

**Midland Independent School District  
Coleman High  
2024-2025 Campus Improvement Plan**



# Mission Statement

Our supportive and alternative environment will accelerate the high school program; enabling all of our students to graduate prepared and ready for college or career.

## Vision

Coleman High School is a place where students are provided individual opportunities to excel in classes designed for them to achieve success. CHS values GRIT, individuality, and a meaningful connection with all students.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

We are a school of choice serving grades 9 through 12. Our campus is a small, intimate setting where all students are valued and have individualized learning plans designed for them. Class sizes are small providing opportunity for one-on-one assistance and frequent individualized instruction and remediation.

Our campus demographics are reflective of our community. We house 72% Hispanic or Latino students, 15% white, 11% Black or African American, and 3% two or more races.

Students must apply and be accepted into our program and, as such, this creates a welcoming and focused atmosphere that is ideal for accelerated learning. Many students graduate a year earlier than their cohort due to the individualized pacing of many courses.

Our staff houses the district's Fire Academy which allows juniors and seniors to take courses related to firefighting and EMT training. Upon high school graduation, students have the option to become a certified firefighter and/or EMT.

Coleman High School offers Industry-Based Certifications including Educational Aide, Microsoft Specialist in Excel and/or Word, Basic Structure Fire Suppression, and Emergency Medical Technician.

### Demographics Strengths

Due to our small population, students are able to receive daily small group or one-on-one instruction with their classroom teachers. Class sizes are small allowing teachers to focus on the specific needs of each student as well as highlight the students' strengths and accomplishments.

Our campus demographics are reflective of our surrounding community which allows for quality connections with area businesses and families.

Because students must apply and be accepted into our program, we are able to create an atmosphere focused on education and growth and able to minimize distractions for our students.

According to five-year trend data, Hispanic, Economically Disadvantaged, and Emergent Bilingual students continue to increase in performance according to the table below:

Student Category	2017 - 2018	2018 - 2019	2020 2021	2021 - 2022	2022 - 2023
<b>Hispanic</b>	37%	48%	48%	60%	72%
<b>Economically Disadvantaged</b>	35%	43%	48%	57%	61%
<b>Emergent Bilingual</b>	N/A	N/A	N/A	34%	44%

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Attendance rates for all students showed a steady decline throughout the school year. **Root Cause:** The Attendance Review Committee stopped meeting regularly in the spring semester and did not deny as many credits as the year progressed.

# Student Learning

## Student Learning Summary

Student achievement has consistently increased over the last three years at Coleman High School but declined this year in several areas.

Algebra I went from 28% three years ago to 34% two years ago, and up to 49% last year. This year we saw a slight increase to 53% with snapshot data.

English I and English II went from 26% three years ago to 40% two years ago, and up to 47% last year. This year we saw cumulative English scores maintain at 48%.

US History went from 82% three years ago to 75% two years ago, and back up to 88% last year. This year we saw US History maintain by achieving an 87% passing rate.

Biology went from 64% three years ago to 66% two years ago, and up to 78% last year. This year, Biology increased to an 90% passing rate.

Though passing rates in US History and Biology are positive, we are focusing on more students achieving Meets and Masters in place of Approaches.

CCMR continues to be a point of focus for us. Our students earn CCMR credit through the TSIA2 or Texas College Bridge. 98% of our 2024 graduates were CCMR-met before graduation.

## Student Learning Strengths

Coleman High School's CCMR percentage made historic gains as it went from 15% in 2021, to 24% in 2022, to 86% in 2023, and jumped to 98% in 2024! Coleman students showed great success through Texas College Bridge, IBCs, and program completion.

Though we have much work to do in Algebra, Coleman students' average scores for the Algebra I EOC came in at a 3530 which is higher than the district or regional average and only ten points below the state average. (Winter Testing)

Similarly, US History scores showed an average score of 3947 which came in higher than the district or regional average and just below the state average.

In Biology, however, we saw the greatest success with passing rates as well as average scores and students at Meets or Masters. Our students averaged 200 points higher than the region and district and over 100 points higher than the state.

Though our English I and II departments have considerable work ahead, we are seeing positive differences in average score comparisons. Coleman students had an average score of 3740 on the English I EOC which was about 100 points higher than the average score of students in the district, region, and state. English II EOC produced an average score on campus of 3761 and was 100-200 points higher than the

average scores across the district, region, and state.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Algebra I EOC scores consistently fall behind those of other subject areas on campus. **Root Cause:** Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.

**Problem Statement 2 (Prioritized):** English I and English II EOC scores consistently fall behind those of other subject areas on campus. **Root Cause:** Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.

**Problem Statement 3 (Prioritized):** Attendance rates for all students showed a steady decline throughout the school year. **Root Cause:** The Attendance Review Committee stopped meeting regularly in the spring semester and did not deny as many credits as the year progressed.

# School Processes & Programs

## School Processes & Programs Summary

Coleman High School is a place where students are provided individual opportunities to excel in classes designed for them to achieve success. Our supportive and alternative environment has the ability to accelerate the high school program for interested students.

Campus administration leads with the campus' mission and goals in mind and are student-centered and strong advocates for teacher leadership and ownership. Administration embraces the challenge of digging into limited data systems and shifting the campus culture to a congruent student-centered system of support, mentoring, and inspiration for all students.

## School Processes & Programs Strengths

Instructional leaders are identified and meet biweekly with school administration in order to solidify campus-wide expectations, procedures, and processes. Professional development is provided during the leadership meetings in order to maximize instructional time in the classroom.

The Campus Leadership Team pulls testing data along with attendance and behavior to analyze and compare categories and sub-populations of students in the data trends. Compiled data is used to identify areas of need and areas of growth as well as action plans for specific deficit areas.

Professional Development is generally funneled through weekly PLC meetings and performed in small groups to better facilitate learning and ensure questions or misconceptions are clarified. Due to the small size of our campus, we are able to hold occasional half-day professional development sessions for teachers.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers do not receive targeted and prescriptive professional development and support as needed. **Root Cause:** Due to a lack of administrators and department chairs, systemic organization of leadership can be a challenge.

**Problem Statement 2 (Prioritized):** Attendance rates for all students showed a steady decline throughout the school year. **Root Cause:** The Attendance Review Committee stopped meeting regularly in the spring semester and did not deny as many credits as the year progressed.

**Problem Statement 3 (Prioritized):** Algebra I EOC scores consistently fall behind those of other subject areas on campus. **Root Cause:** Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.



# Perceptions

## Perceptions Summary

The pulse and purpose of Coleman High School is to individualize instruction as much as possible for every student on campus. While our students come from all walks of life, our staff, community, and stakeholders come together to create a warm, welcoming, and accepting environment for all students and their families.

Coleman High School has incredible partners in education along with strong support from the greater Midland community and the Coleman Intervenors. The Viola M. Coleman Intervenors et al., was formed in the late 1960's . It's purpose then and now is to advocate for equality and equity in the Midland Independent School District. The work of the organization involves being proactive in identifying areas in need of improvement educationally in MISD. It is the purpose of the organization to solicit community input relative to making change for the good of all the students in MISD.

Students are always provided individual opportunities to excel in classes designed with them in mind. Our supportive and alternative environment assists students in accelerating the high school program, when feasible, and enables all of our students the capability of graduating prepared for college or career.

## Perceptions Strengths

### Parents and Guardians

Survey Item	Percentage Strongly Agree	School Climate Topic
<b>This school is a supportive place for students to learn.</b>	<b>100%</b>	<b>Academic Support</b>
<b>Teachers give timely feedback about student work.</b>	<b>100%</b>	<b>Academic Support</b>
<b>There is a teacher, counselor, or other staff member to whom a student can go for help with a technology problem.</b>	<b>100%</b>	<b>Student Support</b>
<b>Students receive the support they need to prepare for the next grade level/life after high school.</b>	<b>100%</b>	<b>Student Support</b>
<b>Staff members and families treat each other with respect.</b>	<b>100%</b>	<b>Family Involvement</b>

## Campus-Based Staff

<b>Survey Item</b>	<b>Percentage Strongly Agree</b>	<b>School Climate Topic</b>
<b>This school is a supportive place for students to learn.</b>	<b>100%</b>	<b>Academic Support</b>
<b>This school is an inviting place for students to learn.</b>	<b>100%</b>	<b>Academic Support</b>
<b>There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.</b>	<b>100%</b>	<b>Student Support</b>
<b>The principal and assistant principal(s) are visible at school events.</b>	<b>100%</b>	<b>Student Support</b>
<b>This school is welcoming to families.</b>	<b>100%</b>	<b>Family Involvement</b>

**Students**

<b>Survey Item</b>	<b>Percentage Strongly Agree</b>	<b>School Climate Topic</b>
<b>This school is a supportive place for students to learn.</b>	<b>94%</b>	<b>Academic Support</b>
<b>This school is an inviting place for students to learn.</b>	<b>91%</b>	<b>Academic Support</b>
<b>There is a teacher, counselor, or other staff member to whom a student can go for help with a school problem.</b>	<b>94%</b>	<b>Student Support</b>
<b>Teachers clearly explain learning standards and expectations to all students.</b>	<b>90%</b>	<b>Student Support</b>
<b>Teachers set high expectations for all students.</b>	<b>89%</b>	<b>Family Involvement</b>

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** 25% of students disagree that teachers successfully show students how lessons relate to life outside of school. **Root Cause:** The majority of courses taken at Coleman are taken through an online platform that does not lend itself to direct instruction by a teacher.

# Priority Problem Statements

**Problem Statement 1:** Attendance rates for all students showed a steady decline throughout the school year.

**Root Cause 1:** The Attendance Review Committee stopped meeting regularly in the spring semester and did not deny as many credits as the year progressed.

**Problem Statement 1 Areas:** Demographics - Student Learning - School Processes & Programs

**Problem Statement 2:** Algebra I EOC scores consistently fall behind those of other subject areas on campus.

**Root Cause 2:** Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.

**Problem Statement 2 Areas:** Student Learning - School Processes & Programs

**Problem Statement 3:** English I and English II EOC scores consistently fall behind those of other subject areas on campus.

**Root Cause 3:** Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.

**Problem Statement 3 Areas:** Student Learning

# 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)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-P ESS data

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Other additional data

# Goals





**Goal 1:** Board Goal :3







The percentage of English I-English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028.

**Performance Objective 1:** Coleman High School students scoring at Approaches level on their English I EOC will increase from 44% to at least 50% by the end of the 2025 school year.

**High Priority**

**Evaluation Data Sources:** EOC Data, Benchmark and other informal assessment data, PLC data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Coleman administration will create a master schedule with built-in weekly PLC time that is protected and led by members of the campus Instructional Leadership Team.</p> <p><b>Strategy's Expected Result/Impact:</b> English I performance will increase with the use of more targeted and research-based teaching strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach, Department Lead</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students currently in English I or English II will be scheduled with ELAR teachers for daily remediation and writing practice through Advisory.</p> <p><b>Strategy's Expected Result/Impact:</b> Extra support and targeted remediation will increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, PLC, Team Lead, Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	 75%			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus will focus on writing activities each week on "Writing Wednesday" where each content area will require students to write in their Do Now or warm up activity.</p> <p><b>Strategy's Expected Result/Impact:</b> Students practicing writing across all content areas will enhance students' understanding of subject-specific concepts and foster language development</p> <p><b>Staff Responsible for Monitoring:</b> PLC Leads, Instructional Coach, teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	 90%			
<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:**

Student Learning
<p><b>Problem Statement 2:</b> English I and English II EOC scores consistently fall behind those of other subject areas on campus. <b>Root Cause:</b> Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.</p>








**Goal 1: Board Goal :3**


The percentage of English I-English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028.


**Performance Objective 2:** Coleman High School students scoring at Approaches level on their English II EOC will increase from 51% to at least 55% by the end of the 2025 school year.

**High Priority**

**Evaluation Data Sources:** EOC Data, Benchmark and other informal assessment data, PLC data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Coleman administration will create a master schedule with built-in weekly PLC time that is protected and led by members of the campus Instructional Leadership Team.</p> <p><b>Strategy's Expected Result/Impact:</b> English I performance will increase with the use of more targeted and research-based teaching strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach, Department Lead</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students currently in English I or English II will be scheduled with ELAR teachers for daily remediation and writing practice through Advisory.</p> <p><b>Strategy's Expected Result/Impact:</b> Extra support and targeted remediation will increase student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, PLC, Team Lead, Instructional Coach</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The campus will focus on writing activities each week on "Writing Wednesday" where each content area will require students to write in their Do Now or warm up activity.</p> <p><b>Strategy's Expected Result/Impact:</b> Students practicing writing across all content areas will enhance students' understanding of subject-specific concepts and foster language development</p> <p><b>Staff Responsible for Monitoring:</b> PLC Leads, Instructional Coach, teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> English I and English II EOC scores consistently fall behind those of other subject areas on campus. <b>Root Cause:</b> Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.</p>





**Goal 1: Board Goal :3**


The percentage of English I-English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028.

**Performance Objective 3:** The percentage of Coleman High School students who score Meets or Masters on their English I EOC will increase from 30% to 35% by the end of the 2025 school year.

**High Priority**

**Evaluation Data Sources:** EOC Data, Benchmark and other informal assessment data, PLC data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Coleman administration will create a master schedule with built-in weekly PLC time that is protected and led by members of the campus Instructional Leadership Team.</p> <p><b>Strategy's Expected Result/Impact:</b> English I performance will increase with the use of more targeted and research-based teaching strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach, Department Lead</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> ELAR teachers will meet with an English consultant no less than once per month to gain insight on strategies and best practices to increase rigor for students capable of reaching meets or masters on their EOC.</p> <p><b>Strategy's Expected Result/Impact:</b> Enrichment activities and best practices will allow students to show greater achievement on their EOC.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Consultant, Team Lead, English Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> English I and English II EOC scores consistently fall behind those of other subject areas on campus. <b>Root Cause:</b> Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.</p>





**Goal 1: Board Goal :3**


The percentage of English I-English II students who MEET OR EXCEED their Reading Language Arts STAAR Annual Growth will increase from 55% to 71% by 2028.

**Performance Objective 4:** The percentage of Coleman High School students who score Meets or Masters on their English II EOC will increase from 29% to 35% by the end of the 2025 school year.

**High Priority**

**Evaluation Data Sources:** EOC Data, Benchmark and other informal assessment data, PLC data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Coleman administration will create a master schedule with built-in weekly PLC time that is protected and led by members of the campus Instructional Leadership Team.</p> <p><b>Strategy's Expected Result/Impact:</b> English I performance will increase with the use of more targeted and research-based teaching strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach, Department Lead</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> ELAR teachers will meet with an English consultant no less than once per month to gain insight on strategies and best practices to increase rigor for students capable of reaching meets or masters on their EOC.</p> <p><b>Strategy's Expected Result/Impact:</b> Enrichment activities and best practices will allow students to show greater achievement on their EOC.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Consultant, Team Lead, English Teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 4 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> English I and English II EOC scores consistently fall behind those of other subject areas on campus. <b>Root Cause:</b> Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.</p>





**Goal 2:** Board Goal : 4


The percentage of Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 71% by 2028.





**Performance Objective 1:** The percentage of Coleman High School students who score at the Approaches level on their Algebra EOC will increase from 50% to 55% by the end of the 2025 school year.

**High Priority**

**Evaluation Data Sources:** EOC Data, Benchmark and other informal assessment data, PLC data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Coleman administration will create a master schedule with built-in weekly PLC time that is protected and led by members of the campus Instructional Leadership Team.</p> <p><b>Strategy's Expected Result/Impact:</b> Algebra I performance will increase with the use of more targeted and research-based teaching strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach, Department Lead</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Algebra teachers will collaborate with the Instructional Coach as well as consultants from Region 18 in order to develop and improve best instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will develop their skills and improve instructional practices. Working with consultants/coaches will aide teachers as they plan lessons, deliver model lessons, and develop management skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach, PLC Leads</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Algebra I EOC scores consistently fall behind those of other subject areas on campus. <b>Root Cause:</b> Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.</p>
School Processes & Programs
<p><b>Problem Statement 3:</b> Algebra I EOC scores consistently fall behind those of other subject areas on campus. <b>Root Cause:</b> Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.</p>







**Goal 2:** Board Goal : 4


The percentage of Algebra 1 students who MEET or EXCEED their Math STAAR Annual Growth will increase from 61% to 71% by 2028.





**Performance Objective 2:** The percentage of Coleman High School students who score at Meets or Masters on their Algebra EOC will increase from 5% to 10%.

**High Priority**

**Evaluation Data Sources:** EOC Data, Benchmark and other informal assessment data, PLC data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Coleman administration will create a master schedule with built-in weekly PLC time that is protected and led by members of the campus Instructional Leadership Team.</p> <p><b>Strategy's Expected Result/Impact:</b> Algebra I performance will increase with the use of more targeted and research-based teaching strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach, Department Lead</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Algebra teachers will collaborate with the Instructional Coach as well as consultants from Region 18 in order to develop and improve best instructional practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will develop their skills and improve instructional practices. Working with consultants/coaches will aide teachers as they plan lessons, deliver model lessons, and develop management skills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Coach, PLC Leads</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Algebra I EOC scores consistently fall behind those of other subject areas on campus. <b>Root Cause:</b> Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.</p>
School Processes & Programs
<p><b>Problem Statement 3:</b> Algebra I EOC scores consistently fall behind those of other subject areas on campus. <b>Root Cause:</b> Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.</p>




**Goal 3: Board Goal: 5**


The percentage of the graduating class MEETING one or more CCMR indicators will increase from 54% to 83% by 2028.


**Performance Objective 1:** The percentage of Coleman High School graduates who meet one or more CCMR indicators will be 90% or greater for the 2025 school year.


**High Priority**


**Evaluation Data Sources:** State- and district-level reports, campus documentation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Coleman High School will place all twelfth graders who have not passed the TSIA2 into College Bridge ELA and College Bridge Math and require satisfactory completion for graduation eligibility.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus CCMR and graduation rates will continue to increase</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Principal, College Bridge Teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Algebra I EOC scores consistently fall behind those of other subject areas on campus. <b>Root Cause:</b> Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.</p>
<p><b>Problem Statement 2:</b> English I and English II EOC scores consistently fall behind those of other subject areas on campus. <b>Root Cause:</b> Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.</p>
School Processes & Programs
<p><b>Problem Statement 3:</b> Algebra I EOC scores consistently fall behind those of other subject areas on campus. <b>Root Cause:</b> Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.</p>



**Goal 3: Board Goal: 5**

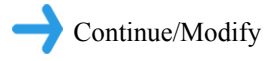
The percentage of the graduating class MEETING one or more CCMR indicators will increase from 54% to 83% by 2028.

**Performance Objective 2:** The percentage of Coleman High School graduates meeting CCMR requirements through TSIA2 or other avenues such as Dual Credit or IBC will increase from 10% to 20%.

**High Priority**

**Evaluation Data Sources:** State- and district-level reports, campus documentation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Coleman High School will test all students in grades 9, 10, and 11 no less than once per quarter on TSIA2.</p> <p><b>Strategy's Expected Result/Impact:</b> Testing students frequently and embedding needed supports will increase opportunities for students to pass the TSIA2 and become CCMR compliant prior to senior year.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Principal, Teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>40%</p>			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Coleman High School will use one day per week during Advisory to prepare students, or remediate where necessary, for the TSIA2 exam.</p> <p><b>Strategy's Expected Result/Impact:</b> Students having regular exposure to practice and remediation will help them better prepare for the TSIA2.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Principal, Teachers</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3 - School Processes &amp; Programs 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
	 <p>80%</p>			



**Performance Objective 2 Problem Statements:**

**Demographics**

**Problem Statement 1:** Attendance rates for all students showed a steady decline throughout the school year. **Root Cause:** The Attendance Review Committee stopped meeting regularly in the spring semester and did not deny as many credits as the year progressed.

**Student Learning**

**Problem Statement 1:** Algebra I EOC scores consistently fall behind those of other subject areas on campus. **Root Cause:** Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.

**Problem Statement 2:** English I and English II EOC scores consistently fall behind those of other subject areas on campus. **Root Cause:** Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.

**Problem Statement 3:** Attendance rates for all students showed a steady decline throughout the school year. **Root Cause:** The Attendance Review Committee stopped meeting regularly in the spring semester and did not deny as many credits as the year progressed.

**School Processes & Programs**






**Problem Statement 2:** Attendance rates for all students showed a steady decline throughout the school year. **Root Cause:** The Attendance Review Committee stopped meeting regularly in the spring semester and did not deny as many credits as the year progressed.

**Problem Statement 3:** Algebra I EOC scores consistently fall behind those of other subject areas on campus. **Root Cause:** Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.

**Goal 4:** Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.


**Performance Objective 1:** Coleman High School will strengthen instructional practices to improve student academic performance across all grades and content areas.

**Evaluation Data Sources:** EOC and CFA data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will provide data every week to PLC meetings in order to analyze students' strengths and growth areas, as well as provide valuable input to one another on instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Student achievement will increase as teachers collectively analyze data and share successful practices with one another</p> <p><b>Staff Responsible for Monitoring:</b> Department Leads, Administration</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Instructional coaching will be provided to teachers or teams in need through PLC and/or classroom instructional time.</p> <p><b>Strategy's Expected Result/Impact:</b> By offering personalized feedback, resources, and support to help teachers become more effective in the classroom, students achievement will increase across campus</p> <p><b>Staff Responsible for Monitoring:</b> Instructional coach, Admin</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Algebra I EOC scores consistently fall behind those of other subject areas on campus. **Root Cause:** Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.

**Problem Statement 2:** English I and English II EOC scores consistently fall behind those of other subject areas on campus. **Root Cause:** Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.



**School Processes & Programs**

**Problem Statement 3:** Algebra I EOC scores consistently fall behind those of other subject areas on campus. **Root Cause:** Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.

**Goal 4:** Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

**Performance Objective 2:** Coleman High School will improve academic support and career preparation for students to ensure readiness for college, employment, or military service upon graduation.

**Evaluation Data Sources:** Annual CCMR data, campus data tracker

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Coleman High School will partner with Midland College for on-campus presentations and support as well as specified small-group meetings with "reluctant graduates."</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in students enrolling in post-high school educational institutions</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Administration</p> <p><b>Title I:</b> 2.6, 4.2</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will be provided opportunities to take field trips to area colleges and universities as well as local businesses.</p> <p><b>Strategy's Expected Result/Impact:</b> Giving students the opportunity to walk on a college campus or be present in the workplace will allow them to "see" themselves in those positions as they prepare for their future.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, admin</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				





No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 2 Problem Statements:**

**Demographics**

**Problem Statement 1:** Attendance rates for all students showed a steady decline throughout the school year. **Root Cause:** The Attendance Review Committee stopped meeting regularly in the spring semester and did not deny as many credits as the year progressed.

**Student Learning**

**Problem Statement 3:** Attendance rates for all students showed a steady decline throughout the school year. **Root Cause:** The Attendance Review Committee stopped meeting regularly in the spring semester and did not deny as many credits as the year progressed.






**School Processes & Programs**

**Problem Statement 2:** Attendance rates for all students showed a steady decline throughout the school year. **Root Cause:** The Attendance Review Committee stopped meeting regularly in the spring semester and did not deny as many credits as the year progressed.

**Goal 4:** Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

**Performance Objective 3:** Coleman High School will cultivate a nurturing and supportive environment for student well-being, providing comprehensive support systems and effective discipline strategies to promote a positive student experience for every student.

**Evaluation Data Sources:** School Climate Survey data, safety data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Coleman High School's PBIS team will meet at least once per month to develop and evaluate and redefine discipline strategies and supports for every student, every day.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in negative student behaviors and an increase in positive student interactions and achievement</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Team</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Attendance rates for all students showed a steady decline throughout the school year. <b>Root Cause:</b> The Attendance Review Committee stopped meeting regularly in the spring semester and did not deny as many credits as the year progressed.</p>
Student Learning
<p><b>Problem Statement 3:</b> Attendance rates for all students showed a steady decline throughout the school year. <b>Root Cause:</b> The Attendance Review Committee stopped meeting regularly in the spring semester and did not deny as many credits as the year progressed.</p>



## School Processes & Programs

**Problem Statement 2:** Attendance rates for all students showed a steady decline throughout the school year. **Root Cause:** The Attendance Review Committee stopped meeting regularly in the spring semester and did not deny as many credits as the year progressed.

**Goal 4:** Through the Student Experience we will foster safe and innovative learning spaces where students engage in rigorous and relevant experiences, preparing them for meaningful opportunities post graduation.

**Performance Objective 4:** Coleman High School will focus on increasing the attendance rate from 75% to 80% across all student subgroups and populations for the 2025 school year.

**Evaluation Data Sources:** Attendance Reports, Data from the Attendance Committee

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent liaisons will work with campus administrators to improve attendance by creating attendance incentives and making supportive parent phone calls regarding absences.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance rate amongst all students</p> <p><b>Staff Responsible for Monitoring:</b> Parent and Family Liaison, Attendance Clerk, Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Coleman High School will assign students to a tiered system based on absences. Students will receive supports and interventions such as: counseling, Saturday School, home visits, and principal phone calls.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance rate amongst all students.</p> <p><b>Staff Responsible for Monitoring:</b> Attendance Committee, Administration</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Coleman High School will ensure students have access to all materials, technology, and resources available to create equitable access to those of their peers on other campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Students have access to adequate materials and resources will create equity and opportunity for students to feel important, safe, and successful.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Secretary</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3 - School Processes &amp; Programs 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June

No Progress

Accomplished

Continue/Modify

Discontinue


**Performance Objective 4 Problem Statements:**


Demographics
<p><b>Problem Statement 1:</b> Attendance rates for all students showed a steady decline throughout the school year. <b>Root Cause:</b> The Attendance Review Committee stopped meeting regularly in the spring semester and did not deny as many credits as the year progressed.</p>
Student Learning
<p><b>Problem Statement 1:</b> Algebra I EOC scores consistently fall behind those of other subject areas on campus. <b>Root Cause:</b> Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.</p>
<p><b>Problem Statement 2:</b> English I and English II EOC scores consistently fall behind those of other subject areas on campus. <b>Root Cause:</b> Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.</p>
<p><b>Problem Statement 3:</b> Attendance rates for all students showed a steady decline throughout the school year. <b>Root Cause:</b> The Attendance Review Committee stopped meeting regularly in the spring semester and did not deny as many credits as the year progressed.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> Attendance rates for all students showed a steady decline throughout the school year. <b>Root Cause:</b> The Attendance Review Committee stopped meeting regularly in the spring semester and did not deny as many credits as the year progressed.</p>
<p><b>Problem Statement 3:</b> Algebra I EOC scores consistently fall behind those of other subject areas on campus. <b>Root Cause:</b> Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.</p>


**Goal 5:** Through Growing & Developing Staff we will build retention and recruitment practices to promote professional growth that yields and rewards high-impact staff, improving student outcomes.


**Performance Objective 1:** Coleman High School will recruit and onboard highly-qualified staff that effectively serve all students and the broader community.


**Evaluation Data Sources:** Staffing lists

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> At least once a month, Coleman High School will promote our successes through social media, news outlets, and MISD Communications, in order to attract and retain high quality staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in highly qualified applicants for our campus.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


**Performance Objective 1 Problem Statements:**


Student Learning
<p><b>Problem Statement 1:</b> Algebra I EOC scores consistently fall behind those of other subject areas on campus. <b>Root Cause:</b> Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.</p>
<p><b>Problem Statement 2:</b> English I and English II EOC scores consistently fall behind those of other subject areas on campus. <b>Root Cause:</b> Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.</p>
School Processes & Programs
<p><b>Problem Statement 3:</b> Algebra I EOC scores consistently fall behind those of other subject areas on campus. <b>Root Cause:</b> Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.</p>


**Goal 6:** Through Engaging & Acting we will engage the entire Midland community through clear and actionable communication that cultivates trust and partnership.


**Performance Objective 1:** Coleman High School will increase family involvement in school activities and decision-making, empowering all parents to play an active role in holding students accountable and nurturing their educational journey.


**Evaluation Data Sources:** Sign In Sheets, Agendas

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Coleman High School will utilize different social media platforms, email, hard-copy mail-outs, and phone calls to communicate events and activities to increase parent involvement and attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Parental involvement and attendance to events will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Admin</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 3 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Attendance rates for all students showed a steady decline throughout the school year. <b>Root Cause:</b> The Attendance Review Committee stopped meeting regularly in the spring semester and did not deny as many credits as the year progressed.</p>
Student Learning
<p><b>Problem Statement 3:</b> Attendance rates for all students showed a steady decline throughout the school year. <b>Root Cause:</b> The Attendance Review Committee stopped meeting regularly in the spring semester and did not deny as many credits as the year progressed.</p>

## School Processes & Programs

**Problem Statement 2:** Attendance rates for all students showed a steady decline throughout the school year. **Root Cause:** The Attendance Review Committee stopped meeting regularly in the spring semester and did not deny as many credits as the year progressed.