Midland Independent School District

Coleman High

2026-2027 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.

Table of Contents

Comprehensive Needs Assessment 4
Demographics 4
Student Learning 7
School Processes & Programs 9
Perceptions 11
Priority Problem Statements 14
Comprehensive Needs Assessment Data Documentation 15
Goals 17
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. 17
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. 33
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. 39
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). 50
Policies, Procedures, and Requirements 52

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: 59%
- White: 32%
- Black/African American: 6%
- Two or More Races: 2%
- Economically Disadvantaged: 64%
- English Learners: 6%
- Students Receiving Special Education Services: 8%
- 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: 79%
- 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. 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 ADA percentage dropped 8 percentage points during the 2025-2026 school year. 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 67% in the most recent school year. Biology performance continues to be a highlight, growing from 64% to a 90% passing rate this year.

English I and English II have also shown long-term growth, with English I increasing from 26% to 56%, and English II improving from 26% to 56% over the same period. US History has remained consistently strong, with this year's passing rate at 93%, 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. We saw Meets/Masters increases from 2024-2025 to 2025-2026 in Algebra I from 3% to 12.5% and English I from 33% to 35%.

College, Career, and Military Readiness (CCMR) remains a key area of focus. Students meet CCMR standards through TSIA2 or Texas College Bridge coursework. Notably, 100**% of the Class of 2026** graduated having met at least one CCMR indicator.

Student Learning Strengths

Students at Viola M. Coleman High School have demonstrated significant academic growth and achievement over the past four years, reflecting the effectiveness of targeted interventions, instructional supports, and a strong commitment to student success.

A major strength is the consistent improvement in End-of-Course (EOC) performance across multiple content areas. Algebra I achievement has more than doubled, increasing from 28% to 67%, while Biology continues to be a standout area with a 90% passing rate this year, up from 64% four years ago. English Language Arts performance has also shown substantial growth, with both English I and English II improving from 26% to 56% passing rates. Additionally, US History remains a strong area of student achievement, reaching a 93% passing rate this year.

Beyond overall passing rates, students are beginning to demonstrate higher levels of academic performance. The percentage of students achieving the Meets and Masters grade-level standards increased in key subjects, including Algebra I, which grew from 3% to 12.5%, and English I, which increased from 33% to 35%. These gains indicate that more students are moving beyond basic proficiency and demonstrating deeper understanding of grade-level content.

College, Career, and Military Readiness is another significant strength of the campus. Through successful completion of TSIA2 benchmarks and Texas College Bridge coursework, 100% of the Class of 2026 graduated meeting at least one CCMR indicator. This achievement demonstrates the school's commitment to ensuring students leave Coleman prepared for success in postsecondary education, the workforce, or military service.

Overall, the data reflects a positive trend of increasing student achievement, strong performance in science and social studies, growing success in English and mathematics, and exceptional outcomes in postsecondary readiness.

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 declined in the percentage of students reaching Meets or Masters.
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

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 ADA percentage dropped 8 percentage points during the 2025-2026 school year. 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: Biology and US History scores are high at the Approaches level but declined in the percentage of students reaching Meets or Masters.

Root Cause 4: 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 4 Areas: Student Learning

Problem Statement 5: 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 5: Students have not been adequately prepared to take the TSIA2 exams in math and English.

Problem Statement 5 Areas: School Processes & Programs

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
- 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
- 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-PESS data

Parent/Community Data

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

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 34% to 37% by June 2027.
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 2027. (First-time testers)

High Priority

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

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** Students practicing writing across all content areas will enhance students' understanding of subject-specific concepts and foster language development **Staff Responsible for Monitoring:** PLC Leads, Instructional Coach, teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** Enrichment activities and best practices will allow students to show greater achievement on their EOC. **Staff Responsible for Monitoring:** Principal, Consultant, Team Lead, English Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: The English Department Lead Teacher will meet with admin bi-weekly to analyze data and assign actions to be carried out in PLCs or through individual coaching. **Staff Responsible for Monitoring:** Principal, Department Lead **Problem Statements:** Student Learning 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Teachers will implement high-leverage Teach Like a Champion instructional techniques to increase student engagement, strengthen academic discourse, check for understanding, and provide immediate corrective feedback. **Strategy's Expected Result/Impact:** Consistent implementation of TLAC techniques and standards-aligned backwards planning will increase the percentage of all students, including first-time testers and students with dyslexia, who demonstrate mastery and achieve Meets Grade Level Performance or above on the EOC. **Problem Statements:** Student Learning 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

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 34% to 40% by June 2027.
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 2027. (First-time testers)

High Priority

Evaluation Data Sources: STAAR/EOC

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** Students practicing writing across all content areas will enhance students' understanding of subject-specific concepts and foster language development **Staff Responsible for Monitoring:** PLC Leads, Instructional Coach, teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** Enrichment activities and best practices will allow students to show greater achievement on their EOC. **Staff Responsible for Monitoring:** Principal, Consultant, Team Lead, English Teachers **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: The English Department Lead Teacher will meet with admin bi-weekly to analyze data and assign actions to be carried out in PLCs or through individual coaching. **Staff Responsible for Monitoring:** Principal, Department Lead **Problem Statements:** Student Learning 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Teachers will implement high-leverage Teach Like a Champion instructional techniques to increase student engagement, strengthen academic discourse, check for understanding, and provide immediate corrective feedback. **Strategy's Expected Result/Impact:** Consistent implementation of TLAC techniques and standards-aligned backwards planning will increase the percentage of all students, including first-time testers and students with dyslexia, who demonstrate mastery and achieve Meets Grade Level Performance or above on the EOC. **Problem Statements:** Student Learning 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

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 12% to 15% by June 2027.
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 2027. (First time testers)

High Priority

Evaluation Data Sources: EOC scores, PLC data

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Algebra teachers will collaborate with the Instructional Coach as well as hired consultants in order to develop and improve best instructional practices. **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. **Staff Responsible for Monitoring:** Principal, Instructional Coach, PLC Leads **Title I:** 2.51, 2.52, 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: The Math Department Lead Teacher will meet with admin bi-weekly to analyze data and assign actions to be carried out in PLCs or through individual coaching. **Staff Responsible for Monitoring:** Principal, Department Lead **Problem Statements:** Student Learning 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Teachers will implement high-leverage Teach Like a Champion instructional techniques to increase student engagement, strengthen academic discourse, check for understanding, and provide immediate corrective feedback. **Strategy's Expected Result/Impact:** Consistent implementation of TLAC techniques and standards-aligned backwards planning will increase the percentage of all students, including first-time testers and students with dyslexia, who demonstrate mastery and achieve Meets Grade Level Performance or above on the EOC. **Problem Statements:** Student Learning 2				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Student Learning

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

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

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 20% to 60% by June 2027.

High Priority

Evaluation Data Sources: STAAR/EOC

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will collaborate with the Instructional Coach as well as hired consultants in order to develop and improve best instructional practices. **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. **Staff Responsible for Monitoring:** Principal, Instructional Coach, PLC Leads **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Highly effective teachers will lead staff development to create opportunities for teachers to learn enrichment strategies. **Strategy's Expected Result/Impact:** More students will be pushed beyond the expectation to simply pass **Staff Responsible for Monitoring:** Department leads, admin, instructional coach **Title I:** 2.51, 2.52, 2.53				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Teachers will implement high-leverage Teach Like a Champion instructional techniques to increase student engagement, strengthen academic discourse, check for understanding, and provide immediate corrective feedback. **Strategy's Expected Result/Impact:** Consistent implementation of TLAC techniques and standards-aligned backwards planning will increase the percentage of all students, including first-time testers and students with dyslexia, who demonstrate mastery and achieve Meets Grade Level Performance or above on the EOC. **Problem Statements:** Student Learning 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 4 Problem Statements:

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.

Problem Statement 3: Biology and US History scores are high at the Approaches level but declined in the percentage of students reaching Meets or Masters. **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.

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 42% to 60% by June 2027.

High Priority

Evaluation Data Sources: STAAR/EOC

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Teachers will collaborate with the Instructional Coach as well as hired consultants in order to develop and improve best instructional practices. **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. **Staff Responsible for Monitoring:** Principal, Instructional Coach, PLC Leads **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 3				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Highly effective teachers will lead staff development to create opportunities for teachers to learn enrichment strategies. **Strategy's Expected Result/Impact:** More students will be pushed beyond the expectation to simply pass **Staff Responsible for Monitoring:** Department leads, admin, instructional coach **Title I:** 2.51, 2.52, 2.53				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Teachers will implement high-leverage Teach Like a Champion instructional techniques to increase student engagement, strengthen academic discourse, check for understanding, and provide immediate corrective feedback. **Strategy's Expected Result/Impact:** Consistent implementation of TLAC techniques and standards-aligned backwards planning will increase the percentage of all students, including first-time testers and students with dyslexia, who demonstrate mastery and achieve Meets Grade Level Performance or above on the EOC. **Problem Statements:** Student Learning 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 5 Problem Statements:

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.

Problem Statement 3: Biology and US History scores are high at the Approaches level but declined in the percentage of students reaching Meets or Masters. **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.

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: By June 2027, 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: 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 2 Details	Reviews			
Strategy 2: Ensure identified students consistently receive and use their dyslexia accommodations across all instructional settings.	Formative			Summative
	Nov	Feb	Apr	June

 No Progress  Accomplished  Continue/Modify  Discontinue

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 88% to 90% by June 2027

High Priority

Evaluation Data Sources: EOC scores, PLC data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: PLC teams will develop a CFA calendar prior to school beginning in order to monitor progression of TEKS acquisition and mastery. **Strategy's Expected Result/Impact:** Students will show growth through consistent monitoring and data disaggregation. **Staff Responsible for Monitoring:** Instructional Coach, PLC Lead, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** This approach personalizes professional growth, supports high-impact instructional strategies, and ensures consistent monitoring and support across classrooms. **Staff Responsible for Monitoring:** Instructional Coach, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Student Learning 1, 2, 3 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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. **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. **Staff Responsible for Monitoring:** Instructional Coach, PLC Leads, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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. **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. **Staff Responsible for Monitoring:** Counselor, Principal **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: 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. **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. **Staff Responsible for Monitoring:** Principal, Secretary **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: CHS will develop a system for targeted recruitment of students for dual credit or IBC aligned courses **Strategy's Expected Result/Impact:** Students will explore avenues other than College Bridge to become CCMR **Staff Responsible for Monitoring:** Counselor **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: 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). **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. **Staff Responsible for Monitoring:** Attendance Team **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: 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. **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. **Staff Responsible for Monitoring:** Attendance Team **Title I:** 2.52 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Demographics 1				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: The office team will develop a protocol system for monitoring student attendance on a daily basis and ensuring parents are contacted **Strategy's Expected Result/Impact:** Families will know that we value their child and notice when they are not at school **Staff Responsible for Monitoring:** Office staff **Title I:** 2.52 **Problem Statements:** Demographics 1				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: The campus will implement a consistent, campuswide Teach Like a Champion instructional framework in all EOC-tested courses. **Strategy's Expected Result/Impact:** Consistent implementation of TLAC planning and instructional practices will increase the percentage of students achieving Approaches, Meets, and Masters Grade Level across all EOC-tested subjects, resulting in an increased Domain I--Student Achievement scale score by June 2027. **Problem Statements:** Student Learning 1, 2, 3				

No Progress Accomplished Continue/Modify Discontinue

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 ADA percentage dropped 8 percentage points during the 2025-2026 school year. 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 1: Algebra I EOC scores consistently fall behind those of other subject areas on campus. **Root Cause**: Response to Intervention and tiered, targeted support built from personalized data is missing from remediation. Teacher support and targeted professional development is needed.

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

Problem Statement 3: Biology and US History scores are high at the Approaches level but declined in the percentage of students reaching Meets or Masters. **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

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.

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 80% to 100% by the end of the year.

High Priority

HB3 Goal

Evaluation Data Sources: CCMR Tracker

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** Structured preparation increases confidence and performance, helping students meet college/military readiness benchmarks that directly impact accountability scores. **Staff Responsible for Monitoring:** Counselor, Teachers, Principal **Title I:** 2.52 **- TEA Priorities:** Connect high school to career and college, Improve low-performing schools **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Students not meeting TSIA2 standards will earn CCMR through Texas College Bridge as a graduation requirement. **Strategy's Expected Result/Impact:** This will serve as a "safety net" to ensure all students are CCMR prior to graduation. **Staff Responsible for Monitoring:** Counselor, Teachers, Principal **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: 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). **Strategy's Expected Result/Impact:** Spreads visits throughout the year, avoids scheduling conflicts, and ensures equitable exposure for all students. **Staff Responsible for Monitoring:** Counselor, Principal **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: 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. **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. **Staff Responsible for Monitoring:** Principal, Counselor, Teachers **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: 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. **Strategy's Expected Result/Impact:** Early identification, guidance, and support help more students successfully complete dual credit and earn certifications, directly increasing CCMR achievement. **Staff Responsible for Monitoring:** Counselor, Teachers **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1				

No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
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.

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 12% to 15% by June 2027.

High Priority

HB3 Goal

Evaluation Data Sources: CCMR Tracker, TEA Accountability Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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. **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. **Staff Responsible for Monitoring:** Principal, Counselor, Teachers **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** Early identification, guidance, and support help more students successfully complete dual credit and earn certifications, directly increasing CCMR achievement. **Staff Responsible for Monitoring:** Counselor, Teachers **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Targeted recruitment of students for dual credit and IBC aligned courses **Strategy's Expected Result/Impact:** Increase the number of students meeting CCMR through various avenues **Staff Responsible for Monitoring:** Counselor, admin **- TEA Priorities:** Connect high school to career and college **Problem Statements:** School Processes & Programs 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
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.

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 2027, 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			
	Formative			Summative
	Nov	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** Increase SAT/ACT scores. **Staff Responsible for Monitoring:** counselor **Title I:** 2.52 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Principal will coordinate with EDL to develop a plan to include our campus in ACT/SAT testing **Strategy's Expected Result/Impact:** More Coleman students will have early exposure to ACT/SAT oppportunities **Staff Responsible for Monitoring:** Admin, counselor **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** Increase SAT/ACT scores and prepare students for post-secondary opportunities. **Staff Responsible for Monitoring:** admin **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 2027, 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			
	Formative			Summative
	Nov	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** Increase SAT/ACT scores. **Staff Responsible for Monitoring:** counselor **Title I:** 2.52 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Principal will coordinate and plan with EDL to develop a plan to include our campus in ACT/SAT testing **Strategy's Expected Result/Impact:** More Coleman students will have early exposure to ACT/SAT oppportunities **Staff Responsible for Monitoring:** Admin, counselor **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** Increase SAT/ACT scores and prepare students for post-secondary opportunities. **Staff Responsible for Monitoring:** admin **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 2027, 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			
	Formative			Summative
	Nov	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** Increase SAT/ACT scores. **Staff Responsible for Monitoring:** counselor **Title I:** 2.52 **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Principal will brainstorm and plan with EDL to develop a plan to include our campus in ACT/SAT testing **Strategy's Expected Result/Impact:** More Coleman students will have early exposure to ACT/SAT oppportunities **Staff Responsible for Monitoring:** Admin, counselor **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** Increase SAT/ACT scores and prepare students for post-secondary opportunities. **Staff Responsible for Monitoring:** admin **- TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 3: Integrated Student Support Systems				

 No Progress  Accomplished  Continue/Modify  Discontinue

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 2027.

High Priority

HB3 Goal

Evaluation Data Sources: TAPR

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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. **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. **Staff Responsible for Monitoring:** Principal, Instructional Coach **Title I:** 2.52 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Students needing to retest on EOC exams will be placed with highly effective teachers **Strategy's Expected Result/Impact:** Students having access to high impact teachers will increase learning and achievement **Staff Responsible for Monitoring:** Admin, counselor **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: CHS will develop targeted coaching plans aimed at growth for teachers and enrichment coaching for high performing teachers **Strategy's Expected Result/Impact:** Teachers will receive differentiated coaching based on need improving performance campus wide **Staff Responsible for Monitoring:** Admin, instructional coach **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building				

 No Progress  Accomplished  Continue/Modify  Discontinue

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