

Coppell Independent School District



Coppell Middle School East

2026-2027 Campus Improvement Plan

Mission Statement

At Coppell Middle School East we will equip all students for the dynamic challenges of tomorrow.

Vision

As a community, East will consistently encourage and engage learners in meaningful learning opportunities to instill resilience and grow upstanding citizens.

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Comprehensive Needs Assessment

Demographics

Summary

DEMOGRAPHICS

Coppell Middle School East is in Coppell ISD, a suburban district with 10 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. In the 2025-26 school year, total enrollment was 1,067 which represents a decrease of 5.2% from the prior year (-59 total learners).

In 2025-26, the student population was 46.1% Asian, 31.6% White, 12.5% Hispanic, 4.5% African American, 0.3% American Indian/Alaskan Native, 0.3% Native Hawaiian/Pacific Islander and 4.8% multi-racial. Females made up 46.5% of the learners and males represented 53.5%. Our economically disadvantaged percentage was 9.2%.

Our Emergent Bilingual (EB) population consisted of 87 learners that made up 8.2% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (18.4%), Arabic (11.5%), Spanish (9.2%), Tamil (8%), and Urdu (6.9%). Additionally, 16.1% of our EBs were also economically disadvantaged.

Our 198 gifted and talented learners constituted 18.6% of our population. Our gender split in the GT group was 37.4% female and 62.6% male. Of the four major ethnic groups, our GT learners were 61.1% Asian, 24.7% White, 6.6% Hispanic and 2.5% African American.

We had 174 learners that qualified for special education services, which represented 16.3% of our population. There were 95 learners with 504 accommodations, which was 8.9% of the total enrollment.

The average daily attendance for our campus in 2025-26 was 96.8%, which increased by 0.5% from the prior year.

STAFFING

CMS East employed 67 educators and 5 instructional aides in the 2025-26 school year. The number of teachers decreased by 2 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 4.5% Asian, 74.6% White, 11.9% Hispanic, 7.5% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 1.5% multi-racial. Females made up 77.6% of the educators and males represented 22.4%.

Overall, our educators had a varied level of professional experience: 7.5% (5) were new to teaching with 0-1 years of experience, 17.9% (12) had 2-5 years, 19.4% (13) had 6-10 years, 19.4% (13) had 11-15 years, 17.9% (12) had 16-20 years, and 17.9% (12) had more than 20 years. Looking at longevity within the district, 19.4% of our teachers had 0-1 years in district, 32.8% had 2-5 years, 19.4% had 6-10 years, 4.5% had 11-15 years, 13.4% had 16-20 years and 10.4% had more than 20 years. The average years of professional experience was 12.9 with 8.3 years in the district.

Advanced degrees were held by 23.8% of our teachers: 16 with master's degrees and 0 with doctorates. Our campus principal had 20 years of career experience in a professional position (not necessarily as a principal) and 18 years in Coppell. Our assistant principals had an average of 23 years of professional experience and 6 years in the district.

Our educator retention rate from 2024-25 to 2025-26 was 77.3%. For educational aides it was 80%. We hired 10 new teachers in 2025-26. The characteristics of our new teachers were as follows: 10% Asian, 70% White, 0% Hispanic, 10% African American, 70% female, 30% male, 30% new to teaching, 30% with 2-5 years of professional experience, 0% with 6-10 years, 40% with 11-15 years, 0% with 16-20 years, 0% with more than 20 years and 14.9% new to the campus. The average years of professional experience was 6 with 1.4 years in the district. 20% of our new teachers had advanced degrees.

Strengths

Student Demographics and Enrollment

- CMS East serves a diverse student population, providing learners with opportunities to engage with peers from a variety of backgrounds and perspectives.
- The campus maintains a strong attendance rate of 96.8%, an increase of 0.5 percentage points from the previous year, indicating strong student engagement and consistent access to instruction.
- CMS East serves a significant gifted and talented population, with 198 learners representing 18.6% of total enrollment, creating opportunities for advanced learning, enrichment, and academic extension.
- The Emergent Bilingual population represents 8.2% of enrollment and reflects substantial linguistic diversity, with Telugu, Arabic, Spanish, Tamil, and Urdu among the most frequently spoken home languages.
- Although enrollment declined by 5.2% in 2025-26, CMS East continued to serve more than 1,000 learners, allowing the campus to maintain a broad range of academic, extracurricular, fine arts, and enrichment opportunities.
- The campus has identifiable student populations with specialized needs—including EB, GT, special education, and Section 504 learners—allowing for intentional programming, progress monitoring, and differentiated support.

Staffing and Experience

- CMS East benefits from an experienced teaching staff, with educators averaging 12.9 years of professional experience.
- More than half of the teaching staff has over 10 years of professional experience, providing the campus with a strong base of veteran educators who can support instructional leadership, mentoring, and collaboration.
- The staff also includes educators across all experience levels, creating a healthy balance of veteran expertise and newer educators who bring fresh perspectives and instructional practices.
- Nearly one-fourth of teachers (23.8%) hold master's degrees, contributing additional content, pedagogical, and leadership expertise to the campus.
- Campus administration brings extensive educational experience, with the principal having 20 years of professional experience and the assistant principals averaging 23 years.
- Administrative experience is complemented by strong district knowledge and institutional understanding, particularly through the principal's 18 years of service in Coppell ISD.
- The campus hired 10 new teachers in 2025-26 with a range of professional experience, including 40% who entered with 11-15 years of experience, allowing new-to-East educators to bring established instructional expertise from other settings.
- The teaching staff demonstrates professional diversity in years of experience, supporting opportunities for mentoring, collaborative PLC work, shared leadership, and professional learning across career stages.
- Educational aides demonstrated an 80% retention rate, providing continuity in instructional support roles.
- The combination of experienced educators, advanced degrees, veteran administrators, and newer staff provides CMS East with strong internal capacity for collaboration, mentoring, instructional improvement, and leadership development.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 CMS East serves a diverse student population with varied academic, linguistic, cultural, and socioeconomic needs. As learner needs continue to evolve, we must ensure all students have equitable access to rigorous, grade-level instruction and appropriate supports.	The level of implementation of differentiated instructional practices and student supports varies across classrooms, which could result in inconsistent learning experiences for students
2 Changes in staffing have resulted in a significant number of educators who are new to CMS East or Coppell ISD, creating a continued need for intentional onboarding, support, and development of campus instructional practices.	Staff transitions and the onboarding of new-to-campus educators require ongoing opportunities to build relationships, strengthen campus culture, and develop consistency in instructional practices and expectations.

★ = Priority

Student Learning

Summary

NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 25 to Spring 26. Click [HERE](#) for an explanation if needed.

	0326 TELPAS Grade 6	0326 TELPAS Grade 7	0326 TELPAS Grade 8
Coppell Middle School East			
Total Students	36	26	26
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	61.90%	40%	52.63%
1 Level Higher	38.10%	60%	47.37%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.89	3.13	3.16
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	30.56%	15.38%	11.54%
Advanced	50%	46.15%	53.85%
Advanced High	19.44%	38.46%	34.62%
Listening Raw Score	18.11	19.58	19.15
Listening Scale Score	1526.53	1584.58	1524.42
Speaking Raw Score	27.89	29.85	29.69
Speaking Scale Score	1528.06	1585.88	1535.46
Writing Raw Score	26.25	29.81	28.15
Writing Scale Score	1487.42	1561.65	1488.62
Reading Raw Score	20.47	24.46	24.54
Reading Scale Score	1498.86	1577.54	1518.42
Economic Disadvantage			
Total Students	6	2	6
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	66.67%	100%	66.67%
1 Level Higher	33.33%	0%	33.33%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.65	3.05	2.9
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	33.33%	0%	16.67%

Advanced	66.67%	100%	83.33%
Advanced High	0%	0%	0%
Listening Raw Score	19	22.5	18.33
Listening Scale Score	1568.83	1632.5	1561
Speaking Raw Score	29.33	25.5	30.33
Speaking Scale Score	1576.33	1535.5	1586.5
Writing Raw Score	22.33	27	25.33
Writing Scale Score	1477.33	1533	1513.67
Reading Raw Score	18.17	27	22
Reading Scale Score	1505.33	1614	1543.67
Asian			
Total Students	27	19	16
Date Taken	03/01/26	03/01/26	02/18/26
Lower/Same Level	64.29%	40%	22.22%
1 Level Higher	35.71%	60%	77.78%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.89	3.18	3.3
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	33.33%	10.53%	6.25%
Advanced	44.44%	47.37%	43.75%
Advanced High	22.22%	42.11%	50%
Listening Raw Score	18.52	19.79	18.88
Listening Scale Score	1570.52	1586.16	1490.5
Speaking Raw Score	28.52	30.05	29.94
Speaking Scale Score	1570.78	1588.74	1506.88
Writing Raw Score	27.15	30.32	29.06
Writing Scale Score	1531.74	1566	1466.63
Reading Raw Score	21.07	25.05	25.13
Reading Scale Score	1543.04	1583.58	1493
Black/African American			
Total Students	1	1	1
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	0%	-	100%
1 Level Higher	100%	-	0%
2 Levels Higher	0%	-	0%
3 Levels Higher	0%	-	0%
TELPAS Composite Score	3.5	3.3	3
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	0%	0%	0%
Advanced	0%	100%	100%
Advanced High	100%	0%	0%
Listening Raw Score	21	25	20
Listening Scale Score	1595	1685	1580
Speaking Raw Score	28	24	31
Speaking Scale Score	1561	1522	1594
Writing Raw Score	34	28	32

Writing Scale Score	1603	1542	1572
Reading Raw Score	28	33	28
Reading Scale Score	1611	1694	1599
Hispanic			
Total Students	2	2	5
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	100%	0%	80%
1 Level Higher	0%	100%	20%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.3	2.55	2.66
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	100%	50%	40%
Advanced	0%	50%	60%
Advanced High	0%	0%	0%
Listening Raw Score	10	15	17.6
Listening Scale Score	790	1519.5	1551.8
Speaking Raw Score	14	30.5	28
Speaking Scale Score	780.5	1587.5	1572.4
Writing Raw Score	8.5	23.5	25.2
Writing Scale Score	706	1495	1509.4
Reading Raw Score	8.5	17.5	21
Reading Scale Score	747	1499	1534.4
White			
Total Students	6	4	4
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	60%	66.67%	75%
1 Level Higher	40%	33.33%	25%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.9	3.15	3.28
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	0%	25%	0%
Advanced	100%	25%	75%
Advanced High	0%	50%	25%
Listening Raw Score	18.5	19.5	22
Listening Scale Score	1562.67	1584.5	1612
Speaking Raw Score	29.67	30	30.5
Speaking Scale Score	1579.5	1587.5	1589
Writing Raw Score	26.83	31	27.25
Writing Scale Score	1529.17	1579.25	1529.75
Reading Raw Score	20.5	23	25.75
Reading Scale Score	1532	1559	1580
Currently Emergent Bilingual			
Total Students	36	26	26
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	61.90%	40%	52.63%

1 Level Higher	38.10%	60%	47.37%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.89	3.13	3.16
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	30.56%	15.38%	11.54%
Advanced	50%	46.15%	53.85%
Advanced High	19.44%	38.46%	34.62%
Listening Raw Score	18.11	19.58	19.15
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Speaking Raw Score	27.89	29.85	29.69
Speaking Scale Score	1528.06	1585.88	1535.46
Writing Raw Score	26.25	29.81	28.15
Writing Scale Score	1487.42	1561.65	1488.62
Reading Raw Score	20.47	24.46	24.54
Reading Scale Score	1498.86	1577.54	1518.42
Special Ed Indicator			
Total Students	5	6	5
Date Taken	03/19/26	03/01/26	03/01/26
Lower/Same Level	75%	50%	100%
1 Level Higher	25%	50%	0%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.45	2.97	2.92
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	60%	16.67%	20%
Advanced	40%	66.67%	80%
Advanced High	0%	16.67%	0%
Listening Raw Score	14.6	18.67	20
Listening Scale Score	1248.6	1567	1581.8
Speaking Raw Score	21	30.5	28.6
Speaking Scale Score	1237.2	1588	1575
Writing Raw Score	17.2	26.5	26.4
Writing Scale Score	1176.2	1525.17	1523
Reading Raw Score	14.8	22.17	21.8
Reading Scale Score	1207	1547.33	1541

	May 2026 STAAR Mathematics, Grade 6	May 2026 STAAR Mathematics, Grade 7	May 2026 STAAR Mathematics, Grade 8	Spring 2026 STAAR EOC, Algebra I	May 2026 STAAR Reading Language Arts, Grade 6	May 2026 STAAR Reading Language Arts, Grade 7	May 2026 STAAR Reading Language Arts, Grade 8	May 2026 STAAR Social Studies, Grade 8	May 2026 STAAR Science, Grade 8
Coppell Middle School East									
Total Students	138	344	418	166	356	378	333	330	330

Raw Score	23	36	37	56	40	43	42	34	26
Scale Score	1727	2026	2072	5574	1779	1820	1855	4317	0
Percent Score	53.44%	78.36%	77.20%	94.28%	71.49%	77.05%	75.35%	69.34%	73.33%
Approaches Grade Level (TX)	84.78%	93.31%	96.17%	100%	91.85%	95.50%	97%	88.48%	0%
Meets Grade Level (TX)	42.03%	87.21%	89.71%	100%	80.90%	85.98%	84.98%	68.18%	0%
Masters Grade Level (TX)	5.07%	60.47%	59.57%	100%	58.99%	63.49%	66.97%	50%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	6.52%	2.03%	0.48%	0%	5.06%	2.38%	1.50%	6.36%	-
Did Not Meet High	8.70%	4.65%	3.35%	0%	3.09%	2.12%	1.50%	5.15%	-
Approaches Low	13.77%	2.91%	2.63%	0%	5.06%	3.44%	6.01%	7.88%	-
Approaches High	28.99%	3.20%	3.83%	0%	5.90%	6.08%	6.01%	12.42%	-
Meets	36.96%	26.74%	30.14%	0%	21.91%	22.49%	18.02%	18.18%	-
Masters	5.07%	60.47%	59.57%	100%	58.99%	63.49%	66.97%	50%	-
Economic Disadvantage									
Total Students	28	23	41	5	36	27	35	35	35
Raw Score	20	28	30	55	29	37	34	28	27
Scale Score	1679	1865	1945	5403	1626	1729	1751	3916	0
Percent Score	46.59%	60.49%	62.96%	92.54%	52.48%	66.87%	61.48%	56.62%	60.00%
Approaches Grade Level (TX)	71.43%	69.57%	82.93%	100%	69.44%	88.89%	82.86%	71.43%	0%
Meets Grade Level (TX)	21.43%	52.17%	68.29%	100%	47.22%	59.26%	57.14%	40%	0%
Masters Grade Level (TX)	0%	34.78%	34.15%	100%	27.78%	40.74%	42.86%	22.86%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	10.71%	4.35%	2.44%	0%	22.22%	3.70%	8.57%	11.43%	-
Did Not Meet High	17.86%	26.09%	14.63%	0%	8.33%	7.41%	8.57%	17.14%	-
Approaches Low	17.86%	8.70%	9.76%	0%	16.67%	7.41%	17.14%	11.43%	-
Approaches High	32.14%	8.70%	4.88%	0%	5.56%	22.22%	8.57%	20%	-
Meets	21.43%	17.39%	34.15%	0%	19.44%	18.52%	14.29%	17.14%	-
Masters	0%	34.78%	34.15%	100%	27.78%	40.74%	42.86%	22.86%	-
American Indian/Alaskan Native									

Total Students	-	1	2	-	-	2	1	1	1
Raw Score	-	22	43	-	-	42	51	39	32
Scale Score	-	1756	2236	-	-	1778	1994	4564	0
Percent Score	-	47.83%	89.58%	-	-	75%	91.07%	79.59%	91
Approaches Grade Level (TX)	-	100%	100%	-	-	100%	100%	100%	0%
Meets Grade Level (TX)	-	0%	100%	-	-	100%	100%	100%	0%
Masters Grade Level (TX)	-	0%	100%	-	-	50%	100%	100%	0%
Date Taken	-	05/01/26	05/01/26	-	-	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	-	0%	0%	-	-	0%	0%	0%	-
Did Not Meet Low	-	0%	0%	-	-	0%	0%	0%	-
Did Not Meet High	-	0%	0%	-	-	0%	0%	0%	-
Approaches Low	-	0%	0%	-	-	0%	0%	0%	-
Approaches High	-	100%	0%	-	-	0%	0%	0%	-
Meets	-	0%	0%	-	-	50%	0%	0%	-
Masters	-	0%	100%	-	-	50%	100%	100%	-

Asian

Total Students	36	155	191	112	151	198	146	143	14
Raw Score	24	39	41	56	43	46	46	37	28
Scale Score	1737	2106	2153	5668	1826	1867	1910	4521	0
Percent Score	54.97%	85.82%	85.06%	95.20%	76.36%	82.04%	81.43%	75.70%	81
Approaches Grade Level (TX)	88.89%	99.35%	98.95%	100%	94.04%	98.48%	99.32%	93.71%	0%
Meets Grade Level (TX)	44.44%	97.42%	96.86%	100%	85.43%	94.95%	93.15%	81.12%	0%
Masters Grade Level (TX)	5.56%	75.48%	79.06%	100%	68.21%	76.26%	82.19%	63.64%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	2.78%	0.65%	0%	0%	2.65%	1.01%	0%	2.80%	-
Did Not Meet High	8.33%	0%	1.05%	0%	3.31%	0.51%	0.68%	3.50%	-
Approaches Low	16.67%	1.29%	0%	0%	1.32%	2.53%	4.11%	4.20%	-
Approaches High	27.78%	0.65%	2.09%	0%	7.28%	1.01%	2.05%	8.39%	-
Meets	38.89%	21.94%	17.80%	0%	17.22%	18.69%	10.96%	17.48%	-

Masters	5.56%	75.48%	79.06%	100%	68.21%	76.26%	82.19%	63.64%	-
Black/African American									
Total Students	13	17	15	3	20	13	15	15	15
Raw Score	20	27	28	54	32	35	34	27	27
Scale Score	1678	1844	1905	5305	1664	1701	1750	3865	0
Percent Score	46.51%	57.80%	58.19%	92.09%	57.77%	62.09%	60.83%	54.69%	60
Approaches Grade Level (TX)	69.23%	70.59%	73.33%	100%	80%	84.62%	86.67%	66.67%	0%
Meets Grade Level (TX)	23.08%	52.94%	60%	100%	55%	46.15%	60%	40%	0%
Masters Grade Level (TX)	0%	23.53%	33.33%	100%	30%	30.77%	33.33%	26.67%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	15.38%	11.76%	0%	0%	10%	15.38%	0%	13.33%	-
Did Not Meet High	15.38%	17.65%	26.67%	0%	10%	0%	13.33%	20%	-
Approaches Low	7.69%	11.76%	6.67%	0%	15%	7.69%	20%	13.33%	-
Approaches High	38.46%	5.88%	6.67%	0%	10%	30.77%	6.67%	13.33%	-
Meets	23.08%	29.41%	26.67%	0%	25%	15.38%	26.67%	13.33%	-
Masters	0%	23.53%	33.33%	100%	30%	30.77%	33.33%	26.67%	-
Hispanic									
Total Students	21	42	61	9	43	40	49	49	49
Raw Score	21	35	31	55	38	40	38	29	22
Scale Score	1685	1986	1946	5298	1741	1765	1792	3975	0
Percent Score	47.73%	76.35%	64.62%	92.84%	67.57%	71.70%	67.86%	58.27%	62
Approaches Grade Level (TX)	80.95%	90.48%	90.16%	100%	88.37%	87.50%	93.88%	79.59%	0%
Meets Grade Level (TX)	23.81%	83.33%	73.77%	100%	76.74%	75%	73.47%	46.94%	0%
Masters Grade Level (TX)	0%	59.52%	34.43%	100%	55.81%	50%	48.98%	24.49%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	4.76%	4.76%	1.64%	0%	4.65%	5%	6.12%	14.29%	-
Did Not Meet High	14.29%	4.76%	8.20%	0%	6.98%	7.50%	0%	6.12%	-
Approaches Low	19.05%	2.38%	8.20%	0%	6.98%	0%	8.16%	18.37%	-

Approaches High	38.10%	4.76%	8.20%	0%	4.65%	12.50%	12.24%	14.29%	-
Meets	23.81%	23.81%	39.34%	0%	20.93%	25%	24.49%	22.45%	-
Masters	0%	59.52%	34.43%	100%	55.81%	50%	48.98%	24.49%	-
Native Hawaiian/Pacific Islander									
Total Students	-	2	1	-	1	1	1	1	1
Raw Score	-	28	37	-	31	27	25	27	24
Scale Score	-	1860	2009	-	1634	1598	1642	3843	0
Percent Score	-	59.78%	77.08%	-	55.36%	48.21%	44.64%	55.10%	68
Approaches Grade Level (TX)	-	50%	100%	-	100%	100%	100%	100%	0%
Meets Grade Level (TX)	-	50%	100%	-	100%	0%	0%	0%	0%
Masters Grade Level (TX)	-	50%	100%	-	0%	0%	0%	0%	0%
Date Taken	-	05/01/26	05/01/26	-	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	-	0%	0%	-	0%	0%	0%	0%	-
Did Not Meet Low	-	0%	0%	-	0%	0%	0%	0%	-
Did Not Meet High	-	50%	0%	-	0%	0%	0%	0%	-
Approaches Low	-	0%	0%	-	0%	100%	100%	0%	-
Approaches High	-	0%	0%	-	0%	0%	0%	100%	-
Meets	-	0%	0%	-	100%	0%	0%	0%	-
Masters	-	50%	100%	-	0%	0%	0%	0%	-
Two or More Races									
Total Students	6	23	15	6	21	14	15	15	15
Raw Score	21	32	37	55	41	41	42	34	25
Scale Score	1684	1938	2099	5303	1789	1758	1846	4272	0
Percent Score	48.06%	69.38%	77.22%	92.37%	73.72%	72.58%	75.24%	68.98%	72
Approaches Grade Level (TX)	83.33%	91.30%	86.67%	100%	95.24%	92.86%	93.33%	86.67%	0%
Meets Grade Level (TX)	33.33%	69.57%	86.67%	100%	85.71%	92.86%	86.67%	73.33%	0%
Masters Grade Level (TX)	0%	43.48%	60%	100%	66.67%	57.14%	73.33%	60%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	16.67%	0%	6.67%	0%	4.76%	7.14%	0%	6.67%	-
Did Not Meet High	0%	8.70%	6.67%	0%	0%	0%	6.67%	6.67%	-

Approaches Low	0%	4.35%	0%	0%	0%	0%	6.67%	6.67%	-
Approaches High	50%	17.39%	0%	0%	9.52%	0%	0%	6.67%	-
Meets	33.33%	26.09%	26.67%	0%	19.05%	35.71%	13.33%	13.33%	-
Masters	0%	43.48%	60%	100%	66.67%	57.14%	73.33%	60%	-
White									
Total Students	62	104	133	36	120	110	106	106	106
Raw Score	24	34	35	54	39	41	41	33	29
Scale Score	1750	1977	2027	5420	1751	1777	1824	4274	0
Percent Score	56.45%	74.04%	73.64%	92.28%	68.81%	72.65%	72.66%	68.06%	70
Approaches Grade Level (TX)	87.10%	90.38%	98.50%	100%	91.67%	94.55%	97.17%	88.68%	0%
Meets Grade Level (TX)	51.61%	84.62%	90.23%	100%	80%	78.18%	83.02%	64.15%	0%
Masters Grade Level (TX)	8.06%	49.04%	45.11%	100%	52.50%	50.91%	58.49%	45.28%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	6.45%	1.92%	0%	0%	7.50%	1.82%	1.89%	6.60%	-
Did Not Meet High	6.45%	7.69%	1.50%	0%	0.83%	3.64%	0.94%	4.72%	-
Approaches Low	12.90%	3.85%	3.76%	0%	8.33%	5.45%	4.72%	7.55%	-
Approaches High	22.58%	1.92%	4.51%	0%	3.33%	10.91%	9.43%	16.98%	-
Meets	43.55%	35.58%	45.11%	0%	27.50%	27.27%	24.53%	18.87%	-
Masters	8.06%	49.04%	45.11%	100%	52.50%	50.91%	58.49%	45.28%	-
Currently Emergent Bilingual									
Total Students	29	27	30	2	35	26	27	27	27
Raw Score	22	30	29	51	27	32	28	22	19
Scale Score	1715	1893	1913	5441	1602	1647	1674	3582	0
Percent Score	50.36%	64.17%	60%	86.44%	48.32%	56.59%	50.86%	45.28%	50
Approaches Grade Level (TX)	82.76%	85.19%	83.33%	100%	68.57%	80.77%	85.19%	51.85%	0%
Meets Grade Level (TX)	27.59%	66.67%	60%	100%	31.43%	46.15%	37.04%	18.52%	0%
Masters Grade Level (TX)	3.45%	18.52%	23.33%	100%	11.43%	15.38%	14.81%	7.41%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	3.45%	3.70%	3.33%	0%	17.14%	11.54%	11.11%	25.93%	-

Did Not Meet High	13.79%	11.11%	13.33%	0%	14.29%	7.69%	3.70%	22.22%	-
Approaches Low	31.03%	11.11%	10%	0%	11.43%	15.38%	33.33%	14.81%	-
Approaches High	24.14%	7.41%	13.33%	0%	25.71%	19.23%	14.81%	18.52%	-
Meets	24.14%	48.15%	36.67%	0%	20%	30.77%	22.22%	11.11%	-
Masters	3.45%	18.52%	23.33%	100%	11.43%	15.38%	14.81%	7.41%	-
First Year of Monitoring									
Total Students	2	16	12	1	14	7	10	9	10
Raw Score	24	39	36	58	39	42	40	31	27
Scale Score	1732	2064	2026	5916	1743	1775	1802	4097	0
Percent Score	54.65%	85.33%	75%	98.31%	70.28%	75.26%	71.96%	63.72%	75
Approaches Grade Level (TX)	100%	100%	100%	100%	100%	100%	100%	88.89%	0%
Meets Grade Level (TX)	0%	100%	100%	100%	78.57%	100%	90%	44.44%	0%
Masters Grade Level (TX)	0%	75%	41.67%	100%	35.71%	42.86%	60%	33.33%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%	0%	-
Did Not Meet High	0%	0%	0%	0%	0%	0%	0%	11.11%	-
Approaches Low	0%	0%	0%	0%	0%	0%	0%	0%	-
Approaches High	100%	0%	0%	0%	21.43%	0%	10%	44.44%	-
Meets	0%	25%	58.33%	0%	42.86%	57.14%	30%	11.11%	-
Masters	0%	75%	41.67%	100%	35.71%	42.86%	60%	33.33%	-
Fourth Year of Monitoring									
Total Students	-	3	14	11	3	14	11	11	17
Raw Score	-	39	40	57	44	50	48	38	29
Scale Score	-	2052	2126	5925	1832	1954	1925	4588	0
Percent Score	-	84.78%	83.48%	96.61%	79.17%	88.78%	85.55%	78.29%	82
Approaches Grade Level (TX)	-	100%	92.86%	100%	100%	100%	100%	100%	0%
Meets Grade Level (TX)	-	100%	92.86%	100%	100%	100%	100%	81.82%	0%
Masters Grade Level (TX)	-	66.67%	78.57%	100%	66.67%	100%	100%	72.73%	0%
Date Taken	-	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	-	0%	0%	0%	0%	0%	0%	0%	-

Did Not Meet Low	-	0%	0%	0%	0%	0%	0%	0%	-
Did Not Meet High	-	0%	7.14%	0%	0%	0%	0%	0%	-
Approaches Low	-	0%	0%	0%	0%	0%	0%	0%	-
Approaches High	-	0%	0%	0%	0%	0%	0%	18.18%	-
Meets	-	33.33%	14.29%	0%	33.33%	0%	0%	9.09%	-
Masters	-	66.67%	78.57%	100%	66.67%	100%	100%	72.73%	-
Second Year of Monitoring									
Total Students	1	19	35	17	16	35	21	21	21
Raw Score	22	39	40	55	45	46	46	37	29
Scale Score	1710	2068	2138	5572	1842	1844	1906	4467	0
Percent Score	51.16%	84.21%	84.29%	93.92%	80.80%	81.58%	82.99%	75.41%	81
Approaches Grade Level (TX)	100%	100%	100%	100%	100%	100%	100%	100%	0%
Meets Grade Level (TX)	0%	94.74%	97.14%	100%	100%	94.29%	100%	90.48%	0%
Masters Grade Level (TX)	0%	73.68%	82.86%	100%	81.25%	82.86%	85.71%	47.62%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%	0%	-
Did Not Meet High	0%	0%	0%	0%	0%	0%	0%	0%	-
Approaches Low	0%	0%	0%	0%	0%	0%	0%	4.76%	-
Approaches High	100%	5.26%	2.86%	0%	0%	5.71%	0%	4.76%	-
Meets	0%	21.05%	14.29%	0%	18.75%	11.43%	14.29%	42.86%	-
Masters	0%	73.68%	82.86%	100%	81.25%	82.86%	85.71%	47.62%	-
Third Year of Monitoring									
Total Students	1	1	2	1	2	3	-	-	-
Raw Score	37	46	45	55	46	54	-	-	-
Scale Score	1980	2400	2228	5241	1835	2092	-	-	-
Percent Score	86.05%	100%	92.71%	93.22%	82.14%	95.83%	-	-	-
Approaches Grade Level (TX)	100%	100%	100%	100%	100%	100%	-	-	-
Meets Grade Level (TX)	100%	100%	100%	100%	100%	100%	-	-	-
Masters Grade Level (TX)	100%	100%	100%	100%	100%	100%	-	-	-

Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	-	-	-
Excluded	0%	0%	0%	0%	0%	0%	-	-	-
Did Not Meet Low	0%	0%	0%	0%	0%	0%	-	-	-
Did Not Meet High	0%	0%	0%	0%	0%	0%	-	-	-
Approaches Low	0%	0%	0%	0%	0%	0%	-	-	-
Approaches High	0%	0%	0%	0%	0%	0%	-	-	-
Meets	0%	0%	0%	0%	0%	0%	-	-	-
Masters	100%	100%	100%	100%	100%	100%	-	-	-
Special Ed Indicator									
Total Students	57	58	46	9	72	49	49	49	49
Raw Score	21	28	26	53	31	32	31	23	19
Scale Score	1701	1870	1865	5303	1639	1663	1706	3648	0
Percent Score	49.90%	61.06%	53.80%	90.40%	54.61%	57.58%	55.47%	47.40%	50
Approaches Grade Level (TX)	78.95%	77.59%	80.43%	100%	75%	77.55%	83.67%	59.18%	0%
Meets Grade Level (TX)	31.58%	65.52%	50%	100%	52.78%	44.90%	44.90%	24.49%	0%
Masters Grade Level (TX)	5.26%	25.86%	13.04%	100%	25%	18.37%	24.49%	10.20%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	14.04%	12.07%	0%	0%	18.06%	12.24%	8.16%	26.53%	-
Did Not Meet High	7.02%	10.34%	19.57%	0%	6.94%	10.20%	8.16%	14.29%	-
Approaches Low	12.28%	5.17%	19.57%	0%	16.67%	12.24%	18.37%	18.37%	-
Approaches High	35.09%	6.90%	10.87%	0%	5.56%	20.41%	20.41%	16.33%	-
Meets	26.32%	39.66%	36.96%	0%	27.78%	26.53%	20.41%	14.29%	-
Masters	5.26%	25.86%	13.04%	100%	25%	18.37%	24.49%	10.20%	-

As we go into 2026-2027, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

- NWEA MAP
- Panorama Data
- LAS - Language Testing
- TELPAS
- Grades
- Assignments and Engagement Levels of Learners
- Observations from Educators
- Progress Monitoring Tools
- Referral and Progress Data for Specialized Services of Support - Special Education/Dyslexia/ GTi/504/English Learner
- Data Collection for Accelerated Instruction - Tutoring/ Documentation of Learner Growth

Strengths

- CMS East demonstrates strong overall STAAR achievement, particularly in grades 7 and 8 mathematics and Reading Language Arts, with high percentages of learners performing at or above grade level.
- Students demonstrate high levels of advanced achievement in Reading Language Arts, with Masters performance increasing from 58.99% in grade 6 to 66.97% in grade 8.
- Mathematics is a strength in grades 7 and 8, with more than 87% of learners achieving Meets Grade Level and approximately 60% achieving Masters Grade Level.
- Algebra I continues to be a significant area of strength, with 100% of tested learners achieving Approaches, Meets, and Masters Grade Level.
- Emergent Bilingual learners demonstrate continued English language development, with strong percentages of grade 7 and grade 8 learners advancing at least one TELPAS proficiency level.
- CMS East utilizes multiple measures of student learning and progress to identify individual strengths and areas of need and provide targeted academic support.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.	Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments
2 ★ There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners.	Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs
3 ★ There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning)	Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training
4 ★ There is a need to continue education for CISD families about how we support a balance of hands-on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home.	Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology; Lack of parent training/tools for helping to guide a balance of using technologies when not at school
5 ★ Emergent Bilingual students demonstrate lower levels of academic achievement and growth compared to the overall student population across multiple content areas and grade levels.	Instructional practices that intentionally support academic language development and provide Emergent Bilingual students consistent opportunities to read, write, speak, listen, and demonstrate understanding within content-area instruction needs to be implemented consistently across classrooms.

★ = Priority

School Processes & Programs

Summary

Coppell Middle School East is committed to providing a safe, engaging, and academically rigorous learning environment in which every student has access to high-quality instruction, appropriate support, and meaningful opportunities for growth. Campus systems and programs are intentionally aligned with Coppell ISD priorities, campus data, and identified student needs.

Curriculum and Instruction

CMS East operates as a Professional Learning Community (PLC), with collaborative teams using the four questions of a PLC to guide instructional planning and response:

1. What do we want our learners to know?
2. How do we know if they know it?
3. What do we do if they don't?
4. What do we do if they do?

During designated collaborative planning time, educators analyze student data, identify essential learning, design engaging lessons, plan common assessments, and determine appropriate interventions and extensions. A continued campus focus is strengthening Tier 1 instruction through intentional lesson design. Teachers are working to create student-centered, language-rich classrooms where students regularly think, speak, read, write, listen, collaborate, problem solve, and create.

CMS East continues to strengthen its Multi-Tiered System of Supports (MTSS) to provide a consistent campuswide process for identifying student needs, implementing targeted supports, monitoring progress, and adjusting interventions. Academic intervention and extension are provided through Beast Time, targeted tutoring, and additional instructional supports. Beast Time provides protected time within the school day for intervention, extension, accelerated instruction, and enrichment based on individual student needs. Student progress is monitored through multiple data sources, including classroom assessments, MAP, STAAR, TELPAS, grades, progress-monitoring tools, and teacher observations.

Professional Learning

Professional learning is aligned with campus goals, district priorities, student data, and identified areas of need. Throughout the year, educators engage in collaborative learning focused on effective instructional practices, intentional lesson design, data analysis, differentiation, intervention, and meeting the needs of diverse learners. New educators receive additional support through district and campus mentoring and professional learning opportunities.

Professional learning is designed to connect directly to the work of PLC teams and classroom instruction so that learning results in changes to instructional practice and improved student outcomes.

Leadership and Decision-Making

Campus decision-making is collaborative and data-informed, incorporating input from campus leadership teams, teacher teams, students, families, and other stakeholders when appropriate. Campus leaders regularly review academic, behavioral, attendance, and perception data to identify needs, evaluate current practices, and determine adjustments to campus systems and supports.

Leadership structures provide opportunities for staff members to contribute to campus decisions, identify areas of need, and participate in the continuous improvement process. Decisions regarding professional learning, instructional priorities, intervention, student supports, and campus initiatives are aligned with campus goals and identified student needs.

Communication

CMS East prioritizes consistent and transparent communication among staff, students, families, and the community. Campus and teacher communication, newsletters, family events, conferences, digital platforms, and feedback opportunities are used to keep stakeholders informed and strengthen school-family partnerships.

The campus works to ensure families understand academic expectations, available student supports, campus programs, and opportunities to become involved in the school community. Staff communication and collaborative structures also support

consistency across teams and grade levels.

Organization, Scheduling, and Student Support

Campus schedules and organizational structures are intentionally designed to support both student and educator needs. The master schedule provides opportunities for teacher collaboration, intervention and extension through Beast Time, access to counseling and specialized services, and participation in a wide range of academic and extracurricular programs.

CMS East recognizes that student success extends beyond academic achievement. Beast Time and other campus programs provide opportunities for character development, digital citizenship, safety education, interpersonal skills, and college and career readiness. Student needs are supported through collaboration among teachers, counselors, administrators, specialized services staff, and families.

College, Career, Extracurricular, and Co-Curricular Opportunities

Seventh-grade students participate in college and career readiness learning, while a variety of Career and Technical Education courses provide opportunities in areas such as computer science, media, broadcasting, and STEM.

Students also have access to a wide range of electives and extracurricular opportunities designed to develop their interests, talents, leadership, and sense of belonging. Fine arts, athletics, STEM, CTE, outdoor education, leadership opportunities, and other campus programs provide students with meaningful ways to connect to the school community and develop skills beyond the traditional classroom.

Technology Integration

As a 1:1 technology campus, CMS East uses digital tools intentionally to support learning, collaboration, creativity, accessibility, and feedback. Technology is selected based on instructional purpose rather than serving as the default method of learning. Teachers intentionally balance technology use with discussion, writing, hands-on learning, problem solving, collaboration, and meaningful student-to-student and student-to-teacher interaction.

The campus continues to emphasize responsible digital citizenship and appropriate technology use while ensuring students develop the skills necessary to successfully navigate an increasingly digital world.

Safety and Student Well-Being

Safety and student well-being remain foundational priorities at CMS East. The campus maintains comprehensive safety procedures, conducts required emergency drills, and partners with the Coppell Police Department and our School Resource Officer to support a safe learning environment.

Campus systems also emphasize positive relationships, student connection, and early identification of academic, behavioral, social, and emotional needs. Through MTSS and other campus support structures, staff work collaboratively to identify concerns and connect students with appropriate supports.

Through strong Tier 1 instruction, collaborative PLC practices, intentional professional learning, a comprehensive MTSS framework, targeted intervention and extension, purposeful technology integration, and diverse opportunities for student engagement, Coppell Middle School East is committed to ensuring that every student is known, supported, challenged, and provided opportunities for continued growth.

Strengths

- **Strong PLC structures** provide dedicated collaborative time for educators to analyze data, design instruction, develop common assessments, and respond to student learning needs.
- **Intentional focus on high-quality Tier 1 instruction** emphasizes student-centered, language-rich learning experiences that include collaboration, problem solving, reading, writing, speaking, and critical thinking.
- **Protected intervention and extension through Beast Time** provides dedicated time during the school day for targeted support, accelerated instruction, enrichment, and extension.
- **Data-informed instructional practices and professional learning** utilize multiple measures of student performance to identify needs, guide instructional decisions, and align professional learning with campus goals.
- **Diverse academic, extracurricular, and cocurricular opportunities** through fine arts, athletics, CTE, STEM, leadership, and college and career readiness promote student engagement, belonging, and whole-child development.
- **Strong campus safety systems and community partnerships** provide established procedures, ongoing emergency

preparedness, and collaboration with the School Resource Officer and Coppell Police Department to maintain a safe and supportive learning environment.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ There is a need to continue targeting specific reading, writing and math skills to focus on early intervention.	Inconsistencies still exist with reading, writing and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups
2 ★ There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth.	Inconsistencies still exist within full implementation of curriculum and instructional resources
3 ★ There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.	Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners
4 ★ There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating communicating and evaluating additional measures of success for learners. (academic, behavioral, social emotional)	Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth
5 ★ There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.	Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district

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There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.

Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience

7

The campus MTSS process needs continued improvement to ensure consistent identification, intervention, and progress monitoring for students.

MTSS practices and processes have varied across teams, resulting in inconsistent implementation of interventions and progress monitoring.

★ = Priority

Perceptions

Summary

Coppell Middle School East is committed to creating a school community where students, staff, and families feel safe, connected, supported, and valued. Building authentic relationships remains a core component of the East experience, and campus practices are intentionally designed to strengthen a sense of belonging and connection throughout the school community.

Culture, Climate, and Belonging

CMS East places a strong emphasis on creating positive experiences and meaningful moments for students, staff, and families. Staff members are encouraged to intentionally build relationships, recognize individual students, celebrate successes, and create classroom environments where students feel known and supported. Our campus culture emphasizes being present for others, making someone's day, choosing a positive attitude, and finding opportunities for joy and connection within the school experience.

Student belonging and connection are supported through classroom relationships, Beast Time, extracurricular and cocurricular activities, leadership opportunities, campus events, and opportunities for students to connect with peers and trusted adults. Campus staff work collaboratively to identify students who may need additional academic, behavioral, social, or emotional support.

Student, Staff, and Family Feedback

CMS East values stakeholder voice as an important part of the continuous improvement process. Student, staff, and family feedback is gathered through district and campus surveys, informal feedback, conversations, meetings, and other opportunities throughout the school year. Campus leadership reviews perception data and stakeholder feedback to identify strengths, recognize areas of concern, and inform campus decisions and improvement efforts.

Student voice is encouraged through surveys, conversations, student leadership opportunities, and feedback about their experiences at school. Staff members also have opportunities to provide input regarding professional learning, campus processes, instructional needs, school culture, and areas where additional support may be needed.

Family and Community Engagement

CMS East values strong partnerships with families and the surrounding community. Families are provided opportunities to engage with the campus through events, conferences, performances, athletic events, volunteer opportunities, and other school activities. Family participation and feedback help the campus evaluate practices and identify ways to strengthen the partnership between home and school.

CMS East benefits from an active and supportive PTO that contributes time, resources, volunteers, and encouragement to enhance the student and staff experience. Community members and organizations also provide opportunities to mentor students, volunteer, share expertise, and support campus programs.

Communication

Consistent and transparent communication is an important component of building trust and maintaining positive relationships with students, staff, and families. CMS East communicates through campus and classroom newsletters, email, digital platforms, family meetings and events, conferences, and direct communication with families.

Campus leadership continually evaluates communication practices and stakeholder feedback to ensure information is timely, accessible, and responsive to the needs of the school community.

Staff Culture and Retention

CMS East recognizes that a positive staff culture directly impacts the student experience. Campus leadership works to create an environment where staff members feel valued, supported, connected, and involved in the work of the campus. Opportunities for collaboration, recognition, professional growth, staff feedback, and relationship building contribute to a positive professional culture.

Staff feedback and retention trends are considered when evaluating campus climate and identifying opportunities to strengthen

systems, communication, professional support, and employee experience.

Through intentional relationship building, stakeholder engagement, responsive communication, and strong family and community partnerships, CMS East continues to foster a culture in which students, staff, and families feel connected to and invested in the school community.

Strengths

- **Strong emphasis on relationships and belonging** creates a campus culture focused on ensuring students and staff feel known, valued, supported, and connected.
- **Intentional focus on positive school culture** encourages staff to create meaningful experiences for students, celebrate successes, build relationships, and foster joy and connection throughout the school day.
- **Multiple opportunities for student and staff voice** allow stakeholders to provide feedback through surveys, conversations, leadership opportunities, team structures, and other campus feedback processes.
- **Strong family engagement and communication** provides families with regular information and opportunities to connect with the campus through newsletters, conferences, events, performances, athletics, and other school activities.
- **Strong PTO and community partnerships** provide volunteers, resources, financial support, expertise, and opportunities that enhance the experiences of students and staff.
- **Commitment to a positive staff culture** includes collaboration, recognition, professional growth, relationship building, and opportunities for staff members to contribute to campus decisions and improvement efforts.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.	Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning
2 ★ There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.	Barriers still exist with implementing resources/ training fully, and understanding/supporting/ providing resources for the wide variety of needs
3 ★ There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about 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.	Continued need to build/expand resources/ programs
4 ★ There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.	Lack of individuals choosing to work in public education
5 ★ There is a need to continue revisiting and improving efforts with safety and security for the district.	Continued requirements per the state and safety needs of learners, staff, facilities, etc.

6
★

There is a need to continue focusing on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)

Some families not understanding the importance of attendance; some learners needing additional support to ensure they attend school - motivation, mental health needs, family needs, etc.; efficient staff monitoring; Funding tied to ADA

7
★

There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child.

Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences

8

There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans.

Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, online)

9
★

Opportunities exist to strengthen students' sense of connection and belonging across the campus.

While relationship-building practices and opportunities for student connection are present across the campus, the frequency and intentionality of these practices vary across classrooms and student experiences.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.

Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments

2
★

There is a need to continue targeting specific reading, writing and math skills to focus on early intervention.

Inconsistencies still exist with reading, writing and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups

3
★

There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth.

Inconsistencies still exist within full implementation of curriculum and instructional resources

4
★

There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners.

Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs

5
★

There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.

Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

6
★

There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating communicating and evaluating additional measures of success for learners. (academic, behavioral, social emotional)

Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth

7
★

There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.

Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

8
★

There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs

9
★

There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about 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.

Continued need to build/expand resources/programs

10
★

There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.

Lack of individuals choosing to work in public education

11
★

There is a need to continue revisiting and improving efforts with safety and security for the district.

Continued requirements per the state and safety needs of learners, staff, facilities, etc.

12
★

There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.

Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district

13



There is a need to continue focusing on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)

Some families not understanding the importance of attendance; some learners needing additional support to ensure they attend school - motivation, mental health needs, family needs, etc.; efficient staff monitoring; Funding tied to ADA

14



There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child.

Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences

15



There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning)

Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training

16



There is a need to continue education for CISD families about how we support a balance of hands-on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home.

Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology; Lack of parent training/tools for helping to guide a balance of using technologies when not at school

17



There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.

Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience

18



Emergent Bilingual students demonstrate lower levels of academic achievement and growth compared to the overall student population across multiple content areas and grade levels.

Instructional practices that intentionally support academic language development and provide Emergent Bilingual students consistent opportunities to read, write, speak, listen, and demonstrate understanding within content-area instruction needs to be implemented consistently across classrooms.

19



Opportunities exist to strengthen students' sense of connection and belonging across the campus.

While relationship-building practices and opportunities for student connection are present across the campus, the frequency and intentionality of these practices vary across classrooms and student experiences.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ 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 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
- ☒ 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

Accountability for Learning: We at CMS East will achieve our full potential by learning at high levels, taking ownership of our learning and stay focused on our commitment of continuous growth and evidence-based outcomes for all.

Performance Objective 1 High Priority HB3 Goal

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

Evaluation Data Source: Coppell Curriculum Documents and focus on High Priority Learning Standards within each grade level of TEKS, STAAR Data, MTSS, TELPAS, Learning Walk Reflections

Strategy 1

Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on high levels of engagement.

Strategy's Expected Result/Impact: Increased implementation of high-quality, student-centered Tier I instructional practices across all classrooms and content areas.

Increased levels of active student engagement, with learners consistently thinking, speaking, reading, writing, listening, collaborating, problem solving, and creating during instruction.

Increased use of intentional lesson design aligned to the TEKS, learner needs, and identified campus instructional priorities.

Increased percentage of students demonstrating growth and achievement on classroom assessments, MAP, STAAR/EOC, and TELPAS.

Improved ability of PLC teams to analyze student learning, adjust Tier I instruction, and respond to students who need intervention or extension.

Decreased number of students requiring additional intervention as a result of stronger and more responsive Tier I instruction.

Staff Responsible for Monitoring: Campus Administration, Learning Coach, Department Chairs, Content Teams

Problem Statements: Student Learning 1, 2, 5 - Perceptions 1

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Strategy 2

CMS East will support CISD's College, Career, and Military Readiness (CCMR) goal by equipping students with strong foundational skills, academic habits, and exposure to college and career

pathways. Through high-quality Tier I instruction, small group learning, and opportunities to explore future-ready skills, we will ensure our learners are prepared for advanced coursework in high school, contributing to the district's increase in CCMR graduates from 83% (2023) to 93% (2028).

Strategy's Expected Result/Impact: Students develop stronger foundational skills in reading, writing, math, and critical thinking to prepare them for advanced coursework in high school.

Increased use of small group instruction and formative assessments ensures more students master grade-level TEKS and close learning gaps early.

Students build effective study habits, collaboration skills, and self-advocacy that align with college and career readiness expectations.

Exposure to career pathway, STEM opportunities, and project-based learning fosters early interest in college, career, and military options.

Reduction in the number of students requiring interventions in high school due to stronger Tier I instruction at the middle school level.

Growth in student confidence, engagement, and ownership of learning, leading to long-term academic success.

More consistent preparation across grade levels ensures all students transition into high school equipped for success in advanced classes and future readiness measures.

Staff Responsible for Monitoring: Campus Administration, Campus Educators, Learning Coach Team, Director of CTE

Problem Statements: Student Learning 1, 2 - School Processes & Programs 6

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Strategy 3

CMS East will provide structured mentor training and ongoing support for all new educators, administrators, and staff joining our campus.

Strategy's Expected Result/Impact: Growth in new educators, administrators and staff as far as the understanding of CISD systems and structures and specific strategies to support their role

Sustainability and support for campuses by providing aligned training for new educators, administrators and staff

Retain new to education professionals year to year

Staff Responsible for Monitoring: BEAM Mentors, MS Learning Coach Team, BEAM Team, Admin, Department Chairs

Problem Statements: Perceptions 1, 4

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 4

All CMS East educators will participate in intentional learning walks focused on high levels of student engagement, small-group instruction, formative assessment, and student-centered learning to promote reflection, share effective practices, and strengthen Tier I instruction across the campus.

Strategy's Expected Result/Impact: Increased opportunities for educators to observe, reflect on, and learn from effective instructional practices across the campus.

Increased implementation of high-quality, student-centered Tier I instructional practices as educators apply strategies observed during learning walks.

Greater consistency in instructional practices and expectations across grade levels, content areas, and classrooms.

Strengthened culture of collaboration, reflection, and shared professional learning in which educators learn from and with one another.

Staff Responsible for Monitoring: Campus Administration, Learning Coaches, Dept Chairs,

Problem Statements: Student Learning 1 - School Processes & Programs 1, 2 - Perceptions 1

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.	Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments
2	There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners.	Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs

5

Emergent Bilingual students demonstrate lower levels of academic achievement and growth compared to the overall student population across multiple content areas and grade levels.

Instructional practices that intentionally support academic language development and provide Emergent Bilingual students consistent opportunities to read, write, speak, listen, and demonstrate understanding within content-area instruction needs to be implemented consistently across classrooms.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

There is a need to continue targeting specific reading, writing and math skills to focus on early intervention.

Inconsistencies still exist with reading, writing and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups

2

There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth.

Inconsistencies still exist within full implementation of curriculum and instructional resources

6

There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.

Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.

Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

4

There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.

Lack of individuals choosing to work in public education

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 Source: Solution Tree PLC Protocols, Aware, STAAR Data, NWEA Map data, MTSS Data, Benchmark Assessments, Grades, Staff, Parent, Student Satisfaction Surveys,

Strategy 1

CMS East will strengthen the implementation of our PLC and MTSS processes by providing consistent structures for content-area teams to collaborate weekly, analyze multiple modalities of qualitative and quantitative data, and identify the academic, behavioral, attendance, and social-emotional needs of learners. Teams will use this data to develop, implement, and monitor targeted interventions and enrichments, adjusting instruction and supports based on evidence of student growth and progress

Strategy's Expected Result/Impact: Increased consistency and effectiveness of PLC and MTSS processes across content-area teams.

Increased use of qualitative and quantitative data to identify individual and group learner needs.

Earlier identification of academic, behavioral, attendance, and social-emotional needs.

Increased implementation of targeted interventions and enrichments based on identified learner needs.

Improved progress monitoring and adjustment of instruction and supports based on evidence of student growth.

Increased student achievement and growth as measured by campus, district, and state assessments.

Staff Responsible for Monitoring: Campus Administration, Learning Coach, Campus Educators, Dept Chair

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 4

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Strategy 2

CMS East will utilize State Compensatory Education (SCE) funds to address specific areas of learning need by providing targeted academic, social-emotional, and behavioral supports, with a specific focus on accelerating growth and improving outcomes for at-risk learners.

Strategy's Expected Result/Impact: Increased identification and support of specific learning needs for at-risk learners.

Increased access to targeted academic, social-emotional, and behavioral interventions.

Improved academic growth and achievement for students identified as at risk.

Reduction in learning gaps through timely, targeted intervention and progress monitoring.

Increased student engagement and successful participation in Tier I instruction.

Improved student outcomes as measured through campus, district, and state data.

Staff Responsible for Monitoring: Campus Admin, Counselors, Learning Coach Teachers, MTSS Behavior support team

Funding Sources: Calculators for Students 199 - State Comp Ed, 199-11-6112-00-042-24-000-, \$431, Ixcel Math and Reading 199 - State Comp Ed, 199-11-6112-00-042-24-000-, \$4,900, PearDeck 199 - State Comp Ed, 199-11-6112-00-042-24-000-, \$1,600, Gimkit 199 - State Comp Ed, 199-11-6112-00-042-24-000-, \$1,000

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Strategy 3

CMS East will use multiple data sources to identify specific reading, writing, and math skill gaps and provide timely, targeted interventions to accelerate learner growth.

Strategy's Expected Result/Impact: Earlier identification of specific reading, writing, and math skill gaps.

Increased implementation of timely, targeted interventions based on identified learner needs.

Increased student growth in identified foundational reading, writing, and math skills.

Improved progress monitoring to determine the effectiveness of interventions and adjust supports.

Reduction in the number of learners requiring more intensive academic intervention.

Increased student achievement and growth as measured by campus, district, and state assessments.

Staff Responsible for Monitoring: Admin, Learning Coach, LAS, Teachers/PLC

Problem Statements: Student Learning 5 - School Processes & Programs 1

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.	Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments
2	There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners.	Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs
5	Emergent Bilingual students demonstrate lower levels of academic achievement and growth compared to the overall student population across multiple content areas and grade levels.	Instructional practices that intentionally support academic language development and provide Emergent Bilingual students consistent opportunities to read, write, speak, listen, and demonstrate understanding within content-area instruction needs to be implemented consistently across classrooms.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need to continue targeting specific reading, writing and math skills to focus on early intervention.	Inconsistencies still exist with reading, writing and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups
4	There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating communicating and evaluating additional measures of success for learners. (academic, behavioral, social emotional)	Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth

Goal 2

Organization that Cultivates Excellence: We at CMS East will maintain high standards as we re-imagine how we teach, learn and define success to adapt, innovate and meet the unique needs of all learners.

Performance Objective 1

All CMS East learners will have opportunities to engage in relationship-driven, meaningful learning experiences that promote student choice, collaboration, hands-on learning, real-world connections, and a strong sense of community.

Evaluation Data Source: Learning walk and classroom observation data focused on student engagement, choice, collaboration, hands-on learning, and real-world connections.

Panorama Survey data related to student engagement, belonging, relationships, and school climate.

Student and family feedback gathered through campus surveys and other feedback opportunities.

Student participation data in clubs, organizations, extracurricular activities, and other campus opportunities that support interests and community building.

Student work and learning artifacts demonstrating authentic application, collaboration, creativity, choice, and real-world connections.

Strategy 1

CMS East will increase student-centered learning experiences that promote engagement, choice, collaboration, relationships, and real-world connections through intentional use of technology and purposeful lesson design.

Strategy's Expected Result/Impact: Increased student engagement and active participation in learning.

Increased opportunities for student choice, collaboration, and meaningful peer interaction.

Increased use of purposeful, student-centered lesson design across content areas.

More intentional use of technology to enhance learning rather than replace authentic learning experiences.

Increased opportunities for hands-on learning and real-world connections.

Stronger student relationships, ownership of learning, and sense of belonging.

Staff Responsible for Monitoring: Administration, Learning Coach, Teachers

Problem Statements: Student Learning 1, 3

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Strategy 2

CMS East will create intentional opportunities to strengthen connections among learners, staff, families, and the school community to foster relationships, belonging, and engagement

Strategy's Expected Result/Impact: Increased sense of belonging and connection among learners, staff, and families.

Stronger relationships between learners and staff.

Increased family engagement and connection to the East community.

Increased student participation in campus activities, clubs, and extracurricular opportunities.

Improved student and family perceptions of school culture and climate.

Increased opportunities for staff to intentionally connect with learners beyond the classroom.

Staff Responsible for Monitoring: Administration, Counselors, Teachers

Problem Statements: School Processes & Programs 6 - Perceptions 2, 7, 9

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.

Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments

3

There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning)

Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
6 There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.	Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.	Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs
7 There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child.	Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences
9 Opportunities exist to strengthen students' sense of connection and belonging across the campus.	While relationship-building practices and opportunities for student connection are present across the campus, the frequency and intentionality of these practices vary across classrooms and student experiences.

Performance Objective 2

CMS East will support educators in the purposeful use of digital tools while prioritizing student-centered, collaborative, and hands-on learning experiences.

Evaluation Data Source: Campus learning walk and classroom observation data
PLC instructional artifacts
Professional learning participation and training documentation
Student engagement and classroom observation data
Panorama student survey data
Student and staff feedback on technology use and learning experiences
Digital tool usage data, when available

Strategy 1

CMS East will implement the CISD Technology Framework through professional learning and purposeful lesson design focused on balancing technology with hands-on learning, reducing unnecessary screen time, and using digital tools to enhance critical thinking, differentiation, and student engagement.

Strategy's Expected Result/Impact: Increased intentional and purposeful use of technology during instruction.

Reduced unnecessary screen time through a balance of digital and hands-on learning experiences.

Increased student engagement, collaboration, critical thinking, and problem-solving.

Increased use of digital tools to differentiate and personalize learning.

Improved educator capacity to design lessons that appropriately balance technology and non-digital experiences.

Increased alignment with the CISD Technology Framework and Technology TEKS.

Staff Responsible for Monitoring: Admin, Learning Coach, Dept Chairs, and PLC Teams

Problem Statements: Student Learning 1, 3, 4 - School Processes & Programs 2

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.	Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments
3	There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning)	Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training

4

There is a need to continue education for CISD families about how we support a balance of hands-on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home.

Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/ are using technology; Lack of parent training/tools for helping to guide a balance of using technologies when not at school

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth.

Inconsistencies still exist within full implementation of curriculum and instructional resources

Performance Objective 3

CMS East will strengthen communication and connection with learners, staff, families, and the community by intentionally sharing campus information, opportunities, celebrations, and resources through multiple communication platforms.

Evaluation Data Source: Parent, student, and staff survey/feedback data

Panorama Survey data related to school climate, belonging, and communication

Parent newsletter distribution and engagement data

Campus social media engagement and communication analytics

Participation and attendance data from family and community events

Documentation of campus celebrations, student opportunities, and stakeholder outreach

Strategy 1

CMS East will intentionally capture and share meaningful moments of learning, connection, growth, and celebration to strengthen communication and engagement with staff, learners, families, and the East community.

Strategy's Expected Result/Impact: Increased awareness of learning, opportunities, and celebrations happening across CMS East.

Increased connection and engagement among learners, staff, families, and the East community.

Increased opportunities to recognize and celebrate meaningful moments of learning, growth, and belonging.

Improved stakeholder perception of campus communication and connection.

Increased family and community engagement with campus communications and events.

Strengthened sense of pride, belonging, and shared identity within the East community.

Staff Responsible for Monitoring: Admin, Counselors, Learning Coach, Dept Chairs, Team Leads, PLCs

Problem Statements: School Processes & Programs 3, 5, 6 - Perceptions 4, 7, 9

Formative Reviews

November

February

April

June

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.

Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/ social emotional needs of learners

5

There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/ documentation of behavioral growth.

Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district

6

There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.

Continued need to recruit learners/ families at an early age to come to Coppell and want to stay in our district for their full educational experience

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
4 There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.	Lack of individuals choosing to work in public education
7 There is a need to analyze and review all extracurricular and activities/clubs/ organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child.	Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences
9 Opportunities exist to strengthen students' sense of connection and belonging across the campus.	While relationship-building practices and opportunities for student connection are present across the campus, the frequency and intentionality of these practices vary across classrooms and student experiences.

Goal 3

Safety, Wellness and Belonging: We at CMS East will create physically secure and emotionally safe environments which allow others to be seen, valued, and supported within a culture of belonging and engagement.

Performance Objective 1

CMS East will consistently implement district resources and campus supports that promote social-emotional learning, mental health awareness, healthy decision-making, and student well-being.

Evaluation Data Source: Panorama Survey data related to belonging, well-being, relationships, and school climate

Learner, staff, and family feedback

Second Step implementation and lesson documentation

Counseling program and student support documentation

Required staff mental health and safety training completion data

MTSS data related to social-emotional and behavioral supports

Threat assessment and campus safety data

Student discipline, behavior, and attendance data

Strategy 1

CMS East will intentionally implement social-emotional learning, character development, and wellness supports to strengthen student well-being, healthy decision-making, and belonging.

Strategy's Expected Result/Impact: Increased student sense of belonging, connection, and emotional safety.

Increased student awareness and use of healthy coping and decision-making strategies.

Improved student skills in self-management, relationships, and responsible decision-making.

Increased consistency in the implementation of social-emotional and wellness supports.

Earlier identification of learners needing additional social-emotional or behavioral support.

Improved student behavior, engagement, and overall well-being.

Staff Responsible for Monitoring: Admin, Counselors, Beast Time Teachers

Problem Statements: Perceptions 2, 3

Formative Reviews

November

February

April

June

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
2	There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.	Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs
3	There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about 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.	Continued need to build/expand resources/programs

Performance Objective 2

CMS East will provide intentional training and support to strengthen relationships, promote student well-being, and ensure consistent implementation of behavior and discipline practices across the campus.

Evaluation Data Source: Campus discipline and behavior data

Panorama Survey data from learners, staff, and families

MTSS behavioral and social-emotional support data

Staff professional learning and training documentation

Behavior support and intervention documentation

Threat assessment and campus safety data

Staff and student feedback related to relationships, behavior, and belonging

Strategy 1

CMS East will ensure all required staff complete evidence-based mental health training to

strengthen their ability to recognize and appropriately respond to student mental health, substance use, and safety concerns.

Strategy's Expected Result/Impact: Meet or exceed the 2026-2027 requirement of at least 50% of applicable CMS East staff completing required evidence-based mental health training.

Increased staff knowledge of signs and risk factors associated with student mental health and substance use concerns.

Increased staff confidence in recognizing and appropriately reporting student concerns.

Improved awareness of campus procedures and resources available to support students experiencing mental health or safety concerns.

Increased consistency in connecting students with appropriate campus personnel and supports when concerns are identified.

Continued development of a campus training plan to ensure all applicable staff meet future HB 3 training requirements.

Staff Responsible for Monitoring: Admin and counselors

Problem Statements: Perceptions 1, 2, 3

Formative Reviews

November	February	April	June
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Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.	Lack of focus on data collection (from learner and staff needs, and impact/ growth on the learning provided) when making decisions for professional learning
2	There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.	Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs

3

There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about 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.

Continued need to build/expand resources/programs

Performance Objective 3 High Priority

CMS East will consistently implement district and state safety policies, procedures, and practices to maintain a physically and emotionally safe learning environment for all learners and staff.

Evaluation Data Source: Safety and security drill documentation

Door sweep and exterior/interior door check data

Staff safety and security training documentation

Raptor visitor management data and implementation

Campus safety audit and walkthrough data

Family communication related to campus safety procedures

Safety incident and threat assessment data

Strategy 1

CMS East will consistently implement required safety drills, training, and procedures for staff and learners while identifying and addressing additional campus safety needs.

Strategy's Expected Result/Impact: Increased consistency in safety and security practices across CMS East.

Increased staff and learner understanding of Standard Response Protocols (SRP) and campus safety procedures.

Successful completion and documentation of all required safety drills and training.

Consistent completion of weekly door sweeps and identification of potential safety concerns.

Increased communication with staff, learners, and families regarding safety procedures and expectations.

Strengthened collaboration among campus administration, staff, and the School Resource Officer to maintain a safe learning environment.

Staff Responsible for Monitoring: Administration

Problem Statements: Perceptions 5

Formative Reviews

NovemberFebruaryAprilJune

Performance Objective 3 Problem Statements Identifying Perceptions

Problem StatementRoot Cause

5

There is a need to continue revisiting and improving efforts with safety and security for the district.

Continued requirements per the state and safety needs of learners, staff, facilities, etc.



State Compensatory Education

State Compensatory

Budget for Coppell Middle School East

Total SCE Funds: \$7,931.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

We will purchase ixcel for students who have shown a need for more intensive interventions in Math, Science, and ELAR. We will purchase gimkit for all teachers to ensure additional supports provided. We will purchase Peardeck for teachers who use this to gather additional formative assessment data to support students. We will ensure that we replace calculators to support students with math calculations throughout the year.



Funding Summary

Funding Summary

199 - State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Calculators for Students	199-11-61 12-00-0 42-24-0 00-	\$431.00
1	2	2	Ixcel Math and Reading	199-11-61 12-00-0 42-24-0 00-	\$4,900.00
1	2	2	PearDeck	199-11-61 12-00-0 42-24-0 00-	\$1,600.00
1	2	2	Gimkit	199-11-61 12-00-0 42-24-0 00-	\$1,000.00
				Sub-Total	\$7,931.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student and Staff Services and Campus Administrators	7/24/2023	Carrie Boyle	8/17/2026
Child Abuse and Neglect	Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Campus Counselors	12/15/2025	Carrie Boyle	8/17/2026
Coordinated Health Program	Coordinator of Health Services and Director of Child Nutrition, Campus Administrators	11/12/2025	Carrie Boyle	8/17/2026
Decision-Making and Planning Policy Evaluation	Superintendent	7/5/2023	Carrie Boyle	8/17/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student and Staff Services and Campus Administrators	1/30/2023	Carrie Boyle	8/17/2026
Dropout Prevention	Assistant Superintendent of C&I	11/12/2025	Carrie Boyle	8/19/2026
Dyslexia Treatment Program	Executive Director of Intervention Services and Campus Administrators	11/12/2025	Carrie Boyle	8/17/2026
Pregnancy Related Services	Assistant Superintendent of C&I and Campus Counselors	4/1/2025	Carrie Boyle	8/19/2026
Post-Secondary Preparedness	Assistant Superintendent of C&I	11/12/2025	Carrie Boyle	8/17/2026
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of C&I and Assistant Superintendent of Administrative Services	11/12/2025	Carrie Boyle	8/19/2026
Student Welfare: Crisis Intervention Programs and Training	Assistant Superintendent of C&I and Support Counselors	11/12/2025	Carrie Boyle	8/19/2026
Student Welfare: Discipline/Conflict/Violence Management	Assistant Superintendent of C&I and Support Counselors	11/12/2025	Carrie Boyle	8/19/2026
Technology Integration	Assistant Superintendent of C&I and Executive Director of Technology	11/12/2025	Carrie Boyle	8/19/2026
Job Description for Peace Officers, Resource				

Officers & Security Personnel				
Texas Behavior Support Initiative (TBSI)	Executive Director of Intervention Services	11/12/2025	Carrie Boyle	8/19/2026