Cedar Hill Independent School District

Bessie Coleman Middle School

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated

Board Approval Date: February 18, 2025

Mission Statement

At Bessie Coleman, we empower scholars to be life-long learners to responsibly impact a global society through positive relationships.

Vision

To develop world-class scholars through engaging inquiry and collaborative learning associated with a premier model middle school.

Value Statement

Integrity, Respect, Accountability & Relationships

This is who we are, what we do, and how we educate our scholars.

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Needs Assessment Overview

Using the TEA's Effective Schools Framework (ESF) as a guide, this needs assessment evaluates the current state of climate and culture, academic progress, and student outcomes at Bessie Coleman Middle School. The findings are informed by data from STAAR performance, academic growth metrics, and accountability gap analyses, highlighting strengths, challenges, and areas for targeted improvement.

Climate and Culture

Bessie Coleman Middle School has made strides in fostering a positive climate and culture. Stakeholder feedback from Parent Engagement and Youth Truth Surveys underscores progress in creating an inclusive and supportive school environment. However, opportunities remain to enhance family and community engagement. Many parents and stakeholders express a desire to see the school's successes and strengths showcased more prominently, suggesting a need for better communication strategies and innovative outreach efforts. Increasing transparency and trust through walkthroughs, collaborative events, and improved narratives could further solidify the school's culture and alignment with ESF Lever 3.1 (Compelling and Aligned Vision, Mission, Goals, and Values).

Academic Progress

Academic growth data highlights both successes and areas for development. The school has seen stronger performance in Reading/Language Arts, with 67% of students achieving Approaches Grade Level or above. However, Mathematics presents significant challenges, with only 17% of students meeting grade-level standards. Growth scores also indicate stagnation in Math progress compared to RLA, with overall academic growth at 52% but Math lagging at 45%. This aligns with ESF Lever 5.3 (Data-Driven Instruction), emphasizing the need for targeted interventions and effective instructional practices to support academic progress in critical areas.

Student Outcomes

Despite improvements in some areas, disparities in student outcomes persist across demographic groups, including African American, Economically Disadvantaged, and English Learner students. For example, while the school achieved a 67% TELPAS progress rate, STAAR results revealed achievement gaps in both RLA and Math for these subgroups. The school's commitment to addressing these inequities aligns with ESF Lever 4.1 (RTI for Students with Learning Gaps), emphasizing the importance of structured interventions, robust progress monitoring, and differentiated support. Moving forward, building a collaborative environment and effectively leveraging data to inform practices will be critical to ensuring equitable outcomes for all students.

Demographics

Demographics Summary

Bessie Coleman Middle School Cedar Hill Texas

Total Enrollment:

- **499 Students**

Grade Levels:

- **6th Grade:** 144 students
- **7th Grade:** 168 students
- **8th Grade:** 187 students

Student Groups:

- **Economically Disadvantaged:** 265 students
- **Special Education:** 62 students
- **504:** 25 Students
- **At Risk:** 251 students

Ethnicity:

- **African-American:** 345 students
- **Hispanic:** 111 students
- **Two or More Races:** 26 students
- **Asian:** 7 students
- **White:** 10 students

Gender:

- **Female:** 238 students
- **Male:** 261 students

Demographics Strengths

Strength: Hispanic scholars outperformed African American scholars in math.
Need: At-risk scholars are significantly underperforming in math, and incoming 8th graders will require additional support to address their gaps. Additionally, attendance has been an issue on campus with all grade levels.
Priorities:

1. Build teacher capacity to implement consistent classroom routines.
2. Enhance the effectiveness of Longhorn Time through targeted interventions.
3. Foster a safe and orderly learning environment where scholars can thrive academically and socially.

These focused goals will drive progress and help us achieve excellence.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Problem Statement: Attendance has been an issue on campus with all grade levels.
Root Cause: Campus goals have historically focused on academic outcomes without fully addressing the foundational need for a safe, engaging, and supportive learning environment to further encourage student's high attendance percentages.

Problem Statement 2: The school's narrative has been overly focused on challenges, overshadowing the positive achievements and strengths of the community. Limited engagement with families and the broader community, coupled with insufficient use of innovative communication tools, has hindered efforts to foster a collaborative environment and promote the school's successes.
Root Cause: There was a reactive approach to addressing immediate needs, rather than a proactive approach to shaping perceptions and building relationships with all stakeholders.

Student Learning

Student Learning Summary

At Bessie Coleman Middle School, we are committed to fostering academic excellence, personal growth, and student success across all areas. Here's an brief overview of our students' progress and achievements based on key data points:

1. **Student Achievement and Progress**
    - **State and Local Assessments**: BCMS scholars are demonstrating progress on state assessments like the STAAR. Strategic initiatives, including targeted interventions such as Longhorn Time for TIER 3 scholars and data-driven instruction, are improving outcomes across core content areas.
    - **Benchmarks**: Recent DCCA data highlights areas of strength and opportunities for growth. Math and ELAR teachers, for example, are leading efforts to prepare small group lessons focused on standards where students need additional support.
2. **College, Career, and Military Readiness (CCMR)**
    - We have initiated a long-term action plan to align with fine arts academy goals, supporting not only academic growth but also career readiness. Collaboration with feeder schools will further prepare students for high school and beyond.
3. **Special Education and English Language Learners**
    - Special education students are receiving tailored support through inclusive practices and specialized interventions. Data shows progress toward IEP goals and increased participation in general education settings.

    - English Learners are improving their language proficiency, supported by targeted instruction and assessments aligned with TELPAS standards.

Student Learning Strengths

Strengths:

1. **High English Language Proficiency (TELPAS Progress Rate)**:

    - The school achieved a 67% progress rate in English Language Proficiency, surpassing targets for English Learners.

2. **Performance in Reading/Language Arts**:

    - 67% of students scored at the Approaches Grade Level or above in Reading/Language Arts, with consistent performance across demographic groups.

3. **Participation Rates in STAAR Testing**:

    - Nearly all students participated in STAAR testing, with rates of 99% in both RLA and Math, ensuring broad representation in accountability metrics.

Needs:

1. **Improvement in Mathematics Performance**:

    - Only 17% of students scored at Meets Grade Level or above in Math, highlighting a significant area for improvement.

2. **Closing Achievement Gaps**:

    - Performance disparities persist among student groups, particularly for African American and Economically Disadvantaged students, in both Math and ELAR.

3. **Growth in Academic Progress**:

   ◦ The overall academic growth score was 52, with Math (45%) lagging significantly behind Reading/Language Arts (59%).

Priorities:

1. **Focus on Math Interventions**:

   ◦ Implement targeted interventions to improve Math outcomes, especially for students scoring below grade level.

2. **Support for Subgroups with Persistent Gaps**:

   ◦ Develop strategies to address the needs of African American, Economically Disadvantaged, and English Learner students to narrow achievement gaps.

3. **Enhanced Academic Growth Tracking**:

   ◦ Utilize detailed progress monitoring systems to ensure annual academic growth targets are met or exceeded in both ELAR and Math.

4. **Professional Development for Teachers**:

   ◦ Provide training focused on high-impact instructional strategies, particularly in Math and differentiated instruction for diverse learner needs.

5. **Data-Driven Instructional Planning**:

   ◦ Leverage STAAR and DCCA data to design personalized small group lessons and address specific learning gaps.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The campus is experiencing significant challenges in mathematics performance, with only 17% of students scoring at Meets Grade Level or above, while achievement gaps persist among African American and Economically Disadvantaged students. Additionally, the overall academic growth score is below expectations, with Math 45% lagging significantly behind Reading/Language Arts 59%.
Root Cause: Data-driven decision-making processes have not been fully utilized to identify and address root causes of performance disparities and academic growth challenges.

Problem Statement 2 (Prioritized): At Bessie Coleman Middle School, only 37% of scholars scored at the Meets or Masters levels on the 2024 Reading STAAR.
Root Cause: Because data analysis and instructional planning processes have not been consistently utilized to inform decision-making and prioritize areas of improvement.

Problem Statement 3: The school's narrative has been overly focused on challenges, overshadowing the positive achievements and strengths of the community. Limited engagement with families and the broader community, coupled with insufficient use of innovative communication tools, has hindered efforts to foster a collaborative environment and promote the school's successes.
Root Cause: There was a reactive approach to addressing immediate needs, rather than a proactive approach to shaping perceptions and building relationships with all stakeholders.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instruction
Bessie Coleman Middle School employs a data-driven instructional approach to ensure alignment with state standards and address specific learning gaps. Teachers leverage DCCA data and STAAR performance outcomes to plan targeted interventions, particularly in Mathematics and Reading/Language Arts, where student progress varies significantly. A structured framework for Professional Learning Communities (PLCs) facilitates collaboration among teachers, focusing on high-quality Tier 1 instruction, lesson planning, and data analysis.

Professional Development
Professional development at BCMS is tailored to address campus-specific needs. Over the past two years, the school has emphasized training in differentiated instruction, classroom management, and Positive Behavior Intervention Systems (PBIS). These sessions are designed to equip teachers with strategies to address diverse learner needs, improve student engagement, and reduce behavioral incidents. Additionally, leadership opportunities for staff are embedded within the PLC structure, empowering teachers to take ownership of instructional practices.

Leadership & Decision-Making Processes
The campus leadership team engages in a collaborative decision-making process that includes input from teachers, parents, and community members. This ensures alignment with campus goals and district initiatives. Protocols have been established for discipline management, safety and security, and attendance monitoring, creating a cohesive and organized operational framework. Leadership also prioritizes ongoing feedback through Parent Engagement and Youth Truth Surveys to guide improvements in climate, culture, and academic programs.

Communication
Communication channels at BCMS are multifaceted, including social media, newsletters, and parent engagement sessions. The school has prioritized transparency by using these platforms to highlight achievements, share important updates, and build a positive narrative around the school. Additionally, initiatives like walkthroughs and collaborative events encourage direct interaction between staff, families, and the community.

Organization & Context, Scheduling, and Support Services
To support all learners, BCMS has implemented structured schedules that include intervention periods for Tier 3 students and SEL sessions. Processes are in place to monitor academic growth and provide targeted support for struggling learners through RTI systems. These efforts are complemented by attendance incentives and initiatives to improve student engagement and reduce chronic absenteeism.

Extracurricular and Cocurricular Opportunities
BCMS offers a range of extracurricular activities, including athletics, fine arts, and academic clubs. However, participation has been limited due to transportation barriers and scheduling conflicts. To address this, the school is developing passion-based clubs during the school day, which will foster stronger teacher-student connections and increase overall participation.

Technology Integration
The campus integrates technology through platforms like Exact Path on Edmentum, which supports individualized learning plans. Additionally, technology is used for progress monitoring, data analysis, and communication, ensuring all stakeholders have access to essential tools and information.

School Processes & Programs Strengths

Perceptions Information

Strengths:
Scholars have access to extracurricular programs that provide opportunities for growth and engagement beyond the classroom.

Needs:
The school needs to increase campus-wide involvement in extracurricular activities. Challenges such as transportation barriers and low participation rates in current programming must be addressed to ensure equitable access for all scholars.

Priorities:

1. Develop a structured system to promote and track student participation in extracurricular activities.
2. Empower teaching staff to lead passion-based clubs during the school day, fostering stronger connections between scholars and educators.
3. Address logistical challenges, such as transportation, to eliminate barriers to participation and ensure inclusivity.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The school faces challenges in achieving campus-wide involvement in extracurricular activities, with low participation rates and barriers such as transportation and access inequities. A lack of structured programming and staff-led initiatives limits opportunities for scholars to engage in activities that foster connection, growth, and inclusivity.
Root Cause: The focus has predominantly been on academic outcomes, with limited recognition of the role extracurricular engagement plays in student success and overall campus culture.

Problem Statement 2: The school's narrative has been overly focused on challenges, overshadowing the positive achievements and strengths of the community. Limited engagement with families and the broader community, coupled with insufficient use of innovative communication tools, has hindered efforts to foster a collaborative environment and promote the school's successes.
Root Cause: There was a reactive approach to addressing immediate needs, rather than a proactive approach to shaping perceptions and building relationships with all stakeholders.

Perceptions

Perceptions Summary

We have utilized Parent Engagement Surveys and Youth Truth Surveys to gather valuable feedback from both scholars and parents. Based on this input, we have developed and implemented protocols to enhance our internal systems, including Professional Learning Communities (PLCs), discipline management, Positive Behavior Intervention Systems (PBIS), safety and security measures, and attendance monitoring.

Perceptions Strengths

Strength:

- Our school has demonstrated significant growth and can now effectively compete with other schools in the district. We are no longer perceived as the "bad" school, but rather as a school capable of achieving excellence and fostering success.

Needs:

- We need to amplify and showcase the positive achievements and strengths of our school. The narrative has been overly focused on challenges, and it's essential to highlight the many great things happening within our school community.

Priorities:

1. **Establish a Cycle of Walkthroughs**: Invite community and family members to participate in regular walkthroughs to foster transparency and engagement, bringing them back into the building to support in traditional and impactful ways.
2. **Rebuild a Collaborative Environment**: Create a welcoming and collaborative space where parents feel comfortable and encouraged to reenter the school, strengthening the home-school connection.
3. **Leverage Social Media and Innovation**: Use creative and innovative approaches, including social media, to communicate and shape the school's narrative, highlighting achievements and building a positive public image.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The school's narrative has been overly focused on challenges, overshadowing the positive achievements and strengths of the community. Limited engagement with families and the broader community, coupled with insufficient use of innovative communication tools, has hindered efforts to foster a collaborative environment and promote the school's successes.
Root Cause: There was a reactive approach to addressing immediate needs, rather than a proactive approach to shaping perceptions and building relationships with all stakeholders.

Priority Problem Statements

Problem Statement 1: The campus is experiencing significant challenges in mathematics performance, with only 17% of students scoring at Meets Grade Level or above, while achievement gaps persist among African American and Economically Disadvantaged students. Additionally, the overall academic growth score is below expectations, with Math 45% lagging significantly behind Reading/Language Arts 59%.

Root Cause 1: Data-driven decision-making processes have not been fully utilized to identify and address root causes of performance disparities and academic growth challenges.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: At Bessie Coleman Middle School, only 37% of scholars scored at the Meets or Masters levels on the 2024 Reading STAAR.

Root Cause 2: Because data analysis and instructional planning processes have not been consistently utilized to inform decision-making and prioritize areas of improvement.

Problem Statement 2 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- 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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Teacher/Student Ratio
- State certified and high quality staff data

Parent/Community Data

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

Goals

Goal 1: Increase the percentage of scholars graduating College, Career & Military Ready From 80% to 82% by 6/25

Performance Objective 1: NWEA MAP on track for SAT Readiness

    Evaluation Data Sources: NWEA BOY, MOY, and EOY Reports

Strategy 1 Details		Reviews			
Strategy 1: Educators and school counselors discuss scholar's MAP data to develop personalized college and career pathways.		**Formative**			**Summative**
		Feb	**Apr**	**June**	**Aug**

Strategy's Expected Result/Impact: Increase the percentage of scholars graduating College, Career & Military Ready From 80% to 82% by 6/25
    Staff Responsible for Monitoring: Longhorn-time teachers, General Employability Teacher, and Counselors.
 	
    Title I:
    2.6
    - **TEA Priorities:**
    Connect high school to career and college
		Considerable	Considerable	Considerable	

Strategy 2 Details		**Reviews**			
Strategy 2: Align student's academic goals with their projected SAT scores based on their MAP performance.		**Formative**			**Summative**
		Feb	**Apr**	**June**	**Aug**

Strategy's Expected Result/Impact: Increase the percentage of scholars graduating College, Career & Military Ready From 80% to 82% by 6/25
    Staff Responsible for Monitoring: Longhorn-time teachers, General Employability Teacher, and Counselors.
 	
    Title I:
    2.4, 2.6
    - **TEA Priorities:**
    Connect high school to career and college, Improve low-performing schools
    - **ESF Levers:**
    Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
		Some Progress	Some Progress	Some Progress	

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Our campus goals for Reading STAAR performance are as follows:

6th Grade: Increase the percentage of scholars scoring at the Meets or higher level from 36% on the 2024 STAAR to 46% on the 2025 STAAR.
7th Grade: Increase the percentage of scholars scoring at the Meets or higher level from 35% on the 2024 STAAR to 45% on the 2025 STAAR.
8th Grade: Increase the percentage of scholars scoring at the Meets or higher level from 42% on the 2024 STAAR to 52% on the 2025 STAAR.

Performance Objective 1: Problem Statement for ELAR?
At Bessie Coleman Middle School, 38% of scholars scored at the Meets or higher level on the 2024 Reading STAAR. Our goal is to increase this percentage to 48% on the 2025 Reading STAAR at the Meets or higher level.

Evaluation Data Sources: NWEA MAP BOY, MOY, and EOY projected STAAR proficiency, District Created Common Assessments (DCCA), and 2025 STAAR exam.

Next Year's Recommendation: Sirius Platform used in August. Align the assignments from Sirius to our curriculum pacing to ensure that we gather enough data.

Strategy 1 Details	Reviews			
Strategy 1: Educators will deliver high-quality tier 1 instruction to all scholars using district-approved instructional materials including HMH and Sirius.	**Formative**			**Summative**
	Feb	**Apr**	**June**	**Aug**
Strategy's Expected Result/Impact: At Bessie Coleman Middle School, 38% of scholars scored at the Meets or Masters levels on the 2024 Reading STAAR to 48% on the 2025 Reading STAAR at the Meets or higher level. **Staff Responsible for Monitoring:** ELAR Teachers, instructional specialist, assistant principal, and prinipal. **Title I:** 2.4, 2.51, 2.53, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	Some Progress	Some Progress	Some Progress	

Strategy 2 Details	Reviews			
Strategy 2: Scholars will use our educational program that tailors the learning to the scholar's specific needs based on NWEA MAP. Each scholar will spend a minimum of 40 minutes using exact path reading and master 2 specific skills per marking period.	**Formative**			**Summative**
	Feb	**Apr**	**June**	**Aug**
Strategy's Expected Result/Impact: At Bessie Coleman Middle School, 38% of scholars scored at the Meets or Masters levels on the 2024 Reading STAAR to 48% on the 2025 Reading STAAR at the Meets or higher level. **Staff Responsible for Monitoring:** Intervention Teachers, Instructional Specialist, and assistant principals. **Title I:** 2.4, 2.51, 2.53, 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2	Some Progress	Considerable	Some Progress	

Strategy 3 Details	Reviews			
Strategy 3: Observation debrief conversations occur within 48 hours of observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice.	**Formative**			**Summative**
	Feb	**Apr**	**June**	**Aug**
Strategy's Expected Result/Impact: Observation debrief conversations held within 48 hours will ensure timely, actionable feedback that directly addresses instructional improvements. This approach will lead to enhanced teacher practice through clear modeling, opportunities to practice, and focused implementation of high-leverage strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Specialist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

Strategy 4 Details	Reviews			
Strategy 4: Right content: Evaluates lesson objective and activities' alignment to standards, scope and sequence, and expected level of rigor	**Formative**			**Summative**
	Feb	**Apr**	**June**	**Aug**
Strategy's Expected Result/Impact: Ensuring lesson objectives and activities align with standards, scope, and sequence, and the expected level of rigor will lead to more focused and effective instruction. This alignment will support higher student achievement by addressing curriculum expectations and promoting mastery of grade-level standards. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, and Team Lead **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

Strategy 5 Details	Reviews			
Strategy 5: Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments	**Formative**			**Summative**
	Feb	**Apr**	**June**	**Aug**
Strategy's Expected Result/Impact: By aligning the frequency of observations with teacher needs and student performance on formative assessments, campus instructional leaders will provide targeted support that addresses specific areas for growth. This strategic approach will lead to improved instructional quality and better student outcomes. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Specialist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

Strategy 6 Details	Reviews			
Strategy 6: Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data-informed decisions.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Regular data reviews by campus instructional leaders after each assessment period will enable data-informed decisions that address student needs and instructional gaps. This process will drive targeted interventions, improve teaching strategies, and enhance overall student performance. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, and Teacher **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	**Feb**	**Apr**	**June**	**Aug**
	Some Progress	Some Progress	Some Progress	

Strategy 7 Details	Reviews			
Strategy 7: Aligned: assessment and all learning activities are aligned to the objective	**Formative**			**Summative**
Strategy's Expected Result/Impact: When assessments and learning activities are fully aligned with the lesson objective, students will engage in meaningful tasks that directly support mastery of the intended outcomes. This alignment will enhance instructional coherence and lead to improved academic performance. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, and Teachers **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	**Feb**	**Apr**	**June**	**Aug**
	Some Progress	Some Progress	Some Progress	

Strategy 8 Details	Reviews			
Strategy 8: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	**Formative**			**Summative**
	Feb	**Apr**	**June**	**Aug**
Strategy's Expected Result/Impact: The use of a corrective instruction action planning process will empower teachers to analyze data collaboratively, identify student misconceptions, and address root causes of learning gaps. This approach will lead to targeted reteaching strategies that enhance student understanding and improve overall academic achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Team Lead, and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

Strategy 9 Details	Reviews			
Strategy 9: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups.	**Formative**			**Summative**
	Feb	**Apr**	**June**	**Aug**
Strategy's Expected Result/Impact: Providing training and ongoing support for teachers to utilize high-quality instructional materials and research-based practices will enhance their ability to deliver rigorous, critical-thinking-focused lessons. This approach will ensure equitable access to learning through differentiated and scaffolded instruction, leading to improved outcomes for students with disabilities, English learners, and other diverse student groups. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, and Team Lead **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

Strategy 10 Details	Reviews			
Strategy 10: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.	**Formative**			**Summative**
	Feb	**Apr**	**June**	**Aug**
Strategy's Expected Result/Impact: By regularly reviewing disaggregated data, campus instructional leaders will effectively track student progress and identify trends across diverse groups. This process will enable them to provide evidence-based feedback to teachers, leading to improved instructional practices and enhanced student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Specialist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	No Progress	Some Progress	Some Progress	

Strategy 11 Details	Reviews			
Strategy 11: Student progress toward measurable goals (e.g. % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.	**Formative**			**Summative**
	Feb	**Apr**	**June**	**Aug**
Strategy's Expected Result/Impact: Making student progress toward measurable goals visible in classrooms and throughout the school will foster a culture of accountability and ownership among students. This transparency will encourage goal setting and motivate students to actively engage in their learning journey, ultimately improving academic outcomes. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Specialist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

Strategy 12 Details	Reviews			
Strategy 12: All teachers use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions.	Formative			Summative
	Feb	Apr	June	Aug
Strategy's Expected Result/Impact: The implementation of a comprehensive student tracking system will enable teachers to monitor individual student progress across multiple data points, including assessments, grades, referrals, and attendance. This approach will support data-driven decision-making and ensure timely, targeted interventions that address student needs and improve outcomes **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Specialist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: At Bessie Coleman Middle School, only 37% of scholars scored at the Meets or Masters levels on the 2024 Reading STAAR.   **Root Cause**: Because data analysis and instructional planning processes have not been consistently utilized to inform decision-making and prioritize areas of improvement.

Goal 3: Our campus math performance goals for the 2025 STAAR are as follows:

6th Grade: Increase the percentage of scholars scoring at the Meets or higher level from 18% on the 2024 STAAR to 28% on the 2025 STAAR.
7th Grade: Increase the percentage of scholars scoring at the Meets or higher level from 12% on the 2024 STAAR to 22% on the 2025 STAAR.
8th Grade: Increase the percentage of scholars scoring at the Meets or higher level from 30% on the 2024 STAAR to 40% on the 2025 STAAR.
Algebra 1 EOC: Improve results from 57% on the 2024 STAAR to 75% on the 2025 STAAR at the Meets or higher level.

Performance Objective 1: Problem Statement for Math?
At Bessie Coleman Middle School, 20% of scholars scored at the Meets or Masters levels on the 2024 Math STAAR. Our goal is to increase this percentage to 30% on the 2025 Math STAAR at the Meets or higher level.

    Evaluation Data Sources: NWEA MAP BOY, MOY, and EOY projected STAAR proficiency. District Created Common Assessments. 2025 STAAR exam.

Strategy 1 Details	Reviews			
Strategy 1: Educators will deliver high-quality tier 1 instruction to all scholars using district-approved instructional materials including Manuvering the Middle and Sirius.	**Formative**			**Summative**
	Feb	**Apr**	**June**	**Aug**

Strategy's Expected Result/Impact: At Bessie Coleman Middle School, 20% of scholars scored at the Meets or Masters levels on the 2024 Math STAAR. Our goal is to increase this percentage to 30% on the 2025 Math STAAR at the Meets or higher level.
    Staff Responsible for Monitoring: MathTeachers, instructional specialists, assistant principal, and prinipal.
 	
    Title I:
2.4, 2.51, 2.53, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
Problem Statements: Student Learning 1
	Some Progress	Some Progress	Some Progress	

Strategy 2 Details	**Reviews**			
Strategy 2: Scholars will use our educational program that tailors the learning to the scholar's specific needs based on NWEA MAP. Each scholar will spend a minimum of 40 minutes using exact path math and master 2 specific skills per marking period.	**Formative**			**Summative**
	Feb	**Apr**	**June**	**Aug**
Strategy's Expected Result/Impact: At Bessie Coleman Middle School, 20% of scholars scored at the Meets or Masters levels on the 2024 Math STAAR. Our goal is to increase this percentage to 30% on the 2025 Math STAAR at the Meets or higher level. **Staff Responsible for Monitoring:** Intervention Teachers, Instructional Specialist, and assistant principals. **Title I:** 2.4, 2.51, 2.53, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1	Some Progress	Considerable	Some Progress	

Strategy 3 Details	**Reviews**			
Strategy 3: Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments	**Formative**			**Summative**
	Feb	**Apr**	**June**	**Aug**
Strategy's Expected Result/Impact: By aligning the frequency of observations with teacher needs and student performance on formative assessments, campus instructional leaders will provide targeted support that addresses specific areas for growth. This strategic approach will lead to improved instructional quality and better student outcomes. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Specialist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Observation debrief conversations occur within 48 hours of observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice.	**Feb**	**Apr**	**June**	**Aug**
Strategy's Expected Result/Impact: Observation debrief conversations held within 48 hours will ensure timely, actionable feedback that directly addresses instructional improvements. This approach will lead to enhanced teacher practice through clear modeling, opportunities to practice, and focused implementation of high-leverage strategies. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Specialist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Right content: Evaluates lesson objective and activities' alignment to standards, scope and sequence, and expected level of rigor	**Feb**	**Apr**	**June**	**Aug**
Strategy's Expected Result/Impact: Ensuring lesson objectives and activities align with standards, scope, and sequence, and the expected level of rigor will lead to more focused and effective instruction. This alignment will support higher student achievement by addressing curriculum expectations and promoting mastery of grade-level standards. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, and Team Lead **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

Strategy 6 Details	Reviews			
Strategy 6: Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data-informed decisions.	**Formative**			**Summative**
	Feb	**Apr**	**June**	**Aug**
Strategy's Expected Result/Impact: Regular data reviews by campus instructional leaders after each assessment period will enable data-informed decisions that address student needs and instructional gaps. This process will drive targeted interventions, improve teaching strategies, and enhance overall student performance. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

Strategy 7 Details	Reviews			
Strategy 7: Aligned: assessment and all learning activities are aligned to the objective	**Formative**			**Summative**
	Feb	**Apr**	**June**	**Aug**
Strategy's Expected Result/Impact: When assessments and learning activities are fully aligned with the lesson objective, students will engage in meaningful tasks that directly support mastery of the intended outcomes. This alignment will enhance instructional coherence and lead to improved academic performance. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

Strategy 8 Details	Reviews			
Strategy 8: Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	**Formative**			**Summative**
	Feb	**Apr**	**June**	**Aug**
Strategy's Expected Result/Impact: The use of a corrective instruction action planning process will empower teachers to analyze data collaboratively, identify student misconceptions, and address root causes of learning gaps. This approach will lead to targeted reteaching strategies that enhance student understanding and improve overall academic achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, Team Lead, and Teachers **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

Strategy 9 Details	Reviews			
Strategy 9: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups.	**Formative**			**Summative**
	Feb	**Apr**	**June**	**Aug**
Strategy's Expected Result/Impact: Providing training and ongoing support for teachers to utilize high-quality instructional materials and research-based practices will enhance their ability to deliver rigorous, critical-thinking-focused lessons. This approach will ensure equitable access to learning through differentiated and scaffolded instruction, leading to improved outcomes for students with disabilities, English learners, and other diverse student groups. **Staff Responsible for Monitoring:** Principal, Assistant Principal, Instructional Specialist, and Team Lead **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

Strategy 10 Details	Reviews			
Strategy 10: Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.	**Formative**			**Summative**
	Feb	**Apr**	**June**	**Aug**
Strategy's Expected Result/Impact: By regularly reviewing disaggregated data, campus instructional leaders will effectively track student progress and identify trends across diverse groups. This process will enable them to provide evidence-based feedback to teachers, leading to improved instructional practices and enhanced student achievement. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Specialist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	No Progress	Some Progress	Some Progress	

Strategy 11 Details	Reviews			
Strategy 11: Student progress toward measurable goals (e.g. % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in every classroom and throughout the school to foster student ownership and goal setting.	**Formative**			**Summative**
	Feb	**Apr**	**June**	**Aug**
Strategy's Expected Result/Impact: Making student progress toward measurable goals visible in classrooms and throughout the school will foster a culture of accountability and ownership among students. This transparency will encourage goal setting and motivate students to actively engage in their learning journey, ultimately improving academic outcomes. **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Specialist **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

Strategy 12 Details	Reviews			
Strategy 12: All teachers use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions.	Formative			Summative
	Feb	Apr	June	Aug
Strategy's Expected Result/Impact: The implementation of a comprehensive student tracking system will enable teachers to monitor individual student progress across multiple data points, including assessments, grades, referrals, and attendance. This approach will support data-driven decision-making and ensure timely, targeted interventions that address student needs and improve outcomes **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Instructional Specialist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	Some Progress	Some Progress	Some Progress	

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: The campus is experiencing significant challenges in mathematics performance, with only 17% of students scoring at Meets Grade Level or above, while achievement gaps persist among African American and Economically Disadvantaged students. Additionally, the overall academic growth score is below expectations, with Math 45% lagging significantly behind Reading/Language Arts 59%.   **Root Cause**: Data-driven decision-making processes have not been fully utilized to identify and address root causes of performance disparities and academic growth challenges.

Goal 4: Increase the percentage of scholars participating in extra-curricular or co-curricular activities Maintenance at 90%

Performance Objective 1: Problem Statement for Programs?
Bessie Coleman Middle School faces challenges in achieving campus-wide involvement in extracurricular activities, with low participation rates and barriers such as transportation and access inequities. A lack of structured programming and staff-led initiatives limits opportunities for scholars to engage in activities that foster connection, growth, and inclusivity.

Our campus goal is to increase the percentage of students in extra and co-curricular activities and maintain this at 90%.

Evaluation Data Sources: Enrollment data for Athletics and Fine Arts.

Strategy 1 Details	Reviews			
Strategy 1: Offer morning, lunch, and after-school club sessions to accommodate different student schedules.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Our campus goal is to increase the percentage of students in extra and co-curricular activities and maintain this at 90%. **Staff Responsible for Monitoring:** All staff, counselors, and administration.	**Feb**	**Apr**	**June**	**Aug**
	Some Progress	Considerable	Considerable	

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue