

Coppell Independent School District



Coppell Middle School North

2026-2027 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Summary

DEMOGRAPHICS

Coppell Middle School North 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 979 which represents a decrease of 3% from the prior year (-31 total learners).

In 2025-26, the student population was 35.6% Asian, 28.8% White, 26.9% Hispanic, 4.3% African American, 0.2% American Indian/Alaskan Native, 0.1% Native Hawaiian/Pacific Islander and 4.1% multi-racial. Females made up 50.1% of the learners and males represented 49.9%. Our economically disadvantaged percentage was 14.3%.

Our Emergent Bilingual (EB) population consisted of 91 learners that made up 9.3% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (68.1%), Telugu (11%), Urdu (3.3%), Arabic (3.3%), and Hindi (2.2%). Additionally, 45.1% of our EBs were also economically disadvantaged.

Our 227 gifted and talented learners constituted 23.2% of our population. Our gender split in the GT group was 47.1% female and 52.9% male. Of the four major ethnic groups, our GT learners were 50.2% Asian, 28.2% White, 16.3% Hispanic and 0.9% African American.

We had 147 learners that qualified for special education services, which represented 15% of our population. There were 107 learners with 504 accommodations, which was 10.9% of the total enrollment.

The average daily attendance for our campus in 2025-26 was 96.6%, which decreased by 0.1% from the prior year.

STAFFING

CMS North employed 66 educators and 13 instructional aides in the 2025-26 school year. The number of teachers decreased by 1 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 6.1% Asian, 72.7% White, 13.6% Hispanic and 7.6% African American. Females made up 72.7% of the educators and males represented 27.3%.

Overall, our educators had a varied level of professional experience: 3% (2) were new to teaching with 0-1 years of experience, 21.2% (14) had 2-5 years, 22.7% (15) had 6-10 years, 15.2% (10) had 11-15 years, 13.6% (9) had 16-20 years, and 24.2% (16) had more than 20 years. Looking at longevity within the district, 10.6% of our teachers had 0-1 years in district, 43.9% had 2-5 years, 21.2% had 6-10 years, 7.6% had 11-15 years, 7.6% had 16-20 years and 9.1% had more than 20 years. The average years of professional experience was 13.3 with 7.6 years in the district.

Advanced degrees were held by 36.3% of our teachers: 23 with master's degrees and 1 with doctorates. Our campus principal had 20 years of career experience in a professional position (not necessarily as a principal) and 19 years in Coppell. Our assistant principals had an average of 12.5 years of professional experience and 11.5 years in the district.

Our educator retention rate from 2024-25 to 2025-26 was 79.2%. For educational aides it was 69.2%. We hired 8 new teachers in 2025-26. The characteristics of our new teachers were as follows: 50% White, 25% Hispanic, 25% African American, 87.5% female, 12.5% male, 25% with 2-5 years of professional experience, 50% with 6-10 years, 25% with more than 20 years and 12.1% new to the campus. The average years of professional experience was 11.6 with 2.8 years in the district. 25% of our new teachers had advanced degrees.

Strengths

- Coppel Middle School North serves a racially and ethnically diverse population of 979 learners, with no single racial or ethnic group representing a majority of the campus. The campus also has a nearly equal gender distribution.
- North's multilingual community is a campus strength. The 91 Emergent Bilingual learners represent 9.3% of enrollment and bring a variety of languages and cultural experiences to the school community, including Spanish, Telugu, Urdu, Arabic, and Hindi.
- North serves learners with a wide range of strengths, talents, and educational needs, including 227 learners receiving gifted and talented services, 147 learners receiving special education services, and 107 learners receiving Section 504 accommodations.
- North maintained an average daily attendance rate of 96.6% during the 2025–2026 school year, reflecting a high level of overall student participation and access to daily instruction.
- North benefits from an experienced instructional staff. Approximately 75.7% of educators have more than five years of teaching experience, and the average educator has 13.3 years of professional experience.
- Advanced degrees are held by 36.3% of North educators, including 23 educators with master's degrees and one educator with a doctoral degree.
- The eight educators hired in 2025–2026 brought meaningful professional experience to the campus, averaging 11.6 years in education. Seventy-five percent had more than five years of teaching experience, and 25% held advanced degrees.
- The Coppel Middle School North PTO continues to be a strong campus partner, supporting learners, educators, campus programs, and community engagement.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Language development remains an area of need for North learners receiving Emergent Bilingual services.	Content instruction and language supports need stronger coordination, including clear content and language objectives, explicit academic vocabulary, structured discussion, and feedback on written expression.
2 ★	North has opportunities to strengthen relationships with learners and families through more consistent communication, outreach, and engagement, helping all families feel connected to campus staff, programs, and learning opportunities.	Relationship-building efforts need a coordinated process for identifying less-connected learners and families, assigning follow-up, and checking whether that outreach resulted in a stronger connection.
3 ★	Some families face barriers to consistent school engagement, limiting opportunities to connect with campus staff and participate in partnerships that support student success.	Campus outreach and engagement opportunities may not fully address families' varied schedules, communication needs, and familiarity with school resources, making consistent participation more challenging.

★ = Priority

Student Learning

Summary

NWEA MAP:

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

	0326 TELPAS Grade 6	0326 TELPAS Grade 7	0326 TELPAS Grade 8
Coppell Middle School North			
Total Students	36	25	28
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	71.88%	47.83%	61.54%
1 Level Higher	25%	52.17%	34.62%
2 Levels Higher	3.12%	0%	3.85%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.71	2.89	2.9
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	38.89%	24%	25%
Advanced	47.22%	52%	60.71%
Advanced High	13.89%	24%	14.29%
Listening Raw Score	18.42	18.92	18.93
Listening Scale Score	1565.81	1575.28	1574.57
Speaking Raw Score	26.11	27.56	28.93
Speaking Scale Score	1545.86	1562	1574.32
Writing Raw Score	23.11	25.92	26.5
Writing Scale Score	1483	1519.36	1518.64
Reading Raw Score	21.36	22	21.57
Reading Scale Score	1541.36	1547.8	1540.57
Economic Disadvantage			
Total Students	17	10	15
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	82.35%	55.56%	64.29%
1 Level Higher	17.65%	44.44%	35.71%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.63	2.86	2.85
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	41.18%	20%	26.67%
Advanced	52.94%	70%	73.33%
Advanced High	5.88%	10%	0%

Listening Raw Score	18.47	20.2	17.73
Listening Scale Score	1566.47	1593.6	1555.73
Speaking Raw Score	25.47	27.6	30.8
Speaking Scale Score	1538.82	1563.9	1593.2
Writing Raw Score	22.71	25.3	25.27
Writing Scale Score	1481.65	1513	1502.73
Reading Raw Score	20.71	21.7	19.6
Reading Scale Score	1534.35	1543.9	1520.87
American Indian/Alaskan Native			
Total Students	1	-	-
Date Taken	03/01/26	-	-
Lower/Same Level	100%	-	-
1 Level Higher	0%	-	-
2 Levels Higher	0%	-	-
3 Levels Higher	0%	-	-
TELPAS Composite Score	3.3	-	-
No Rating	0%	-	-
Beginning	0%	-	-
Intermediate	0%	-	-
Advanced	100%	-	-
Advanced High	0%	-	-
Listening Raw Score	19	-	-
Listening Scale Score	1566	-	-
Speaking Raw Score	28	-	-
Speaking Scale Score	1561	-	-
Writing Raw Score	30	-	-
Writing Scale Score	1561	-	-
Reading Raw Score	30	-	-
Reading Scale Score	1639	-	-
Asian			
Total Students	10	6	2
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	50%	16.67%	100%
1 Level Higher	37.50%	83.33%	0%
2 Levels Higher	12.50%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	3.01	3.52	3.05
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	10%	0%	0%
Advanced	50%	33.33%	100%
Advanced High	40%	66.67%	0%
Listening Raw Score	19.5	21.33	20
Listening Scale Score	1578.6	1610.17	1580.5
Speaking Raw Score	28	30.83	30
Speaking Scale Score	1567	1596.67	1584
Writing Raw Score	25.5	31.33	30
Writing Scale Score	1507.9	1577.67	1554.5
Reading Raw Score	23.9	28.67	25

Reading Scale Score	1569.3	1620	1569.5
Hispanic			
Total Students	24	16	24
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	78.26%	56.25%	58.33%
1 Level Higher	21.74%	43.75%	37.50%
2 Levels Higher	0%	0%	4.17%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.57	2.64	2.88
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	50%	37.50%	25%
Advanced	45.83%	50%	62.50%
Advanced High	4.17%	12.50%	12.50%
Listening Raw Score	18.13	17.75	19
Listening Scale Score	1562.92	1558	1575.96
Speaking Raw Score	25.29	26.69	29.13
Speaking Scale Score	1537.08	1553.88	1576.83
Writing Raw Score	21.83	24.38	26.17
Writing Scale Score	1468.96	1502.75	1514.96
Reading Raw Score	20	18.88	21.33
Reading Scale Score	1526.38	1514.13	1538.38
White			
Total Students	1	3	2
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	-	100%	-
1 Level Higher	-	0%	-
2 Levels Higher	-	0%	-
3 Levels Higher	-	0%	-
TELPAS Composite Score	2.3	2.97	2.9
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	100%	0%	50%
Advanced	0%	100%	0%
Advanced High	0%	0%	50%
Listening Raw Score	14	20.33	17
Listening Scale Score	1507	1597.67	1552
Speaking Raw Score	25	25.67	25.5
Speaking Scale Score	1530	1536	1534.5
Writing Raw Score	23	23.33	27
Writing Scale Score	1493	1491.33	1527
Reading Raw Score	20	25.33	21
Reading Scale Score	1524	1583	1538
Currently Emergent Bilingual			
Total Students	36	25	27
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	71.88%	47.83%	64%
1 Level Higher	25%	52.17%	32%
2 Levels Higher	3.12%	0%	4%

3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.71	2.89	2.86
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	38.89%	24%	25.93%
Advanced	47.22%	52%	62.96%
Advanced High	13.89%	24%	11.11%
Listening Raw Score	18.42	18.92	18.67
Listening Scale Score	1565.81	1575.28	1568.59
Speaking Raw Score	26.11	27.56	28.85
Speaking Scale Score	1545.86	1562	1573.59
Writing Raw Score	23.11	25.92	26.04
Writing Scale Score	1483	1519.36	1514.3
Reading Raw Score	21.36	22	21.15
Reading Scale Score	1541.36	1547.8	1535.7
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	-	-	26
Listening Scale Score	-	-	1736
Speaking Raw Score	-	-	31
Speaking Scale Score	-	-	1594
Writing Raw Score	-	-	39
Writing Scale Score	-	-	1636
Reading Raw Score	-	-	33
Reading Scale Score	-	-	1672
Special Ed Indicator			
Total Students	13	10	7
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	100%	55.56%	71.43%
1 Level Higher	0%	44.44%	28.57%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.51	2.49	2.74
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	53.85%	40%	28.57%
Advanced	46.15%	60%	71.43%
Advanced High	0%	0%	0%

Listening Raw Score	18.46	18	17.71
Listening Scale Score	1565.77	1563.1	1555.43
Speaking Raw Score	25.77	25.5	31.14
Speaking Scale Score	1541.15	1539.9	1598.57
Writing Raw Score	22.23	22.8	22.14
Writing Scale Score	1478	1484.3	1465.57
Reading Raw Score	18.31	18.1	17.57
Reading Scale Score	1507.23	1502.8	1501.43

	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 North									
Total Students	139	303	380	143	301	313	352	349	395
Raw Score	23	31	34	52	39	41	41	34	26
Scale Score	1719	1914	2006	5187	1763	1796	1836	4311	0
Percent Score	52.42%	67%	70.49%	87.80%	69.79%	74%	73.68%	69.07%	74.18%
Approaches Grade Level (TX)	81.30%	84.16%	95%	100%	90.70%	93.93%	96.31%	86.53%	0%
Meets Grade Level (TX)	41.73%	69.31%	81.58%	97.20%	78.41%	79.55%	85.23%	67.34%	0%
Masters Grade Level (TX)	9.35%	35.97%	42.11%	91.61%	52.49%	53.67%	61.65%	48.42%	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	0.72%	0%	0%	0%	0.33%	0%	0%	0%	-
Did Not Meet Low	3.60%	3.96%	1.32%	0%	4.32%	3.19%	2.56%	3.44%	-
Did Not Meet High	14.39%	11.88%	3.68%	0%	4.65%	2.88%	1.14%	10.03%	-
Approaches Low	21.58%	6.27%	5%	1.40%	3.99%	5.75%	3.12%	7.16%	-
Approaches High	17.99%	8.58%	8.42%	1.40%	8.31%	8.63%	7.95%	12.03%	-
Meets	32.37%	33.33%	39.47%	5.59%	25.91%	25.88%	23.58%	18.91%	-
Masters	9.35%	35.97%	42.11%	91.61%	52.49%	53.67%	61.65%	48.42%	-
Economic Disadvantage									
Total Students	42	42	48	4	53	34	49	49	49
Raw Score	19	23	26	48	31	31	33	27	20
Scale Score	1659	1776	1871	4736	1642	1651	1724	3859	0
Percent Score	43.58%	49.64%	53.91%	81.78%	55.59%	56.20%	58.31%	54.48%	57.14%
Approaches									

Grade Level (TX)	69.05%	59.52%	83.33%	100%	75.47%	76.47%	85.71%	63.27%	0%
Meets Grade Level (TX)	19.05%	40.48%	54.17%	100%	60.38%	41.18%	55.10%	38.78%	0%
Masters Grade Level (TX)	2.38%	11.90%	12.50%	100%	22.64%	14.71%	28.57%	24.49%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	7.14%	11.90%	6.25%	0%	11.32%	11.76%	12.24%	12.24%	-
Did Not Meet High	23.81%	28.57%	10.42%	0%	13.21%	11.76%	2.04%	24.49%	-
Approaches Low	35.71%	11.90%	16.67%	0%	9.43%	14.71%	12.24%	14.29%	-
Approaches High	14.29%	7.14%	12.50%	0%	5.66%	20.59%	18.37%	10.20%	-
Meets	16.67%	28.57%	41.67%	0%	37.74%	26.47%	26.53%	14.29%	-
Masters	2.38%	11.90%	12.50%	100%	22.64%	14.71%	28.57%	24.49%	-
American Indian/Alaskan Native									
Total Students	1	-	-	1	1	-	1	1	1
Raw Score	28	-	-	52	38	-	45	37	27
Scale Score	1800	-	-	4946	1714	-	1863	4352	0
Percent Score	65.12%	-	-	88.14%	67.86%	-	80.36%	75.51%	77.78%
Approaches Grade Level (TX)	100%	-	-	100%	100%	-	100%	100%	0%
Meets Grade Level (TX)	100%	-	-	100%	100%	-	100%	100%	0%
Masters Grade Level (TX)	0%	-	-	100%	0%	-	100%	100%	0%
Date Taken	05/01/26	-	-	05/01/26	05/01/26	-	05/01/26	05/01/26	05/01/26
Excluded	0%	-	-	0%	0%	-	0%	0%	-
Did Not Meet Low	0%	-	-	0%	0%	-	0%	0%	-
Did Not Meet High	0%	-	-	0%	0%	-	0%	0%	-
Approaches Low	0%	-	-	0%	0%	-	0%	0%	-
Approaches High	0%	-	-	0%	0%	-	0%	0%	-
Meets	100%	-	-	0%	100%	-	0%	0%	-
Masters	0%	-	-	100%	0%	-	100%	100%	-
Asian									
Total Students	17	101	140	84	95	118	130	129	130
Raw Score	28	37	39	53	44	46	46	38	29
Scale Score	1807	2024	2112	5318	1851	1868	1898	4579	0

Percent Score	64.43%	79.49%	81.49%	90.29%	79.27%	81.70%	81.25%	77.35%	85.00%
Approaches Grade Level (TX)	94.12%	97.03%	99.29%	100%	95.79%	99.15%	99.23%	95.35%	0%
Meets Grade Level (TX)	64.71%	90.10%	93.57%	100%	90.53%	94.07%	96.92%	88.37%	0%
Masters Grade Level (TX)	17.65%	58.42%	69.29%	94.05%	77.89%	71.19%	78.46%	67.44%	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%	0.99%	0%	0%	2.11%	0.85%	0.77%	0.78%	-
Did Not Meet High	5.88%	1.98%	0.71%	0%	2.11%	0%	0%	3.88%	-
Approaches Low	5.88%	0.99%	0.71%	0%	1.05%	1.69%	0%	2.33%	-
Approaches High	23.53%	5.94%	5%	0%	4.21%	3.39%	2.31%	4.65%	-
Meets	47.06%	31.68%	24.29%	5.95%	12.63%	22.88%	18.46%	20.93%	-
Masters	17.65%	58.42%	69.29%	94.05%	77.89%	71.19%	78.46%	67.44%	-
Black/African American									
Total Students	12	14	13	2	16	13	12	12	12
Raw Score	18	22	29	47	34	35	39	32	22
Scale Score	1644	1772	1907	4638	1673	1699	1798	4164	0
Percent Score	41.28%	48.14%	59.46%	79.66%	59.82%	62.09%	69.20%	65.82%	66.67%
Approaches Grade Level (TX)	66.67%	50%	100%	100%	87.50%	76.92%	100%	100%	0%
Meets Grade Level (TX)	16.67%	35.71%	53.85%	100%	62.50%	61.54%	75%	41.67%	0%
Masters Grade Level (TX)	0%	7.14%	15.38%	100%	12.50%	23.08%	41.67%	25%	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	8.33%	14.29%	0%	0%	0%	15.38%	0%	0%	-
Did Not Meet High	25%	35.71%	0%	0%	12.50%	7.69%	0%	0%	-
Approaches Low	41.67%	7.14%	15.38%	0%	18.75%	0%	0%	8.33%	-
Approaches High	8.33%	7.14%	30.77%	0%	6.25%	15.38%	25%	50%	-
Meets	16.67%	28.57%	38.46%	0%	50%	38.46%	33.33%	16.67%	-
Masters	0%	7.14%	15.38%	100%	12.50%	23.08%	41.67%	25%	-
Hispanic									
Total Students	62	78	109	12	92	73	96	95	96

Raw Score	21	26	29	46	34	37	36	28	22
Scale Score	1697	1830	1921	4803	1683	1727	1767	3947	0
Percent Score	48.72%	56.63%	60.84%	77.97%	60.83%	65.70%	64.49%	57.08%	62.50%
Approaches Grade Level (TX)	75.81%	71.79%	87.16%	100%	82.61%	86.30%	90.62%	71.58%	0%
Meets Grade Level (TX)	32.26%	51.28%	68.81%	83.33%	68.48%	65.75%	68.75%	38.95%	0%
Masters Grade Level (TX)	4.84%	20.51%	22.94%	75%	33.70%	34.25%	40.62%	21.05%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	4.84%	6.41%	3.67%	0%	10.87%	9.59%	6.25%	8.42%	-
Did Not Meet High	19.35%	21.79%	9.17%	0%	6.52%	4.11%	3.12%	20%	-
Approaches Low	22.58%	8.97%	8.26%	8.33%	6.52%	10.96%	9.38%	15.79%	-
Approaches High	20.97%	11.54%	10.09%	8.33%	7.61%	9.59%	12.50%	16.84%	-
Meets	27.42%	30.77%	45.87%	8.33%	34.78%	31.51%	28.12%	17.89%	-
Masters	4.84%	20.51%	22.94%	75%	33.70%	34.25%	40.62%	21.05%	-
Native Hawaiian/Pacific Islander									
Total Students	-	1	-	-	-	1	-	-	-
Raw Score	-	19	-	-	-	28	-	-	-
Scale Score	-	1703	-	-	-	1607	-	-	-
Percent Score	-	41.30%	-	-	-	50%	-	-	-
Approaches Grade Level (TX)	-	100%	-	-	-	100%	-	-	-
Meets Grade Level (TX)	-	0%	-	-	-	0%	-	-	-
Masters Grade Level (TX)	-	0%	-	-	-	0%	-	-	-
Date Taken	-	05/01/26	-	-	-	05/01/26	-	-	-
Excluded	-	0%	-	-	-	0%	-	-	-
Did Not Meet Low	-	0%	-	-	-	0%	-	-	-
Did Not Meet High	-	0%	-	-	-	0%	-	-	-
Approaches Low	-	100%	-	-	-	100%	-	-	-
Approaches High	-	0%	-	-	-	0%	-	-	-
Meets	-	0%	-	-	-	0%	-	-	-
Masters	-	0%	-	-	-	0%	-	-	-
Two or More Races									

Total Students	7	9	16	8	12	10	18	18	18
Raw Score	29	34	32	54	40	45	42	32	26
Scale Score	1819	1944	1961	5443	1755	1859	1851	4200	0
Percent Score	67.11%	74.64%	66.41%	90.68%	71.13%	80.18%	75.10%	65.42%	72.22%
Approaches Grade Level (TX)	100%	100%	100%	100%	100%	100%	100%	77.78%	0%
Meets Grade Level (TX)	85.71%	100%	68.75%	100%	83.33%	80%	83.33%	55.56%	0%
Masters Grade Level (TX)	14.29%	33.33%	25%	87.50%	50%	60%	66.67%	50%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%	5.56%	-
Did Not Meet High	0%	0%	0%	0%	0%	0%	0%	16.67%	-
Approaches Low	0%	0%	6.25%	0%	0%	0%	0%	5.56%	-
Approaches High	14.29%	0%	25%	0%	16.67%	20%	16.67%	16.67%	-
Meets	71.43%	66.67%	43.75%	12.50%	33.33%	20%	16.67%	5.56%	-
Masters	14.29%	33.33%	25%	87.50%	50%	60%	66.67%	50%	-

White

Total Students	40	100	102	36	85	98	95	94	95
Raw Score	23	30	33	50	40	40	41	35	25
Scale Score	1720	1890	1970	4990	1768	1768	1823	4349	0
Percent Score	53.49%	64.67%	67.77%	85.08%	70.61%	72.08%	72.82%	70.89%	76.67%
Approaches Grade Level (TX)	85%	84%	96.08%	100%	92.94%	94.90%	96.84%	89.36%	0%
Meets Grade Level (TX)	45%	65%	84.31%	94.44%	77.65%	75.51%	87.37%	72.34%	0%
Masters Grade Level (TX)	15%	30%	31.37%	91.67%	52.94%	51.02%	61.05%	52.13%	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	2.50%	0%	0%	0%	1.18%	0%	0%	0%	-
Did Not Meet Low	2.50%	4%	0.98%	0%	1.18%	0%	2.11%	2.13%	-
Did Not Meet High	10%	12%	2.94%	0%	4.71%	5.10%	1.05%	8.51%	-
Approaches Low	25%	9%	5.88%	2.78%	2.35%	7.14%	2.11%	5.32%	-
Approaches High	15%	10%	5.88%	2.78%	12.94%	12.24%	7.37%	11.70%	-
Meets	30%	35%	52.94%	2.78%	24.71%	24.49%	26.32%	20.21%	-

Masters	15%	30%	31.37%	91.67%	52.94%	51.02%	61.05%	52.13%	-
Currently Emergent Bilingual									
Total Students	31	27	27	1	35	25	26	26	26
Raw Score	20	23	23	43	25	26	25	20	16
Scale Score	1671	1785	1823	4452	1568	1582	1639	3460	0
Percent Score	45.39%	50.97%	47.38%	72.88%	45.26%	46.36%	45.26%	40.19%	46.15%
Approaches Grade Level (TX)	74.19%	59.26%	70.37%	100%	62.86%	64%	73.08%	30.77%	0%
Meets Grade Level (TX)	22.58%	44.44%	29.63%	100%	34.29%	24%	26.92%	3.85%	0%
Masters Grade Level (TX)	3.23%	14.81%	7.41%	100%	5.71%	12%	7.69%	3.85%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	6.45%	11.11%	3.70%	0%	25.71%	24%	15.38%	19.23%	-
Did Not Meet High	19.35%	29.63%	25.93%	0%	11.43%	12%	11.54%	50%	-
Approaches Low	29.03%	0%	22.22%	0%	8.57%	28%	23.08%	19.23%	-
Approaches High	22.58%	14.81%	18.52%	0%	20%	12%	23.08%	7.69%	-
Meets	19.35%	29.63%	22.22%	0%	28.57%	12%	19.23%	0%	-
Masters	3.23%	14.81%	7.41%	100%	5.71%	12%	7.69%	3.85%	-
First Year of Monitoring									
Total Students	10	13	15	5	18	7	18	18	18
Raw Score	23	28	33	53	37	42	40	33	29
Scale Score	1727	1854	1999	5268	1712	1769	1795	4230	0
Percent Score	53.49%	60.70%	69.31%	90.51%	66.17%	74.49%	70.54%	66.78%	72.22%
Approaches Grade Level (TX)	80%	84.62%	93.33%	100%	100%	100%	100%	88.89%	0%
Meets Grade Level (TX)	40%	61.54%	80%	100%	83.33%	100%	88.89%	61.11%	0%
Masters Grade Level (TX)	20%	23.08%	33.33%	100%	38.89%	42.86%	50%	44.44%	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%	7.69%	0%	0%	0%	0%	0%	0%	-
Did Not Meet High	20%	7.69%	6.67%	0%	0%	0%	0%	11.11%	-
Approaches Low	10%	15.38%	0%	0%	5.56%	0%	0%	22.22%	-

Approaches High	30%	7.69%	13.33%	0%	11.11%	0%	11.11%	5.56%	-
Meets	20%	38.46%	46.67%	0%	44.44%	57.14%	38.89%	16.67%	-
Masters	20%	23.08%	33.33%	100%	38.89%	42.86%	50%	44.44%	-
Fourth Year of Monitoring									
Total Students	1	8	17	16	8	10	25	24	25
Raw Score	29	35	36	51	46	45	46	38	28
Scale Score	1816	1978	2049	5029	1855	1834	1910	4553	0
Percent Score	67.44%	75%	74.14%	85.59%	82.14%	80%	82.79%	76.87%	80
Approaches Grade Level (TX)	100%	100%	100%	100%	100%	100%	100%	95.83%	0%
Meets Grade Level (TX)	100%	100%	94.12%	93.75%	100%	90%	100%	95.83%	0%
Masters Grade Level (TX)	0%	37.50%	41.18%	93.75%	87.50%	70%	84%	54.17%	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%	4.17%	-
Approaches Low	0%	0%	0%	0%	0%	0%	0%	0%	-
Approaches High	0%	0%	5.88%	6.25%	0%	10%	0%	0%	-
Meets	100%	62.50%	52.94%	0%	12.50%	20%	16%	41.67%	-
Masters	0%	37.50%	41.18%	93.75%	87.50%	70%	84%	54.17%	-
Second Year of Monitoring									
Total Students	8	23	24	5	21	25	14	14	14
Raw Score	27	31	37	51	45	40	45	35	29
Scale Score	1780	1932	2058	5114	1844	1766	1870	4372	0
Percent Score	61.92%	67.58%	76.82%	87.12%	80.02%	72.29%	79.85%	71.87%	82
Approaches Grade Level (TX)	100%	82.61%	100%	100%	100%	100%	100%	100%	0%
Meets Grade Level (TX)	62.50%	73.91%	95.83%	100%	100%	84%	100%	64.29%	0%
Masters Grade Level (TX)	12.50%	34.78%	54.17%	100%	66.67%	40%	85.71%	50%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%	0%	0%	0%	-
Did Not Meet Low	0%	4.35%	0%	0%	0%	0%	0%	0%	-
Did Not Meet High	0%	13.04%	0%	0%	0%	0%	0%	0%	-

Approaches Low	0%	8.70%	0%	0%	0%	4%	0%	0%	-
Approaches High	37.50%	0%	4.17%	0%	0%	12%	0%	35.71%	-
Meets	50%	39.13%	41.67%	0%	33.33%	44%	14.29%	14.29%	-
Masters	12.50%	34.78%	54.17%	100%	66.67%	40%	85.71%	50%	-
Third Year of Monitoring									
Total Students	-	-	2	1	-	1	2	2	2
Raw Score	-	-	43	53	-	49	44	33	32
Scale Score	-	-	2153	5030	-	1899	1861	4167	0
Percent Score	-	-	88.54%	89.83%	-	87.50%	77.68%	67.35%	90
Approaches Grade Level (TX)	-	-	100%	100%	-	100%	100%	100%	0%
Meets Grade Level (TX)	-	-	100%	100%	-	100%	100%	100%	0%
Masters Grade Level (TX)	-	-	100%	100%	-	100%	50%	0%	0%
Date Taken	-	-	05/01/26	05/01/26	-	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	-	-	0%	0%	-	0%	0%	0%	-
Did Not Meet Low	-	-	0%	0%	-	0%	0%	0%	-
Did Not Meet High	-	-	0%	0%	-	0%	0%	0%	-
Approaches Low	-	-	0%	0%	-	0%	0%	0%	-
Approaches High	-	-	0%	0%	-	0%	0%	0%	-
Meets	-	-	0%	0%	-	0%	50%	100%	-
Masters	-	-	100%	100%	-	100%	50%	0%	-
Special Ed Indicator									
Total Students	40	49	39	7	46	46	43	43	43
Raw Score	20	21	24	50	27	29	30	25	19
Scale Score	1672	1740	1857	4929	1592	1624	1693	3782	0
Percent Score	45.52%	44.76%	50.11%	84.75%	48.02%	51.71%	53.82%	51.12%	54
Approaches Grade Level (TX)	70%	44.90%	66.67%	100%	63.04%	65.22%	76.74%	51.16%	0%
Meets Grade Level (TX)	27.50%	26.53%	43.59%	100%	34.78%	30.43%	51.16%	32.56%	0%
Masters Grade Level (TX)	0%	8.16%	12.82%	85.71%	13.04%	13.04%	20.93%	20.93%	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	7.50%	18.37%	10.26%	0%	15.22%	17.39%	16.28%	16.28%	-

Did Not Meet High	22.50%	36.73%	23.08%	0%	21.74%	17.39%	6.98%	32.56%	-
Approaches Low	30%	12.24%	15.38%	0%	10.87%	15.22%	16.28%	11.63%	-
Approaches High	12.50%	6.12%	7.69%	0%	17.39%	19.57%	9.30%	6.98%	-
Meets	27.50%	18.37%	30.77%	14.29%	21.74%	17.39%	30.23%	11.63%	-
Masters	0%	8.16%	12.82%	85.71%	13.04%	13.04%	20.93%	20.93%	-

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

- The Spring 2026 STAAR results demonstrate strong Reading Language Arts achievement across all grade levels. Meets Grade Level or Above performance was 78.41% in grade 6, 79.55% in grade 7, and 85.23% in grade 8.
- Masters Grade Level performance was a particular strength in Reading Language Arts, with 52.49% of grade 6 learners, 53.67% of grade 7 learners, and 61.65% of grade 8 learners achieving the highest performance level.
- Mathematics performance was strong in the upper grades. Grade 8 mathematics achieved 95% Approaches Grade Level or Above, 81.58% Meets Grade Level or Above, and 42.11% Masters Grade Level.
- Algebra I performance was an additional campus strength. All tested learners achieved Approaches Grade Level or Above, 97.20% achieved Meets Grade Level or Above, and 91.61% achieved Masters Grade Level.
- Grade 8 Social Studies results showed strong levels of achievement, with 86.53% of learners achieving Approaches Grade Level or Above, 67.34% achieving Meets Grade Level or Above, and 48.42% achieving Masters Grade Level.
- March 2026 TELPAS results demonstrate strong English-language proficiency among many Emergent Bilingual learners. Seventy-six percent of grade 7 learners and 75% of grade 8 learners achieved an Advanced or Advanced High composite rating. Additionally, 52.17% of grade 7 learners advanced one composite proficiency level.
- North has identified multiple data sources for monitoring the whole learner, including NWEA MAP, STAAR, TELPAS, grades, student work, classroom observations, progress-monitoring tools, specialized-services data, and tutoring documentation. These measures provide a strong foundation for PLC and MTSS teams to identify strengths, respond to individual needs, and monitor learner growth.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Consistent implementation of high-quality Tier I instruction remains an identified campus need. Priority TEKS, clear success criteria, formative checks, and responsive differentiation need to be more consistently connected within daily instruction so all learners can work toward grade-level mastery.	Professional learning and coaching need a shared set of instructional expectations, opportunities to practice, and follow-up using lesson plans, classroom observations, and evidence of student learning.
2★	Achievement gaps remain between economically disadvantaged learners and the campus overall in core content areas. Continued attention to individual learning needs is necessary to strengthen progress toward Meets Grade Level and Above.	Instructional planning and progress-monitoring practices may not consistently connect specific learning gaps with timely support, targeted reteaching, and reassessment.
3★	Some North learners need additional opportunities to develop and apply perseverance, self-advocacy, leadership, and coping skills that support learning and positive relationships.	Opportunities to learn, practice, and receive feedback on these skills are not yet consistently reinforced across classrooms and school experiences.
4★	Learners receiving targeted or intensive interventions need consistent progress reviews and coordinated support across classrooms and grade levels.	Shared routines for reviewing intervention data, documenting instructional adjustments, and communicating learner needs across teams are not yet consistently implemented.
5★	North has opportunities to strengthen connections between middle school learning, student interests, high school course pathways, and future college, career, and life opportunities.	Career exploration, counseling, enrichment, and classroom experiences need stronger coordination across grade levels to provide consistent opportunities for every learner.

6★

North has opportunities to strengthen the purposeful use of technology to deepen understanding, encourage creativity and collaboration, and allow learners to demonstrate their learning while maintaining hands-on experiences and meaningful social interaction.

Lesson-planning and reflection practices do not yet consistently evaluate when technology adds instructional value and when other learning experiences better support the intended goal.

7★

North needs greater consistency in providing learning experiences that respond to individual needs, including access to grade-level instruction, targeted support, appropriate challenge, and enrichment.

Planning for differentiation, accessibility supports, and enrichment needs stronger coordination among educators and support staff, informed by current learner data.

8★

Some North learners need additional support in foundational reading, writing, and mathematics skills to access grade-level learning and demonstrate continued academic growth.

Identification of specific skill needs and follow-through with explicit instruction, guided practice, feedback, and reassessment vary across classrooms and content areas.

9★

Some North learners who previously achieved Meets or Masters experienced declines in performance. Continued attention is needed to help learners regain prior performance while sustaining growth and appropriate challenge for those meeting expectations.

Progress-monitoring and follow-up practices may not consistently identify declining performance early enough to guide timely reteaching, intervention, or enrichment.

10★

North has opportunities to more consistently evaluate how instructional tools and resources support classroom learning, intervention, enrichment, and measurable learner growth.

Resource-review practices do not yet consistently connect implementation and usage with student work, assessment results, and progress toward identified learning goals.

★ = Priority

School Processes & Programs

Summary

CMS North is a Professional Learning Community, or PLC. In fact, we have been named a Solution Tree Model PLC School. As such, we have many integrated systems that serve our students' academic, behavioral, and social needs. As a professional learning community, our teams work weekly to answer Solution Tree's Four Questions of a PLC:

- What do we want students to learn? Teams determine High-Priority Learning Standards for each unit and track student progress on those standards.
- How will we know if they've learned it? Teams give common assessments and analyze data weekly.
- What will we do if they don't? Teams collaboratively plan responsive interventions to support struggling students.
- What will we do if they do (or if they already know it)? Team pre-plan extension/enrichment activities for each unit.

Our faculty is organized into collaborative teams based on content area. These teams meet five days per week during a job-embedded collaborative team time. Each day of the week has a prescribed focus for Team Time.

- Monday - Team Business
- Tuesday - Professional Learning
- Wednesday - Data Analysis
- Thursday - Team Planning
- Friday - Team Planning

Data Analysis days (Wednesdays) are attended by all team members, all administrators, and all counselors. During this time, data Analysis protocols are used to review academic performance (by standard and by student) and behavioral/social needs. In addition, our Campus Intervention Team also meets every Wednesday to coordinate RtI support for students in need of additional support. In addition, each team is required to incorporate Student-led Data Analysis into each unit of study.

Our Campus Leadership Team meets monthly and is made up of an instructional coach, six content specialists, three grade level chairs, the campus librarian, two counselors, two assistant principals, the principal, the principal's secretary. All Teams are given at least one half day of collaborative Team Planning each semester.

Strengths

- Our success and recognition as a high-functioning PLC allows us to provide teachers with time to plan, learn, analyze data, and respond to student needs in a collaborative way that benefits all students.
- Our campus teams (content area, Intervention, Leadership, Administration, and Instructional Coaches) ensure that decision making is shared and capacity is built at all levels of the organization.
- Our weekly data analysis allows us to respond to student needs in real time.
- Our new teacher orientation and mentor programs ensures that new staff are effectively trained and supported.
- Our weekly Campus Intervention Team meetings ensure that our RtI students are supported and tracked regularly.
- Our focus on professional learning and collaboration ensures that every staff member will grow every year and improve in his/her ability to serve students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ North has opportunities to strengthen how PLCs use student data to reflect on instructional practices, plan adjustments, and evaluate their impact on learner growth.	Data-meeting protocols do not yet consistently connect assessment analysis with reflection on instructional approaches, documented adjustments, and follow-up on student learning.
2 ★ New and returning educators need ongoing support to develop a shared understanding and consistent application of North's PLC, assessment, and intervention practices.	Educators bring varied experiences and familiarity with campus systems, requiring more consistent connections among onboarding, mentoring, professional learning, and follow-up coaching.
3 ★ North has opportunities to strengthen consistency in collaboratively designing and using formative and summative assessments aligned to priority TEKS, clear success criteria, and the intended level of rigor.	Shared assessment-design processes, review of student work, and coaching are not yet consistently connected across content teams to guide assessment development and instructional decisions.
4 ★ North needs greater consistency in connecting current learner data with WIN placement, participation, and progress so students receive timely intervention, extension, or enrichment.	Scheduling, staff communication, participation checks, and progress reviews need stronger coordination to keep WIN placements responsive to changing learner needs.
5 ★ North has opportunities to strengthen how PLC and MTSS teams document, communicate, and review learner needs, supports, and progress across academic, behavioral, and social-emotional areas.	Expectations for staff responsibilities, use of district systems, documentation, and follow-up are not yet consistently aligned across classroom and support teams.

6★

North has opportunities to strengthen coordination of health and mental health education, including substance use and suicide prevention, healthy relationships, and responsible decision-making, while helping learners understand when and how to seek support.

Classroom instruction, staff training, referral procedures, and counselor follow-up need stronger connections to reinforce learning and provide timely access to support.

7★

Inconsistent attendance interrupts learning for some North students and limits access to classroom instruction, relationships, and academic support.

Attendance follow-up may not consistently connect early signs of absence with proactive family communication, identification of individual barriers, and coordinated support plans.

8★

North has opportunities to strengthen consistent implementation of positive behavior expectations, classroom supports, and discipline practices that promote student well-being and engagement in learning.

Staff training, coaching, and review of behavior data need stronger alignment around shared expectations, proactive responses, restorative practices, and individualized support.

9★

North has opportunities to strengthen the connection between safety training, drills, reporting procedures, and follow-up so campus practices consistently support physical and emotional safety for learners and staff.

Safety reviews need a more coordinated process for connecting drill observations, reported concerns, and learner, staff, and family feedback to documented improvements, assigned responsibilities, and follow-up.

★ = Priority

Perceptions

Summary

Coppell Middle School North is a Solution Tree- Model Professional Learning Community (PLC) Campus. This title embodies not only a prestigious award, but is the foundation for learning here at North. Through the three big ideas of a Professional Learning Community, which include a focus on learning, building a collaborative culture, and a focus on results, North is a high performing campus.

Our annual school theme promotes a positive culture in our building. The school's theme continues to center around kindness, building a culture of support, empathy, and respect for all learners, families, and staff. The campus embraces learners finding their unique self during the challenging years of middle school; through a wide variety of clubs like Student Council and NJHS, band, math/science olympiads, community outreach programs, athletics and much more, learners seek opportunities to find success in a myriad of ways, beyond the walls of a classroom.

The city and stakeholders in Coppell value education and promote college attendance. North works to promote college and career readiness through the journey of our the 4 questions of a PLC: 1) What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course? 2) How will we know if they have learned? Are we monitoring each student's learning on a timely basis? 3) What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty? 4) What will we do if they already know it? By addressing each of these questions, learners are ensured learning as well as given opportunities for extension.

Strengths

- The fundamental structure of our school is the collaborative team.
- The school has a coordinated plan to provide additional time and support to students who struggle that is timely, targeted, and systematic.
- The school takes a learner-centered approach for all decision making.
- North values positive and meaningful relationships with all stakeholders.
- North believes in a growth mindset for both learners and staff.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ North has opportunities to strengthen learners' sense of emotional support and confidence in applying coping, self-management, relationship, and responsible decision-making skills in everyday situations.	Social-emotional and character learning, counselor check-ins, and classroom reinforcement need stronger connections to learner feedback and follow-up on how students apply these skills.
2 Learners and families need a shared understanding of behavior expectations and confidence that campus responses are consistent, respectful, and supportive of accountability, relationship repair, and continued learning.	Communication about expectations and opportunities for reflection, restorative conversations, and follow-up may vary across campus settings, affecting how learners and families understand and experience behavior responses.
3 ★ North has opportunities to strengthen learner and family awareness of campus programs and address participation barriers so all students feel included in learning, social, and extracurricular experiences.	Communication and planning for campus opportunities do not yet consistently connect learner interests, accessibility needs, participation feedback, and follow-up with students who are less involved.
4 ★ Families would benefit from clearer, more consistent information about how North balances purposeful technology use with hands-on learning and meaningful social interaction, along with practical guidance for supporting responsible technology habits at home.	Family communication and engagement opportunities may not consistently include classroom examples, practical resources, and opportunities to ask questions about technology use at school and home.
5 ★ North has opportunities to better understand how learners experience the balance of digital and hands-on learning, including their perceptions of engagement, collaboration, choice, and connection with others.	Learner feedback about technology use and classroom experiences is not yet consistently connected to lesson reflection and instructional adjustments.

6



North has opportunities to strengthen learners' sense of connection with trusted adults and confidence in seeking guidance and support on campus.

Relationship-building efforts may not consistently include learner feedback and intentional follow-up to identify and support students who do not yet feel connected to an adult at school.

 = **Priority**



Priority Problem Statements

Problem Statement

Root Cause

1
★

New and returning educators need ongoing support to develop a shared understanding and consistent application of North's PLC, assessment, and intervention practices.

Educators bring varied experiences and familiarity with campus systems, requiring more consistent connections among onboarding, mentoring, professional learning, and follow-up coaching.

2
★

Consistent implementation of high-quality Tier I instruction remains an identified campus need. Priority TEKS, clear success criteria, formative checks, and responsive differentiation need to be more consistently connected within daily instruction so all learners can work toward grade-level mastery.

Professional learning and coaching need a shared set of instructional expectations, opportunities to practice, and follow-up using lesson plans, classroom observations, and evidence of student learning.

3
★

Achievement gaps remain between economically disadvantaged learners and the campus overall in core content areas. Continued attention to individual learning needs is necessary to strengthen progress toward Meets Grade Level and Above.

Instructional planning and progress-monitoring practices may not consistently connect specific learning gaps with timely support, targeted reteaching, and reassessment.

4
★

Some North learners need additional opportunities to develop and apply perseverance, self-advocacy, leadership, and coping skills that support learning and positive relationships.

Opportunities to learn, practice, and receive feedback on these skills are not yet consistently reinforced across classrooms and school experiences.

5
★

North has opportunities to strengthen how PLCs use student data to reflect on instructional practices, plan adjustments, and evaluate their impact on learner growth.

Data-meeting protocols do not yet consistently connect assessment analysis with reflection on instructional approaches, documented adjustments, and follow-up on student learning.

6
★

North has opportunities to strengthen learners' sense of emotional support and confidence in applying coping, self-management, relationship, and responsible decision-making skills in everyday situations.

Social-emotional and character learning, counselor check-ins, and classroom reinforcement need stronger connections to learner feedback and follow-up on how students apply these skills.

7★

North has opportunities to strengthen consistency in collaboratively designing and using formative and summative assessments aligned to priority TEKS, clear success criteria, and the intended level of rigor.

Shared assessment-design processes, review of student work, and coaching are not yet consistently connected across content teams to guide assessment development and instructional decisions.

8★

North needs greater consistency in connecting current learner data with WIN placement, participation, and progress so students receive timely intervention, extension, or enrichment.

Scheduling, staff communication, participation checks, and progress reviews need stronger coordination to keep WIN placements responsive to changing learner needs.

9★

Learners receiving targeted or intensive interventions need consistent progress reviews and coordinated support across classrooms and grade levels.

Shared routines for reviewing intervention data, documenting instructional adjustments, and communicating learner needs across teams are not yet consistently implemented.

10★

North has opportunities to strengthen connections between middle school learning, student interests, high school course pathways, and future college, career, and life opportunities.

Career exploration, counseling, enrichment, and classroom experiences need stronger coordination across grade levels to provide consistent opportunities for every learner.

11★

North has opportunities to strengthen the purposeful use of technology to deepen understanding, encourage creativity and collaboration, and allow learners to demonstrate their learning while maintaining hands-on experiences and meaningful social interaction.

Lesson-planning and reflection practices do not yet consistently evaluate when technology adds instructional value and when other learning experiences better support the intended goal.

12★

North needs greater consistency in providing learning experiences that respond to individual needs, including access to grade-level instruction, targeted support, appropriate challenge, and enrichment.

Planning for differentiation, accessibility supports, and enrichment needs stronger coordination among educators and support staff, informed by current learner data.

13
★

North has opportunities to strengthen relationships with learners and families through more consistent communication, outreach, and engagement, helping all families feel connected to campus staff, programs, and learning opportunities.

Relationship-building efforts need a coordinated process for identifying less-connected learners and families, assigning follow-up, and checking whether that outreach resulted in a stronger connection.

14
★

Some families face barriers to consistent school engagement, limiting opportunities to connect with campus staff and participate in partnerships that support student success.

Campus outreach and engagement opportunities may not fully address families' varied schedules, communication needs, and familiarity with school resources, making consistent participation more challenging.

15
★

North has opportunities to strengthen learner and family awareness of campus programs and address participation barriers so all students feel included in learning, social, and extracurricular experiences.

Communication and planning for campus opportunities do not yet consistently connect learner interests, accessibility needs, participation feedback, and follow-up with students who are less involved.

16
★

Families would benefit from clearer, more consistent information about how North balances purposeful technology use with hands-on learning and meaningful social interaction, along with practical guidance for supporting responsible technology habits at home.

Family communication and engagement opportunities may not consistently include classroom examples, practical resources, and opportunities to ask questions about technology use at school and home.

17
★

Inconsistent attendance interrupts learning for some North students and limits access to classroom instruction, relationships, and academic support.

Attendance follow-up may not consistently connect early signs of absence with proactive family communication, identification of individual barriers, and coordinated support plans.

18
★

North has opportunities to strengthen consistent implementation of positive behavior expectations, classroom supports, and discipline practices that promote student well-being and engagement in learning.

Staff training, coaching, and review of behavior data need stronger alignment around shared expectations, proactive responses, restorative practices, and individualized support.

19
★

Some North learners need additional support in foundational reading, writing, and mathematics skills to access grade-level learning and demonstrate continued academic growth.

Identification of specific skill needs and follow-through with explicit instruction, guided practice, feedback, and reassessment vary across classrooms and content areas.

20
★

North has opportunities to more consistently evaluate how instructional tools and resources support classroom learning, intervention, enrichment, and measurable learner growth.

Resource-review practices do not yet consistently connect implementation and usage with student work, assessment results, and progress toward identified learning goals.

21
★

Some North learners who previously achieved Meets or Masters experienced declines in performance. Continued attention is needed to help learners regain prior performance while sustaining growth and appropriate challenge for those meeting expectations.

Progress-monitoring and follow-up practices may not consistently identify declining performance early enough to guide timely reteaching, intervention, or enrichment.

22
★

North has opportunities to strengthen how PLC and MTSS teams document, communicate, and review learner needs, supports, and progress across academic, behavioral, and social-emotional areas.

Expectations for staff responsibilities, use of district systems, documentation, and follow-up are not yet consistently aligned across classroom and support teams.

23
★

North has opportunities to strengthen coordination of health and mental health education, including substance use and suicide prevention, healthy relationships, and responsible decision-making, while helping learners understand when and how to seek support.

Classroom instruction, staff training, referral procedures, and counselor follow-up need stronger connections to reinforce learning and provide timely access to support.

24
★

North has opportunities to strengthen the connection between safety training, drills, reporting procedures, and follow-up so campus practices consistently support physical and emotional safety for learners and staff.

Safety reviews need a more coordinated process for connecting drill observations, reported concerns, and learner, staff, and family feedback to documented improvements, assigned responsibilities, and follow-up.

25



North has opportunities to strengthen learners' sense of connection with trusted adults and confidence in seeking guidance and support on campus.

Relationship-building efforts may not consistently include learner feedback and intentional follow-up to identify and support students who do not yet feel connected to an adult at school.

26



North has opportunities to better understand how learners experience the balance of digital and hands-on learning, including their perceptions of engagement, collaboration, choice, and connection with others.

Learner feedback about technology use and classroom experiences is not yet consistently connected to lesson reflection and instructional adjustments.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- ☒ Discipline records
- ☒ Student surveys and/or other feedback
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

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

Performance Objective 1 High Priority

All North educators and staff will consistently deliver high-quality Tier 1 instruction by implementing engaging, standards-aligned lessons, using formative assessment to guide instruction, and providing meaningful opportunities for all students to learn at high levels.

Evaluation Data Source: Classroom observations and learning walks focused on Tier I look-fors (small group instruction, CER integration, engagement strategies)

Common assessment data

BOY/MOY/EOY NWEA MAP data (reading, science, and math)

Student work samples demonstrating CER across content areas

Lesson plans aligned to TEKS and inclusive of differentiated strategies

Panorama MTSS platform data (student growth and tiered interventions)

WIN Time implementation records

Professional learning participation logs related to Tier I strategies

Strategy 1

By May 2027, 100% of Coppell Middle School North educators will participate in ongoing professional learning and coaching cycles focused on implementing high-quality Tier I instruction. This learning will emphasize identifying priority TEKS, establishing clear success criteria, anticipating student misconceptions, and designing formative checks and aligned summative assessments. Educators will apply these practices to plan engaging instruction that incorporates hands-on tasks and structured social interaction, including purposeful discussion and cooperative problem-solving, aligned to the content and rigor of the standards.

Strategy's Expected Result/Impact: Learners will receive high-quality Tier I instruction that is differentiated, TEKS-aligned, and grounded in evidence-based practices.

Data team (PLC/CTT) meetings will focus on reviewing student performance, instructional effectiveness, and sharing successful strategies across teams.

Students will demonstrate improved writing skills through consistent use of the Claim-Evidence-Reasoning (CER) framework across all content areas.

Student learning will show measurable growth in clarity, organization, and evidence use in writing, contributing to overall academic progress.

Instructional Design Plans will reflect intentional small group structures and planned writing opportunities.

Both campus and district leaders will provide professional learning, focused on Tier I instruction, CER integration, and responsive teaching.

Walkthroughs and learning walks will show increased use of targeted small groups and writing embedded in daily instruction.

Collaboration among educators

Staff Responsible for Monitoring: Content Team Lead

Learning Coach

Campus and District Administrators

Educators

Problem Statements: Student Learning 1, 2, 4, 5, 6, 7, 8, 9, 10 - Student Achievement 2, 3 - School Processes & Programs 3, 5 - Curriculum, Instruction, and Assessment 1

Funding Sources: Instructional Design Days 199 - State Comp Ed, 199-11-6112-00-044-24-000-, \$8,000

Title I:

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Strategy 2

Coppell Middle School North will strengthen mentor training and support for new educators, administrators, and staff through structured onboarding, regular mentor check-ins, and ongoing opportunities for collaboration. These supports will help new staff understand campus and district expectations, strengthen their professional practice, and build a sense of connection and belonging within the North community.

Strategy's Expected Result/Impact: Growth in new educators, administrators, and staff regarding understanding CISD systems and structures and specific strategies to support their role. Sustainability and support for campuses by providing aligned training for new educators, administrators, and staff

Staff Responsible for Monitoring: Administrators
Instructional Leaders
Educators

Problem Statements: Student Learning 1, 6, 7 - School Processes & Programs 1, 2

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Strategy 3

By May 2027, 100% of core content PLCs (mathematics, science, literacy, and social studies) at Coppell Middle School North will collaboratively design and implement common assessments per unit, including a formative and a summative measure aligned to high-priority TEKS. During Collaborative Team Time, PLCs will analyze assessment data and document findings, targeted small-group plans or instructional adjustments for reteaching, extension, or enrichment, and reassessment results to monitor learner progress.

Strategy's Expected Result/Impact: Increased Instructional Alignment
Data-Driven Instruction
Improved Learner Growth
Strengthened PLC Practices
Personalized Learning
Ongoing Instructional Improvement

Staff Responsible for Monitoring: Administrators
Instructional Leaders
Educators

Problem Statements: Student Learning 1, 2, 4, 5, 7, 8, 9, 10 - Student Achievement 2, 3 - School Processes & Programs 1, 3, 4, 5 - Curriculum, Instruction, and Assessment 1

Funding Sources: Supplemental Instructional Materials (Lead4Ward Campus Bundle and Intervention Resources) 199 - State Comp Ed, 199-11-6399-00-044-24-000-, \$2,679

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Strategy 4

By May 2027, all Coppell Middle School North learners will engage in meaningful writing across all content areas, demonstrating measurable growth in their ability to think critically, communicate clearly, and deepen their understanding of content, as evidenced by writing samples collected throughout the school year.

Strategy's Expected Result/Impact: Increased educator capacity to implement high-quality Tier I writing instruction, differentiated learning, and clear content and language objectives that support all learners.

Greater access to instructional resources and embedded curriculum supports that address diverse learning needs, including reteaching, intervention, extension, and enrichment.

Improved learner skills in academic vocabulary, oral communication, and written expression through consistent classroom practice and ongoing educator professional learning.

Increased use of data-informed classroom strategies that respond to learners' academic, behavioral, and language acquisition needs.

Measurable growth in student achievement across all learner groups, demonstrated through assessments, student work, and progress-monitoring data.

Staff Responsible for Monitoring: Campus Administrators
Language Acquisition Specialist
Learning Coach
Classroom Educators

Problem Statements: Student Learning 1, 2, 4, 7, 8, 9 - Student Achievement 2, 3

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Consistent implementation of high-quality Tier I instruction remains an identified campus need. Priority TEKS, clear success criteria, formative checks, and responsive differentiation need to be more consistently connected within daily instruction so all learners can work toward grade-level mastery.	Professional learning and coaching need a shared set of instructional expectations, opportunities to practice, and follow-up using lesson plans, classroom observations, and evidence of student learning.
2 Achievement gaps remain between economically disadvantaged learners and the campus overall in core content areas. Continued attention to individual learning needs is necessary to strengthen progress toward Meets Grade Level and Above.	Instructional planning and progress-monitoring practices may not consistently connect specific learning gaps with timely support, targeted reteaching, and reassessment.
4 Learners receiving targeted or intensive interventions need consistent progress reviews and coordinated support across classrooms and grade levels.	Shared routines for reviewing intervention data, documenting instructional adjustments, and communicating learner needs across teams are not yet consistently implemented.
5 North has opportunities to strengthen connections between middle school learning, student interests, high school course pathways, and future college, career, and life opportunities.	Career exploration, counseling, enrichment, and classroom experiences need stronger coordination across grade levels to provide consistent opportunities for every learner.
6 North has opportunities to strengthen the purposeful use of technology to deepen understanding, encourage creativity and collaboration, and allow learners to demonstrate their learning while maintaining hands-on experiences and meaningful social interaction.	Lesson-planning and reflection practices do not yet consistently evaluate when technology adds instructional value and when other learning experiences better support the intended goal.
7 North needs greater consistency in providing learning experiences that respond to individual needs, including access to grade-level instruction, targeted support, appropriate challenge, and enrichment.	Planning for differentiation, accessibility supports, and enrichment needs stronger coordination among educators and support staff, informed by current learner data.

8

Some North learners need additional support in foundational reading, writing, and mathematics skills to access grade-level learning and demonstrate continued academic growth.

Identification of specific skill needs and follow-through with explicit instruction, guided practice, feedback, and reassessment vary across classrooms and content areas.

9

Some North learners who previously achieved Meets or Masters experienced declines in performance. Continued attention is needed to help learners regain prior performance while sustaining growth and appropriate challenge for those meeting expectations.

Progress-monitoring and follow-up practices may not consistently identify declining performance early enough to guide timely reteaching, intervention, or enrichment.

10

North has opportunities to more consistently evaluate how instructional tools and resources support classroom learning, intervention, enrichment, and measurable learner growth.

Resource-review practices do not yet consistently connect implementation and usage with student work, assessment results, and progress toward identified learning goals.

Performance Objective 1 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

2

Some North learners need additional support in foundational reading, writing, and mathematics skills to access grade-level learning and demonstrate continued academic growth.

Identification of specific skill needs and follow-through with explicit instruction, guided practice, feedback, and reassessment vary across classrooms and content areas.

3

Some North learners who previously achieved Meets or Masters experienced declines in performance. Continued attention is needed to help learners regain prior performance while sustaining growth and appropriate challenge for those meeting expectations.

Progress-monitoring and follow-up practices may not consistently identify declining performance early enough to guide timely reteaching, intervention, or enrichment.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

North has opportunities to strengthen how PLCs use student data to reflect on instructional practices, plan adjustments, and evaluate their impact on learner growth.

Data-meeting protocols do not yet consistently connect assessment analysis with reflection on instructional approaches, documented adjustments, and follow-up on student learning.

2

New and returning educators need ongoing support to develop a shared understanding and consistent application of North's PLC, assessment, and intervention practices.

Educators bring varied experiences and familiarity with campus systems, requiring more consistent connections among onboarding, mentoring, professional learning, and follow-up coaching.

3

North has opportunities to strengthen consistency in collaboratively designing and using formative and summative assessments aligned to priority TEKS, clear success criteria, and the intended level of rigor.

Shared assessment-design processes, review of student work, and coaching are not yet consistently connected across content teams to guide assessment development and instructional decisions.

4

North needs greater consistency in connecting current learner data with WIN placement, participation, and progress so students receive timely intervention, extension, or enrichment.

Scheduling, staff communication, participation checks, and progress reviews need stronger coordination to keep WIN placements responsive to changing learner needs.

5

North has opportunities to strengthen how PLC and MTSS teams document, communicate, and review learner needs, supports, and progress across academic, behavioral, and social-emotional areas.

Expectations for staff responsibilities, use of district systems, documentation, and follow-up are not yet consistently aligned across classroom and support teams.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

North has opportunities to more consistently evaluate how instructional tools and resources support classroom learning, intervention, enrichment, and measurable learner growth.

Resource-review practices do not yet consistently connect implementation and usage with student work, assessment results, and progress toward identified learning goals.

Performance Objective 2 High Priority

Coppell Middle School North will systematically analyze and use multiple modalities of qualitative and quantitative data to guide instruction and respond to the academic, behavioral, and language acquisition needs of all learners.

Evaluation Data Source: STAAR data

Common formative and summative learner data (including learner work samples)

BOY/MOY/EOY MAP learner data

Student IEP goals

TELPAS learner data

Strategy 1

Coppell Middle School North PLCs will analyze qualitative and quantitative data; including assessment results, student work, and classroom observations, during Collaborative Team Time to identify learner strengths and needs. Teams will use these findings to strengthen Tier I instruction, plan differentiated small-group learning, and document instructional adjustments for reteaching, extension, or enrichment, followed by reassessment to monitor learner progress.

Strategy's Expected Result/Impact: Training and Implementation of AWARE assessment creation and data analysis tool (supporting the creation of common formative assessments and long-range data analysis).
Growth and alignment in structures for Professional Learning Communities. Collaborative Team Times across the district,
Increased student achievement (academic, social-emotional, and behavioral).
Using NWEA MAP data, STAAR/EOC data, TELPAS, mClass, and other district/classroom assessments to review the growth of learners.
Creation of pre-post assessments and rubric creation.

Staff Responsible for Monitoring: Administrators
Instructional Leaders
Language Acquisition Specialists
Educators

Problem Statements: Student Learning 1, 2, 3, 4, 7, 8, 9, 10 - Student Achievement 2, 3 - School Processes & Programs 1, 3 - Curriculum, Instruction, and Assessment 1

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Strategy 2

Coppell Middle School North MTSS teams will analyze academic, behavioral, attendance, and language acquisition data to identify learners needing additional support and develop targeted intervention plans. Teams will establish measurable goals, document interventions, and regularly review progress to adjust supports based on learner response, address persistent needs, and close achievement gaps.

Strategy's Expected Result/Impact: Training on the Student Success Platform in Panorama and aligned implementation at campuses (supporting day-to-day support for all learners).
Alignment across the district of data tools being used throughout the year to find the strengths and needs of learners.
Increased knowledge of educators with data analysis and differentiation of instruction.
Ease on educators for viewing various pieces of data in one location.
Increased monitoring of the growth of learners in all content areas and social-emotional skills (academic, social-emotional, behavioral).
Training for evaluation staff regarding culturally responsive evaluation practices.
Increase family and parent engagement with MTSS processes and Special Education processes.
Strengthen family engagement in the MTSS process.

Staff Responsible for Monitoring: Campus Admin
Instructional Leaders
Language Acquisition Specialist
Campus Educators

Problem Statements: Demographics 2 - Student Learning 1, 5, 7 - Student Achievement 1 - School Processes & Programs 1, 5, 6, 7, 8 - School Culture and Climate 1 - Perceptions 1, 6 - Curriculum, Instruction, and Assessment 3 - Family and Community Engagement 1

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Strategy 3

Coppell Middle School North will use Title I funds to hire mathematics and literacy tutors who provide targeted, one-on-one and small-group support for learners needing additional time, guided practice, or reteaching. Tutors will collaborate with classroom teachers to identify learning needs, reinforce priority skills, and monitor progress using assessment data and student work. These supports will strengthen foundational skills, close learning gaps, and support the implementation of learners' accelerated instruction plans.

Strategy's Expected Result/Impact: Improved learner outcomes

Staff Responsible for Monitoring: Administrators
Counselors
Educators

Problem Statements: Student Learning 1, 2, 4, 7, 8, 10 - Student Achievement 2 - Curriculum, Instruction, and Assessment 1

Funding Sources: Supplemental Instructional Materials (TEKS Books) 211 - Title I, Part A, 211-11-6399-00-044-24-000-21171, \$10,000, Intervention Tutoring 211 - Title I, Part A, 211-11-6128-00-044-24-000-21171, \$24,238

Title I: 2.5.1, 2.5.2, 2.5.3

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Strategy 4

Coppell Middle Schools (North, West, and East) will strengthen Professional Learning Community (PLC) structures by collaboratively reviewing learner needs and using data to support administrator, educator, and student growth, while also strengthening alignment of campus systems, processes, and events and establishing common expectations for staff and students across campuses.

Strategy's Expected Result/Impact: Aligned PLC structures across all three middle schools
Increased consistency in the design and analysis of common assessments
Stronger vertical and horizontal alignment of instruction across grade levels
Data-driven instructional adjustments
Improved educator confidence and skill in data analysis, assessment design, and responsive intervention
Strengthened collaboration between campuses and alignment with district PLC expectations

Staff Responsible for Monitoring: Administration
Educators
Learning Coaches

Problem Statements: Student Learning 1, 4, 6, 7 - School Processes & Programs 1, 2, 3, 5

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Strategy 5

Coppell Middle School North educators will use assessment data, student work, and ongoing checks for understanding to identify learner needs and guide differentiated instruction. Tools and resources, including IXL, Flocabulary, classroom libraries, Schoology, iPads, online databases, and supplemental instructional materials, will support daily classroom learning, targeted assistance for struggling learners, and enrichment opportunities that extend learning. Educators will monitor progress and adjust instruction and resource use to address learning gaps, strengthen foundational skills, and promote growth for all learners.

Strategy's Expected Result/Impact: Impact on overall learner growth and engagement
Stronger utilization of tools such as Schoology for learners and parents
Stronger utilization of IXL and SmartPass to support intervention and enrichment
Updated training for educators on using digital tools in learning
Tracking learner growth and engagement in Schoology and Home Access Center

Staff Responsible for Monitoring: Campus Administrators
Learning Coaches
ESL Facilitators
Librarians
Counselors

Problem Statements: Student Learning 1, 2, 4, 6, 7, 8, 10 - Student Achievement 2 - Curriculum, Instruction, and Assessment 1

Funding Sources: Classroom Intervention Resources (IXL, SmartPass, Flocabulary) 211 - Title I, Part A, 211-11-6399-00-044-24-000-21171, \$29,760

Title I: 2.5.1, 2.5.2, 2.5.3

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

North has opportunities to strengthen relationships with learners and families through more consistent communication, outreach, and engagement, helping all families feel connected to campus staff, programs, and learning opportunities.

Relationship-building efforts need a coordinated process for identifying less-connected learners and families, assigning follow-up, and checking whether that outreach resulted in a stronger connection.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Consistent implementation of high-quality Tier I instruction remains an identified campus need. Priority TEKS, clear success criteria, formative checks, and responsive differentiation need to be more consistently connected within daily instruction so all learners can work toward grade-level mastery.

Professional learning and coaching need a shared set of instructional expectations, opportunities to practice, and follow-up using lesson plans, classroom observations, and evidence of student learning.

2

Achievement gaps remain between economically disadvantaged learners and the campus overall in core content areas. Continued attention to individual learning needs is necessary to strengthen progress toward Meets Grade Level and Above.

Instructional planning and progress-monitoring practices may not consistently connect specific learning gaps with timely support, targeted reteaching, and reassessment.

3

Some North learners need additional opportunities to develop and apply perseverance, self-advocacy, leadership, and coping skills that support learning and positive relationships.

Opportunities to learn, practice, and receive feedback on these skills are not yet consistently reinforced across classrooms and school experiences.

4

Learners receiving targeted or intensive interventions need consistent progress reviews and coordinated support across classrooms and grade levels.

Shared routines for reviewing intervention data, documenting instructional adjustments, and communicating learner needs across teams are not yet consistently implemented.

5

North has opportunities to strengthen connections between middle school learning, student interests, high school course pathways, and future college, career, and life opportunities.

Career exploration, counseling, enrichment, and classroom experiences need stronger coordination across grade levels to provide consistent opportunities for every learner.

6

North has opportunities to strengthen the purposeful use of technology to deepen understanding, encourage creativity and collaboration, and allow learners to demonstrate their learning while maintaining hands-on experiences and meaningful social interaction.

Lesson-planning and reflection practices do not yet consistently evaluate when technology adds instructional value and when other learning experiences better support the intended goal.

7

North needs greater consistency in providing learning experiences that respond to individual needs, including access to grade-level instruction, targeted support, appropriate challenge, and enrichment.

Planning for differentiation, accessibility supports, and enrichment needs stronger coordination among educators and support staff, informed by current learner data.

8

Some North learners need additional support in foundational reading, writing, and mathematics skills to access grade-level learning and demonstrate continued academic growth.

Identification of specific skill needs and follow-through with explicit instruction, guided practice, feedback, and reassessment vary across classrooms and content areas.

9

Some North learners who previously achieved Meets or Masters experienced declines in performance. Continued attention is needed to help learners regain prior performance while sustaining growth and appropriate challenge for those meeting expectations.

Progress-monitoring and follow-up practices may not consistently identify declining performance early enough to guide timely reteaching, intervention, or enrichment.

10

North has opportunities to more consistently evaluate how instructional tools and resources support classroom learning, intervention, enrichment, and measurable learner growth.

Resource-review practices do not yet consistently connect implementation and usage with student work, assessment results, and progress toward identified learning goals.

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Inconsistent attendance interrupts learning for some North students and limits access to classroom instruction, relationships, and academic support.	Attendance follow-up may not consistently connect early signs of absence with proactive family communication, identification of individual barriers, and coordinated support plans.
2 Some North learners need additional support in foundational reading, writing, and mathematics skills to access grade-level learning and demonstrate continued academic growth.	Identification of specific skill needs and follow-through with explicit instruction, guided practice, feedback, and reassessment vary across classrooms and content areas.
3 Some North learners who previously achieved Meets or Masters experienced declines in performance. Continued attention is needed to help learners regain prior performance while sustaining growth and appropriate challenge for those meeting expectations.	Progress-monitoring and follow-up practices may not consistently identify declining performance early enough to guide timely reteaching, intervention, or enrichment.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 North has opportunities to strengthen how PLCs use student data to reflect on instructional practices, plan adjustments, and evaluate their impact on learner growth.	Data-meeting protocols do not yet consistently connect assessment analysis with reflection on instructional approaches, documented adjustments, and follow-up on student learning.
2 New and returning educators need ongoing support to develop a shared understanding and consistent application of North's PLC, assessment, and intervention practices.	Educators bring varied experiences and familiarity with campus systems, requiring more consistent connections among onboarding, mentoring, professional learning, and follow-up coaching.
3 North has opportunities to strengthen consistency in collaboratively designing and using formative and summative assessments aligned to priority TEKS, clear success criteria, and the intended level of rigor.	Shared assessment-design processes, review of student work, and coaching are not yet consistently connected across content teams to guide assessment development and instructional decisions.

5

North has opportunities to strengthen how PLC and MTSS teams document, communicate, and review learner needs, supports, and progress across academic, behavioral, and social-emotional areas.

Expectations for staff responsibilities, use of district systems, documentation, and follow-up are not yet consistently aligned across classroom and support teams.

6

North has opportunities to strengthen coordination of health and mental health education, including substance use and suicide prevention, healthy relationships, and responsible decision-making, while helping learners understand when and how to seek support.

Classroom instruction, staff training, referral procedures, and counselor follow-up need stronger connections to reinforce learning and provide timely access to support.

7

Inconsistent attendance interrupts learning for some North students and limits access to classroom instruction, relationships, and academic support.

Attendance follow-up may not consistently connect early signs of absence with proactive family communication, identification of individual barriers, and coordinated support plans.

8

North has opportunities to strengthen consistent implementation of positive behavior expectations, classroom supports, and discipline practices that promote student well-being and engagement in learning.

Staff training, coaching, and review of behavior data need stronger alignment around shared expectations, proactive responses, restorative practices, and individualized support.

Performance Objective 2 Problem Statements Identifying School Culture and Climate

Problem Statement

Root Cause

1

North has opportunities to strengthen consistent implementation of positive behavior expectations, classroom supports, and discipline practices that promote student well-being and engagement in learning.

Staff training, coaching, and review of behavior data need stronger alignment around shared expectations, proactive responses, restorative practices, and individualized support.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 North has opportunities to strengthen learners' sense of emotional support and confidence in applying coping, self-management, relationship, and responsible decision-making skills in everyday situations.	Social-emotional and character learning, counselor check-ins, and classroom reinforcement need stronger connections to learner feedback and follow-up on how students apply these skills.
6 North has opportunities to strengthen learners' sense of connection with trusted adults and confidence in seeking guidance and support on campus.	Relationship-building efforts may not consistently include learner feedback and intentional follow-up to identify and support students who do not yet feel connected to an adult at school.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 North has opportunities to more consistently evaluate how instructional tools and resources support classroom learning, intervention, enrichment, and measurable learner growth.	Resource-review practices do not yet consistently connect implementation and usage with student work, assessment results, and progress toward identified learning goals.
3 North has opportunities to strengthen learners' sense of connection with trusted adults and confidence in seeking guidance and support on campus.	Relationship-building efforts may not consistently include learner feedback and intentional follow-up to identify and support students who do not yet feel connected to an adult at school.

Performance Objective 2 Problem Statements Identifying Family and Community Engagement

Problem Statement	Root Cause
1 North has opportunities to strengthen learners' sense of connection with trusted adults and confidence in seeking guidance and support on campus.	Relationship-building efforts may not consistently include learner feedback and intentional follow-up to identify and support students who do not yet feel connected to an adult at school.

Goal 2

Organization that Cultivates Excellence: Coppell Middle School North 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 HB3 Goal

Coppell Middle School North will expand student-centered learning experiences that promote engagement, choice, collaboration, positive relationships, and real-world connections through purposeful lesson design and balanced technology use. Instructional teams will prioritize hands-on learning and meaningful social interaction while reducing unnecessary screen time and maintaining learning goals and accessibility supports.

Evaluation Data Source: WIN schedule and participation records (tracking enrollment and active involvement in college, career, and life readiness activities)
Classroom data and grade reports from Career & College Exploration, Media, Computer Science, and STEM courses
Curriculum-embedded activity records (projects, presentations, and performance tasks tied to readiness skills)
Student reflections and feedback (surveys, digital portfolios, or CER writing prompts related to career/college readiness)

Strategy 1

North instructional teams will use PLC time to design and implement standards-aligned lessons that incorporate student choice, hands-on tasks, purposeful discussion, cooperative problem-solving, and real-world connections. Teams will review student work, learner feedback, and walkthrough evidence to refine instruction and strengthen engagement, collaboration, and positive relationships.

Strategy's Expected Result/Impact: Educators will receive training that emphasizes real-world application in lesson design.
Learners will demonstrate increased awareness of college, career, and life readiness opportunities. Curriculum and resources will show greater alignment to CTE pathways and real-world learning. Counselors will provide targeted support to guide learners in selecting appropriate secondary-level courses.
Staff, learners, and families will engage in training on four-year academic plans.

Staff Responsible for Monitoring: District Administration
Campus counselors
Educators

Problem Statements: Student Learning 1, 3, 5, 7

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Strategy 2

Coppell Middle School North will support CISD's College, Career, and Military Readiness (CCMR) goal by strengthening learners' foundational skills, academic habits, and awareness of college, career, and military pathways. Through high-quality Tier I instruction, targeted small-group learning, and opportunities to develop future-ready skills, North will prepare learners for advanced high school coursework and future success. These efforts will support the district's goal of increasing the percentage of graduates meeting CCMR criteria from 83% in 2023 to 93% by 2028.

Strategy's Expected Result/Impact: Increased learner awareness of college, career, and military pathways, including high school endorsement options and future planning. Learners will engage in hands-on, real-world career exploration activities, including interest inventories and project-based tasks. Improved readiness for Professional Communications and high school course selection in 8th grade and beyond. Stronger connections between learners, counselors, and families around academic and career planning.

Staff Responsible for Monitoring: Administrators
Counselors
CTE Educators
Instructional Team

Problem Statements: Student Learning 2, 3, 5, 6, 7

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Consistent implementation of high-quality Tier I instruction remains an identified campus need. Priority TEKS, clear success criteria, formative checks, and responsive differentiation need to be more consistently connected within daily instruction so all learners can work toward grade-level mastery.	Professional learning and coaching need a shared set of instructional expectations, opportunities to practice, and follow-up using lesson plans, classroom observations, and evidence of student learning.
2	Achievement gaps remain between economically disadvantaged learners and the campus overall in core content areas. Continued attention to individual learning needs is necessary to strengthen progress toward Meets Grade Level and Above.	Instructional planning and progress-monitoring practices may not consistently connect specific learning gaps with timely support, targeted reteaching, and reassessment.

3

Some North learners need additional opportunities to develop and apply perseverance, self-advocacy, leadership, and coping skills that support learning and positive relationships.

Opportunities to learn, practice, and receive feedback on these skills are not yet consistently reinforced across classrooms and school experiences.

5

North has opportunities to strengthen connections between middle school learning, student interests, high school course pathways, and future college, career, and life opportunities.

Career exploration, counseling, enrichment, and classroom experiences need stronger coordination across grade levels to provide consistent opportunities for every learner.

6

North has opportunities to strengthen the purposeful use of technology to deepen understanding, encourage creativity and collaboration, and allow learners to demonstrate their learning while maintaining hands-on experiences and meaningful social interaction.

Lesson-planning and reflection practices do not yet consistently evaluate when technology adds instructional value and when other learning experiences better support the intended goal.

7

North needs greater consistency in providing learning experiences that respond to individual needs, including access to grade-level instruction, targeted support, appropriate challenge, and enrichment.

Planning for differentiation, accessibility supports, and enrichment needs stronger coordination among educators and support staff, informed by current learner data.

Performance Objective 2

By May 2027, Coppell Middle School North will strengthen learner engagement, creativity, collaboration, and content understanding through balanced, purposeful technology use. Learning experiences will reduce unnecessary screen time, prioritize hands-on learning and meaningful social interaction, and use digital tools to expand learning opportunities, support learner choice and accessibility, and develop responsible technology habits.

Evaluation Data Source: Learner digital portfolios, digital resources, rubrics, goal setting forms/templates

Strategy 1

North educators will purposefully integrate technology to deepen learning through research, interactive simulations, multimedia creation, and collaboration beyond the classroom. Digital tools will support creativity, learner choice, timely feedback, and accessibility while providing varied ways for students to demonstrate understanding. Educators will reinforce responsible and ethical technology use aligned with the CISD Technology Framework.

Strategy's Expected Result/Impact: Performance Tasks for math and science
Rubrics for academic and social-emotional growth
Goal setting forms/reflections

Staff Responsible for Monitoring: Campus Administrator
Learning Coach
Educators

Problem Statements: Student Learning 1, 5, 6, 7, 9, 10 - Student Achievement 3 - Perceptions 4, 5
- Curriculum, Instruction, and Assessment 1, 2

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Strategy 2

North educators will review and revise lessons to ensure technology serves a clear instructional purpose, reducing unnecessary screen time and expanding opportunities for hands-on learning and face-to-face interaction while maintaining learning goals and accessibility supports.

Strategy's Expected Result/Impact: Increased Parental Involvement
Increased Understanding of Campus Supports and Volunteer Opportunities

Staff Responsible for Monitoring: Campus Administration
Site-Based Decision-Making Committee
Director of Federal Programs

Problem Statements: Student Learning 1 - Perceptions 4, 5 - Curriculum, Instruction, and Assessment 2

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement		Root Cause
1	Consistent implementation of high-quality Tier I instruction remains an identified campus need. Priority TEKS, clear success criteria, formative checks, and responsive differentiation need to be more consistently connected within daily instruction so all learners can work toward grade-level mastery.	Professional learning and coaching need a shared set of instructional expectations, opportunities to practice, and follow-up using lesson plans, classroom observations, and evidence of student learning.

5

North has opportunities to strengthen connections between middle school learning, student interests, high school course pathways, and future college, career, and life opportunities.

Career exploration, counseling, enrichment, and classroom experiences need stronger coordination across grade levels to provide consistent opportunities for every learner.

6

North has opportunities to strengthen the purposeful use of technology to deepen understanding, encourage creativity and collaboration, and allow learners to demonstrate their learning while maintaining hands-on experiences and meaningful social interaction.

Lesson-planning and reflection practices do not yet consistently evaluate when technology adds instructional value and when other learning experiences better support the intended goal.

7

North needs greater consistency in providing learning experiences that respond to individual needs, including access to grade-level instruction, targeted support, appropriate challenge, and enrichment.

Planning for differentiation, accessibility supports, and enrichment needs stronger coordination among educators and support staff, informed by current learner data.

9

Some North learners who previously achieved Meets or Masters experienced declines in performance. Continued attention is needed to help learners regain prior performance while sustaining growth and appropriate challenge for those meeting expectations.

Progress-monitoring and follow-up practices may not consistently identify declining performance early enough to guide timely reteaching, intervention, or enrichment.

10

North has opportunities to more consistently evaluate how instructional tools and resources support classroom learning, intervention, enrichment, and measurable learner growth.

Resource-review practices do not yet consistently connect implementation and usage with student work, assessment results, and progress toward identified learning goals.

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

3

Some North learners who previously achieved Meets or Masters experienced declines in performance. Continued attention is needed to help learners regain prior performance while sustaining growth and appropriate challenge for those meeting expectations.

Progress-monitoring and follow-up practices may not consistently identify declining performance early enough to guide timely reteaching, intervention, or enrichment.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	Families would benefit from clearer, more consistent information about how North balances purposeful technology use with hands-on learning and meaningful social interaction, along with practical guidance for supporting responsible technology habits at home.	Family communication and engagement opportunities may not consistently include classroom examples, practical resources, and opportunities to ask questions about technology use at school and home.
5	North has opportunities to better understand how learners experience the balance of digital and hands-on learning, including their perceptions of engagement, collaboration, choice, and connection with others.	Learner feedback about technology use and classroom experiences is not yet consistently connected to lesson reflection and instructional adjustments.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

	Problem Statement	Root Cause
1	North has opportunities to more consistently evaluate how instructional tools and resources support classroom learning, intervention, enrichment, and measurable learner growth.	Resource-review practices do not yet consistently connect implementation and usage with student work, assessment results, and progress toward identified learning goals.
2	North has opportunities to better understand how learners experience the balance of digital and hands-on learning, including their perceptions of engagement, collaboration, choice, and connection with others.	Learner feedback about technology use and classroom experiences is not yet consistently connected to lesson reflection and instructional adjustments.

Goal 3

Safety, Wellness and Belonging: Coppell Middle School North will create physically secure and emotionally safe environments which allow others to be seen, valued, and supported within a culture of belonging and engagement.

Performance Objective 1

Coppell Middle School North will strengthen family partnerships through meaningful engagement, accessible communication, and learning opportunities that help families understand school programs and support their learners' academic success and well-being.

Evaluation Data Source: Parent engagement night attendance and family participation records.
Family surveys and feedback following events.
ParentSquare communication and engagement records.
Parent conference participation and follow-up documentation.
Family requests for assistance and records of support provided.

Strategy 1

North will provide parent and family engagement nights focused on understanding curriculum, assessment results, campus expectations, and available academic and social-emotional supports. Families will receive practical strategies to support learning at home and opportunities to ask questions, share feedback, and connect with staff.

Strategy's Expected Result/Impact: Increased family participation and understanding of curriculum, assessment results, campus expectations, and available supports.
Families will demonstrate greater confidence in supporting learning at home and stronger connections with campus staff.

Staff Responsible for Monitoring: Administrators
Counselors
Learning Coach
Educators

Problem Statements: Demographics 2, 3 - Perceptions 3

Funding Sources: Supplies and Materials (Parent Engagment) 211 - Title I, Part A, 211-61-6399-00-044-11-000-21171, \$2,000

Title I: 2.5.1, 2.5.2, 2.5.3

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Strategy 2

North will maintain proactive, two-way communication through ParentSquare, family

conferences, and opportunities for feedback. Staff will help families navigate school resources, including HAC and Schoology, and understand attendance expectations and available supports. Translated materials and flexible participation options will help families stay informed and involved.

Strategy's Expected Result/Impact: More consistent two-way communication, improved family access to school information and resources, and increased participation in conferences and feedback opportunities.
Families will better understand how to monitor learner progress, communicate concerns, and access assistance.

Staff Responsible for Monitoring: Administrators
Counselors
Learning Coach
Educators

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

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	North has opportunities to strengthen relationships with learners and families through more consistent communication, outreach, and engagement, helping all families feel connected to campus staff, programs, and learning opportunities.	Relationship-building efforts need a coordinated process for identifying less-connected learners and families, assigning follow-up, and checking whether that outreach resulted in a stronger connection.
3	Some families face barriers to consistent school engagement, limiting opportunities to connect with campus staff and participate in partnerships that support student success.	Campus outreach and engagement opportunities may not fully address families' varied schedules, communication needs, and familiarity with school resources, making consistent participation more challenging.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
3	North has opportunities to strengthen learner and family awareness of campus programs and address participation barriers so all students feel included in learning, social, and extracurricular experiences.	Communication and planning for campus opportunities do not yet consistently connect learner interests, accessibility needs, participation feedback, and follow-up with students who are less involved.
4	Families would benefit from clearer, more consistent information about how North balances purposeful technology use with hands-on learning and meaningful social interaction, along with practical guidance for supporting responsible technology habits at home.	Family communication and engagement opportunities may not consistently include classroom examples, practical resources, and opportunities to ask questions about technology use at school and home.

Performance Objective 2

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

Evaluation Data Source: Staff safety training completion records.

Safety drill logs and staff feedback.

Campus safety walkthrough records.

Student and staff safety perception surveys.

Safety incident reports and response documentation.

Strategy 1

North will provide staff training on campus safety protocols, emergency response procedures, and reporting expectations and conduct required safety drills. Campus leaders will review drill outcomes, gather feedback, and document follow-up actions to address identified needs and strengthen preparedness. Staff will reinforce safety expectations with learners throughout the year.

Strategy's Expected Result/Impact: Increased staff and learner understanding of safety expectations and emergency procedures, more consistent implementation of safety protocols, and improved preparedness during drills.

Identified concerns will receive documented follow-up, strengthening campus response practices and confidence in school safety.

Staff Responsible for Monitoring: Campus Administration

Counselors

Educators

Campus SRO

Problem Statements: School Processes & Programs 6, 8, 9 - School Culture and Climate 1, 2 - Perceptions 6 - Curriculum, Instruction, and Assessment 3 - Family and Community Engagement 1

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Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
6	North has opportunities to strengthen coordination of health and mental health education, including substance use and suicide prevention, healthy relationships, and responsible decision-making, while helping learners understand when and how to seek support.	Classroom instruction, staff training, referral procedures, and counselor follow-up need stronger connections to reinforce learning and provide timely access to support.
8	North has opportunities to strengthen consistent implementation of positive behavior expectations, classroom supports, and discipline practices that promote student well-being and engagement in learning.	Staff training, coaching, and review of behavior data need stronger alignment around shared expectations, proactive responses, restorative practices, and individualized support.
9	North has opportunities to strengthen the connection between safety training, drills, reporting procedures, and follow-up so campus practices consistently support physical and emotional safety for learners and staff.	Safety reviews need a more coordinated process for connecting drill observations, reported concerns, and learner, staff, and family feedback to documented improvements, assigned responsibilities, and follow-up.

Performance Objective 2 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	North has opportunities to strengthen consistent implementation of positive behavior expectations, classroom supports, and discipline practices that promote student well-being and engagement in learning.	Staff training, coaching, and review of behavior data need stronger alignment around shared expectations, proactive responses, restorative practices, and individualized support.

2

North has opportunities to strengthen the connection between safety training, drills, reporting procedures, and follow-up so campus practices consistently support physical and emotional safety for learners and staff.

Safety reviews need a more coordinated process for connecting drill observations, reported concerns, and learner, staff, and family feedback to documented improvements, assigned responsibilities, and follow-up.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

6

North has opportunities to strengthen learners' sense of connection with trusted adults and confidence in seeking guidance and support on campus.

Relationship-building efforts may not consistently include learner feedback and intentional follow-up to identify and support students who do not yet feel connected to an adult at school.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

3

North has opportunities to strengthen learners' sense of connection with trusted adults and confidence in seeking guidance and support on campus.

Relationship-building efforts may not consistently include learner feedback and intentional follow-up to identify and support students who do not yet feel connected to an adult at school.

Performance Objective 2 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

North has opportunities to strengthen learners' sense of connection with trusted adults and confidence in seeking guidance and support on campus.

Relationship-building efforts may not consistently include learner feedback and intentional follow-up to identify and support students who do not yet feel connected to an adult at school.

Performance Objective 3

Coppell Middle School North will strengthen student well-being and belonging by building supportive relationships, developing social-emotional skills, and providing timely access to appropriate resources and interventions.

Evaluation Data Source: Mental health training completion records and staff feedback.
Student well-being, belonging, and school climate surveys.
Summary data from counselor check-ins, referrals, and follow-up.
Second Step lesson implementation records and learner reflections.
Attendance, behavior, and classroom engagement trends.
Student, family, and teacher feedback on supports provided.

Strategy 1

North will ensure all required staff complete evidence-based mental health training to strengthen their ability to recognize and appropriately respond to student mental health, substance use, and safety concerns. Staff will follow district procedures for reporting concerns, making referrals, and connecting learners with appropriate support.

Strategy's Expected Result/Impact: Increased staff knowledge and confidence in recognizing student mental health, substance use, and safety concerns.
Staff will demonstrate more consistent use of reporting and referral procedures, helping learners receive timely, appropriate support.

Staff Responsible for Monitoring: Campus Administration
Counselors
Educators

Problem Statements: Student Achievement 1 - School Processes & Programs 7, 8 - School Culture and Climate 1 - Perceptions 1, 6 - Curriculum, Instruction, and Assessment 3 - Family and Community Engagement 1

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Strategy 2

North will provide counselor check-ins and targeted follow-up based on learner needs, along with Second Step lessons that support social-emotional skills, positive relationships, and responsible decision-making. Counselors and staff will use learner feedback, observations, and referrals to identify students needing additional support and coordinate follow-up with families and campus teams.

Strategy's Expected Result/Impact: Stronger learner connections with trusted adults, increased awareness of how to seek help, and improved use of social-emotional skills.
Counselor check-ins and follow-up will help identify needs earlier, while Second Step lessons will support positive relationships, responsible decision-making, and a stronger sense of belonging.

Staff Responsible for Monitoring: Campus Administration
Counselors
Educators

Problem Statements: Student Achievement 1 - School Processes & Programs 6, 7, 8 - School Culture and Climate 1 - Perceptions 1

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Strategy 3

Coppell Middle School North will provide ongoing staff training and support to strengthen positive relationships, promote learner well-being, and ensure consistent implementation of behavior and discipline practices. Training will emphasize proactive classroom management, clear expectations, de-escalation, and appropriate responses to individual learner needs while maintaining a safe, respectful learning environment.

Strategy's Expected Result/Impact: Stronger staff-student relationships, greater consistency in behavior expectations and responses, and increased learner understanding of campus expectations. These practices will support improved classroom engagement, fewer recurring behavior concerns, and a stronger sense of belonging.

Staff Responsible for Monitoring: Campus Administration
Counselors
Educators

Problem Statements: Student Achievement 1 - School Processes & Programs 6, 7, 8 - School Culture and Climate 1 - Perceptions 1, 6 - Curriculum, Instruction, and Assessment 3 - Family and Community Engagement 1

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Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Inconsistent attendance interrupts learning for some North students and limits access to classroom instruction, relationships, and academic support.	Attendance follow-up may not consistently connect early signs of absence with proactive family communication, identification of individual barriers, and coordinated support plans.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
6	North has opportunities to strengthen coordination of health and mental health education, including substance use and suicide prevention, healthy relationships, and responsible decision-making, while helping learners understand when and how to seek support.	Classroom instruction, staff training, referral procedures, and counselor follow-up need stronger connections to reinforce learning and provide timely access to support.
7	Inconsistent attendance interrupts learning for some North students and limits access to classroom instruction, relationships, and academic support.	Attendance follow-up may not consistently connect early signs of absence with proactive family communication, identification of individual barriers, and coordinated support plans.
8	North has opportunities to strengthen consistent implementation of positive behavior expectations, classroom supports, and discipline practices that promote student well-being and engagement in learning.	Staff training, coaching, and review of behavior data need stronger alignment around shared expectations, proactive responses, restorative practices, and individualized support.

Performance Objective 3 Problem Statements Identifying School Culture and Climate

	Problem Statement	Root Cause
1	North has opportunities to strengthen consistent implementation of positive behavior expectations, classroom supports, and discipline practices that promote student well-being and engagement in learning.	Staff training, coaching, and review of behavior data need stronger alignment around shared expectations, proactive responses, restorative practices, and individualized support.

Performance Objective 3 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	North has opportunities to strengthen learners' sense of emotional support and confidence in applying coping, self-management, relationship, and responsible decision-making skills in everyday situations.	Social-emotional and character learning, counselor check-ins, and classroom reinforcement need stronger connections to learner feedback and follow-up on how students apply these skills.

6

North has opportunities to strengthen learners' sense of connection with trusted adults and confidence in seeking guidance and support on campus.

Relationship-building efforts may not consistently include learner feedback and intentional follow-up to identify and support students who do not yet feel connected to an adult at school.

Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

3

North has opportunities to strengthen learners' sense of connection with trusted adults and confidence in seeking guidance and support on campus.

Relationship-building efforts may not consistently include learner feedback and intentional follow-up to identify and support students who do not yet feel connected to an adult at school.

Performance Objective 3 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

North has opportunities to strengthen learners' sense of connection with trusted adults and confidence in seeking guidance and support on campus.

Relationship-building efforts may not consistently include learner feedback and intentional follow-up to identify and support students who do not yet feel connected to an adult at school.



State Compensatory Education

State Compensatory

Budget for Coppell Middle School North

Total SCE Funds: \$10,679.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

State Compensatory Education funds will support supplemental instructional services and resources for learners. Lead4Ward materials and intervention resources will help educators identify priority TEKS, prerequisite skills, levels of rigor, common misconceptions, and aligned instructional and assessment practices. SCE funds will also provide instructional design days during which teachers will analyze assessment data and student work, identify learning gaps, adjust Tier I instruction, and plan engaging lessons, targeted interventions, reteaching, extension, and enrichment. This work will strengthen WIN time by ensuring learners receive timely, data-informed support and academic challenge. PLC and MTSS teams will monitor progress, review learner response, and adjust instruction and supports as needed.



Funding Summary

Funding Summary

211 - Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Supplemental Instructional Materials (TEKS Books)	211-11-63 99-00-0 44-24-0 00-21171	\$10,000.00
1	2	3	Intervention Tutoring	211-11-61 28-00-0 44-24-0 00-21171	\$24,238.00
1	2	5	Classroom Intervention Resources (IXL, SmartPass, Flocabulary)	211-11-63 99-00-0 44-24-0 00-21171	\$29,760.00
3	1	1	Supplies and Materials (Parent Engagment)	211-61-6 399-00- 044-11- 000-211 71	\$2,000.00
Sub-Total					\$65,998.00

199 - State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Design Days	199-11-61 12-00-0 44-24-0 00-	\$8,000.00
1	1	3	Supplemental Instructional Materials (Lead4Ward Campus Bundle and Intervention Resources)	199-11-6 399-00- 044-24- 000-	\$2,679.00
Sub-Total					\$10,679.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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

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