

Coppell Independent School District
Coppell Middle School East
2022-2023 Campus Improvement Plan



Mission Statement

We believe at CMSE that our love for the learners and our family atmosphere will drive our quest for each learner to achieve their personal best.

Vision

We believe at CMSE that our love for the learners and our family atmosphere will drive our quest for each learner to achieve their personal best.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	11
Perceptions	13
Priority Problem Statements	14
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: Personal Growth and Experiences: Coppel Middle School East staff and school will achieve our full potential by learning at high levels and taking ownership of our learning.	20
Goal 2: Authentic Contributions: We as CISD will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.	26
Goal 3: Well-being and Mindfulness: We as CMSE will learn, engage, and work in a safe, inclusive and responsive environment.	30
Goal 4: Organizational Improvement and Strategic Design: CMSE will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.	33
Campus Funding Summary	38

Comprehensive Needs Assessment

Demographics

Demographics Summary

Coppell Middle School East is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. CMS East serves a majority Asian student population in grades 6-8. In the 2021-22 school year, total enrollment was 1,082 which represents an increase of 12.1% since 2017-18 (965 learners).

In 2021-22, the student population was 43.5% Asian, 34.2% White, 13% Hispanic, 5.1% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 3.9% multi-racial. Females made up 50.6% of the learners and males represented 49.3%. Our economically disadvantaged percentage was 9.5%.

Our Emergent Bilingual (EB) population consisted of 56 learners that made up 5.1% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (26.7%), Hindi (12.5%), Arabic (7.1), Tamil (7.1%), and Malayalam(5.3%). Additionally, 33.9% of our EBs were also economically disadvantaged.

Our 179 gifted and talented learners constituted 16.5% of our population. Our gender split in the GT group was 47.4% female and 52.5% male. Of the four major ethnic groups, our GT learners were 63.6% Asian, 24.5% White, 5.5% Hispanic and 0% African American.

We had 99 learners that qualified for special education services, which represented 9.1% of our population. There were 120 learners with 504 accommodations, which was 11% of the total enrollment.

The average daily attendance for our campus in 2021-22 was 96.48%, which decreased by 2.69% from the prior year.

STAFFING

CMS East employed 66 educators and 10 instructional aides in the 2021-22 school year. The number of teachers increased by 2 from the prior year while the number of aides increased by 4. The ethnic breakdown for the teaching staff was 3% Asian, 84.8% White, 6% Hispanic, 6% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0% multi-racial. Females made up 78.7% of the educators and males represented 21.2%.

Overall, our educators had a varying level of professional experience: 6% (4) were new to teaching with 0-1 years of experience, 21.2% (14) had 2-5 years, 27.2% (18) had 6-10 years, 19.7% (13) had 11-15 years, 10.6% (7) had 16-20 years, and 15.1% (10) had more than 20 years. Looking at longevity within the district, 21.2% of our teachers had 0-1 years in district, 25.7% had 2-5 years, 21.2% had 6-10 years, 15.1% had 11-15 years, 12.1% had 16-20 years and 4.5% had more than 20 years. The average years of professional experience was 11.1 with 7.6 years in the district.

Advanced degrees were held by 19.7% of our teachers: 13 with master's degrees and 0 with doctorates. Our campus principal had 36 years of career experience in a professional position (not necessarily as a principal) and 14 years in Coppell. Our assistant principal(s) had an average of 9 years of professional experience and 6 years in the district.

Our educator retention rate from 2020-21 to 2021-22 was 83.82%. For educational aides it was 83.33%. We hired 10 new teachers in 2021-22. The characteristics of our new teachers were as follows: 0% Asian, 80% White, 10% Hispanic, 10% African American, 80% female, 20% male, 30% new to teaching, 40% with 2-5 years of professional experience, 0% with 6-10 years, 10% with 11-15 years, 10% with 16-20 years, 10% with more than 20 years and 15.1% new to the campus. The average years of professional experience was 7.3 with 5 years in the district. 10% of our new teachers had advanced degrees.

Demographics Strengths

- The average daily attendance for our campus in 2021-22 was 96.48%, which decreased by 2.69% from the prior year.
- Advanced degrees were held by 19.7% of our teachers: 13 with master's degrees and 0 with doctorates..
- The average years of professional experience was 11.1 with 7.6 years in the district.
- Our educator retention rate from 2020-21 to 2021-22 was 83.82%. For educational aides it was 83.33%.
- The diversity of our learners and the culture we have built at East from this diversity is one of our major strengths.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We have had an influx of growth with identified learners in special education and 504. **Root Cause:** Growth in the number of referrals and qualifying learners for special programs and 504 services among the three middle schools.

Problem Statement 2 (Prioritized): An ever-growing EB population and their progress with learning a new language. **Root Cause:** Coppell is a strong school district that attracts education minded parents that move their children in from foreign countries. STAAR is not mindful of how long it takes to master a new language.

Problem Statement 3 (Prioritized): There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause:** Barriers exist in which relationships have not been established and sustained with all learners

Problem Statement 4: There is a decrease in our staff retention rate at East. **Root Cause:** A nationwide teacher shortage is happening as a result of the last two years of a pandemic amongst other varying factors.

Student Learning

Student Learning Summary

Spring 2021 to Spring 2022 6th grade STAAR Reading and Math Data:

	Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
COPPELL MIDDLE EAST	Spring 2021	6	348	10	90	68	41	152	5	95	75	47
Economically Disadvantaged	Spring 2021	6	36	33	67	19	8	29	7	93	69	21
Current EB/EL	Spring 2021	6	28	32	68	39	14	15	7	93	73	27
Special Education	Spring 2021	6	34	44	56	32	21	28	21	79	46	25
COPPELL MIDDLE EAST	Spring 2022	6	348	9	91	66	46	190	2	98	71	30
Economically Disadvantaged	Spring 2022	6	34	21	79	47	26	30	7	93	57	13
Current EB/EL	Spring 2022	6	30	40	60	27	20	22	5	95	36	9
Special Education	Spring 2022	6	40	38	63	38	13	36	6	94	50	11

Spring 2021 to Spring 2022 7th grade STAAR Reading and Math Data:

	Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
COPPELL MIDDLE EAST	Spring 2021	7	347	7	93	79	61	366	7	93	77	54
Economically Disadvantaged	Spring 2021	7	35	14	86	60	29	35	17	83	46	23
Current EB/EL	Spring 2021	7	16	31	69	50	19	25	20	80	52	24
Special Education	Spring 2021	7	22	45	55	27	5	28	18	82	39	29
COPPELL MIDDLE EAST	Spring 2022	7	385	5	95	84	72	343	6	94	82	56
Economically Disadvantaged	Spring 2022	7	37	16	84	51	30	36	22	78	53	22
Current EB/EL	Spring 2022	7	31	19	81	58	26	28	11	89	71	36
Special Education	Spring 2022	7	36	39	61	44	31	35	31	69	40	14

Spring 2021 to Spring 2022 8th grade STAAR Reading and Math Data:

	Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
COPPELL MIDDLE EAST	Spring 2021	8	359	4	96	81	56	383	3	97	88	53
Economically Disadvantaged	Spring 2021	8	33	9	91	52	27	34	12	88	68	26

	Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
Current EB/EL	Spring 2021	8	19	26	74	16	11	22	18	82	64	23
Special Education	Spring 2021	8	27	22	78	41	15	25	24	76	60	16
COPPELL MIDDLE EAST	Spring 2022	8	353	2	98	86	73	364	3	97	85	62
Economically Disadvantaged	Spring 2022	8	32	13	88	66	44	31	23	77	58	29
Current EB/EL	Spring 2022	8	13	8	92	54	23	22	5	95	64	36
Special Education	Spring 2022	8	22	18	82	36	18	26	19	81	50	19

Spring 2021 to Spring 2022 8th grade STAAR Science and Social Studies Data:

	Admin	Grade	STAAR - Science - Number Tested	STAAR - Science - Did Not Meet - %	STAAR - Science - Approaches - %	STAAR - Science - Meets - %	STAAR - Science - Masters - %	STAAR - Social Studies - Number Tested	STAAR - Social Studies - Did Not Meet - %	STAAR - Social Studies - Approaches - %	STAAR - Social Studies - Meets - %	STAAR - Social Studies - Masters - %
COPPELL MIDDLE EAST	Spring 2021	8	339	5	95	83	62	328	11	89	70	48
Economically Disadvantaged	Spring 2021	8	28	21	79	54	32	28	32	68	50	32
Current EB/EL	Spring 2021	8	16	25	75	38	13	16	44	56	19	0

	Admin	Grade	STAAR - Science - Number Tested	STAAR - Science - Did Not Meet - %	STAAR - Science - Approaches - %	STAAR - Science - Meets - %	STAAR - Science - Masters - %	STAAR - Social Studies - Number Tested	STAAR - Social Studies - Did Not Meet - %	STAAR - Social Studies - Approaches - %	STAAR - Social Studies - Meets - %	STAAR - Social Studies - Masters - %
Special Education	Spring 2021	8	25	16	84	56	32	24	25	75	38	25
COPPELL MIDDLE EAST	Spring 2022	8	352	4	96	86	70	353	10	90	69	54
Economically Disadvantaged	Spring 2022	8	32	22	78	56	41	32	38	63	38	19
Current EB/EL	Spring 2022	8	13	23	77	69	38	13	15	85	46	38
Special Education	Spring 2022	8	22	27	73	41	18	22	41	59	23	18
Not Special Education	Spring 2022	8	330	2	98	89	73	331	8	92	72	56

Spring 2021 to Spring 2022 Algebra I EOC Data:

	Admin	STAAR - Number Tested	STAAR - Did Not Meet - %	STAAR - Approaches - %	STAAR - Meets - %	STAAR - Masters - %
COPPELL MIDDLE EAST	Spring 2021	160	1	99	96	88
Economically Disadvantaged	Spring 2021	6	0	100	100	100
Current EB/EL	Spring 2021	-				
Special Education	Spring 2021	1	-	-	-	-
COPPELL MIDDLE EAST	Spring 2022	190	0	100	100	98
Economically Disadvantaged	Spring 2022	6	0	100	100	83

	Admin	STAAR - Number Tested	STAAR - Did Not Meet - %	STAAR - Approaches - %	STAAR - Meets - %	STAAR - Masters - %
Current EB/EL	Spring 2022	2	-	-	-	-
Special Education	Spring 2022	1	-	-	-	-

Student Learning Strengths

- Our learners are performing exceptionally well overall in mathematics as they have consistently scored in the mid to upper 90% range for the last 3 years.
- Our learners have improved their mastered standard in both math and reading over the last 3 years.
- Our learners have performed exceptionally well overall in Algebra I EOC for the last 3 years with over 98% passing that exam.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices. **Root Cause:** Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices.

Problem Statement 2 (Prioritized): There is a need to use both quantitative and qualitative data to set appropriate targeted learning goals for struggling learners in order to close achievement gaps. **Root Cause:** There is a lack of information that is specific to individual learning gaps.

Problem Statement 3 (Prioritized): Learners needing more rigor and interventions in all curricular areas to meet higher levels of learning. **Root Cause:** Academic gaps of more than a year below grade level for some of our learners in all curricular areas. GT stagnate scores and lack of growth for some learners.

Problem Statement 4 (Prioritized): There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. **Root Cause:** Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered

Problem Statement 5 (Prioritized): There is a need to focus on digital tools and resources in 6th-8th grade resulting in increased learner achievement. **Root Cause:** Inconsistencies

in usage of digital tools resources and monitoring of learner academic and social emotional growth

Problem Statement 6 (Prioritized): Lower STAAR reading assessment scores for our 6th, 7th and 8th grade EB students this past year. **Root Cause:** Higher enrollment number for EB learners. We need stronger Tier 1 instructional strategies for our LEP learners in all areas of curriculum.

Problem Statement 7 (Prioritized): Lower STAAR reading assessment scores for our 6th grade special education students and EB students this past year. **Root Cause:** Increased population of SPED and EB learners with large learning gaps in the area of reading.

School Processes & Programs

School Processes & Programs Summary

CISD/CMSE hires educators that are certified in the field that they will be teaching our learners. All educators go through a rigorous hiring process to ensure that we are placing the best educators in our classrooms. Once they are hired, our educators go through a program with our human relations department to ensure they understand the "Coppell Way" and expectations for teaching and learning in CISD. The Director of Staff Development then designs a "New Teacher" Orientation to introduce the curriculum, policies and procedures expected of each educator in CISD. If an educator is in their first two years of teaching, they are assigned a mentor and go through our new teacher academy for the entire year. This supports the new educator in best practices in the classroom and how to integrate themselves into the education field.

CISD/CMSE provides all educators with professional learning opportunities throughout the school year. This staff development occurs at the district and the campus level. There are certain strategies and initiatives that are promoted and worked on as a district and then each campus has their own staff development to integrate the educators to the campus culture of learning and growing as an educator. On the campus staff development time, at East we survey our educators and do a needs assessment for areas that we feel will grow us as a stronger campus. Our focus is as a PBL campus, a technology infused campus and a strong curriculum based campus. We are a PLC operating campus and the collaboration, the work of making sure we focus on what do we want our learners to know, how do we know if they know it, what do we do if they don't and what do we do if they do! These questions drive our PLC network and focus us on the growth of our learners and the strength of our programs for when a child needs intervention and when they need enrichment. In each of our core academic areas, we have a content time each day for our educators to seek input from one another on what is working or not working with the curriculum, students' needs and accomplishments, data discovery and lesson planning to meet the needs of our data weak areas.

At CMSE we provide intervention time during the day and before and after school for learners that need that extra help. We use our BEAST time (advisory) for enrichment activities to focus on taking the rigor to a higher level. We also use our BEAST time to focus on character growth, bully prevention, drug and alcohol abuse, safety on the internet and digital responsibility, respecting different cultures and ideas, suicide prevention, dating guidelines and how to treat one another. This has been such a helpful program to also build leaders and grow our learners into future leaders both locally, statewide and globally. We offer iExplore to every seventh grader in our school, which is a class that focuses on college exploration, career exploration, personality assessments, and learning assessments, guest speakers from different job markets to allow our learners to ask questions and explore different work fields. We have coding that takes place in our CTE classes, a media class that teaches different aspects of technology, a broadcasting class that produces a daily news segment for our school, a principles of information technology class that teaches computer programming and a STEM class that integrates math and science exploration and creation.

We have more than half of our student population involved in our fine arts programs, such as, band, choir, art, and theatre. Our learners spend many hours in these programs before and after school and perform for our community and campus regularly. We have a strong athletic program that both our young women and men participate within that also teaches many skills for later in life. We have an Outdoor Education Program that works with learners to teach them skills for hunting, boating and camping. This reaches another group of our learners that love the great outdoors.

One of the most important programs at our school for the past year has been our school safety program. We are consistently performing drills with our learners to prepare them for the worst case scenario to ensure their safety in case of an emergency. We have drilled with the staff first and made sure they understood our processes and procedures for safety, then we walked our learners through each step of our plan to ensure we were all on the same page. We partner with the Coppell Police Department through our SRO organization to do active drills with our learners to practice what we have put in place!

A focus on service learning and giving of ourselves to help others in need. We started an East Sustainability Program to meet the needs of others and our environment.

School Processes & Programs Strengths

- Intervention that matters when needed most for our learners that are at-risk through our tutoring programs.
- Enhancing of the curriculum through our BEAST time to enrich the learning environment and grow our learners that need the extra stimulation.
- Fine Arts program that meets the needs of our learners in an area that is their passion.
- Athletic programs that allows learners to grow in an area that they are passionate about and enjoy performing.
- Technology enriched programs through our CTE program and as a campus that integrates technology through all of our curriculum.
- iExplore class for all seventh graders to seek college and career readiness for future goals.
- The partnership with the Coppell Police Department with our SRO's to ensure safety of our campus, educators and learners.
- Service learning programs through our East Sustainability Club.
- Outdoor Education Program to meet the needs of those learners that love to be outside camping, boating, hunting and fishing.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Lack of programs for learners that will not be attending a 4 year college upon graduation. **Root Cause:** We are a community/district that uses a 4 year college education as our measure of success for learners and we need to redefine success for all learners.

Problem Statement 2 (Prioritized): Needing programs to involve our learners in giving back to their world and community. **Root Cause:** Our learners are so involved in academic achievement that they lose sight of the need to be well rounded and think of others.

Problem Statement 3 (Prioritized): Learners are not documenting their learning 6th-8th grade in a variety of ways. **Root Cause:** Not utilizing specific tools, such as a digital portfolio to capture the learning.

Perceptions

Perceptions Summary

CMSE is a campus that has building relationships as one of its main components of everyday life. We work on building a climate that allows each learner to be accepted just as they are, especially during the toughest years of their life! We practice the "Fish Philosophy" each day, which is: Be there for one another, Make someone's day, Choose your attitude and Play. We use these as guiding principles on our campus each and every day.

We are a neighborhood school and are surrounded by houses on every side of our building. We work hard on establishing a community spirit and involve many of our neighbors in activities during the year to have them as partners in education. We have adults come and serve as mentors for our learners, we have businessmen and women come and speak to our classes as our neighborhood is full of business owners and corporate leaders. We set up times for them to come into our classrooms and relay to our learners the importance of education and their future.

Our town values education and promote college attendance as an expectation for learners. CMSE works with our learners to promote college and career readiness and really seek to help our learners find their passion and pursue a life of fulfillment. When you walk into our building you can tangibly feel the love and respect of our educators for our learners and our learners for our educators. We have such a diverse campus of learners. We have a melting pot of ethnicity, but we are one family and run our school in respect for what we can learn from one another's cultures.

Perceptions Strengths

- Establishing and promoting relationships in the learning environment to meet academic and socio-emotional needs of our learners.
- Parent buy-in and support of our school and the programs and practices that take place within the school.
- Community support of our campus and learners and the needs that arise within the campus.
- Diverse student body that respects our differences and grows stronger through understanding one another.
- Support of our school as we work with Coppell PD to keep our building and learners safe.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Social-emotional health of our learners as they lack the skills to cope with hardships or failure. **Root Cause:** The lack of skills taught to our learners and their parents for mental toughness and coping with hardships for all learners.

Problem Statement 2 (Prioritized): There is a need to build awareness on trauma due to the impact of COVID-19 or other life experiences for learners and staff. **Root Cause:** The impact of COVID-19 on individuals and other life challenges

Problem Statement 3 (Prioritized): With current trends of increased need for safety protocols on campuses, procedures have to change and schools have to be more secure. **Root Cause:** Current trends of school shootings and violence against schools.

Priority Problem Statements

Problem Statement 1: We have had an influx of growth with identified learners in special education and 504.

Root Cause 1: Growth in the number of referrals and qualifying learners for special programs and 504 services among the three middle schools.

Problem Statement 1 Areas: Demographics

Problem Statement 12: There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices.

Root Cause 12: Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices.

Problem Statement 12 Areas: Student Learning

Problem Statement 6: Lack of programs for learners that will not be attending a 4 year college upon graduation.

Root Cause 6: We are a community/district that uses a 4 year college education as our measure of success for learners and we need to redefine success for all learners.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 9: Social-emotional health of our learners as they lack the skills to cope with hardships or failure.

Root Cause 9: The lack of skills taught to our learners and their parents for mental toughness and coping with hardships for all learners.

Problem Statement 9 Areas: Perceptions

Problem Statement 2: An ever-growing EB population and their progress with learning a new language.

Root Cause 2: Coppell is a strong school district that attracts education minded parents that move their children in from foreign countries. STAAR is not mindful of how long it takes to master a new language.

Problem Statement 2 Areas: Demographics

Problem Statement 13: There is a need to use both quantitative and qualitative data to set appropriate targeted learning goals for struggling learners in order to close achievement gaps.

Root Cause 13: There is a lack of information that is specific to individual learning gaps.

Problem Statement 13 Areas: Student Learning

Problem Statement 7: Needing programs to involve our learners in giving back to their world and community.

Root Cause 7: Our learners are so involved in academic achievement that they lose sight of the need to be well rounded and think of others.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 16: There is a need to build awareness on trauma due to the impact of COVID-19 or other life experiences for learners and staff.

Root Cause 16: The impact of COVID-19 on individuals and other life challenges

Problem Statement 16 Areas: Perceptions

Problem Statement 11: There is a need to establish and maintain strong, positive relationships for all learners.

Root Cause 11: Barriers exist in which relationships have not been established and sustained with all learners

Problem Statement 11 Areas: Demographics

Problem Statement 5: Learners needing more rigor and interventions in all curricular areas to meet higher levels of learning.

Root Cause 5: Academic gaps of more than a year below grade level for some of our learners in all curricular areas. GT stagnate scores and lack of growth for some learners.

Problem Statement 5 Areas: Student Learning

Problem Statement 8: Learners are not documenting their learning 6th-8th grade in a variety of ways.

Root Cause 8: Not utilizing specific tools, such as a digital portfolio to capture the learning.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 10: With current trends of increased need for safety protocols on campuses, procedures have to change and schools have to be more secure.

Root Cause 10: Current trends of school shootings and violence against schools.

Problem Statement 10 Areas: Perceptions

Problem Statement 14: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners.

Root Cause 14: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered

Problem Statement 14 Areas: Student Learning

Problem Statement 15: There is a need to focus on digital tools and resources in 6th-8th grade resulting in increased learner achievement.

Root Cause 15: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

Problem Statement 15 Areas: Student Learning

Problem Statement 4: Lower STAAR reading assessment scores for our 6th, 7th and 8th grade EB students this past year.

Root Cause 4: Higher enrollment number for EB learners. We need stronger Tier 1 instructional strategies for our LEP learners in all areas of curriculum.

Problem Statement 4 Areas: Student Learning

Problem Statement 3: Lower STAAR reading assessment scores for our 6th grade special education students and EB students this past year.

Root Cause 3: Increased population of SPED and EB learners with large learning gaps in the area of reading.

Problem Statement 3 Areas: Student Learning

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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data





Goals

Goal 1: Personal Growth and Experiences: Coppell Middle School East staff and school will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 1: All 6-8th grade learners will be provided high quality Tier I instruction that is aligned to the state TEKS.

Evaluation Data Sources: Coppell Curriculum Documents and focus on High Priority Learning Standards within each grade level of TEKS.

Strategy 1 Details	Reviews			
Strategy 1: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom. Strategy's Expected Result/Impact: High quality Tier I instruction for learners. -Checklist of things to look for in highlighting specific instructional strategies in all content areas Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Digital Learning Coach Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: House Bill 3 implementation of career, college and military readiness goals supporting alignment and growth in certifications will occur. Strategy's Expected Result/Impact: Provide learners with opportunities to learn new skills and certifications while gaining skills, career, college, and military readiness. Staff Responsible for Monitoring: Campus Administration, Campus Educators, Campus Instructional Coaches, Campus Counselors Problem Statements: Student Learning 1, 4	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Train our educators in the lesson design and implementation of the high priority standards in our curriculum documents within each content area with a focus of cognitive, behavioral, and emotional engagement. Strategy's Expected Result/Impact: High quality Tier I instruction for learners. - Awareness and utilization of the curriculum documents campus-wide. Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Team Leaders of each grade level Problem Statements: Demographics 1, 2 - Student Learning 1, 2, 3 Funding Sources: Design Days for planning with PLC teams - 199 - State Comp Ed - 199-11-6112-00-042-24-000 - \$5,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Continue building on mentor training and structures of support for new educators, administrators and staff to CISD. Strategy's Expected Result/Impact: High quality Tier 1 instruction for learners. Teacher retention rate increased Staff Responsible for Monitoring: Instructional coach, digital learning coach, administration Problem Statements: Demographics 3 - Student Learning 1, 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Implement structures and processes for intentional learning walks with various instructional leaders and educators across the district that focus on observing and evaluating strategies supporting academic and social emotional growth. Strategy's Expected Result/Impact: Strategies learned for all participants in learning walks to support high quality tier 1 instruction for learners as well as strategies to support social emotional growth of learners in the classroom. Staff Responsible for Monitoring: Instructional Coach, Digital Learning Coach, Administration Problem Statements: Demographics 3 - Student Learning 1, 2, 5 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: We have had an influx of growth with identified learners in special education and 504. Root Cause: Growth in the number of referrals and qualifying learners for special programs and 504 services among the three middle schools.

Demographics
<p>Problem Statement 2: An ever-growing EB population and their progress with learning a new language. Root Cause: Coppell is a strong school district that attracts education minded parents that move their children in from foreign countries. STAAR is not mindful of how long it takes to master a new language.</p> <p>Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. Root Cause: Barriers exist in which relationships have not been established and sustained with all learners</p>
Student Learning
<p>Problem Statement 1: There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices. Root Cause: Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices.</p> <p>Problem Statement 2: There is a need to use both quantitative and qualitative data to set appropriate targeted learning goals for struggling learners in order to close achievement gaps. Root Cause: There is a lack of information that is specific to individual learning gaps.</p> <p>Problem Statement 3: Learners needing more rigor and interventions in all curricular areas to meet higher levels of learning. Root Cause: Academic gaps of more than a year below grade level for some of our learners in all curricular areas. GT stagnate scores and lack of growth for some learners.</p> <p>Problem Statement 4: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. Root Cause: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered</p> <p>Problem Statement 5: There is a need to focus on digital tools and resources in 6th-8th grade resulting in increased learner achievement. Root Cause: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth</p>
Perceptions
<p>Problem Statement 1: Social-emotional health of our learners as they lack the skills to cope with hardships or failure. Root Cause: The lack of skills taught to our learners and their parents for mental toughness and coping with hardships for all learners.</p>

Goal 1: Personal Growth and Experiences: Coppell Middle School East staff and school will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 2: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners.

Evaluation Data Sources: Solution Tree PLC Protocols, STAAR Data, NWEA Map data, RTI Data, Benchmark Assessments, Grades, Staff, Parent, Student Satisfaction Surveys

Strategy 1 Details	Reviews			
Strategy 1: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes. Strategy's Expected Result/Impact: Use of PLC time to analyze data and create enrichment and remediation learning experiences. Staff Responsible for Monitoring: Campus Administration and Instructional Coaches, Campus Educators, Digital Learning Coach Problem Statements: Student Learning 2, 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continued training and support for understanding and implementing MTSS (Multi-Tiered Systems of Support) will occur. Strategy's Expected Result/Impact: High Quality instruction will be delivered to all students. Students will show growth in all areas of learning Staff Responsible for Monitoring: Campus Admin, Counselors, Teachers, Instructional Coaches, and Digital Learning Coach Problem Statements: Demographics 1, 2, 3 - Student Learning 1, 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: We have had an influx of growth with identified learners in special education and 504. Root Cause: Growth in the number of referrals and qualifying learners for special programs and 504 services among the three middle schools.
Problem Statement 2: An ever-growing EB population and their progress with learning a new language. Root Cause: Coppell is a strong school district that attracts education minded parents that move their children in from foreign countries. STAAR is not mindful of how long it takes to master a new language.

Demographics

Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause:** Barriers exist in which relationships have not been established and sustained with all learners

Student Learning

Problem Statement 1: There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices. **Root Cause:** Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices.

Problem Statement 2: There is a need to use both quantitative and qualitative data to set appropriate targeted learning goals for struggling learners in order to close achievement gaps. **Root Cause:** There is a lack of information that is specific to individual learning gaps.





Problem Statement 3: Learners needing more rigor and interventions in all curricular areas to meet higher levels of learning. **Root Cause:** Academic gaps of more than a year below grade level for some of our learners in all curricular areas. GT stagnate scores and lack of growth for some learners.

Goal 1: Personal Growth and Experiences: Coppell Middle School East staff and school will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 3: Student achievement and progress levels will exceed state standards/averages for all student groups.

Evaluation Data Sources: STAAR Test Data, Benchmark Data, RTI Data

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and training to support educators to identify the proficiency levels of Emergent Bilingual Learners and plan appropriate classroom instructional strategies. Strategy's Expected Result/Impact: Training for educators on specific classroom strategies to support Emergent Bilingual Learners - Resources for educators (including embedded items within curriculum documents for Emergent Bilingual Learners - Increased utilization of appropriate classroom strategies for Emergent Bilingual Learners - Increased student achievement and progress levels Staff Responsible for Monitoring: Campus Language Acquisition Specialist /Educator, Campus Administration, Instructional coach Problem Statements: Demographics 2 - Student Learning 6, 7	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide resources and specific training emphasizing how we can best help to support and provide appropriate interventions for our Special Education, 504, English Learners, Migrant Learners, Tier II and Tier III learners, and GTI learners with their overall academic/social emotional needs. Strategy's Expected Result/Impact: High quality instruction for all learners. Academic gains and strengths identified. All learners academic and social/emotional needs met. Staff Responsible for Monitoring: Administration, Language Acquisition Specialist, Instructional Coach, Campus Intervention Staff Problem Statements: Demographics 1 - Student Learning 1, 3	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Implement specific tutoring plans, per House Bill 4545, that focus on learners who have not met standard on state assessments and are in need of additional learning support. Strategy's Expected Result/Impact: High quality instruction for all learners. Academic gains and strengths identified. Increase in number of learners who will meet standard on state assessments Staff Responsible for Monitoring: Classroom educators Administration Counselors Instructional Coaches Language Acquisition Specialists Campus Intervention Team Problem Statements: Student Learning 1, 2, 6, 7		Formative			Summative
		Nov	Feb	Apr	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:





Demographics
Problem Statement 1: We have had an influx of growth with identified learners in special education and 504. Root Cause: Growth in the number of referrals and qualifying learners for special programs and 504 services among the three middle schools.
Problem Statement 2: An ever-growing EB population and their progress with learning a new language. Root Cause: Coppell is a strong school district that attracts education minded parents that move their children in from foreign countries. STAAR is not mindful of how long it takes to master a new language.
Student Learning
Problem Statement 1: There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices. Root Cause: Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices.
Problem Statement 2: There is a need to use both quantitative and qualitative data to set appropriate targeted learning goals for struggling learners in order to close achievement gaps. Root Cause: There is a lack of information that is specific to individual learning gaps.
Problem Statement 3: Learners needing more rigor and interventions in all curricular areas to meet higher levels of learning. Root Cause: Academic gaps of more than a year below grade level for some of our learners in all curricular areas. GT stagnate scores and lack of growth for some learners.
Problem Statement 6: Lower STAAR reading assessment scores for our 6th, 7th and 8th grade EB students this past year. Root Cause: Higher enrollment number for EB learners. We need stronger Tier 1 instructional strategies for our LEP learners in all areas of curriculum.
Problem Statement 7: Lower STAAR reading assessment scores for our 6th grade special education students and EB students this past year. Root Cause: Increased population of SPED and EB learners with large learning gaps in the area of reading.

Goal 2: Authentic Contributions: We as CISD will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

Performance Objective 1: All CMSE 6-8th grade learners will participate in at least two courses/activities focused on career, college and life readiness.

Evaluation Data Sources: Club data on membership and activities, Classroom data from iExplore, Media, and STEM as well as activities involved in the curriculum.

Strategy 1 Details	Reviews			
Strategy 1: Provide training and resources to educators enhancing curriculum connections to real world application in learning. Strategy's Expected Result/Impact: High quality Instruction Learners will see beyond the curriculum making connections that will allow them to see how learning goes beyond the classroom Staff Responsible for Monitoring: Classroom Teachers Administration Instructional Coaches CTE Director Counselors Problem Statements: Student Learning 4 - School Processes & Programs 1, 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Our East learners through our East Sustainability Club will continue to partner with organizations and host/participate in activities that allow our learners to give back to and make a mark on their world through their passions and talents. Strategy's Expected Result/Impact: Growth as a global citizen and feeding of our youth's passions. -School climate that is about giving more than receiving. Staff Responsible for Monitoring: East Sustainability membership, Sponsors of clubs and organizations, Campus administration Problem Statements: Student Learning 4 - School Processes & Programs 2, 3	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: All 7th Graders at CMSE will be involved in our iExplore (college and career readiness) class and curriculum to prepare them for college and career readiness and a successful future. Strategy's Expected Result/Impact: Knowledge of choices for their high school programs offered. -Knowledge of possible career choices. -Knowledge of possible college choices. -Knowledge of themselves as learners. Staff Responsible for Monitoring: Campus Educators, Campus Administration, Campus Counselors, Digital Learning Coach, Librarian Problem Statements: Student Learning 4 - School Processes & Programs 1, 2		Formative			Summative
		Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					





Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. Root Cause: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered
School Processes & Programs
Problem Statement 1: Lack of programs for learners that will not be attending a 4 year college upon graduation. Root Cause: We are a community/district that uses a 4 year college education as our measure of success for learners and we need to redefine success for all learners. Problem Statement 2: Needing programs to involve our learners in giving back to their world and community. Root Cause: Our learners are so involved in academic achievement that they lose sight of the need to be well rounded and think of others. Problem Statement 3: Learners are not documenting their learning 6th-8th grade in a variety of ways. Root Cause: Not utilizing specific tools, such as a digital portfolio to capture the learning.

Goal 2: Authentic Contributions: We as CISD will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

Performance Objective 2: All CMSE 6th-8th grade learners will have multiple opportunities to highlight and showcase evidence of academic, social emotional learning and interest/passions. (i.e. service learning, digital portfolios, presentations, goal setting tools, etc.)

Evaluation Data Sources: Service Learning Records from our Clubs and Bulb Portfolios

Strategy 1 Details	Reviews			
Strategy 1: Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning. Strategy's Expected Result/Impact: Learner digital portfolios - Alternative assessment document to show growth in each learning endeavor. Staff Responsible for Monitoring: Campus Administration, Instructional Coaches, Digital Learning Coach, Campus Educators Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices Strategy's Expected Result/Impact: Digital portfolio templates - Performance Tasks for math, science and PBL tasks - Rubrics for academic and social-emotional growth Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, and ESL Facilitators Problem Statements: Student Learning 5 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 5: There is a need to focus on digital tools and resources in 6th-8th grade resulting in increased learner achievement. Root Cause: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth





School Processes & Programs
Problem Statement 3: Learners are not documenting their learning 6th-8th grade in a variety of ways. Root Cause: Not utilizing specific tools, such as a digital portfolio to capture the learning.

Goal 3: Well-being and Mindfulness: We as CMSE will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 1: CMSE will continue to review current and create new curriculum documents, training and implement specific programs to provide needed support/resources for counseling and social emotional learning.

Evaluation Data Sources: MTSS, PLC work as a district, Second Step

Strategy 1 Details	Reviews			
Strategy 1: Revise, update and implement current 6-8 curriculum documents and purchase any needed resources to include learning supports for social emotional learning and character education. Including the following character traits per TEA: - Courage - Trustworthiness, including honesty, reliability, punctuality, and loyalty - Integrity - Respect and courtesy - Responsibility, including accountability, diligence, perseverance, and self-control - Fairness, including justice and freedom from prejudice - Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity - Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law - School pride - Gratitude Strategy's Expected Result/Impact: Learners will grow in the areas of character education as mandated by TEA. Our school will embrace character traits that will support the fish philosophy. Staff Responsible for Monitoring: Administration Counselors Campus Educators Instructional Coach Problem Statements: School Processes & Programs 2, 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Update and integrate curriculum supports for implementation of new health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content) Strategy's Expected Result/Impact: Learners will have opportunities to be supported socially and emotionally with a variety of interaction opportunities. Staff Responsible for Monitoring: Campus Administration, Counselors, Grade level leaders, club sponsors Problem Statements: Perceptions 1, 2, 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Align implementation of social emotional support structures: class meetings, check-ins and restorative practices. Strategy's Expected Result/Impact: Strong social-emotional health for all learners and staff. Staff Responsible for Monitoring: Administration Counselors Campusu Educators Problem Statements: Perceptions 1, 2, 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Needing programs to involve our learners in giving back to their world and community. Root Cause: Our learners are so involved in academic achievement that they lose sight of the need to be well rounded and think of others. Problem Statement 3: Learners are not documenting their learning 6th-8th grade in a variety of ways. Root Cause: Not utilizing specific tools, such as a digital portfolio to capture the learning.
Perceptions
Problem Statement 1: Social-emotional health of our learners as they lack the skills to cope with hardships or failure. Root Cause: The lack of skills taught to our learners and their parents for mental toughness and coping with hardships for all learners. Problem Statement 2: There is a need to build awareness on trauma due to the impact of COVID-19 or other life experiences for learners and staff. Root Cause: The impact of COVID-19 on individuals and other life challenges Problem Statement 3: With current trends of increased need for safety protocols on campuses, procedures have to change and schools have to be more secure. Root Cause: Current trends of school shootings and violence against schools.

Goal 3: Well-being and Mindfulness: We as CMSE will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 2: CMSE will continue to bring clarity, communicate systems and provide intentional training to ensure alignment with practices/supports across the district.

Evaluation Data Sources: Curriculum-embedded resources, Behavior supports/resources, Discipline data, Feedback from district Panorama survey data learners, staff, and families, and Threat assessment data

Strategy 1 Details	Reviews			
Strategy 1: Continue providing training to align practices and review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners. Strategy's Expected Result/Impact: All learners. will feel supported through a variety of ways Staff Responsible for Monitoring: Administration Counselors Instructional Coaches Campus Educators Problem Statements: Demographics 3 - Student Learning 1, 2 - Perceptions 1, 2	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. Root Cause: Barriers exist in which relationships have not been established and sustained with all learners
Student Learning
Problem Statement 1: There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices. Root Cause: Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices. Problem Statement 2: There is a need to use both quantitative and qualitative data to set appropriate targeted learning goals for struggling learners in order to close achievement gaps. Root Cause: There is a lack of information that is specific to individual learning gaps.
Perceptions
Problem Statement 1: Social-emotional health of our learners as they lack the skills to cope with hardships or failure. Root Cause: The lack of skills taught to our learners and their parents for mental toughness and coping with hardships for all learners. Problem Statement 2: There is a need to build awareness on trauma due to the impact of COVID-19 or other life experiences for learners and staff. Root Cause: The impact of COVID-19 on individuals and other life challenges

Goal 4: Organizational Improvement and Strategic Design: CMSE will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 1: East will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of the training.

Evaluation Data Sources: T-Tess Goal Setting
Formative Assessment data during training
Professional Learning Reflection Data
Bulb Collections

Strategy 1 Details	Reviews			
Strategy 1: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district including within professional learning opportunities. Strategy's Expected Result/Impact: Strong PLC/ MTSS Aligned with research based practices Staff Responsible for Monitoring: Campus Administration Instructional Coaches Campus Instructional Leadership Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Calibrate, align and provide support for our district departments and campuses concerning needs for professional learning. Strategy's Expected Result/Impact: Support across campus and district to support the needs of the educators Staff Responsible for Monitoring: Administration District Directors Instructional Coach Digital Learning Coach Problem Statements: Student Learning 1, 2, 3	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices.

Root Cause: Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices.

Problem Statement 2: There is a need to use both quantitative and qualitative data to set appropriate targeted learning goals for struggling learners in order to close achievement gaps. **Root Cause:** There is a lack of information that is specific to individual learning gaps.





Problem Statement 3: Learners needing more rigor and interventions in all curricular areas to meet higher levels of learning. **Root Cause:** Academic gaps of more than a year below grade level for some of our learners in all curricular areas. GT stagnate scores and lack of growth for some learners.

Goal 4: Organizational Improvement and Strategic Design: CMSE will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 2: East will continue to investigate and provide tools/strategies in order to create a comprehensive, balanced assessment system as a means to monitor student growth and to inform instructional practices.

Evaluation Data Sources: PLC Data Digs
NWEA MAP Data Digs
Panaroma Data Digs

Strategy 1 Details		Reviews			
Strategy 1: Continue researching, developing and implementing a CISD Community Based Accountability System. Strategy's Expected Result/Impact: Showing the growth and accomplishments of our learners and our school beyond what is measured on the STAAR test. Staff Responsible for Monitoring: Campus Administration Campus Educators Counselors Instructional Coach Digital Learning Coach Problem Statements: Student Learning 1, 3, 4, 5 - School Processes & Programs 2, 3		Formative			Summative
		Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices. Root Cause: Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices.</p> <p>Problem Statement 3: Learners needing more rigor and interventions in all curricular areas to meet higher levels of learning. Root Cause: Academic gaps of more than a year below grade level for some of our learners in all curricular areas. GT stagnate scores and lack of growth for some learners.</p> <p>Problem Statement 4: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. Root Cause: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered</p> <p>Problem Statement 5: There is a need to focus on digital tools and resources in 6th-8th grade resulting in increased learner achievement. Root Cause: Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth</p>

School Processes & Programs





Problem Statement 2: Needing programs to involve our learners in giving back to their world and community. **Root Cause:** Our learners are so involved in academic achievement that they lose sight of the need to be well rounded and think of others.

Problem Statement 3: Learners are not documenting their learning 6th-8th grade in a variety of ways. **Root Cause:** Not utilizing specific tools, such as a digital portfolio to capture the learning.

Goal 4: Organizational Improvement and Strategic Design: CMSE will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 3: East will continue to review and maintain safety and security practices and will work to implement any additional strategies/protocols put in place by the state.

Evaluation Data Sources: Drill Summaries
Raptor Data
Perimeter Check Data

Strategy 1 Details	Reviews			
Strategy 1: Ensure all safety drills take place within the district and specific training for staff and learners concerning safety practices occurs. Strategy's Expected Result/Impact: All safety drills will take place and we will be in compliance with district and state mandates Staff Responsible for Monitoring: Campus Administration Problem Statements: Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement door sweeps on campuses and district buildings at least once each week during instructional days. Strategy's Expected Result/Impact: Secure Building Staff Responsible for Monitoring: Campus Administration Problem Statements: Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 3: With current trends of increased need for safety protocols on campuses, procedures have to change and schools have to be more secure. Root Cause: Current trends of school shootings and violence against schools.

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Design Days for planning with PLC teams	199-11-6112-00-042-24-000	\$5,000.00
Sub-Total					\$5,000.00