

Waxahachie Independent School District
Coleman Jr. High
2021-2022 Campus Improvement Plan



Mission Statement

WISD Mission Statement:

Waxahachie ISD's dynamic, focused educational experiences will produce graduates who will positively impact the world.

Vision

Waxahachie ISD's dynamic, focused educational experiences will produce graduates who will positively impact the world.

Decision Making Belief 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

We believe:

- 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	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Coleman Junior High will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.	13
Goal 2: Coleman Junior High will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.	17
Goal 3: Coleman Junior High will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.	18
Goal 4: Coleman Junior High will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.	20
Goal 5: Coleman Junior High will provide a transparent communication process for parents, students, employees, and the community.	22
Goal 6: Coleman Junior High will allocate resources to ensure that students, parents, and the community receive optimal educational services.	26
Title I Personnel	29
Campus Funding Summary	30
Addendums	31

Comprehensive Needs Assessment

Demographics

Demographics Summary

Coleman Junior High is one of fifteen campuses in Waxahachie ISD and is a Title I schoolwide campus. The school has been in existence for 3 years and is named after Evelyn Love Coleman, former teacher, administrator, and school board member. Coleman Junior High has a varied student population that serves 6th, 7th, and 8th graders. The following data is projected based off of the 2021 state accountability reports for Coleman Jr. High.

Total student population from grades 6-8: 903

- African American: 15.73%
- Hispanic: 37.65%
- White: 41.86%
- American Indian: .33%
- Asian: .22%
- Hawaiian Pacific Islander: .33%
- Two or more races: 3.8%
- Economically Disadvantaged: 50.94%
- ELL: 7.20%
- ESL: 5.98%
- Gifted and Talented: 9.41%
- At-Risk: 49.72%
- Special Education: 18.72%

"An empowered organization is one in which individuals have the knowledge, and skill, desire, and opportunity to personally succeed in a way that leads to collective and organizational success" - Stephen Covey

Coleman Junior High is committed to hiring and retaining high quality and highly effective staff to ensure our students receive the best instruction.

Demographics Strengths

African American discretionary DAEP placements decreased from 4.77% in 2018-19 to 2.0% in 2020-21.

Attendance rate was 95% for the 2020-2021 school year. (COVID-19 school year)

Strong student participation in athletics, fine arts, cheerleading, dance, & UIL. Coleman promotes participation in multiple activities and organizations.

SPEAR committee positive cards promote strong character and positive behavior for all students.

SPEAR committee has reduced the number of ISS placements from 480 (2019-20), to 214 (2020-21).

Problem Statements Identifying Demographics Needs

Problem Statement 1: High rate of ISS/ DAEP placements. **Root Cause:** Transition periods, implementation of recess periods with inadequate supervision and structure. Alternative options needed (SPEAR committee, Restorative discipline)

Problem Statement 2: SPED population lacking in academic growth. **Root Cause:** CJH has a high and diverse SPED population. We have a high need for more qualified SPED staff to meet the unique needs of our students.

Problem Statement 3: Lack of differentiation/ enrichment for GT students. **Root Cause:** Staff needs more opportunity for GT training and ways to better meet the needs of our GT students.

Problem Statement 4: LEP students not adequately served in Gen Ed setting (Sheltered Instruction) **Root Cause:** No bilingual program for students who are feeding Coleman from Wedgeworth (bilingual campus)

Problem Statement 5: Demographics of staff are not proportionate to demographics of students **Root Cause:** Low number of qualified diverse candidates in applicant pool.

Student Learning

Student Learning Summary

Coleman Junior High believes that all instruction should have aligned curriculum up to district/ state standards, that instruction meets students' needs, that we should have programs that enhance academic achievement, we foster and promote each student's intrinsic and individual growth, and that we promote high expectations for success.

New map testing give teacher a stronger view of student progress and a vision of where to supplement to improve overall STAAR results. All subjects: 76% approaches, 44% meets, 18% masters

Morning tutoring is available to assist students with work. Strong emphasis on identifying students with academic needs and a streamlined approach started.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: SPED student population identified as low performing across all subject areas **Root Cause:** Gaps from online learning and lack of programs geared towards additional intervention needs.

Problem Statement 2: African American students population has been identified as low performing across all subject areas. **Root Cause:** Lack of intervention due to the COVID pandemic, and the need to pull interventions into the general education classes to supplement learning.

Problem Statement 3: LEP is identified as low performing in ELAR. **Root Cause:** Language acquisition gaps, gaps due to the online learning.

Problem Statement 4: Online STAAR testing results were low and underperforming. **Root Cause:** Students did not have adequate preparation time and practice with the online testing platform. Additionally, lack of technology resources for online testing and preparation.

Problem Statement 5: Lack of student growth on STAAR testing. **Root Cause:** Ineffective use of PLC time to strengthen student instruction and disaggregation of data.

School Processes & Programs

School Processes & Programs Summary

Coleman Junior High is a new campus still seeking to find its way and make its mark. Coleman, although located on a main thoroughfare, prides itself on its safety and security. We provide a safe environment that allows students to thrive and focus on academics. Teachers and staff are professional and care about their students. They work collaboratively with each other, the curriculum department, and administration to ensure that our students find their ultimate success. Students have multiple opportunities to be involved in activities outside of academics including athletics, band, and dance.

School Processes & Programs Strengths

Coleman Junior High has a male and female At risk group directed by teachers to help students navigate through life's tough choices. Coleman Junior High has dedicated staff that are passionate about their students and work hard to meet their needs. Coleman Junior High implemented a new SPEAR committee that has improved overall student discipline by helping teach students how to be accountable for their actions and what alternative approaches they can take. Coleman Junior High staff are vigilant in the hallways monitoring students and assisting them in meeting their needs. Coleman Junior Highs practice academy through the SPEAR committee helps students practice basic character traits/responsibilities like how to be on time to class, speak with respect, and take responsibility for their actions. Coleman Junior High teachers use the discipline binder effectively to communicate expectations to students and parents streamlining the level 1 and level 2 discipline offenses. Data is being used for instructional planning and mostly done in teams; grouping and reteaching.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Professional development opportunities are not adequate for teacher growth when the already limited opportunities are primarily focused on district initiative. **Root Cause:** Need more district offered professional development opportunities

Problem Statement 2: More extra activities 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: There is not enough technology for a one-to-one ratio. **Root Cause:** The district and technology department are working on getting more devices. There is a shortage, and we have not been able to get them as timely as indicated.

Problem Statement 4: 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.

Problem Statement 5: Discipline numbers are still higher than the districts desire. **Root Cause:** Lack of consistent practice by some teachers to follow the discipline binder, transition to middle school standards for students, large numbers in classrooms and hallways during passing periods. Recess and transition lack in supervision and structure.

Problem Statement 6: Students have a lack of basic computer and keyboarding skills. **Root Cause:** No previous experience with keyboarding and basic computer skills.

Perceptions

Perceptions Summary

Coleman Junior High works to create a safe, inclusive learning environment that align curriculum, meet students needs, enhance academic achievement, promote positive self esteem, encourage intrinsic individual growth, and promote 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Inability to promote parental involvement and presence on campus. **Root Cause:** COVID guidelines and restrictions have limited our ability to have visitors on campus and therefore cause stakeholders to be uninvolved in campus activities.

Problem Statement 2: The inability to conduct clubs, limits on sporting events and attendance, fine arts restrictions, virtual UIL and daily collaboration restrictions due to social distancing. **Root Cause:** The state of Texas guidelines restricted our ability to extend and increase our parent involvement, school culture and climate, and conduct activities that would promote the socio-emotional well-being of our students and stakeholder community.

Problem Statement 3: School is old, not aesthetically pleasing and not conducive to learning. **Root Cause:** Age of school, need for updates.

Priority Problem Statements

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

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- 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

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

Goals

Goal 1: Coleman Junior High will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.





Performance Objective 1: Achieve the state identified target for all student sub populations in state accountability indicators

Strategy 1 Details	Reviews			
<p>Strategy 1: Each student maintain a student tracker, set a goal for assessments. Strategy's Expected Result/Impact: Individual accountability, student ownership in progress and development. Staff Responsible for Monitoring: Teachers, Interventionists Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Intervention for students who are failing to show growth in academic performance. Students identified & place in MTSS processes, or reassessed under 504, SPED, or LPAC as needed Strategy's Expected Result/Impact: Small group instruction, improved tier I instruction Tier III intervention In class support Staff Responsible for Monitoring: Principals, Curriculum Coordinators, Interventionist, Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Improve and develop systemic processes to identify needed interventions for whom behaviors negatively impact student learning Strategy's Expected Result/Impact: Fewer ISS and OSS placements Increased behavioral supports through 504 and MTSS Staff Responsible for Monitoring: Principals, SPEAR Committee, Assistant Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Students identified as at-risk of will be serviced by Instructional Title 1 personnel to increase student achievement. Strategy's Expected Result/Impact: Increased student achievement of at-risk students Staff Responsible for Monitoring: Principal Title I Schoolwide Elements: 2.4, 2.6 Funding Sources: Instructional Personnel - Title I (211) - \$67,985.23	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Coleman Junior High will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 2: Implement consistency in re-teach/re-test processes for each subject area

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional development and training for teachers on how to efficiently utilize district testing window for administering and scanning PMs and teacher designed assessments</p> <p>Strategy's Expected Result/Impact: Teachers will proctor/administer the assessment within the first two days of the testing window allowing for re-teach/re-test process before window closes</p> <p>Staff Responsible for Monitoring: Dept. Heads, Principals, Curriculum Coordinators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide Instructional Staff opportunity to observe other teachers</p> <p>Strategy's Expected Result/Impact: Modeling good teaching, Professional development, Supporting new and beginner teachers.</p> <p>Staff Responsible for Monitoring: Principals, Dept Heads, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 1: Coleman Junior High will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 3: At least 90% off all students will achieve the approaches performance level, at least 60 % of all students will achieve the meets performance level and at least 30% of all students will achieve the masters performance level on all state aligned PMs and state accountability tests in all core subjects.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: Teachers, Principals, Department Heads, Teachers

Strategy 1 Details	Reviews			
Strategy 1: use regular data meetings to inform planning and instruction Strategy's Expected Result/Impact: PLC forms Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: increase the number of SPED students achieving meets and masters level performance on all DCAs and teacher designed assessments.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Reduce overall campus ISS placements by 15% Strategy's Expected Result/Impact: decrease in amount of time students are missing valuable instruction Staff Responsible for Monitoring: Principals,	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Coleman Junior High will empower students to achieve academic growth and success through strategically designed curriculum and dynamic instruction.

Performance Objective 4: 100% of classroom teachers will utilize and document discipline in the discipline binder for each classroom infraction

Targeted or ESF High Priority





Evaluation Data Sources: Discipline Binders, Restorative Discipline

Goal 2: Coleman Junior High will develop and maintain safe, innovative and attractive facilities that will support optimal learning, equitable growth and sustainable development.

Goal 3: Coleman Junior High will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

Performance Objective 1: Coleman Junior High will actively seek and retain highly effective personnel that is proportionate to the student demographics





Evaluation Data Sources: Personnel , Staff Ratio/ Student demographic information

Strategy 1 Details	Reviews			
<p>Strategy 1: Encourage teaming and partnerships in district and out of district between colleagues and staff</p> <p>Strategy's Expected Result/Impact: Mentoring, observations, guests volunteers Community ESL night (Verbeck) Promote and encourage African American and Hispanic teachers and staff to serve in leadership roles on campus. (mentors, discipline committee)</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF</p> <p>Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Coleman Junior High will actively seek, develop and retain highly effective personnel and provide ongoing relevant professional development that translates to student engagement and success.

Performance Objective 2: Increase African American instructional staff from 10% to at least 13%, Increase Hispanic instructional staff from 6% to at least 12%.





Evaluation Data Sources: Continue to use the student enrollment data to provide diverse staff to match our student population.

Strategy 1 Details	Reviews			
Strategy 1: Proactively recruit highly qualified staff Strategy's Expected Result/Impact: Increase in number of certified African American and Hispanic campus leadership and Instructional staff Staff Responsible for Monitoring: Principals, Assistant Principals, Department Heads Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Coleman Junior High will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.

Performance Objective 1: Staff will integrate meaningful technology into curriculum

Evaluation Data Sources: Technology, Instructional technology

Strategy 1 Details	Reviews			
<p>Strategy 1: Technology filtering devices to our campus in order to serve all of our students technology needs. Strategy's Expected Result/Impact: Regular use of MAP suite resources such as mapping skills. Devices available when needed for instruction in classroom. Staff Responsible for Monitoring: Principal, Secretary, Librarian, Dept. Heads Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Administration model 21st century learning behaviors Strategy's Expected Result/Impact: Facilitating meetings via video conferencing Staff Responsible for Monitoring: Administration, teachers. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Utilize and promote digital formats for communication with all stakeholders Strategy's Expected Result/Impact: Increase in parent understanding of assignment requirements and due dates. Staff Responsible for Monitoring: Principals, Dept. Heads Title I Schoolwide Elements: 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 4: Coleman Junior High will leverage the latest technology to provide pathways to academic growth and success in a dynamic world.

Performance Objective 2: Professional development and training for teachers and staff on current trends

Evaluation Data Sources: Provided professional development and supported programs and trainings to support instructional staff.

Goal 5: Coleman Junior High will provide a transparent communication process for parents, students, employees, and the community.

Performance Objective 1: CJH will enhance school culture through an aligned vision of goals and values, responsive student support systems and involvement of families and community

Goal 5: Coleman Junior High will provide a transparent communication process for parents, students, employees, and the community.





Performance Objective 2: Update current COVID cases/ report daily through messenger and campus email.

Evaluation Data Sources: Confirmed positive case numbers from campus/ district nurse.

Goal 5: Coleman Junior High will provide a transparent communication process for parents, students, employees, and the community.

Performance Objective 3: Provide Instructional staff opportunities to communicate and develop.





Evaluation Data Sources: MAP, Branching Minds, evaluation of effective professional development opportunities

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional staff opportunities to observe veteran teachers/ as a means of professional development to improve instructional practices.</p> <p>Strategy's Expected Result/Impact: Better quality instruction through modeling of master teachers/ instructional staff</p> <p>Staff Responsible for Monitoring: Lead Teachers Admin</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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>				

Goal 5: Coleman Junior High will provide a transparent communication process for parents, students, employees, and the community.





Performance Objective 4: 100% of classroom teachers will utilize and document discipline using a discipline binder for restorative discipline practices.

Evaluation Data Sources: Documentation and communication for parents. Appropriate documentation and communication prior to formal written referrals.

Strategy 1 Details	Reviews			
<p>Strategy 1: Documentation and communication for parents through binder, email, and phone. Strategy's Expected Result/Impact: This will provide appropriate and scaffolded discipline practices with transparency and fidelity. Staff Responsible for Monitoring: Teachers, Administration Title I Schoolwide Elements: 2.5, 2.6, 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability</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>				





Goal 6: Coleman Junior High will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 1: Coleman Junior High will provide parent informational sessions seeking to increase bullying awareness and prevention measures

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors will conduct scheduled practical parenting guidance lessons about identifying and addressing bullying</p> <p>Strategy's Expected Result/Impact: stakeholders will better understand how to identify behaviors of bullying and behaviors resulting from bullying</p> <p>Staff Responsible for Monitoring: Principals, District Director of Counseling services</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 6: Coleman Junior High will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 2: Coleman Junior High will provide additional support to LEP students through ESL 2 classes

Strategy 1 Details	Reviews			
Strategy 1: Open additional ELAR sections for ESL teacher Strategy's Expected Result/Impact: increased opportunities to monitor progress of students who are language learners Increased opportunities to provide intervention for students in need Staff Responsible for Monitoring: Principal, Counselors	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 6: Coleman Junior High will allocate resources to ensure that students, parents, and the community receive optimal educational services.

Performance Objective 3: Every staff member will implement WISD bullying protocols

Strategy 1 Details	Reviews			
Strategy 1: Counseling guidance lessons about identifying and addressing bullying Staff Responsible for Monitoring: Counselors, Principals, Dept. Heads	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>				

Title I Personnel

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

Campus Funding Summary

Title I (211)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Personnel		\$67,985.23
Sub-Total					\$67,985.23
Grand Total					\$67,985.23

Addendums