

COAHOMA ELEMENTARY
CAMPUS IMPROVEMENT PLAN
2025-2026

Mission Statement:

The vision of the Coahoma Independent School District is to maximize the potential of every student to ensure the success of our community tomorrow.

Coahoma Elementary

Campus Improvement Plan

- provide a rigorous 21st century learning environment and maintain high expectations to prepare all students for graduation and post-secondary success

create a culture of timely, accurate and consistent communication

maintain a positive climate of accountability and strong customer service for all district stakeholders

recruit and retain quality personnel dedicated to 21st century learning and student success

exercise fiscal responsibility through efficient management of facilities, resources and operations to enhance the educational experience for all students

provide a safe and drug-free learning environment emphasizing integrity, strong character and community pride throughout the district

- The percentage of 3rd grade students that score at meets grade level or above on STAAR Reading will increase from 33% to 37% by 2026.
- The percentage of 3rd grade students that score at meets grade level or above on STAAR Math will increase from 24% to 27% by August 2026.
- Coahoma High School will increase it's graduates from 80% to 90% in the CCMR reporting category by 2026.

CEIC Members
2025-2026

Name	Position
Brynn McJimsey	Administration, Chair
Jamie Bonner	Assistant Principal
Tricia Clanton	Counselor
Kelly Wright	Special Program Teacher
Gina Orosco	Gifted and Talented, Teacher
Shayla Seymore	Teacher
Coley Stanley	Teacher
Katie Franco	Teacher
Tiffany Coker	Teacher
Carli Barber	Special Education Teacher
Melissa Goswick	Paraprofessional
Kayla Cline	Parent Representative/PTO
Lauren Barber	Parent Representative/PTO
Jordan Crawford	Parent Representative/PTO
Regi Roberts	Community Representative
Adam Molina	Business
Sabrina Flores	PTO President/Parent

Coahoma Independent School District
Board of Trustees
2025-2026

Dr. Kandy Alaman	President
Michael Brooks	Vice-President
Scott Tutle	Secretary
Stormy Bradley	Trustee
Garrett Gunn	Trustee
Ryan Rechichar	Trustee
Benjamin Malone	Trustee

Coahoma Elementary Vision Statement

At Coahoma Elementary we strive to inspire every child to become a confident, compassionate, and curious learner. Our vision is to foster a nurturing and inclusive environment where students are empowered to explore their potential, develop a lifelong love of learning and become responsible citizens who will positively impact their communities.

Campus Summary

As of snapshot date for 2023-24, Elementary serves 524 students in grades Pre-K to 5th. The student population is: 46.37% Hispanic, and 51.34% Anglo. The student body is 50.95% male and 49.05% female with a low socio economic status of 37.60% for in residence students.

Student #s in special programs as of snapshot for 24-25:

LEP: 12 students
Gifted/Talented:10
ESL: 12 students
504: 36 students
SPED: 114 students
At Risk: 329 students
Dyslexia: 36 students

Coahoma Elementary School is a school wide Title I program with a 38.23% economically disadvantaged (as indicated on the SC5000) and uses the following fund sources to improve our educational program. SCE funds are used to upgrade the academic programs for the school wide campus. Total FTE –8.5 and Total District-wide SCE dollars of $ 608,069. The intents and purposes of the SCE program are addressed in the campus plan.

State Accountability: Comprehensive Campus *(Data from 23-24)*
Federal Accountability: Comprehensive Campus *(Data from 23-34)*

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

Objective #1: Parents will be full partners with educators in the education of their children.
Objective #2: Students will be encouraged and challenged to meet their full educational potential.
Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

ESEA Goals and Indicators

This district and campus ensure that the goals of the Elementary and Secondary Education Act (ESEA) have been adopted and implemented in the district and campus improvement plans.

Elementary and Secondary Education Act (ESEA) Goals and Indicators:

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the State's assessment (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each individual student group, who are at or above the proficient level in mathematics on the State's assessment. (Note: These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

2.1 Performance indicator: The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: All students will be taught by highly qualified teachers.

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the SEA).

3.2 Performance indicator: The percentage of teachers receiving high-quality professional development (as the term, "professional development," is defined in section 9101(34).

3.3 Performance indicator: The percentage of paraprofessionals(excluding those with sole duties as translators and parental involvement assistants) who are qualified (see criteria in section 1119(c) and (d).

Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

4.1 Performance indicator: The number of persistently dangerous schools, as defined by the State.

Performance Goal 5: All students will graduate from high school.

5.1 Performance indicator: The percentage of students in the aggregate and in each group who graduate from high school each year with a regular diploma,-disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged:-calculated in the same manner as utilized in Nation Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school,-disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged;-calculated in the same manner as utilized in Nation Center for Education Statistics reports on Common Core of Data.

The following narrative contains the Intent and Purpose of each Federal fund that is on this campus. The district and campus ensure that the intent and purpose of each program is met through sufficient resources and activities addressed in the District Improvement Plan and Campus Improvement Plan.

Title I, Part A—Improving Basic Programs Operated by LEAs

Intent and Purpose

Title I, Part A, provides *supplemental* resources to local education agencies (LEAs) to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the state student performance standards. Title I, Part A, supports campuses in implementing either a schoolwide program or a targeted assistance program. Coahoma Elementary is a schoolwide campus in Coahoma ISD.

It is recommended that all Title I, Part A, campuses have a school support team consisting of two to three members as appropriate to monitor program compliance and effectiveness. The campus site-based decision-making committee provides the school support team function.

The school support team verifies the effectiveness of the General Program Requirements and Schoolwide Requirements stated below.

Intended Program Beneficiaries

The intended program beneficiaries are students who experience difficulties mastering the state academic achievement standards.

General Program Requirements

All Campuses

All Title I, Part A, campuses must do the following:

1. implement Parents Right-to-Know in accordance with P.L. 107–110, Section 1111(h)(6)
2. develop school-parent compacts jointly with parents
3. provide information to parents in the language parents understand
4. develop an LEA and campus Parent Involvement Policies
5. implement Section 1304.21 of the Head Start Standards if implementing pre-school programs
6. integrate and coordinate Title I, Part A, professional development and services with other educational services and programs

7. provide *additional* assistance to students identified as needing help in meeting the state's challenging student academic achievement standards

8. ensure that all new teachers hired on the campus to teach core academic subjects are highly qualified when hired

9. include in the Campus Improvement Plan (CIP) strategies and activities to ensure that all core academic subject area teachers teaching within the school are highly qualified not later than the end of 2007–2008 school year

Schoolwide Campuses

The CIP of a *Schoolwide Campus* must do the following:

1. incorporate the requirements of a Schoolwide Plan as cited in P.L. 107–110, Section 1114(b)
2. clearly incorporate the Ten Components of a Schoolwide Program
3. describe how the school will use Title I, Part A, resources and other sources to implement the ten components
4. include a list of state and federal programs whose funds will be combined to implement a schoolwide program
5. describe how the intent and purposes of the Federal programs whose funds are combined on a schoolwide campus are met
6. include sufficient activities to *address the needs of the intended beneficiaries* of the Federal programs whose funds are combined on a schoolwide campus for upgrading the entire education program.

Title II, Part A—Teacher and Principal Training and Recruiting Fund (TPTR)

Intent and Purpose

The intent and purpose of this program is to provide financial assistance to LEAs to do the following:

1. increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools
2. hold LEAs and schools accountable for improving student academic achievement

Intended Program Beneficiaries: **Intended beneficiaries are teachers and principals, including assistant principals, and as appropriate, administrators, pupil services personnel, and paraprofessionals.**

General Program Requirements

TPTR program activities are required to do the following:

3. They must be based on a local assessment of needs for professional development and hiring.

4. These activities must meet the following:
    a. be aligned with state academic content and student academic performance standards and state assessments
    b. be aligned with curricula and programs tied to state academic content and student academic performance standards
    c. be based on a review of scientifically-based research
    d. have a substantial, measurable, and positive impact on student academic achievement
    e. be part of a broader strategy to eliminate the achievement gap between low-income and minority students and other students
5. Professional development activities must be coordinated with other professional development activities provided through other Federal, state, and local programs, including Title II, Part D (technology), funds.

Allowable Use of Funds [Section 2123(a)]

You must use TPTR funds to implement one or more of the following allowable activities:

6. recruiting, hiring, and retention of highly qualified personnel
7. providing professional development
8. improving the quality of the teacher and paraprofessional work force under Section 1119
9. reducing class size (only when the class-size reduction teacher is a highly qualified teacher)

Consistent with local planning requirements and your organization's needs assessment, the Title II, Part A, program offers you the flexibility to design and implement a wide variety of activities that promote a teaching staff that is highly qualified and able to help all students—regardless of individual learning needs—achieve challenging State content and academic achievement standards. Funds also can be used to provide school principals with the knowledge and skills necessary to lead their schools' efforts to increase student academic achievement.

Maintain documentation for each of the following questions to determine whether an expenditure would be allowable:

10. Is the program, activity, or strategy reasonable and necessary to carry out the intent and purpose of the program?
11. Does the program, activity, or strategy address a need previously identified in the campus comprehensive needs assessment?
12. How will the program, activity, or strategy be evaluated to measure a positive impact on student achievement?
13. Is the program, activity, or strategy supplemental to other non-federal programs?

The Title II, Part A, statute specifically authorizes the following types of activities:

1. developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas (and other pupil services personnel in special circumstances).

2. developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals

   These strategies may include the following:

   a. providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages

   b. reducing class size

   c. recruiting teachers to teach special needs children

   d. recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession and providing those paraprofessionals with alternative routes to obtaining teacher certification

3. providing professional development activities that improve the knowledge of teachers and principals and in appropriate cases paraprofessionals in the following:

   a. content knowledge—providing training in one or more of the core academic subjects that the teachers teach

   b. classroom practices—providing training to improve teaching practices and student academic achievement through (1) effective instructional strategies, methods, and skills, and (2) the use of challenging state academic content standards and student academic achievement standards in preparing students for the state assessments

4. providing professional development activities that improve the knowledge of teachers and principals, and in appropriate cases, paraprofessionals regarding effective instructional practices that do the following:

a. involve collaborative groups of teachers and administrators

b. address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with LEP

c. provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs

d. provide training to enable teachers and principals to involve parents in their children’s education, especially parents of LEP and immigrant children

e. provide training on how to use data and assessments to improve classroom practice and student learning.

5. developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring from exemplary teachers and administrators,

induction and support for new teachers and principals during their first three years, and financial incentives to retain teachers and principals with a record of helping students to achieve academic success

6. carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subjects in which teachers teach, and merit pay programs

7. carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders

8. hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers in order to reduce class size, particularly in the early grades

9. carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation

State Compensatory Education Program (SCE)

Intent and Purpose

State compensatory education (SCE) is a supplemental program designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school completion between students at risk of dropping out of school, as defined by TEC §29.081, and all other students. The purpose is to design and implement appropriate compensatory, intensive, or accelerated instruction that enable the students to be performing at grade level at the conclusion of the next regular school term. In determining the appropriate intensive accelerated instruction or SCE program, districts must use student performance data resulting from the basic skills assessment instrument and achievement tests administered under Subchapter B, Chapter 39. Based on this needs assessment, district and campus staff shall design the appropriate strategies and include them in the campus and/or district improvement plan.

Programs and/or services designed to supplement the regular education program for identified at-risk students:

• The goal for SCE is to increase achievement and reduce the disparity in (a) performance on the state assessment and (b) rates of high school completion between students at-risk of dropping out of school and all other district students.

• Expenses must directly impact students and cannot be used for parental involvement activities.

Intended Program Beneficiaries

Students identified by the 13 criteria as at-risk of failing the state assessment or dropping out.

General Program Requirements

Any program activity, program personnel, or program materials required by federal law, state law, of State Board of Education rule may not be funded with SCE funds. SCE funds must be used to provide support programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school.

SCE may upgrade a Title I Schoolwide Program if:

- SCE funds and Full Time Equivalents (FTE) are a part of the campus budget
- LEA maintains documentation that all funded programs and strategies are supported by scientifically-based research
- SW campus must be identified in the most current SAS (Schedule SC5000 of the Consolidated Application for Federal Funding at a true 40% low income or higher – not feeder pattern, SQ Previous Year, Ed-Flex waiver

Campus meets all of the 3 of the above requirements and will use SCE funds to upgrade the educational program of the schoolwide campus. The campus will include the required activities to meet the intents and purposes of the State Compensatory Education program.

Title I, Part A School-wide Components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school-wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

**10 Schoolwide Components are addressed throughout the CIP by corresponding # 1 – 10.*

Comprehensive Needs Assessment

Coahoma Elementary

- **Target STAAR Scores at Grades 3-5 in order to achieve top accountability status and improve Level III Performance**
    - **Mathematics**
        - Hispanic, Grades 3-5
        - Economically Disadvantaged
        - Emphasis at Grade 3-4
    - **Reading**
        - Hispanic, Grade 3-5
        - Economically Disadvantaged
        - Emphasis at Grade 3-5
    - **Writing**
        - Hispanic
        - Economically Disadvantaged
        - Emphasis at Grade 3rd-5th
    - **Science**
        - Hispanic
        - Economically Disadvantaged
        - Emphasis at Grade 5
    - **STAAR – STAAR A / STAAR Alt (All Tests)**
        - 70% on STAAR and increase Level 3
        - 95% or greater passing rate on STAAR Alt.

Physical Education

- Fitness Gram-Grades 3-5

        - Provide PE Instruction to all grade levels 4x a week

- **Raise Rigor of PK-5 Instruction**
    - Consistent monitoring and feedback reflecting instruction
    - Research and incorporate “best practices” for instruction
    - Provide professional development opportunities for teachers
    - Conduct Instructional walkthroughs utilizing TTESS.
    - Assess academic achievements for all students through appropriate curriculum and state mandated testing
- **Increase attendance rate (Above 97%)**
    - Provide incentives to students on a quarterly basis
    - Communicate value of attendance to parents, students, and staff
- **Provide a safe, positive learning environment for students, staff, and parents**
    - Teacher / Student recognition and rewards
    - Events to showcase parent appreciation and promote cultural diversity
    - Encourage teachers to take “leadership” roles on campus
    - Reinforce safe and secure procedures on campus that strengthen campus security.

Multiple sources in addition to state/local funding are used to support each of the educational programs on the campus.

Fund Source	**Allocation Amount**
Title I Part A	$ 175,699
Title II, Part A	$ 37,056
Title IV	$ 16,562
SCE Funds	$ 608,069

The Title IA funds are supplemental to the state and local funds that are received by the campus.

Coahoma ISD ensures that records are kept that demonstrate that the Federal funds, including Title I, Part A funds, are used to support activities that address specific educational needs of the school identified by this campus comprehensive needs assessment and are articulated in the schoolwide program plan. The district and campus ensure that this schoolwide campus contains sufficient resources and activities to reasonably address the intent and purposes of each of the Federal programs, particularly as they relate to the lowest-performing students. [Section 114(a)(3)(C)].

District Goals:

- 1-The score of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 33% to 37% by 2026.
- 2-The score of 3rd grade students that score meets grade level or above on STAAR Math will increase from 24% to 27% by August 2026.

- 3- Coahoma High School will increase it's graduates from 80% to 90% in the CCMR reporting category by 2026.

Campus Goal 1: Provide rigorous 21st century learning environment and maintain high expectations to prepare all students for graduation and post-secondary success

Performance Objective: CES will deliver consistent exemplary services in all areas of the curriculum to include LEP, Special Education, GT, At- Risk / Title I, Dyslexia, Student Success Initiative (SSI).

Summative Assessments: AEIS Report, Classroom Data, DEIC Survey results, STAR results, PDAS Evaluations, Student Sign-in Sheets.

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Provide additional instructional support in mathematics and reading through PK-5 Literacy and Math Specialist and paraprofessional staff	Title I funds Compensatory Funds	Central Office Staff Principal Content Specialist	Daily
	Classroom Teachers, with support of GT Teacher and Reading/Math Content Specialists will provide enrichment activities for all students	Campus funds Ideas and activities for use in differentiation of instruction.	GT Teacher Content Specialist Classroom Teachers	Daily
	Provide SSI remediation to give identified students additional time to master necessary content and skills	SSI Resources Teaching Staff	Principal Teachers	Weekly
	Use the Wilson Program and Reading By Design for identified dyslexic students	Wilson materials Staff to implement program	Literacy Specialist Principal, Special Ed Dept	Weekly
	Increase amount of direct instructional assistance provided to students through intervention time; daily for 45 minutes	Campus funds	Principal Classroom Teachers	Daily
	Implement the components of the Student Success Initiative to include: ▪ Parental notification of at-risk status (Gr. K-5) ▪ Intervention services for any student coming into 5th grade who meets at-risk criteria based on Spring 24 STAAR scores in reading and /or math	SSI Guidelines NWEA Assessment	Principal Teachers	Weekly Summer

	▪ Implement research-based teaching strategies at grades PK-5 ▪ Periodically measure student progress and adjust instruction accordingly. ▪ Establish Grade Placement Committees for grade 5 ● HB4545-Tutorials for all students who didn't pass STAAR Summer School			
	Staff will facilitate and monitor RTI in content areas. RTI plan will be developed and utilized when working with At Risk students.	RTI Planning time Training Time Campus Funds	Principal Literacy/Math Specialist Classroom teachers	RTI Meetings every 9 weeks
	Identify students who are at-risk. Determine the appropriate intervention strategies to assist students in meeting mastery. Interventions may include but are not limited to: ● RTI ● Extended Day ● Tutorials ● Title I Assistance ● Counseling ● Special Education Services ● Content mastery ● Computer based remediation software ● Differentiated Instruction ● SSI Tutorials Extended Year	Local Assessments Student Data Title I Funds State and Federal Funding sources if available	Classroom Teachers Principal Title 1 Staff Special Program Staff Teachers	Weekly
	Grade level team meetings (Professional Learning Teams) will be held weekly during common planning periods. The meetings will include regular sharing of successful strategies/techniques in place and working well, problem-solving to develop and share new strategies, program planning, staff development and intervention strategies. Whenever possible special program staff will join the meetings.	Common planning time	Principal Team Leaders Literacy/Math Specialist Special Ed. Staff G.T. Teacher	Weekly during Planning Period
	● Using the comprehensive needs assessments, the Title I staff will plan jointly with classroom teachers to discuss the needs of students served in Title I in order to help them attain mastery in reading, writing and math. These students' needs will be addressed	Planning time Title I Teachers Teachers Title I Aides	Principal Teachers Title Staff	Weekly

	by Title I staff using the inclusion model and/or pullout in the students' classroom.			
	Continue the literacy program as defined in district and campus initiatives. · Provide additional staff development · Purchase needed resources · Monitor instruction · Provide support for staff to implement the strategies	Literacy resources Professional Resources Title I	Literacy Specialist Principal Teachers	Ongoing
	Continue to increase the amount of time all students spend in actual reading by: ● all students reading daily, silently or aloud, self-selected materials at own pace (Accelerated Reading Time) ● choral reading ● student reading aloud with a tape, story or book ● students keeping daily logs of reading time at home and at school ● paired reading within and across grade levels ● students keeping a cumulative log of titles read during the year ● all students in Grades 1-5 actively participating in the Accelerated Reading program as appropriate ● duo-log reading ● having books available for students in waiting areas	Big books, books, tapes of books, reading logs, AR books and tests Title I funds	Principal Literacy Specialist Teachers Librarian	Daily
	Develop test familiarity and test taking skills by using activities from various STAAR focused ancillary materials.	Title I funds	Classroom Teachers (Grades 3-5) Special Programs Classroom Teachers Principal	Daily
	Provide a balanced literacy program in each classroom grades K - 2 based upon scientifically based reading research which is in accord with campus guidelines for literacy instruction and instructional time allocations, which a) provide extensive phonics instruction b) provide systematic spelling instruction based on identified spelling patterns; c) include fluency activities in daily instruction; d) incorporate resources from the state reading academics	Professional development for all teachers Literacy Specialist to provide support Instructional materials including leveled libraries NWEA Progress Learning	Curriculum Dept. Principal Literacy Specialist Literacy Consultant Teachers	Ongoing

	Improve 3rd grade Math and Reading Instruction by 10% at the end of the 2026 school year. Each year going up in 2% increments.	Professional development for all teachers Literacy Specialist to provide support RTI Dyslexia NWEA Progress Learning		Ongoing
	Guided Reading / Writing approach will be expected and supported in all K-5 classrooms.	Leveled Readers / Guided Reading library. Title I Funds	Literacy Specialist Title I support staff Principal Classroom Teachers	Ongoing
	In grades K-%, regularly record student progress by charting tested objectives in reading, math and science. Review data and adjust instruction.	Local and State Assessment Data	Principal Teacher	Monthly
	Each grade level will develop a STAAR plan using the results of data gathered each grading period. The plan will include intervention strategies and the use of test-taking strategies.	STAAR data Planning Time	Principal Title 1 Staff Teachers Special Ed. Staff	Annually but adjusted as needed
	A District Benchmark Test will be administered according to district testing schedule. The results will assist teachers in planning for STAAR: ● grouping for instruction based on identified needs ● reinforce objectives ● reinforce use of strategies	Benchmark Tests Reports with student data	Central Office Staff Principal Teachers Special Program Staff	Spring 2026
	NWEA Testing K-5	Map testing Reports with Student data	Principal Teachers	BOY,MOY and EOY
	Encourage small group remediation within classroom setting to reinforce all content areas. These small groups will meet during Intervention Time; 45 minutes daily.	STAAR formatted resources	Principal Title I support staff Classroom Teacher	Daily
	Evaluate student performance on STAAR formatted reading passages (mini assessments).	STAAR formatted Reading resources	Literacy Specialists Principal	Weekly

	Require Science and Math “Word Walls” and journals to reinforce consistent science / mathematics vocabulary and conceptual understanding in grade K-5	Science / Mathematics vocabulary list by grade level journaling notebook	Principal Classroom Teachers	Ongoing
	Teacher-made assessments will also be reviewed for TEKS content, complexity, & context.	Assessment materials Eduphoria	Principal Teachers Content Specialists	Ongoing, following each academic unit
	Engage in data analysis of state & local assessments to determine appropriate intervention strategies	Data Analysis Sheets	Principal Teachers	Weekly
	Information from computer software will be utilized to reinforce student learning. Programs will be facilitated through general and special education classrooms.	Eduphoria Program licensing Title I support staff	Literacy Specialist Principal	Weekly
	Encourage / Enforce individual student conferences with students.	Title I support	Classroom Teachers Principal	Ongoing
	Utilize reading selections to reinforce writing concepts	Reading Materials	Classroom Teachers	Weekly
	Conduct regular walkthrough monitoring of instruction in all learning environments	Walkthrough documentation	Principal, Asst. Principal	Ongoing
	95% of GT students at 3-5 grades will be commended on all sections of STAAR testing	Intervention time	Classroom Teacher Principal	Annually
	Encourage students to participate in extracurricular activities such as UIL that promote higher levels of thinking.	Extra duty pay Funds for instructional materials Funding for team fees	Central Office Staff Principal Classroom Teachers	Weekly
	Provide instruction and extra-curricular opportunities for students to participate in activities that foster higher level thinking skills	GT funds Staff Development Time for curriculum planning / integration	Principal	Ongoing
	Provide students with field trip experiences that are selected based on grade level TEKS.	Field Trip Funds	Principal Classroom Teachers	Fall 2025-Spring 2026
	Analyze data from internet based reading and math programs;	State issued computer programs; no cost	Classroom Teachers RTI Interventionist Technology Teacher	Ongoing
	Continue implemented Student Council – $4^{th}/5^{th}$ gd. Service Projects	Campus Funds	Classroom Teachers GT Teacher Principal Counselor	Ongoing

			Nurse 5th Grade ELAR Teacher	
	Student Council Food Drive	Teachers Students Community	 Student Council Sponsor	Oct 2025
	HB 4545-All students who failed STAAR TESTS	Teachers Students RTI Teachers Retired Teachers	Principal TIA Teachers	ongoing-30 hours each subject, each child

District Goals:

- 1-The score of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 33% to 37% by 2026.
- 2-The score of 3rd grade students that score meets grade level or above on STAAR Math will increase from 24% to 27% by August 2026.

- 3- Coahoma High School will increase it's graduates from 80% to 90% in the CCMR reporting category by 2026.

Campus Goal 2: Create a culture of timely, accurate and consistent communication.

Performance Objective: CES will actively communicate with and involve parents and various members of our school community about the education of our children through conferences, campus events, and volunteers programs.

Summative Assessments: Surveys, parent feedback,

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Campus will produce and distribute a campus newsletter titled "Principal's Corner" which will give grade level information and important dates and events happening on campus.	Campus funds	Principal	Beginning of each month starting Aug.. 2025-July 2026
	Folders/Sports You/Principal's Corner will go home each night with students as a form of communication. Monday folders will include campus information that is sent home weekly	Campus funds for folders/planners	Principal Classroom Teachers	Daily/Weekly
	Campus will hold "Family Nights". Events will promote cultural diversity based on campus demographics.	Campus Funds Title 1 funds	Principal Classroom Teachers	Each Semester
	Monthly articles and pictures sent to local newspaper.	Lyndel Moody	Classroom Teachers	ongoing
	Recruit Volunteers through PTO and campus efforts to aide in campus planning, reading, and social support.	Civic Groups and Ag in the classroom	Principal	September/October 2025
	Open communication through phone calls, emails for all learners and grade levels through Sports You Accounts.	Email, phone communication and grade level reminds	Principal, classroom teachers	ongoing
	Title 1 Meeting/Fall Festival	Campus flyers	Principal	Oct. 23, 2025

	Informational night for families covering topics: Social Media and your child, STAAR updates, and understanding Accelerated Reader		PTO Counselor Classroom Teachers	October 24, 2025
	First nine weeks report card conferences	Report card data NWEA data, MCLass Data	Classroom Teachers	End of 1st 9 weeks

District Goals:

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Campus Goal 3: Maintain a positive climate of accountability, strong customer service for all district stakeholders.

Performance Objective: CES will ensure that visitors and guests receive excellent customer service and are presented with a campus that makes having a positive climate a top priority.

Summative Assessments: Parent / Visitor Logs, Parent sign in sheets, DEIC Survey Results, Campus Survey Results, Campus Volunteer Roster

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Positive Office Referrals-Anyone student can be nominated by any employee. Student is sent to office and makes a positive phone call home. Student's picture is taken and displayed on office TV and they get to ring the bell.	Phone Call	Principal Any School Employee	Ongoing
	All stakeholders will be treated with courtesy and respect. Bulldog 37	Common Courtesy	All CES Faculty and Staff	Ongoing
	Invite stakeholders to the campus as much as possible and make them feel welcomed. Currently integrating thai back in.	Open House Spring Programs Spring Open House Jump Rope for Heart Field Day Book Fair Awards Programs – on Fridays and Final	All CES Faculty and Staff	Ongoing

	Positive comments written on post it notes are given to teachers for excellence. Drawings, scavenger hunts, treats, etc.	Campus Funds/Principal	Principal	Ongoing
	Bullying Prevention Committee-information, prevention, available materials as needed.	Campus Funds/Training	Principal/Assistant Principal/Clanton/1 representative from each grade level	Ongoing

District Goals:

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Campus Goal 4: Recruit and retain quality personnel dedicated to 21st century learning and student success.

Performance Objective: CES will work to ensure that the campus average for teacher retention meets or exceeds the state average.

Summative Assessments: T-Tess Evaluations, State Reports for Teacher Retention

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	All staff must meet high standards for all assigned roles. Internet postings, job applications, and job fairs will be utilized to recruit highly qualified candidates.	Posting requirements Job Fair opportunities	Principal	October 2025 or as needed because of vacancy.
	Provide a mentoring / support program for all faculty and staff in their first year at CES.	Teachers	Principal Mentor Teachers	Ongoing
	Teacher and Staff Goal Setting Meetings	Classroom teachers Paraprofessionals	Principal	Sept 2025

District & Campus Goal 5: Exercise fiscal responsibility through efficient management of facilities, resources and operations to enhance the educational experience for all students

Performance Objective: CES will be good stewards of campus and district resources.

Summative Assessments: Energy Usage Reports, Campus Budget Reports and Documentation

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES

	CES will use discretions when making purchases with CISD district funds that align with CISD policies and procedures.	Campus Budgets	Campus Administration	Ongoing
	Purchasing will be conducted in a timely manner so that materials are quickly available for campus use.	Campus Budgets	Campus Administration Campus Secretary	Ongoing
	CES will make a concerted effort to conserve energy resources (i.e. turning of lights, no appliances without prior approval, etc.)	None	All CES Faculty and Staff	Ongoing

District Goals:

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Campus Goal 6: Provide a safe and drug-free learning environment emphasizing integrity, strong character and community pride throughout the district.

Performance Objective: CES will increase provide opportunities for staff and students to recognize good character traits of students and staff while maintaining a safe, drug free environment that is conducive to learning.

Summative Assessment: DEIC Survey Results, Campus Survey Results, STAR Student Roster, PEIMS Discipline Reports, DEIC Survey Results, Campus Surveys

	STRATEGIES	RESOURCES	PERSON(S) RESPONSIBLE	TIMELINES
	Award "TOP DOG" Certificates to students from each classroom who show good character. Students will be selected by their teachers.	TOP DOG Certificates	Classroom Teachers Principal	Every Nine Weeks
	Continue growth of 4th/5th grade Student Council to help make decisions for CES.	TEPSA Stu Council Training review	Principal Counselor	Fall 2025
	Discipline plan and procedures will be periodically reviewed at grade level meetings using statistics from discipline records.	Discipline Reports	Classroom Teachers Principal	October 2025 February and April 2026
	CES will utilize Raptor to monitor visitors on campus	Security Software - Raptor	Title IV Coordinator Principal Office Staff	Ongoing
	Applicable District-adopted crisis, bullying, and violence prevention strategies will be implemented on the campus	District training	Principal Title IV Director Counselor	Ongoing
	CES will conduct monthly Fire evacuation drills and monitor effectiveness of evacuation plan. Utilizing Raptor	Fire Evacuation Maps and Procedures	Principal	Monthly

	CES will conduct Lock Down drills once per semester and monitor effectiveness of lock down plan	Lock Down Procedures	Principal	Fall 2025 Spring 2026
	CES will practice an Offsite Evacuation drill in order to increase awareness and preparedness of staff, faculty, and students	EOP Procedures	Principal, Asst Prin, SRO, Teachers	Fall 2025 Spring 2026
	CES will conduct Tornado drills and monitor effectiveness of plan in tunnels and hallways	Safety Procedures	Principal	January 2026 May 2026
	CES will utilize School Messenger system to send “all call” to parents for important announcements and attendance calls.	School Messenger software, Raptor	District Admin Principal	October 2025
	Active Shooter Training to cover procedures for Lockdowns and Offsite Evacuations	SRO	Principal	Fall 2025
	Red Ribbon Week Activities	Campus Funds	Principal Classroom Teachers Counselor	Oct. 20th-24th 2025
	Nut Aware Campus	SHAC Training Awareness Guidelines	Principal Classroom Teachers Students Parents	Ongoing