

Coppell Independent School District
Coppell Middle School East
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Coppell Middle School East is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. CMS East serves a plurality Asian student population in grades 6-8. In the 2023-24 school year, total enrollment was 1099 which represents an increase of 2.3% since 2019-20 (1074 learners).

In 2023-24, the student population was 45.2% Asian, 33.8% White, 11.6% Hispanic, 3.5% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 5.5% multi-racial. Females made up 46.4% of the learners and males represented 53.6%. Our economically disadvantaged percentage was 9.3%.

Our Emergent Bilingual (EB) population consisted of 110 learners that made up 10% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (19%), Arabic (14.5%), Telugu (9%), Hindi (6.3%), and Tamil (5.4%). Additionally, 24.5% of our EBs were also economically disadvantaged.

Our 172 gifted and talented learners constituted 15.6% of our population. Our gender split in the GT group was 41.2% female and 58.8% male. Of the four major ethnic groups, our GT learners were 58.7% Asian, 30.8% White, 2.9% Hispanic and 1.1% African American.

We had 125 learners that qualified for special education services, which represented 11.3% of our population. There were 112 learners with 504 accommodations, which was 10.1% of the total enrollment.

The average daily attendance for our campus in 2023-24 was 96.27%, which increased by 0.06% from the prior year.

STAFFING

CMS East employed 70 educators and 6 instructional aides in the 2023-24 school year. The number of teachers increased by 3 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 4.2% Asian, 80% White, 11.4% Hispanic, 4.2% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0% multi-racial. Females made up 75.7% of the educators and males represented 24.3%.

Overall, our educators had a varying level of professional experience: 10% (7) were new to teaching with 0-1 years of experience, 22.8% (16) had 2-5 years, 20% (14) had 6-10 years, 14.2% (10) had 11-15 years, 20% (14) had 16-20 years, and 12.8% (9) had more than 20 years. Looking at longevity within the district, 40% of our teachers had 0-1 years in district, 20% had 2-5 years, 12.8% had 6-10 years, 8.5% had 11-15 years, 12.8% had 16-20 years and 5.7% had more than 20 years. The average years of professional experience was 11.1 with 6.7 years in the district.

Advanced degrees were held by 18.5% of our teachers: 13 with master's degrees and 0 with doctorates. Our campus principal had 18 years of career experience in a professional position (not necessarily as a principal) and 16 years in Coppell. Our assistant principal(s) had an average of 19 years of professional experience and 1.5 years in the district.

Our educator retention rate from 2022-23 to 2023-24 was 73.91%. For educational aides it was 33.33%. We hired 21 new teachers in 2023-24. The characteristics of our new teachers were as follows: 4.7% Asian, 71.4% White, 14.2% Hispanic, 9.5% African American, 71.4% female, 28.6% male, 19% new to teaching, 28.5% with 2-5 years of professional experience, 14.2% with 6-10 years, 4.7% with 11-15 years, 23.8% with 16-20 years, 9.5% with more than 20 years and 30% new to the campus. The average years of professional experience was 8.9 with 0.8 years in the district. 28.5% of our new teachers had advanced degrees.

Demographics Strengths

- In the 2023-24 school year, total enrollment was 1099 which represents an increase of 2.3% since 2019-20 (1074 learners).
- The average daily attendance for our campus in 2023-24 was 96.27%, which increased by 0.06% from the prior year.
- Advanced degrees were held by 18.5% of our teachers: 13 with master's degrees and 0 with doctorates.
- 28.5% of our new teachers had advanced degrees.
- The diversity of our learners and the culture we have built at East from this diversity is one of our major strengths.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a need to focus on the areas in the district identified with significant dis-proportionality. **Root Cause:** Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners

Problem Statement 2 (Prioritized): There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. **Root Cause:** Lack of individuals choosing to work in public education

Student Learning

Student Learning Summary

NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 23 to Spring 24. Click [HERE](#) for an explanation if needed.

	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8
Coppell Middle School East			
Total Students	44	57	27
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	35.14%	20.41%	43.48%
1 Level Higher	64.86%	75.51%	56.52%
2 Levels Higher	0%	4.08%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	2.27%	0%	0%
Intermediate	11.36%	1.75%	11.11%
Advanced	36.36%	33.33%	44.44%
Advanced High	50%	64.91%	44.44%
Economic Disadvantage			
Total Students	10	8	9
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	75%	42.86%	50%
1 Level Higher	25%	57.14%	50%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	10%	0%	0%
Intermediate	40%	12.50%	11.11%
Advanced	30%	50%	55.56%
Advanced High	20%	37.50%	33.33%
Asian			
Total Students	26	34	11

	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	19.05%	13.33%	20%
1 Level Higher	80.95%	83.33%	80%
2 Levels Higher	0%	3.33%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	3.85%	0%	0%
Advanced	42.31%	20.59%	27.27%
Advanced High	53.85%	79.41%	72.73%

Black/African American

Total Students	-	1	-
Date Taken	-	03/01/24	-
Lower/Same Level	-	100%	-
1 Level Higher	-	0%	-
2 Levels Higher	-	0%	-
3 Levels Higher	-	0%	-
No Rating	-	0%	-
Beginning	-	0%	-
Intermediate	-	0%	-
Advanced	-	100%	-
Advanced High	-	0%	-

Hispanic

Total Students	8	10	7
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	83.33%	20%	50%
1 Level Higher	16.67%	70%	50%
2 Levels Higher	0%	10%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	12.50%	0%	0%
Intermediate	25%	0%	14.29%

	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8
Advanced	37.50%	30%	57.14%
Advanced High	25%	70%	28.57%
White			
Total Students	10	12	9
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	40%	37.50%	71.43%
1 Level Higher	60%	62.50%	28.57%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	20%	8.33%	22.22%
Advanced	20%	66.67%	55.56%
Advanced High	60%	25%	22.22%
Currently Emergent Bilingual			
Total Students	44	57	27
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	35.14%	20.41%	43.48%
1 Level Higher	64.86%	75.51%	56.52%
2 Levels Higher	0%	4.08%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	2.27%	0%	0%
Intermediate	11.36%	1.75%	11.11%
Advanced	36.36%	33.33%	44.44%
Advanced High	50%	64.91%	44.44%
Section 504			
Total Students	2	2	-
Date Taken	03/01/24	03/01/24	-
Lower/Same Level	50%	50%	-
1 Level Higher	50%	50%	-
2 Levels Higher	0%	0%	-

	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8
3 Levels Higher	0%	0%	-
No Rating	0%	0%	-
Beginning	0%	0%	-
Intermediate	0%	0%	-
Advanced	50%	50%	-
Advanced High	50%	50%	-
Special Ed Indicator			
Total Students	6	5	6
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	83.33%	40%	60%
1 Level Higher	16.67%	60%	40%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	66.67%	0%	16.67%
Advanced	16.67%	60%	50%
Advanced High	16.67%	40%	33.33%

	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8
Coppell Middle School East			
Total Students	382	410	382
Date Taken	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%
Did Not Meet Low	2.62%	0.49%	2.09%
Did Not Meet High	1.57%	2.20%	6.54%
Approaches Low	3.93%	3.66%	5.50%
Approaches High	5.24%	6.10%	10.99%

	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8
Meets	22.77%	23.66%	18.32%
Masters	63.87%	63.90%	56.54%
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8
Economic Disadvantage			
Total Students	38	42	38
Date Taken	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%
Did Not Meet Low	10.53%	2.38%	13.16%
Did Not Meet High	5.26%	9.52%	15.79%
Approaches Low	7.89%	2.38%	0%
Approaches High	13.16%	19.05%	28.95%
Meets	36.84%	23.81%	2.63%
Masters	26.32%	42.86%	39.47%
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8
American Indian/Alaskan Native			
Total Students	-	-	-
Date Taken	-	-	-
Excluded	-	-	-
Did Not Meet Low	-	-	-
Did Not Meet High	-	-	-
Approaches Low	-	-	-
Approaches High	-	-	-
Meets	-	-	-
Masters	-	-	-

	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8

Asian

Total Students	173	198	173
Date Taken	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%
Did Not Meet Low	1.16%	0.51%	1.16%
Did Not Meet High	0%	0.51%	4.05%
Approaches Low	1.16%	3.03%	1.73%
Approaches High	3.47%	1.01%	8.09%
Meets	16.76%	16.16%	17.92%
Masters	77.46%	78.79%	67.05%
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8

Black/African American

Total Students	16	16	16
Date Taken	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%
Did Not Meet Low	12.50%	0%	18.75%
Did Not Meet High	0%	12.50%	25%
Approaches Low	12.50%	6.25%	0%
Approaches High	18.75%	18.75%	12.50%
Meets	18.75%	37.50%	12.50%
Masters	37.50%	25%	31.25%
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8

Hispanic

Total Students	43	41	43
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	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8
Date Taken	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%
Did Not Meet Low	6.98%	2.44%	4.65%
Did Not Meet High	6.98%	9.76%	11.63%
Approaches Low	6.98%	9.76%	9.30%
Approaches High	6.98%	12.20%	11.63%
Meets	25.58%	29.27%	25.58%
Masters	46.51%	36.59%	37.21%
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8

Native Hawaiian/Pacific Islander

Total Students	-	-	-
Date Taken	-	-	-
Excluded	-	-	-
Did Not Meet Low	-	-	-
Did Not Meet High	-	-	-
Approaches Low	-	-	-
Approaches High	-	-	-
Meets	-	-	-
Masters	-	-	-
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8

Two or More Races

Total Students	26	24	26
Date Taken	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%
Did Not Meet Low	3.85%	0%	0%

	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8
Did Not Meet High	0%	0%	7.69%
Approaches Low	11.54%	8.33%	11.54%
Approaches High	11.54%	8.33%	7.69%
Meets	23.08%	29.17%	11.54%
Masters	50%	54.17%	61.54%
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8
White			
Total Students	124	131	124
Date Taken	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%
Did Not Meet Low	1.61%	0%	0.81%
Did Not Meet High	2.42%	1.53%	5.65%
Approaches Low	4.03%	1.53%	8.87%
Approaches High	4.03%	9.92%	15.32%
Meets	30.65%	30.53%	18.55%
Masters	57.26%	56.49%	50.81%
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8
Currently Emergent Bilingual			
Total Students	27	38	27
Date Taken	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%
Did Not Meet Low	11.11%	2.63%	11.11%
Did Not Meet High	11.11%	5.26%	22.22%
Approaches Low	11.11%	10.53%	3.70%
Approaches High	14.81%	10.53%	25.93%

	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8
Meets	25.93%	23.68%	14.81%
Masters	25.93%	47.37%	22.22%
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8
First Year of Monitoring			
Total Students	4	3	4
Date Taken	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	33.33%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	0%	25%
Meets	0%	0%	0%
Masters	100%	66.67%	75%
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8
Fourth Year of Monitoring			
Total Students	17	17	17
Date Taken	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	0%	11.76%
Meets	11.76%	23.53%	11.76%
Masters	88.24%	76.47%	76.47%

	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8

Second Year of Monitoring

Total Students	5	8	5
Date Taken	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	20%
Approaches Low	0%	0%	0%
Approaches High	0%	0%	0%
Meets	60%	37.50%	40%
Masters	40%	62.50%	40%
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8

Third Year of Monitoring

Total Students	4	10	4
Date Taken	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	0%	0%
Meets	25%	20%	0%
Masters	75%	80%	100%
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8

Section 504

Total Students	36	40	36
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	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8
Date Taken	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%
Did Not Meet Low	5.56%	2.50%	2.78%
Did Not Meet High	2.78%	5%	13.89%
Approaches Low	11.11%	10%	13.89%
Approaches High	5.56%	10%	25%
Meets	41.67%	35%	25%
Masters	33.33%	37.50%	19.44%
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8

Special Ed Indicator

Total Students	41	44	41
Date Taken	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%
Did Not Meet Low	14.63%	2.27%	17.07%
Did Not Meet High	4.88%	9.09%	21.95%
Approaches Low	19.51%	9.09%	14.63%
Approaches High	14.63%	15.91%	4.88%
Meets	29.27%	36.36%	14.63%
Masters	17.07%	27.27%	26.83%

Spring 2024 STAAR EOC, Algebra I

Coppell Middle School East

Total Students	179
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%

	Spring 2024 STAAR EOC, Algebra I
Approaches High	1.12%
Meets	4.47%
Masters	94.41%
Special Ed Indicator	
Total Students	2
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	50%
Masters	50%
Section 504	
Total Students	7
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	14.29%
Masters	85.71%
Currently Emergent Bilingual	
Total Students	9
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	11.11%
Masters	88.89%

Spring 2024 STAAR EOC, Algebra I	
First Year of Monitoring	
Total Students	3
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
Second Year of Monitoring	
Total Students	3
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
Third Year of Monitoring	
Total Students	4
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
Fourth Year of Monitoring	
Total Students	17
Did Not Meet Low	0%

	Spring 2024 STAAR EOC, Algebra I
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
Asian	
Total Students	111
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0.90%
Meets	2.70%
Masters	96.40%
Black/African American	
Total Students	3
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
Hispanic	
Total Students	10
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%

	Spring 2024 STAAR EOC, Algebra I
Meets	20%
Masters	80%
Two or More Races	
Total Students	10
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
White	
Total Students	45
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	2.22%
Meets	6.67%
Masters	91.11%
Economic Disadvantage	
Total Students	4
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%

TELPAS 2023															
Grade	Listening - Number Tested	Listening - Beginning - %	Listening - Intermediate - %	Listening - Advanced - %	Listening - Advanced High - %	Speaking - Number Tested	Speaking - Beginning - %	Speaking - Intermediate - %	Speaking - Advanced - %	Speaking - Advanced High - %	Reading - Number Tested	Reading - Beginning - %	Reading - Intermediate - %	Reading - Advanced - %	Reading - Advanced High - %
6	53	4	9	36	51	53		11	53	36	53	4	19	30	47
7	29		17	28	55	29	3	10	24	62	29	3	21	31	47
8	27		4	30	67	27		4	30	67	27	4	19	26	57

As we go into 2024-2025, 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
- Bulb Digital Portfolios
- 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

Student Learning Strengths

- Our learners are performing well overall on our TELPAS assessments with 50% of 6th graders and 64.91% of 7th graders scoring advanced high. Our 8th grade students did well too with 44.44% receiving advance high and 44.44% advanced.
- Our learners are performing exceptionally well overall in Language Arts at all grade levels with our 6th grade learners having 62.78% Master, our 7th grade learners having 63.79% Master, and our 8th grade learners having 63.87% Master their grade level STAAR Assessment
- Our learners in 7th and 8th grade perform well on their math Staar assessments with 63.90% (8th grade) and 63.79% (7th grade) mastering. Our 6th grade learners had 48.61% of the learners "Meet" standard.
- Our 8th graders continue to perform exceptionally well in social studies and science both courses that have not been assessed from a state assessment since 5th grade having

56.52% of our social studies students "Master" and 48.17% "Master" science.

- Almost all of our students who took the Algebra 1 EOC met or mastered standard for the exam. 1.12% of our students scored in the "Approaches High" category.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Inconsistencies with implementation of evidence-based learning strategies and targeted interventions/enrichments

Problem Statement 2 (Prioritized): There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. **Root Cause:** Continued need to build/expand resources/programs

Problem Statement 3 (Prioritized): There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district. **Root Cause:** Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities

Problem Statement 4 (Prioritized): There is a need to analyze and review data for Gifted and Talented, Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning. **Root Cause:** There is a need to analyze and review data for Gifted and Talented, Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning.

School Processes & Programs

School Processes & Programs Summary

At Coppell ISD and Coppell Middle School East, we pride ourselves on hiring educators who are certified in their respective fields. Our rigorous hiring process ensures that we place the best educators in our classrooms. Once hired, teachers undergo professional development to understand the core values of Coppell ISD and meet the requirements set forth by the Texas Education Agency (TEA) for safety and compliance. New educators in their first or second year participate in our BEAM program, a mentoring initiative designed to support and guide them through their initial years of teaching.

Coppell ISD and Coppell Middle School East offer continuous professional learning opportunities throughout the school year. Our campus goals and professional development align with district expectations and goals and are driven by data to ensure the best educational practices. As a Professional Learning Community (PLC) operating campus, we focus on four key questions:

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

These questions guide our PLC network, focusing on student growth and program strength for both intervention and enrichment. Daily content time allows educators to collaborate on curriculum effectiveness, student needs, data analysis, and lesson planning.

At CMS East, we provide intervention through our BEAST time, as well as before and after school. BEAST time is also used for enrichment activities, character growth, bully prevention, drug and alcohol abuse awareness, internet safety, digital responsibility, cultural respect, suicide prevention, dating guidelines, and interpersonal treatment. This program helps build future leaders locally, statewide, and globally.

Every 7th-grade student participates in a college and career readiness class, focusing on college and career exploration, personality and learning assessments, and guest speakers from various job markets. Our CTE classes include computer science courses that teach coding, a media class covering different aspects of technology, a broadcasting class producing daily news segments, and a STEM class integrating math and science.

The majority of our students are involved in fine arts programs such as band, choir, art, and theater, with many continuing their participation throughout middle school. These programs involve numerous hours of practice and community performances. Our athletic program offers valuable life skills to both young women and men. Additionally, our Outdoor Education Program teaches skills for hunting, boating, and camping, appealing to students who love the outdoors. We also offer a Building Young Leaders elective, focusing on essential habits for young leaders.

This year, we are adding a Hope Squad class period, which focuses on recognizing signs of mental health needs among peers and oneself. One of our most crucial programs is our school safety initiative. We conduct regular drills to prepare our students and staff for emergencies, partnering with the Coppell Police Department through our SRO organization to conduct active drills and ensure everyone is prepared.

School Processes & Programs Strengths

- **Highly Qualified Educators:** We employ certified educators who undergo a rigorous hiring process and continuous professional development to ensure they meet TEA requirements and align with Coppell ISD's core values.
- **Comprehensive Professional Learning:** Our ongoing professional learning opportunities and PLC framework drive student growth and program effectiveness through data-

driven decisions and collaborative best practices.

- **Robust Intervention and Enrichment Programs:** Our BEAST time offers both intervention and enrichment activities, addressing academic needs and promoting character growth, internet safety, and cultural respect.
- **College and Career Readiness:** Every 7th-grade student participates in classes that explore college and career options, enhance personal assessments, and interact with guest speakers from various industries.
- **Diverse Extracurricular Activities:** We offer a wide range of programs, including fine arts, athletics, outdoor education, computer science, media, broadcasting, and STEM, ensuring students can pursue their interests and develop new skills.
- **Commitment to Safety and Mental Health:** Our comprehensive safety program includes regular drills and active partnerships with local law enforcement, while our new Hope Squad class focuses on mental health awareness and peer support.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. **Root Cause:** Inconsistencies with implementation curriculum, professional learning and resource usage across the district

Problem Statement 2 (Prioritized): There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

Problem Statement 3 (Prioritized): There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. **Root Cause:** Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

Problem Statement 4 (Prioritized): There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause:** Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Problem Statement 5 (Prioritized): There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. **Root Cause:** Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district

Perceptions

Perceptions Summary

At CMS East, we consistently encourage and engage our learners in meaningful learning opportunities to instill resilience and nurture upstanding citizens. Our mission is to equip all students for the dynamic challenges of tomorrow.

Building relationships is a core component of daily life at CMS East. We strive to create a climate where each learner feels accepted and valued, and where our staff and students feel connected and supported. Our focus is on supporting one another, making someone's day every day, choosing a positive attitude, and ensuring we have fun.

East is a neighborhood school surrounded by amazing and supportive neighbors. We offer opportunities for our community members to serve as volunteers, mentor our students, and share their talents and skills in many of our lessons. Additionally, we have a supportive PTO that generously gives time, money, and encouragement to enhance our school environment.

CMS East values collective engagement, exceptional teaching, redefining success, and fostering authentic relationships.

Perceptions Strengths

- CMS East engages learners in experiences that build resilience and nurture upstanding citizens, preparing them for future challenges.
- The school fosters a climate of acceptance, support, and positivity, where staff and students feel connected and valued.
- CMS East encourages community members to volunteer, mentor students, and share their talents, enhancing the learning experience.
- A dedicated PTO provides time, money, and encouragement, significantly contributing to the school's supportive environment.
- CMS East prioritizes collective engagement, exceptional teaching, redefining success, and fostering authentic relationships.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. **Root Cause:** Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs

Problem Statement 2 (Prioritized): There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 3 (Prioritized): There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. **Root Cause:** Lack of individuals choosing to work in public education

Problem Statement 4 (Prioritized): There is a need to continue revisiting and improving efforts with safety and security at East. **Root Cause:** Continued requirements per the state and safety needs of learners, staff, facilities, etc

Problem Statement 5 (Prioritized): There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause:** Barriers exist in which relationships have

not been established and sustained with all learners

Problem Statement 6 (Prioritized): There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits.

Root Cause: Barriers exist within our educational system due to lack of empathy/understanding

Problem Statement 7 (Prioritized): There is a need to analyze and review data for Gifted and Talented, Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning. **Root Cause:** There is a need to analyze and review data for Gifted and Talented, Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning.

Problem Statement 8 (Prioritized): There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion) **Root Cause:** Loss of instruction time for learners and loss of funding from the state

Priority Problem Statements

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.

Root Cause 1: Inconsistencies with implementation of evidence-based learning strategies and targeted interventions/enrichments

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth.

Root Cause 2: Inconsistencies with implementation curriculum, professional learning and resource usage across the district

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners.

Root Cause 3: Inconsistencies with implementation of PLC/MTSS processes/training across the district

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.

Root Cause 4: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .

Root Cause 5: Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

Root Cause 6: Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs

Problem Statement 6 Areas: Perceptions

Problem Statement 7: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.

Root Cause 7: Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.

Root Cause 8: Lack of individuals choosing to work in public education

Problem Statement 8 Areas: Perceptions

Problem Statement 9: There is a need to continue revisiting and improving efforts with safety and security at East.

Root Cause 9: Continued requirements per the state and safety needs of learners, staff, facilities, etc

Problem Statement 9 Areas: Perceptions

Problem Statement 10: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.

Root Cause 10: Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district

Problem Statement 10 Areas: School Processes & Programs

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

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

Problem Statement 11 Areas: Perceptions

Problem Statement 12: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits.

Root Cause 12: Barriers exist within our educational system due to lack of empathy/understanding

Problem Statement 12 Areas: Perceptions

Problem Statement 13: There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)

Root Cause 13: Loss of instruction time for learners and loss of funding from the state

Problem Statement 13 Areas: Perceptions

Problem Statement 14: There is a need to analyze and review data for Gifted and Talented, Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning.

Root Cause 14: There is a need to analyze and review data for Gifted and Talented, Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.

Root Cause 15: Continued need to build/expand resources/programs

Problem Statement 15 Areas: Student Learning

Problem Statement 16: There is a need to focus on the areas in the district identified with significant dis-proportionality.

Root Cause 16: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners

Problem Statement 16 Areas: Demographics

Problem Statement 17: There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district.

Root Cause 17: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities

Problem Statement 17 Areas: Student Learning

Problem Statement 18: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.

Root Cause 18: Lack of individuals choosing to work in public education

Problem Statement 18 Areas: Demographics

Problem Statement 19: There is a need to analyze and review data for Gifted and Talented, Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning.

Root Cause 19: There is a need to analyze and review data for Gifted and Talented, Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning.

Problem Statement 19 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

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

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom.</p> <p>Strategy's Expected Result/Impact: - High quality Tier I instruction for learners - Checklist of look fors highlighting specific instructional strategies in all content areas - Aligned strategies being implemented across the district that impact learner growth - Growth in differentiated experiences and scaffolding opportunities within the classroom environments - Professional learning provided by district and campuses - Strong PLC/Team Time Collaboration</p> <p>Staff Responsible for Monitoring: Campus Administration, MS Learning Coach Team, Department Chairs</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1</p> <p>Funding Sources: Teacher Data Design and Planning Support Days - 199 - State Comp Ed - 199-11-6112-00-042-24-000- - \$6,520</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: House Bill 3 implementation of career, college and military readiness goals supporting alignment and growth in certifications will occur.</p> <p>Strategy's Expected Result/Impact: Provide learners with opportunities to learn new skills and certifications while gaining skills, career, college, and military readiness. Learners will engage in real world examples of various job simulations Increased opportunities for real world experiences with career explorations Learning Labs for Career Exploration in iExplore Curriculum</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Educators, MS Learning Coach Team, Director of CTE</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue building on mentor training and structures of support for new educators, administrators and staff to Coppel Middle School East.</p> <p>Strategy's Expected Result/Impact: -Growth in new educators, administrators and staff as far as the understanding of CISD systems and structures and specific strategies to support their role -Sustainability and support for campuses by providing aligned training for new educators, administrators and staff -Retain new to education professionals year to year</p> <p>Staff Responsible for Monitoring: BEAM Mentors, MS Learning Coach Team, BEAM Team, Admin, Department Chairs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Perceptions 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Implement structures and processes for intentional learning walks with various instructional leaders and educators across the campus and district that focus on observing and evaluating strategies supporting academic and social emotional growth.</p> <p>Strategy's Expected Result/Impact: - Growth in educators, administrators and staff as far as the understanding of CISD systems and structures and specific strategies that support learning</p> <ul style="list-style-type: none"> - Alignment with TIA (Teacher Incentive Allotment) and administrators, support positions and educators all seeing the focus on what we are looking for within instruction and learner growth -Sustainability and support for campuses by providing aligned resources/training for educators, administrators and staff - Growth in aligned instructional practices being implemented across the district - Growth in PLC Systems throughout all teams at East <p>Staff Responsible for Monitoring: Campus Admin District Admin MS Learning Coach Team Department Chairs BEAM Mentors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to focus on the areas in the district identified with significant dis-proportionality. Root Cause: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners</p>
Student Learning
<p>Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Inconsistencies with implementation of evidence-based learning strategies and targeted interventions/enrichments</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. Root Cause: Inconsistencies with implementation curriculum, professional learning and resource usage across the district</p>
<p>Problem Statement 2: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. Root Cause: Inconsistencies with implementation of PLC/MTSS processes/training across the district</p>

Perceptions

Problem Statement 1: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. **Root Cause:** Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs

Problem Statement 3: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. **Root Cause:** Lack of individuals choosing to work in public education

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





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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continued utilization and training for data analysis protocols (including using NWEA MAP, AWARE, Panorama, etc.) will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes.</p> <p>Strategy's Expected Result/Impact: - Training and Implementation of AWARE assessment creation and data analysis tool (supporting 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, and other district/classroom assessments to review growth of learners - Creation of pre-post assessments, rubric creation</p> <p>Staff Responsible for Monitoring: Campus Administration, MS Learning Coach Team, Campus Educators, Digital Learning Coach</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continued training and support for understanding, implementing, and evaluating the effectiveness of MTSS (Multi-Tiered Systems of Support) will occur.</p> <p>Strategy's Expected Result/Impact: Staff training and understanding of multiple functions of Panorama and how it can support MTSS. Understanding of data analysis for behavior and academic needs Awareness of monitoring opportunities and support for whole campus</p> <p>Staff Responsible for Monitoring: Campus Admin, Counselors, Teachers, MS Learning Coach Team, Parent Liaison, Testing Coordinator</p> <p>Problem Statements: School Processes & Programs 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training and align structures for data review/documentation of behavioral growth.</p> <p>Strategy's Expected Result/Impact: - Increased student achievement academic, social emotionally and behaviorally</p> <ul style="list-style-type: none"> - Training for classroom management and restorative practices - Continued implementation of Character Ed programs to help support PBIS - Use of Panorama Student Success Platform for progress monitoring - Increased communication between schools, learners and families - Focus on Panorama Playbook resources for intentional support for learners - Focus on additional behavior resources/tools collection - CISD Curriculum Documents <p>Staff Responsible for Monitoring: Campus Admin, Counselors, MS Learning Coach Team, Digital Learning Coach, Teachers</p> <p>Problem Statements: School Processes & Programs 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching and resources.</p> <p>Strategy's Expected Result/Impact: - Training for educators on specific classroom strategies to support English Learners, with an emphasis on Sheltered Instruction Strategies and the usage of Content and Language Objectives</p> <ul style="list-style-type: none"> - Resources for educators (including embedded items within curriculum documents for English Learners) - Continued focus on oral proficiency levels and spiraling this learning in training throughout the year - Increased utilization of appropriate classroom strategies for Emergent Bilingual Learners - Increased student achievement and progress levels -Use of Success Ed for system of housing learner needs <p>Staff Responsible for Monitoring: Campus Administration Campus LAS</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2 - Perceptions 2, 6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Specific areas of learning needs will be addressed through the use of Title One and State Compensatory Education Funds to target academic, social emotional and behavioral supports as a district, specific focus on at-risk learners and to engage our East parents and community members to support the every changing needs of East.</p> <p>Strategy's Expected Result/Impact: Increased Engagement from Parents and Community Increased Attendance More Communication and support for parents and community Accelerated Instruction support in areas of Reading, Math, and Science Ensure Working Calculators available for every student in 8th grade</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors Educators Parent Liaison</p> <p>Title I: 4.1, 4.2</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2, 4 - Perceptions 5, 8</p> <p>Funding Sources: PT/Temp Non-Exempt Tutoring - 199 - State Comp Ed - 199-11-6128-00-042-24-000 - \$3,600, Parent Liaison - 211 - Title I, Part A - 211-23-6129-00-042-24-000-21140 - \$33,000, iXL supplemental math and science program - 199 - State Comp Ed - 199-11-6128-00-042-24-000 - \$1,750</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Strengthen monitoring systems for attendance of learners, communication to families and focused efforts on the creation of intentional attendance intervention plans as needed.</p> <p>Strategy's Expected Result/Impact: - Increased attendance rates for campuses - Increased learner growth due to being present for instruction - Stronger relationships with learners and families - Use of Panorama Student Success Platform for monitoring progress/needs with attendance - Increased communication between schools, learners and families - Increased funding from the state due to attendance growth</p> <p>Staff Responsible for Monitoring: Campus Admin, Campus Attendance Clerk, Counselors Parent Liaison, MTSS Team</p> <p>Problem Statements: Perceptions 8</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 7 Details	Reviews			
<p>Strategy 7: Implement the required district Equity Plan focused on intentional training and monitoring practices for targeted growth</p> <p>Strategy's Expected Result/Impact: -Growth across the district in academic performance for economically disadvantaged learners - -Focus on Universal Design for Learning and Training opportunities for campus leaders and educators - Focus on Professional Learning Communities and monitoring campus growth of implementation of collaborative teams, data analysis protocols and measuring learner growth through progress monitoring (academic, behavioral, social emotional, attendance) - Implement Poverty Simulation training for campuses - BEAM training focus for new educators</p> <p>Staff Responsible for Monitoring: Campus Admin, Counselors, MS Learning Coach Team, Teachers</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 4 - Perceptions 6, 7</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: There is a need to focus on the areas in the district identified with significant dis-proportionality. Root Cause: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners</p>
Student Learning
<p>Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Inconsistencies with implementation of evidence-based learning strategies and targeted interventions/enrichments</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. Root Cause: Inconsistencies with implementation curriculum, professional learning and resource usage across the district</p>
<p>Problem Statement 2: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. Root Cause: Inconsistencies with implementation of PLC/MTSS processes/training across the district</p>
<p>Problem Statement 4: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . Root Cause: Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth</p>

School Processes & Programs

Problem Statement 5: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. **Root Cause:** Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district

Perceptions

Problem Statement 2: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 5: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause:** Barriers exist in which relationships have not been established and sustained with all learners

Problem Statement 6: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. **Root Cause:** Barriers exist within our educational system due to lack of empathy/understanding

Problem Statement 7: There is a need to analyze and review data for Gifted and Talented, Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning. **Root Cause:** There is a need to analyze and review data for Gifted and Talented, Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning.

Problem Statement 8: There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion) **Root Cause:** Loss of instruction time for learners and loss of funding from the state





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

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

Evaluation Data Sources: Club data on membership and activities, Classroom data from Career and College Exploration, Media, Computer Science, and STEM as well as activities involved in the curriculum.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training and resources to educators enhancing curriculum connections to real world application in learning and strengthen understanding and implementation of Career Technical Education and Career College and Military Readiness.</p> <p>Strategy's Expected Result/Impact: -Provide training that highlights real world application in lesson design -Provide training on course selection and opportunities - Increase use of business partners and resident experts to support curriculum connections - Increase learner awareness of career, college and life readiness opportunities - Increase alignment in curriculum and resources provided for MS terms of CTE connections and real world learning (media classes, CTE spirit week, college and career readiness lab, iExplore curriculum, field trips and speakers focusing on a variety of careers) - Counselor support for learners in selecting courses at the secondary level - Training on 4 year plans for staff, learners and families - Family training and information on 4 year plans starting in middle school and explaining opportunities for future careers, certifications, scholarships and life skills</p> <p>Staff Responsible for Monitoring: Classroom Teachers Administration MS Learning Coach Team CTE Director Counselors</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Strengthen STEAM (Science, Technology, Engineering, Art and Mathematics) implementation and alignment between elementary, middle and high schools.</p> <p>Strategy's Expected Result/Impact: -Growth in learner engagement levels -Building stronger problem solving and design thinking skills -Building understanding of CTE and career connections - Increasing ways for learners to show success in learning -Usage of coding and digital tools -Usage of goal setting tools, presentations, created products to show understanding and growth</p> <p>Staff Responsible for Monitoring: Instructional Coach, Admin, Counselors, MS Learning Coach Team, CTE Director</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Inconsistencies with implementation of evidence-based learning strategies and targeted interventions/enrichments</p>
<p>Problem Statement 3: There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district. Root Cause: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities</p>

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Establish clear expectations for Bulb Digital Portfolio usage in supporting staff goal setting/evidence collection, highlighting learner processes and products of through experiences learning and tracking learner growth with Student Learning Objective (SLO) goals for Teacher Incentive Allotment (TIA).</p> <p>Strategy's Expected Result/Impact: - Learner digital portfolios and specific expectations for capturing evidence K-12</p> <ul style="list-style-type: none"> - CISD staff digital portfolios and specific evidence for goals including Teacher Incentive Allotment evidence of learner growth - Digital Portfolio continued training and implementation - Aligned expectations for campuses throughout the year tied to Community Based Accountability <p>Staff Responsible for Monitoring: Campus Administration, MS Learning Coach Team, Digital Learning Coach, Campus Educators</p> <p>Problem Statements: School Processes & Programs 1, 2, 4 - Perceptions 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices.</p> <p>Strategy's Expected Result/Impact: - Performance Tasks in learning</p> <ul style="list-style-type: none"> - Rubrics for academic and social-emotional growth - Goal setting forms/reflections - Digital presentations (video, media, etc.) - More intentional and detailed feedback for learners <p>Staff Responsible for Monitoring: Campus Admin, MS Learning Coach Team, Classroom Educators</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1, 4 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Inconsistencies with implementation of evidence-based learning strategies and targeted interventions/enrichments

School Processes & Programs

Problem Statement 1: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. **Root Cause:** Inconsistencies with implementation curriculum, professional learning and resource usage across the district

Problem Statement 2: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

Problem Statement 4: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause:** Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Perceptions

Problem Statement 2: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 3: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. **Root Cause:** Lack of individuals choosing to work in public education





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

Performance Objective 3: Instructional leaders will have an intentional focus on using digital learning at CMSE to ensure the following: full implementation of the state Technology TEKS, innovative ways to embed technologies, balance of technology with hands-on learning activities, and using technology to promote critical thinking and differentiated learning experiences for all.

Evaluation Data Sources: Viable and Guaranteed Curriculum, Bulb Portfolios

Strategy 1 Details	Reviews			
<p>Strategy 1: Investigate, explore and create guidelines for Artificial Intelligence (AI) tools/resources for effective and innovative usage within instruction and learning.</p> <p>Strategy's Expected Result/Impact: - CISD District Committee for Artificial Intelligence planning and implementation</p> <ul style="list-style-type: none"> - Training focused on AI for CISD Staff - Partnership with support personnel across the district - librarians, digital learning coaches, instructional coaches, language acquisitions specialists, curriculum team, etc. to review ways to train and explore AI tools/resources - Review district policies and regulations including academic integrity, technology usage and digital citizenship - Training on assessing differently within instruction (content, process, product, and learning environment) <p>Staff Responsible for Monitoring: Admin Campus Educators MS Learning Coach Team</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1, 2, 5</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training and lesson design ideas focused on intentional use of digital learning tools, embedding the updated Technology TEKS for learning, and creating a shared balance of technology tools with intentional hands-on learning experiences.</p> <p>Strategy's Expected Result/Impact: - Training for campuses on updated Technology TEKS and using technology effectively and in innovative ways to promote problem solving, application in learning</p> <ul style="list-style-type: none"> - Training on how to access platforms to help inform families about learning in the classroom (Schoology, eSchool, Mackinvia) - Review digital citizenship trainings and resources for learners, families and staff - Trainings to support balance of technology for hands-on learning - Training on assessing differently within instruction through the use of technologies (content, process, product, and learning environment) - Family training for digital learning, parent university sessions, Lunch Byte, information on Parent Hub <p>Staff Responsible for Monitoring: Admin MS Learning Coach Team District Curriculum Directors</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:





Student Learning
<p>Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Inconsistencies with implementation of evidence-based learning strategies and targeted interventions/enrichments</p>
School Processes & Programs
<p>Problem Statement 1: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. Root Cause: Inconsistencies with implementation curriculum, professional learning and resource usage across the district</p>
Perceptions
<p>Problem Statement 1: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. Root Cause: Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs</p>
<p>Problem Statement 2: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. Root Cause: Lack of focus on the whole child and using multiple measures to show evidence of growth</p>
<p>Problem Statement 5: There is a need to establish and maintain strong, positive relationships for all learners. Root Cause: Barriers exist in which relationships have not been established and sustained with all learners</p>

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue revising, updating, implementing and evaluating current curriculum documents and purchase any needed resources to include learning supports for social emotional learning and character education.</p> <p>Strategy's Expected Result/Impact: Results/Impact</p> <ul style="list-style-type: none"> - Utilization of social-emotional curriculum supports within lesson design - Learner growth as indicated through survey/learner goals (academic and social emotional) - Secondary Resources available for supports in learning - Scope and Sequence and curriculum documents of support implemented - CISD Strategic Design Work - Implementation of social emotional support structures: class meetings, check-ins and restorative practices <p>Staff Responsible for Monitoring: Administration Counselors Campus Educators Instructional Coach</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 4, 5 - Perceptions 1, 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue building on our health curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content)</p> <p>Strategy's Expected Result/Impact: - Continued partnership with SHAC</p> <ul style="list-style-type: none"> - Utilization of health curriculum supports for mental health within lesson design - Learner growth as indicated through survey/learner goals - Educator training on embedded supports - Implementation at campuses (training and curriculum) working with middle school campuses and embedded supports within 6th grade PE <p>Staff Responsible for Monitoring: Campus Administration, Counselors, Educators, Curriculum Directors</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 2, 3, 4, 5 - Perceptions 1, 2, 5</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Implement Hope Squad courses/curriculum at CMSE in order to strengthen our focus on suicide awareness, mentorship, and the importance of mental health and well being.</p> <p>Strategy's Expected Result/Impact: - Empowering mentors with learners and supporting mental health needs - Ending the stigma with mental health and providing interventions and supports across the district for learners - Supporting inclusiveness within the school community and establishing ways to increase sense of belonging growth within the school environment</p> <p>Staff Responsible for Monitoring: Campus administration, campus and district counselors, campus educators</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 3, 4, 5 - Perceptions 1, 2, 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Continue building, implementing and evaluating an aligned comprehensive counseling program. (TEA Model - Guidance curriculum, Responsive Services, Individual Planning, and System Support)</p> <p>Strategy's Expected Result/Impact: Results/Impact - Utilization of social-emotional curriculum supports within lesson design - Learner growth as indicated through survey/learner goals - Educator training on embedded supports - Aligned, integrated curriculum that allows for counseling supports (academic and social emotional) throughout the PK-12 learning system - Requirements per the state for 80/20 for counselors (tracking learner support) - Stronger communication with families of academic, social emotional, mental health resources (building on district/campus websites)</p> <p>Staff Responsible for Monitoring: Campus administration, counselors</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 3, 4 - Perceptions 1, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Inconsistencies with implementation of evidence-based learning strategies and targeted interventions/enrichments</p>
<p>Problem Statement 2: There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. Root Cause: Continued need to build/expand resources/programs</p>

School Processes & Programs

Problem Statement 2: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

Problem Statement 3: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. **Root Cause:** Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

Problem Statement 4: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause:** Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Problem Statement 5: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. **Root Cause:** Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district

Perceptions

Problem Statement 1: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. **Root Cause:** Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs

Problem Statement 2: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 4: There is a need to continue revisiting and improving efforts with safety and security at East. **Root Cause:** Continued requirements per the state and safety needs of learners, staff, facilities, etc





Problem Statement 5: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause:** Barriers exist in which relationships have not been established and sustained with all learners

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue providing training to align practices and review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners.</p> <p>Strategy's Expected Result/Impact: -Threat Assessment process being utilized and strengthening supports for learners in need</p> <ul style="list-style-type: none"> - Increase awareness and action plans in order to support all learners with behavior needs - Training focus on areas such as bullying, cyberbullying, academic dishonesty, digital safety and citizenship, and restorative discipline practices - Team approach when looking at behavior data and specific intervention plans for learners - Learner growth in behavioral needs - CISD Discipline Matrix being utilized -Online Truancy course required for learners - Campus committees established in the focus area of bullying - focus on prevention efforts and health and wellness initiatives - District surveys focused on data collection for learner engagement, climate and culture, learner social emotional needs and learner concerns with bullying and cyberbullying - Use Panorama Student Success Platform to monitor interventions and positive behavior support plans for learners <p>Staff Responsible for Monitoring: Administration Counselors MS Learning Coach Team Campus Educators Threat Assessment Team</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 3, 4, 5 - Perceptions 5, 6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue offering training that supports a focus on mental health, trauma, well being, restorative practices, behavior supports and drug/alcohol/vaping awareness/supports.</p> <p>Strategy's Expected Result/Impact: - Implement training (state required and other)</p> <ul style="list-style-type: none"> - Analyze training impact through reflection tools - Feedback from learners, families and staff (Panorama survey and PL feedback) - Counselor Connections on Campuses for updates and training - Tracking training required in Professional Learning - Powerschool - Training on attendance - monitoring in Panorama - Training on Panorama Playbook strategies and monitor implementation - Investigate additional resources/training for drug and alcohol awareness - Training and resources provided for East staff on their mental health (review current supports, mental health sick day, continued training for ways to find balance work/life) <p>Staff Responsible for Monitoring: Campus administration, counselors, MS Learning Coach Team, district admin, parent liaison</p> <p>Problem Statements: Student Learning 2 - School Processes & Programs 3, 4, 5 - Perceptions 1, 4, 5, 6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue implementation of Crucial Conversations training with staff across the district and implement Poverty Simulation Training in order to strengthen engagement, efficiency, equity, communication and relationships with all stakeholders.</p> <p>Strategy's Expected Result/Impact: - Strengthen skills of staff members when working with others internally and externally</p> <ul style="list-style-type: none"> - Reduction in grievances or concerns - Understanding how to support all learners and families from varying backgrounds - Strengthen processes and communication across the district - Crucial Conversations Training - documentation in PL Powerschool (Trainer of Trainers providing training) -Feedback from staff attending the training <p>Staff Responsible for Monitoring: Campus administration, district admin,</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: School Processes & Programs 3 - Perceptions 1, 5, 6</p> <p>Funding Sources: Crucial Conversation Training - 199 - State Comp Ed - \$1,000, Poverty Simulation Training - 211 - Title I, Part A - \$1,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Inconsistencies with implementation of evidence-based learning strategies and targeted interventions/enrichments

Problem Statement 2: There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. **Root Cause:** Continued need to build/expand resources/programs

School Processes & Programs

Problem Statement 3: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. **Root Cause:** Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

Problem Statement 4: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause:** Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Problem Statement 5: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. **Root Cause:** Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district

Perceptions

Problem Statement 1: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. **Root Cause:** Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs

Problem Statement 4: There is a need to continue revisiting and improving efforts with safety and security at East. **Root Cause:** Continued requirements per the state and safety needs of learners, staff, facilities, etc





Problem Statement 5: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause:** Barriers exist in which relationships have not been established and sustained with all learners

Problem Statement 6: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. **Root Cause:** Barriers exist within our educational system due to lack of empathy/understanding

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout East including within professional learning opportunities.</p> <p>Strategy's Expected Result/Impact: - Evidence of PLC/MTSS structures in professional learning - Increase use of data to support evidence-based decisions for professional learning - Department meetings, campus meetings, campus intervention/enrichment times - Support for new educators to East with mentoring and building blocks for PLC/MTSS - BEAM support for 1-2 year educators - Full implementation of Student Success Platform in Panorama</p> <p>Staff Responsible for Monitoring: Campus Administration MS Learning Coach Team Grade Level Representatives</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2, 4, 5 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Calibrate, align and provide support for our campus and department needs for professional learning.</p> <p>Strategy's Expected Result/Impact: - Continue building PL based on goals and needs - Promote East educators presenting and sharing their knowledge both in district, locally in the state and nationally</p> <p>Staff Responsible for Monitoring: Administration MS Learning Coach Team</p> <p>Problem Statements: Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 6</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Inconsistencies with implementation of evidence-based learning strategies and targeted interventions/enrichments

Problem Statement 2: There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. **Root Cause:** Continued need to build/expand resources/programs

School Processes & Programs

Problem Statement 1: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. **Root Cause:** Inconsistencies with implementation curriculum, professional learning and resource usage across the district

Problem Statement 2: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

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Perceptions





Problem Statement 2: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 6: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. **Root Cause:** Barriers exist within our educational system due to lack of empathy/understanding

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

Performance Objective 2: East will continue to investigate, implement and evaluate tools/resources/assessments that monitor growth within the educational system.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue implementing a CISD Community Based Accountability System and using the pillars as a guide for organizational growth.</p> <p>Strategy's Expected Result/Impact: - District dashboard showcasing various pieces of data - Showcase learner growth of the whole child</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Educators Counselors MS Learning Coach Team</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement an aligned system at East for the CISD Teacher Incentive Allotment (TIA).</p> <p>Strategy's Expected Result/Impact: - Alignment within evaluation practices across East - Provide additional funding to educators who meet standards through the TIA - Approval from the state for TIA - Increase efforts concerning recruitment with the implementation of TIA</p> <p>Staff Responsible for Monitoring: District Administration Campus Administration MS Learning Coach Team</p> <p>Problem Statements: Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

School Processes & Programs

Problem Statement 2: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district

Perceptions

Problem Statement 2: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth





Problem Statement 3: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. **Root Cause:** Lack of individuals choosing to work in public education

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

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

Evaluation Data Sources: Drill Summaries
Raptor Data
Perimeter Check Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all safety drills take place at East, specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements/recommendations.</p> <p>Strategy's Expected Result/Impact: - Aligned practices for safety and security at East</p> <ul style="list-style-type: none"> - Aligned training for staff and learners at East - Safety of learners and staff at East - Communication to all stakeholders about safety and practices at East - Continued implementation of door sweeps at least once each week during instructional days at East - Review of current safety practices at East <p>Staff Responsible for Monitoring: Campus Administration School Resource Officer</p> <p>Problem Statements: Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 4: There is a need to continue revisiting and improving efforts with safety and security at East. Root Cause: Continued requirements per the state and safety needs of learners, staff, facilities, etc</p>

Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Parent Liaison	211-23-6129-00-042-24-000-21140	\$33,000.00
3	2	3	Poverty Simulation Training		\$1,000.00
Sub-Total					\$34,000.00
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Data Design and Planning Support Days	199-11-6112-00-042-24-000-	\$6,520.00
1	2	5	PT/Temp Non-Exempt Tutoring	199-11-6128-00-042-24-000	\$3,600.00
1	2	5	iXL supplemental math and science program	199-11-6128-00-042-24-000	\$1,750.00
3	2	3	Crucial Conversation Training		\$1,000.00
Sub-Total					\$12,870.00