

Coppell Independent School District



Coppell Middle School West

2026-2027 Campus Improvement Plan

Mission Statement

Through our unique family culture, we challenge individuals to make meaningful connections to learning experiences, exhibit strong character, and develop servant leadership so they can make a positive difference in their own and others' lives.

Value Statement

Wrangler Creed

I am a Wrangler.

I am a positive example.

I am respectful.

I care for all people and property.

I challenge myself everyday.

I am not afraid to fail.

I am a Wrangler.

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Comprehensive Needs Assessment

Demographics

Summary

DEMOGRAPHICS

Coppell Middle School West 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 1287 which represents an increase of 4.9% from the prior year (+61 total learners).

In 2025-26, the student population was 85.5% Asian, 4.4% White, 4.5% Hispanic, 3.6% African American, 0.4% American Indian/Alaskan Native and 1.6% multi-racial. Females made up 47.1% of the learners and males represented 52.9%. Our economically disadvantaged percentage was 6.5%.

Our Emergent Bilingual (EB) population consisted of 202 learners that made up 15.7% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (41.6%), Tamil (17.8%), Hindi (8.9%), Spanish (5.4%), and Gujarati (5%). Additionally, 6.9% of our EBs were also economically disadvantaged.

Our 234 gifted and talented learners constituted 18.2% of our population. Our gender split in the GT group was 39.7% female and 60.3% male. Of the four major ethnic groups, our GT learners were 91% Asian, 4.7% White, 2.1% Hispanic and 1.3% African American.

We had 112 learners that qualified for special education services, which represented 8.7% of our population. There were 35 learners with 504 accommodations, which was 2.7% of the total enrollment.

The average daily attendance for our campus in 2025-26 was 97.5%, which increased by 0.3% from the prior year.

STAFFING

CMS West employed 73 educators and 14 instructional aides in the 2025-26 school year. The number of teachers decreased by 1 from the prior year while the number of aides increased by 1. The ethnic breakdown for the teaching staff was 5.5% Asian, 75.3% White, 12.3% Hispanic, 5.5% African American and 1.4% multi-racial. Females made up 82.2% of the educators and males represented 17.8%.

Overall, our educators had a varied level of professional experience: 2.7% (2) were new to teaching with 0-1 years of experience, 28.8% (21) had 2-5 years, 24.7% (18) had 6-10 years, 17.8% (13) had 11-15 years, 12.3% (9) had 16-20 years, and 13.7% (10) had more than 20 years. Looking at longevity within the district, 11% of our teachers had 0-1 years in district, 49.3% had 2-5 years, 24.7% had 6-10 years, 6.8% had 11-15 years, 5.5% had 16-20 years and 2.7% had more than 20 years. The average years of professional experience was 10.7 with 5.9 years in the district.

Advanced degrees were held by 32.8% of our teachers: 24 with master's degrees. Our campus principal had 17 years of career experience in a professional position (not necessarily as a principal) and 11 years in Coppell. Our assistant principals had an average of 26 years of professional experience and 1 year in the district.

Our educator retention rate from 2024-25 to 2025-26 was 87.3%. For educational aides it was 69.2%. We hired 5 new teachers in 2025-26. The characteristics of our new teachers were as follows: 80% White, 20% African American, 60% female, 40% male, 20% new to teaching, 20% with 2-5 years of professional experience, 20% with 6-10 years, 20% with 11-15 years, 20% with 16-20 years and 6.8% new to the campus. The average years of professional experience was 9.2 with 1.4 years in the district. 40% of our new teachers had advanced degrees.

Strengths

High Student Engagement and Attendance: CMS West maintained an exceptionally high average daily attendance rate of 97.5%, an increase of 0.3 percentage points from the previous year, even as campus enrollment grew by 4.9%.

Experienced and Highly Qualified Staff: CMS West benefits from an experienced teaching staff averaging 10.7 years in education, with approximately 69% of educators having six or more years of professional experience and nearly one-third holding advanced degrees.

Strong and Experienced Campus Leadership: The administrative team brings significant educational and leadership experience, providing the campus with a strong foundation for instructional leadership, staff development, and continuous improvement.

A Multilingual, Academically Diverse Student Population: CMS West serves a student body rich in linguistic and cultural diversity, including 202 Emergent Bilingual learners representing 15.7% of enrollment, while 18.2% of learners receive gifted and talented services. These populations provide significant assets and opportunities for rigorous, culturally responsive, and differentiated instruction.

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 West			
Total Students	98	56	41
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	64.86%	45.65%	52.94%
1 Level Higher	33.78%	54.35%	47.06%
2 Levels Higher	1.35%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	3.05	3.26	2.95
No Rating	0%	0%	2.44%
Beginning	3.06%	1.79%	4.88%
Intermediate	14.29%	7.14%	14.63%
Advanced	57.14%	46.43%	51.22%
Advanced High	25.51%	44.64%	26.83%
Listening Raw Score	19.5	21.32	18.71
Listening Scale Score	1583.52	1611.82	1541.85
Speaking Raw Score	29.57	28.25	28.59
Speaking Scale Score	1582.08	1566.16	1541.17
Writing Raw Score	28.06	31.05	27.9
Writing Scale Score	1541.8	1575.52	1529.76
Reading Raw Score	23.52	26.11	24.2
Reading Scale Score	1567.13	1603.61	1568.59
Economic Disadvantage			
Total Students	6	4	4
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	80%	50%	50%
1 Level Higher	20%	50%	50%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.97	2.65	3.28
No Rating	0%	0%	0%
Beginning	0%	25%	0%
Intermediate	0%	0%	25%
Advanced	83.33%	50%	25%
Advanced High	16.67%	25%	50%

Listening Raw Score	18.83	19.25	21.75
Listening Scale Score	1570.33	1583.75	1614.5
Speaking Raw Score	28.67	23.25	26.5
Speaking Scale Score	1569.17	1520.25	1554.25
Writing Raw Score	27.5	22	29.75
Writing Scale Score	1535.33	1459	1552.25
Reading Raw Score	24.5	21.75	26.75
Reading Scale Score	1579.33	1547.25	1592.5
American Indian/Alaskan Native			
Total Students	-	-	1
Date Taken	-	-	03/01/26
Lower/Same Level	-	-	0%
1 Level Higher	-	-	100%
2 Levels Higher	-	-	0%
3 Levels Higher	-	-	0%
TELPAS Composite Score	-	-	2.8
No Rating	-	-	0%
Beginning	-	-	0%
Intermediate	-	-	0%
Advanced	-	-	100%
Advanced High	-	-	0%
Listening Raw Score	-	-	14
Listening Scale Score	-	-	1507
Speaking Raw Score	-	-	31
Speaking Scale Score	-	-	1594
Writing Raw Score	-	-	32
Writing Scale Score	-	-	1572
Reading Raw Score	-	-	25
Reading Scale Score	-	-	1569
Asian			
Total Students	89	51	36
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	64.71%	45.24%	53.33%
1 Level Higher	33.82%	54.76%	46.67%
2 Levels Higher	1.47%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	3.04	3.31	3.04
No Rating	0%	0%	2.78%
Beginning	3.37%	0%	0%
Intermediate	15.73%	7.84%	13.89%
Advanced	55.06%	45.10%	55.56%
Advanced High	25.84%	47.06%	27.78%
Listening Raw Score	19.52	21.55	19.17
Listening Scale Score	1584.51	1614.78	1543.22
Speaking Raw Score	29.62	28.61	29.5
Speaking Scale Score	1582.45	1569.41	1544.92
Writing Raw Score	27.96	31.67	28.78
Writing Scale Score	1540.53	1582.1	1544.22
Reading Raw Score	23.28	26.41	24.92

Reading Scale Score	1564.48	1605.67	1575.81
Black/African American			
Total Students	-	1	-
Date Taken	-	03/01/26	-
Lower/Same Level	-	0%	-
1 Level Higher	-	100%	-
2 Levels Higher	-	0%	-
3 Levels Higher	-	0%	-
TELPAS Composite Score	-	2.8	-
No Rating	-	0%	-
Beginning	-	0%	-
Intermediate	-	0%	-
Advanced	-	100%	-
Advanced High	-	0%	-
Listening Raw Score	-	16	-
Listening Scale Score	-	1530	-
Speaking Raw Score	-	26	-
Speaking Scale Score	-	1539	-
Writing Raw Score	-	26	-
Writing Scale Score	-	1524	-
Reading Raw Score	-	21	-
Reading Scale Score	-	1534	-
Hispanic			
Total Students	6	3	3
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	75%	100%	50%
1 Level Higher	25%	0%	50%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	3.2	2.8	2.53
No Rating	0%	0%	0%
Beginning	0%	33.33%	33.33%
Intermediate	0%	0%	33.33%
Advanced	66.67%	33.33%	0%
Advanced High	33.33%	33.33%	33.33%
Listening Raw Score	20.67	20.33	19
Listening Scale Score	1591.33	1608	1582
Speaking Raw Score	26.5	24	19
Speaking Scale Score	1546	1532	1490
Writing Raw Score	29	25	22.33
Writing Scale Score	1553.67	1508.33	1441
Reading Raw Score	27.5	26	20.33
Reading Scale Score	1614.17	1632	1529.33
White			
Total Students	3	1	1
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	50%	0%	100%
1 Level Higher	50%	100%	0%
2 Levels Higher	0%	0%	0%

3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.93	2.5	1.3
No Rating	0%	0%	0%
Beginning	0%	0%	100%
Intermediate	0%	0%	0%
Advanced	100%	100%	0%
Advanced High	0%	0%	0%
Listening Raw Score	16.67	18	6
Listening Scale Score	1538.67	1554	1407
Speaking Raw Score	34.33	25	22
Speaking Scale Score	1643.33	1530	1507
Writing Raw Score	29.33	23	9
Writing Scale Score	1555.67	1493	1233
Reading Raw Score	22.67	16	9
Reading Scale Score	1551.67	1483	1426
Currently Emergent Bilingual			
Total Students	98	56	40
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	64.86%	45.65%	54.55%
1 Level Higher	33.78%	54.35%	45.45%
2 Levels Higher	1.35%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	3.05	3.26	2.93
No Rating	0%	0%	2.50%
Beginning	3.06%	1.79%	5%
Intermediate	14.29%	7.14%	15%
Advanced	57.14%	46.43%	52.50%
Advanced High	25.51%	44.64%	25%
Listening Raw Score	19.5	21.32	18.6
Listening Scale Score	1583.52	1611.82	1539.63
Speaking Raw Score	29.57	28.25	28.53
Speaking Scale Score	1582.08	1566.16	1539.85
Writing Raw Score	28.06	31.05	27.7
Writing Scale Score	1541.8	1575.52	1527.88
Reading Raw Score	23.52	26.11	23.95
Reading Scale Score	1567.13	1603.61	1565.43
First Year of Monitoring			
Total Students	-	-	1
Date Taken	-	-	03/01/26
Lower/Same Level	-	-	0%
1 Level Higher	-	-	100%
2 Levels Higher	-	-	0%
3 Levels Higher	-	-	0%
TELPAS Composite Score	-	-	3.8
No Rating	-	-	0%
Beginning	-	-	0%
Intermediate	-	-	0%
Advanced	-	-	0%
Advanced High	-	-	100%

Listening Raw Score	-	-	23
Listening Scale Score	-	-	1631
Speaking Raw Score	-	-	31
Speaking Scale Score	-	-	1594
Writing Raw Score	-	-	36
Writing Scale Score	-	-	1605
Reading Raw Score	-	-	34
Reading Scale Score	-	-	1695
Special Ed Indicator			
Total Students	9	12	14
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	100%	75%	83.33%
1 Level Higher	0%	25%	16.67%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.28	2.76	2.71
No Rating	0%	0%	0%
Beginning	22.22%	8.33%	7.14%
Intermediate	22.22%	16.67%	35.71%
Advanced	55.56%	66.67%	42.86%
Advanced High	0%	8.33%	14.29%
Listening Raw Score	14.78	18.5	16.86
Listening Scale Score	1515.11	1568.33	1549.29
Speaking Raw Score	25.44	28.5	28.14
Speaking Scale Score	1540.44	1571	1566.93
Writing Raw Score	20.22	25.25	24
Writing Scale Score	1447.56	1505.75	1491.14
Reading Raw Score	18.11	20.92	20.07
Reading Scale Score	1503	1534.92	1530.21

	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 West									
Total Students	152	413	458	241	424	392	447	446	446
Raw Score	25	36	39	54	42	45	43	34	27
Scale Score	1766	2015	2110	5426	1826	1884	1869	4354	0
Percent Score	58.72%	78.43%	80.29%	92.02%	75.45%	81.20%	76.89%	70.06%	77.13%
Approaches Grade Level (TX)	88.16%	93.70%	95.63%	100%	92.22%	95.66%	95.30%	86.55%	0%
Meets Grade Level (TX)	57.24%	87.89%	90.17%	100%	83.73%	86.73%	88.14%	71.52%	0%

Masters Grade Level (TX)	15.79%	60.05%	70.09%	97.10%	67.22%	73.98%	71.81%	52.47%	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	1.97%	2.66%	2.40%	0%	3.30%	2.30%	2.46%	5.38%	-
Did Not Meet High	9.87%	3.63%	1.97%	0%	4.48%	2.04%	2.24%	8.07%	-
Approaches Low	11.84%	2.42%	1.97%	0%	3.77%	3.06%	3.58%	6.50%	-
Approaches High	19.08%	3.39%	3.49%	0%	4.72%	5.87%	3.58%	8.52%	-
Meets	41.45%	27.84%	20.09%	2.90%	16.51%	12.76%	16.33%	19.06%	-
Masters	15.79%	60.05%	70.09%	97.10%	67.22%	73.98%	71.81%	52.47%	-

Economic Disadvantage

Total Students	19	23	33	5	25	19	36	35	35
Raw Score	22	24	29	47	37	31	33	24	20
Scale Score	1706	1798	1947	4727	1719	1654	1726	3721	0
Percent Score	50.55%	52.93%	60.42%	80%	65.64%	55.73%	59.18%	49.74%	58
Approaches Grade Level (TX)	89.47%	56.52%	75.76%	100%	92%	73.68%	77.78%	54.29%	0%
Meets Grade Level (TX)	26.32%	52.17%	54.55%	100%	68%	42.11%	69.44%	28.57%	0%
Masters Grade Level (TX)	5.26%	21.74%	33.33%	80%	36%	26.32%	33.33%	17.14%	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	5.26%	21.74%	12.12%	0%	0%	15.79%	16.67%	25.71%	-
Did Not Meet High	5.26%	21.74%	12.12%	0%	8%	10.53%	5.56%	20%	-
Approaches Low	15.79%	4.35%	9.09%	0%	4%	26.32%	2.78%	8.57%	-
Approaches High	47.37%	0%	12.12%	0%	20%	5.26%	5.56%	17.14%	-
Meets	21.05%	30.43%	21.21%	20%	32%	15.79%	36.11%	11.43%	-
Masters	5.26%	21.74%	33.33%	80%	36%	26.32%	33.33%	17.14%	-

American Indian/Alaskan Native

Total Students	1	2	2	-	3	-	2	2	2
Raw Score	31	40	25	-	46	-	28	22	19
Scale Score	1850	2038	1870	-	1836	-	1669	3547	0
Percent Score	72.09%	85.87%	52.08%	-	82.14%	-	50%	43.88%	52
Approaches Grade Level (TX)	100%	100%	50%	-	100%	-	100%	50%	0%
Meets									

Grade Level (TX)	100%	100%	50%	-	100%	-	50%	0%	0%
Masters Grade Level (TX)	0%	100%	50%	-	100%	-	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%	50%	-	0%	-	0%	50%	-
Did Not Meet High	0%	0%	0%	-	0%	-	0%	0%	-
Approaches Low	0%	0%	0%	-	0%	-	50%	0%	-
Approaches High	0%	0%	0%	-	0%	-	0%	50%	-
Meets	100%	0%	0%	-	0%	-	50%	0%	-
Masters	0%	100%	50%	-	100%	-	0%	0%	-
Asian									
Total Students	115	355	384	232	368	339	379	379	379
Raw Score	26	37	40	54	43	47	45	36	28
Scale Score	1786	2040	2146	5437	1839	1905	1890	4458	0
Percent Score	61.58%	81.14%	84.14%	92.22%	76.64%	83.38%	79.63%	73.33%	8
Approaches Grade Level (TX)	92.17%	96.34%	98.44%	100%	93.21%	97.35%	97.89%	91.29%	0%
Meets Grade Level (TX)	64.35%	92.11%	95.57%	100%	85.33%	89.97%	91.82%	77.57%	0%
Masters Grade Level (TX)	19.13%	64.79%	77.34%	97.41%	69.57%	79.06%	77.84%	59.10%	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	0.87%	1.13%	0.78%	0%	2.17%	0.88%	0.79%	2.37%	-
Did Not Meet High	6.96%	2.54%	0.78%	0%	4.62%	1.77%	1.32%	6.33%	-
Approaches Low	9.57%	1.41%	0.78%	0%	3.80%	1.77%	3.17%	6.33%	-
Approaches High	18.26%	2.82%	2.08%	0%	4.08%	5.60%	2.90%	7.39%	-
Meets	45.22%	27.32%	18.23%	2.59%	15.76%	10.91%	13.98%	18.47%	-
Masters	19.13%	64.79%	77.34%	97.41%	69.57%	79.06%	77.84%	59.10%	-
Black/African American									
Total Students	7	20	16	1	12	18	15	14	14
Raw Score	21	26	27	54	37	35	30	23	19
Scale Score	1695	1812	1875	5126	1711	1709	1688	3599	0
Percent Score	48.50%	55.76%	55.21%	91.53%	65.63%	62.40%	53.69%	46.21%	54

Approaches Grade Level (TX)	71.43%	65%	81.25%	100%	91.67%	83.33%	73.33%	42.86%	0%
Meets Grade Level (TX)	28.57%	55%	50%	100%	66.67%	50%	60%	28.57%	0%
Masters Grade Level (TX)	14.29%	15%	18.75%	100%	33.33%	27.78%	26.67%	7.14%	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	14.29%	15%	12.50%	0%	0%	5.56%	20%	21.43%	-
Did Not Meet High	14.29%	20%	6.25%	0%	8.33%	11.11%	6.67%	35.71%	-
Approaches Low	14.29%	5%	18.75%	0%	0%	22.22%	6.67%	7.14%	-
Approaches High	28.57%	5%	12.50%	0%	25%	11.11%	6.67%	7.14%	-
Meets	14.29%	40%	31.25%	0%	33.33%	22.22%	33.33%	21.43%	-
Masters	14.29%	15%	18.75%	100%	33.33%	27.78%	26.67%	7.14%	-
Hispanic									
Total Students	17	15	22	2	20	16	18	18	18
Raw Score	21	29	31	56	37	39	36	26	20
Scale Score	1699	1870	1937	5688	1724	1773	1755	3808	0
Percent Score	49.79%	63.04%	63.54%	94.07%	65.80%	70.20%	63.59%	53.29%	55.56%
Approaches Grade Level (TX)	76.47%	86.67%	90.91%	100%	85%	87.50%	88.89%	66.67%	0%
Meets Grade Level (TX)	41.18%	66.67%	72.73%	100%	75%	81.25%	72.22%	33.33%	0%
Masters Grade Level (TX)	0%	26.67%	31.82%	100%	50%	43.75%	33.33%	16.67%	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	5.88%	6.67%	0%	0%	15%	12.50%	5.56%	16.67%	-
Did Not Meet High	17.65%	6.67%	9.09%	0%	0%	0%	5.56%	16.67%	-
Approaches Low	11.76%	13.33%	4.55%	0%	5%	6.25%	5.56%	11.11%	-
Approaches High	23.53%	6.67%	13.64%	0%	5%	0%	11.11%	22.22%	-
Meets	41.18%	40%	40.91%	0%	25%	37.50%	38.89%	16.67%	-
Masters	0%	26.67%	31.82%	100%	50%	43.75%	33.33%	16.67%	-
Two or More Races									
Total Students	2	6	11	2	4	7	10	10	10
Raw Score	16	26	36	51	41	38	44	31	26
Scale Score	1616	1833	2054	4860	1788	1737	1882	4082	0

Percent Score	37.21%	56.52%	75.57%	85.59%	73.66%	67.35%	78.75%	62.45%	74.07%
Approaches Grade Level (TX)	100%	83.33%	100%	100%	100%	85.71%	100%	70%	0%
Meets Grade Level (TX)	0%	33.33%	81.82%	100%	75%	71.43%	90%	70%	0%
Masters Grade Level (TX)	0%	33.33%	63.64%	100%	50%	42.86%	70%	30%	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%	16.67%	0%	0%	0%	14.29%	0%	10%	-
Did Not Meet High	0%	0%	0%	0%	0%	0%	0%	20%	-
Approaches Low	100%	33.33%	9.09%	0%	0%	14.29%	10%	0%	-
Approaches High	0%	16.67%	9.09%	0%	25%	0%	0%	0%	-
Meets	0%	0%	18.18%	0%	25%	28.57%	20%	40%	-
Masters	0%	33.33%	63.64%	100%	50%	42.86%	70%	30%	-
White									
Total Students	10	15	23	4	17	12	23	23	23
Raw Score	22	31	26	49	38	40	33	24	19
Scale Score	1713	1926	1883	4993	1766	1786	1729	3719	0
Percent Score	51.16%	67.83%	54.26%	83.05%	67.23%	70.68%	58.77%	49.51%	51.72%
Approaches Grade Level (TX)	70%	80%	65.22%	100%	76.47%	83.33%	69.57%	60.87%	0%
Meets Grade Level (TX)	30%	73.33%	52.17%	100%	70.59%	66.67%	60.87%	34.78%	0%
Masters Grade Level (TX)	10%	46.67%	26.09%	75%	58.82%	58.33%	39.13%	13.04%	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%	13.33%	21.74%	0%	17.65%	16.67%	17.39%	30.43%	-
Did Not Meet High	30%	6.67%	13.04%	0%	5.88%	0%	13.04%	8.70%	-
Approaches Low	20%	0%	4.35%	0%	5.88%	0%	0%	8.70%	-
Approaches High	20%	6.67%	8.70%	0%	0%	16.67%	8.70%	17.39%	-
Meets	20%	26.67%	26.09%	25%	11.76%	8.33%	21.74%	21.74%	-
Masters	10%	46.67%	26.09%	75%	58.82%	58.33%	39.13%	13.04%	-
Currently Emergent Bilingual									
Total Students	75	68	47	2	97	57	39	39	39

Raw Score	25	28	28	51	30	33	26	19	18
Scale Score	1753	1853	1914	5184	1630	1666	1653	3415	0
Percent Score	57.33%	61.16%	59.13%	85.59%	53.35%	58.87%	47.12%	38.62%	50
Approaches Grade Level (TX)	85.33%	77.94%	82.98%	100%	73.20%	84.21%	79.49%	28.21%	0%
Meets Grade Level (TX)	57.33%	63.24%	61.70%	100%	48.45%	45.61%	28.21%	7.69%	0%
Masters Grade Level (TX)	12%	25%	21.28%	100%	19.59%	15.79%	7.69%	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	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	1.33%	7.35%	8.51%	0%	10.31%	7.02%	7.69%	30.77%	-
Did Not Meet High	13.33%	14.71%	8.51%	0%	16.49%	8.77%	12.82%	41.03%	-
Approaches Low	10.67%	5.88%	8.51%	0%	12.37%	14.04%	30.77%	12.82%	-
Approaches High	17.33%	8.82%	12.77%	0%	12.37%	24.56%	20.51%	7.69%	-
Meets	45.33%	38.24%	40.43%	0%	28.87%	29.82%	20.51%	7.69%	-
Masters	12%	25%	21.28%	100%	19.59%	15.79%	7.69%	0%	-

First Year of Monitoring

Total Students	9	35	34	9	38	17	33	33	33
Raw Score	27	38	40	50	46	48	43	34	27
Scale Score	1785	2055	2118	5149	1854	1878	1844	4288	0
Percent Score	62.79%	83.35%	83.15%	85.12%	81.58%	85.40%	76.68%	69.14%	77
Approaches Grade Level (TX)	100%	100%	100%	100%	100%	100%	100%	93.94%	0%
Meets Grade Level (TX)	77.78%	100%	97.06%	100%	100%	100%	100%	69.70%	0%
Masters Grade Level (TX)	11.11%	68.57%	70.59%	88.89%	81.58%	94.12%	66.67%	36.36%	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%	6.06%	-
Approaches Low	11.11%	0%	0%	0%	0%	0%	0%	12.12%	-
Approaches High	11.11%	0%	2.94%	0%	0%	0%	0%	12.12%	-
Meets	66.67%	31.43%	26.47%	11.11%	18.42%	5.88%	33.33%	33.33%	-
Masters	11.11%	68.57%	70.59%	88.89%	81.58%	94.12%	66.67%	36.36%	-

Fourth Year of Monitoring

Total Students	3	13	23	17	13	15	28	28	28
Raw Score	24	40	41	55	50	49	48	39	30
Scale Score	1735	2104	2165	5383	1948	1922	1952	4704	0
Percent Score	55.04%	87.12%	85.69%	93.22%	88.46%	86.67%	85.78%	79.66%	86
Approaches Grade Level (TX)	100%	100%	100%	100%	100%	100%	100%	100%	0%
Meets Grade Level (TX)	33.33%	100%	100%	100%	100%	100%	100%	82.14%	0%
Masters Grade Level (TX)	0%	69.23%	82.61%	100%	100%	100%	92.86%	67.86%	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	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%	3.57%	-
Approaches High	66.67%	0%	0%	0%	0%	0%	0%	14.29%	-
Meets	33.33%	30.77%	17.39%	0%	0%	0%	7.14%	14.29%	-
Masters	0%	69.23%	82.61%	100%	100%	100%	92.86%	67.86%	-

Second Year of Monitoring

Total Students	1	45	47	30	35	51	37	37	37
Raw Score	23	38	41	54	49	47	45	36	29
Scale Score	1724	2063	2152	5304	1932	1895	1888	4427	0
Percent Score	53.49%	83.29%	85.99%	90.90%	87.04%	83.75%	80.89%	74.30%	82
Approaches Grade Level (TX)	100%	97.78%	97.87%	100%	100%	98.04%	97.30%	97.30%	0%
Meets Grade Level (TX)	0%	93.33%	97.87%	100%	100%	96.08%	97.30%	89.19%	0%
Masters Grade Level (TX)	0%	71.11%	93.62%	93.33%	94.29%	86.27%	83.78%	59.46%	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%	2.22%	2.13%	0%	0%	1.96%	2.70%	2.70%	-
Did Not Meet High	0%	0%	0%	0%	0%	0%	0%	0%	-
Approaches Low	0%	2.22%	0%	0%	0%	1.96%	0%	2.70%	-
Approaches High	100%	2.22%	0%	0%	0%	0%	0%	5.41%	-
Meets	0%	22.22%	4.26%	6.67%	5.71%	9.80%	13.51%	29.73%	-

Masters	0%	71.11%	93.62%	93.33%	94.29%	86.27%	83.78%	59.46%	-
Third Year of Monitoring									
Total Students	-	2	4	5	2	4	5	5	5
Raw Score	-	44	46	50	53	52	48	38	28
Scale Score	-	2255	2290	4989	2036	2030	1920	4505	0
Percent Score	-	95.65%	94.79%	84.75%	93.75%	93.30%	85.36%	77.14%	80%
Approaches Grade Level (TX)	-	100%	100%	100%	100%	100%	100%	100%	0%
Meets Grade Level (TX)	-	100%	100%	100%	100%	100%	100%	100%	0%
Masters Grade Level (TX)	-	100%	100%	80%	100%	100%	100%	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
Excluded	-	0%	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	-	0%	0%	0%	0%	0%	0%	0%	-
Did Not Meet High	-	0%	0%	0%	0%	0%	0%	0%	-
Approaches Low	-	0%	0%	0%	0%	0%	0%	0%	-
Approaches High	-	0%	0%	0%	0%	0%	0%	0%	-
Meets	-	0%	0%	20%	0%	0%	0%	40%	-
Masters	-	100%	100%	80%	100%	100%	100%	60%	-
Special Ed Indicator									
Total Students	26	28	35	5	29	28	36	36	36
Raw Score	20	23	23	51	25	29	26	21	17
Scale Score	1680	1787	1836	4992	1572	1626	1647	3550	0
Percent Score	46.87%	50.62%	48.45%	86.10%	45.32%	51.28%	45.98%	42.74%	47%
Approaches Grade Level (TX)	69.23%	50%	57.14%	100%	58.62%	67.86%	63.89%	33.33%	0%
Meets Grade Level (TX)	26.92%	35.71%	42.86%	100%	34.48%	28.57%	27.78%	22.22%	0%
Masters Grade Level (TX)	3.85%	21.43%	17.14%	100%	10.34%	17.86%	22.22%	13.89%	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	7.69%	21.43%	22.86%	0%	20.69%	28.57%	19.44%	36.11%	-
Did Not Meet High	23.08%	28.57%	20%	0%	20.69%	3.57%	16.67%	30.56%	-
Approaches Low	19.23%	7.14%	8.57%	0%	13.79%	17.86%	27.78%	2.78%	-

Approaches High	23.08%	7.14%	5.71%	0%	10.34%	21.43%	8.33%	8.33%	-
Meets	23.08%	14.29%	25.71%	0%	24.14%	10.71%	5.56%	8.33%	-
Masters	3.85%	21.43%	17.14%	100%	10.34%	17.86%	22.22%	13.89%	-

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

- STAAR performance in 8th grade Reading has steadily increased over the past three years as measured by the percentages of all students achieving the "Approaches" passing standard on STAAR.
- STAAR performance in Science has steadily increased over the past three years as measured by the percentages of all students achieving the "Approaches" passing standard on STAAR
- STAAR performance in Social Studies has steadily increased over the past three years as measured by the percentages of all students achieving the "Approaches" passing standard on STAAR.
- STAAR performance in Math 7, 8 and Algebra 1 (EOC) has steadily increased over the past three years as measured by the percentages of all students achieving the "Approaches" passing standard on STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ There is a need for the learning coaches to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management.	New educators on campus need to be onboarded with technology resources provided by the District.
2 ★ There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted academic goals with a specific emphasis on special populations of learners (At-risk, Special Education, 504, EB, and EcoDis learners).	Campus Rti/MTSS team needs to be more effective at partnering with classroom educators to proactively identify learners at risk of failure.
3 ★ There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom.	A campus focus for implementation/support of Tier I instruction focused on small group instruction and formative assessment is in its second y
4 ★ There is a need for additional professional learning for our staff to address the needs of our diverse learner population.	Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.
5 ★ Educators are at different levels of understanding for providing support for the social-emotional needs of learners (i.e. restorative practices; PBIS; MTSS)	There is a need to provide structures and strategies for educators to support the social-emotional needs of all learners.

6
★

Educators/Content Teams are at different levels of implementation in the professional learning community model of collaboration.

New staff have not been provided opportunities to work as a professional learning community, or not familiar with the process.

7
★

Truancy and attendance issues continue to affect numerous students according to TEA guidelines.

A better system of monitoring and addressing this concern must be developed and implemented by administration to help these students and families.

8
★

The Rti/MTSS team must be proactive in working with educators in identifying struggling learners at risk of failure.

A better system of monitoring and addressing academic/behavioral concerns must be implemented.

9
★

There has been an increase in the number of disciplinary incidents related to academic dishonesty/plagiarism and responsible uses of technology. These are two of the most commonly documented discipline infractions.

Learners feel an ongoing pressure to achieve at high academic levels, and learners are not educated on the impact of academic dishonesty/plagiarism on academic achievement.

★ = Priority

School Processes & Programs

Summary

Coppell Middle School West is a progressive 6th – 8th grade campus housed in a new building opened in the fall of 2018. The open concept two story building was intentionally designed to allow learning for both educators and students to happen in varied ways in every part of the facility. Floor to ceiling windows in classrooms allow dynamic opportunities for collaboration, relationship building, and problem solving by our learners. Blended classrooms and eight central open collaboration spaces allow educators to push out of their classrooms into other learning spaces creating flexibility and opportunity for differentiation to meet the needs of teachers, departments, and our varied learners. Flexible furniture and small break out rooms conveniently located near all core and CTE classes allow educators to pull small groups together toward successful learning for all. Other learning spaces including our garden, outdoor deck and large outdoor pavilion create dynamic areas that can be leveraged to meet learner's interests and passions.

Relationships, service learning, and our family orientation is central to our connection with learners, our families and each other. Our loving and fun environment supports all learners with multiple world views and backgrounds. Our educators celebrate this diversity and value one another's unique abilities and perspectives. Together we exemplify the deep caring, nurturing and loving support of a family.

CMS West is a 1:1 iPad campus. This opportunity allows each learner to have an internet capable device that supports research, communication, assessment, feedback, and creativity. It allows educators to work seamlessly in the digital world with both each other and our learners.

CMS West searches for and hires the best educators in the area. All teachers are highly qualified according to State standards in the areas they teach. Our process of hiring includes a rigorous process to ensure candidates are chosen based on best fit for our unique culture and the Coppell community in which we exist. Our family values and commitment that each and every child will grow both academically and socially to be successful and ready for their next step in life is central to our beliefs and helping us to identify the right educators for our children. In 2018-2019 CMS West has a staff is made up of 68 teachers and 6 instructional aids serving a diverse population of 1315 learners.

CISD/CMSW provides all educators with professional learning throughout the school year. New teachers are given a rigorous week-long introduction program by the CISD Human Resources department. New teacher orientation includes support in the form of a mentor/buddy system that continues to support our newest educators for two full years. The goal is to help new teachers be successful as they integrate themselves into the middle school education environment. Our entire staff is given 7-8 days out of the year by our district to invest into their learning and teaching. District staff and school administrators lead this learning facilitating through PLC groups and utilizing Instructional Coaches in the process.

Our curriculum is delivered in multiple ways to meet the needs of learners and content areas. All learning centers around problem solving, collaboration and communication skills. Learners demonstrate their understanding in a variety of ways including via formative and summative assessments, writing, projects, demonstrations, and performances. Student interests, passions, and choices are central to our desire to develop the "whole child".

Through Challenge Based Learning (CBL), one of the student directed learning initiatives we utilize, we continue to move our campus toward teaching practices that line up with the "Accomplished" rating on the State's TTESS teacher evaluation tool. "Student Directed Learning" allows educators to put more of the thinking, planning, discovering, risk taking, creation, and reflection into our learners control. This framework and the infusion of multidisciplinary content exploration is at the core of our beliefs. The content in CBL connects to big ideas, essential questions, challenges, guiding questions and activities and to eventual solutions and reflection on the learning process by our students. Students are encouraged to take risk and learn from both failure and success thus preparing them for future real-world challenges and opportunities.

CMS West is in its fourth year of implementing a strong Professional Learning Community (PLC) model. PLC's operate around four key questions: 1) What is it that students need to learn? 2) How will we know when they have learned it? 3) What will we do if they have not yet learned it? 4) What will we do if they have already learned it? Core educators are given one class period a day to meet in collaborative department teams to work as a PLC breaking down data, identify high priority standards, write common assessments, and planning for upcoming lesson plans and interventions. Educators are able to learn from each other and work toward individual and collective capacity building toward student achievement. The administrators at CMS West have continued to protect this time and also expand the time of elective teachers so they also have a functioning PLC group that allows for similar collaboration. In some curricular areas, we have created partnerships with other campuses to include their educators in the process

and thus broaden our PLC influence.

Educators participate in ongoing professional learning via their PLCs including frequent opportunities via learning walks, our Digital Learning Coordinators, Librarians, Administrators, and our Apple Learning Specialist. This specialist will visit our campus 5-6 days this coming year to lead professional learning with our CBL initiative driving toward even more Student-Directed Learning.

CMS West day is laid out with 7 class period and a special “Wrangler Time” near the end of the day. Wrangler time is our intervention and mentoring time allowing us to address some of the key elements of our stellar PLC model. Students needing help to master current standards or long term deficits are allowed the time to work with educators in small groups to gain mastery in those areas. This process is open to all curricular areas ensuring that all learners will achieve at Grade level or better and be prepared for learning beyond the secondary level. Wrangler time also provides our teachers with protected opportunities to engage learners in conversations about grades, organization, and challenges including drug awareness, bullying prevention, digital responsibility, leadership, and various young-teen challenges. Our counselors work in conjunction with our PTO and administrators to sponsor various events aimed at positive social/emotional growth of all learners. Anti-bullying concert entertainers and speakers along with drug prevention advocates, and career exploration professionals visit our students every year.

Strengths

- Professional Learning Communities and our focus on solid timely interventions.
- Strive toward more Student-Directed Learning.
- Fine Arts, Athletic and curricular competition opportunities to meet students varied needs and interests.
- Partnership with our community including our SRO’s, city leaders, and the neighboring community.
- Technology use that supports and drives our learning and growth opportunities.
- Our belief that all learners can be successful at high-levels of learning.
- Our focus and success with SPED, 504, RTI, ESL, and other students with special needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1★ There is a need to align discipline/classroom policies and expectations for all educators across the campus, in addition to reviewing/analyzing discipline data to ensure equitable practices and interventions/supports for all learners.	There is a lack of consistency among teachers/ administrators in regard to the enforcement/ handling of discipline policies and classroom expectations.
2★ There is a need for continued focus on mental health, social-emotional, and wellness needs for learners and staff.	Full implementation of existing resources for a wide variety of learner/staff needs and staff training needs to continue to be a priority.

★ = Priority

Perceptions

Summary

Coppell Middle School West is located in a business community. We are made up of approximately 1200 students. Two thirds of our students ride a bus to and from school, and the other third are dropped off and picked up at the end of the day via family transportation. This unique situation creates a challenge for our Coppell community as our transportation needs are different from some of our more traditional neighborhood schools. This obstacle is overcome through continual efforts to communicate with our parents via school events, social media, and email toward creating common bonds of community. Consistent parent communication regarding open houses, campus events, and department needs are dispersed to our families via text, emails, twitter, and our digital scrolling sign in front of our building. Each department and extra-curricular sponsors also do a great job of communicating needs, expectations and accomplishments to an eager parent group.

CMS West creates a climate of inclusion and acceptance. We work hard to create a culture that encourages each learner to grow in their individual interests and passions. Learners and educators are given boundaries, but also the freedom to be responsible for their own choices and to learn from their mistakes. Our unique culture is centered around the precepts of our Wrangler Creed which we recite as a campus on a daily basis. The tenants of our creed describe the type of learners we strive to develop and the types of educators we aim to be on a daily basis:

I am a Wrangler!

I am a positive example.

I am respectful.

I care of all people and property.

I challenge myself every day.

I am not afraid to fail.

I am a Wrangler!

CMS West is a learning institute with high standards of excellence for both academic growth and social emotional growth. Extra-curricular participation in Athletics, Fine Arts, academic competition groups, Student Counsel, and NJHS are highly valued as we aim to develop our learners in a holistic manner. Our parents and community expect the best for their children both now and in the future. The Coppell community is made up of predominantly college educated citizens and they have similar expectations for their children. We share those dreams but also strive to prepare children for future jobs through vocational school opportunities. Some of this early career exploration takes place in 7th grade via our iExplore classes, this is augmented through our annual Career exploration day and regularly scheduled field trips that are filled with culture, exploration, and fun.

CMS West thrives on building relationships and on instilling a common respect for one another. Our campus is very diverse with traditional minority groups making up 75% of our student population. We embrace and celebrate our similarities and these differences striving to honor our common moral and ethical beliefs toward being and becoming productive citizens in our United States society. West exemplifies and models good citizenship celebrating and honoring military veterans each November and hosting elections whenever the need exists.

West has a wonderful PTO and WRAD dads group that support us throughout the year raising funds for various programs, celebrating special events like homecoming and 3-4 school wide dances and feeding a hungry staff with monthly luncheons. These groups are valued members of our PLC and West is very appreciative of this supportive effort by our parents.

Strengths

- Our family culture centered around warmth and caring for both learners and educators.
- Creating and fostering relationships in the learning environment to support the academic and social/emotional needs of our learners.

- Our celebration of diversity and acceptance of all learners from all social-economic and ethnic backgrounds.
- High standards for both academic success and positive emotional development.
- Character development with an emphasis resiliency and grit.
- Our emphasis on Safety and procedures to that support all learners and families
- Our emphasis on service learning.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ A significant population of parents primarily choose to participate in academic/fine arts activities (theater, band, choir) as opposed to athletic extra-curricular events.	Academics and fine arts are the primary focus of concern for our families, and we need to continue to show the value of all extra-curricular events on the development of learners.
2 ★ There is still a small percentage of students and families that feel students do not build meaningful relationships with adults on campus.	A lack of focus to communicate the efforts of building relationships and social-emotional growth.
3 ★ There is a breakdown in communication with some families in our community due to language barriers and a difference in the type of classical style education many of our parents experienced as students.	Lack of access to resources in the home languages of our families and lack of understanding of our educational strategies and model.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

There is still a small percentage of students and families that feel students do not build meaningful relationships with adults on campus.

A lack of focus to communicate the efforts of building relationships and social-emotional growth.

2
★

Truancy and attendance issues continue to affect numerous students according to TEA guidelines.

A better system of monitoring and addressing this concern must be developed and implemented by administration to help these students and families.

3
★

The Rti/MTSS team must be proactive in working with educators in identifying struggling learners at risk of failure.

A better system of monitoring and addressing academic/behavioral concerns must be implemented.

4
★

There has been an increase in the number of disciplinary incidents related to academic dishonesty/plagiarism and responsible uses of technology. These are two of the most commonly documented discipline infractions.

Learners feel an ongoing pressure to achieve at high academic levels, and learners are not educated on the impact of academic dishonesty/plagiarism on academic achievement.

5
★

We have learners that experience food insecurity and a lack of access to clean clothes, hygiene products, and basic supplies.

Many families continue to face economic hardships and difficult and changing living arrangements.

6
★

Educators/Content Teams are at different levels of implementation in the professional learning community model of collaboration.

New staff have not been provided opportunities to work as a professional learning community, or not familiar with the process.

7
★

Educators are at different levels of understanding for providing support for the social-emotional needs of learners (i.e. restorative practices; PBIS; MTSS)

There is a need to provide structures and strategies for educators to support the social-emotional needs of all learners.

8
★

There is a need for the learning coaches to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management.

New educators on campus need to be onboarded with technology resources provided by the District.

9
★

A significant population of parents primarily choose to participate in academic/fine arts activities (theater, band, choir) as opposed to athletic extra-curricular events.

Academics and fine arts are the primary focus of concern for our families, and we need to continue to show the value of all extra-curricular events on the development of learners.

10
★

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

Full implementation of existing resources for a wide variety of learner/staff needs and staff training needs to continue to be a priority.

11
★

There is a need to align discipline/classroom policies and expectations for all educators across the campus, in addition to reviewing/analyzing discipline data to ensure equitable practices and interventions/supports for all learners.

There is a lack of consistency among teachers/administrators in regard to the enforcement/handling of discipline policies and classroom expectations.

12
★

There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom.

A campus focus for implementation/support of Tier I instruction focused on small group instruction and formative assessment is in its second y

13



There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted academic goals with a specific emphasis on special populations of learners (At-risk, Special Education, 504, EB, and EcoDis learners).

Campus Rti/MTSS team needs to be more effective at partnering with classroom educators to proactively identify learners at risk of failure.

14



There is a need to establish and maintain strong, positive relationships between all learners and staff.

Barriers exist in which relationships have not been established and sustained with all learners.

15



There is a need for additional professional learning for our staff to address the needs of our diverse learner population.

Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.

16



There is a breakdown in communication with some families in our community due to language barriers and a difference in the type of classical style education many of our parents experienced as students.

Lack of access to resources in the home languages of our families and lack of understanding of our educational strategies and model.

★ = 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
- ☒ Campus/District improvement plans (current and prior years)
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Running Records results

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance 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

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ Professional development needs assessment data
- ☒ T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

Accountability for Learning: We as Coppell Middle School West will achieve our full potential by learning at high levels, taking ownership of our learning, and staying focused on our commitment to continuous growth and evidence-based outcomes for all.

Performance Objective 1 High Priority

All 6th-8th grade learners will receive high-quality, TEKS-aligned Tier I instruction that promotes high levels of learner engagement, hands-on learning, meaningful social interaction, differentiation, and academic growth.

Evaluation Data Source: Common formative and summative learner data
Classroom observations and instructional walkthrough data
BOY/MOY/EOY MAP learner data
STAAR data
Multi-Tiered Systems of Support learner data (Panorama)
TELPAS learner data
Professional Learning Communities documentation and data analysis
Learner work samples
Student IEP goal progress, when applicable

Strategy 1

By May 2027, 100% of Coppell Middle School West educators will participate in ongoing professional learning, collaborative PLC processes, and instructional coaching focused on implementing high-quality Tier I instructional practices that promote high levels of learner engagement, hands-on learning, meaningful social interaction, differentiation, small-group instruction, and writing across the curriculum.

Strategy's Expected Result/Impact: - High-quality Tier I instructional practices across all content areas.

- Consistent implementation of campus/district instructional "look-fors" during classroom instruction.
- Aligned strategies being implemented across the district that impact learner growth
- Increased use of differentiation, scaffolding, and small-group instruction based on learner needs.
- Professional learning provided by district and campuses
- Additions to curriculum documents for small group instruction/formative assessment
- Continued professional learning in evidence-based instructional practices such as Kagan structures, Universal Design for Learning, project/problem-based learning, writing across the curriculum, and effective small-group instruction.
- Increased levels of learner engagement, collaboration, hands-on learning, and academic discourse.
- Increased use of formative assessment data to adjust instruction and provide targeted support.
- Increased learner growth as measured by common assessments, MAP, STAAR, TELPAS, IEP progress, and other applicable measures.

Staff Responsible for Monitoring: Administrators
Instructional Leaders
Educators

Problem Statements: Student Learning 3, 4, 6

Formative Reviews

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June

Strategy 2

The percentage of CISD annual graduates earning College, Career, and Military Readiness (CCMR) credit will increase from 83% for the 2023 annual graduates to 93% for the 2028 annual graduates (2029 Accountability Year). Coppell Middle School West will support progress toward this goal by increasing learner and family awareness of college, career, military, and CTE pathways and preparing learners to make informed choices as they transition to high school.

Strategy's Expected Result/Impact: - Continued professional learning for multiple stakeholder groups on CCMR to raise awareness.

- Annual Post High School Fair in September: representatives from various businesses, trade schools, colleges, and the military.
- Collaboration and communication with families in middle school when creating learner four-year plans for high school and helping the learners and families understand future opportunities for after high school.
- Identify current 12th graders who have not yet earned CCMR credit and enroll in College Prep Math and/or Reading.
- Offer the TSIA to the students who completed College Prep. This will directly tie to the CCMR Outcome Bonus
- Increase the number of aligned industry-based certifications (IBCs) offered to students.
- Offer at least one IBC for all CTE programs of study.
- Identify current 12th graders who are on track to be CTE completers that have not earned an IBC.
- CISD CTE Learning Academies provide opportunities for teachers to engage in professional learning targeted to the current needs of our students based on current data.
- Provide learners with opportunities to connect classroom learning to future college and career possibilities through career fairs, guest speakers, community/business partnerships, and other career-awareness experiences.
- Collaborate with high school counselors and CTE staff to ensure learners receive accurate and timely information regarding programs of study and CCMR opportunities before transitioning to high school.

Staff Responsible for Monitoring: Administrators

Instructional Team

Counselors

CTE Educators

Problem Statements: Perceptions 1

TEA Priorities: Connect high school to career and college

Formative Reviews

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Strategy 3

Coppell Middle School West will continue to strengthen mentoring, onboarding, professional

learning, and structures of support for educators, administrators, and staff who are new to CISD and/or new to their roles to promote professional growth, instructional effectiveness, and staff retention.

Strategy's Expected Result/Impact: - Increase new educators', administrators', and staff members' understanding of CISD and CMS West systems, expectations, instructional practices, and available resources.

- Provide consistent mentoring, coaching, and professional learning to support successful transition into new roles.
- Increase implementation of high-quality Tier I instructional practices among new educators through mentoring, collaboration, observation, and feedback.
- Provide opportunities for new staff to build relationships and collaborate with colleagues, instructional leaders, and administrators.
- Monitor and respond to the professional learning and support needs of new educators throughout the school year.
- Promote staff confidence, professional growth, job satisfaction, and retention through intentional and sustained support.

Staff Responsible for Monitoring: Administrators/Instructional Leaders
Educators

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

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Strategy 4

By May 2027, 100% of core content PLCs (Math, Science, Literacy, and Social Studies) at Coppell Middle School West will collaboratively design and/or utilize common formative and summative assessments aligned to high-priority TEKS. PLCs will routinely analyze learner performance data during Collaborative Team Time and document instructional responses, including re-teach, small-group instruction, intervention, extension, or enrichment based on identified learner needs.

Strategy's Expected Result/Impact: -Increased instructional alignment within grade-level and content-area PLCs.

- Increased use of common formative and summative assessment data to identify learner strengths and areas of need.
- Timely instructional adjustments, including re-teach, intervention, small-group instruction, extension, and enrichment.
- Increased differentiation and personalized learning opportunities based on learner data.
- Strengthened PLC practices through collaborative planning, data analysis, and shared responsibility for learner outcomes.
- Improved learner achievement and academic growth on classroom, district, and state assessments.
- Increased evidence of continuous instructional improvement through documented PLC processes and learner outcomes.

Staff Responsible for Monitoring: Administrators
Instructional Leaders
Educators

Problem Statements: Student Learning 2, 3, 8

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Strategy 5

Learning Walks: By May 2027, Coppell Middle School West will implement intentional learning walks involving administrators, instructional leaders, and educators to collect evidence of high-quality Tier I instructional practices, identify campus-wide instructional strengths and areas for growth, and use observation trends to inform professional learning, coaching, and instructional improvement.

- Strategy's Expected Result/Impact:** -Increased consistency in the implementation of high-quality Tier I instructional practices.
-Increased opportunities for administrators, instructional leaders, and educators to observe and reflect on effective instructional practices.
-Identification of campus-wide instructional strengths and areas for continued growth.
-Increased use of learning-walk trends to inform professional learning, coaching, and instructional support.
-Increased shared understanding of campus instructional expectations and instructional look-fors.
-Increased collaboration and professional reflection among educators and instructional leaders.
-Increased alignment with the Teacher Incentive Allotment (TIA) through learning walks that build a shared understanding among administrators, instructional leaders, and educators of instructional expectations, effective practices, and evidence of learner growth.

Staff Responsible for Monitoring: Administrators
Instructional Leaders
Educators

Problem Statements: Student Learning 2, 3

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

Problem StatementRoot Cause

2

There is a need to establish and maintain strong, positive relationships between all learners and staff.

Barriers exist in which relationships have not been established and sustained with all learners.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a need for the learning coaches to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management.	New educators on campus need to be onboarded with technology resources provided by the District.
2	There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted academic goals with a specific emphasis on special populations of learners (At-risk, Special Education, 504, EB, and EcoDis learners).	Campus Rti/MTSS team needs to be more effective at partnering with classroom educators to proactively identify learners at risk of failure.
3	There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom.	A campus focus for implementation/ support of Tier I instruction focused on small group instruction and formative assessment is in its second y
4	There is a need for additional professional learning for our staff to address the needs of our diverse learner population.	Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.
6	Educators/Content Teams are at different levels of implementation in the professional learning community model of collaboration.	New staff have not been provided opportunities to work as a professional learning community, or not familiar with the process.
8	The Rti/MTSS team must be proactive in working with educators in identifying struggling learners at risk of failure.	A better system of monitoring and addressing academic/behavioral concerns must be implemented.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

There is a need to align discipline/classroom policies and expectations for all educators across the campus, in addition to reviewing/analyzing discipline data to ensure equitable practices and interventions/supports for all learners.

There is a lack of consistency among teachers/administrators in regard to the enforcement/handling of discipline policies and classroom expectations.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

A significant population of parents primarily choose to participate in academic/fine arts activities (theater, band, choir) as opposed to athletic extra-curricular events.

Academics and fine arts are the primary focus of concern for our families, and we need to continue to show the value of all extra-curricular events on the development of learners.

Performance Objective 2 High Priority HB3 Goal

By May 2027, Coppell Middle School West educators will consistently utilize PLC and MTSS processes to analyze multiple measures of qualitative and quantitative learner data, identify academic, behavioral, and social-emotional needs, implement targeted instructional responses and interventions, and monitor progress to improve outcomes for all learners.

Evaluation Data Source: -Common formative and summative learner data (including learner work samples)
-BOY/MOY/EOY MAP learner data
-STAAR data
-Student IEP goals
-TELPAS learner data
-Panorama/MTSS documentation
-PLC agendas, minutes, and data-analysis documentation
-Intervention and progress-monitoring data

Strategy 1

PLC & Data-Driven Decision Making: By May 2027, 100% of Coppell Middle School West PLCs will utilize established collaborative team structures, district data-analysis protocols, and available assessment platforms to regularly analyze multiple measures of learner data, identify academic, behavioral, and social-emotional needs, and document appropriate instructional responses, interventions, extensions, enrichments, and progress-monitoring actions.

Strategy's Expected Result/Impact: -Increased consistency of PLC processes
-Increased educator capacity to analyze MAP, AWARE, Panorama, STAAR, TELPAS, common assessment and other available data;
-Improved identification of learner needs; timely instructional adjustments
-Increased documentation of learner supports and progress.

Staff Responsible for Monitoring: Administrators
Learning Coaches
Campus Teacher Leaders

Problem Statements: Student Learning 2, 3, 4

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Strategy 2

MTSS-Academic & Behavioral Supports: By May 2027, Coppell Middle School West will strengthen implementation of the Multi-Tiered System of Support (MTSS) framework through consistent processes for identifying academic, behavioral, and social-emotional needs; providing timely, targeted supports and interventions; utilizing positive behavioral supports; and monitoring learner progress to determine the effectiveness of interventions and needed adjustments.

- Strategy's Expected Result/Impact:**
- Increased consistency of MTSS processes.
 - Timely re-teaching, small-group instruction, intervention, extension, and enrichment.
 - Consistent implementation of PBIS and campus behavior expectations.
 - Increased use of learner data to determine appropriate supports.
 - Improved documentation and progress monitoring through Panorama/Student Success Platform.
 - Increased collaboration among educators, counselors, instructional leaders, and administrators.
 - Improved academic and behavioral outcomes.

Staff Responsible for Monitoring: Campus Admin
Instructional Leaders
Counselors
Campus Educators

Problem Statements: Demographics 1, 2 - Student Learning 4, 5, 9 - Perceptions 2

Funding Sources: IXL Licenses 199 - State Comp Ed, \$7,000

TEA Priorities: Build a foundation of reading and math

Formative Reviews

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Strategy 3

Emergent Bilingual Learners: By May 2027, Coppell Middle School West will strengthen instructional support for Emergent Bilingual learners through ongoing professional learning, coaching, and resources focused on academic vocabulary, sheltered instruction, content and language objectives, oral language development, and differentiated instructional practices aligned to learners' English language proficiency levels.

Strategy's Expected Result/Impact:

- Increased educator knowledge and implementation of research-based instructional strategies that support Emergent Bilingual learners.
- Increased use of sheltered instruction strategies and meaningful content and language objectives across content areas.
- Increased intentional development of academic vocabulary and opportunities for learners to develop listening, speaking, reading, and writing skills.
- Increased educator understanding and use of learners' English language proficiency levels to differentiate instruction and provide appropriate linguistic supports.
- Increased opportunities for Emergent Bilingual learners to engage in academic discourse and meaningful social interaction during classroom instruction.
- Increased collaboration among educators, Language Acquisition Specialists, instructional leaders, and administrators to monitor the academic and linguistic progress of Emergent Bilingual learners.
- Increased use of TELPAS, classroom assessments, learner work, and other applicable data to monitor progress and adjust instructional supports.
- Increased academic achievement and English language proficiency growth among Emergent Bilingual learners.

Staff Responsible for Monitoring: LAS

Admin Team
Instructional Leaders
Educators

Problem Statements: Demographics 2 - Student Learning 2, 4 - Perceptions 3

Formative Reviews

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Strategy 4

Attendance & Engagement: By May 2027, Coppell Middle School West will strengthen systems for monitoring learner attendance, identifying attendance concerns early, communicating with learners and families, and implementing individualized attendance intervention plans for learners demonstrating patterns of chronic or excessive absenteeism.

Strategy's Expected Result/Impact: -Earlier identification of attendance concerns

- Increased family communication
- individualized intervention
- Improved attendance and learner engagement
- Reduced barriers to consistent participation in instruction.

Staff Responsible for Monitoring: Assistant Principals

Counselors
Attendance Staff
Educators

Problem Statements: Demographics 1, 2 - Student Learning 4, 5, 7, 8 - School Processes & Programs 1, 2 - Perceptions 2, 3

Funding Sources: Attendance Seat Time Tutoring 199 - State Comp Ed, \$3,123

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Strategy 5

Middle School Collaboration & Alignment: By May 2027, Coppell Middle Schools North, West, and East will strengthen alignment of Professional Learning Community (PLC) structures through collaborative review of learner data, instructional practices, and common assessments. The three campuses will also collaborate to increase consistency in campus systems, processes, events, and expectations for educators and learners.

Strategy's Expected Result/Impact: -Increased alignment of PLC/Collaborative Team Time structures and expectations across Coppell's three middle schools.
-Increased consistency in the development, implementation, and analysis of common assessments.
-Strengthened horizontal and vertical alignment of curriculum, instruction, and assessment across grade levels and campuses.
-Increased use of learner data to make timely instructional adjustments, including re-teach, intervention, extension, and enrichment.
-Increased educator capacity and confidence in data analysis, assessment design, and responsive instructional practices.
-Increased collaboration among administrators, instructional leaders, and educators across the three middle school campuses.
-Increased alignment with district PLC expectations and instructional priorities.
-Increased consistency in campus systems, processes, events, and expectations for educators and learners across Coppell Middle School North, West, and East.

Staff Responsible for Monitoring: Administrators
Educators
Learning Coaches

Problem Statements: Student Learning 1, 2, 3, 4, 6, 8

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 We have learners that experience food insecurity and a lack of access to clean clothes, hygiene products, and basic supplies.	Many families continue to face economic hardships and difficult and changing living arrangements.

2

There is a need to establish and maintain strong, positive relationships between all learners and staff.

Barriers exist in which relationships have not been established and sustained with all learners.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

There is a need for the learning coaches to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management.

New educators on campus need to be onboarded with technology resources provided by the District.

2

There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted academic goals with a specific emphasis on special populations of learners (At-risk, Special Education, 504, EB, and EcoDis learners).

Campus Rti/MTSS team needs to be more effective at partnering with classroom educators to proactively identify learners at risk of failure.

3

There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom.

A campus focus for implementation/ support of Tier I instruction focused on small group instruction and formative assessment is in its second y

4

There is a need for additional professional learning for our staff to address the needs of our diverse learner population.

Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.

5

Educators are at different levels of understanding for providing support for the social-emotional needs of learners (i.e. restorative practices; PBIS; MTSS)

There is a need to provide structures and strategies for educators to support the social-emotional needs of all learners.

6

Educators/Content Teams are at different levels of implementation in the professional learning community model of collaboration.

New staff have not been provided opportunities to work as a professional learning community, or not familiar with the process.

7

Truancy and attendance issues continue to affect numerous students according to TEA guidelines.

A better system of monitoring and addressing this concern must be developed and implemented by administration to help these students and families.

8

The Rti/MTSS team must be proactive in working with educators in identifying struggling learners at risk of failure.

A better system of monitoring and addressing academic/behavioral concerns must be implemented.

9

There has been an increase in the number of disciplinary incidents related to academic dishonesty/plagiarism and responsible uses of technology. These are two of the most commonly documented discipline infractions.

Learners feel an ongoing pressure to achieve at high academic levels, and learners are not educated on the impact of academic dishonesty/plagiarism on academic achievement.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

There is a need to align discipline/classroom policies and expectations for all educators across the campus, in addition to reviewing/analyzing discipline data to ensure equitable practices and interventions/supports for all learners.

There is a lack of consistency among teachers/administrators in regard to the enforcement/handling of discipline policies and classroom expectations.

2

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

Full implementation of existing resources for a wide variety of learner/staff needs and staff training needs to continue to be a priority.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

There is still a small percentage of students and families that feel students do not build meaningful relationships with adults on campus.

A lack of focus to communicate the efforts of building relationships and social-emotional growth.

3

There is a breakdown in communication with some families in our community due to language barriers and a difference in the type of classical style education many of our parents experienced as students.

Lack of access to resources in the home languages of our families and lack of understanding of our educational strategies and model.

Goal 2

Organization that Cultivates Excellence: We as Coppell Middle School West will maintain high standards as we reimagine how we teach, learn, and define success to adapt, innovate, and meet the unique needs of all learners.

Performance Objective 1

By May 2027, all 6th-8th grade learners at Coppell Middle School West will participate in opportunities that promote college, career, and life readiness through career exploration, academic planning, and experiences that help learners identify their interests, strengths, passions, and future pathways. All 7th-grade learners will participate in iExplore as a focused college, career, and life readiness experience.

- Evaluation Data Source:**
- iExplore participation/completion data
 - Career and college readiness activity participation records
 - Course selection and academic planning documentation
 - Learner interest/career exploration activities or inventories
 - Participation in career fairs, guest-speaker experiences, CTE/STEAM exploration, or other college/career readiness opportunities
 - Learner reflection or feedback data, as applicable

Strategy 1

By May 2027, 100% of 7th-grade learners at Coppell Middle School West will participate in iExplore, providing intentional opportunities to explore college, career, and life-readiness pathways and make connections between their interests, strengths, and future opportunities.

- Strategy's Expected Result/Impact:**
- Increased learner awareness of college, career, and vocational pathways and future opportunities.
 - Increased learner understanding of the connection between personal interests, strengths, academic choices, and potential career pathways.
 - Increased exposure to a variety of postsecondary opportunities, including college, career and technical education, vocational programs, and other career pathways.
 - Increased learner ability to make informed decisions regarding future coursework, programs of study, and high school opportunities.
 - Successful participation and completion of iExplore by 7th-grade learners.

Staff Responsible for Monitoring: iExplore Educators
Counselors

Problem Statements: Demographics 2 - Perceptions 1, 2, 3

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Strategy 2

By May 2027, Coppell Middle School West educators will receive training, resources, and

collaborative opportunities to strengthen connections between curriculum, real-world applications, and college and career pathways across content areas.

- Strategy's Expected Result/Impact:**
- Increased integration of real-world applications and career connections within classroom instruction across content areas.
 - Increased learner understanding of how academic content and skills connect to future careers and postsecondary opportunities.
 - Increased learner exposure to a variety of career fields, CTE programs of study, college pathways, and vocational opportunities.
 - Increased opportunities for learners to apply classroom learning to authentic problems, projects, and real-world situations.
 - Increased educator awareness of resources and opportunities for incorporating college and career readiness into existing curriculum.
 - Increased learner engagement through meaningful connections between classroom learning, personal interests, and future opportunities.

Staff Responsible for Monitoring: Educators
Learning Coach
Administrators
Director of CTE

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

TEA Priorities: Connect high school to career and college

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

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

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted academic goals with a specific emphasis on special populations of learners (At-risk, Special Education, 504, EB, and EcoDis learners).	Campus Rti/MTSS team needs to be more effective at partnering with classroom educators to proactively identify learners at risk of failure.

3

There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom.

A campus focus for implementation/ support of Tier I instruction focused on small group instruction and formative assessment is in its second y

4

There is a need for additional professional learning for our staff to address the needs of our diverse learner population.

Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

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

Full implementation of existing resources for a wide variety of learner/staff needs and staff training needs to continue to be a priority.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

A significant population of parents primarily choose to participate in academic/fine arts activities (theater, band, choir) as opposed to athletic extra-curricular events.

Academics and fine arts are the primary focus of concern for our families, and we need to continue to show the value of all extra-curricular events on the development of learners.

2

There is still a small percentage of students and families that feel students do not build meaningful relationships with adults on campus.

A lack of focus to communicate the efforts of building relationships and social-emotional growth.

3

There is a breakdown in communication with some families in our community due to language barriers and a difference in the type of classical style education many of our parents experienced as students.

Lack of access to resources in the home languages of our families and lack of understanding of our educational strategies and model.

Performance Objective 2

By May 2027, all 6th-8th grade learners at Coppell Middle School West will have multiple opportunities to demonstrate, celebrate, and showcase evidence of academic growth, personal development, interests, passions, and talents through authentic learning experiences.

- Evaluation Data Source:**
- Learner classroom presentations, projects, and authentic assessments
 - Service-learning opportunities and participation (including NJHS service hours)
 - Fine Arts performances, exhibitions, and showcases (Band, Art, Theatre, etc.)
 - Learner goal-setting and reflection activities
 - Academic competitions, exhibitions, and campus/district showcases
 - Documentation of learner participation in clubs, organizations, and extracurricular opportunities, as applicable

Strategy 1

By May 2027, Coppell Middle School West will establish clear expectations and processes for educators and learners to collect, reflect upon, and showcase evidence of learning and growth. Educators will utilize evidence of learner growth to support Student Learning Objective (SLO) goals and Teacher Incentive Allotment (TIA) processes, while learners will have opportunities to demonstrate their learning, growth, interests, passions, and talents through authentic learning experiences.

- Strategy's Expected Result/Impact:**
- Increased opportunities for learners to demonstrate and showcase academic growth, personal development, interests, passions, and talents.
 - Increased use of authentic products, projects, presentations, performances, exhibitions, and other learning experiences as evidence of learner growth.
 - Increased learner reflection, goal setting, voice, choice, and ownership of learning.
 - Clear and consistent expectations for educators to collect and utilize evidence of learner growth.
 - Increased educator understanding and implementation of Student Learning Objective (SLO) goal-setting and progress-monitoring -processes.
 - Collection and analysis of appropriate learner-growth evidence to support Teacher Incentive Allotment (TIA) requirements and processes.
 - Increased alignment among SLO goals, evidence of learner growth, instructional practices, and TIA expectations.
 - Increased use of learner-growth evidence to inform instructional reflection, goal setting, and continuous improvement.

Staff Responsible for Monitoring: Educators
Administrators
Instructional Leaders

Problem Statements: Student Learning 1, 2, 3, 4, 6, 8 - Perceptions 1

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Strategy 2

By May 2027, Coppell Middle School West educators will utilize a variety of formative, summative, and authentic assessment practices and provide learners with multiple opportunities to demonstrate understanding, growth, creativity, and application of learning through innovative and meaningful experiences.

Strategy's Expected Result/Impact: -Increased use of authentic performance tasks and application-based learning experiences.

- Increased opportunities for learners to demonstrate understanding through multiple formats, including projects, presentations, performances, written products, media, and other creative approaches.
- Increased learner voice and choice in how understanding and mastery are demonstrated, when appropriate.
- Increased use of clear rubrics and success criteria to communicate expectations and evaluate academic growth.
- Increased opportunities for learner goal setting, reflection, self-assessment, and ownership of learning.
- Increased use of timely, specific, and actionable feedback to support learner growth and improvement.
- Increased opportunities for learners to revise, refine, and improve their work based on feedback.
- Increased learner engagement and deeper application of content through meaningful and authentic assessment experiences.

Staff Responsible for Monitoring: Educators
Instructional Leaders

Problem Statements: Student Learning 2, 3, 4

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a need for the learning coaches to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management.	New educators on campus need to be onboarded with technology resources provided by the District.
2	There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted academic goals with a specific emphasis on special populations of learners (At-risk, Special Education, 504, EB, and EcoDis learners).	Campus RtI/MTSS team needs to be more effective at partnering with classroom educators to proactively identify learners at risk of failure.

3

There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom.

A campus focus for implementation/ support of Tier I instruction focused on small group instruction and formative assessment is in its second y

4

There is a need for additional professional learning for our staff to address the needs of our diverse learner population.

Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.

6

Educators/Content Teams are at different levels of implementation in the professional learning community model of collaboration.

New staff have not been provided opportunities to work as a professional learning community, or not familiar with the process.

8

The Rti/MTSS team must be proactive in working with educators in identifying struggling learners at risk of failure.

A better system of monitoring and addressing academic/behavioral concerns must be implemented.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

A significant population of parents primarily choose to participate in academic/fine arts activities (theater, band, choir) as opposed to athletic extra-curricular events.

Academics and fine arts are the primary focus of concern for our families, and we need to continue to show the value of all extra-curricular events on the development of learners.

Performance Objective 3

By May 2027, Coppell Middle School West will implement an intentional and balanced approach to technology integration in grades 6-8 that supports implementation of the Technology Applications TEKS, promotes innovative and purposeful use of digital tools, develops responsible digital citizenship, and balances technology use with hands-on learning, collaboration, social interaction, critical thinking, and differentiated learning experiences.

Evaluation Data Source: -Curriculum documents and evidence of Technology Applications TEKS integration
-Learning-walk data and instructional observations
-Educator evaluation/observation data, as applicable
-Classroom evidence of intentional technology integration and hands-on learning
-Professional learning participation and implementation evidence
-Learner work/products demonstrating appropriate use of digital tools
-Digital citizenship instruction and learning experiences

Strategy 1

By May 2027, Coppell Middle School West will continue to explore and implement responsible, ethical, and innovative uses of Artificial Intelligence (AI) tools and resources to enhance instruction and learning, while providing educators and learners with clear expectations regarding academic integrity, digital citizenship, privacy, and appropriate use.

- Strategy's Expected Result/Impact:**
- Increased educator understanding of appropriate, responsible, and effective uses of AI to support teaching and learning.
 - Continued professional learning and resources for educators regarding instructional applications of AI.
 - Increased use of AI, when instructionally appropriate, to support differentiation, creativity, critical thinking, feedback, and learner engagement.
 - Increased educator understanding of how AI may influence assessment design and the demonstration of learner understanding.
 - Increased awareness and implementation of expectations related to academic integrity, digital citizenship, privacy, and responsible AI use.
 - Increased collaboration among instructional leaders, educators, librarians, learning coaches, Language Acquisition Specialists, and other support staff regarding effective AI practices.
 - Increased alignment of AI use with CISD technology expectations, policies, curriculum, and instructional priorities.
 - Increased educator capacity to design learning experiences and assessments that emphasize authentic learner thinking, application, process, and products.

Staff Responsible for Monitoring: Administrators
Instructional Leaders
Educators

Problem Statements: Student Learning 1, 4, 9 - Perceptions 3

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Strategy 2

By May 2027, Coppell Middle School West will provide professional learning, resources, and lesson-design support focused on the intentional integration of digital learning tools and the Technology Applications TEKS. Educators will purposefully balance technology-enhanced instruction with hands-on learning, collaboration, social interaction, problem solving, and other engaging instructional experiences based on learner needs and instructional objectives.

Strategy's Expected Result/Impact: -Increased educator understanding and implementation of the Technology Applications TEKS across appropriate content areas and learning experiences.
 -Increased educator capacity to intentionally select digital tools that enhance instruction, problem solving, creativity, critical thinking, collaboration, and application of learning.
 -Increased balance between technology-enhanced instruction and hands-on, collaborative, and face-to-face learning experiences.
 -Increased learner understanding and application of responsible digital citizenship and appropriate technology use.
 -Increased educator capacity to design authentic learning experiences and assessments that incorporate technology when it meaningfully enhances the learning objective.
 -Increased use of district-approved digital platforms and resources to support instruction, communication, and access to learning.
 -Increased family awareness of digital learning resources, digital citizenship expectations, and tools available to support learner success.
 -Improved learner engagement and achievement through purposeful selection of digital and non-digital instructional approaches.

Staff Responsible for Monitoring: Administrators
 Instructional Leaders
 Educators

Problem Statements: Student Learning 1, 3, 9

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Strategy 3

Intentional and Balanced Technology Integration: By May 2027, Coppell Middle School West educators will build capacity to intentionally and appropriately utilize digital tools and resources to enhance instruction, promote learner engagement, support differentiation, and extend learning opportunities while maintaining a balanced approach that incorporates hands-on learning, collaboration, and meaningful social interaction.

Strategy's Expected Result/Impact: -Increased intentional selection and use of digital tools based on instructional objectives and learner needs.
 -Increased alignment of instructional practices with the Technology Applications TEKS and CISD technology expectations.
 -Increased balance between technology-enhanced instruction and hands-on, collaborative, and face-to-face learning experiences.
 -Increased opportunities for learner collaboration, creativity, critical thinking, problem solving, and authentic application of learning.
 -Increased educator capacity to use digital resources to differentiate instruction and support individual learner needs.
 -Increased emphasis on responsible digital citizenship and appropriate technology use.
 -Increased learner engagement through purposeful rather than routine use of technology.
 -Increased alignment between technology integration, instructional goals, and evidence of learner growth.

Staff Responsible for Monitoring: Administrators
 Instructional Leaders
 Educators

Problem Statements: Student Learning 1, 3, 4, 9

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Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

There is a need for the learning coaches to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management.

New educators on campus need to be onboarded with technology resources provided by the District.

3

There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom.

A campus focus for implementation/ support of Tier I instruction focused on small group instruction and formative assessment is in its second y

4

There is a need for additional professional learning for our staff to address the needs of our diverse learner population.

Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.

9

There has been an increase in the number of disciplinary incidents related to academic dishonesty/plagiarism and responsible uses of technology. These are two of the most commonly documented discipline infractions.

Learners feel an ongoing pressure to achieve at high academic levels, and learners are not educated on the impact of academic dishonesty/plagiarism on academic achievement.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

There is a breakdown in communication with some families in our community due to language barriers and a difference in the type of classical style education many of our parents experienced as students.

Lack of access to resources in the home languages of our families and lack of understanding of our educational strategies and model.

Performance Objective 4

By May 2027, Coppell Middle School West will provide aligned, relevant, and responsive professional learning and collaborative opportunities that strengthen educator capacity, support campus and district priorities, and promote continuous improvement in instructional practices and learner outcomes.

Evaluation Data Source: Campus professional learning participation and feedback
Collaborative Team Time/PLC documentation and reflections
Educator professional growth and implementation evidence
Learning walks and instructional observations
Educator evaluation data, as applicable
Learner performance and growth data, when connected to professional learning

Strategy 1

By May 2027, Coppell Middle School West will provide ongoing professional learning and collaborative support that strengthens educator understanding and implementation of Professional Learning Community (PLC) and Multi-Tiered Systems of Support (MTSS) structures to increase educator capacity and improve learner outcomes.

Strategy's Expected Result/Impact: -Increased educator understanding and consistent implementation of PLC and MTSS structures and processes.
-Increased use of learner data within PLCs to make evidence-based instructional decisions.
-Increased educator capacity to identify learner needs and provide appropriate re-teaching, intervention, extension, and enrichment.
-Increased alignment among PLC collaboration, Tier I instruction, MTSS supports, and learner outcomes.
-Increased use of Collaborative Team Time, department meetings, campus meetings, and other professional learning opportunities to strengthen PLC/MTSS implementation.
-Increased support for educators new to CISD and/or CMS West in understanding campus PLC and MTSS processes.
-Increased use of Panorama and the Student Success Platform to document, monitor, and evaluate learner supports, as appropriate.
-Increased use of professional learning evidence, educator feedback, and learner data to identify areas for continued growth.

Staff Responsible for Monitoring: Administrators
Instructional Leaders
Counselors

Problem Statements: Student Learning 2, 3, 4, 5

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Strategy 2

By May 2027, Coppell Middle School West will identify professional learning needs through educator feedback, learner data, instructional observations, campus priorities, and other available evidence and will provide or facilitate professional learning opportunities responsive to identified areas for growth.

- Strategy's Expected Result/Impact:**
- Increased alignment of campus professional learning with identified educator and learner needs.
 - Increased use of educator feedback, learner data, learning walks, observations, and other evidence to determine professional learning priorities.
 - Increased opportunities for CMS West educators and instructional leaders to share expertise and effective practices with colleagues.
 - Increased opportunities for job-embedded professional learning through PLCs, collaborative planning, coaching, peer learning, and campus professional learning.
 - Increased educator application of professional learning within classroom instruction and campus practices.
 - Increased collection of educator feedback and implementation evidence to evaluate the effectiveness of professional learning.
 - Increased responsiveness of future professional learning based on identified needs and evidence of implementation.
 - Improved educator capacity and instructional effectiveness resulting in stronger learner experiences and outcomes.

Staff Responsible for Monitoring: Administrators
Instructional Leaders

Problem Statements: Student Learning 1, 3, 4, 5

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Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 There is a need for the learning coaches to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management.	New educators on campus need to be onboarded with technology resources provided by the District.

2

There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted academic goals with a specific emphasis on special populations of learners (At-risk, Special Education, 504, EB, and EcoDis learners).

Campus Rti/MTSS team needs to be more effective at partnering with classroom educators to proactively identify learners at risk of failure.

3

There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom.

A campus focus for implementation/ support of Tier I instruction focused on small group instruction and formative assessment is in its second y

4

There is a need for additional professional learning for our staff to address the needs of our diverse learner population.

Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.

5

Educators are at different levels of understanding for providing support for the social-emotional needs of learners (i.e. restorative practices; PBIS; MTSS)

There is a need to provide structures and strategies for educators to support the social-emotional needs of all learners.

Goal 3

Safety, Wellness and Belonging: We as Coppell Middle School West will create physically secure and emotionally safe environments that allow learners and staff to be seen, valued, and supported within a culture of belonging and engagement.

Performance Objective 1

By May 2027, Coppell Middle School West will strengthen systems, programs, and resources that support learner social-emotional wellness, positive relationships, and a sense of safety and belonging through counseling services, social-emotional learning, early identification of learner needs, and targeted supports.

Evaluation Data Source: -Second Step implementation data

- Panorama data
- Threat assessment data
- Counselor learner-support data
- Behavior/MTSS data
- Discipline and behavior trend data
- Educator input and feedback
- Learner perception/belonging data, if available

Strategy 1

By May 2027, Coppell Middle School West will consistently implement Second Step and other character education learning experiences to support social-emotional learning, positive relationships, responsible decision-making, learner wellness, and a safe, supportive culture of belonging for all learners.

Strategy's Expected Result/Impact: -Consistent implementation of Second Step learning experiences across the campus.

- Increased learner understanding and application of social-emotional skills, including self-awareness, responsible decision-making, empathy, relationship skills, and respectful interactions.
- Increased learner sense of belonging, connectedness, and support within the school community.
- Increased collaboration among counselors, educators, administrators, and instructional leaders to support learner social-emotional needs.
- Increased use of Second Step resources to provide proactive and preventive supports for learners.
- Increased use of Panorama, counseling, behavior, and educator input data to identify learner needs and inform appropriate supports.
- Improved campus culture through intentional learning experiences that promote kindness, respect, responsibility, inclusion, and positive relationships.

Staff Responsible for Monitoring: Administrators

Counselors

Learning Coach

Educators

Problem Statements: Demographics 2 - Student Learning 4, 5, 7, 9 - School Processes & Programs 1, 2 - Perceptions 2, 3

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Strategy 2

By May 2027, Coppell Middle School West will continue to implement and evaluate a comprehensive school counseling program aligned with the Texas Model for Comprehensive School Counseling Programs, including guidance curriculum, responsive services, individual planning, and system support, to address the academic, social-emotional, college/career, and wellness needs of all learners.

Strategy's Expected Result/Impact: -Consistent implementation of a comprehensive counseling program that provides proactive and responsive support for learners.

-Increased access to counseling supports addressing academic, social-emotional, college/career, and wellness needs.

-Increased learner growth in areas identified through learner surveys, individual goals, counseling data, and other appropriate measures.

-Increased collaboration among counselors, educators, administrators, learners, and families to identify and respond to learner needs.

-Increased integration of counseling and social-emotional supports within appropriate campus learning experiences.

-Increased communication with learners and families regarding available academic, social-emotional, mental health, and community resources.

-Increased opportunities for individual learner planning related to academic success, interests, strengths, goals, and future pathways.

-Continued monitoring of counselor time and responsibilities to support state requirements and maximize direct and indirect services to learners.

Staff Responsible for Monitoring: Counselors

Administrators

Educators

Problem Statements: Demographics 1, 2 - Student Learning 4, 5, 7, 9 - School Processes & Programs 1, 2 - Perceptions 3

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college

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Strategy 3

By May 2027, Coppell Middle School West will continue to implement required Health TEKS and district-approved health curriculum and resources that support learner physical, mental, social, and emotional wellness. Instruction will address applicable state-required topics, including mental health, substance-use prevention, emotional regulation, healthy relationships, responsible decision-making, suicide prevention and awareness, and other required health and safety topics. Required procedures for parent/guardian notification, consent, and opt-in will be followed for

applicable content.

Strategy's Expected Result/Impact: -Consistent implementation of the Health TEKS and district-approved health curriculum and resources.

-Increased learner knowledge and skills related to physical, mental, social, and emotional wellness.

-Increased learner understanding of strategies for managing emotions, making responsible decisions, and developing and maintaining healthy relationships.

-Increased learner awareness of mental health concerns, available supports, and appropriate help-seeking behaviors.

-Increased learner awareness of substance-use prevention and personal safety.

-Increased learner understanding of suicide-prevention awareness, including recognition of risk factors, warning signs, and appropriate avenues for seeking help.

-Continued collaboration among administrators, counselors, PE/Health educators, and appropriate district support personnel to ensure consistent implementation.

-Continued collaboration with SHAC and implementation of district-approved resources, as applicable.

-Increased educator understanding of required health content and appropriate instructional resources.

-Consistent implementation of required parent/guardian communication, consent, and opt-in procedures for applicable health curriculum.

Staff Responsible for Monitoring: Administrators

Counselors

P.E. Educators

Problem Statements: Demographics 1 - Student Learning 4, 5, 7, 9 - School Processes & Programs 2 - Perceptions 3

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Strategy 4

By May 2027, Coppell Middle School West will continue to implement Hope Squad to strengthen suicide prevention and awareness, peer-to-peer connectedness, help-seeking behaviors, and learner understanding of the importance of mental health and well-being. Hope Squad will promote a supportive and inclusive campus culture in which learners feel connected, valued, and encouraged to seek help for themselves or others when needed.

Strategy's Expected Result/Impact: -Continued implementation and support of Hope Squad at Coppell Middle School West.

-Increased learner awareness of suicide prevention, mental health, and available school and community supports.

-Increased learner understanding of appropriate help-seeking behaviors for themselves and their peers.

-Increased peer-to-peer connectedness and positive relationships among learners.

-Increased learner willingness to seek assistance from trusted adults when concerns arise.

-Reduced stigma associated with discussing mental health and seeking appropriate support.

-Increased opportunities for learner leadership and advocacy related to mental health awareness, kindness, inclusion, and connectedness.

-Increased sense of belonging and support within the CMS West community.

-Increased collaboration among Hope Squad members, counselors, educators, and administrators in promoting mental health awareness and a supportive campus culture.

Staff Responsible for Monitoring: Counselors
Hope Squad Educators/Advisors
Administrators

Problem Statements: Demographics 1, 2 - Student Learning 5, 7, 9 - Perceptions 3

TEA Priorities: Improve low-performing schools

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

We have learners that experience food insecurity and a lack of access to clean clothes, hygiene products, and basic supplies.

Many families continue to face economic hardships and difficult and changing living arrangements.

2

There is a need to establish and maintain strong, positive relationships between all learners and staff.

Barriers exist in which relationships have not been established and sustained with all learners.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

There is a need for additional professional learning for our staff to address the needs of our diverse learner population.

Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.

5

Educators are at different levels of understanding for providing support for the social-emotional needs of learners (i.e. restorative practices; PBIS; MTSS)

There is a need to provide structures and strategies for educators to support the social-emotional needs of all learners.

7

Truancy and attendance issues continue to affect numerous students according to TEA guidelines.

A better system of monitoring and addressing this concern must be developed and implemented by administration to help these students and families.

9

There has been an increase in the number of disciplinary incidents related to academic dishonesty/plagiarism and responsible uses of technology. These are two of the most commonly documented discipline infractions.

Learners feel an ongoing pressure to achieve at high academic levels, and learners are not educated on the impact of academic dishonesty/plagiarism on academic achievement.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

There is a need to align discipline/classroom policies and expectations for all educators across the campus, in addition to reviewing/analyzing discipline data to ensure equitable practices and interventions/supports for all learners.

There is a lack of consistency among teachers/administrators in regard to the enforcement/handling of discipline policies and classroom expectations.

2

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

Full implementation of existing resources for a wide variety of learner/staff needs and staff training needs to continue to be a priority.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

There is still a small percentage of students and families that feel students do not build meaningful relationships with adults on campus.

A lack of focus to communicate the efforts of building relationships and social-emotional growth.

3

There is a breakdown in communication with some families in our community due to language barriers and a difference in the type of classical style education many of our parents experienced as students.

Lack of access to resources in the home languages of our families and lack of understanding of our educational strategies and model.

Performance Objective 2

By May 2027, Coppell Middle School West will utilize consistent structures and strategies to identify and respond to social-emotional and wellness needs, provide timely supports, and promote positive relationships, connectedness, and a sense of belonging for learners and staff.

Evaluation Data Source: Second Step implementation data
Counselor learner-support data
Panorama data and intervention/support documentation
Behavior/MTSS data
Learner perception/belonging data, if available
Attendance and discipline data, when relevant to identified learner needs
Educator input/referrals

Strategy 1

By May 2027, Coppell Middle School West counselors will provide timely, responsive support and appropriate resources for learners experiencing trauma, grief, loss, or other significant life events that may impact their social-emotional wellness, sense of belonging, and academic engagement.

Strategy's Expected Result/Impact: -Increased access to timely counseling support for learners experiencing trauma, grief, loss, or significant life events.
-Increased learner access to appropriate coping strategies and resources that support social-emotional wellness.
-Increased learner connectedness to trusted adults and appropriate campus or community supports.
-Increased collaboration among counselors, educators, administrators, and families, as appropriate, to support identified learner needs.
-Increased communication with and support for families through appropriate resources and referrals.
-Improved learner ability to remain connected and engaged in the school environment during periods of grief, trauma, or significant personal difficulty.
-Ongoing monitoring and follow-up for learners receiving support, as appropriate.

Staff Responsible for Monitoring: Counselors

Problem Statements: Demographics 1, 2 - Student Learning 5, 7, 8 - School Processes & Programs 2 - Perceptions 3

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Strategy 2

By May 2027, Coppell Middle School West will consistently utilize Panorama tools and the Student Success Platform to identify learner social-emotional needs, document supports and interventions, monitor learner progress, and inform timely responses to identified needs.

Strategy's Expected Result/Impact: -Increased use of Panorama data to identify individual and campus-wide social-emotional needs and trends.
 -Consistent documentation of learner supports, interventions, and follow-up actions within the Student Success Platform.
 -Increased use of appropriate Playbook strategies and other resources to respond to identified learner needs.
 -Improved progress monitoring of learners receiving targeted social-emotional supports.
 -Increased collaboration among educators, counselors, and administrators in identifying needs and coordinating learner supports.
 -Increased ability to identify concerns early and provide timely support before needs intensify.
 -Increased use of learner data to evaluate the effectiveness of supports and adjust interventions when needed.
 -Improved learner wellness, connectedness, engagement, and sense of belonging through responsive and individualized supports.

Staff Responsible for Monitoring: Administrators
 Counselors
 Educators

Problem Statements: Demographics 2 - Student Learning 5, 7, 8, 9 - School Processes & Programs 2 - Perceptions 2, 3

TEA Priorities: Improve low-performing schools

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Strategy 3

By May 2027, Coppell Middle School West counselors will provide accessible and responsive support for learners experiencing social-emotional concerns. Counselors will maintain multiple avenues for learners to request assistance and will provide educators with resources and guidance to recognize warning signs of distress and connect learners with appropriate campus supports.

Strategy's Expected Result/Impact: -Increased learner awareness of how and where to seek counseling support.
 -Continued availability of a QR-code-based system and other appropriate methods for learners to request counselor assistance.
 -Increased learner access to timely counselor support when social-emotional concerns arise.
 -Increased educator awareness of warning signs that may indicate a learner is experiencing distress or needs additional support.
 -Increased educator understanding of appropriate procedures for referring or connecting learners to counselors and other support personnel.
 -Earlier identification of learners who may need social-emotional support.
 -Increased connection between learners and trusted adults within the school community.
 -Increased communication and collaboration among counselors, educators, administrators, and families, as appropriate.
 -Improved learner sense of safety, support, connectedness, and belonging.

Staff Responsible for Monitoring: Counselors

Problem Statements: Demographics 1, 2 - Student Learning 4, 7 - School Processes & Programs 2 - Perceptions 3

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Strategy 4

By May 2027, Coppell Middle School West will promote staff well-being, connectedness, and a positive workplace culture through intentional opportunities that support staff recognition, appreciation, relationship-building, collaboration, and a sense of belonging within the school community.

Strategy's Expected Result/Impact: -Increased opportunities for staff recognition, appreciation, and celebration.
-Increased opportunities for staff to build positive relationships and connections with colleagues.
-Increased staff sense of belonging, support, and connectedness within the CMS West community.
-Continued implementation of Sunshine Committee activities that promote staff morale and positive workplace culture.
-Increased opportunities for staff engagement in activities that support well-being and relationship-building.
-Increased administrator awareness of staff needs and opportunities to provide appropriate support.
-Improved staff perceptions of campus culture and well-being, as measured through available staff feedback or survey data.

Staff Responsible for Monitoring: Administrators
Sunshine Committee

Problem Statements: Demographics 2 - Student Learning 1, 3, 4

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 5

By May 2027, Coppell Middle School West will maintain and provide access to a Care Closet that offers essential hygiene items, food, clothing, school supplies, and other basic-needs resources to support the physical well-being, dignity, and academic engagement of learners experiencing need.

Strategy's Expected Result/Impact: -Increased learner access to essential hygiene items, food, school supplies, and other basic-needs resources.
 -Timely identification and support of learners experiencing food insecurity or other unmet basic needs.
 -Reduced barriers to learning and school participation associated with unmet physical or material needs.
 -Increased learner dignity, well-being, comfort, and readiness to engage in learning.
 -Increased collaboration among counselors, administrators, educators, families, and community partners to identify and respond to learner needs.
 -Increased awareness among staff of available Care Closet resources and procedures for connecting learners with assistance.
 -Increased connection of learners and families to additional school or community resources when needs extend beyond what the Care Closet can provide.

Staff Responsible for Monitoring: Counselors
 Administrators

Problem Statements: Demographics 1, 2 - Student Learning 5, 7

Formative Reviews

November

February

April

June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	We have learners that experience food insecurity and a lack of access to clean clothes, hygiene products, and basic supplies.	Many families continue to face economic hardships and difficult and changing living arrangements.
2	There is a need to establish and maintain strong, positive relationships between all learners and staff.	Barriers exist in which relationships have not been established and sustained with all learners.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a need for the learning coaches to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management.	New educators on campus need to be onboarded with technology resources provided by the District.

3

There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom.

A campus focus for implementation/ support of Tier I instruction focused on small group instruction and formative assessment is in its second y

4

There is a need for additional professional learning for our staff to address the needs of our diverse learner population.

Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.

5

Educators are at different levels of understanding for providing support for the social-emotional needs of learners (i.e. restorative practices; PBIS; MTSS)

There is a need to provide structures and strategies for educators to support the social-emotional needs of all learners.

7

Truancy and attendance issues continue to affect numerous students according to TEA guidelines.

A better system of monitoring and addressing this concern must be developed and implemented by administration to help these students and families.

8

The Rti/MTSS team must be proactive in working with educators in identifying struggling learners at risk of failure.

A better system of monitoring and addressing academic/behavioral concerns must be implemented.

9

There has been an increase in the number of disciplinary incidents related to academic dishonesty/plagiarism and responsible uses of technology. These are two of the most commonly documented discipline infractions.

Learners feel an ongoing pressure to achieve at high academic levels, and learners are not educated on the impact of academic dishonesty/plagiarism on academic achievement.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

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

Full implementation of existing resources for a wide variety of learner/staff needs and staff training needs to continue to be a priority.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 There is still a small percentage of students and families that feel students do not build meaningful relationships with adults on campus.	A lack of focus to communicate the efforts of building relationships and social-emotional growth.
3 There is a breakdown in communication with some families in our community due to language barriers and a difference in the type of classical style education many of our parents experienced as students.	Lack of access to resources in the home languages of our families and lack of understanding of our educational strategies and model.

Performance Objective 3

By May 2027, Coppell Middle School West will maintain a physically safe and secure learning environment through consistent implementation of required safety procedures, drills, training, facility-security practices, and ongoing evaluation of campus safety needs.

Evaluation Data Source: Safety drill documentation and records

Weekly door-sweep documentation/logs

Staff and learner safety training records

Campus safety inspection/audit information, as applicable

Safety and security incident data

Campus safety feedback and identified needs

Documentation of compliance with applicable state and district safety requirements

Strategy 1

By May 2027, Coppell Middle School West will consistently implement required campus safety and security procedures, drills, and training for staff and learners and will regularly review campus safety practices to identify and address additional safety and security needs in accordance with district and state requirements.

Strategy's Expected Result/Impact: -Consistent implementation and documentation of required campus safety drills and procedures.

-Increased staff and learner understanding of appropriate responses during emergency and safety situations.

-Increased staff awareness of campus safety expectations, procedures, and responsibilities.

-Increased communication with learners, staff, families, and other stakeholders regarding appropriate campus safety practices, as applicable.

-Regular review of campus safety practices to identify potential areas for improvement.

-Increased collaboration among campus administrators, the School Resource Officer/law enforcement partners, and district Safety and Security personnel.

-Increased physical safety and security for learners and staff.

-Consistent completion and documentation of required weekly exterior door sweeps during instructional weeks to verify that exterior doors are closed, secured, and functioning appropriately.

-Weekly door-sweep documentation will be maintained and submitted/reviewed in accordance with CISD Safety and Security procedures.

Staff Responsible for Monitoring: Administrators
SRO/Deputies
Director of Safety and Security

Problem Statements: Demographics 2 - School Processes & Programs 2

Formative Reviews

November

February

April

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

There is a need to establish and maintain strong, positive relationships between all learners and staff.

Barriers exist in which relationships have not been established and sustained with all learners.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

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

Full implementation of existing resources for a wide variety of learner/staff needs and staff training needs to continue to be a priority.

Performance Objective 4

By May 2027, Coppell Middle School West will strengthen communication and engagement with learners, families, staff, and community stakeholders by providing clear, consistent, timely, and accessible information and creating opportunities for meaningful connection and feedback.

Evaluation Data Source: Parent Link communication data
Campus communication and social media engagement data
Learner and family satisfaction survey data
Family participation/engagement data
Stakeholder feedback and survey data
Campus website/communication platform data, as available

Strategy 1

By May 2027, Coppell Middle School West will utilize consistent communication practices and multiple appropriate communication channels to provide learners, families, staff, and community stakeholders with timely and accessible information regarding campus programs, events, learning opportunities, resources, and other important campus information.

Strategy's Expected Result/Impact: -Increased clarity, consistency, and timeliness of campus communication.
-Increased family awareness of campus programs, events, resources, learning opportunities, and important information.
-Increased use of appropriate communication platforms to reach learners, families, staff, and community stakeholders.
-Increased opportunities for families and other stakeholders to provide feedback regarding their campus experience.
-Increased family and community engagement in campus events, programs, and learning opportunities.
-Increased stakeholder sense of connection and partnership with Coppell Middle School West.
-Improved learner and family perceptions of communication and overall campus experience as measured through available satisfaction and feedback data.

Staff Responsible for Monitoring: Administrators

Problem Statements: Demographics 2 - Student Learning 4, 7 - Perceptions 1, 2, 3

Formative Reviews

November

February

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June

Strategy 2

By May 2027, Coppell Middle School West will strengthen communication and engagement with incoming learners and families by having counselors and administrators facilitate parent and learner orientation meetings for new students. These meetings will provide an overview of campus and district resources, introduce the digital platforms and communication tools used throughout the district, clarify how to access important information and support, and provide opportunities for families and learners to ask questions and connect with campus staff. This proactive approach will help ensure incoming learners and families feel informed, connected, and prepared for a successful transition to CMS West.

Strategy's Expected Result/Impact: -Incoming learners and families will demonstrate increased awareness of campus resources, district platforms, communication tools, and available support systems.

-Learners and families will feel more informed, connected, and prepared to successfully transition to Coppell Middle School West, resulting in stronger family engagement and improved communication between home and school.

Staff Responsible for Monitoring: Campus Counselors
Campus Administration

Problem Statements: Demographics 2 - Perceptions 1, 2, 3

Formative Reviews

November

February

April

June

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

There is a need to establish and maintain strong, positive relationships between all learners and staff.

Barriers exist in which relationships have not been established and sustained with all learners.

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

There is a need for additional professional learning for our staff to address the needs of our diverse learner population.

Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.

7

Truancy and attendance issues continue to affect numerous students according to TEA guidelines.

A better system of monitoring and addressing this concern must be developed and implemented by administration to help these students and families.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

A significant population of parents primarily choose to participate in academic/fine arts activities (theater, band, choir) as opposed to athletic extra-curricular events.

Academics and fine arts are the primary focus of concern for our families, and we need to continue to show the value of all extra-curricular events on the development of learners.

2

There is still a small percentage of students and families that feel students do not build meaningful relationships with adults on campus.

A lack of focus to communicate the efforts of building relationships and social-emotional growth.

3

There is a breakdown in communication with some families in our community due to language barriers and a difference in the type of classical style education many of our parents experienced as students.

Lack of access to resources in the home languages of our families and lack of understanding of our educational strategies and model.



State Compensatory Education

State Compensatory

Budget for Coppell Middle School West

Total SCE Funds: \$10,123.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Tutoring for at risk learners, IXL



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