

**Splendoria Independent
School District**

**Coleman 6th Grade
Campus**

**2025-2026
Campus
Improvement Plan**

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Comprehensive Needs Assessment

Student Learning & Progress

Summary

As we begin establishing our new campus, it is imperative that we lay a strong foundation for student learning and progress. To achieve this, we are committed to designing our curriculum and instructional strategies to align deeply with the Texas Essential Knowledge and Skills (TEKS). By posting these objectives, we aim to ensure that both educators and students are consistently aware of the learning objectives and expectations. This approach will support our first pillar, which focuses on fostering an environment where student learning and progress are at the forefront of our educational mission. Through this alignment, we will be able to provide a clear roadmap for academic success and ensure that our students are equipped with the knowledge and skills necessary to thrive. We will continually teach students to celebrate all the small gains and continue to take risks in order to foster a growth mindset.

As this is a new campus bringing together students and staff from multiple schools, there will be a strong focus on aligning teaching practices to support consistent learning and student progress.

Strengths

[Campus Needs Assessment Notes](#)

Barriers Identifying Student Learning & Progress Needs

Barrier	Root Cause
<p data-bbox="152 275 196 426">1 ★</p> <p data-bbox="272 268 829 327">Establishing clear instructional expectations that align with the TEKs and support student learning.</p>	<p data-bbox="902 268 1474 327">Opening a new campus, all staff will have different instructional expectations.</p>

★ = Priority

Student Readiness

Summary

As part of our commitment to nurturing student readiness, we will focus on strategically integrating technology into our weekly lesson plans. By doing so, we aim to enhance the learning experience, making it more interactive and relevant to the digital age. This approach not only supports the development of critical thinking and problem-solving skills but also prepares our students to navigate and thrive in an increasingly technology-driven world. Through the thoughtful incorporation of digital tools and resources, we are dedicated to fostering an environment where students are actively engaged and motivated to learn.

-We will regularly use district initiatives to implement technology into lesson design weekly

-Career Exploration class- will have a technology component

-Library- We have a media specialist who will work directly with students to support learning in the classroom utilizing academic technology.

Strengths

We are a new campus and this year will be the first year. We are working on hiring and recruiting high-quality staff members to implement district initiatives effectively.

Barriers Identifying Student Readiness Needs

Barrier	Root Cause
<p>1 ★</p> <p>Students do not have access to hands-on devices in every classroom. The campus only has about 200 student devices on campus to share among 450 students.</p>	<p>Budget</p>
<p>2 ★</p> <p>Teachers do not regularly incorporate technology into their weekly lesson plans.</p>	<p>There is a lack of student devices on campus. They have to be shared among multiple classrooms. There is also a need for additional professional development that intentionally supports teachers in integrating technology into their lesson design.</p>

★ = Priority

Safety & Well-Being

Summary

To effectively address this pillar, which focuses on safety and well-being, we are committed to integrating regular social-emotional lessons into our WIN class curriculum. These lessons are designed to equip students with the necessary skills to manage their emotions, build healthy relationships, and make responsible decisions. Additionally, our guidance counselor will conduct targeted guidance lessons that further reinforce these concepts, ensuring that our students have a supportive environment where their emotional and social needs are prioritized. Through these initiatives, we aim to foster a school culture that values and promotes the overall well-being of every student.

Strengths


According to survey data from Spring of 2025, 55% of parents indicated that the school effectively ensures social/emotional wellness and physical safety for all students. In addition, staff members indicate that social and emotional wellness is 80% effectively implemented for 6th grade students.

- Capturing Kids Hearts
- Trusted adults
- Restorative practices
- Affirmations

Barriers Identifying Safety & Well-Being Needs

Barrier	Root Cause
<p data-bbox="152 275 196 359">1</p> <p data-bbox="160 384 204 426">★</p> <p data-bbox="272 268 808 359">About 45% of parents and 20% of staff indicate there is room for growth in supporting students social and emotional needs.</p>	<p data-bbox="902 268 1490 359">Communication, addressing specific student needs/ concerns as they arise through directly targeted instruction</p>

★ = Priority



Priority Problem Statements

Barrier

Root Cause

1
★

Establishing clear instructional expectations that align with the TEKs and support student learning.

Opening a new campus, all staff will have different instructional expectations.

2
★

Teachers do not regularly incorporate technology into their weekly lesson plans.

There is a lack of student devices on campus. They have to be shared among multiple classrooms. There is also a need for additional professional development that intentionally supports teachers in integrating technology into their lesson design.

3
★

About 45% of parents and 20% of staff indicate there is room for growth in supporting students social and emotional needs.

Communication, addressing specific student needs/ concerns as they arise through directly targeted instruction

4
★

Students do not have access to hands-on devices in every classroom. The campus only has about 200 student devices on campus to share among 450 students.

Budget

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- Local benchmark or common assessments data
- Observation Survey results

Student Data: Behavior and Other Indicators

- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data



Pillars

Pillar 1 Student Learning & Progress

Key Question 1

To what degree are all students demonstrating growth?

System Response (Goal) 1

Teachers will integrate communicated learning objectives and essential questions into their weekly lesson plans, ensuring consistent implementation. The learning/content objective will be aligned to the TEK, the language objective aligned to the ELPS, and the essential question will be written in the form of a STAAR stem and posted daily.

Evidence of Success: Students will be able to answer the essential questions (language objective) in each class at least once a week in order to demonstrate understanding of the aligned learning objective.

Staff Responsible: All instructional staff

Barriers: Student Learning & Progress 1

Formative Reviews

On Track

October

January

March

June

Strategy 1

Student responses to essential questions (language objectives) will be reviewed and discussed during weekly PLC meetings and/or reviewed with team members in order to drive instruction for the following week/lesson.

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Instructional Coach and Principals

Date(s) / Timeframe: Weekly review

Collaborating Departments: All core departments- ELAR, Science, World Cultures, and Math

Delivery Method: Collaborative conversations in PLC

Staff Responsible: All core teachers and leadership staff

Action Steps: Plan PLC on the calendar early and set meeting agendas ahead of time

Strategy 2

The leadership team will conduct a minimum of 15 walk-throughs each week to intentionally look for posted learning objectives and language objectives (essential questions).

Intended Audience: Teachers

Provider / Presenter / Person Responsible: Principal, Assistant Principal, and Instructional Coach

Date(s) / Timeframe: Weekly walk-throughs, with a weekly review with the leadership team

Collaborating Departments: All departments

Delivery Method: Formal walk-throughs- in Eduphoria and coaching cycles-with the Instructional Coach

Staff Responsible: Principal, Assistant Principal, and Instructional Coach

Action Steps: Plan daily walk-throughs and weekly leadership meetings to debrief

Strategy 3

All core teachers will participate in regular data meetings (at least once per grading period) to analyze student performance data, identify instructional gaps, and implement targeted instructional adjustments. Evidence of successful implementation will be reflected in PLC notes, student work samples, and improved assessment outcomes such as MAP, SBAs, TELPAS, and STAAR.

Intended Audience: All core teachers

Provider / Presenter / Person Responsible: Principals and instructional coach

Date(s) / Timeframe: At least once a grading period

Collaborating Departments: All core subjects (Math, Reading, Science, SS)

Delivery Method: PLC

Staff Responsible: All core teachers and leadership staff

Action Steps: Plan ahead and schedule data meetings regularly

Key Question 1 Barriers Identifying Student Learning & Progress

Barrier

Root Cause

1

Establishing clear instructional expectations that align with the TEKS and support student learning.

Opening a new campus, all staff will have different instructional expectations.

Key Question 2

To what degree are we using the data and developing a personalized learning environment to impact instruction for all students?

Pillar 2 Student Readiness

Key Question 1

To what degree are we identifying and utilizing students' strengths and talents to fulfill their hopes and dreams?

Key Question 2

To what degree are we preparing students for life readiness?

System Response (Goal) 1

Students will be exposed to a variety of digital programs at least once a week in each core subject through high-quality, engaging learning experiences and intentionally designed instructional strategies.

Evidence of Success: Exposure to technology will be tracked through lesson plans, student participation data, walk-through data, and teacher implementation of district initiatives.

Staff Responsible: All staff

Barriers: Student Readiness 2

Formative Reviews

On Track

October

January

March

June

Strategy 1

Exposure to technology will be tracked through lesson plans and walk-through data.

Intended Audience: Teacher and students

Provider / Presenter / Person Responsible: Teachers presenting technology, and the leadership team monitoring implementation

Date(s) / Timeframe: Weekly

Collaborating Departments: All core departments

Delivery Method: PLC, Walk-through data (Eduphoria), Coaching Cycles

Staff Responsible: Teachers and the leadership team

Action Steps: Weekly PLC will be scheduled with technology on the agenda implementation and next steps

Key Question 2 Barriers Identifying Student Readiness

Barrier

Root Cause

2

Teachers do not regularly incorporate technology into their weekly lesson plans.

There is a lack of student devices on campus. They have to be shared among multiple classrooms. There is also a need for additional professional development that intentionally supports teachers in integrating technology into their lesson design.

Pillar 3 Engaged, Well-Rounded Students

Key Question 1

To what degree do students demonstrate noble actions?

Key Question 2

To what degree do students utilize opportunities provided by the district to take initiative and advance personal growth?

Pillar 4 Community Engagement & Partnerships

Key Question 1

To what degree does our community have opportunities to partner with the school district?

Key Question 2

To what degree are stakeholders adequately informed and able to interact with SISD personnel?

Pillar 5 Professional Learning & Quality Staff

Key Question 1

To what degree do our recruitment and retention strategies align with the district's strategic plan?

Key Question 2

To what degree are we inducting new employees into our learning organization?

Key Question 3

To what degree do we provide personalized professional learning that promotes reflection, enhances instructional quality, and builds staff capacity?

Pillar 6 Fiscal & Operational Systems

Key Question 1

To what degree are all facilities well-maintained and conducive to learning?

Key Question 2

To what degree do staff have access to resources necessary to fulfill the strategic plan?

Key Question 1

To what degree do our students and staff feel safe at school?

System Response (Goal) 1

The campus will establish a system that promotes consistent student attendance by fostering a safe, supportive, and inclusive school environment where students and staff feel valued and connected. By the end of the school year, the campus will maintain an average daily attendance rate of 96% or higher and show improvement on school climate survey indicators related to safety and belonging (ex: Students will report that they have a trusted adult on campus and they feel safe at school).

Evidence of Success: Attendance rate above 60%, reduction in chronic absenteeism, positive feedback on climate surveys related to safety and belonging

Staff Responsible: All staff

Formative Reviews

On Track

October

January

March

June

Strategy 1

Utilize district initiatives such as CHAMPS and CKH to regularly greet students, build relationships, implement "good things" daily in class, and promote a positive school culture around campus.

Intended Audience: All students

Provider / Presenter / Person Responsible: All staff

Date(s) / Timeframe: Daily

Collaborating Departments: All departments

Delivery Method: Directly engaging with students

Staff Responsible: All staff

Action Steps: All teachers will greet students at their door each class period, each class will have a social contract, and teachers will plan "good things" in lesson design.

Strategy 2

A campus-wide attendance incentive bracket will be implemented every 9 weeks in order to positively engage students in the mornings to encourage attendance and arriving at school before the 1st tardy bell.

Intended Audience: Students

Provider / Presenter / Person Responsible: The leadership team will create a bracket every 9 weeks (ex: favorite fast food, beverages, etc), and students are only able to vote first thing in the morning during breakfast.

Date(s) / Timeframe: Students can vote daily, and a new bracket is created every 9 weeks.

Collaborating Departments: All departments can participate.

Delivery Method: Morning announcements will be made to update the bracket, and there will be a bulletin board in a central location

Staff Responsible: The leadership team will be responsible for updating the bracket. All staff are encouraged to be a part of the bracket.

Action Steps: Schedule brackets and announcements regularly. Encourage teachers to get involved in the bracket and get student input on what they want to see the winner (and losers) receive at the end of the 9 weeks (ex: trophy, teachers pied, administrators taped to the wall, teacher dance off, etc.)

Key Question 2

To what degree do we ensure social well-being for all students?

System Response (Goal) 1

Students will be exposed to monthly lessons focused on emotional well-being, social awareness, and cultural responsiveness through WIN class and guidance lessons in order to foster a culture of safety, engagement, and growth.

Evidence of Success: Student surveys measuring emotional safety and support will be administered every 9 weeks to be assessed by multiple committees to ensure fidelity of lessons and plan next steps.

Staff Responsible: All staff

Barriers: Safety & Well-Being 1

Formative Reviews

On Track

October

January

March

June

Strategy 1

There will be pre-planned SEL lessons provided to teachers every 9 weeks to teach during

WIN.

Intended Audience: Teachers and students

Provider / Presenter / Person Responsible: Counselor

Date(s) / Timeframe: Every 9 weeks

Collaborating Departments: All departments will implement lessons

Delivery Method: Email

Staff Responsible: Counselor will provide lessons

Action Steps: Plan which days will be SEL lesson days for each 9 weeks.

Key Question 2 Barriers Identifying Safety & Well-Being

Barrier

Root Cause

1

About 45% of parents and 20% of staff indicate there is room for growth in supporting students social and emotional needs.

Communication, addressing specific student needs/concerns as they arise through directly targeted instruction

Key Question 3

To what degree do we ensure social well-being for all staff?