

Midland Independent School District

Coleman High

2025-2026 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

Viola M. Coleman High School – Midland ISD

Viola M. Coleman High School is a school of choice serving students in grades 9–12 across the Midland Independent School District. As a non-traditional, accelerated learning environment, we provide a small, intimate setting designed to meet the unique needs of each student through individualized learning plans. Our campus fosters a culture of academic focus, social-emotional support, and accelerated graduation opportunities.

Student Demographics:

- Hispanic/Latino: 72%
- White: 15%
- Black/African American: 11%
- Two or More Races: 3%
- Economically Disadvantaged: 61%
- English Learners: 5%
- Students Receiving Special Education Services: 6%
- At-Risk Students: 100%

Enrollment & Student Groups:

Students must apply and be accepted into our program, which creates a focused, goal-oriented learning environment. Enrollment is typically around 250, with many students attending for credit recovery, early graduation, or a more personalized educational approach. Mobility rates are higher than traditional campuses due to students transitioning in and out for credit needs and graduation goals.

Attendance & Mobility:

- Average Daily Attendance: 87%
- Mobility Rate: 79%

Graduation/Dropout Data:

- 4-Year Graduation Rate: 77%

- Early Graduation Rate: A significant portion of students graduate early due to the self-paced and individualized structure of our programs.
- Dropout Rate: 9%

College, Career, and Military Readiness (CCMR) & Advanced Programs:

- Students participate in dual credit courses through Midland College.
- Our Fire Academy provides opportunities for juniors and seniors to become certified firefighters and EMTs upon graduation.
- Students can graduate with industry certifications and credentials aligned with CCMR indicators.

Discipline:

Due to the supportive and structured environment, discipline referrals are relatively low. The small class sizes and individualized attention foster positive behavior and accountability.

Staffing & Teacher Experience:

- Teacher-Student Ratio: Approximately 1:17
- Teacher Retention Rate: 100%
- Teachers Highly Qualified in Their Area: 100%
- Paraprofessionals: All meet required certification and training standards.
- Recruitment efforts focus on educators who value student-centered, flexible instruction and can support a non-traditional learning environment.

Other Key Characteristics:

- Our campus emphasizes building strong student-teacher relationships, mental wellness, and readiness for life beyond high school.
- The campus serves as a bridge for students needing a second chance at success or a faster pathway to graduation.

Demographics Strengths

Viola M. Coleman High School serves a diverse student population that closely reflects the demographics of the Midland community. Our campus consists of approximately 72% Hispanic/Latino students, 15% White, 11% Black/African American, and 3% identifying as two or more races. As a school of choice, students must apply and be accepted into our program, which creates a motivated and focused student body.

Our small class sizes and individualized learning plans allow us to meet the academic and social-emotional needs of all learners, including those who are at-risk or seeking acceleration. Many of our students graduate early due to the flexible and personalized nature of our instructional model. This structure supports a low-discipline environment where students feel valued and connected.

In addition, our campus offers robust college and career readiness opportunities through dual credit partnerships with Midland College and specialized programs such as the on-site Fire Academy and EMT certification track. These programs provide students—especially those from historically underrepresented backgrounds—with access to industry certifications, postsecondary credits, and real-world career pathways.

Overall, our demographic strengths lie in our diversity, intentional enrollment, personalized academic supports, and strong alignment with college, career, and military readiness outcomes.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Although Viola M. Coleman High School improved its attendance rate by 10% during the 2023-2024 school year, our overall attendance remains 6% below the board-established target. Chronic absenteeism continues to impact student achievement, engagement, and timely graduation.

Root Cause: Many students enrolled at Viola M. Coleman High School face external challenges such as work obligations, transportation issues, unstable housing, mental health concerns, and limited family support. As a school of choice serving primarily at-risk students, some enroll with a history of inconsistent attendance.

Student Learning

Student Learning Summary

Student achievement at Viola M. Coleman High School has shown steady improvement across most tested areas over the past four years. Algebra I performance has steadily risen, increasing from 28% four years ago to 69% in the most recent school year. Biology performance continues to be a highlight, growing from 64% to a 100% passing rate this year.

English I and English II have also shown long-term growth, with English I increasing from 26% to 50%, and English II improving from 26% to 65% over the same period. US History has remained consistently strong, with this year's passing rate at 90%, up from a dip to 75% two years ago.

While these gains in overall passing rates are encouraging, our campus is now placing a greater emphasis on increasing the percentage of students achieving **Meets** and **Masters** grade level standards, particularly in the core EOC subjects.

College, Career, and Military Readiness (CCMR) remains a key area of focus. Students meet CCMR standards through TSIA2 or Texas College Bridge coursework. Notably, **94% of the Class of 2024** graduated having met at least one CCMR indicator.

Student Learning Strengths

Viola M. Coleman High School continues to demonstrate strong academic growth, particularly in STAAR/EOC-tested subjects. Notable student learning strengths include:

- **Biology** achievement is a significant area of strength, with a 100% passing rate in 2024, reflecting high levels of content mastery and instructional effectiveness.
- **Algebra I** scores have steadily increased over the last four years, from 28% to 69%, showing strong improvement in mathematical proficiency and intervention practices.
- **English II** performance has improved to 65%, indicating gains in reading comprehension, writing, and critical thinking.
- **U.S. History** remains consistently high, with a 90% passing rate, reflecting student engagement with social studies content and effective instructional strategies.
- Our **College, Career, and Military Readiness (CCMR)** outcomes are a campus-wide strength, with **94% of the Class of 2024** graduating CCMR-met, demonstrating strong alignment between instruction and postsecondary readiness goals.

- Students benefit from individualized learning plans and small class sizes, which allow for targeted instruction, remediation, and acceleration based on student needs.

These strengths highlight a campus-wide focus on continuous improvement, student-centered instruction, and preparing students for life beyond high school.

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): Biology and US History scores are high at the Approaches level but hover around 50% for students Meeting/Mastering grade level.

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 to address enrichment opportunities.

School Processes & Programs

School Processes & Programs Summary

Viola M. Coleman High School implements a variety of programs and processes to support student achievement, staff development, and continuous school improvement.

Curriculum & Instruction:

The campus follows the TEKS-aligned district curriculum, adapted to fit individualized learning plans and student pacing needs. Small class sizes allow for personalized instruction, credit recovery, and remediation. Instruction is focused on student engagement, data-driven decision-making, and performance growth, with emphasis placed on TEKS readiness standards and EOC-tested content areas.

Professional Development:

Teachers engage in ongoing professional development throughout the year, with a focus on data analysis, instructional strategies, classroom management, and supporting at-risk learners. The campus also prioritizes building teacher capacity in differentiation, trauma-informed practices, and strategies to increase students achieving Meets and Masters grade levels.

Leadership & Decision-Making:

Campus leadership fosters shared decision-making through regular staff meetings, department collaboration, and open lines of communication. Staff input is encouraged in planning instructional strategies, selecting professional development topics, and creating student support systems.

Communication:

Communication with staff, students, and families occurs through multiple platforms, including Remind, Skyward, email, campus website updates, phone calls, and in-person meetings. Staff maintain strong relationships with students and families, which enhances engagement and support for student success.

Organization, Scheduling, & Support Services:

As a school of choice, the campus offers flexible scheduling options and accelerated course pacing. Individual Graduation Plans (IGPs) are developed for all students. The campus provides on-site counseling, SEL support, and academic interventions. Students who need credit recovery or are behind in credits receive targeted support to graduate on time or early.

CCMR & Extracurricular Opportunities:

Viola M. Coleman houses Midland ISD's Fire Academy, providing juniors and seniors with pathways to Firefighter and EMT certifications. Students also have access to **dual credit courses through Midland College** and College Bridge/TSIA2 preparation. While traditional extracurriculars are limited due to the school's size and nontraditional structure, co-curricular opportunities exist through CTE, college readiness, and community partnerships.

Technology Integration:

All students have access to Chromebooks, digital learning platforms (Edmentum, Google Classroom), and tools that support personalized, blended learning. Teachers integrate instructional technology to support remediation, progress monitoring, and differentiated instruction.

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 (Prioritized): Our current CCMR success relies heavily on completion of Texas College Bridge coursework. While this ensures compliance, it does not always reflect true college readiness or student success on more rigorous postsecondary assessments.

Root Cause: Students have not been adequately prepared to take the TSIA2 exams in math and English.

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

Campus-Based Staff

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

Students

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

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: Although Viola M. Coleman High School improved its attendance rate by 10% during the 2023-2024 school year, our overall attendance remains 6% below the board-established target. Chronic absenteeism continues to impact student achievement, engagement, and timely graduation.

Root Cause 1: Many students enrolled at Viola M. Coleman High School face external challenges such as work obligations, transportation issues, unstable housing, mental health concerns, and limited family support. As a school of choice serving primarily at-risk students, some enroll with a history of inconsistent attendance.

Problem Statement 1 Areas: Demographics

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

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

Problem Statement 4: Our current CCMR success relies heavily on completion of Texas College Bridge coursework. While this ensures compliance, it does not always reflect true college readiness or student success on more rigorous postsecondary assessments.

Root Cause 4: Students have not been adequately prepared to take the TSIA2 exams in math and English.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Biology and US History scores are high at the Approaches level but hover around 50% for students Meeting/Mastering grade level.

Root Cause 5: Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed to address enrichment opportunities.

Problem Statement 5 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 A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 1: The percentage of English I students who score Meets Grade Level Performance or above on English I EOC EXAM will increase from 22% to 25% by June 2026.

The percentage of English I students who score Meets Grade Level Performance or above on English I EOC EXAM will increase from 16% to 20% by June 2026. (First-time testers)

High Priority

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: English I performance will increase with the use of more targeted and research-based teaching strategies.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Department Lead</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Students practicing writing across all content areas will enhance students' understanding of subject-specific concepts and foster language development</p> <p>Staff Responsible for Monitoring: PLC Leads, Instructional Coach, teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Enrichment activities and best practices will allow students to show greater achievement on their EOC.</p> <p>Staff Responsible for Monitoring: Principal, Consultant, Team Lead, English Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Although Viola M. Coleman High School improved its attendance rate by 10% during the 2023-2024 school year, our overall attendance remains 6% below the board-established target. Chronic absenteeism continues to impact student achievement, engagement, and timely graduation. **Root Cause:** Many students enrolled at Viola M. Coleman High School face external challenges such as work obligations, transportation issues, unstable housing, mental health concerns, and limited family support. As a school of choice serving primarily at-risk students, some enroll with a history of inconsistent attendance.

Student Learning

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.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 2: The percentage of English II students who score Meets Grade Level Performance or above on English II EOC EXAM will increase from 31% to 35% by June 2026.

The percentage of English II students who score Meets Grade Level Performance or above on English II EOC EXAM will increase from 27% to 30% by June 2026. (First-time testers)

High Priority

Evaluation Data Sources: STAAR/EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: English I performance will increase with the use of more targeted and research-based teaching strategies.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Department Lead</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Students practicing writing across all content areas will enhance students' understanding of subject-specific concepts and foster language development</p> <p>Staff Responsible for Monitoring: PLC Leads, Instructional Coach, teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Enrichment activities and best practices will allow students to show greater achievement on their EOC.</p> <p>Staff Responsible for Monitoring: Principal, Consultant, Team Lead, English Teachers</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Although Viola M. Coleman High School improved its attendance rate by 10% during the 2023-2024 school year, our overall attendance remains 6% below the board-established target. Chronic absenteeism continues to impact student achievement, engagement, and timely graduation. **Root Cause:** Many students enrolled at Viola M. Coleman High School face external challenges such as work obligations, transportation issues, unstable housing, mental health concerns, and limited family support. As a school of choice serving primarily at-risk students, some enroll with a history of inconsistent attendance.

Student Learning

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.

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 3: The percentage of Algebra I students who score Meets Grade Level Performance or above on the Algebra I EOC EXAM will increase from 3% to 10% by June 2026.

The percentage of Algebra I students who score Meets Grade Level Performance or above on the Algebra I EOC EXAM will increase from 3% to 10% by June 2026. (First time testers)

High Priority

Evaluation Data Sources: EOC scores, PLC data

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Algebra I performance will increase with the use of more targeted and research-based teaching strategies.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Department Lead</p> <p>Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Algebra teachers will collaborate with the Instructional Coach as well as hired consultants in order to develop and improve best instructional practices.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal, Instructional Coach, PLC Leads</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Math teachers will develop campus-wide intervention lessons to be featured each Wednesday during Advisory.</p> <p>Strategy's Expected Result/Impact: Students being exposed to essential math skills will increase knowledge in preparation for STAAR and/or TSIA2</p> <p>Staff Responsible for Monitoring: Math teachers, Instructional Coach</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning
<p>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.</p>

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 4: The percentage of Biology students who score Meets Grade Level Performance or above on the Biology EOC EXAM will increase from 50% to 55 % by June 2026.

High Priority

Evaluation Data Sources: STAAR/EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Student performance will increase with the use of more targeted and research-based teaching strategies.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Department Lead</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will collaborate with the Instructional Coach as well as hired consultants in order to develop and improve best instructional practices.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal, Instructional Coach, PLC Leads</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Highly effective teachers will lead staff development to create opportunities for teachers to learn enrichment strategies.</p> <p>Strategy's Expected Result/Impact: More students will be pushed beyond the expectation to simply pass</p> <p>Staff Responsible for Monitoring: Department leads, admin, instructional coach</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 4 Problem Statements:

Student Learning
<p>Problem Statement 3: Biology and US History scores are high at the Approaches level but hover around 50% for students Meeting/Mastering grade level. 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 to address enrichment opportunities.</p>

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 5: The percentage of U.S. History students who score Meets Grade Level Performance or above on the U.S. History EOC EXAM will increase from 50% to 55% by June 2026.

High Priority

Evaluation Data Sources: STAAR/EOC

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Student performance will increase with the use of more targeted and research-based teaching strategies.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Department Lead</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers will collaborate with the Instructional Coach as well as hired consultants in order to develop and improve best instructional practices.</p> <p>Strategy's Expected Result/Impact: 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>Staff Responsible for Monitoring: Principal, Instructional Coach, PLC Leads</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Highly effective teachers will lead staff development to create opportunities for teachers to learn enrichment strategies.</p> <p>Strategy's Expected Result/Impact: More students will be pushed beyond the expectation to simply pass</p> <p>Staff Responsible for Monitoring: Department leads, admin, instructional coach</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 5 Problem Statements:

Student Learning
<p>Problem Statement 3: Biology and US History scores are high at the Approaches level but hover around 50% for students Meeting/Mastering grade level. 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 to address enrichment opportunities.</p>

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 6: Enhance the fidelity of bilingual instructional platforms and resources to support language acquisition and content mastery for emergent bilingual students, increasing their performance level by 10%.

High Priority

Evaluation Data Sources: TELPAS Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer targeted training sessions during PLC for teachers on the effective use of bilingual instructional platforms, ensuring they are equipped to integrate these tools into their daily instruction.</p> <p>Strategy's Expected Result/Impact: Teachers will learn strategies that are best practices for all students but particularly beneficial to EB students</p> <p>Staff Responsible for Monitoring: Instructional coach, admin</p> <p>Title I: 2.51, 2.52, 2.53, 2.534</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement a monitoring system to track the usage and impact of bilingual resources on student performance, providing regular feedback to teachers</p> <p>Strategy's Expected Result/Impact: EB students receiving individual help will increase learning and overall mastery of content</p> <p>Staff Responsible for Monitoring: EB Liaison, admin</p> <p>Title I: 2.534</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: EB Coordinator will develop a check-in system to visit with students and monitor progress and individual needs allowing for greater opportunities at learning</p> <p>Strategy's Expected Result/Impact: This will allow us to determine if additional resources are needed for students</p> <p>Staff Responsible for Monitoring: Strambler, admin</p> <p>Title I: 2.51, 2.52, 2.53, 2.534</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 6 Problem Statements:

Demographics
<p>Problem Statement 1: Although Viola M. Coleman High School improved its attendance rate by 10% during the 2023-2024 school year, our overall attendance remains 6% below the board-established target. Chronic absenteeism continues to impact student achievement, engagement, and timely graduation. Root Cause: Many students enrolled at Viola M. Coleman High School face external challenges such as work obligations, transportation issues, unstable housing, mental health concerns, and limited family support. As a school of choice serving primarily at-risk students, some enroll with a history of inconsistent attendance.</p>
Student Learning
<p>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.</p>
<p>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.</p>
<p>Problem Statement 3: Biology and US History scores are high at the Approaches level but hover around 50% for students Meeting/Mastering grade level. 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 to address enrichment opportunities.</p>

Goal 1: Board Goal A: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre-kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 7: By June 2026, the percentage of dyslexia students who meet or exceed grade-level expectations will increase by 3 percentage points on district/state assessments.

Strategy 1 Details	Reviews			
Strategy 1: Implement daily, evidence-based small group interventions targeting phonological awareness, decoding, and fluency. Staff Responsible for Monitoring: dyslexia teacher, teacher, and principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure all eligible students consistently receive state-mandated dyslexia services as outlined in their individualized intervention plans, with fidelity of implementation monitored by campus administration.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Ensure identified students consistently receive and use their dyslexia accommodations across all instructional settings.	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Board Goal B: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

Performance Objective 1: The campus Domain I- Student Achievement scale score will increase from 84% to 87% by June 2026

High Priority

Evaluation Data Sources: EOC scores, PLC data

Strategy 1 Details	Reviews			
<p>Strategy 1: PLC teams will develop a CFA calendar prior to school beginning in order to monitor progression of TEKS acquisition and mastery.</p> <p>Strategy's Expected Result/Impact: Students will show growth through consistent monitoring and data disaggregation.</p> <p>Staff Responsible for Monitoring: Instructional Coach, PLC Lead, Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Instructional coaches and administrators will conduct regular walkthroughs and provide targeted feedback to teachers. Identified areas for growth will be addressed through coaching cycles that include modeling, co-teaching, and reflective conferencing.</p> <p>Strategy's Expected Result/Impact: This approach personalizes professional growth, supports high-impact instructional strategies, and ensures consistent monitoring and support across classrooms.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will analyze formative and summative assessment data during PLCs to identify student learning gaps and plan differentiated small-group instruction or RTI supports accordingly.</p> <p>Strategy's Expected Result/Impact: Focusing on real-time data helps ensure that instruction is responsive to student needs, maximizing the effectiveness of Tier I instruction and interventions.</p> <p>Staff Responsible for Monitoring: Instructional Coach, PLC Leads, Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: CHS will increase student access to CCMR indicators such as dual credit courses, industry-based certifications, and military ASVAB testing by providing information sessions, course planning guidance, and financial support for testing fees when possible.</p> <p>Strategy's Expected Result/Impact: Exposure and access to CCMR pathways early on helps students make informed decisions and increases the likelihood they graduate with credentials or plans aligned to their goals.</p> <p>Staff Responsible for Monitoring: Counselor, Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: CHS will utilize a weekly advisory period where students engage in college and career exploration, resume building, FAFSA/TASFA completion, soft skill development, and job interview preparation.</p> <p>Strategy's Expected Result/Impact: Providing dedicated time during the school day ensures every student receives intentional support in planning and preparing for life after high school, regardless of their post-secondary path.</p> <p>Staff Responsible for Monitoring: Teachers, Principal</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: CHS will collaborate with PLC consultant in order to receive support and training through PLCs with a focus on improving instruction.</p> <p>Strategy's Expected Result/Impact: PLC training with consultant Alyssa Crabtree supports the intent and purpose of the grant by enhancing teacher collaboration, improving instructional practices, and promoting data-driven decision-making. Her training builds educator capacity to analyze student data, identify learning gaps, and implement targeted interventions, which aligns with the grant's goals of increasing student achievement and equity. The structured and consistent approach ensures fidelity of implementation and sustainable improvement. Additionally, the professional development provided is well-documented and aligns with evidence-based practices, meeting key grant requirements.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach</p> <p>Title I: 2.51, 2.52, 2.53, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p> <p>Funding Sources: Consultation Fees - 211 Title 1 - \$13,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Coleman High School will utilize available funds to purchase instructional or technology supplies in order to create equitable access for CHS students to that of other students around the district at larger campuses.</p> <p>Strategy's Expected Result/Impact: The requested supplies and materials are essential to supporting the academic achievement of students served under Title I by enhancing instruction, providing targeted interventions, and promoting student engagement. Items such as instructional resources, technology, and assessment tools will be used to deliver differentiated, data-driven instruction that addresses learning gaps. Additionally, materials for family engagement and at-home learning reinforce academic skills beyond the classroom. All purchases are supplemental and aligned with the Title I goal of improving educational outcomes for disadvantaged students.</p> <p>Staff Responsible for Monitoring: Principal, Secretary</p> <p>Title I: 2.51, 2.52, 2.53, 2.534 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 1 - Student Learning 1, 2, 3 Funding Sources: General Classroom Supplies - 211 Title 1 - \$3,858</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: CHS will develop a system for targeted recruitment of students for dual credit or IBC aligned courses</p> <p>Strategy's Expected Result/Impact: Students will explore avenues other than College Bridge to become CCMR</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.532 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 9 Details	Reviews			
<p>Strategy 9: CHS will develop and promote a tiered incentive program that recognizes individual students, classrooms, and grade levels for improved and outstanding attendance. Incentives may include weekly or monthly recognition, school privileges, or tangible rewards (e.g., gift cards, event passes).</p> <p>Strategy's Expected Result/Impact: Positive reinforcement gives students something to look forward to and creates a culture where showing up is celebrated and encouraged.</p> <p>Staff Responsible for Monitoring: Attendance Team</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10 Details	Reviews			
<p>Strategy 10: CHS will use real-time attendance tracking to identify students at risk of chronic absenteeism. Campus staff will make timely parent contacts, conduct home visits when necessary, and collaborate with students and families to address barriers to attendance through personalized support plans.</p> <p>Strategy's Expected Result/Impact: Early and consistent intervention helps address root causes of absenteeism--whether academic, social, or personal--before they become entrenched patterns.</p> <p>Staff Responsible for Monitoring: Attendance Team</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 11 Details	Reviews			
<p>Strategy 11: The office team will develop a protocol system for monitoring student attendance on a daily basis and ensuring parents are contacted</p> <p>Strategy's Expected Result/Impact: Families will know that we value their child and notice when they are not at school</p> <p>Staff Responsible for Monitoring: Office staff</p> <p>Title I: 2.52</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Although Viola M. Coleman High School improved its attendance rate by 10% during the 2023-2024 school year, our overall attendance remains 6% below the board-established target. Chronic absenteeism continues to impact student achievement, engagement, and timely graduation. Root Cause: Many students enrolled at Viola M. Coleman High School face external challenges such as work obligations, transportation issues, unstable housing, mental health concerns, and limited family support. As a school of choice serving primarily at-risk students, some enroll with a history of inconsistent attendance.</p>
Student Learning
<p>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.</p> <p>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.</p> <p>Problem Statement 3: Biology and US History scores are high at the Approaches level but hover around 50% for students Meeting/Mastering grade level. 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 to address enrichment opportunities.</p>
School Processes & Programs
<p>Problem Statement 1: Our current CCMR success relies heavily on completion of Texas College Bridge coursework. While this ensures compliance, it does not always reflect true college readiness or student success on more rigorous postsecondary assessments. Root Cause: Students have not been adequately prepared to take the TSIA2 exams in math and English.</p>

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 1: Increase the percentage of students demonstrating progress toward college, career, and military readiness from 94% to 100% by the end of the year.

High Priority

HB3 Goal

Evaluation Data Sources: CCMR Tracker

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will offer dedicated TSIA2 preparation opportunities through test prep sessions during advisory, boot camps before official testing dates, and access to online prep resources. All eligible students will be registered and encouraged to participate in at least one college or military readiness exam by the end of their junior year.</p> <p>Strategy's Expected Result/Impact: Structured preparation increases confidence and performance, helping students meet college/military readiness benchmarks that directly impact accountability scores.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers, Principal</p> <p>Title I: 2.52, 2.532</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Students not meeting TSIA2 standards will earn CCMR through Texas College Bridge as a graduation requirement.</p> <p>Strategy's Expected Result/Impact: This will serve as a "safety net" to ensure all students are CCMR prior to graduation.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers, Principal</p> <p>Title I: 2.532</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Targeted recruitment of students for dual credit and IBC aligned courses</p> <p>Strategy's Expected Result/Impact: Increase the number of students meeting CCMR through various avenues</p> <p>Staff Responsible for Monitoring: Counselor, admin</p> <p>Title I: 2.532</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: CHS will develop a structured schedule for college campus visits that ensures each grade level (9-12) is assigned at least one opportunity per year to visit a college campus, prioritizing a variety of post-secondary institutions (universities, community colleges, and technical schools).</p> <p>Strategy's Expected Result/Impact: Spreads visits throughout the year, avoids scheduling conflicts, and ensures equitable exposure for all students.</p> <p>Staff Responsible for Monitoring: Counselor, Principal</p> <p>Title I: 2.532</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Busses and Fuel Cost for College Field Trips - 211 Title 1 - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: CHS will provide multiple TSIA2 testing opportunities throughout the school year, including during the school day, and offer targeted intervention for students not yet meeting benchmarks. Intervention may include TSI prep courses, tutorials during advisory or after school, and use of online platforms like EdReady.</p> <p>Strategy's Expected Result/Impact: Frequent access to the TSIA2, combined with targeted remediation, increases the likelihood that more students will meet college readiness standards before graduation.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Teachers</p> <p>Title I: 2.532</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Counselors and CTE staff will identify and recruit students for dual credit and IBC-aligned courses, ensuring students receive advising on course requirements and exam preparation. CHS will monitor enrollment, completion rates, and certification attainment each semester.</p> <p>Strategy's Expected Result/Impact: Early identification, guidance, and support help more students successfully complete dual credit and earn certifications, directly increasing CCMR achievement.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers</p> <p>Title I: 2.532</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Targeted recruitment of students for dual credit and IBC aligned courses</p> <p>Strategy's Expected Result/Impact: Increase the number of students meeting CCMR through various avenues</p> <p>Staff Responsible for Monitoring: Counselor, admin</p> <p>Title I: 2.532</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Our current CCMR success relies heavily on completion of Texas College Bridge coursework. While this ensures compliance, it does not always reflect true college readiness or student success on more rigorous postsecondary assessments. Root Cause: Students have not been adequately prepared to take the TSIA2 exams in math and English.</p>

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 2: The percentage of students graduating CCMR ready with a focus on SAT, ACT, ASVAB, and IBC will increase from 10% to 20% by June 2026.

High Priority

HB3 Goal

Evaluation Data Sources: CCMR Tracker, TEA Accountability Report

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will provide multiple TSIA2 testing opportunities throughout the school year, including during the school day, and offer targeted intervention for students not yet meeting benchmarks. Intervention may include TSI prep courses, tutorials during advisory or after school, and use of online platforms like EdReady.</p> <p>Strategy's Expected Result/Impact: Frequent access to the TSIA2, combined with targeted remediation, increases the likelihood that more students will meet college readiness standards before graduation.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Teachers</p> <p>Title I: 2.532</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Counselors and CTE staff will identify and recruit students for dual credit and IBC-aligned courses, ensuring students receive advising on course requirements and exam preparation. CHS will monitor enrollment, completion rates, and certification attainment each semester.</p> <p>Strategy's Expected Result/Impact: Early identification, guidance, and support help more students successfully complete dual credit and earn certifications, directly increasing CCMR achievement.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers</p> <p>Title I: 2.532</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Targeted recruitment of students for dual credit and IBC aligned courses</p> <p>Strategy's Expected Result/Impact: Increase the number of students meeting CCMR through various avenues</p> <p>Staff Responsible for Monitoring: Counselor, admin</p> <p>Title I: 2.532</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Our current CCMR success relies heavily on completion of Texas College Bridge coursework. While this ensures compliance, it does not always reflect true college readiness or student success on more rigorous postsecondary assessments. Root Cause: Students have not been adequately prepared to take the TSIA2 exams in math and English.</p>

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 3: By June 2026, the percentage of students earning a qualifying score on the SAT Reading or ACT English/Reading section by the end of their junior year will increase from 0% to 5% as measured by official test score reports.

High Priority

HB3 Goal

Evaluation Data Sources: SAT/ACT

Strategy 1 Details	Reviews			
<p>Strategy 1: Advance Academics Department will develop and distribute SAT/ACT-aligned instructional resources and diagnostic tools, including practice tests, benchmark assessments, and intervention materials specific to Reading and English sections.</p> <p>Strategy's Expected Result/Impact: Increase SAT/ACT scores. Staff Responsible for Monitoring: counselor</p> <p>Title I: 2.52, 2.532 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Principal will brainstorm and plan with EDL to develop a plan to include our campus in ACT/SAT testing</p> <p>Strategy's Expected Result/Impact: More Coleman students will have early exposure to ACT/SAT opportunities Staff Responsible for Monitoring: Admin, counselor</p> <p>Title I: 2.532 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus Principals will lead the implementation of campus-based SAT/ACT readiness plans, ensuring instructional alignment in ELA classrooms and integration of test-prep strategies into core instruction.</p> <p>Strategy's Expected Result/Impact: Increase SAT/ACT scores and prepare students for post-secondary opportunities.</p> <p>Staff Responsible for Monitoring: admin</p> <p>Title I: 2.532</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Our current CCMR success relies heavily on completion of Texas College Bridge coursework. While this ensures compliance, it does not always reflect true college readiness or student success on more rigorous postsecondary assessments. Root Cause: Students have not been adequately prepared to take the TSIA2 exams in math and English.</p>

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 4: By June 2026, the percentage of students earning a qualifying score on the SAT Math or ACT Math section by the end of their junior year will increase from 0% to 5%, as measured by official assessment results.

High Priority

HB3 Goal

Evaluation Data Sources: SAT/ACT

Strategy 1 Details	Reviews			
<p>Strategy 1: Advance Academics Department will develop and distribute SAT/ACT-aligned instructional resources and diagnostic tools, including practice tests, benchmark assessments, and intervention materials specific to Reading and English sections.</p> <p>Strategy's Expected Result/Impact: Increase SAT/ACT scores. Staff Responsible for Monitoring: counselor</p> <p>Title I: 2.52, 2.532 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Principal will brainstorm and plan with EDL to develop a plan to include our campus in ACT/SAT testing</p> <p>Strategy's Expected Result/Impact: More Coleman students will have early exposure to ACT/SAT opportunities Staff Responsible for Monitoring: Admin, counselor</p> <p>Title I: 2.532 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus Principals will lead the implementation of campus-based SAT/ACT readiness plans, ensuring instructional alignment in ELA classrooms and integration of test-prep strategies into core instruction.</p> <p>Strategy's Expected Result/Impact: Increase SAT/ACT scores and prepare students for post-secondary opportunities.</p> <p>Staff Responsible for Monitoring: admin</p> <p>Title I: 2.532</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Our current CCMR success relies heavily on completion of Texas College Bridge coursework. While this ensures compliance, it does not always reflect true college readiness or student success on more rigorous postsecondary assessments. Root Cause: Students have not been adequately prepared to take the TSIA2 exams in math and English.</p>

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 5: By June 2026, the percentage of students earning an industry-based certification by graduation will increase from 5% to 10%, as measured by verified certification records.

High Priority

HB3 Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Advance Academics Department will develop and distribute SAT/ACT-aligned instructional resources and diagnostic tools, including practice tests, benchmark assessments, and intervention materials specific to Reading and English sections.</p> <p>Strategy's Expected Result/Impact: Increase SAT/ACT scores. Staff Responsible for Monitoring: counselor</p> <p>Title I: 2.52, 2.532 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Principal will brainstorm and plan with EDL to develop a plan to include our campus in ACT/SAT testing</p> <p>Strategy's Expected Result/Impact: More Coleman students will have early exposure to ACT/SAT oppportunities Staff Responsible for Monitoring: Admin, counselor</p> <p>Title I: 2.532 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus Principals will lead the implementation of campus-based SAT/ACT readiness plans, ensuring instructional alignment in ELA classrooms and integration of test-prep strategies into core instruction.</p> <p>Strategy's Expected Result/Impact: Increase SAT/ACT scores and prepare students for post-secondary opportunities.</p> <p>Staff Responsible for Monitoring: admin</p> <p>Title I: 2.532</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Our current CCMR success relies heavily on completion of Texas College Bridge coursework. While this ensures compliance, it does not always reflect true college readiness or student success on more rigorous postsecondary assessments. Root Cause: Students have not been adequately prepared to take the TSIA2 exams in math and English.</p>

Goal 3: Board Goal C: 100% of students graduating college-, career-, or military ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 6: The percentage of students graduating CCMR ready with a focus on SAT, ACT, ASVAB, and IBCs will increase from 95% to 100% by June 2026.

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will offer dedicated TSIA2 preparation opportunities through test prep sessions during advisory, boot camps before official testing dates, and access to online prep resources. All eligible students will be registered and encouraged to participate in at least one college or military readiness exam by the end of their junior year.</p> <p>Strategy's Expected Result/Impact: Structured preparation increases confidence and performance, helping students meet college/military readiness benchmarks that directly impact accountability scores.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers, Principal</p> <p>Title I: 2.52, 2.532</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Students not meeting TSIA2 standards will earn CCMR through Texas College Bridge as a graduation requirement.</p> <p>Strategy's Expected Result/Impact: This will serve as a "safety net" to ensure all students are CCMR prior to graduation.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers, Principal</p> <p>Title I: 2.532</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Targeted recruitment of students for dual credit and IBC aligned courses</p> <p>Strategy's Expected Result/Impact: Increase the number of students meeting CCMR through various avenues</p> <p>Staff Responsible for Monitoring: Counselor, admin</p> <p>Title I: 2.532</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: CHS will develop a structured schedule for college campus visits that ensures each grade level (9-12) is assigned at least one opportunity per year to visit a college campus, prioritizing a variety of post-secondary institutions (universities, community colleges, and technical schools).</p> <p>Strategy's Expected Result/Impact: Spreads visits throughout the year, avoids scheduling conflicts, and ensures equitable exposure for all students.</p> <p>Staff Responsible for Monitoring: Counselor, Principal</p> <p>Title I: 2.532</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Busses and Fuel Cost for College Field Trips - 211 Title 1 - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: CHS will provide multiple TSIA2 testing opportunities throughout the school year, including during the school day, and offer targeted intervention for students not yet meeting benchmarks. Intervention may include TSI prep courses, tutorials during advisory or after school, and use of online platforms like EdReady.</p> <p>Strategy's Expected Result/Impact: Frequent access to the TSIA2, combined with targeted remediation, increases the likelihood that more students will meet college readiness standards before graduation.</p> <p>Staff Responsible for Monitoring: Principal, Counselor, Teachers</p> <p>Title I: 2.532</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Counselors and CTE staff will identify and recruit students for dual credit and IBC-aligned courses, ensuring students receive advising on course requirements and exam preparation. CHS will monitor enrollment, completion rates, and certification attainment each semester.</p> <p>Strategy's Expected Result/Impact: Early identification, guidance, and support help more students successfully complete dual credit and earn certifications, directly increasing CCMR achievement.</p> <p>Staff Responsible for Monitoring: Counselor, Teachers</p> <p>Title I: 2.532</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Targeted recruitment of students for dual credit and IBC aligned courses</p> <p>Strategy's Expected Result/Impact: Increase the number of students meeting CCMR through various avenues</p> <p>Staff Responsible for Monitoring: Counselor, admin</p> <p>Title I: 2.532</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8 Details	Reviews			
<p>Strategy 8: By May 2025, Coleman High School will ensure that 100% of students in grades 9-12 participate in at least one college campus visit, either in person or virtually, to increase awareness of post-secondary opportunities and promote a college-going culture.</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Performance Objective 6 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Our current CCMR success relies heavily on completion of Texas College Bridge coursework. While this ensures compliance, it does not always reflect true college readiness or student success on more rigorous postsecondary assessments. Root Cause: Students have not been adequately prepared to take the TSIA2 exams in math and English.</p>

Goal 4: Board Goal D: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).

Performance Objective 1: The percentage of students who are taught by a high-quality teacher who rigorously coached and evaluate on the Board's adopted Student Outcomes will increase from 87% to 93% by the end of June 2026.

High Priority

HB3 Goal

Evaluation Data Sources: TAPR

Strategy 1 Details	Reviews			
<p>Strategy 1: CHS will establish a system of instructional coaching where all teachers receive regular classroom walkthroughs and focused feedback tied to TEKS alignment and student outcome goals. Coaching will include goal-setting, modeling, co-teaching, and follow-up reflection sessions.</p> <p>Strategy's Expected Result/Impact: Ongoing, non-evaluative coaching helps teachers refine practices in real time while staying focused on student mastery of standards and outcome goals.</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach</p> <p>Title I: 2.52, 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Students needing to retest on EOC exams will be placed with highly effective teachers</p> <p>Strategy's Expected Result/Impact: Students having access to high impact teachers will increase learning and achievement</p> <p>Staff Responsible for Monitoring: Admin, counselor</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Problem Statements: Student Learning 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: CHS will develop targeted coaching plans aimed at growth for teachers and enrichment coaching for high performing teachers</p> <p>Strategy's Expected Result/Impact: Teachers will receive differentiated coaching based on need improving performance campus wide</p> <p>Staff Responsible for Monitoring: Admin, instructional coach</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>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.</p> <p>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.</p>

Student Learning

Problem Statement 3: Biology and US History scores are high at the Approaches level but hover around 50% for students Meeting/Mastering grade level. **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 to address enrichment opportunities.

Campus Funding Summary

211 Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	Consultation Fees		\$13,000.00
2	1	7	General Classroom Supplies		\$3,858.00
3	1	4	Busses and Fuel Cost for College Field Trips		\$5,000.00
3	6	4	Busses and Fuel Cost for College Field Trips		\$5,000.00
Sub-Total					\$26,858.00
Budgeted Fund Source Amount					\$22,188.00
+/- Difference					-\$4,670.00
Grand Total Budgeted					\$22,188.00
Grand Total Spent					\$26,858.00
+/- Difference					-\$4,670.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Student Services- Geta Mitchell	3/19/2026	Erin Bueno	7/17/2025
Child Abuse and Neglect			Erin Bueno	7/17/2025
Coordinated Health Program	Seybert		Erin Bueno	7/17/2025