

**Waxahachie Independent School District**  
**Coleman Jr. High**  
**2024-2025 Campus 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 .....	7
School Processes & Programs .....	8
Perceptions .....	9
Priority Problem Statements .....	10
Comprehensive Needs Assessment Data Documentation .....	12
Priorities .....	13
Priority 1: Student Growth .....	13
Priority 2: Honor and Support Staff .....	23
Priority 3: Community and Stakeholder Relationships .....	28
Priority 4: Financial Integrity .....	31
Title I .....	34
1.1: Comprehensive Needs Assessment .....	34
2.1: Campus Improvement Plan developed with appropriate stakeholders .....	34
2.2: Regular monitoring and revision .....	34
2.3: Available to parents and community in an understandable format and language .....	34
2.4: Opportunities for all children to meet State standards .....	34
2.5: Increased learning time and well-rounded education .....	34
2.6: Address needs of all students, particularly at-risk .....	34
3.1: Annually evaluate the schoolwide plan .....	34
4.1: Develop and distribute Parent and Family Engagement Policy .....	34
5.1: Determine which students will be served by following local policy .....	34
Title I Personnel .....	35
Campus Funding Summary .....	36

# 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 PTSSO 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 814 as of April 19, 2024. The school serves a population of students who come from various socio-economic backgrounds, with a significant percentage of students qualifying for free (42%) or reduced-price (7.49%) meals. The student body is also diverse in terms of ethnicity, with a mix of Caucasian (312), Hispanic (314), African American (142), two or more races (40), American Indian (1), Pacific Islander (0), and Asian (5). The majority of our new enrollment comes from the rapid growth in our community.

### Demographics Strengths

- We provide co-teach, reading and math interventionists, speech, ELL, and dyslexia to meet the needs of our diverse student population.
- Tutoring is available before, during, and after school with all core subject teachers.
- 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. 22 out of 66
- Teacher retention for 2023-2024: 72.86%

### 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):** Economically disadvantaged percentage is higher than the district average (49.88%). **Root Cause:** Percentage reflects the demographics of the zone for this campus and elementary feeder schools.

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

**Problem Statement 4 (Prioritized):** High percentage of students At-Risk of not graduating high school. (51.47%) **Root Cause:** High SPED and economically disadvantaged population.

# Student Learning

## Student Learning Summary

Coleman Junior High prioritizes aligning instruction with district and state standards, ensuring it meets students' needs, and offers programs to enhance academic achievement. Through ongoing implementation of Professional Learning Communities, teachers convene weekly to analyze student data and growth. They use this information to develop research-based intervention strategies aimed at promoting academic growth for all students.

## Student Learning Strengths

- Math
  - Algebra I EOC - 100%
  - 6th Grade Math increased approaches by 3%
  - 7th Grade Math increased approaches by 12%
  - 8th Grade Math increased approaches by 10%
  - 8th Grade Math increased masters by 6%
- ELAR
  - All grade levels increased in approaches
  - Higher than state and district
- Subpopulation: African American
  - increased/maintain in all subject areas all grades
- Subpopulation: Special Education
  - increased/maintained in all subject areas all grades
- Subpopulation: Economically Disadvantaged
  - Increased approaches percentage
- Campus Programs
  - MTSS - monitor students quarterly and intervene earlier then refer to special education testing if needed

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Hispanic population significant drop in social studies compared to other subpopulations. **Root Cause:** Lack of diversity in staff members, retaining important dates/vocabulary and lack of interest due to cultural differences.

**Problem Statement 2 (Prioritized):** Chronic absenteeism from the school year 2020-2021 to 2021-2022 were at a 10.6% increase. We have continued to see this trend rise. Absences result in declined academic achievement. **Root Cause:** Parental support and accountability. Students miss out on direct instruction in the classroom including: experiences and discourse that promote higher level learning.

**Problem Statement 3 (Prioritized):** STAAR Mastery Level has declined in all grades/subjects. **Root Cause:** TEA has increased the cut score for mastery level.

# School Processes & Programs

## School Processes & Programs Summary

Coleman's enrollment for the 2023-2024 academic year is 809. With this enrollment, we did see a decrease in enrollment from last year. In comparison to last year's discipline numbers, our ISS numbers were 115 and DAEP placements were 27. 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 42 students referred to SPEAR committee with 9 of these students being referred multiple times. Select students were also selected by teachers to participate in the Sources of Strength Program.

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, which has been previously implemented. Data was used to determine who and when these students were pulled from their elective classes. Reading intervention serviced around 100 students. Math intervention serviced around 40 students. 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

- SPEAR Committee; Discipline numbers decreased
- Academic interventions: 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):** Students are overwhelmed by the process of testing and re-testing. **Root Cause:** Increase in the number of required district assessments as well as MAP, Interim, and STAAR testing.



# Perceptions

## Perceptions Summary

Coleman Junior High does a great job of operating our school in a way that benefits all stakeholders. We strive to achieve student success, create a safe learning environment, build strong relationships and involve our families and community members.

## Perceptions Strengths

- Communication between administrators and staff parents (Emails, videos/ parent square)
- Communication between staff and parents (Skywards grade reports, emails, phone calls)
- Attendance incentives (Local business donations)
- Security (Good hallway presence, monitor/check doors, safety measures)
- Extracurricular activities (Band, sports, theatre, choir, cheer, drill team, UIL, NJHS)
- Parent support (Strong PTSSO and willing to help anytime they are asked)

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Coleman JH needs more working Chromebooks **Root Cause:** Students don't properly care for their devices and repair time is lengthy

**Problem Statement 2 (Prioritized):** The outside doors often need to be fixed and doorbell to the gym needs multiple work orders **Root Cause:** Our building is old and needs constant repair

**Problem Statement 3 (Prioritized):** Lack of time to collaborate with grade level teams **Root Cause:** Limited time in the master schedule

# 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:** Economically disadvantaged percentage is higher than the district average (49.88%).

**Root Cause 2:** Percentage reflects the demographics of the zone for this campus and elementary feeder schools.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Demographics of staff not proportionate to demographics of students.

**Root Cause 3:** Low number of qualified diverse candidates in applicant pool.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** High percentage of students At-Risk of not graduating high school. (51.47%)

**Root Cause 4:** High SPED and economically disadvantaged population.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** STAAR Mastery Level has declined in all grades/subjects.

**Root Cause 5:** TEA has increased the cut score for mastery level.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Chronic absenteeism from the school year 2020-2021 to 2021-2022 were at a 10.6% increase. We have continued to see this trend rise. Absences result in declined academic achievement.

**Root Cause 6:** Parental support and accountability. Students miss out on direct instruction in the classroom including: experiences and discourse that promote higher level learning.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Students are overwhelmed by the process of testing and re-testing.

**Root Cause 7:** Increase in the number of required district assessments as well as MAP, Interim, and STAAR testing.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Students do not retain content understanding in most academic areas.

**Root Cause 8:** The TRS or pacing guide does not allow for repetition and reteach time and teachers are not using data efficiently or effectively

**Problem Statement 8 Areas:** School Processes & Programs

**Problem Statement 9:** Hispanic population significant drop in social studies compared to other subpopulations.

**Root Cause 9:** Lack of diversity in staff members, retaining important dates/vocabulary and lack of interest due to cultural differences.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** Lack of time to collaborate with grade level teams

**Root Cause 10:** Limited time in the master schedule

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 11:** The outside doors often need to be fixed and doorbell to the gym needs multiple work orders

**Root Cause 11:** Our building is old and needs constant repair

**Problem Statement 11 Areas:** Perceptions

**Problem Statement 12:** Coleman JH needs more working Chromebooks

**Root Cause 12:** Students don't properly care for their devices and repair time is lengthy

**Problem Statement 12 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Planning and decision making committee(s) meeting data

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- T-TESS data
- T-PESS data

## **Parent/Community Data**

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

# Priorities

Revised/Approved: August 27, 2024





## 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><b>Strategy 1:</b> We will collaborate in subject and grade-level PLCs with a focus on student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> All students were show growth in Math, ELAR, Science, and Social Studies</p> <p><b>Staff Responsible for Monitoring:</b> All staff members</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 3 - Perceptions 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Student growth in all academic areas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Team Leads Guiding Coalition</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 1 - Perceptions 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> Student growth</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. SPED personnel MTSS committee\LPAC committee</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> Demographics 1, 2, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> We will be intentional in creating extension activities when students have learned the material to increase student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in our approaches to meets, meets to masters, and continuous growth on Map tests and unit assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin.</p> <p><b>Title I:</b> 2.5</p> <p><b>Problem Statements:</b> Student Learning 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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><b>Strategy's Expected Result/Impact:</b> Better administrative presence in classrooms to promote strong instructional practices Improvement in "best" instructional practices Student growth</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> To address learning deficits and support academic achievement, Title I funds will be used to supplement curriculum resources and cover payroll costs for an interventionist servicing students needing intervention or who are identified At-risk.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in all academic areas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin.</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Demographics 2, 3, 4</p> <p><b>Funding Sources:</b> Salary - Title I (211) - \$78,173, IXL - Title I (211) - \$13,756.25</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Teachers will provide unit assessments to evaluate students' learning and growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth in all academic areas</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin. Department Heads</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<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>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Our Special Education population is significantly higher than the District and State averages. <b>Root Cause:</b> Possibly due to the Special Education population and services at our elementary feeder campuses.</p>
<p><b>Problem Statement 2:</b> Economically disadvantaged percentage is higher than the district average (49.88%). <b>Root Cause:</b> Percentage reflects the demographics of the zone for this campus and elementary feeder schools.</p>
<p><b>Problem Statement 3:</b> Demographics of staff not proportionate to demographics of students. <b>Root Cause:</b> Low number of qualified diverse candidates in applicant pool.</p>
<p><b>Problem Statement 4:</b> High percentage of students At-Risk of not graduating high school. (51.47%) <b>Root Cause:</b> High SPED and economically disadvantaged population.</p>
Student Learning
<p><b>Problem Statement 1:</b> Hispanic population significant drop in social studies compared to other subpopulations. <b>Root Cause:</b> Lack of diversity in staff members, retaining important dates/vocabulary and lack of interest due to cultural differences.</p>

**Student Learning**

**Problem Statement 3:** STAAR Mastery Level has declined in all grades/subjects. **Root Cause:** TEA has increased the cut score for mastery level.

**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:** Students are overwhelmed by the process of testing and re-testing. **Root Cause:** Increase in the number of required district assessments as well as MAP, Interim, and STAAR testing.

**Perceptions**





**Problem Statement 3:** Lack of time to collaborate with grade level teams **Root Cause:** Limited time in the master schedule



**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><b>Strategy 1:</b> Continue implementation of the SPEAR system and the use of referral system ensure that all students and staff understand the behavioral expectations of Coleman JH (i.e. SPEAR discipline committee, mentoring, restorative groups, practice academies, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> SPEAR committee                      Principals                      Chief's List Leads</p> <p><b>Title I:</b>                      2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase campus attendance through incentives to reflect a daily average of 95.5 %.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance leads to more opportunities for classroom instruction which leads to student growth</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin.</p> <p><b>Title I:</b>                      2.4, 2.6</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Develop a plan to better assess the socio-emotional needs of our students and implement interventions that support their safety and well-being.</p> <p><b>Strategy's Expected Result/Impact:</b> Better supported student needs Better attendance Student growth</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Demographics 4 - School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Coleman implemented the Chief's list to reward system to honor students with good behavior and no infractions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in positive student behavior Reduction of discipline referrals Better attendance</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teacher leaders</p> <p><b>Title I:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student socioemotional learning</p> <p><b>Staff Responsible for Monitoring:</b> Admin, counselors</p> <p><b>Title I:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
<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>				

**Performance Objective 2 Problem Statements:**

**Demographics**

**Problem Statement 4:** High percentage of students At-Risk of not graduating high school. (51.47%) **Root Cause:** High SPED and economically disadvantaged population.

**Student Learning**

**Problem Statement 2:** Chronic absenteeism from the school year 2020-2021 to 2021-2022 were at a 10.6% increase. We have continued to see this trend rise. Absences result in declined academic achievement. **Root Cause:** Parental support and accountability. Students miss out on direct instruction in the classroom including: experiences and discourse that promote higher level learning.

**School Processes & Programs**

**Problem Statement 2:** Students are overwhelmed by the process of testing and re-testing. **Root Cause:** Increase in the number of required district assessments as well as MAP, Interim, and STAAR testing.

**Perceptions**





**Problem Statement 1:** Coleman JH needs more working Chromebooks **Root Cause:** Students don't properly care for their devices and repair time is lengthy

**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><b>Strategy 1:</b> Better communication with students and parents of Advanced Academics, GT, and high school credit opportunities through parent meetings, announcements, and social media.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Campus Admin.            Counselors            GT committee            CTE staff</p> <p><b>Title I:</b>            2.4, 2.5, 4.2</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> CTE teachers            Career Day committee</p> <p><b>Title I:</b>            2.4, 2.5, 2.6, 4.2</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2</p>	Formative			Summative
	Oct	Dec	Feb	Apr

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Title I:</b> 2.5</p>	Formative			Summative
	Oct	Dec	Feb	Apr

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue





**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Economically disadvantaged percentage is higher than the district average (49.88%). <b>Root Cause:</b> Percentage reflects the demographics of the zone for this campus and elementary feeder schools.</p>
<b>Student Learning</b>
<p><b>Problem Statement 2:</b> Chronic absenteeism from the school year 2020-2021 to 2021-2022 were at a 10.6% increase. We have continued to see this trend rise. Absences result in declined academic achievement. <b>Root Cause:</b> Parental support and accountability. Students miss out on direct instruction in the classroom including: experiences and discourse that promote higher level learning.</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><b>Strategy 1:</b> Offer recruitment &amp; 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><b>Strategy's Expected Result/Impact:</b> More student participation More parent understanding of opportunities</p> <p><b>Staff Responsible for Monitoring:</b> UIL sponsors Principals Counselors</p> <p><b>Title I:</b> 2.5, 2.6, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Use social media, announcements, and bulletin boards to highlight student opportunities/requirements for NJHS, student council, leadership, service groups, and UIL opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Better understanding of opportunities/requirements for involvement Better student involvement/participation Better well rounded students</p> <p><b>Staff Responsible for Monitoring:</b> UIL sponsors Club sponsors Principals</p> <p><b>Title I:</b> 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
<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><b>Strategy 1:</b> Establish a monthly "Most valuable Chief" award to highlight a teacher and staff member for their accomplishments.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> SPEAR committee Leadership sponsor Asst. principal over social media</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Be intentional in writing encouraging cards, highlighting staff through positive notes in rooms, and organizing meals and treats.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will feel honored and encouraged</p> <p><b>Staff Responsible for Monitoring:</b> Funshine committee Principals PTSO staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implemented incentives for staff attendance "It PAYS to be here"</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in staff attendance Staff will feel honored and encouraged</p> <p><b>Staff Responsible for Monitoring:</b> Admin Community Stakeholders</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
<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 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><b>Strategy 1:</b> Meet intentionally with small groups of staff every 3 months to give them opportunities to express any concerns.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Staff Admin</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Staff Admin CEIC committee</p> <p><b>Title I:</b> 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Coleman will highlight groups during national days. (ie. school custodian day, paraprofessional day, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will feel honored and supported</p> <p><b>Staff Responsible for Monitoring:</b> Admin PTSO Funshine committee</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Implement campus committees to collaborate for campus events and promote school culture (i.e. FUNshine/End of year awards/Veteran's Day/NJHS etc.) <b>Strategy's Expected Result/Impact:</b> Increase campus culture Promote collaboration <b>Staff Responsible for Monitoring:</b> Teachers	Formative			Summative
	Oct	Dec	Feb	Apr
<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 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><b>Strategy 1:</b> Encourage grade level and subject PLC time for tested subject area staff daily during advisory</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> All staff Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 3</p>	Formative			Summative
	Oct	Dec	Feb	Apr





**Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Students do not retain content understanding in most academic areas. <b>Root Cause:</b> The TRS or pacing guide does not allow for repetition and reteach time and teachers are not using data efficiently or effectively</p>
Perceptions
<p><b>Problem Statement 3:</b> Lack of time to collaborate with grade level teams <b>Root Cause:</b> Limited time in the master schedule</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><b>Strategy 1:</b> Trained staff will offer professional learning opportunities that promote student identification and growth. (ie. Panorama, iREADY, IXL, Google Classroom, tech supports, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Better understanding of programs to support student growth More confident teachers Builds community among teachers to support one another</p> <p><b>Staff Responsible for Monitoring:</b> Specially trained staff Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff and campus administration will be given the opportunity to attend professional development that will enhance instruction and promote student growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Teacher improvement in practices Student growth</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
<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>				

**Performance Objective 4 Problem Statements:**


<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Students do not retain content understanding in most academic areas. <b>Root Cause:</b> The TRS or pacing guide does not allow for repetition and reteach time and teachers are not using data efficiently or effectively</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><b>Strategy 1:</b> Provide increased opportunities for families to serve with varying opportunities such as Financial Literacy, PTSO, and Mentoring opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase family engagement and involvement Increase family satisfaction</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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, NJHS)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student engagement Increased student growth</p> <p><b>Staff Responsible for Monitoring:</b> CEIC student members Leadership committee Staff Principals</p> <p><b>Title I:</b> 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Counselors will host at least two parent education events.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase family engagement and involvement Increase family satisfaction</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Title I:</b> 4.1, 4.2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

**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><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Coleman CTE department Coleman Career Day committee</p> <p><b>Title I:</b> 2.6</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Feb	Apr
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> All staff Admin</p> <p><b>Title I:</b> 4.2</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Hispanic population significant drop in social studies compared to other subpopulations. <b>Root Cause:</b> Lack of diversity in staff members, retaining important dates/vocabulary and lack of interest due to cultural differences.</p>

**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><b>Strategy 1:</b> Evaluate the use of funds in every CEIC meeting to ensure proper use of funds.  <b>Strategy's Expected Result/Impact:</b> Funds are being evaluated consistently                      Funds are used properly for their intended purposes  <b>Staff Responsible for Monitoring:</b> CEIC committee                      Admin</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<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 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><b>Strategy 1:</b> Based on the campus needs assessment plan, prioritize funding to encourage the greatest student growth. (Ie. Intervention, SPED, LEP, Math, etc.)</p> <p><b>Strategy's Expected Result/Impact:</b> Student growth due to intentional financial prioritizing</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Prioritize campus building needs and communicate with district support service team lead to ensure make the building is a safe, learning environment.</p> <p><b>Strategy's Expected Result/Impact:</b> Safe learning environment</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin.</p> <p><b>Problem Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>
<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>				

**Performance Objective 2 Problem Statements:**





<b>Perceptions</b>
<p><b>Problem Statement 2:</b> The outside doors often need to be fixed and doorbell to the gym needs multiple work orders <b>Root Cause:</b> Our building is old and needs constant repair</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><b>Strategy 1:</b> Coleman will follow all district and Title 1 funding protocols to ensure financial integrity.</p> <p><b>Strategy's Expected Result/Impact:</b> Appropriate use of district and Title 1 funds Financial integrity</p> <p><b>Staff Responsible for Monitoring:</b> Admin Secretary</p>	Formative			Summative
	Oct	Dec	Feb	Apr
<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>				

# Title I

## **1.1: Comprehensive Needs Assessment**

Please see TitleICrate for the following documentation.

## **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Please see TitleICrate for the following documentation.

## **2.2: Regular monitoring and revision**

Please see TitleICrate for the following documentation.

## **2.3: Available to parents and community in an understandable format and language**

Please see TitleICrate for the following documentation.

## **2.4: Opportunities for all children to meet State standards**

Please see TitleICrate for the following documentation.

## **2.5: Increased learning time and well-rounded education**

Please see TitleICrate for the following documentation.

## **2.6: Address needs of all students, particularly at-risk**

Please see TitleICrate for the following documentation.

## **3.1: Annually evaluate the schoolwide plan**

Please see TitleICrate for the following documentation.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

Please see TitleICrate for the following documentation.

## **5.1: Determine which students will be served by following local policy**

Not applicable

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Stephanie Rodriguez	Title 1 Interventionist	Title 1	1.0

# Campus Funding Summary

Title I (211)					
Priority	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Salary		\$78,173.00
1	1	6	IXL		\$13,756.25
<b>Sub-Total</b>					<b>\$91,929.25</b>