Coppell Independent School District

Coppell Middle School West

2024-2025 Campus Improvement Plan

Mission Statement

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

Value Statement

Wrangler Creed

I am a Wrangler.

I am a positive example.

I am respectful.

I care for all people and property.

I challenge myself everyday.

I am not afraid to fail.

I am a Wrangler.

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Demographics Summary

DEMOGRAPHICS

Coppell Middle School West 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 West serves a majority Asian student population in grades 6-8. In the 2023-24 school year, total enrollment was 1234 which represents an increase of 14.4% since 2019-20 (1078 learners).

In 2023-24, the student population was 84.4% Asian, 4.7% White, 4.9% Hispanic, 3.5% African American, 0.1% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 2% multi-racial. Females made up 49.5% of the learners and males represented 50.5%. Our economically disadvantaged percentage was 7.2%.

Our Emergent Bilingual (EB) population consisted of 170 learners that made up 13.7% of our campus.   The top 5 foreign languages spoken by this student group were: Telugu (35.2%), Hindi (13.5%), Tamil (11.7%), Spanish (8.2%), and Marathi (4.7%). Additionally, 14.7% of our EBs were also economically disadvantaged.

Our 203 gifted and talented learners constituted 16.4% of our population. Our gender split in the GT group was 42.8% female and 57.2% male.   Of the four major ethnic groups, our GT learners were 92.1% Asian, 3.4% White, 0.9% Hispanic and 1.9% African American.

We had 82 learners that qualified for special education services, which represented 6.6% of our population. There were 41 learners with 504 accommodations, which was 3.3% of the total enrollment.

The average daily attendance for our campus in 2023-24 was 96.8%, which increased by 0.31% from the prior year.

STAFFING

CMS West employed 73 educators and 14 instructional aides in the 2023-24 school year. The number of teachers increased by 3 from the prior year while the number of aides increased by 3. The ethnic breakdown for the teaching staff was 5.4% Asian, 75.3% White, 12.3% Hispanic, 5.4% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 1.3% multi-racial. Females made up 82.1% of the educators and males represented 17.9%.

Overall, our educators had a varying level of professional experience: 16.4% (12) were new to teaching with 0-1 years of experience, 21.9% (16) had 2-5 years, 20.5% (15) had 6-10 years, 16.4% (12) had 11-15 years, 8.2% (6) had 16-20 years, and 16.4% (12) had more than 20 years. Looking at longevity within the district, 42.4% of our teachers had 0-1 years in district, 20.5% had 2-5 years, 19.1% had 6-10 years, 8.2% had 11-15 years, 6.8% had 16-20 years and 2.7% had more than 20 years. The average years of professional experience was 10.1 with 5.3 years in the district.

Advanced degrees were held by 30.1% of our teachers: 22 with master's degrees and 0 with doctorates.   Our campus principal had 15 years of career experience in a professional position (not necessarily as a principal) and 9 years in Coppell. Our assistant principal(s) had an average of 9.5 years of professional experience and 5.5 years in the district.

Our educator retention rate from 2022-23 to 2023-24 was 82.86%. For educational aides it was 72.73%. We hired 14 new teachers in 2023-24. The characteristics of our new teachers were as follows: 0% Asian, 71.4% White, 14.2% Hispanic, 14.2% African American, 78.5% female, 21.5% male, 28.5% new to teaching, 21.4% with 2-5 years of professional experience, 21.4% with 6-10 years, 7.1% with 11-15 years, 7.1% with 16-20 years, 14.2% with more than 20 years and 19.1% new to the campus. The average years of professional experience was 7.7 with 0.2 years in the district. 28.5% of our new teachers had advanced degrees.

Demographics Strengths

Coppell Middle School West exhibits strengths in the following areas:

- The average daily attendance of 98.3% is above the state average daily attendance 95.8%, and is consistent across all demographic sub-populations.
- Educator retention rate was 8-% from 2018-2019 to 2019-2020.
- Coppell Middle School West experienced a 5.2% mobility rate, which is down from 6.8% in 2016-2017

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There has been an increase in the number of disciplinary incidents related to academic dishonesty/plagiarism and responsible uses of technology. These are two of the most commonly documented discipline infractions. **Root Cause:** Learners feel an ongoing pressure to achieve at high academic levels, and learners are not educated on the impact of academic dishonesty/plagiarism on academic achievement.

Problem Statement 2 (Prioritized): We have learners that experience food insecurity and a lack of access to clean clothes, hygiene products, and basic supplies. **Root Cause:** Many families continue to face economic hardships and difficult and changing living arrangements.

Problem Statement 3 (Prioritized): There is a breakdown in communication with some families in our community due to language barriers and a difference in the type of classical style education many of our parents experienced as students. **Root Cause:** Lack of access to resources in the home languages of our families and lack of understanding of our educational strategies and model.

Problem Statement 4 (Prioritized): There is a need for additional professional learning for our staff to address the needs of our diverse learner population. **Root Cause:** Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.

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

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 West			
Total Students	97	77	58
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	30.88%	21.82%	56%
1 Level Higher	69.12%	74.55%	44%
2 Levels Higher	0%	3.64%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	1.03%	0%	1.72%
Intermediate	10.31%	10.39%	18.97%
Advanced	43.30%	31.17%	37.93%
Advanced High	45.36%	58.44%	41.38%
Economic Disadvantage			
Total Students	8	12	5
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	57.14%	25%	80%
1 Level Higher	42.86%	75%	20%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	12.50%	8.33%	20%
Advanced	50%	33.33%	60%
Advanced High	37.50%	58.33%	20%

	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8
Asian			
Total Students	91	67	47
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	30.65%	22.92%	53.85%
1 Level Higher	69.35%	72.92%	46.15%
2 Levels Higher	0%	4.17%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	1.10%	0%	2.13%
Intermediate	10.99%	10.45%	17.02%
Advanced	43.96%	31.34%	38.30%
Advanced High	43.96%	58.21%	42.55%
Hispanic			
Total Students	5	7	9
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	20%	0%	66.67%
1 Level Higher	80%	100%	33.33%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	0%	14.29%	33.33%
Advanced	20%	28.57%	33.33%
Advanced High	80%	57.14%	33.33%
Two or More Races			
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%	-

	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8
Beginning	-	0%	-
Intermediate	-	0%	-
Advanced	-	100%	-
Advanced High	-	0%	-
White			
Total Students	1	2	2
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	100%	0%	50%
1 Level Higher	0%	100%	50%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	0%	0%	0%
Advanced	100%	0%	50%
Advanced High	0%	100%	50%
Currently Emergent Bilingual			
Total Students	97	77	58
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	30.88%	21.82%	56%
1 Level Higher	69.12%	74.55%	44%
2 Levels Higher	0%	3.64%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	1.03%	0%	1.72%
Intermediate	10.31%	10.39%	18.97%
Advanced	43.30%	31.17%	37.93%
Advanced High	45.36%	58.44%	41.38%
Section 504			
Total Students	5	3	1
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	50%	50%	100%

	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8
1 Level Higher	50%	50%	0%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	20%	0%	0%
Advanced	40%	33.33%	100%
Advanced High	40%	66.67%	0%
Special Ed Indicator			
Total Students	11	9	9
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	77.78%	55.56%	100%
1 Level Higher	22.22%	44.44%	0%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	0%	0%	11.11%
Intermediate	54.55%	33.33%	66.67%
Advanced	45.45%	55.56%	22.22%
Advanced High	0%	11.11%	0%

	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6
Coppell Middle School West								
Total Students	395	375	395	394	405	450	413	168
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	2.53%	1.33%	2.28%	1.27%	1.48%	0.89%	3.15%	2.38%

	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6
Did Not Meet High	1.27%	2.93%	6.58%	4.31%	2.96%	6.89%	1.94%	8.93%
Approaches Low	3.29%	6.13%	5.32%	7.61%	2.96%	2%	4.36%	7.14%
Approaches High	4.05%	6.40%	11.65%	7.36%	7.16%	6.44%	1.94%	15.48%
Meets	18.23%	20.27%	18.48%	28.17%	18.02%	21.56%	18.89%	42.26%
Masters	70.63%	62.93%	55.70%	51.27%	67.41%	62.22%	69.73%	23.81%
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6
Economic Disadvantage								
Total Students	29	28	29	29	30	30	30	27
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	3.45%	3.57%	3.45%	0%	6.67%	6.67%	6.67%	11.11%
Did Not Meet High	3.45%	10.71%	17.24%	17.24%	10%	30%	6.67%	14.81%
Approaches Low	10.34%	17.86%	27.59%	27.59%	6.67%	0%	16.67%	11.11%
Approaches High	10.34%	10.71%	10.34%	17.24%	26.67%	10%	3.33%	22.22%
Meets	41.38%	50%	27.59%	31.03%	16.67%	40%	36.67%	29.63%
Masters	31.03%	7.14%	13.79%	6.90%	33.33%	13.33%	30%	11.11%
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6
American Indian/Alaskan Native								

	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6
Total Students	1	1	1	1	1	1	-	-
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	-	-
Excluded	0%	0%	0%	0%	0%	0%	-	-
Did Not Meet Low	0%	0%	0%	0%	0%	0%	-	-
Did Not Meet High	0%	100%	0%	0%	0%	100%	-	-
Approaches Low	0%	0%	0%	0%	100%	0%	-	-
Approaches High	0%	0%	0%	100%	0%	0%	-	-
Meets	0%	0%	0%	0%	0%	0%	-	-
Masters	100%	0%	100%	0%	0%	0%	-	-

	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6
Asian								
Total Students	318	301	318	317	348	391	359	126
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	1.57%	0.66%	1.57%	0.95%	1.15%	0.51%	2.51%	0.79%
Did Not Meet High	0.63%	1.99%	5.35%	1.89%	2.30%	3.58%	1.67%	7.14%
Approaches Low	2.20%	2.66%	2.83%	5.36%	2.01%	2.30%	3.90%	7.14%
Approaches High	3.46%	5.98%	11.64%	6.31%	5.46%	5.63%	1.39%	12.70%
Meets	14.15%	15.28%	16.35%	26.50%	17.82%	20.46%	16.99%	45.24%
Masters	77.99%	73.42%	62.26%	58.99%	71.26%	67.52%	73.54%	26.98%

	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6
Black/African American								
Total Students	18	17	18	18	14	13	11	10
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	11.11%	5.88%	0%	5.56%	14.29%	15.38%	9.09%	0%
Did Not Meet High	0%	11.76%	16.67%	16.67%	0%	30.77%	18.18%	20%
Approaches Low	5.56%	5.88%	5.56%	11.11%	14.29%	0%	9.09%	0%
Approaches High	11.11%	0%	22.22%	16.67%	14.29%	7.69%	9.09%	40%
Meets	22.22%	52.94%	33.33%	38.89%	28.57%	38.46%	27.27%	40%
Masters	50%	23.53%	22.22%	11.11%	28.57%	7.69%	27.27%	0%
	May 2024 STAAR Reading Language Arts, Grade 8	**May 2024 STAAR Mathematics, Grade 8**	**May 2024 STAAR Social Studies, Grade 8**	**May 2024 STAAR Science, Grade 8**	**May 2024 STAAR Reading Language Arts, Grade 7**	**May 2024 STAAR Mathematics, Grade 7**	**May 2024 STAAR Reading Language Arts, Grade 6**	**May 2024 STAAR Mathematics, Grade 6**
Hispanic								
Total Students	30	26	30	30	17	20	14	11
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	6.67%	3.85%	10%	0%	0%	0%	0%	9.09%
Did Not Meet High	6.67%	3.85%	13.33%	16.67%	17.65%	35%	0%	0%

	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6
Approaches Low	6.67%	19.23%	10%	20%	0%	0%	0%	0%
Approaches High	6.67%	15.38%	13.33%	6.67%	35.29%	15%	7.14%	27.27%
Meets	33.33%	42.31%	23.33%	26.67%	23.53%	25%	42.86%	63.64%
Masters	40%	15.38%	30%	30%	23.53%	25%	50%	0%
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6
Native Hawaiian/Pacific Islander								
Total Students	1	1	1	1	-	-	-	-
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	-	-	-	-
Excluded	0%	0%	0%	0%	-	-	-	-
Did Not Meet Low	0%	0%	0%	0%	-	-	-	-
Did Not Meet High	0%	0%	100%	100%	-	-	-	-
Approaches Low	0%	100%	0%	0%	-	-	-	-
Approaches High	0%	0%	0%	0%	-	-	-	-
Meets	100%	0%	0%	0%	-	-	-	-
Masters	0%	0%	0%	0%	-	-	-	-
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6
Two or More Races								
Total Students	9	10	9	9	7	8	9	6

	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet High	0%	10%	0%	11.11%	0%	0%	0%	33.33%
Approaches Low	0%	30%	44.44%	22.22%	0%	0%	11.11%	16.67%
Approaches High	0%	10%	0%	11.11%	14.29%	12.50%	11.11%	0%
Meets	77.78%	20%	33.33%	33.33%	14.29%	37.50%	22.22%	0%
Masters	22.22%	30%	22.22%	22.22%	71.43%	50%	55.56%	50%

	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6
White								
Total Students	18	19	18	18	18	17	20	15
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	5.56%	5.26%	5.56%	5.56%	0%	0%	15%	13.33%
Did Not Meet High	5.56%	0%	5.56%	5.56%	5.56%	29.41%	0%	13.33%
Approaches Low	16.67%	26.32%	22.22%	16.67%	11.11%	0%	10%	13.33%
Approaches High	5.56%	5.26%	5.56%	11.11%	5.56%	11.76%	0%	20%
Meets	27.78%	42.11%	27.78%	50%	11.11%	23.53%	30%	20%
Masters	38.89%	21.05%	33.33%	11.11%	66.67%	35.29%	45%	20%

	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6
Currently Emergent Bilingual								
Total Students	58	56	58	58	76	96	100	69
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	12.07%	7.14%	12.07%	3.45%	3.95%	1.04%	8%	0%
Did Not Meet High	6.90%	5.36%	12.07%	15.52%	11.84%	13.54%	6%	11.59%
Approaches Low	15.52%	17.86%	17.24%	12.07%	5.26%	4.17%	11%	11.59%
Approaches High	5.17%	8.93%	20.69%	15.52%	14.47%	14.58%	4%	13.04%
Meets	29.31%	26.79%	18.97%	43.10%	35.53%	29.17%	30%	46.38%
Masters	31.03%	33.93%	18.97%	10.34%	28.95%	37.50%	41%	17.39%
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6
First Year of Monitoring								
Total Students	3	3	3	3	-	3	3	-
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	-	05/01/24	05/01/24	-
Excluded	0%	0%	0%	0%	-	0%	0%	-
Did Not Meet Low	0%	0%	0%	0%	-	0%	0%	-
Did Not Meet High	0%	0%	0%	0%	-	0%	0%	-

	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6
Approaches Low	0%	0%	0%	0%	-	0%	0%	-
Approaches High	0%	0%	0%	0%	-	0%	0%	-
Meets	33.33%	33.33%	33.33%	33.33%	-	0%	0%	-
Masters	66.67%	66.67%	66.67%	66.67%	-	100%	100%	-
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6
Fourth Year of Monitoring								
Total Students	26	20	26	26	19	11	12	3
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet High	0%	0%	3.85%	0%	0%	0%	0%	0%
Approaches Low	0%	5%	0%	3.85%	0%	0%	0%	0%
Approaches High	0%	5%	11.54%	0%	0%	0%	0%	33.33%
Meets	0%	5%	26.92%	26.92%	10.53%	0%	0%	0%
Masters	100%	85%	57.69%	69.23%	89.47%	100%	100%	66.67%
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6
Second Year of Monitoring								
Total Students	6	8	6	6	16	17	13	1

	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet High	0%	0%	0%	0%	0%	0%	0%	0%
Approaches Low	0%	0%	0%	0%	0%	0%	0%	0%
Approaches High	0%	0%	16.67%	0%	0%	0%	0%	0%
Meets	16.67%	25%	16.67%	16.67%	6.25%	23.53%	0%	0%
Masters	83.33%	75%	66.67%	83.33%	93.75%	76.47%	100%	100%
	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6
Third Year of Monitoring								
Total Students	28	24	28	28	24	18	15	2
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet High	0%	0%	0%	0%	0%	0%	0%	0%
Approaches Low	0%	0%	0%	0%	0%	0%	0%	0%
Approaches High	0%	8.33%	10.71%	7.14%	0%	0%	0%	50%
Meets	7.14%	16.67%	14.29%	21.43%	12.50%	16.67%	6.67%	0%
Masters	92.86%	75%	75%	71.43%	87.50%	83.33%	93.33%	50%

	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6
Section 504								
Total Students	17	20	17	17	14	11	8	7
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	5.88%	5%	0%	5.88%	0%	9.09%	12.50%	0%
Did Not Meet High	0%	5%	29.41%	11.76%	7.14%	18.18%	0%	14.29%
Approaches Low	11.76%	10%	5.88%	23.53%	7.14%	0%	12.50%	0%
Approaches High	5.88%	10%	11.76%	17.65%	7.14%	18.18%	0%	28.57%
Meets	35.29%	25%	23.53%	17.65%	28.57%	45.45%	50%	57.14%
Masters	41.18%	45%	29.41%	23.53%	50%	9.09%	25%	0%
	May 2024 STAAR Reading Language Arts, Grade 8	**May 2024 STAAR Mathematics, Grade 8**	**May 2024 STAAR Social Studies, Grade 8**	**May 2024 STAAR Science, Grade 8**	**May 2024 STAAR Reading Language Arts, Grade 7**	**May 2024 STAAR Mathematics, Grade 7**	**May 2024 STAAR Reading Language Arts, Grade 6**	**May 2024 STAAR Mathematics, Grade 6**
Special Ed Indicator								
Total Students	15	16	15	15	25	28	28	23
Date Taken	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24	05/01/24
Excluded	0%	0%	0%	0%	0%	0%	0%	0%
Did Not Meet Low	46.67%	6.25%	20%	13.33%	16%	10.71%	21.43%	13.04%
Did Not Meet High	6.67%	25%	33.33%	26.67%	16%	35.71%	17.86%	34.78%

	May 2024 STAAR Reading Language Arts, Grade 8	May 2024 STAAR Mathematics, Grade 8	May 2024 STAAR Social Studies, Grade 8	May 2024 STAAR Science, Grade 8	May 2024 STAAR Reading Language Arts, Grade 7	May 2024 STAAR Mathematics, Grade 7	May 2024 STAAR Reading Language Arts, Grade 6	May 2024 STAAR Mathematics, Grade 6
Approaches Low	20%	37.50%	0%	33.33%	16%	3.57%	17.86%	13.04%
Approaches High	6.67%	0%	13.33%	6.67%	28%	14.29%	0%	17.39%
Meets	0%	6.25%	0%	6.67%	20%	14.29%	21.43%	13.04%
Masters	20%	25%	33.33%	13.33%	4%	21.43%	21.43%	8.70%

	Spring 2024 STAAR EOC, Algebra I
Coppell Middle School West	
Total Students	221
Did Not Meet Low	0%
Did Not Meet High	0.45%
Approaches Low	0%
Approaches High	0.45%
Meets	3.17%
Masters	95.93%
Section 504	
Total Students	2
Did Not Meet Low	0%
Did Not Meet High	50%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	50%
Currently Emergent Bilingual	

	Spring 2024 STAAR EOC, Algebra I
Total Students	14
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	7.14%
Meets	0%
Masters	92.86%
Fourth Year of Monitoring	
Total Students	23
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	4.35%
Masters	95.65%
Second Year of Monitoring	
Total Students	9
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	23
Did Not Meet Low	0%
Did Not Meet High	0%

	Spring 2024 STAAR EOC, Algebra I
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
Asian	
Total Students	209
Did Not Meet Low	0%
Did Not Meet High	0.48%
Approaches Low	0%
Approaches High	0.48%
Meets	2.87%
Masters	96.17%
Black/African American	
Total Students	3
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	33.33%
Masters	66.67%
Hispanic	
Total Students	4
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%

	Spring 2024 STAAR EOC, Algebra I
Masters	100%
Two or More Races	
Total Students	1
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
White	
Total Students	4
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
Economic Disadvantage	
Total Students	3
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%

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

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

Problem Statements Identifying Student Learning Needs

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

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

Problem Statement 3 (Prioritized): There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1

instruction with a specific focus on small group instruction and using formative assessments in the classroom.   **Root Cause:** A campus focus for implementation/support of Tier I instruction focused on small group instruction and formative assessment is in its second y

Problem Statement 4 (Prioritized): There is a need for additional professional learning for our staff to address the needs of our diverse learner population.   **Root Cause:** Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.

Problem Statement 5 (Prioritized): Educators are at different levels of understanding for providing support for the social-emotional needs of learners (i.e. restorative practices; PBIS; MTSS)   **Root Cause:** There is a need to provide structures and strategies for educators to support the social-emotional needs of all learners.

Problem Statement 6 (Prioritized): Educators/Content Teams are at different levels of implementation in the professional learning community model of collaboration.   **Root Cause:** New staff have not been provided opportunities to work as a professional learning community, or not familiar with the process.

Problem Statement 7 (Prioritized): Truancy and attendance issues continue to affect numerous students according to TEA guidelines.   **Root Cause:** A better system of monitoring and addressing this concern must be developed and implemented by administration to help these students and families.

Problem Statement 8 (Prioritized): The Rti/MTSS team must be proactive in working with educators in identifying struggling learners at risk of failure.   **Root Cause:** A better system of monitoring and addressing academic/behavioral concerns must be implemented.

Problem Statement 9 (Prioritized): There has been an increase in the number of disciplinary incidents related to academic dishonesty/plagiarism and responsible uses of technology. These are two of the most commonly documented discipline infractions.   **Root Cause:** Learners feel an ongoing pressure to achieve at high academic levels, and learners are not educated on the impact of academic dishonesty/plagiarism on academic achievement.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

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

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

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

Educators participate in ongoing professional learning via their PLCs including frequent opportunities via learning walks, our Digital Learning Coordinators, Librarians,

Administrators, and our Apple Learning Specialist. This specialist will visit our campus 5-6 days this coming year to lead professional learning with our CBL initiative driving toward even more Student-Directed Learning.

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

School Processes & Programs Strengths

- Professional Learning Communities and our focus on solid timely interventions.

- Strive toward more Student-Directed Learning.

- Fine Arts, Athletic and curricular competition opportunities to meet students varied needs and interests.

- Partnership with our community including our SRO's, city leaders, and the neighboring community.

- Technology use that supports and drives our learning and growth opportunities.

- Our belief that all learners can be successful at high-levels of learning.

- Our focus and success with SPED, 504, RTI, ESL, and other students with special needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Truancy and attendance issues continue to affect numerous students according to TEA guidelines. **Root Cause:** A better system of monitoring and addressing this concern must be developed and implemented by administration to help these students and families.

Problem Statement 2 (Prioritized): The Rti/MTSS team must be proactive in working with educators in identifying struggling learners at risk of failure. **Root Cause:** A better system of monitoring and addressing academic/behavioral concerns must be implemented.

Problem Statement 3 (Prioritized): Educators/Content Teams are at different levels of implementation in the professional learning community model of collaboration. **Root Cause:** New staff have not been provided opportunities to work as a professional learning community, or not familiar with the process.

Problem Statement 4 (Prioritized): Educators are at different levels of understanding for providing support for the social-emotional needs of learners (i.e. restorative practices; PBIS; MTSS) **Root Cause:** There is a need to provide structures and strategies for educators to support the social-emotional needs of all learners.

Problem Statement 5 (Prioritized): There is a need to align discipline/classroom policies and expectations for all educators across the campus, in addition to reviewing/analyzing discipline data to ensure equitable practices and interventions/supports for all learners. **Root Cause:** There is a lack of consistency among teachers/administrators in regard to the enforcement/handling of discipline policies and classroom expectations.

Problem Statement 6 (Prioritized): There is a need for continued focus on mental health, social-emotional, and wellness needs for learners and staff.   **Root Cause:** Full implementation of existing resources for a wide variety of learner/staff needs and staff training needs to continue to be a priority.

Problem Statement 7 (Prioritized): There is a need for the learning coaches to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management.   **Root Cause:** New educators on campus need to be onboarded with technology resources provided by the District.

Problem Statement 8 (Prioritized): There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom.   **Root Cause:** A campus focus for implementation/support of Tier I instruction focused on small group instruction and formative assessment is in its second y

Perceptions

Perceptions Summary

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

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

I am a Wrangler!

I am a positive example.

I am respectful.

I care of all people and property.

I challenge myself every day.

I am not afraid to fail.

I am a Wrangler!

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

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

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

Perceptions Strengths

- Our family culture centered around warmth and caring for both learners and educators.

- Creating and fostering relationships in the learning environment to support the academic and social/emotional needs of our learners.

- Our celebration of diversity and acceptance of all learners from all social-economic and ethnic backgrounds.

- High standards for both academic success and positive emotional development.

- Character development with an emphasis resiliency and grit.

- Our emphasis on Safety and procedures to that support all learners and families

- Our emphasis on service learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A significant population of parents primarily choose to participate in academic/fine arts activities (theater, band, choir) as opposed to athletic extra-curricular events. **Root Cause:** Academics and fine arts are the primary focus of concern for our families, and we need to continue to show the value of all extra-curricular events on the development of learners.

Problem Statement 2 (Prioritized): There is still a small percentage of students and families that feel students do not build meaningful relationships with adults on campus. **Root Cause:** A lack of focus to communicate the efforts of building relationships and social-emotional growth.

Problem Statement 3 (Prioritized): There is a breakdown in communication with some families in our community due to language barriers and a difference in the type of classical style education many of our parents experienced as students. **Root Cause:** Lack of access to resources in the home languages of our families and lack of understanding of our educational strategies and model.

Problem Statement 4 (Prioritized): There is a need to establish and maintain strong, positive relationships between all learners and staff. **Root Cause:** Barriers exist in which relationships have not been established and sustained with all learners.

Priority Problem Statements

Problem Statement 1: There is still a small percentage of students and families that feel students do not build meaningful relationships with adults on campus.

Root Cause 1: A lack of focus to communicate the efforts of building relationships and social-emotional growth.

Problem Statement 1 Areas: School Culture and Climate - Parent and Community Engagement - Perceptions

Problem Statement 2: Truancy and attendance issues continue to affect numerous students according to TEA guidelines.

Root Cause 2: A better system of monitoring and addressing this concern must be developed and implemented by administration to help these students and families.

Problem Statement 2 Areas: Student Achievement - Parent and Community Engagement - Student Learning - School Processes & Programs

Problem Statement 3: The Rti/MTSS team must be proactive in working with educators in identifying struggling learners at risk of failure.

Root Cause 3: A better system of monitoring and addressing academic/behavioral concerns must be implemented.

Problem Statement 3 Areas: Student Achievement - Student Learning - School Processes & Programs

Problem Statement 4: There has been an increase in the number of disciplinary incidents related to academic dishonesty/plagiarism and responsible uses of technology. These are two of the most commonly documented discipline infractions.

Root Cause 4: Learners feel an ongoing pressure to achieve at high academic levels, and learners are not educated on the impact of academic dishonesty/plagiarism on academic achievement.

Problem Statement 4 Areas: Demographics - Student Learning

Problem Statement 5: We have learners that experience food insecurity and a lack of access to clean clothes, hygiene products, and basic supplies.

Root Cause 5: Many families continue to face economic hardships and difficult and changing living arrangements.

Problem Statement 5 Areas: Demographics - Demographics

Problem Statement 6: Educators/Content Teams are at different levels of implementation in the professional learning community model of collaboration.

Root Cause 6: New staff have not been provided opportunities to work as a professional learning community, or not familiar with the process.

Problem Statement 6 Areas: School Culture and Climate - Curriculum, Instruction, and Assessment - School Context and Organization - Student Learning - School Processes & Programs

Problem Statement 7: Educators are at different levels of understanding for providing support for the social-emotional needs of learners (i.e. restorative practices; PBIS; MTSS)

Root Cause 7: There is a need to provide structures and strategies for educators to support the social-emotional needs of all learners.

Problem Statement 7 Areas: Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

Problem Statement 8: There is a need for the learning coaches to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management.

Root Cause 8: New educators on campus need to be onboarded with technology resources provided by the District.

Problem Statement 8 Areas: Technology - Student Learning - School Processes & Programs

Problem Statement 9: A significant population of parents primarily choose to participate in academic/fine arts activities (theater, band, choir) as opposed to athletic extra-curricular events.

Root Cause 9: Academics and fine arts are the primary focus of concern for our families, and we need to continue to show the value of all extra-curricular events on the development of learners.

Problem Statement 9 Areas: School Culture and Climate - Parent and Community Engagement - Perceptions

Problem Statement 10: There is a need for continued focus on mental health, social-emotional, and wellness needs for learners and staff.

Root Cause 10: Full implementation of existing resources for a wide variety of learner/staff needs and staff training needs to continue to be a priority.

Problem Statement 10 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - School Processes & Programs

Problem Statement 11: There is a need to align discipline/classroom policies and expectations for all educators across the campus, in addition to reviewing/analyzing discipline data to ensure equitable practices and interventions/supports for all learners.

Root Cause 11: There is a lack of consistency among teachers/administrators in regard to the enforcement/handling of discipline policies and classroom expectations.

Problem Statement 11 Areas: School Culture and Climate - School Context and Organization - School Processes & Programs

Problem Statement 12: There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom.

Root Cause 12: A campus focus for implementation/support of Tier I instruction focused on small group instruction and formative assessment is in its second y

Problem Statement 12 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - School Processes & Programs

Problem Statement 13: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted academic goals with a specific emphasis on special populations of learners (At-risk, Special Education, 504, EB, and EcoDis learners).

Root Cause 13: Campus Rti/MTSS team needs to be more effective at partnering with classroom educators to proactively identify learners at risk of failure.

Problem Statement 13 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 14: There is a need to establish and maintain strong, positive relationships between all learners and staff.

Root Cause 14: Barriers exist in which relationships have not been established and sustained with all learners.

Problem Statement 14 Areas: Demographics - School Culture and Climate - Parent and Community Engagement - Demographics - Perceptions

Problem Statement 15: There is a need for additional professional learning for our staff to address the needs of our diverse learner population.

Root Cause 15: Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.

Problem Statement 15 Areas: Demographics - Student Achievement - Demographics - Student Learning

Problem Statement 16: There is a breakdown in communication with some families in our community due to language barriers and a difference in the type of classical style education many of our parents experienced as students.

Root Cause 16: Lack of access to resources in the home languages of our families and lack of understanding of our educational strategies and model.

Problem Statement 16 Areas: Parent and Community Engagement - Demographics - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: July 15, 2024

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

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

High Priority

Evaluation Data Sources: Common formative and summative learner data
Classroom observations
BOY/MOY/EOY MAP learner data
Multi-Tiered Systems of Support learner data (Panorama)
TELPAS learner data
Professional Learning Communities

Strategy 1 Details	Reviews			
Strategy 1: Instructional leaders will provide professional learning and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 - Additions to curriculum documents for small group instruction/formative assessment - Additional training focus areas in project based learning, problem based learning, Kagan strategies to use within instruction, Universal Design for learning (focus on all learners **Staff Responsible for Monitoring:** Administrators Instructional Leaders Educators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Achievement 3 - Student Learning 3 - School Processes & Programs 8 - Curriculum, Instruction, and Assessment 2				

Strategy 2 Details	Reviews			
Strategy 2: House Bill 3 implementation of career, college, and military readiness goals supporting alignment and growth in certifications will occur.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Stronger career readiness for learners. **Staff Responsible for Monitoring:** Administrators Instructional Team **TEA Priorities:** Connect high school to career and college - **Problem Statements:** Student Achievement 3 - Student Learning 3 - School Processes & Programs 8 - Curriculum, Instruction, and Assessment 2				

Strategy 3 Details	Reviews			
Strategy 3: Continue building on mentor training and structures of support for new educators, administrators and staff to CISD.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 **Staff Responsible for Monitoring:** Administrators/Instructional Leaders Educators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 2 - Demographics 4 - Student Achievement 1, 3 - Student Learning 1, 3, 4 - School Processes & Programs 7, 8 - Curriculum, Instruction, and Assessment 2 - Technology 1				

Strategy 4 Details	Reviews			
Strategy 4: Implement structures and processes for intentional learning walks with various instructional leaders and educators across the district that focus on observing and evaluating strategies supporting academic and social emotional growth.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
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 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 **Staff Responsible for Monitoring:** Administrators Educators Instructional Leaders **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Demographics 2 - Demographics 4 - Student Achievement 1 - Student Learning 1, 4, 6 - School Culture and Climate 6 - School Processes & Programs 3, 7 - Curriculum, Instruction, and Assessment 4 - School Context and Organization 2 - Technology 1				

Strategy 5 Details	Reviews			
Strategy 5: Weekly data protocols will be conducted as a PLC in order to identify learner's individual academic needs.	Formative			Summative
Strategy's Expected Result/Impact: High quality Tier 1 instruction will be developed and delivered to all learners with fidelity	**Nov**	**Feb**	**Apr**	**June**
Formative assessment will determine differentiated learner instructional needs Differentiated instruction will be delivered in a small-group model of instruction Learners will show documented academic/social-emotional growth **Staff Responsible for Monitoring:** Administrators Instructional Leaders Educators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Achievement 2, 3 - Student Learning 2, 3 - School Processes & Programs 8 - Curriculum, Instruction, and Assessment 1, 2				

Strategy 6 Details		Reviews			
Strategy 6: Educators will build capacity to understand the utilization of digital tools and resources in the classroom in order to engage learners and extend classroom instructional opportunities for learners.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased use of digital tools in the classroom will engage, and enrich, the educational experience of all learners leading to academic growth. **Staff Responsible for Monitoring:** Campus Administrator Educators Instructional Leaders **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 1 - School Processes & Programs 7 - Technology 1					

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ✖️ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: There is a need for additional professional learning for our staff to address the needs of our diverse learner population.   **Root Cause**: Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.

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

School Processes & Programs

Problem Statement 3: Educators/Content Teams are at different levels of implementation in the professional learning community model of collaboration. **Root Cause**: New staff have not been provided opportunities to work as a professional learning community, or not familiar with the process.

Problem Statement 7: There is a need for the learning coaches to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management. **Root Cause**: New educators on campus need to be onboarded with technology resources provided by the District.

Problem Statement 8: There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom. **Root Cause**: A campus focus for implementation/support of Tier I instruction focused on small group instruction and formative assessment is in its second y

Goal 1: Personal Growth and Experiences: We as Coppell Middle School West 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 academic needs of all learners.

High Priority

Evaluation Data Sources: Common formative and summative learner data (including learner work samples)
BOY/MOY/EOY MAP learner data
Student IEP goals
TELPAS learner data

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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, mClass and other district/classroom assessments to review growth of learners - Creation of pre-post assessments, rubric creation **Staff Responsible for Monitoring:** Administrators Instructional Leaders Language Acquisition Specialists Educators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Achievement 2, 3 - Student Learning 2, 3 - School Processes & Programs 8 - Curriculum, Instruction, and Assessment 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Continued training and support for understanding, implementing, and evaluating the effectiveness of MTSS (Multi-Tiered Systems of Support) will occur.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Training on Student Success Platform in Panorama and aligned implementation at campuses (supporting day to day supports for all learners) - Alignment across the district of data tools being used throughout the year to find strengths and needs of learners -Increased knowledge of educators with data analysis and differentiation of instruction -Ease on educators for viewing various pieces of data in one location - Increased monitoring of growth of learners in all content areas and social emotional skills (academic, social emotional, behavioral) - Training for early childhood educators and administrators regarding culturally responsive interventions - Training for evaluation staff regarding culturally responsive evaluation practices - Increase family and parent engagement with MTSS processes and Special Education processes - Strengthen family engagement of MTSS process **Staff Responsible for Monitoring:** Campus Admin Instructional Leaders Language Acquisition Specialist Campus Educators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math **Problem Statements:** Student Achievement 3 - Student Learning 3 - School Processes & Programs 8 - Curriculum, Instruction, and Assessment 2				

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Continued focus to support Emergent Bilingual learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching and resources.	**Nov**	**Feb**	**Apr**	**June**
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 - 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 **Staff Responsible for Monitoring:** LAS Admin Team **TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Achievement 2 - Student Learning 2 - Curriculum, Instruction, and Assessment 1				

Strategy 4 Details	Reviews			
Strategy 4: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Increased student achievement academic, social emotionally and behaviorally - 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 **Staff Responsible for Monitoring:** Admin Team **Problem Statements:** Demographics 2 - Demographics 4 - Student Achievement 1 - Student Learning 1, 4 - School Processes & Programs 7 - Technology 1				

Strategy 5 Details	Reviews			
Strategy 5: Strengthen monitoring systems for attendance of learners, communication to families and focused efforts on the creation of intentional attendance intervention plans as needed.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 **Staff Responsible for Monitoring:** Assistant Principals **Problem Statements:** Student Achievement 2, 4 - Student Learning 2, 7 - School Processes & Programs 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 5				

Strategy 6 Details	Reviews			
Strategy 6: Continue real time and in the moment tutoring and additional support for learners who need more time to work, need one on one support, or require reteach in order to be successful.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved learner outcomes **Staff Responsible for Monitoring:** Administrators Conselors Educators **Problem Statements:** Student Achievement 2 - Student Learning 2 - Curriculum, Instruction, and Assessment 1 **Funding Sources:** Tutoring - 199 - State Comp Ed - $10,279				

Performance Objective 2 Problem Statements:

| Demographics |
|---|
| **Problem Statement 4**: There is a need for additional professional learning for our staff to address the needs of our diverse learner population.   **Root Cause**: Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs. |
| **Student Learning** |
| **Problem Statement 1**: There is a need for the learning coaches to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management.   **Root Cause**: New educators on campus need to be onboarded with technology resources provided by the District. |
| **Problem Statement 2**: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted academic goals with a specific emphasis on special populations of learners (At-risk, Special Education, 504, EB, and EcoDis learners).   **Root Cause**: Campus Rti/MTSS team needs to be more effective at partnering with classroom educators to proactively identify learners at risk of failure. |
| **Problem Statement 3**: There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom.   **Root Cause**: A campus focus for implementation/support of Tier I instruction focused on small group instruction and formative assessment is in its second y |
| **Problem Statement 4**: There is a need for additional professional learning for our staff to address the needs of our diverse learner population.   **Root Cause**: Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs. |
| **Problem Statement 7**: Truancy and attendance issues continue to affect numerous students according to TEA guidelines.   **Root Cause**: A better system of monitoring and addressing this concern must be developed and implemented by administration to help these students and families. |
| **School Processes & Programs** |
| **Problem Statement 1**: Truancy and attendance issues continue to affect numerous students according to TEA guidelines.   **Root Cause**: A better system of monitoring and addressing this concern must be developed and implemented by administration to help these students and families. |
| **Problem Statement 7**: There is a need for the learning coaches to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management.   **Root Cause**: New educators on campus need to be onboarded with technology resources provided by the District. |
| **Problem Statement 8**: There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom.   **Root Cause**: A campus focus for implementation/support of Tier I instruction focused on small group instruction and formative assessment is in its second y |

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

Performance Objective 3: Continue to build on mentor training and structures of support for new educators, administrators and staff to West

High Priority

Evaluation Data Sources: Panorama survey data
Growth in new educators, administrators and staff as far as the understanding of West/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

Strategy 1 Details	Reviews			
Strategy 1: Continue implementation of building leadership capacity across the campus to help all staff perform at high levels and impact both the campus and district positively.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Greater self-efficacy Stronger relationships Strong instructional decisions for learners **Staff Responsible for Monitoring:** Principal Instructional Leaders **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Demographics 2, 3 - Demographics 4, 5 - Student Achievement 1 - Student Learning 1, 4 - School Culture and Climate 1 - School Processes & Programs 7 - Perceptions 4 - Parent and Community Engagement 2 - Technology 1				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: There is a need for additional professional learning for our staff to address the needs of our diverse learner population. **Root Cause**: Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.
Problem Statement 5: There is a need to establish and maintain strong, positive relationships between all learners and staff. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners.

Student Learning
Problem Statement 1: There is a need for the learning coaches to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management.   **Root Cause**: New educators on campus need to be onboarded with technology resources provided by the District.
Problem Statement 4: There is a need for additional professional learning for our staff to address the needs of our diverse learner population.   **Root Cause**: Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.

School Processes & Programs
Problem Statement 7: There is a need for the learning coaches to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management.   **Root Cause**: New educators on campus need to be onboarded with technology resources provided by the District.

Perceptions
Problem Statement 4: There is a need to establish and maintain strong, positive relationships between all learners and staff.   **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners.

Goal 2: Authentic Contributions: We as Coppell Middle School West 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 6th -8th grade learners will participate in at least two courses/activities focused on career, college and life readiness. At Coppell Middle School West, 7th grade learners will participate in iExplore to focus on career, college and life readiness.

Evaluation Data Sources: Completion of iExplore course

Strategy 1 Details	Reviews			
Strategy 1: All 7th grade learners will be enrolled in iExpore, focusing on career, college, and life-readiness.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will gain insight on future careers, pathways, colleges and vocational programs offered in their futures.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: iExplore Educators Counselors **Problem Statements:** Student Achievement 3 - Student Learning 3 - School Processes & Programs 8 - Curriculum, Instruction, and Assessment 2				

Strategy 2 Details	Reviews			
Strategy 2: District and campus administrative teams will provide training/resources for enhancing curriculum connections aligned with real-world applications.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Learners will gain insight on future careers, pathways, colleges and vocational programs offered in their futures. **Staff Responsible for Monitoring:** Educators Learning Coach Administrators Director of CTE **Problem Statements:** Demographics 2 - Demographics 3, 4 - Student Achievement 1 - Student Learning 4 - Perceptions 3 - Parent and Community Engagement 1				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: There is a breakdown in communication with some families in our community due to language barriers and a difference in the type of classical style education many of our parents experienced as students. **Root Cause**: Lack of access to resources in the home languages of our families and lack of understanding of our educational strategies and model.
Problem Statement 4: There is a need for additional professional learning for our staff to address the needs of our diverse learner population. **Root Cause**: Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.

Student Learning
Problem Statement 3: There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom. **Root Cause**: A campus focus for implementation/support of Tier I instruction focused on small group instruction and formative assessment is in its second y
Problem Statement 4: There is a need for additional professional learning for our staff to address the needs of our diverse learner population. **Root Cause**: Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.

School Processes & Programs
Problem Statement 8: There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom. **Root Cause**: A campus focus for implementation/support of Tier I instruction focused on small group instruction and formative assessment is in its second y

Perceptions
Problem Statement 3: There is a breakdown in communication with some families in our community due to language barriers and a difference in the type of classical style education many of our parents experienced as students. **Root Cause**: Lack of access to resources in the home languages of our families and lack of understanding of our educational strategies and model.

Goal 2: Authentic Contributions: We as Coppell Middle School West 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 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: Digital Portfolios - Bulb
Service learning opportunities (NJHS service hours)
Learner classroom presentations/projects/assessments
Fine Arts Performances (band/art/theater)

Strategy 1 Details	Reviews			
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).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Learner digital portfolios and specific expectations for capturing evidence K-12 - 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 **Staff Responsible for Monitoring:** Educators Administrators Instructional Leaders **TEA Priorities:** Connect high school to career and college **Problem Statements:** Demographics 2 - Demographics 4 - Student Achievement 1 - Student Learning 1, 4 - School Processes & Programs 7 - Technology 1				

Strategy 2 Details	Reviews			
Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Performance Tasks in learning - Rubrics for academic and social-emotional growth - Goal setting forms/reflections - Digital presentations (video, media, etc.) - More intentional and detailed feedback for learners **Staff Responsible for Monitoring:** Educators Instructional Leaders **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 2 - Student Learning 1, 2 - School Processes & Programs 7 - Curriculum, Instruction, and Assessment 1 - Technology 1				

Strategy 3 Details	Reviews			
Strategy 3: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 - 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) **Staff Responsible for Monitoring:** Admin Team Learning Coaches **Problem Statements:** Student Learning 1 - School Processes & Programs 7 - Technology 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 4: There is a need for additional professional learning for our staff to address the needs of our diverse learner population.   **Root Cause**: Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.

Student Learning
Problem Statement 1: There is a need for the learning coaches to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management.   **Root Cause**: New educators on campus need to be onboarded with technology resources provided by the District.
Problem Statement 2: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted academic goals with a specific emphasis on special populations of learners (At-risk, Special Education, 504, EB, and EcoDis learners).   **Root Cause**: Campus Rti/MTSS team needs to be more effective at partnering with classroom educators to proactively identify learners at risk of failure.
Problem Statement 4: There is a need for additional professional learning for our staff to address the needs of our diverse learner population.   **Root Cause**: Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.

School Processes & Programs
Problem Statement 7: There is a need for the learning coaches to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management.   **Root Cause**: New educators on campus need to be onboarded with technology resources provided by the District.

Goal 2: Authentic Contributions: We as Coppell Middle School West 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 6-8 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: Curriculum Documents
Learning Walks
Evaluation Data and Observations

Strategy 1 Details	Reviews			
Strategy 1: Investigate, explore and create guidelines for Artificial Intelligence (AI) tools/resources for effective and innovative usage within instruction and learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - CISD District Committee for Artificial Intelligence planning and implementation - Training focused on AI for CISD Staff - Partnership with support personnel across the district - librarians, learning 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) **Staff Responsible for Monitoring:** Instructional Leaders Educators **Problem Statements:** Student Learning 1 - School Processes & Programs 7 - Technology 1				

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 - 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 **Staff Responsible for Monitoring:** Instructional Leaders **Problem Statements:** Student Achievement 2 - Student Learning 1, 2 - School Processes & Programs 7 - Curriculum, Instruction, and Assessment 1 - Technology 1				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: There is a need for the learning coaches to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management.   **Root Cause**: New educators on campus need to be onboarded with technology resources provided by the District.
Problem Statement 2: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted academic goals with a specific emphasis on special populations of learners (At-risk, Special Education, 504, EB, and EcoDis learners).   **Root Cause**: Campus Rti/MTSS team needs to be more effective at partnering with classroom educators to proactively identify learners at risk of failure.
School Processes & Programs
Problem Statement 7: There is a need for the learning coaches to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management.   **Root Cause**: New educators on campus need to be onboarded with technology resources provided by the District.

Goal 3: Well-Being and Mindfulness: All learners and staff at Coppell Middle School West will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 1: CISD will continue to review, and create, curriculum documents and implement specific programs to provide needed support/ resources for counseling and social emotional learning.
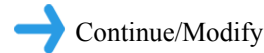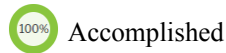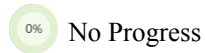
> **Evaluation Data Sources:** Effectiveness of Second Step implementation
> Panorama data
> Threat assessment data
> Counselor learner data
> Behavior RtI data
> Educator input/data

Strategy 1 Details	Reviews			
Strategy 1: Revise, update and implement current PK-12 curriculum documents and purchase any needed resources to include learning supports for social-emotional learning and character education.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Implementation of collectively developed learning opportunities. Equitable access to grade-level course content. Social-emotional wellness for all students. Use of Title III funds for subs for ESL Facilitator. **Staff Responsible for Monitoring:** Administrators Counselors Learning Coach Educators **Problem Statements:** Demographics 1, 2, 3 - Demographics 1, 2, 4, 5 - Student Achievement 1 - Student Learning 4, 9 - School Culture and Climate 1 - Perceptions 4 - Parent and Community Engagement 2				

Strategy 2 Details	Reviews			
Strategy 2: Continue building, implementing and evaluating an aligned comprehensive counseling program that includes support for elementary and secondary campuses. (TEA Model - Guidance curriculum, Responsive Services, Individual Planning, and System Support)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/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) **Staff Responsible for Monitoring:** Counselors Administrators Educators **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 2, 3 - Demographics 4, 5 - Student Achievement 1 - Student Learning 4 - School Culture and Climate 1 - Perceptions 4 - Parent and Community Engagement 2				

Strategy 3 Details	Reviews			
Strategy 3: 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)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Continued partnership with SHAC - 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 **Staff Responsible for Monitoring:** Administrators Counselors P.E. Educators **Problem Statements:** Demographics 2 - Demographics 4 - Student Achievement 1 - Student Learning 4 - School Culture and Climate 4 - School Processes & Programs 6 - Staff Quality, Recruitment, and Retention 1				

Strategy 4 Details	Reviews			
Strategy 4: Implement Hope Squad courses/curriculum at all middle school and high school campuses in order to strengthen our focus on suicide awareness, mentorship, and the importance of mental health and well being.	Formative			Summative
	Nov	Feb	Apr	June
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 **Staff Responsible for Monitoring:** Counselors Hope Squad educators **Problem Statements:** School Culture and Climate 4 - School Processes & Programs 6 - Staff Quality, Recruitment, and Retention 1				

Strategy 5 Details	Reviews			
Strategy 5: CMSW will create opportunities for educators to attend professional learning to address classroom engagement and management strategies.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Documented increase in learner classroom engagement and educator classroom management strategies. **Staff Responsible for Monitoring:** Educators Administrators **Problem Statements:** Student Learning 1 - School Processes & Programs 7 - Technology 1				

Strategy 6 Details	Reviews			
Strategy 6: Continue providing training and supports for digital learning with a focus on academic integrity, digital safety, digital citizenship, and cyberbullying.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Continued work with Learning Coaches on strategies/structures for classroom implementation Decreased bullying/cyberbullying behavior referrals Decreased academic integrity behavior referrals **Staff Responsible for Monitoring:** Administrators Educators Learning Coaches **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 5 - School Culture and Climate 5 - School Processes & Programs 4, 5 - Curriculum, Instruction, and Assessment 3 - School Context and Organization 1				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There has been an increase in the number of disciplinary incidents related to academic dishonesty/plagiarism and responsible uses of technology. These are two of the most commonly documented discipline infractions. **Root Cause**: Learners feel an ongoing pressure to achieve at high academic levels, and learners are not educated on the impact of academic dishonesty/plagiarism on academic achievement.
Problem Statement 2: We have learners that experience food insecurity and a lack of access to clean clothes, hygiene products, and basic supplies. **Root Cause**: Many families continue to face economic hardships and difficult and changing living arrangements.
Problem Statement 4: There is a need for additional professional learning for our staff to address the needs of our diverse learner population. **Root Cause**: Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.
Problem Statement 5: There is a need to establish and maintain strong, positive relationships between all learners and staff. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners.

Student Learning
Problem Statement 1: There is a need for the learning coaches to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management. **Root Cause**: New educators on campus need to be onboarded with technology resources provided by the District.
Problem Statement 4: There is a need for additional professional learning for our staff to address the needs of our diverse learner population. **Root Cause**: Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.
Problem Statement 5: Educators are at different levels of understanding for providing support for the social-emotional needs of learners (i.e. restorative practices; PBIS; MTSS) **Root Cause**: There is a need to provide structures and strategies for educators to support the social-emotional needs of all learners.
Problem Statement 9: There has been an increase in the number of disciplinary incidents related to academic dishonesty/plagiarism and responsible uses of technology. These are two of the most commonly documented discipline infractions. **Root Cause**: Learners feel an ongoing pressure to achieve at high academic levels, and learners are not educated on the impact of academic dishonesty/plagiarism on academic achievement.

School Processes & Programs
Problem Statement 4: Educators are at different levels of understanding for providing support for the social-emotional needs of learners (i.e. restorative practices; PBIS; MTSS) **Root Cause**: There is a need to provide structures and strategies for educators to support the social-emotional needs of all learners.
Problem Statement 5: There is a need to align discipline/classroom policies and expectations for all educators across the campus, in addition to reviewing/analyzing discipline data to ensure equitable practices and interventions/supports for all learners. **Root Cause**: There is a lack of consistency among teachers/administrators in regard to the enforcement/ handling of discipline policies and classroom expectations.
Problem Statement 6: There is a need for continued focus on mental health, social-emotional, and wellness needs for learners and staff. **Root Cause**: Full implementation of existing resources for a wide variety of learner/staff needs and staff training needs to continue to be a priority.

School Processes & Programs
Problem Statement 7: There is a need for the learning coaches to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management.   **Root Cause**: New educators on campus need to be onboarded with technology resources provided by the District.

Perceptions
Problem Statement 4: There is a need to establish and maintain strong, positive relationships between all learners and staff.   **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners.

Goal 3: Well-Being and Mindfulness: All learners and staff at Coppell Middle School West will learn, engage, and work in a safe, inclusive and responsive environment.

Performance Objective 2: Coppell Middle School West will provide structures and strategies to support the social-emotional needs of all learners.

Evaluation Data Sources: Second Step implementation
Counselor data
Panorama data/documentation (Playbook strategies)

Strategy 1 Details	Reviews			
Strategy 1: Counselor support for learners affected by trauma or grief.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Continued social-emotional growth for learners Continued parent support (provided w/ resources for learner support)	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Counselors **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Culture and Climate 4 - School Processes & Programs 6 - Staff Quality, Recruitment, and Retention 1				

Strategy 2 Details	Reviews			
Strategy 2: Implementation of Panorama tools including: social-emotional learning data, playbook strategies and Student Success Platform to support social-emotional needs of learners.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Evidence of social-emotional learning incorporated into all learning experiences	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators Counselors Educators **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** School Culture and Climate 4 - School Processes & Programs 6 - Staff Quality, Recruitment, and Retention 1				

Strategy 3 Details	Reviews			
Strategy 3: Campus counselors are available to address the social-emotional well-being of all learners. Counselors will provide resources for educators to be aware of warning signs of a student in distress or needing support.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The counselors will provide a QR code for student's to scan and provide a request to be seen Evidence of positive effects of Second Step implementation **Staff Responsible for Monitoring:** Counselors **Problem Statements:** School Culture and Climate 4 - School Processes & Programs 6 - Staff Quality, Recruitment, and Retention 1				

Strategy 4 Details	Reviews			
Strategy 4: Continued campus focus on social-emotional learning and staff well-being.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Documented improvement in staff well-being	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators Sunshine Committee **Problem Statements:** School Culture and Climate 4 - School Processes & Programs 6 - Staff Quality, Recruitment, and Retention 1				

Strategy 5 Details	Reviews			
Strategy 5: West will provide a care closet to address physical hygiene, food insecurity and, needed supplies and well being of our learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Learners' basic needs will be met to ensure that learning is possible. **Staff Responsible for Monitoring:** Counselors Administrators **Problem Statements:** Demographics 1 - Demographics 2				

Strategy 6 Details	Reviews			
Strategy 6: Counselors will be available to address the social-emotional well-being of learners. Counselors will provide educators with resources to be aware of warning signs that a learner may be in distress/need of attention.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: The counselors will provide a QR code for student's to scan and provide a request to be seen. Counselor documentation of learner visits/supports **Staff Responsible for Monitoring:** Counselors **Problem Statements:** School Culture and Climate 4 - School Processes & Programs 6 - Staff Quality, Recruitment, and Retention 1				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: We have learners that experience food insecurity and a lack of access to clean clothes, hygiene products, and basic supplies. **Root Cause**: Many families continue to face economic hardships and difficult and changing living arrangements.
School Processes & Programs
Problem Statement 6: There is a need for continued focus on mental health, social-emotional, and wellness needs for learners and staff. **Root Cause**: Full implementation of existing resources for a wide variety of learner/staff needs and staff training needs to continue to be a priority.
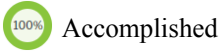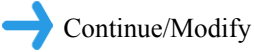
Goal 4: Organizational Improvement and Strategic Design: We as Coppell Middle School West will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 1: Coppell Middle School West will partner with CISD administrators to provide aligned professional learning opportunities and gather feedback on participants' growth/impact of the training.

> **Evaluation Data Sources:** Campus professional learning days
> Collaborative planning time (PLC)
> Educator evidence and PLC reflection data in BULB.

Strategy 1 Details	Reviews			
Strategy 1: Continued implementation of Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district's professional learning opportunities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Evidence of PLC/MTSS structures in professional learning - 1.1 Strategy - Create and implement consistent district-side systems with fidelity that value equitable student support and growth. 1.1.1 Specific Result - Ensure continuous cycle of improvement of Professional Learning Communities (PLCs) as a highly functional PLC is the vehicle by which educator capacity is maximized to support student outcomes within Multi-Tiered Systems of Support (MTSS). - 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 the district with mentoring and building blocks for PLC/MTSS - BEAM support for 1-2 year educators - Full implementation of Student Success Platform in Panorama **Staff Responsible for Monitoring:** Administrators Instructional Leaders Counselors **Problem Statements:** Demographics 2 - Demographics 4 - Student Achievement 1 - Student Learning 4				

Strategy 2 Details	Reviews			
Strategy 2: Calibrate, align and provide support for our district departments and campuses concerning needs for professional learning.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Continue building repository of training within PowerSchool Professional Learning - Promote CISD educators presenting and sharing their knowledge both in district, locally in the state and nationally - Streamline training and gathering of information from various stakeholders 3-5 year plan for professional learning needs and target specific federal and local funds to ensure continuity and sustainability in the planning process **Staff Responsible for Monitoring:** Administrators Instructional Leaders District curriculum directors **Problem Statements:** Demographics 2 - Demographics 4 - Student Achievement 1 - Student Learning 4				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: There is a need for additional professional learning for our staff to address the needs of our diverse learner population. **Root Cause**: Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.

Student Learning
Problem Statement 4: There is a need for additional professional learning for our staff to address the needs of our diverse learner population. **Root Cause**: Our Special Education, EB and EcoDis populations of learners continue to increase each year with each group requiring individualized needs.

Goal 4: Organizational Improvement and Strategic Design: We as Coppell Middle School West 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: Coppell Middle School West will continue to investigate, implement and evaluate tools/resources/assessments that monitor growth within the educational system.

Evaluation Data Sources: Common formative/summative assessment data
BOY/MOY/EOY MAP data

Strategy 1 Details	Reviews			
Strategy 1: Continue implementing a CISD Community Based Accountability System and using the pillars as a guide for organizational growth.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: - Strategic plan advocacy deck - focused on the 7 pillars - Online district pamphlet created with quantitative and qualitative data - District dashboard showcasing various pieces of data - TPAC (Texas Performance Assessment Consortium) participation - Update and evaluate Learner and Leadership Profile -Showcase learner growth of the whole child **Staff Responsible for Monitoring:** Instructional Leaders Educators Administrators **Problem Statements:** Student Achievement 2 - Student Learning 2 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
Strategy 2: Implement an aligned system at all campuses for the CISD Teacher Incentive Allotment (TIA).	**Formative**			**Summative**
Strategy's Expected Result/Impact: -Alignment within evaluation practices across the district	Nov	Feb	Apr	June
- Provide additional funding to educators who meet standards through the TIA - Onboarding training created for staff about the TIA - Approval from the state for TIA - Increase efforts concerning recruitment with the implementation of TIA **Staff Responsible for Monitoring:** Administrators **Problem Statements:** Student Achievement 3 - Student Learning 3 - School Culture and Climate 4 - School Processes & Programs 6, 8 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 2				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted academic goals with a specific emphasis on special populations of learners (At-risk, Special Education, 504, EB, and EcoDis learners).   **Root Cause**: Campus Rti/MTSS team needs to be more effective at partnering with classroom educators to proactively identify learners at risk of failure.
Problem Statement 3: There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom.   **Root Cause**: A campus focus for implementation/support of Tier I instruction focused on small group instruction and formative assessment is in its second y

School Processes & Programs
Problem Statement 6: There is a need for continued focus on mental health, social-emotional, and wellness needs for learners and staff.   **Root Cause**: Full implementation of existing resources for a wide variety of learner/staff needs and staff training needs to continue to be a priority.
Problem Statement 8: There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom.   **Root Cause**: A campus focus for implementation/support of Tier I instruction focused on small group instruction and formative assessment is in its second y

Goal 4: Organizational Improvement and Strategic Design: We as Coppell Middle School West 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: CMSW 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: TEA/District guidance
Campus/District Emergency Management Plans

Strategy 1 Details	Reviews			
Strategy 1: Ensure all safety drills take place on campus, 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Aligned practices for safety and security across the district -Aligned training for staff and learners in CISD -Safety of learners and staff in CISD -Communication to all stakeholders about safety and practices of CISD - Continued implementation of door sweeps on campuses and district buildings at least once each week during instructional days - Review of current district practices and staff hired to help support safety **Staff Responsible for Monitoring:** Administrators Director of Safety and Security **Problem Statements:** Demographics 3 - Demographics 5 - School Culture and Climate 1 - Perceptions 4 - Parent and Community Engagement 2				
Strategy 2 Details	Reviews			
Strategy 2: Implement door sweeps on campuses and district buildings at least once each week during instructional days.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased safety of learners and staff Door logs sent weekly to Director of Safety and Security	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: SROs and Deputies Administrators Director of Safety and Security **Problem Statements:** Demographics 3 - Demographics 5 - School Culture and Climate 1 - Perceptions 4 - Parent and Community Engagement 2				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 5: There is a need to establish and maintain strong, positive relationships between all learners and staff. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners.
Perceptions
Problem Statement 4: There is a need to establish and maintain strong, positive relationships between all learners and staff. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners.

Goal 4: Organizational Improvement and Strategic Design: We as Coppell Middle School West 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 4: Coppell Middle School West will consolidate the avenues for internal/external communication to increase clarity/consistency of district messages.

Evaluation Data Sources: Parent Link data
Campus Social Media platforms

Strategy 1 Details	Reviews			
Strategy 1: Coppell Middle School West will continue to research/purchase resources focused on improving stakeholders' experiences on campus.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Higher ratings on the EOY students/families satisfaction survey **Staff Responsible for Monitoring:** Administrators				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

State Compensatory

Budget for Coppell Middle School West

Total SCE Funds: $13,479.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Tutoring for at risk learners

Campus Funding Summary

199 - State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	6	Tutoring		$10,279.00
				Sub-Total	$10,279.00