

Cleburne Independent School District

Coleman Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: B

Distinction Designation

Top 25 Percent: Comparative Academic Growth

Mission Statement

Coleman Elementary's mission is to provide a safe and inclusive environment for students, families, and the community to make connections and build relationships. We strive to empower all students to embrace learning and achieve their personal best. Our collective responsibility is to focus on the whole child by providing equitable learning experiences that foster social, emotional, and academic growth.

Vision

Every student. Every day. Every opportunity.

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Comprehensive Needs Assessment

Revised/Approved: August 1, 2025

Demographics

Demographics Summary

Coleman is a small campus with 425 students. The attendance rate for the 24-25 school year was 92.9%.

2024-2025 Special Populations of Coleman Elementary Students	
Dyslexia	3.53%
Foster Care	0.47%
Homeless	3.06%
Immigrant	0
GT	4.71%
Military Connected	0.47%
Special Education	13.18%
At-Risk	22.35%
Economically Disadvantaged	68%
Section 504	2.82%
EB Students	5.65%
2024-2025 Ethnic Breakdown of Coleman Elementary Students	
African American	3.29%
Hispanic	31.53%
White	56%
American Indian	0.24%
Asian	0.47%
Pacific Islander	2.12%
Two or More Races	6.35

2024-2025 Coleman Teacher by Ethnicity	
African American	2%
Hispanic	5%
White	90%
American Indian	2%

2024-2025 Coleman Teachers by Years of Experience	
Beginning Teachers	3%
1-5 Years Experience	13%
6-10 Years Experience	35.5%
11-20 Years Experience	28.6%
Over 20 Years Experience	19.9%
2024-2025 Coleman Staff	
Pre Kindergarten	3
Kindergarten	4
1st Grade	4
2nd Grade	3
3rd Grade	4
4th Grade	4
Special Education	3
Dyslexia	1
Interventionist	1
ESL	1
PE/Music	2
Paraprofessional (General Ed and SPED)	10
Principal/Assistant Principal	2
Curriculum Specialist	1
Clinic/Office	3

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Demographics Strengths

Demographic strengths of Coleman Elementary include:

- Coleman has rich cultural diversity providing opportunities for cross-cultural learning and understanding.
- Varied linguistic backgrounds fostering language acquisition and bilingualism among students.
- Diverse perspectives enriching classroom discussions and promoting critical thinking.
- Wide range of talents and abilities contributing to a vibrant and inclusive school community.
- Opportunities for students to develop empathy, respect, and appreciation for different backgrounds and experiences.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Despite Coleman Elementary School's rich cultural diversity, varied linguistic backgrounds, diverse perspectives, wide range of talents, and opportunities for developing empathy and respect, there are persistent academic achievement gaps among certain student groups.

Root Cause: Socioeconomic factors such as income level and parental education may intersect with demographic backgrounds, affecting students' access to enrichment opportunities and academic support outside of school hours.

Student Learning

Student Learning Summary

MAP Math Mean RIT						
	23-24			24-25		
	BOY	EOY	Growth	BOY	EOY	Growth
Kindergarten	142.3	161.7	+19.4	140.6	163.8	+23.2
1st	164.8	180.5	+15.7	156	172.4	+16.4
2nd	172.5	188.6	+16.1	176.8	190.3	+13.5
3rd	187.7	201.5	+13.7	182.6	200.7	+18.1
4th	195.4	205	+9.6	194.3	206.4	+12.1
MAP Reading Mean RIT						
	23-24			24-25		
	BOY	EOY	Growth	BOY	EOY	Growth
Kindergarten	139.1	152.7	+13.58	137.1	157.3	+20.2
1st	159.3	170.3	+11	151.3	164.5	+13.2
2nd	166.8	177.9	+11.1	169	179.9	+10.9
3rd	182.6	195.8	+13.2	181	195.2	+14.2
4th	192.5	199.1	+6.65	190.3	198.8	+8.5
MAP 2024-2025 End of Year % At or Above Norm						
Grade		Math		Reading		
K		76%		75%		
1		49%		44%		
2		72%		54%		
3		64%		62%		
4		56%		57%		
STAAR 2025 Students Meets Grade Level Standard						
Reading	2024	2025		Math	2024	2025
3rd	33%	41.03%		3rd	33%	32.05%
4th	42%	47.56%		4th	43%	42.17%

STAAR 2025 Students Meets Grade Level							
Reading	African American	Hispanic	White	Two or More Races	SPED	Economically Disadvantaged	Emergent Bilingual
3rd	60%	32%	46.51%	0%	15.38%	33.33%	0%
4th	33.33%	39.29%	57.78%	33.33%	4.76%	41.94%	0%
Math	African American	Hispanic	White	Two or More Races	SPED	Economically Disadvantaged	Emergent Bilingual
3rd	20%	28%	37.21%	0%	23.08%	21.57%	0%
4th	33.33%	25%	57.78%	25%	9.09%	38.71%	0%
STAAR 2025 Masters Grade Level Standard							
Reading	2024	2025		Math	2024	2025	
3rd	15%	17.95%		3rd	10%	11.54%	
4th	18%	12.2%		4th	16%	16.87%	

Student Learning Strengths

- **Consistent Growth in MAP Scores:** Across both Math and Reading assessments, there's a general trend of growth from the beginning to the end of the academic year for most grade levels. This indicates that the instructional strategies implemented are effective in promoting student learning over time.
- **Positive Growth Across Grades:** There's a noticeable positive growth in Mean RIT scores from the beginning to the end of the academic year across all grade levels in both Math and Reading assessments. This suggests that the curriculum is appropriately challenging and that students are making progress as they advance through the grades.
- **Improvement in End-of-Year Proficiency:** Despite varying levels, there are improvements in the percentage of students performing at or above the norm in both Math and Reading by the end of the academic year compared to the previous year. This indicates that interventions and instructional supports may be effective in helping struggling students catch up.
- **Increase in Students Meeting Grade Level Standards:** In both Math and Reading, there's an increase in the percentage of students meeting grade level standards in the STAAR assessments from the previous year. This suggests that the curriculum alignment with state standards and targeted interventions might be contributing positively to student achievement.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Significant disparities in STAAR Reading and Math performance among different demographic groups.

Root Cause: Inequities in access to quality instructional resources and support, particularly for SPED, Economically Disadvantaged, and Emergent Bilingual students.

Problem Statement 2: Lower growth in MAP Reading scores in the upper grades.

Root Cause: Potential lack of engagement or difficulty with more complex reading materials and comprehension strategies.

Problem Statement 3: Low percentage of students at or above norm in MAP Reading.

Root Cause: Early literacy interventions may not be as effective or consistently implemented, leading to reading difficulties as students progress.

School Processes & Programs

School Processes & Programs Summary

- **Professional Learning Communities (PLCs)**
- **Equity Centered Culture**
- **Strong Campus Morale**
- **Parent and Family Engagement**
- **Instructional Leadership Team (ILT)**

School Processes & Programs Strengths

1. Professional Learning Communities (PLCs):

- **Collaboration:** Our school boasts highly effective PLCs where teachers collaborate regularly to plan instruction, analyze student data, and share best practices. This collaboration ensures consistent and high-quality instruction across grade levels.
- **Professional Development:** Ongoing professional development is embedded in our PLC meetings, fostering continuous learning and improvement among staff.
- **Data-Driven Decision Making:** PLCs utilize data to inform instructional practices, identify student needs, and implement targeted interventions, leading to improved student outcomes.

2. Equity-Centered Culture:

- **Inclusive Practices:** Our school is committed to equity and inclusivity, ensuring that all students, regardless of their background, have access to high-quality education and support services.
- **Cultural Competency:** Staff members are trained in cultural competency, allowing them to effectively support and engage with our diverse student population.
- **Equity Initiatives:** We have implemented various equity initiatives aimed at closing achievement gaps and providing additional resources and support to historically underserved students.

3. Strong Campus Morale:

- **Positive School Climate:** Our school environment is welcoming, supportive, and positive, contributing to high morale among staff and students.
- **Recognition Programs:** We have robust recognition programs in place to celebrate the achievements and contributions of both students and staff, fostering a sense of community and belonging.
- **Supportive Leadership:** Our leadership team is approachable and supportive, prioritizing the well-being and professional growth of all staff members.

4. Student Achievement:

- **Consistent Growth:** Our students show consistent academic growth, with particularly strong performance in foundational skills and early grades.
- **Targeted Interventions:** We employ targeted interventions and support programs to address areas of need, ensuring that all students have the opportunity to succeed.
- **Comprehensive Curriculum:** Our curriculum is rigorous and comprehensive, aligned with state standards and designed to meet the diverse needs of our student population.

5. Strong Parent and Family Engagement:

- **Active Parent Involvement:** We have a highly engaged parent community, with active participation in school events, committees, and decision-making processes.

- **Communication:** Effective and transparent communication channels are maintained between the school and families, fostering trust and collaboration.
- **Family Support Programs:** We offer a variety of programs and resources to support families, including workshops, family nights, and access to community services, ensuring that parents are well-equipped to support their children's education.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Variability in the implementation of data-driven decision-making across different PLCs.

Root Cause: Inconsistent training and support for teachers on how to effectively analyze and utilize data to inform instruction and interventions.

Problem Statement 2: Achievement gaps persist among historically underserved student populations.

Root Cause: Equity initiatives may not be fully integrated into everyday classroom practices, and additional resources and support may be insufficient to address the needs of these students.

Problem Statement 3: Recognition programs may not adequately acknowledge the efforts of all staff members.

Root Cause: Current recognition initiatives might not be inclusive enough to celebrate the diverse contributions of all staff, leading to some feeling undervalued.

Problem Statement 4: Some targeted interventions are not yielding the expected improvement in student performance.

Root Cause: Interventions may not be sufficiently differentiated or monitored to ensure they are meeting the specific needs of each student.

Problem Statement 5: Not all parents feel equally involved or informed about their child's education.

Root Cause: Communication channels, while effective, may not reach all families consistently, especially those who may face language barriers or other challenges.

Perceptions

Perceptions Summary

Surveys, Interviews, & Focus Groups:

Parents: Surveys and focus groups reveal that parents appreciate the school's commitment to high academic standards and inclusive practices. However, some parents expressed a desire for more frequent and detailed communication about their child's progress and school events.

Staff: Staff surveys indicate strong satisfaction with the professional development opportunities and the supportive leadership. Some staff members, however, feel that there is room for improvement in workload management and recognition programs.

Parent Engagement Evaluations/Feedback & Participation Levels:

Engagement Levels: Participation in parent-teacher conferences, school events, and volunteer opportunities is increasing.

Feedback: Parents appreciate the family nights, finding them valuable for understanding how to support their children's learning at home. However, some parents have suggested offering more varied times for events to accommodate different schedules.

Culture, Climate, Values, Beliefs:

Positive School Climate: Coleman is known for its welcoming, supportive, and positive environment. Surveys and interviews indicate that both staff and students feel safe and valued.

Shared Values: There is a strong emphasis on respect, responsibility, and inclusivity. These values are consistently reinforced through Coleman's policies and practices.

Cultural Competency: Ongoing efforts to enhance cultural competency are recognized and valued by the school community, though there is a call for more continuous training.

Community Partnerships and Volunteer Data:

Partnerships: The school has established some partnerships with local businesses and community organizations, enhancing educational opportunities and resources for students.

Volunteer Involvement: Volunteer participation is a challenge, with community members sometimes contributing to school events and extracurricular activities.

Staff Surveys/Feedback:

Professional Development: Staff express high satisfaction with the professional development embedded in PLCs, appreciating the focus on continuous improvement.

Supportive Environment: Feedback consistently highlights the supportive leadership and positive school climate as major strengths.

Areas for Improvement: Some staff members have indicated a need for better workload management and more comprehensive recognition programs.

Communication Data:

Effectiveness: Communication channels, including newsletters, emails, and weekly wrap ups/agendas, are generally effective in keeping staff and families informed. However, there is feedback suggesting the need for more timely and detailed updates.

Accessibility: Efforts to ensure communications are accessible to all families, including those with language barriers, have been noted.

Staff Retention:

High Retention Rates: The school enjoys high staff retention rates, attributed to the supportive work environment and strong professional development opportunities.

Retention Challenges: The primary challenges to retention include workload management and the need for more comprehensive recognition of staff efforts.

This perceptions summary highlights the strengths and areas for improvement in our school's processes and programs. By addressing the feedback and concerns raised by various stakeholders, we can continue to foster a supportive and effective educational environment for all members of our school community.

Perceptions Strengths

Perceptions Strengths Summary

Surveys, Interviews, & Focus Groups:

- **Parents:**
 - **Commitment to High Standards:** Parents appreciate the school's dedication to high academic standards and inclusive practices, recognizing the efforts to provide a quality education for all students.
 - **Inclusive Practices:** The school's commitment to inclusivity is highly valued, ensuring all students feel welcome and supported.
- **Staff:**
 - **Professional Development:** Staff express strong satisfaction with the professional development opportunities, particularly the embedded training within PLCs, which fosters continuous learning and improvement.
 - **Supportive Leadership:** The leadership team's supportive approach is consistently highlighted as a significant strength, contributing to a positive work environment.

Parent Engagement Evaluations/Feedback & Participation Levels:

- **Engagement Levels:** Increasing participation in parent-teacher conferences, school events, and volunteer opportunities reflects growing parental involvement and investment in the school community.
- **Family Nights:** Parents find family nights valuable for learning how to support their children's education at home, appreciating the practical insights and resources provided.

Culture, Climate, Values, Beliefs:

- **Positive School Climate:** Coleman Elementary is known for its welcoming, supportive, and positive environment, where both staff and students feel safe and valued.
 - **Shared Values:** The school consistently reinforces respect, responsibility, and inclusivity through its policies and practices, fostering a cohesive and supportive community.
 - **Cultural Competency:** Ongoing efforts to enhance cultural competency are recognized and valued, with the school community appreciating the focus on creating an inclusive environment.

Community Partnerships and Volunteer Data:

- **Partnerships:** The establishment of partnerships with local businesses and community organizations has enriched educational opportunities and resources for students,

providing valuable external support.

- **Volunteer Involvement:** While volunteer participation is a challenge, the contributions from community members to school events and extracurricular activities are appreciated and beneficial.

Staff Surveys/Feedback:

- **Professional Development:** High satisfaction with professional development opportunities, particularly those embedded within PLCs, underscores the school's commitment to staff growth and continuous improvement.
- **Supportive Environment:** The supportive leadership and positive school climate are major strengths, contributing to a collaborative and encouraging work environment.

Communication Data:

- **Effectiveness:** Communication channels, including newsletters, emails, and weekly wrap-ups/agendas, are generally effective in keeping staff and families informed.
- **Accessibility:** Efforts to make communications accessible to all families, including those with language barriers, are acknowledged and valued.

Staff Retention:

- **High Retention Rates:** High staff retention rates are a testament to the supportive work environment and strong professional development opportunities provided by the school.
- **Supportive Environment:** The positive school climate and supportive leadership contribute significantly to staff retention and overall job satisfaction.

By building on these strengths and addressing identified areas for improvement, Coleman Elementary can continue to foster a supportive and effective educational environment for all members of its community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents desire more frequent and detailed communication about their child's progress and school events.

Root Cause: Existing communication channels may not be providing timely and detailed updates, leading to gaps in information for parents.

Problem Statement 2: Some staff feel overwhelmed by their workload and seek more comprehensive recognition programs.

Root Cause: While professional development and supportive leadership are strong, there may be insufficient systems in place to manage workload effectively and recognize staff efforts comprehensively.

Problem Statement 3: Staff and students call for more continuous training on cultural competency.

Root Cause: While efforts to enhance cultural competency are valued, the training provided may not be ongoing or in-depth enough to meet the community's needs.

Problem Statement 4: Volunteer participation is a challenge, affecting support for school events and extracurricular activities.

Root Cause: There may be insufficient outreach or engagement strategies to attract and retain community volunteers, leading to lower levels of volunteer involvement.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Class size averages by grade and subject
- School safety data

Employee Data

- 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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Action research results

Goals

Goal 1: Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

Performance Objective 1: Guarantee that every student is provided a high-quality curriculum, data-driven instruction, and standards-based assessment to ensure continuous growth and high levels of achievement.

Evaluation Data Sources: Student benchmarks, Unit Assessments, formative assessments, and STAAR test scores will improve.

Parent and teacher surveys on technology usage in the classroom will show an increase in knowledge and technological capabilities of students.

Strategy 1 Details	Reviews			
Strategy 1: Provide materials and opportunities for hands-on curriculum related experiences including: Science lab, computer lab, and field studies. Strategy's Expected Result/Impact: Students will gain real world experience that will help them be successful in the classroom now, and in their future. Staff Responsible for Monitoring: Campus Admin., Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide technology in the classroom including students chrome books to allow students adequate exposure and opportunities to create and utilize the Internet and other technological means. Strategy's Expected Result/Impact: Students will learn how to efficiently operate chrome books. Students will be prepared for their future in college, military, or career field. Staff Responsible for Monitoring: Technology Director, Technology curriculum specialists, Campus Admin., Staff	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

Performance Objective 2: Monitor student progress by tracking performance data and other outcome-based evidence within a system of shared accountability.

Strategy 1 Details	Reviews			
Strategy 1: Eduphoria will be used to monitor student's performance on Unit Assessments, Benchmarks, and STAAR tests. Students will be grouped by skill for WIN time intervention groups. Strategy's Expected Result/Impact: Student scores will improve on Unit Assessments, Benchmarks, and STAAR Tests Staff Responsible for Monitoring: Campus Admin., Staff members, Team Leaders	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Students will graduate with the knowledge and skills required to be successful in college, military, or a career field.

Performance Objective 3: Provide systemic academic interventions, enrichment, and pathways aimed at supporting the diversity of our student body.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will continually look at data to sort students by skill and need for WIN time intervention groups. Students who have already mastered grade level TEKS will be placed into an enrichment group. This group will be project based and the teachers will continue to challenge the students to reach their full potential. Strategy's Expected Result/Impact: Student gaps will be closed and student growth will be shown on benchmarks, Unit Assessments, formative assessments, and STAAR tests. Staff Responsible for Monitoring: Campus Admin., Staff	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: All students will have skilled teachers, effective support staff, and sufficient resources to support high levels of achievement.

Performance Objective 1: Recruit, select, assign, and retain highly-qualified educators and support staff.

Evaluation Data Sources: Walk throughs, Evaluations, Summative Evaluations, Teacher retainment.

Student achievement and growth on Unit Assessments formative assessments, Benchmarks, screeners, and STAAR Test when applicable.

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development for RLA teachers in the Science of Reading and Daily 5. Provide professional development for Math teachers in Stemscopecs. Provide opportunities for teachers to visit classrooms who have successful programs in place and time for planning and organizing classrooms for successful implementation. Schedule periodic meetings for teachers to meet with district level curriculum specialists. Teachers will work on vertical alignment by meeting across grade levels 4 times a year. Strategy's Expected Result/Impact: 85% of all students will be reading at or above grade level by the end of the 2019-2020 school year. 85% of all students will be working at or above grade level in math by the end of the 2019-2020 school year. Staff Responsible for Monitoring: Classroom Teachers, ESL and Special Education Teachers, District Curriculum Specialists, Principal, Assistant Principal, Campus Curriculum Specialists, aide	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: All students will have skilled teachers, effective support staff, and sufficient resources to support high levels of achievement.

Performance Objective 2: Allocate resources with a specific focus on instructional improvement and increasing student achievement.

Strategy 1 Details	Reviews			
Strategy 1: Provide funding for registration fees and travel expenses to allow teachers and administrators to attend professional conferences and professional developments. Strategy's Expected Result/Impact: Needs assessment, Walk throughs, Evaluations and surveys will improve by sending teachers to effective professional development trainings. Staff Responsible for Monitoring: Campus Admin., Staff members	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide teachers and staff with the necessary time and resources to successfully plan and implement effective lessons. Also, ensure that WIN time is effectively meeting all students' identified needs. Strategy's Expected Result/Impact: Staff surveys, Evaluations, Walk throughs, Students' reading and math grades will improve on benchmarks, CBAs, formative assessments, and STAAR tests where applicable. Staff Responsible for Monitoring: Campus Admin., Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Grade level teams will have PLCs weekly to disaggregate data, plan effective lessons, create and adjust WIN time groups, and share ideas with each other. Strategy's Expected Result/Impact: Students' reading and math grades will improve on benchmarks, CBAs, formative assessments, and STAAR tests where applicable. Staff Responsible for Monitoring: Campus Admin., Team Leaders, Curriculum Support Staff from C.O.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: All students will have a safe, supportive, and highly effective learning environment.

Performance Objective 1: Implement practices and procedures to support a safe environment characterized by high expectations, mutual respect, positive teacher-student relationships, and a focus on teaching and learning.

Strategy 1 Details	Reviews			
Strategy 1: Guidance and counseling program will be in place to provide all classes with a monthly lesson character trait. Small group counseling will be utilized for specific situations. One-on-one counseling sessions will be conducted as needed. School wide assemblies to help eliminate bullying. Strategy's Expected Result/Impact: Parent and teacher survey results. Amount of discipline referrals will go down. Staff Responsible for Monitoring: Counselor, Campus Admin.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Monthly fire drills, severe weather drills, safety protocol practice, and safety inspections are consistently done. Fire department comes out in October to present a fire safety program for whole school. Strategy's Expected Result/Impact: Report from fire department and police department. Timing of fire drills and evacuation drills. All logs kept by assistant principal Staff Responsible for Monitoring: Campus Admin. , Fire Department, Police Department	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Monitoring security cameras throughout the day and using video footage to identify potential security concerns so they can be addressed in a timely manner. Strategy's Expected Result/Impact: Behavior documentation improved with surveillance available. Staff Responsible for Monitoring: Campus Admin., Office staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Create an atmosphere of professionalism and mutual respect where all staff members are given opportunities to provide input. Strategy's Expected Result/Impact: Staff survey results are positive. Staff Responsible for Monitoring: Campus Admin. Staff,	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: All students will have a safe, supportive, and highly effective learning environment.

Performance Objective 2: Ensure that district policies and procedures are student-centered, equitable, consistently enforced, and data-driven.

Strategy 1 Details	Reviews			
Strategy 1: Align all teacher evaluations including walk throughs and T-TESS with clearly defined district goals and expectations. Meet with teachers regularly throughout the year to discuss evaluation data and make adjustments as needed to assist with instruction. Strategy's Expected Result/Impact: Student performance will increase on Benchmarks, CBAs, Screeners, and STAAR Test where applicable. Staff Responsible for Monitoring: Campus Admin.	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Cleburne ISD will engage families and the school community to create a network of student support, investment, and high expectations.

Performance Objective 1: Work in collaboration with students, parents, and community members to ensure everyone is welcomed, respected, and valued.

Evaluation Data Sources: Campus Administration, Staff, Site based decision making team, Teachers, and staff.

Strategy 1 Details	Reviews			
Strategy 1: Include community and business partners in planning of campus events and recognize them for their ongoing support and donations to our campus. Strategy's Expected Result/Impact: Donations will aide in ensuring that the needs of all of our students and staff are being met. Staff Responsible for Monitoring: Campus Administration, counselor, Site base decision making team, teachers and staff.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide multiple opportunities for parent volunteers to be actively involved on the campus. Recognize volunteers for their time and dedication. Strategy's Expected Result/Impact: Parent surveys, parent participation. Staff Responsible for Monitoring: Campus Administration, counselor, team leaders	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Plan parent nights throughout the year. Pair events with academic themes, social opportunities, and fine arts presentations. Offer events at various times to accommodate parent work schedules. Strategy's Expected Result/Impact: Parent and community participation. Staff Responsible for Monitoring: Campus Admin., counselor, staff members	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Organize and plan fundraisers to increase community and parent involvement in campus initiatives and goals. Strategy's Expected Result/Impact: Surveys, Parental participation in fundraisers, Results of fundraisers. Staff Responsible for Monitoring: Campus Admin., PTA	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Schedule a Title 1 annual meeting with parents and guardians. Strategy's Expected Result/Impact: Parental involvement will increase. Parent surveys will show a positive result for campus communication. Staff Responsible for Monitoring: Campus Admin., Title 1 Staff members	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: On-going educational pamphlets for families on healthy eating and fitness through food services guidelines and information will be sent home. Participation in fun runs and family nights will be ongoing. Strategy's Expected Result/Impact: Parent participation in events will increase. Staff Responsible for Monitoring: Campus Admin., Staff, P.E. teacher, nurse	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Provide parents with contact information for community resources to acquire necessary shots for their children. Strategy's Expected Result/Impact: Students will receive the necessary shots in time for them to start the school year. Staff Responsible for Monitoring: Nurse, Registrar	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Cleburne ISD will engage families and the school community to create a network of student support, investment, and high expectations.

Performance Objective 2: Pursue quality partnerships with parents and community to provide a system of support and communication between all stakeholders.

Strategy 1 Details	Reviews			
Strategy 1: Teachers and Stakeholders will be encouraged to join and to participate in PTA. Events and meetings will be posted publicly on Facebook and school PTA web pages. Strategy's Expected Result/Impact: PTA membership will increase. Parent involvement will increase. Staff Responsible for Monitoring: PTA, Campus Admin. Staff	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Coleman will update it's web page and Facebook page with events, pictures and helpful information in English and Spanish (as needed.) Strategy's Expected Result/Impact: Positive communication results on parent survey, Parent involvement and attendance at events will increase. Staff Responsible for Monitoring: Principal, Campus web page designee, Facebook page designee	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Ensure parents have ample access to administrators and teachers with whom they can communicate in their native language. Strategy's Expected Result/Impact: Parental involvement will increase. Staff Responsible for Monitoring: Campus Office Support Staff, Campus Admin. , Staff	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Coleman Elementary School

Total SCE Funds: \$55,217.00

Total FTEs Funded by SCE: 1.5

Brief Description of SCE Services and/or Programs

ESSER funds have also been used to provide student intervention. 4 FTE's cost approximately \$245,519.00.

Personnel for Coleman Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bowers	EL Specialist	0.5
Guzman	Computer Aide	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Sherri Cowan	Math Specialist	Title I, Part A	1.0

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
Recruiting Teachers and Paraprofessionals	Allen Roberts	10/10/2024	Christopher Jackson	9/30/2024