

Calallen Independent School District



Accountability Rating: B

2025-2026 District Improvement Plan

Mission Statement

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

Vision

Intentionally empowering today, to excel tomorrow.

Value Statement

At Calallen ISD, we believe:

- **Students:** are well-rounded problem solvers and decision-makers, as they choose the best path forward to be "life-ready" after high school.
- **Parents & Families:** are accountable partners in education, advocating for the best interest of their children, while remaining open to feedback in support of their child's learning and academic needs.
- **Faculty & Staff:** are highly qualified and innovative professionals that foster positive relationships while focusing on student growth and achievement.
- **Campus Leaders:** are culture-builders that encourage innovative instructional practices, risk-taking, and collaboration.
- **Superintendent & Administrators:** prioritize the needs of students, while maintaining a supportive learning and working environment, based on trust, transparency, and effective communication.
- **Board of Trustees:** are strategic and transparent decision-makers that work as a unified team, in service and support of the Calallen ISD community.

Table of Contents

Comprehensive Needs Assessment	5
Culture of Performance & Preparedness	6
Culture of Faculty & Staff Commitment	10
Community Engagement & Commitment	12
Effective & Efficient Operations	14
Priority Problem Statements	17
Data Documentation for CNA	20
Improvement Planning Data	21
Accountability Data	21
Student Data: Assessments	21
Student Data: Student Groups	22
Student Data: Behavior and Other Indicators	23
Employee Data	24
Parent/Community Data	24
Support Systems and Other Data	25
Priorities	26
Priority 1 : Building and Sustaining a Culture of Performance & Preparedness for Lif...	27
Priority 2 : Building and Sustaining a Culture of Faculty & Staff Commitment	40
Priority 3 : Increasing Community Engagement & Commitment	48
Priority 4 : Ensuring Effective and Efficient Operations	55
Title I Summary	61
Title I	62
Descriptor 1: Student Progress Monitoring and Supports	62
1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;	62
1.2 Identifying students who may be at risk for academic failure;	62
1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;	62
1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;	62
Descriptor 2: Teacher Quality	63
Descriptor 3: School Improvement and Support Activities	63
Descriptor 4: Measure of Poverty	63
Descriptor 7: Parent and Family Engagement Strategy	63
Descriptor 9: Identification of Eligible Children – Targeted Assistance Program	64

Descriptor 11: Discipline Disproportionality	64
Assurances	65
Funding Summary	67
199 - General Fund: SCE	68
199 - General Operating: CCMR	68
199 - General Operating - CTE	68
211 - ESSA Title I, Part A	68
244 - CTE Carl Perkins (PIC 22)	69
255 - ESSA Title II, Part A TPTR	69
263 - ESSA Title III, Pt. A	69
287 - ESSA Title IV - SSAEP	69
Policies, Procedures, and Requirements	70



Comprehensive Needs Assessment

Culture of Performance & Preparedness

Summary

At Calallen Independent School District (CISD), we are dedicated to fostering an environment where performance and preparedness are at the forefront of our educational mission. We understand the importance of equipping our students with the skills and knowledge necessary to thrive beyond high school, whether they choose to pursue higher education, enter the workforce, or serve in the military. Our commitment to academic growth and achievement is unwavering, as we strive to provide a rigorous curriculum that challenges our students and supports their intellectual development.

In addition to academic excellence, we place a strong emphasis on college, career, and military readiness. We offer a variety of programs and resources designed to guide our students in making informed decisions about their futures. By providing access to college counseling, career exploration opportunities, and military information sessions, we aim to ensure that every student is prepared to take the next step with confidence.

We also recognize the importance of student participation in activities and clubs as a means of developing well-rounded citizens. Through involvement in extracurricular activities, our students have the opportunity to explore their interests, develop leadership skills, and build lasting relationships. These experiences are invaluable in shaping individuals who are not only academically proficient, but also socially and emotionally competent.

Finally, the safety and well-being of our students are paramount. We are committed to creating a secure and supportive environment where students feel valued and respected. Our efforts include implementing comprehensive safety protocols, promoting mental health awareness, and providing resources for students in need. By prioritizing these aspects, we ensure that our students can focus on their education and personal growth in a nurturing setting.

Strengths

Academic Growth and Achievement

Calallen ISD has achieved a commendable Texas State Accountability score of 87, reflecting our commitment to academic excellence and the effectiveness of our educational strategies. This score is a testament to the hard work and dedication of our students, teachers, and staff, who strive to maintain high standards in all areas of learning.

We are particularly proud of our closing the gap score of 91, which highlights our success in addressing educational disparities and ensuring that all students, regardless of their background, have access to quality education. This achievement underscores our dedication to fostering an inclusive environment where every student has the opportunity to succeed.

Our campus performance, with three A ratings and three B ratings, demonstrates a balanced and consistent level of high performance across various departments and programs. These ratings reflect the diverse strengths of our school and our ability to deliver quality education across different subjects and grade levels.

The overall increase in our accountability rating by 5 points is a significant accomplishment that showcases our continuous improvement and growth. This progress is a result of our strategic planning, effective teaching methodologies, and the collaborative efforts of our entire school community to enhance educational outcomes.

College, Career, and Military Readiness

Our school has demonstrated exceptional performance in preparing students for college, career, and military readiness, achieving a commendable score of 90. This reflects our commitment to equipping students with the necessary skills and knowledge to succeed in various post-secondary pathways. Our curriculum is designed to provide rigorous academic challenges, while also offering practical experiences and guidance that align with students' future aspirations. We take pride in fostering an environment that supports diverse career interests and encourages students to pursue their goals with confidence and competence.

Student Participation in Activities

Calallen's achievement of finishing in the Top 10 in the UIL Lonestar Cup is a testament to our school's commitment to excellence across a variety of disciplines. This prestigious recognition reflects the hard work and dedication of our students and staff in academics, athletics, and fine arts. It highlights our ability to foster a well-rounded educational environment where students can excel and achieve remarkable success. Our placement in the Top 10 underscores the collaborative efforts of our entire school community in striving for and maintaining high standards of performance and achievement.

Student Safety and Well-Being

Our school is deeply committed to prioritizing mental health and student well-being. We have implemented comprehensive support systems that include counseling services, wellness programs, and initiatives designed to foster a nurturing and supportive environment for all students. By focusing on mental health, we aim to equip our students with the tools they need to manage stress, build resilience, and thrive both academically and personally.

We are also proud to have expanded character education opportunities across all campuses. This expansion allows us to instill core values such as respect, responsibility, and empathy in our students. Through various programs and activities, we encourage students to develop strong moral compasses and become conscientious members of society. Our character education initiatives are designed to complement academic learning and contribute to the holistic development of our students.

Furthermore, the implementation of the Stronger Connections grant has been a significant milestone for our school. This grant has enabled us to enhance our educational offerings and provide additional resources that support both teaching and learning. By leveraging this grant, we have been able to strengthen our community ties and create more inclusive and engaging educational experiences for our students.

Problem Statements Identifying Culture of Performance & Preparedness Needs

Problem Statement	Root Cause
1 ★ CISD is seeing a decrease in student enrollment and attendance.	Parent Choice; Homeschool options; Cost of housing and limited availability in our district; negative perception of CISD from word of mouth and the media.
2 ★ CISD has a gap in postsecondary readiness indicators.	Achieve available points (move from 54% to 55%) - can do if more students meet TSI/CCMR/AP participation.
3 ★ Calallen ISD goal is 30-60-90 and we are at 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.
4 ★ Percentage of special education populations is increasing.	Addition of Dyslexia to Special Education, expanded umbrella (overall SLD 163% - 240%), Tier 1 is not meeting the needs of 18.5% of CISD students. Special education student needs are increasing alongside an overall increase of identified students.
5 College readiness testing/scores are not where they should be.	Parents and students do not see the need or have the desire to try on the exams, curriculum alignment, resources, and teacher buy-in. Students are not being prepared for rigor.

6

STAAR results are dropping from Masters to Meets (or lower)

vertical alignment is needed (built in time during the day, pre-planning, PD days), not having time or resources, trying to "stay in your lane", and a lot of focus is put on low-achieving students and when students are graduated to the next grade level, the next set of teachers is having to reteach the following year.

★ = Priority

Culture of Faculty & Staff Commitment

Summary

At Calallen ISD, we understand the importance of fostering a strong and dedicated team of educators and support staff. To achieve this, we are committed to building and sustaining a culture where faculty and staff feel valued and motivated. This involves investing in capacity building initiatives that provide our team with the necessary tools, resources, and professional development opportunities to excel in their roles. Additionally, we recognize that competitive compensation is a crucial factor in attracting and retaining top talent. Therefore, we strive to offer salary packages that reflect the hard work and dedication of our faculty and staff, ensuring they feel appreciated and supported in their professional journey with us.

Strengths

Capacity Building for all Faculty and Staff

Calallen ISD is working through a systematic process to successfully implement the Teacher Incentive Allotment, which has been a significant step forward in recognizing and rewarding the hard work and dedication of our educators. We are committed to expanding this initiative to include all staff members over a three year planning period, ensuring that everyone who contributes to our students' success is acknowledged and incentivized. This expansion will foster a culture of excellence and motivation across the entire school community.

We prioritize effective professional development by providing our teachers with ample time for planning and collaboration. This approach allows educators to engage deeply with the material, share best practices, and develop innovative strategies that enhance their teaching. By fostering a collaborative environment, we empower our teachers to continuously improve their skills and deliver high-quality education to our students.

Our professional development programs are meticulously aligned with student outcomes, ensuring that the skills and knowledge our teachers acquire directly impact student learning and achievement. By focusing on this alignment, we ensure that our professional development efforts are purposeful and directly contribute to the academic success of our students. This strategic approach helps us maintain a clear focus on our ultimate goal: improving student outcomes and preparing them for future success.

Competitive Compensation

As a district, we are committed to conducting an annual review of strategic opportunities to ensure that our staff's compensation aligns with current market rates. This process involves a thorough analysis of market standards and economic trends, allowing us to make informed decisions about equitable pay adjustments. By prioritizing this alignment, we aim to attract and retain top talent, ensuring that our educators and support staff feel valued and fairly compensated for their contributions to our school community.

In addition to competitive pay, we place a strong emphasis on providing our staff with the best benefit options available. We understand that the health and well-being of our staff are paramount, and we strive to offer comprehensive benefits packages that support their physical, mental, and financial health. By prioritizing staff health, we not only enhance job satisfaction and productivity but also foster a supportive and caring work environment where our staff can thrive.

Problem Statements Identifying Culture of Faculty & Staff Commitment Needs

Problem Statement	Root Cause
1 ★ Special Education staffing has remained the same, even though student needs have increased.	We are testing more students, students are not keeping up with Tier 1 supports (moves too fast), lack of teacher understanding when it comes to the standards, which is rooted in a lack of ongoing training on grade level/content standards, and a lack of support for the teachers who are working with special education student population.
2 ★ Reduction in staffing. We have experienced a decrease in the enrollment of students, but not have adjusted staffing to match.	Teachers are burned out, constantly learning new curriculum and TEKS and are often moved grade levels without notice.
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 The district special populations rates continue to rise, as well as the number of economically disadvantaged students who enroll.	PD surveys and student achievement results of special populations show continuous need for PD, resources and staffing to provide a rigorous education to more diverse populations of students.

★ = Priority

Community Engagement & Commitment

Summary

At Calallen ISD, we are dedicated to enhancing community engagement by actively involving parents and families in the educational journey of their children. We believe that fostering strong relationships with families is crucial to student success, and we are committed to creating opportunities for meaningful involvement. By encouraging open communication and collaboration, we aim to build a supportive network that benefits both students and their families.

Furthermore, our commitment to community engagement extends beyond the school walls. We strive to cultivate a sense of shared responsibility and partnership with the broader community. Through various initiatives and events, we seek to engage community members in the educational process, ensuring that they feel valued and invested in the success of our students.

In addition to family and community engagement, we are actively pursuing partnerships with local organizations and businesses. These partnerships are vital in providing our students with real-world learning experiences and resources that enhance their educational journey. By working together with community partners, we aim to create a dynamic and supportive environment that prepares our students for future success.

Strengths

Parent and Community Engagement

As a school, we deeply understand the value of parent and community engagement in the educational process. We recognize that when parents and community members are actively involved, students benefit from a more supportive and enriched learning environment. This engagement fosters a sense of shared responsibility and partnership, which is crucial for the holistic development of our students. By valuing and encouraging this involvement, we aim to create a collaborative atmosphere where everyone feels invested in the success of our students.

To further enhance this engagement, we are committed to expanding opportunities for the community to share feedback and provide input. We believe that by actively seeking and valuing the perspectives of our community members, we can make more informed decisions that reflect the needs and aspirations of those we serve. This open dialogue not only strengthens our school community but also ensures that our educational practices are aligned with the expectations and values of our stakeholders.

In support of these goals, we are dedicated to increasing two-way communication through initiatives such as ParentSquare. This platform allows for seamless and efficient communication between the school and families, ensuring that important information is shared promptly and that parents have a direct line to express their thoughts and concerns. By leveraging such tools, we aim to build a more connected and responsive school community, where communication is not just a one-way street but a dynamic exchange that benefits all parties involved.

Problem Statements Identifying Community Engagement & Commitment Needs

Problem Statement	Root Cause
1★ Family engagement across the district is inconsistent, resulting in varying levels of participation, communication, and partnership that impact student success and attendance.	Scheduling of events, lack of district-wide alignment of practices, communication methods are not always accessible or two-way. Parent priorities toward school have changed.
2★ Community engagement efforts lack a structured, strategic approach, resulting in limited awareness, participation, and sustained involvement from community members.	Need a centralized plan for community outreach, limited marketing or promotion of district initiatives, inconsistent follow-up after events or outreach efforts, and community members may not see how they can contribute.
3 Parents and students lack knowledge of CISD expectations due to language barriers.	Teachers do not know how to best serve EB students (curriculum, lack of time to prep for these students, tutorials, and transition) and there is minimal support because it is a small pocket of students. We also do not have enough ESL/Bilingual teachers.

★ = Priority

Effective & Efficient Operations

Summary

At Calallen ISD, we are committed to maintaining effective and efficient operations by exercising strong financial stewardship. This involves prudent management of our resources to ensure that every dollar is spent wisely and in a manner that directly benefits our students and staff. We prioritize clear communication with all stakeholders, including parents, teachers, and community members, to foster transparency and trust in our financial decisions.

Furthermore, we are dedicated to improving our operational efficiencies and processes. By continuously evaluating and refining our procedures, we aim to enhance the overall functionality of our district, ensuring that our schools run smoothly and effectively. This commitment to operational excellence allows us to better serve our students and support our educators in their mission to provide high-quality education.

Safety and security remain paramount in our district. We are steadfast in our efforts to create a safe and secure learning environment for all students and staff. This involves implementing comprehensive safety protocols and regularly reviewing our security measures to address any potential risks. By prioritizing safety, we ensure that our schools are places where students can learn and thrive without concern for their well-being.

Strengths

Financial Stewardship

Our school has achieved a FIRST rating of superior, which is a testament to our commitment to financial integrity and accountability. This rating reflects our dedication to maintaining high standards in financial management, ensuring that our resources are utilized effectively to enhance the educational experience for our students.

We rigorously enforce financial control policies and procedures to safeguard our school's assets and ensure compliance with all regulatory requirements. By implementing robust financial controls, we are able to maintain transparency and trust with our stakeholders, while also ensuring that our financial practices support the long-term sustainability and success of our educational programs.

Bond 2023 and 2024 Implementation

Our school district has demonstrated remarkable success in implementing the Bond 2023 and Bond 2024 projects. These initiatives have been pivotal in enhancing our educational facilities and resources, ensuring that our infrastructure meets the evolving needs of our students and staff. The successful execution of these projects reflects our commitment to providing a conducive learning environment that supports academic excellence and innovation.

The impact of these projects is evident across all campuses within our district. By addressing the unique needs of each school, we have been able to create equitable opportunities for all students, regardless of their location. This district-wide approach ensures that every student benefits from improved facilities and resources, fostering an inclusive and supportive educational experience.

Our ability to execute these projects in a timely manner while maintaining financial integrity is a testament to our district's strong leadership and strategic planning. We have managed to adhere to project timelines and budgets, ensuring that resources are utilized efficiently and effectively. This level of fiscal responsibility not only builds trust within our community but also sets a standard for future initiatives, reinforcing our dedication to transparency and accountability.

Safety and Security

The establishment of a CISD Police Department marks a significant advancement in our commitment to maintaining a secure and supportive learning environment for all students and staff. This dedicated department allows us to have a specialized team focused on the unique safety needs of our school community, ensuring rapid response times and fostering a sense of security and trust within our schools. By having officers who are familiar with our students and staff, we can build stronger relationships and create a more cohesive approach to safety and security.

In addition to the establishment of our police department, we are continuously expanding our safety initiatives to incorporate innovative solutions that address the evolving challenges faced by educational institutions today. This ongoing expansion includes the integration of advanced technologies, as well as the implementation of comprehensive training programs for staff and students. By staying at the forefront of safety practices, we are able to create an environment where learning can thrive, free from the distractions and concerns that safety issues can bring. Our commitment to these initiatives reflects our dedication to providing a safe and nurturing environment for our entire school community.

Problem Statements Identifying Effective & Efficient Operations Needs

Problem Statement	Root Cause
1★ Approved budget for CISD was at a deficit.	Stagnant state funding, reduction in student enrollment and attendance, state-mandated teacher raises.
2 Understaffed maintenance and operations team.	Low pay scale, lack of interest in the job duties
3 Facilities need updating and repairs.	Older facilities, increased student needs for space.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

CISD is seeing a decrease in student enrollment and attendance.

Parent Choice; Homeschool options; Cost of housing and limited availability in our district; negative perception of CISD from word of mouth and the media.

2
★

Calallen ISD goal is 30-60-90 and we are at 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
★

Reduction in staffing. We have experienced a decrease in the enrollment of students, but not have adjusted staffing to match.

Teachers are burned out, constantly learning new curriculum and TEKS and are often moved grade levels without notice.

4
★

Special Education staffing has remained the same, even though student needs have increased.

We are testing more students, students are not keeping up with Tier 1 supports (moves too fast), lack of teacher understanding when it comes to the standards, which is rooted in a lack of ongoing training on grade level/content standards, and a lack of support for the teachers who are working with special education student population.

5
★

Percentage of special education populations is increasing.

Addition of Dyslexia to Special Education, expanded umbrella (overall SLD 163% - 240%), Tier 1 is not meeting the needs of 18.5% of CISD students. Special education student needs are increasing alongside an overall increase of identified students.

6
★

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

7★

Family engagement across the district is inconsistent, resulting in varying levels of participation, communication, and partnership that impact student success and attendance.

Scheduling of events, lack of district-wide alignment of practices, communication methods are not always accessible or two-way. Parent priorities toward school have changed.

8★

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

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

9★

Approved budget for CISD was at a deficit.

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

10★

CISD has a gap in postsecondary readiness indicators.

Achieve available points (move from 54% to 55%) - can do if more students meet TSI/CCMR/AP participation.

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

Accountability Data

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

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data

- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results
- ☒ Prekindergarten Self-Assessment Tool
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments
- ☒ 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
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Dual-credit and/or college prep course completion data
- ☒ Pregnancy and related services data
- ☒ Graduation plan types
- ☒ Foster Care data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends
- ☒ Mobility/stability rate, including longitudinal data
- ☒ Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)

- ☒ School Behavioral Threat Assessment Data (Senate Bill 11)

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Study of best practices and high yield strategies
- ☒ Horizontal and vertical team alignments processes
- ☒ 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 Map Scores
Growth Reports
STAAR Achievement at Meets Grade Level
MTSS Plan Development and Implementation

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1 Does this Strategic Action address RDA?

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
NWEA Map scores
Growth reports

Staff Responsible for Monitoring: Curriculum Department, Campus-level interventionists and campus administrators

Problem Statements: Culture of Performance & Preparedness 3

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

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 2 Does this Strategic Action address RDA?

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
Interventionist logs
PLC notebook reviews

Staff Responsible for Monitoring: Curriculum Director, Instructional Specialists

Problem Statements: Culture of Performance & Preparedness 3

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 3

1.1.3 Ensure interventions are designed and provided for all students through development and implementation of a district RtI Handbook.

Strategic Action's Expected Result/Impact: Development of Tier 3 and Tier 3 structures
Implementation through a district-wide tracking system
MTSS Plan development and training (Stronger Connections Grant)

Problem Statements: Culture of Performance & Preparedness 3, 4 - Culture of Faculty & Staff Commitment 1

Formative Reviews

No Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 4

1.1.4 The district will develop and implement a plan to assist preschool children in the transition from early childhood programs to elementary school programs. Provide training for on PK mandates, new guidelines, new adoptions, full-day PK curriculum, and PK certification requirements.

Strategic Action's Expected Result/Impact: Successful transition from early childhood programs to elementary school programs; parent outreach

Staff Responsible for Monitoring: Special Education Director, elementary campus principals and admin teams, Director of Federal and Special Programs, Curriculum Director, PK teachers

Problem Statements: Culture of Performance & Preparedness 1

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 5

1.1.5 Provide Title I, Part A funding for intervention specialists at the elementary and intermediate campuses to supplemental classroom instruction in a Tier 2 setting to include aligned supplies and materials to enhance instruction.

Strategic Action's Expected Result/Impact: software utilization reports, interventionist growth data, parent input

Problem Statements: Culture of Performance & Preparedness 3, 4 - Culture of Faculty & Staff Commitment 1

Funding Sources: supplemental software, supplies, and materials 211 - ESSA Title I, Part A,

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 6

1.1.6 Early Childhood Literacy Board Outcome Goal: The percent of grade 3 students that score meets grade level or above on STAAR Reading will increase from 60% to 65% by June 2030.

Strategic Action's Expected Result/Impact: Student growth in reading and math, TEA Accountability Reports

Staff Responsible for Monitoring: Campus principals and admin teams

Problem Statements: Culture of Performance & Preparedness 3

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 7 ☒ Does this Strategic Action address RDA?

1.1.7 Continue to provide Free and Appropriate Public Education (FAPE) for students with disabilities and decrease identified Results Driven Accountability (RDA), risk elements. Administrators will continue to attend ARDs and provide input for student success.

Strategic Action's Expected Result/Impact: Report on RDA risk elements; NWEA data - progress monitoring

Staff Responsible for Monitoring: Director of Special Education, Campus Admin teams, Diagnosticians, counselors

Problem Statements: Culture of Performance & Preparedness 3, 4

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Performance Objective 1 Problem Statements Identifying Culture of Performance & Preparedness

	Problem Statement	Root Cause
1	CISD is seeing a decrease in student enrollment and attendance.	Parent Choice; Homeschool options; Cost of housing and limited availability in our district; negative perception of CISD from word of mouth and the media.
3	Calallen ISD goal is 30-60-90 and we are at 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.
4	Percentage of special education populations is increasing.	Addition of Dyslexia to Special Education, expanded umbrella (overall SLD 163% - 240%), Tier 1 is not meeting the needs of 18.5% of CISD students. Special education student needs are increasing alongside an overall increase of identified students.

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

	Problem Statement	Root Cause
1	Special Education staffing has remained the same, even though student needs have increased.	We are testing more students, students are not keeping up with Tier 1 supports (moves too fast), lack of teacher understanding when it comes to the standards, which is rooted in a lack of ongoing training on grade level/content standards, and a lack of support for the teachers who are working with special education student population.

Performance Objective 2 High Priority

1.2 College, Career, and Military Readiness

Progress Measures: Data on college bound students
Data on industry-based certifications and programs of study
Data on military enlistment

Strategic Action 1

1.2.1 Create pathways that incentivize students to explore potential college interests.

Strategic Action's Expected Result/Impact: Evaluate number of students indicating college as a "next step"

YouScience participation data
College Application completion data
TSIA2, SAT/ACT/PSAT data

Problem Statements: Culture of Performance & Preparedness 2

Formative Reviews



Strategic Action 2

1.2.2 Annually increase the number of students participating in coursework leading to an industry-based certification.

Strategic Action's Expected Result/Impact: Number of industry-based certifications offered and earned.

Staff Responsible for Monitoring: Special Programs Director, CTE Coordinator, College & Career Counselor, and Dean of Instruction

Problem Statements: Culture of Performance & Preparedness 2

Funding Sources: Industry-Based Certification Assessments 199 - General Operating - CTE, , Updated Equipment and resources 244 - CTE Carl Perkins (PIC 22),

Formative Reviews



Strategic Action 3

1.2.3 Increase exposure and awareness of Armed Forces post-secondary opportunities.

Strategic Action's Expected Result/Impact: Number of students who enlist in the Armed Forces
Number of campus-based recruiter visits.

Staff Responsible for Monitoring: College & Career Counselor and campus counselors

Problem Statements: Culture of Performance & Preparedness 2

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategic Action 4

1.2.4 Utilize Carl Perkins funds to meet the six required uses of CTE funds and support CTE students, grades 7-12) in an effort to close the achievement gap as indicated on the Perkins Core Indicators of Performance. Use the Perkins CLNA to evaluate CTE learners' performance on federal accountability measures. Ensure alignment between in-demand, high wage and high skill occupations, the programs of study offered within CISD, continue to improve equity and access for students and focus on recruitment, retention, and training of CTE teachers.

Strategic Action's Expected Result/Impact: Enhanced program curriculum, supplies, and equipment. Increased retention in CTE programs and an increase in students who earn industry-based certifications.

Staff Responsible for Monitoring: Director of Special Programs, middle school and high school principal and counselors, CTE Coordinator, Dean of Students, CTE teachers

Problem Statements: Culture of Performance & Preparedness 2

Funding Sources: professional development 199 - General Operating - CTE, , supplies and equipment 244 - CTE Carl Perkins (PIC 22),

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategic Action 5

1.2.5 CCMR Board Outcome Goal: The percent of students that meet criteria as measured by the Accountability System will increase from 68% to 85% by June 2030.

Strategic Action's Expected Result/Impact: percentage of students receiving the CCMR indicator will increase, data reviewed through TEA Accountability Reports

Staff Responsible for Monitoring: CHS campus admin team, Dean of Instruction, CCMR counselor and central office team

Problem Statements: Culture of Performance & Preparedness 2

Funding Sources: Supplies and materials 199 - General Operating: CCMR, , IBCs 199 - General Operating - CTE, , Equipment 244 - CTE Carl Perkins (PIC 22),

Formative Reviews

Some Progress

Moderate Progress

Considerable Progress



Accomplished

Performance Objective 2 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

2

CISD has a gap in postsecondary readiness indicators.

Achieve available points (move from 54% to 55%) - can do if more students meet TSI/CCMR/AP participation.

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 Establish a consistent way to collect and monitor engagement success data or student participation.

Strategic Action's Expected Result/Impact: % increase year over year
Number of clubs offered and students who participate in each
Participation Consent Forms

Problem Statements: Culture of Performance & Preparedness 1 - Culture of Faculty & Staff Commitment 3

Formative Reviews

No Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 2

1.3.2 Increase outreach and awareness of available options for student participation on campus.

Strategic Action's Expected Result/Impact: Create menu of options available on each campus to ensure staff awareness
Host Awareness Fair during campus registration
6th grade pre-athletics participation
Spotlights for different clubs and organizations at school events and in campus newsletters

Problem Statements: Culture of Performance & Preparedness 1, 2

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 3

1.3.3 Examine methods to annually increase the attendance rate by 0.5%

Strategic Action's Expected Result/Impact: Attendance rates
Number of truancy filings

Problem Statements: Culture of Performance & Preparedness 1, 2, 3

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Performance Objective 3 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

1

CISD is seeing a decrease in student enrollment and attendance.

Parent Choice; Homeschool options; Cost of housing and limited availability in our district; negative perception of CISD from word of mouth and the media.

2

CISD has a gap in postsecondary readiness indicators.

Achieve available points (move from 54% to 55%) - can do if more students meet TSI/CCMR/AP participation.

3

Calallen ISD goal is 30-60-90 and we are at 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 Problem Statements Identifying Culture of Faculty & Staff Commitment

Problem Statement

Root Cause

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

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 Stronger Connections Grant Goal Achievement

Strategic Action's Expected Result/Impact: Annual Reporting (federal and state compliance)
Grant Reporting
Quarterly FOI reporting

Staff Responsible for Monitoring: Stronger Connections Grant Coordinator
Federal and Special Programs Director
Director of Business Services

Problem Statements: Culture of Performance & Preparedness 2 - Culture of Faculty & Staff Commitment 3

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategic Action 2

1.4.2 Implement a sustainable character education program across the district.

Strategic Action's Expected Result/Impact: Staff and student surveys
Number of discipline referrals

Problem Statements: Culture of Faculty & Staff Commitment 3 - Effective & Efficient Operations 1

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 3

1.4.3 Provide opportunities for stakeholder development around student well-being and mental health.

Strategic Action's Expected Result/Impact: Online mental wellness series participation
Advisory Committee participation (and surveys)
Staff, student, parent, and community surveys and feedback

Problem Statements: Culture of Faculty & Staff Commitment 3

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 4

1.4.4 The district will implement and maintain a comprehensive bullying prevention framework that emphasizes prevention, reporting, response, and student empowerment.

Strategic Action's Expected Result/Impact: This framework will include staff training, student-led awareness initiatives, and consistent reporting protocols to ensure safe, inclusive, and respectful learning environments across all campuses.

Staff Responsible for Monitoring: Superintendent, campus principals, campus assistant principals and school counselors

Problem Statements: Culture of Faculty & Staff Commitment 3

Formative Reviews

Moderate Progress

October

Moderate Progress

January



Accomplished

March



Accomplished

June

Strategic Action 5

1.4.5 The district will engage in meaningful consultation with appropriate stakeholders in coordinating activities to utilize Title IV, Part A funds to ensure students have well-rounded educational opportunities, a safe and secure school to attend, mental health supports, and digital literacy proficiency.

Strategic Action's Expected Result/Impact: Student attendance and family participation will increase.

Staff Responsible for Monitoring: Director of Special Programs, campus and district admin, teachers, librarians

Problem Statements: Culture of Performance & Preparedness 2 - Culture of Faculty & Staff Commitment 3 - Community Engagement & Commitment 1, 2 - Effective & Efficient Operations 1

Funding Sources: supplies and materials (or activities) 287 - ESSA Title IV - SSAEP,

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 6

1.4.6 CISD will reserve Title I funds for services to homeless students not attending a Title I schoolwide campus and provide appropriate Title I services for identified students. Counselors will work with district homeless liaison to request funds for homeless students on a case-by-case basis. Reserve Title I foster care services for those needing transportation.

Strategic Action's Expected Result/Impact: Monitor list of homeless students receiving appropriate services on all campuses; monitor list of foster care students.

Staff Responsible for Monitoring: District and campus admin, counselors, Director of Special Programs

Problem Statements: Culture of Performance & Preparedness 3 - Culture of Faculty & Staff Commitment 3 - Effective & Efficient Operations 1

Funding Sources: Transportation, supplies and materials 211 - ESSA Title I, Part A, \$3,500

Formative Reviews

Some Progress

October

Some Progress

January

Considerable Progress

March



Accomplished

June

Strategic Action 7

1.4.7 Utilize Title IV funding to improve the academic achievement of all CISD students by increasing the capacity of the district to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology in order to enhance academic outcomes and digital literacy of students. CISD will periodically evaluate the effectiveness of the Title IV, Part A programs and/or activities based on the objectives and outcomes.

Strategic Action's Expected Result/Impact: Increase in student opportunities for well-rounded educational experiences.

Staff Responsible for Monitoring: Director of Special Programs, campus admin, counselors, teachers

Problem Statements: Culture of Performance & Preparedness 1, 2 - Culture of Faculty & Staff Commitment 3

Funding Sources: digital literacy and well-rounded educational opportunities 287 - ESSA Title IV - SSAEP,

Formative Reviews



Strategic Action 8

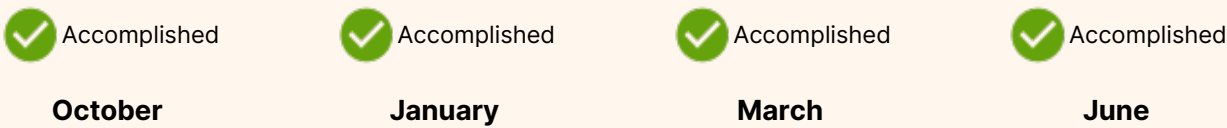
1.4.8 The district has adopted a "Freedom from Bullying" policy [FFI (LEGAL) and (LOCAL)] which details requirements for the prevention, identification, response to and reporting of bullying. Training on David's Law will be conducted and will include cyber-bullying. Counselors will work with administrators to provide counseling to all parties involved. The policy and procedures are located in the Addendum. The Freedom from Bullying policy will be further implemented by guest speakers and assemblies to provide activities regarding bullying prevention and a districtwide counseling anti-bullying and bullying awareness curriculum.

Strategic Action's Expected Result/Impact: Decrease in the number of bullying reports

Staff Responsible for Monitoring: Campus Admin teams, counselors, District LPC

Problem Statements: Culture of Faculty & Staff Commitment 3

Formative Reviews



Performance Objective 4 Problem Statements Identifying Culture of Performance & Preparedness

	Problem Statement	Root Cause
1	CISD is seeing a decrease in student enrollment and attendance.	Parent Choice; Homeschool options; Cost of housing and limited availability in our district; negative perception of CISD from word of mouth and the media.
2	CISD has a gap in postsecondary readiness indicators.	Achieve available points (move from 54% to 55%) - can do if more students meet TSI/CCMR/AP participation.

3

Calallen ISD goal is 30-60-90 and we are at 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 4 Problem Statements Identifying Culture of Faculty & Staff Commitment

Problem Statement

Root Cause

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

Performance Objective 4 Problem Statements Identifying Community Engagement & Commitment

Problem Statement

Root Cause

1

Family engagement across the district is inconsistent, resulting in varying levels of participation, communication, and partnership that impact student success and attendance.

Scheduling of events, lack of district-wide alignment of practices, communication methods are not always accessible or two-way. Parent priorities toward school have changed.

2

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

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

Performance Objective 4 Problem Statements Identifying Effective & Efficient Operations

Problem Statement

Root Cause

1

Approved budget for CISD was at a deficit.

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

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

Performance Objective 1

2.1 Faculty and staff commitment

Summative Evaluation: Met Performance Objective

Strategic Action 1

2.1.1 Enhance systematic culture building - seek feedback from faculty and staff regularly and follow-up.

Strategic Action's Expected Result/Impact: Staff culture survey

Problem Statements: Culture of Faculty & Staff Commitment 2, 3

Formative Reviews

Some Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 2

2.1.2 Create and implement a robust recruitment plan that is supported by a comprehensive onboarding process.

Strategic Action's Expected Result/Impact: % vacant positions (measured at October PEIMS submission)

Utilize Talent Ed onboarding (advertisement, timely filling of positions, and drill down on efficiency)

Staff Responsible for Monitoring: Director of Human Resources Superintendent

Problem Statements: Culture of Faculty & Staff Commitment 1, 2, 3

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 3

2.1.3 Increase staff retention by cultivating a culture of collaboration and appreciation with

opportunity for growth and development.

Strategic Action's Expected Result/Impact: Staff retention rate
Exit reports and reasons for turnovers

Staff Responsible for Monitoring: Director of Human Resources
Superintendent

Problem Statements: Culture of Faculty & Staff Commitment 2, 3 - Effective & Efficient Operations 1

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

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

Problem Statement

Root Cause

1

Special Education staffing has remained the same, even though student needs have increased.

We are testing more students, students are not keeping up with Tier 1 supports (moves too fast), lack of teacher understanding when it comes to the standards, which is rooted in a lack of ongoing training on grade level/content standards, and a lack of support for the teachers who are working with special education student population.

2

Reduction in staffing. We have experienced a decrease in the enrollment of students, but not have adjusted staffing to match.

Teachers are burned out, constantly learning new curriculum and TEKS and are often moved grade levels without notice.

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

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.

Performance Objective 2

2.2 Capacity building for all faculty and staff

Summative Evaluation: Met Performance Objective

Strategic Action 1

2.2.1 Support teachers through walkthroughs, feedback, and coaching that values explicit instruction and best instructional practices.

Strategic Action's Expected Result/Impact: T-TESS walkthrough counts
T-TESS evaluation summative scores
Documentation (inspect, monitor efficiency, implementation of strategies)
Productive growth opportunities

Staff Responsible for Monitoring: Director of Human Resources
Curriculum Director and Instructional Specialists
Superintendent

Problem Statements: Culture of Faculty & Staff Commitment 2, 3

Formative Reviews



Strategic Action 2

2.2.2 Provide professional development opportunities aligned to student outcomes.

Strategic Action's Expected Result/Impact: Professional Development survey (including student results)

Staff Responsible for Monitoring: Director of Human Resources
Curriculum Director
Superintendent

Problem Statements: Culture of Performance & Preparedness 3 - Culture of Faculty & Staff Commitment 2

Formative Reviews



Strategic Action 3

2.2.3 Support a comprehensive mentor program that supports new teachers and new to district

teachers.

Strategic Action's Expected Result/Impact: CATS Academy participation numbers
CATS Academy survey
Retention survey and feedback

Staff Responsible for Monitoring: Director of Human Resources
Curriculum Director
Superintendent

Problem Statements: Culture of Faculty & Staff Commitment 2, 3

Formative Reviews

Some Progress

October

Some Progress

January

Considerable Progress

March



Accomplished

June

Strategic Action 4

2.2.4 Following meaningful consultation with appropriate stakeholders, CISD will utilize Title II, Part A funds to improve the quality of administrative and teacher workforce and provide high quality professional development, appropriate supplies for the trainings, and substitute teachers. Provide professional development opportunities in the areas of technology and teaching strategies for diverse populations, and provide funding for professional development and/or training opportunities outside of CISD. CISD will coordinate Title II, Part A professional development activities with professional development activities provided through other federal, state, and local programs. The majority of Title II, Part A funds will be allocated to the highest poverty/need campuses.

Strategic Action's Expected Result/Impact: Student growth reports, teacher surveys and professional development evaluations, benchmark scores, walk-throughs and T-TESS data

Staff Responsible for Monitoring: District and campus admin teams, curriculum department, teachers, appropriate stakeholders

Problem Statements: Culture of Performance & Preparedness 3 - Culture of Faculty & Staff Commitment 3 - Effective & Efficient Operations 1

Funding Sources: professional development supplies and materials 255 - ESSA Title II, Part A TPTR,

Formative Reviews

Some Progress

October

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Strategic Action 5

2.2.5 Utilize Title III funds to provide staff development opportunities for ESL/EL teachers in the following areas: language proficiency, listening, speaking, reading, writing, and learning strategies. Support supplemental programs identified in individual Campus Improvement Plans. Rosetta Stone may be offered to parents to improve literacy skills to better communicate with their child's teacher and to assist in strengthening the language development of their child in the home.

Strategic Action's Expected Result/Impact: Feedback from session evaluation forms; lesson plan documentation, program reports; training descriptions and Eduphoria data

Staff Responsible for Monitoring: Director of Special Programs, Campus admin, ESL teachers

Problem Statements: Culture of Performance & Preparedness 3, 4

Funding Sources: supplies and materials 263 - ESSA Title III, Pt. A,

Formative Reviews

Some Progress

October

Some Progress

January

Considerable Progress

March



Continue/Modify

June

Performance Objective 2 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

3

Calallen ISD goal is 30-60-90 and we are at 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.

4

Percentage of special education populations is increasing.

Addition of Dyslexia to Special Education, expanded umbrella (overall SLD 163% - 240%), Tier 1 is not meeting the needs of 18.5% of CISD students. Special education student needs are increasing alongside an overall increase of identified students.

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

Problem Statement

Root Cause

2

Reduction in staffing. We have experienced a decrease in the enrollment of students, but not have adjusted staffing to match.

Teachers are burned out, constantly learning new curriculum and TEKS and are often moved grade levels without notice.

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

Performance Objective 2 Problem Statements Identifying Effective & Efficient Operations

Problem Statement

Root Cause

1

Approved budget for CISD was at a deficit.

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

Performance Objective 3

2.3 Competitive compensation for faculty and staff

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategic Action 1

2.3.1 Annually review and prioritize strategic opportunities to align staff pay to market rates and equitably adjust accordingly.

Strategic Action's Expected Result/Impact: Compensation plan review (TASB)

Staff Responsible for Monitoring: Director, Human Resources
Assistant Superintendent
Superintendent

Problem Statements: Culture of Faculty & Staff Commitment 2 - Effective & Efficient Operations 1

Formative Reviews

Some Progress

October

Some Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 2

2.3.2 Review and consider revisions to staff benefits annually.

Strategic Action's Expected Result/Impact: Staff surveys

Staff Responsible for Monitoring: Director, Human Resources
Assistant Superintendent
Superintendent

Problem Statements: Culture of Faculty & Staff Commitment 2 - Effective & Efficient Operations 1

Formative Reviews

No Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 3

2.3.3 Engage in Teacher Incentive Allotment to promote and foster continuous growth.

Strategic Action's Expected Result/Impact: Timeline for implementation established and monitored
Financial monitoring for effectiveness of TIA

Staff Responsible for Monitoring: Curriculum Director

CISD Data Fellow

Director, Human Resources

Assistant Superintendent

Superintendent

Problem Statements: Culture of Performance & Preparedness 3 - Culture of Faculty & Staff
Commitment 2 - Effective & Efficient Operations 1

Formative Reviews

Considerable Progress

October

Considerable Progress

January



Accomplished

March



Accomplished

June

Performance Objective 3 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

3

Calallen ISD goal is 30-60-90 and we are at 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 Problem Statements Identifying Culture of Faculty & Staff Commitment

Problem Statement

Root Cause

2

Reduction in staffing. We have experienced a decrease in the enrollment of students, but not have adjusted staffing to match.

Teachers are burned out, constantly learning new curriculum and TEKS and are often moved grade levels without notice.

Performance Objective 3 Problem Statements Identifying Effective & Efficient Operations

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

Priority 3 Increasing Community Engagement & Commitment

Performance Objective 1

3.1 Parent and Family Engagement

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategic Action 1

3.1.1 Provide opportunities for parents to share feedback and provide input; follow up.

Strategic Action's Expected Result/Impact: Climate surveys
Establishment of an online repository of engagement opportunities

Problem Statements: Community Engagement & Commitment 1, 2

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 2

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

Strategic Action's Expected Result/Impact: ParentSquare data
End of Year - parent of the year/supporter of the year (school board recognition)
campus Open House data
Parent meeting data
Parent/Teacher conference data

Problem Statements: Community Engagement & Commitment 1, 2

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Considerable Progress

March



Continue/Modify

June

Strategic Action 3

3.1.3 Develop opportunities for parent participation on committees.

Strategic Action's Expected Result/Impact: Ambassador Program through PTAs
Increase parent participation on DEIC and Stronger Connections Advisory Committee
SBDM parent participation data
Number of volunteer training completed

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

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 4

3.1.4 Title I, Part A campuses (East, Wood River, West, and Magee) will jointly develop and distribute a written parent and family engagement policy that addresses all mandated items for parents and families to know. The plan and policy will be made available in English and Spanish on district and campus websites.

Strategic Action's Expected Result/Impact: Available and updated (with parent feedback) plans in English and Spanish for all four Title I, Part A campuses.

Staff Responsible for Monitoring: Director of federal programs, Campus admin teams, parents and family members, community members

Problem Statements: Community Engagement & Commitment 1

Funding Sources: materials and supplies 211 - ESSA Title I, Part A,

Formative Reviews

Moderate Progress

October

Considerable Progress

January



Accomplished

March



Accomplished

June

Strategic Action 5

3.1.5 Title I, Part A campuses (East, Wood River, West, and Magee) will utilize Title I, Part A funds to fully implement a parent and family engagement policy that includes the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities through trainings, the PTA, SBDM, and DEIC. There will also be coordination and integration of federal, state, and local services and programs to ensure student success.

Strategic Action's Expected Result/Impact: Increased participation of parents and family members

Staff Responsible for Monitoring: Title I campus admin, Director of Special Programs

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

Funding Sources: Parent Engagement 211 - ESSA Title I, Part A, \$12,500

Formative Reviews

Moderate Progress

October

Considerable Progress

January



Accomplished

March



Accomplished

June

Strategic Action 6

3.1.6 Title I, Part A campuses (East, Wood River, West, and Magee) will utilize Title I, Part A funds to hold at least two Title I, Part A meetings (on varied dates/times) to discuss with parents and families the benefits of being a schoolwide program and the federally-funded services offered to their students.

Strategic Action's Expected Result/Impact: Increased participation of parents in meetings

Staff Responsible for Monitoring: Campus admin teams, counselors, and Director of Special Programs

Problem Statements: Community Engagement & Commitment 1

Funding Sources: Supplies and materials 211 - ESSA Title I, Part A,

Formative Reviews

Some Progress

October



Accomplished

January



Accomplished

March



Accomplished

June

Performance Objective 1 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement

Root Cause

1

CISD is seeing a decrease in student enrollment and attendance.

Parent Choice; Homeschool options; Cost of housing and limited availability in our district; negative perception of CISD from word of mouth and the media.

Performance Objective 1 Problem Statements Identifying Community Engagement & Commitment

Problem Statement

Root Cause

1

Family engagement across the district is inconsistent, resulting in varying levels of participation, communication, and partnership that impact student success and attendance.

Scheduling of events, lack of district-wide alignment of practices, communication methods are not always accessible or two-way. Parent priorities toward school have changed.

2

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

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

Performance Objective 2

3.2 Community Engagement and Commitment

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategic Action 1

3.2.1 Connection and collaboration opportunities for the community (listen and learn).

Strategic Action's Expected Result/Impact: Did You Know? series development

Community climate surveys

CTE market around the holidays

Parent Engagement conference/events

Problem Statements: Community Engagement & Commitment 2

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 2

3.2.2 Provide opportunities for the community to share feedback and provide input; follow up.

Strategic Action's Expected Result/Impact: Community surveys

online resources

ParentSquare data

Problem Statements: Community Engagement & Commitment 2

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 3

3.2.3 Develop opportunities for community partner participation on committees.

Strategic Action's Expected Result/Impact: CTE Committee participation
Ambassador program development and participation
Booster Club participation

Problem Statements: Community Engagement & Commitment 2

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March

Continue/Modify

June

Performance Objective 2 Problem Statements Identifying Community Engagement & Commitment

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

Performance Objective 3

3.3 Community Partnerships

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategic Action 1

3.3.1 Continue and enhance partnerships with the Calallen Education Foundation.

Strategic Action's Expected Result/Impact: Grant dollars received
Trainings offered
State of the District ticket sales/fundraiser amounts

Staff Responsible for Monitoring: CEF Director

Problem Statements: Community Engagement & Commitment 2 - Effective & Efficient Operations 1

Formative Reviews

Moderate Progress

October

Considerable Progress

January

Considerable Progress

March

Continue/Modify

June

Strategic Action 2

3.3.2 Establish and expand relationships with Career and Technical partners.

Strategic Action's Expected Result/Impact: CTE Advisory Committee established and participation numbers
Work-Based Learning opportunities and students who participate

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

Formative Reviews



Strategic Action 3

3.3.3 Utilize and leverage available community resources that support district initiatives.

Strategic Action's Expected Result/Impact: Donation reports and data
number of volunteers (% of district)
Raptor scans per campus

Problem Statements: Community Engagement & Commitment 2

Formative Reviews



Performance Objective 3 Problem Statements Identifying Culture of Performance & Preparedness

	Problem Statement	Root Cause
2	CISD has a gap in postsecondary readiness indicators.	Achieve available points (move from 54% to 55%) - can do if more students meet TSI/CCMR/AP participation.

Performance Objective 3 Problem Statements Identifying Community Engagement & Commitment

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

Performance Objective 3 Problem Statements Identifying Effective & Efficient Operations

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

Priority 4 Ensuring Effective and Efficient Operations

Performance Objective 1

4.1 Strong Financial Stewardship and Clear Stakeholder Communication

Summative Evaluation: Met Performance Objective

Strategic Action 1

4.1.1 Reinforce internal financial control policies and procedures.

Strategic Action's Expected Result/Impact: Balanced budget, establish a two-year cycle for reviewing financial procedures

Staff Responsible for Monitoring: Assistant Superintendent, Director of Business Services

Problem Statements: Culture of Performance & Preparedness 1 - Effective & Efficient Operations 1

Formative Reviews

Some Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

June

Strategic Action 2

4.1.2 Improve staff knowledge of financial management practices.

Strategic Action's Expected Result/Impact: Develop and provide staff training, establish a budgeting guidelines handbook, alignment to district timelines and goals

Staff Responsible for Monitoring: Assistant Superintendent, Director of Business Services

Problem Statements: Culture of Performance & Preparedness 1 - Effective & Efficient Operations 1

Formative Reviews

Moderate Progress

October

Moderate Progress

January

Moderate Progress

March



Accomplished

June

Strategic Action 3

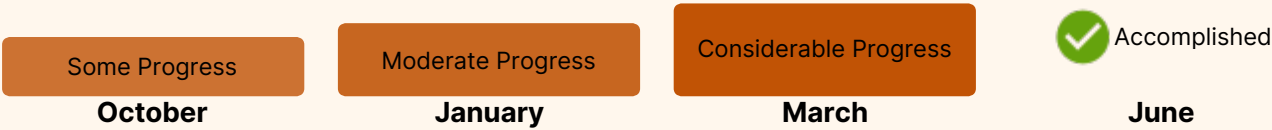
4.1.3 Expand financial transparency communication.

Strategic Action's Expected Result/Impact: Increased community stakeholder engagement via social media and district website

Staff Responsible for Monitoring: Assistant Superintendent, Director of Business Services

Problem Statements: Effective & Efficient Operations 1

Formative Reviews



Performance Objective 1 Problem Statements Identifying Culture of Performance & Preparedness

Problem Statement	Root Cause
1 CISD is seeing a decrease in student enrollment and attendance.	Parent Choice; Homeschool options; Cost of housing and limited availability in our district; negative perception of CISD from word of mouth and the media.

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.

Performance Objective 2

4.2 Improve Operational Efficiencies and Processes

Summative Evaluation: Met Performance Objective

Strategic Action 1

4.2.1 Ensure facilities support a safe, healthy, and productive learning environment for students.

Strategic Action's Expected Result/Impact: Preventative maintenance plan
Work order completion rates

Staff Responsible for Monitoring: Assistant Superintendent
Maintenance and Operations Director
Chief of Police

Problem Statements: Effective & Efficient Operations 1

Formative Reviews

Some Progress

October

Some Progress

January

Some Progress

March



Continue/Modify

June

Strategic Action 2

4.2.2 Establish strategic alignment of resources.

Strategic Action's Expected Result/Impact: Long-Range facility plan with Standard Construction Procedures

Survey stakeholders about two-way communication efforts

Staff Responsible for Monitoring: Director of Maintenance, Director of Operations, Assistant Superintendent

Problem Statements: Effective & Efficient Operations 1

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 3

4.2.3 Improve operational offerings to align with customer needs.

Strategic Action's Expected Result/Impact: Stakeholder surveys and data review, streamlined work order process

Staff Responsible for Monitoring: Director of Maintenance, Director of Operations, Assistant Superintendent

Problem Statements: Community Engagement & Commitment 2 - Effective & Efficient Operations 1

Formative Reviews

Some Progress

October

No Progress

January

Moderate Progress

March



Continue/Modify

June

Performance Objective 2 Problem Statements Identifying Community Engagement & Commitment

Problem Statement

Root Cause

2

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

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

Performance Objective 2 Problem Statements Identifying Effective & Efficient Operations

Problem Statement

Root Cause

1

Approved budget for CISD was at a deficit.

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

Performance Objective 3

4.3 Safety and Security

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategic Action 1

4.3.1 Implement and continuously train, review, and utilize adopted safety protocols.

Strategic Action's Expected Result/Impact: Staff training data
Staff, students, family climate questions on safety

Staff Responsible for Monitoring: CISD Chief of Police
Superintendent
Campus principals

Problem Statements: Culture of Faculty & Staff Commitment 3

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 2

4.3.2 Seek and obtain TCOLE licensing to establish CISD Police Department.

Strategic Action's Expected Result/Impact: Implementation timeline established and monitored

Staff Responsible for Monitoring: Chief of Police
Superintendent

Problem Statements: Culture of Faculty & Staff Commitment 3

Formative Reviews



Accomplished

October



Accomplished

January



Accomplished

March



Accomplished

June

Strategic Action 3

4.3.3 Implement innovative solutions to safety concerns, including physical structure.

Strategic Action's Expected Result/Impact: Staff, students, family climate questions on safety
Create and implement physical structure safety plan (75% complete with identified needs)

Staff Responsible for Monitoring: CISD Chief of Police
Superintendent
Campus principals
Director of Maintenance
Director of Operations

Problem Statements: Culture of Faculty & Staff Commitment 3 - Effective & Efficient Operations 1

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

June

Strategic Action 4

4.3.4 A Multi-hazard Emergency Operations Plan has been put into place. It has provisions pertaining to substitute teachers and regular employees during an emergency or a drill. Continue school safety and security committee that includes specified members and duties and a threat assessment team appointed by the superintendent.

Strategic Action's Expected Result/Impact: A thorough and comprehensive safety plan, trained substitute and regular teachers, safety committee

Staff Responsible for Monitoring: Superintendent, CISD Chief of Police, Director of Operations

Problem Statements: Culture of Faculty & Staff Commitment 3 - Effective & Efficient Operations 1

Formative Reviews

Some Progress

October

Some Progress

January

Moderate Progress

March



Continue/Modify

June

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

Problem Statement

Root Cause

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

Performance Objective 3 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.



Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

The LEA monitors student progress toward meeting challenging State academic standards through a comprehensive system of ongoing assessment and data review. Multiple data sources—including STAAR results, benchmark assessments, universal screeners, classroom formative assessments, and progress monitoring tools—are analyzed regularly by district and campus leadership teams and Professional Learning Communities (PLCs) to identify student needs and adjust instruction.

Instruction is aligned to the Texas Essential Knowledge and Skills (TEKS) and delivered through a well-rounded program that includes core academic subjects, career and technical education, fine arts, technology integration, and other enrichment opportunities. The LEA implements a Multi-Tiered System of Supports (MTSS) to provide timely, evidence-based interventions and enrichment, with ongoing progress monitoring to ensure effectiveness.

Through continuous data review and targeted instructional adjustments, the LEA ensures equitable access to high-quality instruction and supports for all students to meet or exceed State standards.

1.2 Identifying students who may be at risk for academic failure;

The LEA identifies students at risk for academic failure through a systematic review of multiple data sources, including STAAR performance, benchmark assessments, universal screeners, classroom performance, attendance data, and teacher recommendations. Data are reviewed regularly by campus leadership teams, counselors, and PLCs to monitor student progress and identify gaps in learning.

Students who do not meet grade-level expectations or demonstrate risk indicators are flagged for additional review and support through the district's Multi-Tiered System of Supports (MTSS) framework. Ongoing data analysis ensures timely identification and response to student needs.

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

The LEA provides additional educational assistance to students identified as needing support through targeted, evidence-based interventions aligned to TEKS. Supports may include small-group instruction, intervention programs, tutorial services, accelerated learning opportunities, and progress monitoring during designated intervention periods, such as WIN time and advisory periods.

Intervention effectiveness is reviewed regularly through data meetings to ensure instructional adjustments are made as needed. The LEA allocates staff, instructional resources, and professional development to ensure that students receive timely and appropriate support to meet challenging State academic standards.

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

The LEA identifies and implements instructional and systemic strategies to strengthen academic programs and improve

school conditions through ongoing data analysis, campus needs assessments, and stakeholder input. District and campus leadership teams use performance data, climate surveys, discipline data, and program evaluations to identify areas for improvement.

Strategies include targeted professional development aligned to identified needs, implementation of research-based instructional practices, curriculum alignment to TEKS, social-emotional learning supports, and a Multi-Tiered System of Supports (MTSS) framework. The LEA also promotes safe, supportive learning environments through behavior supports, counseling services, and family engagement initiatives.

Progress is monitored through continuous improvement cycles to ensure strategies are effectively improving academic outcomes and overall school conditions.

Descriptor 2: Teacher Quality

The LEA annually reviews staffing data to identify and address disparities that may result in low-income and minority students being taught at higher rates by ineffective, inexperienced, or out-of-field teachers. Data reviewed include teacher certification status, years of experience, evaluation outcomes, and assignment records across campuses and student subgroups.

When disparities are identified, the LEA implements targeted recruitment, hiring, and retention strategies to ensure equitable access to effective educators. These strategies may include strategic staffing decisions, mentorship and induction programs for new teachers, professional development aligned to campus needs, and ongoing instructional coaching.

The LEA monitors staffing patterns and effectiveness data annually to ensure all students, regardless of income level or demographic background, have equitable access to qualified and effective teachers.

Descriptor 3: School Improvement and Support Activities

The LEA fulfills its school improvement and support responsibilities through a structured continuous improvement process aligned to state accountability requirements. Campuses identified for Comprehensive, Targeted, or Additional Targeted Support engage in a district-supported needs assessment process to identify root causes and develop targeted improvement plans.

The LEA provides technical assistance, data analysis support, leadership coaching, and professional development aligned to identified needs. District staff conduct regular monitoring meetings to review progress toward performance targets, ensure fidelity of implementation, and adjust strategies as necessary.

Resource allocation, staffing support, and instructional guidance are prioritized to ensure identified campuses receive the assistance necessary to improve student outcomes and meet state accountability standards.

Descriptor 4: Measure of Poverty

Free or Reduced Lunch applications (socio-economic status through enrollment packets)

Descriptor 7: Parent and Family Engagement Strategy

The LEA implements a districtwide Parent and Family Engagement Strategy designed to build meaningful partnerships that support student academic achievement. The district provides annual meetings, flexible engagement opportunities, and clear communication regarding curriculum, assessment results, and student progress.

Families are engaged in the planning, review, and evaluation of Title I programs and policies through surveys, advisory committees, and campus improvement planning processes. Information is provided in an understandable and uniform format, and in languages accessible to families as needed.

The LEA supports campuses in building family capacity through parent education events, academic workshops, and resources that equip families to reinforce learning at home. Ongoing feedback is collected to ensure continuous improvement of engagement practices.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

N/A - Calallen ISD operates a schoolwide program at East Elementary, Wilma Magee Intermediate, West Intermediate, and Wood River Elementary.

Descriptor 11: Discipline Disproportionality

The LEA annually reviews discipline data to identify and address any disproportionality in disciplinary actions among student groups, including race, ethnicity, gender, disability status, and other subpopulations. Data sources include PEIMS discipline reports, campus-level behavior data, and removal outcomes such as in-school suspension, out-of-school suspension, DAEP placements, and expulsions.

When disparities are identified, the LEA conducts a root cause analysis to determine contributing factors and implements targeted corrective actions. Strategies may include professional development in culturally responsive practices and restorative approaches, review and revision of campus discipline procedures, implementation of Positive Behavioral Interventions and Supports (PBIS), and increased monitoring of disciplinary referrals and consequences.

The LEA monitors discipline data regularly to ensure equitable practices and to promote safe, supportive learning environments that minimize exclusionary discipline and maximize instructional time for all students.



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Leslee E. Schauer



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

199 - General Operating: CCMR

Priority	Performance Objective	Strategic Action	Resources Needed	Account Code	Amount
1	2	5	Supplies and materials	--	\$0.00
				Sub-Total	\$0.00

199 - General Operating - CTE

Priority	Performance Objective	Strategic Action	Resources Needed	Account Code	Amount
1	2	2	Industry-Based Certification Assessments	--	\$0.00
1	2	4	professional development	--	\$0.00
1	2	5	IBCs	--	\$0.00
				Sub-Total	\$0.00

211 - ESSA Title I, Part A

Priority	Performance Objective	Strategic Action	Resources Needed	Account Code	Amount
1	1	1	Interventionists	--	\$0.00
1	1	5	supplemental software, supplies, and materials	--	\$0.00
1	4	6	Transportation, supplies and materials	--	\$3,500.00
3	1	4	materials and supplies	--	\$0.00
3	1	5	Parent Engagement	--	\$12,500.00
3	1	6	Supplies and materials	--	\$0.00
				Sub-Total	\$16,000.00

244 - CTE Carl Perkins (PIC 22)

Priority	Performance Objective	Strategic Action	Resources Needed	Account Code	Amount
1	2	2	Updated Equipment and resources	--	\$0.00
1	2	4	supplies and equipment	--	\$0.00
1	2	5	Equipment	--	\$0.00
Sub-Total					\$0.00

255 - ESSA Title II, Part A TPTR

Priority	Performance Objective	Strategic Action	Resources Needed	Account Code	Amount
2	2	4	professional development supplies and materials	--	\$0.00
Sub-Total					\$0.00

263 - ESSA Title III, Pt. A

Priority	Performance Objective	Strategic Action	Resources Needed	Account Code	Amount
2	2	5	supplies and materials	--	\$0.00
Sub-Total					\$0.00

287 - ESSA Title IV - SSAEP

Priority	Performance Objective	Strategic Action	Resources Needed	Account Code	Amount
1	4	5	supplies and materials (or activities)	--	\$0.00
1	4	7	digital literacy and well-rounded educational opportunities	--	\$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