mobility/stability
- ☒ Support structures: mentors
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback

- ☒ Parent engagement rate
- ☒ Parent and community partnership data
- ☒ Community service agencies and support services

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Study of best practices and high yield strategies
- ☒ Technology and resource allocation data
- ☒ Scope and Sequence; Pacing Guides; and Other Focus Documents
- ☒ Focus Group(s) data



Priorities

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

Performance Objective 1 High Priority HB3 Priority

1.1 Academic growth and achievement

Progress Measures: NWEA MAP scores

Quarter Testing data

ESGI

local benchmark data

Intervention/Small Group

WIN (what I need 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 Framework.

Strategic Action's Expected Result/Impact: MAP achievement and growth measure

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

Problem Statements: Culture of Performance & Preparedness 2

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

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

Moderate Progress

March



Continue/Modify

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 Tier 3 participation

Intervention logs

PLC notebook reviews

Staff Responsible for Monitoring: Principal, Assistant Principal, Interventionist

Problem Statements: Culture of Performance & Preparedness 2

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 3

1.1.3 Enhance communication with parents and the community by newsletters, social media and parent square to showcase the school's achievements, programs, and student successes.

Strategic Action's Expected Result/Impact: Family engagement, community awareness

Staff Responsible for Monitoring: Principal

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

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

June

Strategic Action 4

1.1.4 Conduct regular surveys with parents and students to gather feedback on school climate and areas for improvement, and use this data to make informed decisions on school policies and practices to address concerns and improve the school's reputation.

Strategic Action's Expected Result/Impact: Increase school climate

Staff Responsible for Monitoring: Principal and Assistant Principal

Problem Statements: Culture of Performance & Preparedness 1

Formative Reviews

No Progress

October

No Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 5

1.1.5 Establish a system for regular attendance monitoring and intervention. Identify students with chronic absenteeism and work with families to develop attendance improvement plans, including incentives for improved attendance and support services as needed.

Strategic Action's Expected Result/Impact: Increased attendance

Staff Responsible for Monitoring: Principal, Assistant Principal and Counselor

Problem Statements: Culture of Performance & Preparedness 1

TEA Priorities: Improve low-performing schools

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategic Action 6

1.1.6 Provide professional development for teachers on differentiated instruction strategies to better support special education students in the general education classroom.

Strategic Action's Expected Result/Impact: Student Growth Data

Problem Statements: Culture of Performance & Preparedness 2

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Performance Objective 1 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

1

Wood River Elementary is seeing a decrease in student enrollment.

Parent Choice, Homeschool option, Negative perceptive around bullying,

2

Calallen ISD goal is 30-60-90 and we are 25-59-83.

CISD needs to track PLC binders and ensure teachers understand data and can curtail instruction based on classroom and grade-level data. Minority students are underperforming their Caucasian peers.

Performance Objective 1 Problem Statements Identifying Community Engagement & Commitment

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

Performance Objective 2

1.2 College, Career, and Military Readiness

Progress Measures: participation in annual career day
College Awareness Activities

Summative Evaluation: Met Performance Objective

Strategic Action 1

1.2.1 Conduct professional development sessions focused on data literacy to help teachers understand how to interpret classroom and grade-level data. These sessions should include hands-on activities where teachers practice analyzing data and making instructional decisions based on their findings.

Strategic Action's Expected Result/Impact: Teacher data binders
Student Performance Data

Problem Statements: Culture of Performance & Preparedness 2

Formative Reviews



Strategic Action 2

1.2.2 Establish regular data meetings where teachers collaborate to discuss student performance data, identify gaps, and plan targeted interventions. These meetings should occur at least once a month and include a focus on strategies to support minority students.

Strategic Action's Expected Result/Impact: Student Performance Data
Teacher Data Binders

Problem Statements: Culture of Performance & Preparedness 2

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 3

1.2.3 Implement targeted intervention programs for minority students who are underperforming. This could include after-school tutoring, small group instruction during class, or summer enrichment programs, with a focus on closing the performance gap from 25% to 30% in college readiness, 59% to 60% in career readiness, and 83% to 90% in military readiness.

Strategic Action's Expected Result/Impact: Student Performance Data

Problem Statements: Culture of Performance & Preparedness 2

Formative Reviews

No Progress

October

No Progress

January

No Progress

March



Continue/Modify

June

Performance Objective 2 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

2

Calallen ISD goal is 30-60-90 and we are 25-59-83.

CISD needs to track PLC binders and ensure teachers understand data and can curtail instruction based on classroom and grade-level data. Minority students are underperforming their Caucasian peers.

Performance Objective 3

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

Progress Measures: student participation data

Summative Evaluation: Significant progress made toward meeting Performance Objective

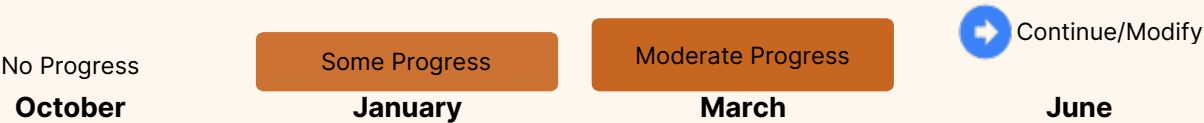
Strategic Action 1

1.3.1 Use play-based and hands-on learning experiences to maintain engagement.

Strategic Action's Expected Result/Impact: Student Participation

Problem Statements: Culture of Performance & Preparedness 3

Formative Reviews



Strategic Action 2

1.3.2 Recognize positive behavior and participation regularly.

Strategic Action's Expected Result/Impact: Amount of students receiving Leadership Coupons

Problem Statements: Culture of Performance & Preparedness 3

Formative Reviews



Strategic Action 3

1.3.3 Share student successes through newsletters, social media, and campus displays.

Strategic Action's Expected Result/Impact: Parent Involvement

Problem Statements: Culture of Performance & Preparedness 3

Formative Reviews



Performance Objective 3 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement	Root Cause
3 Some students may experience reduced school connectedness, limited peer interaction, and fewer opportunities to develop confidence, communication skills, and positive character traits at an early age.	Families and students may not consistently receive clear information about available activities, schedules, and participation benefits.

Performance Objective 4

1.4 Student Safety and Well-Being

Progress Measures: BTA data
mental health activities
counselor visits

Summative Evaluation: Met Performance Objective

Strategic Action 1

1.4.1 Conduct regular age-appropriate safety drills (fire, lockdown, evacuation, weather).

Strategic Action's Expected Result/Impact: Emergency Drill Preparedness

Problem Statements: Culture of Performance & Preparedness 3

Formative Reviews



Strategic Action 2

1.4.2 Teach self-regulation, empathy, problem-solving, and friendship skills.

Strategic Action's Expected Result/Impact: Counselor and BSIP visit decrease

Problem Statements: Culture of Performance & Preparedness 3

Formative Reviews



Performance Objective 4 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

3

Some students may experience reduced school connectedness, limited peer interaction, and fewer opportunities to develop confidence, communication skills, and positive character traits at an early age.

Families and students may not consistently receive clear information about available activities, schedules, and participation benefits.

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.

Summative Evaluation: Met Performance Objective

Strategic Action 1

2.1.1 Provide ongoing, job-embedded professional development focused on PK-2 instructional best practices.

Strategic Action's Expected Result/Impact: Student performance data
Increased instructional consistency

Problem Statements: Culture of Faculty & Staff Commitment 2

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 2

2.1.2 Schedule consistent collaborative planning time for grade-level teams.

Strategic Action's Expected Result/Impact: Improved instructional alignment across grade levels

Problem Statements: Culture of Faculty & Staff Commitment 2

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

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

Problem Statement

Root Cause

2

Teachers and staff may have limited opportunities for meaningful collaboration, job-embedded professional learning, mentorship, and wellness support tailored to the unique needs of early childhood education.

Teacher schedules may not consistently include dedicated time for collaborative planning, data analysis, and professional learning during the instructional day. New and early-career teachers may not have consistent access to mentoring, coaching, or peer support to strengthen instructional practices and classroom management skills.

Performance Objective 2

2.2 Faculty and Staff Commitment

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

2.2.1 Establish regular staff recognition and appreciation initiatives.

Strategic Action's Expected Result/Impact: increased staff morale
stronger relationship

Problem Statements: Culture of Faculty & Staff Commitment 3

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 2

2.2.2 Involve faculty and staff in campus decision-making and improvement planning.

Strategic Action's Expected Result/Impact: Greater commitment to campus goals and student success.

Problem Statements: Culture of Faculty & Staff Commitment 3

Formative Reviews

Some Progress

Moderate Progress

Moderate Progress



Continue/Modify

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

Problem Statement

Root Cause

3

Staff may experience limited opportunities for shared leadership, meaningful collaboration, professional support, recognition, and wellness initiatives that strengthen engagement and long-term commitment to campus goals.

Professional learning and coaching may not always be tailored to varying experience levels or specific PK-2 instructional needs.

Performance Objective 3

2.3 Capacity Building for all Faculty and Staff

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

2.3.1 Establish professional learning communities (PLCs) where faculty and staff can collaborate on shared leadership projects, discuss instructional strategies, and share best practices. These PLCs should meet bi-weekly and focus on specific topics relevant to PK-2 education.

Problem Statements: Culture of Faculty & Staff Commitment 3

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 2

2.3.2 Create a recognition program that highlights and rewards faculty and staff contributions to campus goals, with specific categories for leadership, collaboration, and innovation in PK-2 instruction.

Problem Statements: Culture of Faculty & Staff Commitment 3

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

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

Problem Statement

Root Cause

3

Staff may experience limited opportunities for shared leadership, meaningful collaboration, professional support, recognition, and wellness initiatives that strengthen engagement and long-term commitment to campus goals.

Professional learning and coaching may not always be tailored to varying experience levels or specific PK-2 instructional needs.

Performance Objective 4

1.4 Competitive Compensation for Faculty and Staff

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

1.4.1 Advocate for sustainable funding to support merit increases, professional advancement opportunities, and comprehensive benefits that enhance recruitment, retention, morale, and overall employee satisfaction.

Problem Statements: Culture of Faculty & Staff Commitment 4

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

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

Problem Statement

Root Cause

4

The PK-2 campus faces challenges in attracting and retaining highly qualified faculty and staff due to limitations in competitive compensation and related incentives.

A significant portion of the budget is allocated to fixed expenses (facilities, utilities, staffing requirements, compliance costs), leaving limited discretionary funds for compensation adjustments.

Priority 3

Increasing Community Engagement & Commitment

Performance Objective 1

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

Summative Evaluation: Met Performance Objective

Strategic Action 1

3.1.1 Implement a follow-up system for all community events and outreach efforts. This could include sending thank-you emails, surveys for feedback, and invitations to future events to maintain engagement and show appreciation for participation.

Problem Statements: Community Engagement & Commitment 1

Formative Reviews

No Progress
October

No Progress
January

No Progress
March

 Continue/Modify
June

Strategic Action 2

3.1.2 Share student learning goals, classroom updates, and school events regularly.

Strategic Action's Expected Result/Impact: Increased family awareness of student learning goals.

Problem Statements: Community Engagement & Commitment 1

Formative Reviews

Some Progress
October

Some Progress
January

Some Progress
March

 Continue/Modify
June

Performance Objective 1 Problem Statements Identifying Community Engagement & Commitment

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

Performance Objective 2

3.2 Parent and Family Engagement

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

3.2.1 Provide all communications in family-friendly language and bilingual formats as needed.

Strategic Action's Expected Result/Impact: Increased parent communication

Problem Statements: Community Engagement & Commitment 1

Formative Reviews

Some Progress
October

Moderate Progress
January

Moderate Progress
March

 Continue/Modify
June

Performance Objective 2 Problem Statements Identifying Community Engagement & Commitment

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

Performance Objective 3

3.3 Community Engagement and Commitment

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

3.3.1 Host quarterly community forums where community members can share their ideas and see how they can contribute to school initiatives. Use these forums to identify potential volunteers and partners, aiming to increase volunteer participation from 10% to 25%.

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

Problem Statements: Community Engagement & Commitment 1

Formative Reviews

No Progress
October

No Progress
January

No Progress
March

 Continue/Modify
June

Performance Objective 3 Problem Statements Identifying Community Engagement & Commitment

Problem Statement

Root Cause

1

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

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

Performance Objective 4

3.4 Community Partnerships

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

3.4.1 Establish a community outreach committee that includes school staff, parents, and community members to develop a centralized plan for community engagement.

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

Problem Statements: Community Engagement & Commitment 1

Formative Reviews

No Progress
October

No Progress
January

No Progress
March

 Continue/Modify
June

Performance Objective 4 Problem Statements Identifying Community Engagement & Commitment

Problem Statement

Root Cause

1

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

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

Priority 4 Ensuring Effective and Efficient Operations

Performance Objective 1

4.1 Strong Financial Stewardship and Clear Stakeholder Communication

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

4.1.1 Conduct a comprehensive budget review to identify potential areas for cost savings in fixed expenses, such as renegotiating utility contracts or optimizing facility usage, to free up funds for compensation adjustments.

Problem Statements: Culture of Faculty & Staff Commitment 4

Formative Reviews

Some 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

4

The PK-2 campus faces challenges in attracting and retaining highly qualified faculty and staff due to limitations in competitive compensation and related incentives.

A significant portion of the budget is allocated to fixed expenses (facilities, utilities, staffing requirements, compliance costs), leaving limited discretionary funds for compensation adjustments.

Performance Objective 2

4.2 Improve Operational Efficiencies and Processes

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

4.2.1 Host regular focus groups with faculty and staff to gather feedback on workplace satisfaction and identify non-monetary improvements that can be made to enhance the work environment and culture.

Problem Statements: Culture of Faculty & Staff Commitment 4

Formative Reviews

Some 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
4 The PK-2 campus faces challenges in attracting and retaining highly qualified faculty and staff due to limitations in competitive compensation and related incentives.	A significant portion of the budget is allocated to fixed expenses (facilities, utilities, staffing requirements, compliance costs), leaving limited discretionary funds for compensation adjustments.

Performance Objective 3

4.3 Safety and Security

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

4.3.1 Conduct a comprehensive facilities audit to identify specific areas in need of repair or updating, prioritizing those that impact safety and security.

Problem Statements: Effective & Efficient Operations 1

Formative Reviews

No Progress
October

Some Progress
January

Moderate Progress
March

 Continue/Modify
June

Performance Objective 3 Problem Statements Identifying Effective & Efficient Operations

Problem Statement

Root Cause

1

Facilities need updating and repairs.

Older facilities, increased student needs for space.



Funding Summary

Funding Summary

199 - General Fund: SCE

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

211 - ESSA Title I, Part A

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