

Waxahachie Independent School District
Coleman Jr. High
2023-2024 Improvement Plan

Mission Statement

Mission Statement:

Our vision is to be a district where innovation thrives and growth is limitless.

Vision

Vision Statement:

We the faculty and staff of Coleman Jr. High believe all students can achieve. We are dedicated to providing a safe-inclusive campus, aligned curriculum with Texas standards, daily instruction that meets individual student needs and programs that enhance academic achievement. Together with parents and community stakeholders, we strive to foster positive self-esteem and promote an intrinsic desire for individual growth with high expectations for success.

Value Statement

WISD:

- We value choices because they make us unique and are critical to learning.
- We value a collaborative culture that honors and supports all who positively impact the lives of our students.
- We value an environment of belonging that respects individual differences and ensures equality for all.
- We value relationships that broaden learning experiences and enrich our community.

COLEMAN JH:

- In the worth and dignity of each individual, both student and staff. We will constantly strive to assure the right of each student to receive the best education possible in a warm and caring atmosphere.
- Every child can learn, although not always at the same speed and not always in the same manner, and we are dedicated to providing the best possible education for every child in this district.
- Involved parents and community, a focused mission, strong instructional leadership, high expectations for students and staff, a safe and orderly environment, and effective evaluations of district progress in these areas are necessary to ensure educational growth.
- Training is an essential benefit. We are committed to staff development that provides opportunities for our staff to continually grow and learn. It is critical that campus plans include the staff development and training time needed to make the transitions and changes desired.
- All programs can improve and we are committed to success for all students. We are committed to constant improvement and to the effective planning for that improvement and will provide the resources and time necessary to ensure that appropriate planning takes place. We believe that stressing quality and accountability is the one true method to

achieve that end.

- The function of the board is to set goals and expectations and that the means to achieve these goals must be developed by the professional staff of this district with the aid and support of the community.
- Decisions should be based on thorough research, programs should be tracked, and status reports should be provided on a regular basis.
- Great school systems are built and maintained because of qualified and caring staff in all areas. Teachers are not just responsible for dispensing information, but also for ensuring that students are actually learning and are the central focus of the learning experience.

Table of Contents

- Comprehensive Needs Assessment 5
 - Demographics 5
 - Student Learning 6
 - School Processes & Programs 8
 - Perceptions 10
- Priority Problem Statements 11
- Comprehensive Needs Assessment Data Documentation 13
- Priorities 15
 - Priority 1: Student Growth 16
 - Priority 2: Honor and Support Staff 25
 - Priority 3: Community and Stakeholder Relationships 32
 - Priority 4: Financial Integrity 35
- Title I Personnel 38

Comprehensive Needs Assessment

Demographics

Demographics Summary

Coleman is a thriving, successful, and diverse junior high school that fosters a strong sense of community and inclusivity. The school's student body is made up of learners from a wide variety of backgrounds and cultures, and the staff is committed to ensuring that all students feel valued and supported. The teachers use a variety of teaching methods and materials to reach all students and ensure success. The students are highly involved in the school's activities and events, and our growing PTSO supports the school in various ways, including volunteering and fundraising. This collaborative effort has led to continued academic progress for our students and a positive school culture that promotes diversity and inclusivity.

We are a Title I campus with a student population of 826 as of May 25, 2023. The school serves a population of students who come from various socio-economic backgrounds, with a significant percentage of students qualifying for free (45%) or reduced-price (7.71%) meals. The student body is also diverse in terms of ethnicity, with a mix of Caucasian (342), Hispanic (356), African American (149), two or more races (38), American Indian (2), Pacific Islander (2), and Asian (6). The majority of our new enrollment comes from the rapid growth in our community.

We offer many programs to accommodate our students. The enrollment for each program is as follows:

Gifted & Talented: 101 students/12.18%

At-Risk: 436 students/52.59%

504: 107 students/12.91%

Special Education: 172 students/20.75%

Dyslexia: 96 students/11.58%

Economically disadvantaged: 426 students/51.39%

Emergent Bilingual: 85 students/10.25%

English as a Second Language: 72/8.69%

Demographics Strengths

- We provide co-teach, reading and math interventionists, speech, ELL, and dyslexia to meet the needs of our diverse student population.
- After a period of declining attendance rates, the percentage began to rise during the last two grading periods of the school year.
- Our percentage of teachers with a Master's Degree is higher than the state average.
 - We have a very supportive and engaged PTSSO Board.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our Special Education population is significantly higher than the District and State averages. **Root Cause:** Possibly due to the Special Education population and services at our elementary feeder campuses.

Problem Statement 2 (Prioritized): Our Economically Disadvantaged percentage is higher than the district average. (57.7%). **Root Cause:** Percentage reflects the demographics of the zone for this campus and elementary feeder schools.

Problem Statement 3: Demographics of staff are not proportionate to demographics of students **Root Cause:** Low number of qualified diverse candidates in applicant pool.

Problem Statement 4: High percentage of students At-Risk of not graduating high school. **Root Cause:** High SPED and economically disadvantaged population.

Student Learning

Student Learning Summary

Coleman Junior High believes all instruction is in alignment with district/state standards, meets students' needs, and provides programs that enhance academic achievement. With the inclusion of Professional Learning Communities, teachers meet weekly to discuss/analyze student data/growth to provide research based intervention strategies to promote academic student growth for all students.

The continuation of MAP testing gives teachers a stronger view of student progress and a vision of where to supplement to improve overall STAAR results. STAAR results from 2021-2022 show an increase in all subjects and areas. Approaches 82% Meets 53% Masters 35%

HB4545 classes were created for struggling students in both Math and ELAR, in order to provide additional tutorials during school hours. Additionally, morning and afternoon tutorials are available at teacher discretion to assist students in need.

Coleman Junior High received no distinctions and our accountability ratings is a C.

Student Learning Strengths

- Algebra I EOC 100% passing rate
- ELAR all grade levels increased
 - 70-79% Approaches
 - 40-53% Meets
 - 18%-34% Masters
- African American Subpopulation showed increase in Math and Reading STAAR results
- MTSS meetings to track student successes and intervention needs
- Bilingual Students have shown an increase in All Subject Areas
 - 71%-74% Approaches
 - 41%-45% Meets
 - 17%25% Masters

- Bilingual Students Reading STAAR increased by 9% Approaches, 13% Meets, and 16% Masters

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Grade 7 Math had a 48% passing rate. **Root Cause:** Staff retention for content knowledge and expertise. Data skewed slightly due to Advanced Mathematics taking the Grade 8 STAAR test.

Problem Statement 2: Students do not retain content understanding. **Root Cause:** TRS pacing guide does not allow for repetition, intervention and reteaching time.

Problem Statement 3 (Prioritized): Grade 8 Science showed a deficit in Science STAAR. The 'meets' criteria showed a deficit in each subpopulation: 20% drop in African American, 10% drop in Hispanic population and 2% drop in White population. **Root Cause:** Vocabulary and staff retention for content knowledge and expertise.

Problem Statement 4 (Prioritized): SPED population scores dropped in Social Studies: Approaches 9% drop, Meets 7% drop, Masters 8% drop **Root Cause:** Intervention Support was not consistent and the extra programs go through social studies classes: pictures, counselors, presentations, etc.

Problem Statement 5 (Prioritized): Our Hispanic population is scoring lower than the other subpopulations. **Root Cause:** Lack of diversity of staff members and lack of family/community involvement.

School Processes & Programs

School Processes & Programs Summary

Each year of Coleman's existence has provided much growth and this year was no exception.

Coleman's enrollment for the 2022-2023 academic year is 826 students. With this enrollment, we did see a decrease in enrollment from last year. In comparison to last years discipline numbers, our OSS numbers decreased and DAEP placements decreased. This was, in part, due to the impact of the SPEAR committee. Students were referred to this body of teachers to reflect on their undesirable behaviors and natural consequences were then given to redirect behavior. There were 76 students referred to SPEAR with 10 of these students being referred multiple times. In addition to SPEAR discipline, we started SPEAR academics and saw 239 students. SPEAR Mentoring, using restorative circles, was also implemented this school year. 3 boys and 3 girls participated. Students also participated in the Inspire Mentoring program provided by young college-age men and women. Multiple times throughout the year, these young adults spent time with our discovery and social studies.

Our school has also seen some academic success which included, but was not limited to, growth in our reading and math STAAR scores. This was due to the consistent reading and math intervention program implemented this year. Data was used to determine who and when these students were pulled from their elective classes. Reading intervention serviced around 136 students and 60 % of these students passed or exceeded STAAR expectations. Math intervention serviced around 200 students and 30-40% of these students passed or exceeded STAAR expectations. Another area that had significant growth was our fine arts and athletic programs. Each of these programs represented Coleman in a positive way by winning several competitions.

School Processes & Programs Strengths

Processes and Programs Strengths

- SPEAR Committee; **discipline numbers decreased from last year?**
- Inspire Mentoring/Mentoring Monday with SPEAR
- Academic intervention: reading and math intervention; Reading and Math STAAR scores greatly improved; Title 1 Math tutoring was available.
- PLC collaboration among all content areas
- Fine Arts & Athletic successes

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students do not retain content understanding in most academic areas. **Root Cause:** The TRS or pacing guide does not allow for repetition and reteach time and teachers are not using data efficiently or effectively.

Problem Statement 2 (Prioritized): Continued to add more choice in academic electives beyond sports and music; opportunities to challenge all levels of academic abilities **Root**

Cause: We are in the process of organizing more opportunities in this area.

Problem Statement 3 (Prioritized): Students are overwhelmed by the process of testing and re-testing **Root Cause:** Not using data efficiently or effectively

Problem Statement 4 (Prioritized): Improved our MTSS process to meet the needs of all students with content and behavioral deficiencies **Root Cause:** Lack of knowledge and training on MTSS; not skilled in use of Panorama

Perceptions

Perceptions Summary

Coleman Junior High works to create a safe, inclusive learning environment that aligns curriculum, meets student's needs, enhances academic achievement, promotes positive self-esteem, encourages intrinsic individual growth, and promotes sound practices that lead to student success. We believe that this is accomplished by placing a high emphasis on unity between staff, students, parents, and stakeholders.

Perceptions Strengths

Communication to parents via messenger, Facebook posts, weekly positive postcards, and the school board encourage teacher communication for 74 and below grades creates positive and effective communication and relationship with all stakeholders. All students are welcomed and supported individually and collectively to achieve high levels of academic and social growth.

We offer snack and clothing supply to those students who are in need. Our campus strives for excellence in student safety. We maintain regular Emergency operation strategies to ensure student safety, monitoring student ID badges and regular safety checks by our SRO. We maintain strict guidelines for entry to our building and access to our facility.

- Students are treated fairly
- Majority of our staff is communicative; we do a really good job communicating with parents
- Diligent with safety measures; 2 security guards; checking doors consistently
- The school is well kept and orderly both inside and outside
- Students have various opportunities for extracurricular activities

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Access to technology is impeding learning and is quite a distraction for students; need to filter out inappropriate content better **Root Cause:** Shift in societal expectations and easy access to technology; parents not backing the teachers and administration

Problem Statement 2 (Prioritized): Continued increase in student-to-student social interactions (i.e. bullying, racial slurs, etc.) **Root Cause:** Shift in societal expectations

Problem Statement 3 (Prioritized): Due to the age of the school, we are constantly repairing items such as outside doors which could cause security risks. This causes a financial drain. **Root Cause:** Age of the building

Priority Problem Statements

Problem Statement 1: Our Special Education population is significantly higher than the District and State averages.

Root Cause 1: Possibly due to the Special Education population and services at our elementary feeder campuses.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Grade 7 Math had a 48% passing rate.

Root Cause 2: Staff retention for content knowledge and expertise. Data skewed slightly due to Advanced Mathematics taking the Grade 8 STAAR test.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Grade 8 Science showed a deficit in Science STAAR. The 'meets' criteria showed a deficit in each subpopulation: 20% drop in African American, 10% drop in Hispanic population and 2% drop in White population.

Root Cause 3: Vocabulary and staff retention for content knowledge and expertise.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: SPED population scores dropped in Social Studies: Approaches 9% drop, Meets 7% drop, Masters 8% drop

Root Cause 4: Intervention Support was not consistent and the extra programs go through social studies classes: pictures, counselors, presentations, etc.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our Hispanic population is scoring lower than the other subpopulations.

Root Cause 5: Lack of diversity of staff members and lack of family/community involvement.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students do not retain content understanding in most academic areas.

Root Cause 6: The TRS or pacing guide does not allow for repetition and reteach time and teachers are not using data efficiently or effectively.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Continued to add more choice in academic electives beyond sports and music; opportunities to challenge all levels of academic abilities

Root Cause 7: We are in the process of organizing more opportunities in this area.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Students are overwhelmed by the process of testing and re-testing

Root Cause 8: Not using data efficiently or effectively

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Continued increase in student-to-student social interactions (i.e. bullying, racial slurs, etc.)

Root Cause 9: Shift in societal expectations

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Due to the age of the school, we are constantly repairing items such as outside doors which could cause security risks. This causes a financial drain.

Root Cause 10: Age of the building

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Improved our MTSS process to meet the needs of all students with content and behavioral deficiencies

Root Cause 11: Lack of knowledge and training on MTSS; not skilled in use of Panorama

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Our Economically Disadvantaged percentage is higher than the district average. (57.7%).

Root Cause 12: Percentage reflects the demographics of the zone for this campus and elementary feeder schools.

Problem Statement 12 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Effective Schools Framework data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions

Student Data: Student Groups

- Section 504 data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Priorities





Priority 1: Student Growth

Performance Objective 1: Every student grows academically every year in English Language Arts, Reading, Math, Science, and Social Studies.

Evaluation Data Sources: State and local assessment data, including, MAP, DRA, STAAR/EOC, state provided Interim assessments, collaboratively developed progress measures, teacher developed common formative assessments, TX KEA, Circle (pre-K), DRA/EDL, TELPAS and TRS Performance Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: We will collaborate in subject and grade-level PLCs with a focus on student growth.</p> <p>Strategy's Expected Result/Impact: All students were show growth in Math, ELAR, Science, and Social Studies</p> <p>Staff Responsible for Monitoring: All staff members</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 3, 4, 5</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategically teach TEKS and collaborate across the disciplines to support student growth in a variety of ways including the intentional use of advisory time to solidify Reading, Math, and basic test-taking skills, and the use of elective classes to support core deficit areas and offer repetition in base concepts through warm-up exercises and repetition activities.</p> <p>Strategy's Expected Result/Impact: Student growth in all academic areas</p> <p>Staff Responsible for Monitoring: Campus Admin. Team Leads Guiding Coalition</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3, 4, 5 - School Processes & Programs 1, 4</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will continuously assess students' academic progress and will utilize SPED, 504, MTSS, and LEP services when needed to add accommodations/supports to best serve students' academic needs.</p> <p>Strategy's Expected Result/Impact: Student growth</p> <p>Staff Responsible for Monitoring: Campus Admin. SPED personnel MTSS committee\LPAC committee</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Demographics 1 - Student Learning 4 - School Processes & Programs 4</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: We will be intentional in creating extension activities when students have learned the material to increase student growth.</p> <p>Strategy's Expected Result/Impact: Student growth in our approaches to meets, meets to masters, and continuous growth on Map tests and CFA tests.</p> <p>Staff Responsible for Monitoring: Campus Admin.</p> <p>Title I: 2.5</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The administration will do weekly "Look For" walkthroughs in addition to the TTESS appraiser walkthroughs to promote strong instructional practices to promote student growth.</p> <p>Strategy's Expected Result/Impact: Better administrative presence in classrooms to promote strong instructional practices Improvement in "best" instructional practices Student growth</p> <p>Staff Responsible for Monitoring: Campus Admin.</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Students needing intervention or who are identified At-risk will be served by an interventionist to address learning deficits and Launch Mentors will support new teachers to develop effective classroom instruction.</p> <p>Strategy's Expected Result/Impact: Student growth in all academic areas</p> <p>Staff Responsible for Monitoring: Campus Admin.</p> <p>Title I: 2.6</p> <p>Problem Statements: Demographics 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Teachers will provide common formative assessments to evaluate students' learning and growth.</p> <p>Strategy's Expected Result/Impact: Student growth in all academic areas</p> <p>Staff Responsible for Monitoring: Campus Admin. Department Heads</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Our Special Education population is significantly higher than the District and State averages. Root Cause: Possibly due to the Special Education population and services at our elementary feeder campuses.</p>
<p>Problem Statement 2: Our Economically Disadvantaged percentage is higher than the district average. (57.7%). Root Cause: Percentage reflects the demographics of the zone for this campus and elementary feeder schools.</p>
Student Learning
<p>Problem Statement 1: Grade 7 Math had a 48% passing rate. Root Cause: Staff retention for content knowledge and expertise. Data skewed slightly due to Advanced Mathematics taking the Grade 8 STAAR test.</p>
<p>Problem Statement 3: Grade 8 Science showed a deficit in Science STAAR. The 'meets' criteria showed a deficit in each subpopulation: 20% drop in African American, 10% drop in Hispanic population and 2% drop in White population. Root Cause: Vocabulary and staff retention for content knowledge and expertise.</p>
<p>Problem Statement 4: SPED population scores dropped in Social Studies: Approaches 9% drop, Meets 7% drop, Masters 8% drop Root Cause: Intervention Support was not consistent and the extra programs go through social studies classes: pictures, counselors, presentations, etc.</p>
<p>Problem Statement 5: Our Hispanic population is scoring lower than the other subpopulations. Root Cause: Lack of diversity of staff members and lack of family/community involvement.</p>

School Processes & Programs

Problem Statement 1: Students do not retain content understanding in most academic areas. **Root Cause:** The TRS or pacing guide does not allow for repetition and reteach time and teachers are not using data efficiently or effectively.

Problem Statement 2: Continued to add more choice in academic electives beyond sports and music; opportunities to challenge all levels of academic abilities **Root Cause:** We are in the process of organizing more opportunities in this area.





Problem Statement 3: Students are overwhelmed by the process of testing and re-testing **Root Cause:** Not using data efficiently or effectively

Problem Statement 4: Improved our MTSS process to meet the needs of all students with content and behavioral deficiencies **Root Cause:** Lack of knowledge and training on MTSS; not skilled in use of Panorama

Priority 1: Student Growth

Performance Objective 2: Every student understands the expected standards of behavior in the district and feels that their safety and well-being are a priority of the district.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue implementation of the SPEAR system and the use of the discipline binder to ensure that all students and staff understand the behavioral expectations of Coleman JH. The continued use of SPEAR discipline committee, mentoring, restorative groups, practice academies, and positive SPEAR rewards and the implementation of academic SPEAR.</p> <p>Strategy's Expected Result/Impact: Increase in positive student behavior Reduction of discipline referrals Positive classroom climates due to less class disruption leading to more student growth Reduction of MTSS behavioral students</p> <p>Staff Responsible for Monitoring: SPEAR committee Principals</p> <p>Title I: 2.4, 2.6</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Increase campus attendance through incentives to reflect a daily average of 95.5 %.</p> <p>Strategy's Expected Result/Impact: Improved attendance leads to more opportunities for classroom instruction which leads to student growth</p> <p>Staff Responsible for Monitoring: Campus Admin.</p> <p>Title I: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Develop a plan to better assess the socio-emotional needs of our students and implement interventions that support their safety and well-being. Strategy's Expected Result/Impact: Better supported student needs Better attendance Student growth Staff Responsible for Monitoring: Counselors Title I: 2.6 Problem Statements: School Processes & Programs 4 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Coleman implemented the Chief's list to reward system to honor students with good behavior and no infractions Strategy's Expected Result/Impact: Increase in positive student behavior Reduction of discipline referrals Better attendance Staff Responsible for Monitoring: Admin, Teacher leaders Title I: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Sixth grade students will participate in Inspire School Programs counseling. Also, students with high need circumstances that are unable to receive counseling have access to Next Steps counseling. Strategy's Expected Result/Impact: Improved student socioemotional learning Staff Responsible for Monitoring: Admin, counselors Title I: 2.5, 2.6 Problem Statements: Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 4: Improved our MTSS process to meet the needs of all students with content and behavioral deficiencies Root Cause: Lack of knowledge and training on MTSS; not skilled in use of Panorama

Perceptions





Problem Statement 2: Continued increase in student-to-student social interactions (i.e. bullying, racial slurs, etc.) **Root Cause:** Shift in societal expectations

Priority 1: Student Growth

Performance Objective 3: Every graduate is college, career, or military ready, and CCMR numbers increase year over year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Better communication with students and parents of Advanced Academics, GT, and high school credit opportunities through parent meetings, announcements, and social media.</p> <p>Strategy's Expected Result/Impact: Students and families will understand opportunities and take advantage of those opportunities Students will take advantage of opportunities which will promote higher-level learning and more upper-level opportunities in high school More in-depth extensive learning opportunities for students</p> <p>Staff Responsible for Monitoring: Campus Admin. Counselors GT committee CTE staff</p> <p>Title I: 2.4, 2.5, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct a yearly Career Day bringing high school CTE and outside community members that will highlight opportunities in trade, college, military, and beyond for our Coleman students</p> <p>Strategy's Expected Result/Impact: highlight career cluster opportunities available in junior high and high school introduce students to careers beyond high school and the needed requirements to serve in those careers highlight needed hard and soft skills needed to be successful beyond high school</p> <p>Staff Responsible for Monitoring: CTE teachers Career Day committee</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: High school counselors meet with all 8th-grade students and they take the career cluster assessment and during the spring semester go over the many class plans and programs at the high school.</p> <p>Strategy's Expected Result/Impact: Students will take advantage of opportunities which will promote higher-level learning and more upper-level opportunities in high school More in-depth extensive learning opportunities for students Highlight career cluster opportunities available in junior high and high school</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 2.5</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Continued to add more choice in academic electives beyond sports and music; opportunities to challenge all levels of academic abilities Root Cause: We are in the process of organizing more opportunities in this area.</p>

Priority 1: Student Growth

Performance Objective 4: Annually increase student enrichment and involvement in extracurricular, UIL, and co-curricular activities.

Evaluation Data Sources: Increased percentage of students engaged in activities, increased quartile/decile of Lone Star Cup standing, completion of guidelines and staff recruitment plan

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer recruitment & sign-up opportunities and parent meetings for UIL, extra-curricular, and co-curricular activities in the spring and at schedule pick-up times.</p> <p>Strategy's Expected Result/Impact: More student participation More parent understanding of opportunities</p> <p>Staff Responsible for Monitoring: UIL sponsors Principals Counselors</p> <p>Title I: 2.5, 2.6, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Use social media, announcements, and bulletin boards to highlight student opportunities/requirements for NJHS, student council, leadership, service groups, and UIL opportunities.</p> <p>Strategy's Expected Result/Impact: Better understanding of opportunities/requirements for involvement Better student involvement/participation Better well rounded students</p> <p>Staff Responsible for Monitoring: UIL sponsors Club sponsors Principals</p> <p>Title I: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Priority 2: Honor and Support Staff

Performance Objective 1: Honor staff contributions and achievements.

Evaluation Data Sources: Staff evaluation data

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish a monthly "Most valuable Chief" award to highlight a staff member and their accomplishments. Strategy's Expected Result/Impact: Staff will feel honored and supported Other staff will be encouraged and feel motivated to be their best Stakeholders will recognize staff accomplishments when promoted on social media Staff Responsible for Monitoring: SPEAR committee Leadership sponsor Asst. principal over social media</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Be intentional in writing encouraging cards, highlighting staff through positive notes in rooms, and organizing meals and treats. Strategy's Expected Result/Impact: Staff will feel honored and encouraged Staff Responsible for Monitoring: Funshine committee Principals PTSO staff</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Implemented incentives for staff attendance "It PAYS to be here" Strategy's Expected Result/Impact: Increase in staff attendance Staff will feel honored and encouraged Staff Responsible for Monitoring: Admin Community Stakeholders</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Highlight staff accomplishments with gold star initiative. Strategy's Expected Result/Impact: Staff will feel honored and supported Other staff will be encouraged and feel motivated to be their best</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Admin, Counselors, Front Office Staff



No Progress



Accomplished



Continue/Modify







Discontinue

Priority 2: Honor and Support Staff

Performance Objective 2: Annually increase faculty and staff satisfaction and engagement.

Evaluation Data Sources: Staff evaluation data and other data related in increased staff engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Meet intentionally with small groups of staff every 3 months to give them opportunities to express any concerns.</p> <p>Strategy's Expected Result/Impact: Staff will feel like their concerns are heard. Admin will be able to make any needed adjustments based on concerns brought if possible Admin will be able to address concerns in a smaller setting to ensure staff understanding leading to greater engagement</p> <p>Staff Responsible for Monitoring: Staff Admin</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The administration will be active in PLC meetings, department head meetings, CEIC, and faculty meetings to hear the needs, concerns, etc. of staff.</p> <p>Strategy's Expected Result/Impact: Better communication with staff leads to a better understanding of needs Better understanding of needs leads to opportunities to correct issues leading to greater staff satisfaction</p> <p>Staff Responsible for Monitoring: Staff Admin CEIC committee</p> <p>Title I: 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Coleman will highlight groups during national days. (ie. school custodian day, paraprofessional day, etc.)</p> <p>Strategy's Expected Result/Impact: Staff will feel honored and supported</p> <p>Staff Responsible for Monitoring: Admin PTSO Funshine committee</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Implement campus committees to collaborate for campus events and promote school culture (i.e. FUNshine/End of year awards/Leadership/NJHS etc.) Strategy's Expected Result/Impact: Increase campus culture Promote collaboration Staff Responsible for Monitoring: Teachers	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Priority 2: Honor and Support Staff

Performance Objective 3: Promote a collaborative culture by engaging instructional staff in the practices of a Professional Learning Community.

Evaluation Data Sources: Staff evaluation data, meeting documentation, and other data related in increased staff engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Encourage grade level and subject PLC time for staff weekly beyond the subject level PLC scheduled times. Strategy's Expected Result/Impact: Promotion of PLC culture encouraging collaboration Growth in instruction and student achievement Encouragement of intentional data digs and discussions on how to improve results with teachers offering support, ideas, and encouragement to one another Greater discussion of needs for instructional materials/resources Staff Responsible for Monitoring: All staff Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	June

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Performance Objective 3 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: Students do not retain content understanding in most academic areas. Root Cause: The TRS or pacing guide does not allow for repetition and reteach time and teachers are not using data efficiently or effectively.</p>

Priority 2: Honor and Support Staff

Performance Objective 4: Invest in staff growth through professional learning/specialized training.

Evaluation Data Sources: Goal setting conference data

Strategy 1 Details	Reviews			
<p>Strategy 1: Trained staff will offer professional learning opportunities that promote student identification and growth. (ie. Panorama, Lexia, Zearn, Google Classroom, tech supports, etc.)</p> <p>Strategy's Expected Result/Impact: Better understanding of programs to support student growth More confident teachers Builds community among teachers to support one another</p> <p>Staff Responsible for Monitoring: Specially trained staff Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Train staff in restorative practice professional development to specialize them in training other staff in restorative practices.</p> <p>Strategy's Expected Result/Impact: Stronger staff in restorative practices Collaboration and community among staff in the promotion of common practices Improved student behavior</p> <p>Staff Responsible for Monitoring: Specially trained staff Counselors Principals</p> <p>Title I: 2.6</p> <p>Problem Statements: Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Staff will be given the opportunity to attend professional development that will enhance their teaching practices and promote student growth.</p> <p>Strategy's Expected Result/Impact: Teacher improvement in practices Student growth</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 1: Grade 7 Math had a 48% passing rate. Root Cause: Staff retention for content knowledge and expertise. Data skewed slightly due to Advanced Mathematics taking the Grade 8 STAAR test.</p>
<p>Problem Statement 3: Grade 8 Science showed a deficit in Science STAAR. The 'meets' criteria showed a deficit in each subpopulation: 20% drop in African American, 10% drop in Hispanic population and 2% drop in White population. Root Cause: Vocabulary and staff retention for content knowledge and expertise.</p>
School Processes & Programs
<p>Problem Statement 1: Students do not retain content understanding in most academic areas. Root Cause: The TRS or pacing guide does not allow for repetition and reteach time and teachers are not using data efficiently or effectively.</p>
<p>Problem Statement 3: Students are overwhelmed by the process of testing and re-testing Root Cause: Not using data efficiently or effectively</p>
Perceptions
<p>Problem Statement 2: Continued increase in student-to-student social interactions (i.e. bullying, racial slurs, etc.) Root Cause: Shift in societal expectations</p>

Priority 3: Community and Stakeholder Relationships

Performance Objective 1: Annually increase satisfaction and engagement of students and families.





Evaluation Data Sources: Analyze and respond appropriately to student and family survey data, Superintendent's Student Advisory Board, Town Hall meeting for families

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide increased opportunities for families to serve with varying opportunities such as the Guardian program, Dads at the Door, PTSO, and Mentoring opportunities.</p> <p>Strategy's Expected Result/Impact: Increase family engagement and involvement Increase family satisfaction</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continued promotion of students' voices by allowing them to discuss what they would like to see at Coleman Junior High through established student leadership groups. (ie. CEIC student reps, Leadership)</p> <p>Strategy's Expected Result/Impact: Increased student engagement Increased student growth</p> <p>Staff Responsible for Monitoring: CEIC student members Leadership committee Staff Principals</p> <p>Title I: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Counselors will host at least two parent education events.</p> <p>Strategy's Expected Result/Impact: Increase family engagement and involvement Increase family satisfaction</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Title I: 4.1, 4.2</p>	Formative			Summative
	Nov	Jan	Mar	June
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Priority 3: Community and Stakeholder Relationships

Performance Objective 2: Annually increase engagement of community and stakeholders.

Evaluation Data Sources: Analyze and respond appropriately to parent survey data, increased community and stakeholder satisfaction and engagement

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct an annual Career Day providing opportunities for parents, community members, and stakeholders to participate in a school-wide program promoting student understanding of potential future career opportunities.</p> <p>Strategy's Expected Result/Impact: Increase in the number of parents, community, and stakeholders on campus Increase in positive interactions between parents, community, and stakeholders with students and staff</p> <p>Staff Responsible for Monitoring: Coleman CTE department Coleman Career Day committee</p> <p>Title I: 2.6</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Be intentional in creating opportunities for the community and stakeholders to be involved on the Coleman campus. (ie. Veteran's Day Program, PTSO events, Counselor Parent Sessions, Grandfriends, DEAR Day, Mentoring, etc.)</p> <p>Strategy's Expected Result/Impact: Increase in the number of parents, community, and stakeholders on campus Increase in positive interactions between parents, community, and stakeholders with students and staff</p> <p>Staff Responsible for Monitoring: All staff Admin</p> <p>Title I: 4.2</p> <p>Problem Statements: Student Learning 5</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 5: Our Hispanic population is scoring lower than the other subpopulations. Root Cause: Lack of diversity of staff members and lack of family/community involvement.</p>





School Processes & Programs

Problem Statement 2: Continued to add more choice in academic electives beyond sports and music; opportunities to challenge all levels of academic abilities **Root Cause:** We are in the process of organizing more opportunities in this area.

Priority 4: Financial Integrity

Performance Objective 1: Ensure financial stewardship and transparency





Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Evaluate the use of funds in every CEIC meeting to ensure proper use of funds. Strategy's Expected Result/Impact: Funds are being evaluated consistently Funds are used properly for their intended purposes Staff Responsible for Monitoring: CEIC committee Admin</p>	Formative			Summative
	Nov	Jan	Mar	June
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Priority 4: Financial Integrity

Performance Objective 2: Develop and deploy coherent facility management processes to address student growth.

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Based on the campus needs assessment plan, prioritize funding to encourage the greatest student growth. (I.e. SPED, LEP, Math, etc.)</p> <p>Strategy's Expected Result/Impact: Student growth due to intentional financial prioritizing</p> <p>Staff Responsible for Monitoring: Admin</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Prioritize campus building needs and communicate with district support service team lead to ensure make the building is a safe, learning environment.</p> <p>Strategy's Expected Result/Impact: Safe learning environment</p> <p>Staff Responsible for Monitoring: Campus Admin.</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 2 Problem Statements:

Perceptions
<p>Problem Statement 3: Due to the age of the school, we are constantly repairing items such as outside doors which could cause security risks. This causes a financial drain. Root Cause: Age of the building</p>

Priority 4: Financial Integrity

Performance Objective 3: Ensure effective and efficient operations with transparency

Evaluation Data Sources: Budget reports, TAPR and FIRST reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Coleman will follow all district and Title 1 funding protocols to ensure financial integrity.</p> <p>Strategy's Expected Result/Impact: Appropriate use of district and Title 1 funds Financial integrity</p> <p>Staff Responsible for Monitoring: Admin Secretary</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Tabitha Russell	Title 1 Interventionist	Title 1	1.0