

Cedar Hill Independent School District

Bessie Coleman Middle School

2025-2026 Goals/Performance Objectives/Strategies



Mission Statement

At Bessie Coleman, we empower scholars to be life-long learners to responsibly impact a global society through positive relationships.

Vision

To develop world-class scholars through engaging inquiry and collaborative learning associated with a premier model middle school.

Value Statement

Integrity, Respect, Accountability & Relationships

This is who we are, what we do, and how we educate our scholars.

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Goal 3: The percent of students, 6th-8th grade, achieving Meets* on the Math STAAR will grow from 15.5% to 25% percent in June 2026. 12

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Goals

Goal 1: The percentage of 8th graders achieving Meets+ on Science STAAR will grow from 21% to 30% in June 2026.

Performance Objective 1: Increase the percentage of 8th grade scholars at or above the 71st percentile in EOY MAP.

Evaluation Data Sources: Science MAP Growth Grade 8 BOY, MOY, and EOY data

Strategy 1 Details	Reviews			
Strategy 1: Create and implement a professional development program that tracks students' individual data. Strategy's Expected Result/Impact: increase capacity in teachers and staff in tracking students Staff Responsible for Monitoring: instructional administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: 8th graders identified as "Approaches" or below on the district benchmarks will receive targeted small-group intervention or enrichment during Longhorn Time, Saturday camps, or pull-outs, tracked by intervention rosters Strategy's Expected Result/Impact: Students receiving targeted interventions will demonstrate measurable growth on spring benchmarks, resulting in a higher percentage of 8th graders moving from Approaches or below to Meets or higher on the June 2026 Science STAAR. Staff Responsible for Monitoring: Principal, Assistant Principals , Instructional Specialists ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Student Learning 1	Formative			Summative
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Strategy 3 Details	Reviews			
Strategy 3: Implement a campus-wide focus on science reading, vocabulary, and evidence-based writing to strengthen students' ability to analyze STAAR-level texts, diagrams, and data. Strategy's Expected Result/Impact: Students will improve science comprehension, vocabulary, and writing skills, leading to higher performance on STAAR and EOY MAP. Staff Responsible for Monitoring: Principal, Assistant Principals, Science Instructional Specialist TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: At Bessie Coleman Middle School, only 69% of students made their academic growth target. Root Cause: Lack of professional development geared towards student growth at the campus level.

Goal 2: The percent of students, 6th-8th grade, achieving Meets + on the Reading STAAR will grow from 40.6% to 50% in June 2026.

Performance Objective 1: Increase the percentage of 6th grade scholars at or above the 60th percentile in EOY MAP.

Evaluation Data Sources: Reading MAP Growth Grade 6 BOY, MOY, and EOY data.

Strategy 1 Details	Reviews			
Strategy 1: Create and implement a professional development program that tracks students' individual data. Strategy's Expected Result/Impact: increase capacity in teachers and staff in tracking students Staff Responsible for Monitoring: instructional administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: 6th graders identified as " Approaches" or below on the district benchmarks will receive targeted small-group intervention and/or enrichment during Longhorn Time through intentional tutoring and intervention models Strategy's Expected Result/Impact: Students receiving targeted interventions will demonstrate measurable growth on spring benchmarks, resulting in a higher percentage of 6th graders moving from Approaches or below to Meets or higher on the June 2026 STAAR. Staff Responsible for Monitoring: Principal, Assistant Principals , Instructional Specialists ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Problem Statements: Demographics 1 - Student Learning 1	Formative			Summative
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No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: While the gap between Economically Disadvantaged students and all students is closing, African-American students continue to underperform compared to Hispanic peers across accountability measures. **Root Cause:** Inconsistent Tier 1 instruction, limited teacher capacity in differentiation, and weak campus-wide structures reduce equity in learning and behavior outcomes

Student Learning

Problem Statement 1: At Bessie Coleman Middle School, only 69% of students made their academic growth target. **Root Cause:** Lack of professional development geared towards student growth at the campus level.

Goal 2: The percent of students, 6th-8th grade, achieving Meets + on the Reading STAAR will grow from 40.6% to 50% in June 2026.

Performance Objective 2: Increase the percentage of 7th grade scholars at or above the 60th percentile in EOY MAP.

Evaluation Data Sources: Reading MAP Growth Grade 7 BOY, MOY, and EOY data.

Strategy 1 Details	Reviews			
Strategy 1: Create and implement a professional development program that tracks students' individual data. Strategy's Expected Result/Impact: increase capacity in teachers and staff in tracking students Staff Responsible for Monitoring: instructional administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
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Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: While the gap between Economically Disadvantaged students and all students is closing, African-American students continue to underperform compared to Hispanic peers across accountability measures. **Root Cause:** Inconsistent Tier 1 instruction, limited teacher capacity in differentiation, and weak campus-wide structures reduce equity in learning and behavior outcomes

Student Learning

Problem Statement 1: At Bessie Coleman Middle School, only 69% of students made their academic growth target. **Root Cause:** Lack of professional development geared towards student growth at the campus level.

Goal 2: The percent of students, 6th-8th grade, achieving Meets + on the Reading STAAR will grow from 40.6% to 50% in June 2026.

Performance Objective 3: Increase the percentage of 8th grade scholars at or above the 60th percentile in EOY MAP.

Evaluation Data Sources: Reading MAP Growth Grade 8 BOY, MOY, and EOY data.

Strategy 1 Details	Reviews			
Strategy 1: Create and implement a professional development program that tracks students' individual data. Strategy's Expected Result/Impact: increase capacity in teachers and staff in tracking students Staff Responsible for Monitoring: instructional administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
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Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: While the gap between Economically Disadvantaged students and all students is closing, African-American students continue to underperform compared to Hispanic peers across accountability measures. **Root Cause:** Inconsistent Tier 1 instruction, limited teacher capacity in differentiation, and weak campus-wide structures reduce equity in learning and behavior outcomes

Student Learning

Problem Statement 1: At Bessie Coleman Middle School, only 69% of students made their academic growth target. **Root Cause:** Lack of professional development geared towards student growth at the campus level.

Goal 3: The percent of students, 6th-8th grade, achieving Meets* on the Math STAAR will grow from 15.5% to 25% percent in June 2026.

Performance Objective 1: Increase the percentage of 6th grade scholars at or above the 60th percentile in EOY MAP.

Evaluation Data Sources: Math MAP Growth Grade 6 BOY, MOY, and EOY data.

Strategy 1 Details	Reviews			
Strategy 1: Create and implement a professional development program that tracks students' individual data. Strategy's Expected Result/Impact: increase capacity in teachers and staff in tracking students Staff Responsible for Monitoring: instructional administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
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Goal 3: The percent of students, 6th-8th grade, achieving Meets* on the Math STAAR will grow from 15.5% to 25% percent in June 2026.

Performance Objective 2: Increase the percentage of 7th grade scholars at or above the 60th percentile in EOY MAP.

Evaluation Data Sources: Math MAP Growth Grade 7 BOY, MOY, and EOY data.

Strategy 1 Details	Reviews			
Strategy 1: Create and implement a professional development program that tracks students' individual data. Strategy's Expected Result/Impact: increase capacity in teachers and staff in tracking students Staff Responsible for Monitoring: instructional administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
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Goal 3: The percent of students, 6th-8th grade, achieving Meets* on the Math STAAR will grow from 15.5% to 25% percent in June 2026.

Performance Objective 3: Increase the percentage of 8th grade scholars at or above the 60th percentile in EOY MAP.

Evaluation Data Sources: Math MAP Growth Grade 8 BOY, MOY, and EOY data.

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Goal 4: The percentage of scholars graduating CCMR-ready ready as measured by state accountability metrics, will increase from 80% in August 2025 to 90% in August 2030

Performance Objective 1: Increase the percentage of 8th-grade scholars who meet TSI (Texas Success Initiative) benchmarks in ELAR and Math by assessment

HB3 Goal
Evaluation Data Sources: PSAT

Strategy 1 Details	Reviews			
Strategy 1: Increase exposure to high quality instructional experiences for 8th grade students in their Reading and Math Honors classes Strategy's Expected Result/Impact: Scholars will perform at a level that is above their expected Meets level on STAAR and PSAT Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Specialist, Honors Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
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