Coppell Independent School District

Coppell Middle School North

2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Coppell Middle School North 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 North serves a plurality Asian student population in grades 6-8. In the 2023-24 school year, total enrollment was 998 which represents a decrease of -10.9% since 2019-20 (1121 learners).

In 2023-24, the student population was 40.9% Asian, 27% White, 23.9% Hispanic, 3.8% African American, 0.2% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 4% multi-racial. Females made up 51.4% of the learners and males represented 48.6%. Our economically disadvantaged percentage was 13.6%.

Our Emergent Bilingual (EB) population consisted of 133 learners that made up 13.3% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (66.1%), Telugu (6%), Japanese (5.2%), Tamil (3.7%), and Korean (3%). Additionally, 45.1% of our EBs were also economically disadvantaged.

Our 211 gifted and talented learners constituted 21.1% of our population. Our gender split in the GT group was 46.9% female and 53.1% male. Of the four major ethnic groups, our GT learners were 57.3% Asian, 22.2% White, 18.4% Hispanic and 0.4% African American.

We had 111 learners that qualified for special education services, which represented 11.1% of our population. There were 107 learners with 504 accommodations, which was 10.7% of the total enrollment.

The average daily attendance for our campus in 2023-24 was 96.46%, which increased by 0.43% from the prior year.

STAFFING

CMS North employed 65 educators and 10 instructional aides in the 2023-24 school year. The number of teachers remained the same from the prior year while the number of aides increased by 1. The ethnic breakdown for the teaching staff was 6.1% Asian, 75.3% White, 12.3% Hispanic, 6.1% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0% multi-racial. Females made up 70.7% of the educators and males represented 29.3%.

Overall, our educators had a varying level of professional experience: 9.2% (6) were new to teaching with 0-1 years of experience, 13.8% (9) had 2-5 years, 21.5% (14) had 6-10 years, 20% (13) had 11-15 years, 10.7% (7) had 16-20 years, and 24.6% (16) had more than 20 years. Looking at longevity within the district, 32.3% of our teachers had 0-1 years in district, 27.6% had 2-5 years, 16.9% had 6-10 years, 4.6% had 11-15 years, 9.2% had 16-20 years and 9.2% had more than 20 years. The average years of professional experience was 13.2 with 6.9 years in the district.

Advanced degrees were held by 35.3% of our teachers: 22 with master's degrees and 1 with doctorates. Our campus principal had 15 years of career experience in a professional position (not necessarily as a principal) and 6 years in Coppell. Our assistant principal(s) had an average of 10.5 years of professional experience and 6 years in the district.

Our educator retention rate from 2022-23 to 2023-24 was 81.54%. For educational aides it was 55.56%. We hired 13 new teachers in 2023-24. The characteristics of our new teachers were as follows: 7.6% Asian, 61.5% White, 23% Hispanic, 7.6% African American, 46.1% female, 53.9% male, 15.3% new to teaching, 7.6% with 2-5 years of professional experience, 23% with 6-10 years, 23% with 11-15 years, 15.3% with 16-20 years, 15.3% with more than 20 years and 20% new to the campus. The average years of professional experience was 11.8 with 1 years in the district. 61.5% of our new teachers had advanced degrees.

Demographics Strengths

- The ethnic and racial diversity of our student population is a significant strength for the campus. The student population is also diverse in terms of abilities, needs, and talents.
- The Coppell Middle School North PTO is supportive and responsive to the needs of learners and educators.
- This year our campus focus will be providing learning in a safe, secure, and inclusive environment; while providing a culturally responsive learning environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Increasing number of English Learners (ELs) and not all teachers know and use effective instructional strategies to support them. **Root Cause:** Teachers need more training and support for working with EL students.

Problem Statement 2 (Prioritized): There is a need to establish and maintain strong, positive relationships for all learners and families. **Root Cause:** Barriers exist in which relationships have not been established and sustained with all learners and families.

Problem Statement 3 (Prioritized): Many families in our community struggle to engage with the school in partnership for their students' success. **Root Cause:** There is a language barrier for some parents.

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 North			
Total Students	59	50	30
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	58.93%	44.68%	50%
1 Level Higher	41.07%	53.19%	46.67%
2 Levels Higher	0%	2.13%	3.33%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	1.69%	2%	0%
Intermediate	15.25%	20%	13.33%
Advanced	54.24%	36%	46.67%
Advanced High	28.81%	42%	40%
Economic Disadvantage			
Total Students	26	18	14
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	72%	58.82%	64.29%
1 Level Higher	28%	41.18%	28.57%
2 Levels Higher	0%	0%	7.14%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	3.85%	0%	0%
Intermediate	23.08%	38.89%	0%
Advanced	61.54%	38.89%	71.43%
Advanced High	11.54%	22.22%	28.57%
Asian			
Total Students	20	17	6

	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	50%	37.50%	33.33%
1 Level Higher	50%	56.25%	66.67%
2 Levels Higher	0%	6.25%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	5%	11.76%	16.67%
Advanced	55%	29.41%	16.67%
Advanced High	40%	58.82%	66.67%
Hispanic			
Total Students	38	28	23
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	64.86%	50%	56.52%
1 Level Higher	35.14%	50%	39.13%
2 Levels Higher	0%	0%	4.35%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	2.63%	3.57%	0%
Intermediate	21.05%	28.57%	13.04%
Advanced	55.26%	35.71%	56.52%
Advanced High	21.05%	32.14%	30.43%
Two or More Races			
Total Students	-	2	-
Date Taken	-	03/01/24	-
Lower/Same Level	-	50%	-
1 Level Higher	-	50%	-
2 Levels Higher	-	0%	-
3 Levels Higher	-	0%	-
No Rating	-	0%	-
Beginning	-	0%	-
Intermediate	-	0%	-

	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8
Advanced	-	50%	-
Advanced High	-	50%	-
White			
Total Students	1	3	1
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	0%	33.33%	0%
1 Level Higher	100%	66.67%	100%
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	0%	66.67%	0%
Advanced High	100%	33.33%	100%
Currently Emergent Bilingual			
Total Students	59	50	30
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	58.93%	44.68%	50%
1 Level Higher	41.07%	53.19%	46.67%
2 Levels Higher	0%	2.13%	3.33%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	1.69%	2%	0%
Intermediate	15.25%	20%	13.33%
Advanced	54.24%	36%	46.67%
Advanced High	28.81%	42%	40%
Section 504			
Total Students	5	6	2
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	60%	66.67%	100%
1 Level Higher	40%	33.33%	0%
2 Levels Higher	0%	0%	0%

	0324 TELPAS Grade 6	0324 TELPAS Grade 7	0324 TELPAS Grade 8
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	0%	16.67%	0%
Advanced	80%	50%	100%
Advanced High	20%	33.33%	0%
Special Ed Indicator			
Total Students	9	10	7
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	77.78%	90%	57.14%
1 Level Higher	22.22%	10%	28.57%
2 Levels Higher	0%	0%	14.29%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	11.11%	0%	0%
Intermediate	55.56%	40%	42.86%
Advanced	33.33%	60%	42.86%
Advanced High	0%	0%	14.29%

	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 North								
Total Students	312	298	311	312	334	316	331	176
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	2.24%	4.03%	2.89%	2.56%	2.69%	2.22%	3.63%	7.39%
Did Not Meet High	2.24%	6.38%	7.72%	3.21%	3.59%	7.91%	3.02%	14.20%

	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
Approaches Low	2.56%	4.70%	7.40%	2.88%	3.59%	6.96%	3.02%	18.18%
Approaches High	5.77%	9.40%	10.93%	8.97%	6.89%	8.54%	5.74%	25.57%
Meets	18.27%	29.19%	21.22%	31.73%	24.25%	29.11%	26.89%	28.41%
Masters	68.91%	46.31%	49.84%	50.64%	58.98%	45.25%	57.70%	6.25%
	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	40	40	40	40	42	41	51	46
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	7.50%	10%	10%	7.50%	11.90%	12.20%	17.65%	13.04%
Did Not Meet High	2.50%	10%	22.50%	7.50%	9.52%	24.39%	9.80%	34.78%
Approaches Low	2.50%	17.50%	20%	7.50%	11.90%	9.76%	11.76%	17.39%
Approaches High	15%	15%	2.50%	20%	9.52%	12.20%	7.84%	15.22%
Meets	32.50%	27.50%	30%	30%	38.10%	29.27%	39.22%	19.57%
Masters	40%	20%	15%	27.50%	19.05%	12.20%	13.73%	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
American Indian/Alaskan Native								
Total Students	1	1	1	1	-	1	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	-
Excluded	0%	0%	0%	0%	-	0%	0%	-
Did Not Meet Low	0%	0%	0%	0%	-	0%	0%	-
Did Not Meet High	100%	100%	100%	100%	-	0%	0%	-
Approaches Low	0%	0%	0%	0%	-	0%	0%	-
Approaches High	0%	0%	0%	0%	-	0%	0%	-
Meets	0%	0%	0%	0%	-	0%	0%	-
Masters	0%	0%	0%	0%	-	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
Asian								
Total Students	129	122	129	129	140	127	131	33
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	0.78%	0.82%	0.78%	0.78%	0%	0%	0%	6.06%
Did Not Meet High	0.78%	0.82%	3.10%	0.78%	2.86%	0.79%	0.76%	6.06%
Approaches Low	0%	1.64%	2.33%	1.55%	1.43%	2.36%	0.76%	6.06%
Approaches High	2.33%	2.46%	9.30%	2.33%	1.43%	3.94%	6.11%	21.21%
Meets	7.75%	25.41%	20.93%	24.81%	12.14%	22.05%	18.32%	39.39%
Masters	88.37%	68.85%	63.57%	69.77%	82.14%	70.87%	74.05%	21.21%

	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
Black/African American								
Total Students	17	16	17	17	11	12	10	8
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%	6.25%	5.88%	0%	0%	0%	10%	12.50%
Did Not Meet High	17.65%	12.50%	17.65%	5.88%	0%	33.33%	0%	25%
Approaches Low	5.88%	0%	29.41%	11.76%	18.18%	16.67%	0%	12.50%
Approaches High	5.88%	25%	11.76%	17.65%	36.36%	16.67%	10%	25%
Meets	41.18%	43.75%	17.65%	47.06%	27.27%	25%	50%	25%
Masters	29.41%	12.50%	17.65%	17.65%	18.18%	8.33%	30%	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	67	67	66	67	81	72	88	76
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	7.46%	11.94%	7.58%	8.96%	9.88%	6.94%	12.50%	11.84%
Did Not Meet High	1.49%	13.43%	16.67%	7.46%	7.41%	18.06%	6.82%	22.37%

	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	4.48%	8.96%	13.64%	2.99%	7.41%	8.33%	9.09%	19.74%
Approaches High	13.43%	19.40%	13.64%	20.90%	7.41%	15.28%	5.68%	23.68%
Meets	32.84%	23.88%	22.73%	29.85%	29.63%	31.94%	31.82%	18.42%
Masters	40.30%	22.39%	25.76%	29.85%	38.27%	19.44%	34.09%	3.95%
	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	14	12	14	14	11	12	14	9
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%	16.67%	7.14%	7.14%	0%	8.33%	0%	11.11%
Approaches Low	0%	0%	14.29%	0%	9.09%	8.33%	0%	55.56%
Approaches High	7.14%	0%	7.14%	7.14%	0%	16.67%	14.29%	22.22%
Meets	21.43%	33.33%	7.14%	42.86%	27.27%	25%	28.57%	11.11%
Masters	71.43%	50%	64.29%	42.86%	63.64%	41.67%	57.14%	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
White								
Total Students	84	80	84	84	91	92	87	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
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	1.19%	2.50%	2.38%	1.19%	1.10%	2.17%	0%	2%
Did Not Meet High	1.19%	5%	4.76%	1.19%	2.20%	6.52%	3.45%	6%
Approaches Low	4.76%	7.50%	4.76%	3.57%	1.10%	10.87%	1.15%	18%
Approaches High	4.76%	10%	11.90%	8.33%	12.09%	7.61%	3.45%	32%
Meets	17.86%	36.25%	23.81%	39.29%	37.36%	38.04%	32.18%	40%
Masters	70.24%	38.75%	52.38%	46.43%	46.15%	34.78%	59.77%	2%

	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	30	37	29	30	50	51	60	45
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	16.67%	13.51%	20.69%	16.67%	16%	7.84%	15%	17.78%
Did Not Meet High	3.33%	18.92%	17.24%	10%	14%	17.65%	8.33%	20%
Approaches Low	3.33%	10.81%	24.14%	10%	12%	7.84%	8.33%	13.33%
Approaches High	20%	10.81%	3.45%	16.67%	12%	13.73%	10%	17.78%
Meets	33.33%	16.22%	17.24%	23.33%	24%	27.45%	31.67%	24.44%
Masters	23.33%	29.73%	17.24%	23.33%	22%	25.49%	26.67%	6.67%

	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
	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	4	1	4	4	3	2	1	1
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%	25%	0%	0%	0%	0%	0%
Approaches High	0%	100%	25%	25%	0%	50%	0%	100%
Meets	50%	0%	0%	50%	0%	50%	0%	0%
Masters	50%	0%	50%	25%	100%	0%	100%	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
Fourth Year of Monitoring								
Total Students	23	12	23	23	14	12	14	4
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%	4.35%	0%	0%	0%	0%
Did Not Meet High	0%	0%	4.35%	0%	0%	0%	0%	25%

	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%	0%	0%
Approaches High	4.35%	0%	0%	4.35%	0%	0%	0%	25%
Meets	4.35%	33.33%	34.78%	17.39%	14.29%	33.33%	14.29%	50%
Masters	91.30%	66.67%	60.87%	73.91%	85.71%	66.67%	85.71%	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
Second Year of Monitoring								
Total Students	4	7	4	4	8	4	3	1
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	25%	14.29%	0%	0%	0%	0%	0%	0%
Did Not Meet High	0%	0%	50%	25%	0%	0%	0%	0%
Approaches Low	0%	14.29%	0%	0%	0%	0%	0%	100%
Approaches High	0%	0%	0%	50%	0%	0%	0%	0%
Meets	0%	0%	0%	0%	25%	50%	33.33%	0%
Masters	75%	71.43%	50%	25%	75%	50%	66.67%	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
Third Year of Monitoring								
Total Students	11	11	11	11	11	9	8	2

	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%	9.09%	0%	0%	11.11%	0%	0%
Did Not Meet High	9.09%	9.09%	0%	0%	0%	22.22%	0%	0%
Approaches Low	0%	0%	0%	0%	0%	0%	0%	0%
Approaches High	0%	9.09%	27.27%	9.09%	0%	0%	0%	100%
Meets	27.27%	45.45%	9.09%	45.45%	18.18%	0%	12.50%	0%
Masters	63.64%	36.36%	54.55%	45.45%	81.82%	66.67%	87.50%	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
Section 504								
Total Students	32	27	32	32	37	35	36	31
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	3.12%	3.70%	3.12%	3.12%	0%	0%	2.78%	3.23%
Did Not Meet High	3.12%	11.11%	15.62%	6.25%	2.70%	14.29%	0%	3.23%
Approaches Low	9.38%	14.81%	9.38%	3.12%	5.41%	22.86%	2.78%	22.58%
Approaches High	12.50%	14.81%	18.75%	18.75%	16.22%	8.57%	11.11%	35.48%
Meets	12.50%	33.33%	18.75%	43.75%	48.65%	42.86%	61.11%	32.26%
Masters	59.38%	22.22%	34.38%	25%	27.03%	11.43%	22.22%	3.23%

	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
Special Ed Indicator								
Total Students	26	24	26	26	32	38	37	28
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	15.38%	37.50%	19.23%	15.38%	12.50%	10.53%	24.32%	28.57%
Did Not Meet High	19.23%	29.17%	26.92%	23.08%	25%	21.05%	16.22%	28.57%
Approaches Low	7.69%	8.33%	15.38%	11.54%	12.50%	7.89%	8.11%	10.71%
Approaches High	15.38%	0%	7.69%	11.54%	9.38%	10.53%	8.11%	14.29%
Meets	38.46%	16.67%	19.23%	34.62%	28.12%	26.32%	13.51%	14.29%
Masters	3.85%	8.33%	11.54%	3.85%	12.50%	23.68%	29.73%	3.57%

	Spring 2024 STAAR EOC, Algebra I
Coppell Middle School North	
Total Students	190
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0.53%

	Spring 2024 STAAR EOC, Algebra I
Meets	1.05%
Masters	98.42%
Economic Disadvantage	
Total Students	7
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
Asian	
Total Students	119
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0.84%
Masters	99.16%
Black/African American	
Total Students	2
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%

	Spring 2024 STAAR EOC, Algebra I
Meets	0%
Masters	100%
Hispanic	
Total Students	22
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	4.55%
Masters	95.45%
Two or More Races	
Total Students	6
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
White	
Total Students	41
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	2.44%

	Spring 2024 STAAR EOC, Algebra I
Meets	0%
Masters	97.56%
Currently Emergent Bilingual	
Total Students	8
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
First Year of Monitoring	
Total Students	4
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
Fourth Year of Monitoring	
Total Students	23
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%

	Spring 2024 STAAR EOC, Algebra I
Meets	0%
Masters	100%
Second Year of Monitoring	
Total Students	3
Excluded	0%
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	8
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
Section 504	
Total Students	12
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%

	Spring 2024 STAAR EOC, Algebra I
Meets	0%
Masters	100%
Special Ed Indicator	
Total Students	5
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	20%
Meets	0%
Masters	80%

TELPAS 2023

Grade	Listening - Number Tested	Listening - Beginning - %	Listening - Intermediate - %	Listening - Advanced - %	Listening - Advanced High - %	Speaking - Number Tested	Speaking - Beginning - %	Speaking - Intermediate - %	Speaking - Advanced - %	Speaking - Advanced High - %	Reading - Number Tested	Reading - Beginning - %	Reading - Intermediate - %	Reading - Advanced - %	Reading - Advanced High - %
6	56	4	18	39	39	56	2	20	55	23	56	7	23	32	38
7	39	3	13	28	56	39	3	18	51	28	39	10	15	23	5
8	37		5	35	59	37	3	14	43	41	37	3	14	35	49

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

The Student Learning Summary data reflects data from the 2021/2022 and 2022/2023 school years. Over these two school years, student performance on STAAR showed significant growth in student achievement. On the spring 2022 assessments, our students improved their performance on 8 of 8 STAAR tests (Math 6, Math 7, Math 8, ELAR 6, ELAR 7, ELAR 8, Science 8, and Social Studies 8). On the spring 2023 assessments, our students improved in 5 of 8 STAAR tests.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices.   **Root Cause:** Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices.

Problem Statement 2 (Prioritized): There is a need to use both quantitative and qualitative data to set appropriate targeted learning goals for struggling learners in order to close achievement gaps.   **Root Cause:** There is a lack of information that is specific to individual learning gaps.

Problem Statement 3 (Prioritized): There is a need to focus on social emotional skills such as grit, self-advocacy, and leadership.   **Root Cause:** Learners are under high levels of stress in many aspects of their lives that do not allow them to easily learn or use coping mechanisms appropriately.

Problem Statement 4 (Prioritized): There is a need to ensure high-quality instruction in every classroom and to ensure that all teachers are equally prepared to deliver meaningful and engaging lessons targeting high-priority learning standards in all content areas.   **Root Cause:** Our teachers need additional time to collaboratively design high-quality learning experiences as teams and additional training in the areas of lesson design, UbD, PLC practices, Instructional Coaching, and pedagogical strategies.

Problem Statement 5 (Prioritized): There is a need to provide time for administrators, counselors, and teachers to exhaustively examine all student performance data to comprehensively identify the individual needs of all RtI Tier 2 and Tier 3 learners.   **Root Cause:** Our Tier 2 and 3 learners need individualized support plans to support their learning needs as they transition to the next grade level.

Problem Statement 6 (Prioritized): There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners.   **Root Cause:** Lack of alignment and sustainability within our CTE program and the focus on career, life readiness and certifications offered.

Problem Statement 7 (Prioritized): There is a need to focus on digital tools and resources to showcase learning resulting in increased learner achievement.   **Root Cause:** Inconsistencies in usage of digital tools and resources to showcase learner academic and social emotional growth.

Problem Statement 8 (Prioritized): There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners.   **Root Cause:** Lack of alignment across the district with implementation of the district curriculum and challenges this year with remote and face to face learning.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to refine our data meeting protocols to ensure analysis of both student performance and instructional practices. **Root Cause:** Our weekly data meetings are exemplary models of student-focused assessment analysis and intervention design, however, there is a growth opportunity in the area of instructional practice reflection and pedagogical learning.

Problem Statement 2 (Prioritized): There is a need to ensure all educators are well-versed in the Professional Learning Community model and all associated best practices such as Instructional Leadership, RtI, and/or Standards-Based Grading Practices. **Root Cause:** Being a PLC is the foundation of our work and every year new educators are hired and returning educators need continuing refreshers.

Problem Statement 3 (Prioritized): There is a need to ensure that all teachers are adequately trained in the assessment design process. **Root Cause:** Our teachers are evolving in their capacity to use our UbD-based assessment design process to comprehensively and collaboratively plan assessments, learning experiences, and interventions through a formal and consistent process.

Problem Statement 4 (Prioritized): There is a need for the campus to be able to flexibly schedule all students on a daily basis during eTime for the purpose of academic interventions based on real-time data-driven decisions. **Root Cause:** Every student has unique academic needs and requires targeted and timely interventions during the school day based on their weekly/daily performance data.

Problem Statement 5 (Prioritized): There is a need to increase and align processes and procedures resulting in safe, secure, and inclusive learning environments across the district. **Root Cause:** There is a continued need to focus on safety and inclusivity and align our practices with district expectations.

Problem Statement 6: There is a need to continue the tracking and inventory control of all instructional materials and resources purchased with public funds for the school. **Root Cause:** Both digital and physical materials need accounting every school year.

Perceptions

Perceptions Summary

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

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

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to focus on the social/emotional wellness of learners. **Root Cause:** Learners experience challenges of high expectations from families and their community. Learners may live in environments that focus primarily on academics and less social emotional health and well-being.

Problem Statement 2: There is a need to respond to discipline with restorative practices. **Root Cause:** Administrators and educators lack the time and professional learning with restorative practices.

Problem Statement 3 (Prioritized): There is a need to ensure equitable access to all facilities and learning/social opportunities for all students. **Root Cause:** Each individual student has unique physical and mental abilities and needs.

Problem Statement 4 (Prioritized): There is a need in all schools to ensure a safe and orderly environment, which includes enforcement of the student code of conduct and all applicable laws and board policies. **Root Cause:** Student discipline issues will arise and must be handled with strict adherence to all federal/state laws and board policies.

Priority Problem Statements

Problem Statement 1: There is a need to ensure high-quality instruction in every classroom and to ensure that all teachers are equally prepared to deliver meaningful and engaging lessons targeting high-priority learning standards in all content areas.

Root Cause 1: Our teachers need additional time to collaboratively design high-quality learning experiences as teams and additional training in the areas of lesson design, UbD, PLC practices, Instructional Coaching, and pedagogical strategies.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need to ensure all educators are well-versed in the Professional Learning Community model and all associated best practices such as Instructional Leadership, RtI, and/or Standards-Based Grading Practices.

Root Cause 2: Being a PLC is the foundation of our work and every year new educators are hired and returning educators need continuing refreshers.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices.

Root Cause 3: Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need to use both quantitative and qualitative data to set appropriate targeted learning goals for struggling learners in order to close achievement gaps.

Root Cause 4: There is a lack of information that is specific to individual learning gaps.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: There is a need to focus on social emotional skills such as grit, self-advocacy, and leadership.

Root Cause 5: Learners are under high levels of stress in many aspects of their lives that do not allow them to easily learn or use coping mechanisms appropriately.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: There is a need to refine our data meeting protocols to ensure analysis of both student performance and instructional practices.

Root Cause 6: Our weekly data meetings are exemplary models of student-focused assessment analysis and intervention design, however, there is a growth opportunity in the area of instructional practice reflection and pedagogical learning.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a need to focus on the social/emotional wellness of learners.

Root Cause 7: Learners experience challenges of high expectations from families and their community. Learners may live in environments that focus primarily on academics and less

social emotional health and well-being.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There is a need to ensure that all teachers are adequately trained in the assessment design process.

Root Cause 8: Our teachers are evolving in their capacity to use our UbD-based assessment design process to comprehensively and collaboratively plan assessments, learning experiences, and interventions through a formal and consistent process.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is a need for the campus to be able to flexibly schedule all students on a daily basis during eTime for the purpose of academic interventions based on real-time data-driven decisions.

Root Cause 9: Every student has unique academic needs and requires targeted and timely interventions during the school day based on their weekly/daily performance data.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a need to provide time for administrators, counselors, and teachers to exhaustively examine all student performance data to comprehensively identify the individual needs of all RtI Tier 2 and Tier 3 learners.

Root Cause 10: Our Tier 2 and 3 learners need individualized support plans to support their learning needs as they transition to the next grade level.

Problem Statement 10 Areas: Student Learning

Problem Statement 11: Increasing number of English Learners (ELs) and not all teachers know and use effective instructional strategies to support them.

Root Cause 11: Teachers need more training and support for working with EL students.

Problem Statement 11 Areas: Demographics

Problem Statement 12: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners.

Root Cause 12: Lack of alignment and sustainability within our CTE program and the focus on career, life readiness and certifications offered.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: There is a need to increase and align processes and procedures resulting in safe, secure, and inclusive learning environments across the district.

Root Cause 13: There is a continued need to focus on safety and inclusivity and align our practices with district expectations.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: There is a need to focus on digital tools and resources to showcase learning resulting in increased learner achievement.

Root Cause 14: Inconsistencies in usage of digital tools and resources to showcase learner academic and social emotional growth.

Problem Statement 14 Areas: Student Learning

Problem Statement 15: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners.

Root Cause 15: Lack of alignment across the district with implementation of the district curriculum and challenges this year with remote and face to face learning.

Problem Statement 15 Areas: Student Learning

Problem Statement 16: There is a need to establish and maintain strong, positive relationships for all learners and families.

Root Cause 16: Barriers exist in which relationships have not been established and sustained with all learners and families.

Problem Statement 16 Areas: Demographics

Problem Statement 17: Many families in our community struggle to engage with the school in partnership for their students' success.

Root Cause 17: There is a language barrier for some parents.

Problem Statement 17 Areas: Demographics - Demographics

Problem Statement 18: There is a need to ensure equitable access to all facilities and learning/social opportunities for all students.

Root Cause 18: Each individual student has unique physical and mental abilities and needs.

Problem Statement 18 Areas: Perceptions

Problem Statement 19: There is a need in all schools to ensure a safe and orderly environment, which includes enforcement of the student code of conduct and all applicable laws and board policies.

Root Cause 19: Student discipline issues will arise and must be handled with strict adherence to all federal/state laws and board policies.

Problem Statement 19 Areas: 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
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: All learners at Coppell Middle School North 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 support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Learners will receive quality Tier I instruction. Data team meetings will focus on classroom instruction and the sharing of effective instructional strategies. Professional learning provided by the district and campus. Creation of Instructional Design Plans **Staff Responsible for Monitoring:** Content Team Lead Learning Coach Campus Administrators Educators **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1, 2, 4, 7, 8 - School Processes & Programs 1, 2, 3, 5 **Funding Sources:** Substitutes for Instructional Design Days for Teachers - 199 - State Comp Ed - 199-11-6112-00-044-24-000- - $4,960, Off Contract Pay for Summer Design Days - 211 - Title I, Part A - 211-11-6118-00-044-24-000-21150 - $8,797.33				

Strategy 2 Details	Reviews			

Strategy 2: House Bill 3 implementation of career, college and military readiness goals supporting alignment and growth and certifications will occur. We will strengthen understanding of CCMR goals in education and the Career & Technical Education for the 21st Century Act by focusing on implementing college and career labs in the 7th Grade iExplore curriculum.
 	
    Strategy's Expected Result/Impact: Learner engagement with the iExplore curriculum
Increased opportunities for investigating careers
Increased opportunities for real-world experiences with career exploration
    Staff Responsible for Monitoring: Campus Administrators
CTE Educators
Instructional Team
 	
    Title I:
2.4, 2.5, 2.6
    Problem Statements: Student Learning 6, 8 - Perceptions 3
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			

Strategy 3: Continue building on mentor training and structures of support for new educators, administrators, and staff at CISD.
    Strategy's Expected Result/Impact: Growth in new educators, administrators, and staff regarding understanding CISD systems and structures and specific strategies to support their role.
Sustainability and support for campuses by providing aligned training for new educators, administrators, and staff
    Staff Responsible for Monitoring: Administrators
Instructional Leaders
Educators
 	
    Problem Statements: Demographics 2 - Student Learning 1, 4, 5, 7 - School Processes & Programs 2, 3
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**

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 **Title I:** 2.5 **Problem Statements:** Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 5				

Strategy 5 Details	Reviews			
Strategy 5: Weekly data protocols will be conducted as a PLC to identify learners' 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 **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3, 4, 5 - School Processes & Programs 1, 2				

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

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Increasing number of English Learners (ELs) and not all teachers know and use effective instructional strategies to support them. **Root Cause**: Teachers need more training and support for working with EL students.

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

Student Learning

Problem Statement 1: There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices. **Root Cause**: Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices.

Problem Statement 2: There is a need to use both quantitative and qualitative data to set appropriate targeted learning goals for struggling learners in order to close achievement gaps. **Root Cause**: There is a lack of information that is specific to individual learning gaps.

Problem Statement 3: There is a need to focus on social emotional skills such as grit, self-advocacy, and leadership. **Root Cause**: Learners are under high levels of stress in many aspects of their lives that do not allow them to easily learn or use coping mechanisms appropriately.

Problem Statement 4: There is a need to ensure high-quality instruction in every classroom and to ensure that all teachers are equally prepared to deliver meaningful and engaging lessons targeting high-priority learning standards in all content areas. **Root Cause**: Our teachers need additional time to collaboratively design high-quality learning experiences as teams and additional training in the areas of lesson design, UbD, PLC practices, Instructional Coaching, and pedagogical strategies.

Problem Statement 5: There is a need to provide time for administrators, counselors, and teachers to exhaustively examine all student performance data to comprehensively identify the individual needs of all RtI Tier 2 and Tier 3 learners. **Root Cause**: Our Tier 2 and 3 learners need individualized support plans to support their learning needs as they transition to the next grade level.

Problem Statement 6: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. **Root Cause**: Lack of alignment and sustainability within our CTE program and the focus on career, life readiness and certifications offered.

Problem Statement 7: There is a need to focus on digital tools and resources to showcase learning resulting in increased learner achievement. **Root Cause**: Inconsistencies in usage of digital tools and resources to showcase learner academic and social emotional growth.

Problem Statement 8: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment across the district with implementation of the district curriculum and challenges this year with remote and face to face learning.

School Processes & Programs

Problem Statement 1: There is a need to refine our data meeting protocols to ensure analysis of both student performance and instructional practices. **Root Cause**: Our weekly data meetings are exemplary models of student-focused assessment analysis and intervention design, however, there is a growth opportunity in the area of instructional practice reflection and pedagogical learning.

Problem Statement 2: There is a need to ensure all educators are well-versed in the Professional Learning Community model and all associated best practices such as Instructional Leadership, RtI, and/or Standards-Based Grading Practices. **Root Cause**: Being a PLC is the foundation of our work and every year new educators are hired and returning educators need continuing refreshers.

Problem Statement 3: There is a need to ensure that all teachers are adequately trained in the assessment design process. **Root Cause**: Our teachers are evolving in their capacity to use our UbD-based assessment design process to comprehensively and collaboratively plan assessments, learning experiences, and interventions through a formal and consistent process.

Problem Statement 5: There is a need to increase and align processes and procedures resulting in safe, secure, and inclusive learning environments across the district. **Root Cause**: There is a continued need to focus on safety and inclusivity and align our practices with district expectations.

Perceptions
Problem Statement 3: There is a need to ensure equitable access to all facilities and learning/social opportunities for all students.   **Root Cause**: Each individual student has unique physical and mental abilities and needs.

Goal 1: Personal Growth and Experiences: We at Coppell Middle School North 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: STAAR data
Common formative and summative learner data (including learner work samples)
BOY/MOY/EOY MAP learner data
Student IEP goals
TELPAS learner data

Strategy 1 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 the creation of common formative assessments and long-range data analysis). Growth and alignment in structures for Professional Learning Communities. Collaborative Team Times across the district, Increased student achievement (academic, social-emotional, and behavioral). Using NWEA MAP data, STAAR/EOC data, TELPAS, mClass, and other district/classroom assessments to review the growth of learners. Creation of pre-post assessments and rubric creation. **Staff Responsible for Monitoring:** Administrators Instructional Leaders Language Acquisition Specialists Educators **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 4, 5, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5				

Strategy 2 Details	Reviews			
Strategy 2: Continued training and support for understanding, implementing, and evaluating the effectiveness of MTSS (Multi-Tiered Systems of Support) will occur.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Training on the Student Success Platform in Panorama and aligned implementation at campuses (supporting day-to-day support for all learners). Alignment across the district of data tools being used throughout the year to find the strengths and needs of learners. Increased knowledge of educators with data analysis and differentiation of instruction. Ease on educators for viewing various pieces of data in one location. Increased monitoring of the growth of learners in all content areas and social-emotional skills (academic, social-emotional, behavioral). Training for evaluation staff regarding culturally responsive evaluation practices. Increase family and parent engagement with MTSS processes and Special Education processes. Strengthen family engagement in the MTSS process. **Staff Responsible for Monitoring:** Campus Admin Instructional Leaders Language Acquisition Specialist Campus Educators **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Demographics 1, 3 - Student Learning 1, 2, 3, 4, 5, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5 - Perceptions 1, 3				

Strategy 3 Details	Reviews			
Strategy 3: Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching and resources.	Formative			Summative
	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 the system of housing learner needs. **Staff Responsible for Monitoring:** Campus administrators Language Acquisition Specialist **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3, 4, 5, 7, 8 - School Processes & Programs 1, 2, 3, 5 - Perceptions 1, 3				

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: Improved student behavior and increased behavior response skills among all staff. **Staff Responsible for Monitoring:** Campus Administrators District Staff **Title I:** 2.6 **Problem Statements:** School Processes & Programs 5 - Perceptions 1, 3, 4				

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:** Administration Educators **Title I:** 2.6 **Problem Statements:** Demographics 2 - School Processes & Programs 5 - Perceptions 1, 3, 4				

Strategy 6 Details	Reviews			
	Formative			**Summative**
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 reteaching to be successful while supporting the requirements of learner-accelerated instruction.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved learner outcomes **Staff Responsible for Monitoring:** Administrators Counselors Educators **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 4, 5, 7, 8 - School Processes & Programs 1, 3, 4 **Funding Sources:** iXL Software (Mathematics and Literacy) - 211 - Title I, Part A - 211-11-6399-00-044-24-000-21150 - $17,195, Flocabulary - 199 - State Comp Ed - 199-11-6399-00-044-24-000 - $3,765, Extra Duty Pay Accelerated Instruction - 199 - State Comp Ed - 199-11-6118-00-044-24-000 - $4,000, Science Intervention Resources - 199 - State Comp Ed - 199-11-6399-00-044-24-000 - $3,098				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Increasing number of English Learners (ELs) and not all teachers know and use effective instructional strategies to support them. **Root Cause**: Teachers need more training and support for working with EL students.
Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners and families. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners and families.
Problem Statement 3: Many families in our community struggle to engage with the school in partnership for their students' success. **Root Cause**: There is a language barrier for some parents.

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices. **Root Cause**: Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices.
Problem Statement 2: There is a need to use both quantitative and qualitative data to set appropriate targeted learning goals for struggling learners in order to close achievement gaps. **Root Cause**: There is a lack of information that is specific to individual learning gaps.
Problem Statement 3: There is a need to focus on social emotional skills such as grit, self-advocacy, and leadership. **Root Cause**: Learners are under high levels of stress in many aspects of their lives that do not allow them to easily learn or use coping mechanisms appropriately.

Student Learning
Problem Statement 4: There is a need to ensure high-quality instruction in every classroom and to ensure that all teachers are equally prepared to deliver meaningful and engaging lessons targeting high-priority learning standards in all content areas. **Root Cause**: Our teachers need additional time to collaboratively design high-quality learning experiences as teams and additional training in the areas of lesson design, UbD, PLC practices, Instructional Coaching, and pedagogical strategies.
Problem Statement 5: There is a need to provide time for administrators, counselors, and teachers to exhaustively examine all student performance data to comprehensively identify the individual needs of all RtI Tier 2 and Tier 3 learners. **Root Cause**: Our Tier 2 and 3 learners need individualized support plans to support their learning needs as they transition to the next grade level.
Problem Statement 7: There is a need to focus on digital tools and resources to showcase learning resulting in increased learner achievement. **Root Cause**: Inconsistencies in usage of digital tools and resources to showcase learner academic and social emotional growth.
Problem Statement 8: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment across the district with implementation of the district curriculum and challenges this year with remote and face to face learning.

School Processes & Programs
Problem Statement 1: There is a need to refine our data meeting protocols to ensure analysis of both student performance and instructional practices. **Root Cause**: Our weekly data meetings are exemplary models of student-focused assessment analysis and intervention design, however, there is a growth opportunity in the area of instructional practice reflection and pedagogical learning.
Problem Statement 2: There is a need to ensure all educators are well-versed in the Professional Learning Community model and all associated best practices such as Instructional Leadership, RtI, and/or Standards-Based Grading Practices. **Root Cause**: Being a PLC is the foundation of our work and every year new educators are hired and returning educators need continuing refreshers.
Problem Statement 3: There is a need to ensure that all teachers are adequately trained in the assessment design process. **Root Cause**: Our teachers are evolving in their capacity to use our UbD-based assessment design process to comprehensively and collaboratively plan assessments, learning experiences, and interventions through a formal and consistent process.
Problem Statement 4: There is a need for the campus to be able to flexibly schedule all students on a daily basis during eTime for the purpose of academic interventions based on real-time data-driven decisions. **Root Cause**: Every student has unique academic needs and requires targeted and timely interventions during the school day based on their weekly/daily performance data.
Problem Statement 5: There is a need to increase and align processes and procedures resulting in safe, secure, and inclusive learning environments across the district. **Root Cause**: There is a continued need to focus on safety and inclusivity and align our practices with district expectations.

Perceptions
Problem Statement 1: There is a need to focus on the social/emotional wellness of learners. **Root Cause**: Learners experience challenges of high expectations from families and their community. Learners may live in environments that focus primarily on academics and less social emotional health and well-being.
Problem Statement 3: There is a need to ensure equitable access to all facilities and learning/social opportunities for all students. **Root Cause**: Each individual student has unique physical and mental abilities and needs.
Problem Statement 4: There is a need in all schools to ensure a safe and orderly environment, which includes enforcement of the student code of conduct and all applicable laws and board policies. **Root Cause**: Student discipline issues will arise and must be handled with strict adherence to all federal/state laws and board policies.

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

Performance Objective 3: Various tools will be utilized to measure learner success and levels of engagement in learning.

Evaluation Data Sources: District committee created resources (curriculum, assessment tools and trainings), Strategic design strategies for redefining success and engagement

Strategy 1 Details	Reviews			
Strategy 1: Identify and provide tools, resources, and supports to support high levels of engagement; Schoology, iPads/ technologies, online resources, databases, applications	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Impact on overall learner growth and engagement Stronger utilization of tools such as Schoology for learners and parents Stronger utilization of IXL and Enriching Students to support intervention and enrichment Updated trainings for educators on using digital tools in learning Tracking learner growth and engagement in Schoology and Power BI **Staff Responsible for Monitoring:** Campus Administrators Learning Coaches ESL Facilitators Librarians Counselors **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 5 - School Processes & Programs 4 - Perceptions 3 **Funding Sources:** Enriching Students for Intervention and Enrichment Scheduling Management - 211 - Title I, Part A - 211-11-6399-00-044-24-000-21150 - $6,104.96				

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 5: There is a need to provide time for administrators, counselors, and teachers to exhaustively examine all student performance data to comprehensively identify the individual needs of all RtI Tier 2 and Tier 3 learners. **Root Cause**: Our Tier 2 and 3 learners need individualized support plans to support their learning needs as they transition to the next grade level.

School Processes & Programs
Problem Statement 4: There is a need for the campus to be able to flexibly schedule all students on a daily basis during eTime for the purpose of academic interventions based on real-time data-driven decisions.   **Root Cause**:   Every student has unique academic needs and requires targeted and timely interventions during the school day based on their weekly/daily performance data.
Perceptions
Problem Statement 3: There is a need to ensure equitable access to all facilities and learning/social opportunities for all students.   **Root Cause**: Each individual student has unique physical and mental abilities and needs.

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

Performance Objective 4: Student achievement and progress levels will exceed state standards/averages for all student groups.

   Evaluation Data Sources: STAAR, TELPAS data, Learning walks

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and training to support educators to identify the proficiency levels of Emergent Bilingual Learners and plan appropriate classroom instructional strategies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Trainings developed and implemented
Response to Intervention process clearly defined and supported with resources
Implementation and training of Success Ed as an overarching system
Increase academic achievement and growth for all learners
   Staff Responsible for Monitoring: Campus Administrators
Learning Coach
Content Specialists
Campus Leadership Team
Language Acquisition Specialist
 	
   Title I:
2.4, 2.5, 2.6
Problem Statements: Demographics 1 - Student Learning 1, 4, 5 - School Processes & Programs 5 - Perceptions 3				

Strategy 2 Details	Reviews			
Strategy 2: Provide resources and specific training emphasizing how we can best help to support and provide appropriate interventions for our Special Education, 504, English Learners, Migrant Learners, Tier II and Tier III learners, and GTI learners with their overall academic/social emotional needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Acquisition of resources and delivery of professional learning opportunities for staff; Improved supported for the academic and social emotional needs of all students.
   Staff Responsible for Monitoring: District staff
Administrators
Educators
 	
   Title I:
2.4, 2.5, 2.6
Problem Statements: Student Learning 1, 2, 3, 4, 5, 8				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Increasing number of English Learners (ELs) and not all teachers know and use effective instructional strategies to support them.   **Root Cause**: Teachers need more training and support for working with EL students.

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices. **Root Cause**: Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices.
Problem Statement 2: There is a need to use both quantitative and qualitative data to set appropriate targeted learning goals for struggling learners in order to close achievement gaps.   **Root Cause**: There is a lack of information that is specific to individual learning gaps.
Problem Statement 3: There is a need to focus on social emotional skills such as grit, self-advocacy, and leadership.   **Root Cause**: Learners are under high levels of stress in many aspects of their lives that do not allow them to easily learn or use coping mechanisms appropriately.
Problem Statement 4: There is a need to ensure high-quality instruction in every classroom and to ensure that all teachers are equally prepared to deliver meaningful and engaging lessons targeting high-priority learning standards in all content areas.   **Root Cause**: Our teachers need additional time to collaboratively design high-quality learning experiences as teams and additional training in the areas of lesson design, UbD, PLC practices, Instructional Coaching, and pedagogical strategies.
Problem Statement 5: There is a need to provide time for administrators, counselors, and teachers to exhaustively examine all student performance data to comprehensively identify the individual needs of all RtI Tier 2 and Tier 3 learners.   **Root Cause**: Our Tier 2 and 3 learners need individualized support plans to support their learning needs as they transition to the next grade level.
Problem Statement 8: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners.   **Root Cause**: Lack of alignment across the district with implementation of the district curriculum and challenges this year with remote and face to face learning.

School Processes & Programs
Problem Statement 5: There is a need to increase and align processes and procedures resulting in safe, secure, and inclusive learning environments across the district.   **Root Cause**: There is a continued need to focus on safety and inclusivity and align our practices with district expectations.

Perceptions
Problem Statement 3: There is a need to ensure equitable access to all facilities and learning/social opportunities for all students.   **Root Cause**: Each individual student has unique physical and mental abilities and needs.

Goal 2: Authentic Contributions: We at Coppell Middle School North 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.

Evaluation Data Sources: Curriculum documents, Panorama Survey data, Data gathered from families and learners on 6-12 course/certification interest, Data gathered on 6-12 course requests and analyzed for specific areas of learning, Training documentation

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: Improved student awareness of high school courses of study and alignment thereof to college programs and associated careers.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: District CTE staff Campus counselors Educators **Problem Statements:** Student Learning 6				

Strategy 2 Details	Reviews			
Strategy 2: Provide training and resources to educators enhancing curriculum connections to real world application in learning and strengthen understanding and implementation of Career Technical Education and Career College and Military Readiness elementary through secondary.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased teacher awareness of CTE learning opportunities for students and the development of such courses and/or lessons. **Staff Responsible for Monitoring:** District CTE Counseling Staff **Title I:** 2.5 **Problem Statements:** Student Learning 1, 3, 4, 6				

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

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices. **Root Cause**: Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices.

Problem Statement 3: There is a need to focus on social emotional skills such as grit, self-advocacy, and leadership. **Root Cause**: Learners are under high levels of stress in many aspects of their lives that do not allow them to easily learn or use coping mechanisms appropriately.

Problem Statement 4: There is a need to ensure high-quality instruction in every classroom and to ensure that all teachers are equally prepared to deliver meaningful and engaging lessons targeting high-priority learning standards in all content areas. **Root Cause**: Our teachers need additional time to collaboratively design high-quality learning experiences as teams and additional training in the areas of lesson design, UbD, PLC practices, Instructional Coaching, and pedagogical strategies.

Problem Statement 6: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. **Root Cause**: Lack of alignment and sustainability within our CTE program and the focus on career, life readiness and certifications offered.

Goal 2: Authentic Contributions: We at Coppell Middle School North 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 6-8 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: Learner digital portfolios, digital resources, rubrics, goal setting forms/templates

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 thorough 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 Educator digital portfolios Digital Portfolio continued training and implementation CISD staff digital portfolios and specific evidence for goals, including Teacher Incentive Allotment evidence of learner growth **Staff Responsible for Monitoring:** Campus Administrators Educators Instructional Leaders Educators **Problem Statements:** Student Learning 1, 2, 4				

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 for math and science Rubrics for academic and social-emotional growth Goal setting forms/reflections **Staff Responsible for Monitoring:** Campus Administrator Learning Coach Educators **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2, 3, 4, 8 - School Processes & Programs 3				

Strategy 3 Details	Reviews			
Strategy 3: Campus will hire a Spanish language parent liaison to improve community engagement, parent involvement, and student opportunities for academic and social success.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increased community engagement with Spanish-speaking parents and students; Improved school-home communications on all school-related topics. **Staff Responsible for Monitoring:** Campus Principal Parent liaison **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2 **Problem Statements:** Demographics 1 - Demographics 1, 2, 3 **Funding Sources:** Spanish speaking parent liaison FTE - 211 - Title I, Part A - 211-23-6129-00-044-24-000-21150 - $34,615				

Strategy 4 Details	Reviews			
Strategy 4: Using input from a variety of stakeholders, we will review and update the campus Parental Involvement Policy and Parent/Educator/Learner Compact. Additionally, parental involvement opportunities will be available at different times throughout the school year.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increased Parental Involvement Increased Understanding of Campus Supports and Volunteer Opportunities **Staff Responsible for Monitoring:** Campus Administration Site-Based Decision-Making Committee Director of Federal Programs Parent Liason **Title I:** 4.1, 4.2 **Problem Statements:** Demographics 1 - Demographics 1, 2, 3 - Student Learning 8 - School Processes & Programs 5 - Perceptions 1				

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

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Increasing number of English Learners (ELs) and not all teachers know and use effective instructional strategies to support them. **Root Cause**: Teachers need more training and support for working with EL students.

Demographics
Problem Statement 2: There is a need to establish and maintain strong, positive relationships for all learners and families. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners and families.
Problem Statement 3: Many families in our community struggle to engage with the school in partnership for their students' success. **Root Cause**: There is a language barrier for some parents.

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices. **Root Cause**: Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices.
Problem Statement 2: There is a need to use both quantitative and qualitative data to set appropriate targeted learning goals for struggling learners in order to close achievement gaps. **Root Cause**: There is a lack of information that is specific to individual learning gaps.
Problem Statement 3: There is a need to focus on social emotional skills such as grit, self-advocacy, and leadership. **Root Cause**: Learners are under high levels of stress in many aspects of their lives that do not allow them to easily learn or use coping mechanisms appropriately.
Problem Statement 4: There is a need to ensure high-quality instruction in every classroom and to ensure that all teachers are equally prepared to deliver meaningful and engaging lessons targeting high-priority learning standards in all content areas. **Root Cause**: Our teachers need additional time to collaboratively design high-quality learning experiences as teams and additional training in the areas of lesson design, UbD, PLC practices, Instructional Coaching, and pedagogical strategies.
Problem Statement 8: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. **Root Cause**: Lack of alignment across the district with implementation of the district curriculum and challenges this year with remote and face to face learning.

School Processes & Programs
Problem Statement 3: There is a need to ensure that all teachers are adequately trained in the assessment design process. **Root Cause**: Our teachers are evolving in their capacity to use our UbD-based assessment design process to comprehensively and collaboratively plan assessments, learning experiences, and interventions through a formal and consistent process.
Problem Statement 5: There is a need to increase and align processes and procedures resulting in safe, secure, and inclusive learning environments across the district. **Root Cause**: There is a continued need to focus on safety and inclusivity and align our practices with district expectations.

Perceptions
Problem Statement 1: There is a need to focus on the social/emotional wellness of learners. **Root Cause**: Learners experience challenges of high expectations from families and their community. Learners may live in environments that focus primarily on academics and less social emotional health and well-being.

Goal 2: Authentic Contributions: We at Coppell Middle School North 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: 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 training and resources for learners, families, and staff Training to support the 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:** Administration Learning Coaches Educators **Problem Statements:** Student Learning 1, 2, 3, 8				

Strategy 2 Details	Reviews			
Strategy 2: 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, digital learning coaches, instructional coaches, language acquisition 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 3, 7 - School Processes & Programs 5 - Perceptions 3, 4				

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

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices. **Root Cause**: Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices.
Problem Statement 2: There is a need to use both quantitative and qualitative data to set appropriate targeted learning goals for struggling learners in order to close achievement gaps.   **Root Cause**: There is a lack of information that is specific to individual learning gaps.
Problem Statement 3: There is a need to focus on social emotional skills such as grit, self-advocacy, and leadership.   **Root Cause**: Learners are under high levels of stress in many aspects of their lives that do not allow them to easily learn or use coping mechanisms appropriately.
Problem Statement 7: There is a need to focus on digital tools and resources to showcase learning resulting in increased learner achievement.   **Root Cause**: Inconsistencies in usage of digital tools and resources to showcase learner academic and social emotional growth.
Problem Statement 8: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners.   **Root Cause**: Lack of alignment across the district with implementation of the district curriculum and challenges this year with remote and face to face learning.
School Processes & Programs
Problem Statement 5: There is a need to increase and align processes and procedures resulting in safe, secure, and inclusive learning environments across the district.   **Root Cause**: There is a continued need to focus on safety and inclusivity and align our practices with district expectations.
Perceptions
Problem Statement 3: There is a need to ensure equitable access to all facilities and learning/social opportunities for all students.   **Root Cause**: Each individual student has unique physical and mental abilities and needs.

Perceptions
Problem Statement 4: There is a need in all schools to ensure a safe and orderly environment, which includes enforcement of the student code of conduct and all applicable laws and board policies. **Root Cause**: Student discipline issues will arise and must be handled with strict adherence to all federal/state laws and board policies.

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

Performance Objective 1: CISD will continue to review current curriculum documents, create new training, and implement specific programs to provide needed support and 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:** School Processes & Programs 5 - Perceptions 1, 3, 4				

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, and mental health resources (building on district/campus websites) **Staff Responsible for Monitoring:** Counselors Administrators Educators **Problem Statements:** Demographics 2 - School Processes & Programs 5 - Perceptions 1, 3, 4				

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 a 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:** School Processes & Programs 5 - Perceptions 1, 3, 4				

Strategy 4 Details	Reviews			
Strategy 4: Implement Hope Squad courses/curriculum at all middle school and high school campuses 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 support across the district for learners Supporting inclusiveness within the school community and establishing ways to increase a sense of belonging growth within the school environment **Staff Responsible for Monitoring:** Counselors Hope Squad educators **Problem Statements:** School Processes & Programs 5 - Perceptions 1, 3, 4				

Strategy 5 Details	Reviews			
Strategy 5: Continue providing training and support 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 **Problem Statements:** Student Learning 7 - School Processes & Programs 5 - Perceptions 1, 3, 4				

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

Performance Objective 1 Problem Statements:

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

Student Learning
Problem Statement 7: There is a need to focus on digital tools and resources to showcase learning resulting in increased learner achievement.   **Root Cause**: Inconsistencies in usage of digital tools and resources to showcase learner academic and social emotional growth.

School Processes & Programs
Problem Statement 5: There is a need to increase and align processes and procedures resulting in safe, secure, and inclusive learning environments across the district. **Root Cause**: There is a continued need to focus on safety and inclusivity and align our practices with district expectations.

Perceptions
Problem Statement 1: There is a need to focus on the social/emotional wellness of learners. **Root Cause**: Learners experience challenges of high expectations from families and their community. Learners may live in environments that focus primarily on academics and less social emotional health and well-being.
Problem Statement 3: There is a need to ensure equitable access to all facilities and learning/social opportunities for all students. **Root Cause**: Each individual student has unique physical and mental abilities and needs.
Problem Statement 4: There is a need in all schools to ensure a safe and orderly environment, which includes enforcement of the student code of conduct and all applicable laws and board policies. **Root Cause**: Student discipline issues will arise and must be handled with strict adherence to all federal/state laws and board policies.

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

Performance Objective 2: Coppell Middle School North 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: Continue providing training to align practices and review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved staff capacity to respond to student behavior challenges and continued support for students with behavioral needs. **Staff Responsible for Monitoring:** Campus Administration Counselors Educators **Problem Statements:** School Processes & Programs 5 - Perceptions 1, 3, 4				

Strategy 2 Details	Reviews			
Strategy 2: Continue building awareness and processes supporting accessibility under the American with Disabilities Act (ADA) and promoting access to resources, training, facility needs and overall responsiveness regarding equity with interventions/supports for individuals with disabilities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased awareness of facility accessibility needs and improvements where needed **Staff Responsible for Monitoring:** District ADA Coordinator Campus Administrators **Problem Statements:** School Processes & Programs 5 - Perceptions 3				

Strategy 3 Details	Reviews			
Strategy 3: Continue offering training that supports a focus on mental health, trauma, well being, restorative practices, behavior supports and drug/alcohol/vaping awareness/supports.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Implement training across the district (state required and other) Feedback from learners, families, and staff (Panorama survey and PL feedback) Parent University sessions throughout the year Counselor Connections on Campuses for updates and training Tracking training required in Professional Learning - Powerschool Training on attendance - monitoring in Panorama Training on Panorama Playbook strategies and monitoring implementation **Staff Responsible for Monitoring:** Campus Administrators District Staff **Problem Statements:** School Processes & Programs 5 - Perceptions 1, 3, 4				

Strategy 4 Details	Reviews			
Strategy 4: Continue implementing Crucial Conversations training with staff across Coppell Middle School North and implement Poverty Simulation Training to strengthen engagement, efficiency, equity, communication, and relationships with all stakeholders.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Strengthen skills of staff members when working with others internally and externally Understanding how to support all learners and families from varying backgrounds Strengthen processes and communication across Coppell Middle School North Crucial Conversations Training - documentation in PL PowerSchool Feedback from staff attending the training **Staff Responsible for Monitoring:** District Staff Campus Administration **Problem Statements:** School Processes & Programs 5 - Perceptions 1, 3, 4				

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

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 5: There is a need to increase and align processes and procedures resulting in safe, secure, and inclusive learning environments across the district. **Root Cause**: There is a continued need to focus on safety and inclusivity and align our practices with district expectations.

Perceptions
Problem Statement 1: There is a need to focus on the social/emotional wellness of learners.   **Root Cause**: Learners experience challenges of high expectations from families and their community. Learners may live in environments that focus primarily on academics and less social emotional health and well-being.
Problem Statement 3: There is a need to ensure equitable access to all facilities and learning/social opportunities for all students.   **Root Cause**: Each individual student has unique physical and mental abilities and needs.
Problem Statement 4: There is a need in all schools to ensure a safe and orderly environment, which includes enforcement of the student code of conduct and all applicable laws and board policies.   **Root Cause**: Student discipline issues will arise and must be handled with strict adherence to all federal/state laws and board policies.

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

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

> **Evaluation Data Sources:** Resources district/campus (within Schoology), PLC implementation rubric district/campus, Training documentation, Administrator/Educator feedback, Mentoring Supports and training

Strategy 1 Details	Reviews			
Strategy 1: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district including within professional learning opportunities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: PLC Professional learning opportunities for new educators Differentiated professional learning for existing educators **Staff Responsible for Monitoring:** Campus Administrators Learning Coach Educators **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2, 4 - School Processes & Programs 1, 2				

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 a repository of training within PowerSchool Professional Learning - Promote CISD educators presenting and sharing their knowledge both in the 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:** District Director of Professional Learning Campus Administrators Learning Coaches **Problem Statements:** Demographics 1 - Student Learning 1, 4, 5				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Increasing number of English Learners (ELs) and not all teachers know and use effective instructional strategies to support them. **Root Cause**: Teachers need more training and support for working with EL students.

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices. **Root Cause**: Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices.
Problem Statement 2: There is a need to use both quantitative and qualitative data to set appropriate targeted learning goals for struggling learners in order to close achievement gaps. **Root Cause**: There is a lack of information that is specific to individual learning gaps.
Problem Statement 4: There is a need to ensure high-quality instruction in every classroom and to ensure that all teachers are equally prepared to deliver meaningful and engaging lessons targeting high-priority learning standards in all content areas. **Root Cause**: Our teachers need additional time to collaboratively design high-quality learning experiences as teams and additional training in the areas of lesson design, UbD, PLC practices, Instructional Coaching, and pedagogical strategies.
Problem Statement 5: There is a need to provide time for administrators, counselors, and teachers to exhaustively examine all student performance data to comprehensively identify the individual needs of all RtI Tier 2 and Tier 3 learners. **Root Cause**: Our Tier 2 and 3 learners need individualized support plans to support their learning needs as they transition to the next grade level.

School Processes & Programs
Problem Statement 1: There is a need to refine our data meeting protocols to ensure analysis of both student performance and instructional practices. **Root Cause**: Our weekly data meetings are exemplary models of student-focused assessment analysis and intervention design, however, there is a growth opportunity in the area of instructional practice reflection and pedagogical learning.
Problem Statement 2: There is a need to ensure all educators are well-versed in the Professional Learning Community model and all associated best practices such as Instructional Leadership, RtI, and/or Standards-Based Grading Practices. **Root Cause**: Being a PLC is the foundation of our work and every year new educators are hired and returning educators need continuing refreshers.

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

Performance Objective 2: Coppell Middle School North 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 researching, developing and implementing a CISD Community Based Accountability System.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Development of a meaningful accountability report aligned to community expectations that describes more than just academic performance on state standardized tests.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: CISD CBAS Core Team Educators Administrators **Problem Statements:** Demographics 1 - Demographics 2, 3				

Strategy 2 Details		Reviews		
Strategy 2: Implement an aligned system for the CISD Teacher Incentive Allotment (TIA) at all campuses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: -Alignment within evaluation practices across the district - 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	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators **Problem Statements:** Student Learning 1, 2, 4, 7 - School Processes & Programs 1, 2				

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

Performance Objective 2 Problem Statements:

Demographics

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

Problem Statement 3: Many families in our community struggle to engage with the school in partnership for their students' success.   **Root Cause**: There is a language barrier for some parents.

Student Learning

Problem Statement 1: There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices.   **Root Cause**: Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices.

Problem Statement 2: There is a need to use both quantitative and qualitative data to set appropriate targeted learning goals for struggling learners in order to close achievement gaps.   **Root Cause**: There is a lack of information that is specific to individual learning gaps.

Problem Statement 4: There is a need to ensure high-quality instruction in every classroom and to ensure that all teachers are equally prepared to deliver meaningful and engaging lessons targeting high-priority learning standards in all content areas.   **Root Cause**: Our teachers need additional time to collaboratively design high-quality learning experiences as teams and additional training in the areas of lesson design, UbD, PLC practices, Instructional Coaching, and pedagogical strategies.

Problem Statement 7: There is a need to focus on digital tools and resources to showcase learning resulting in increased learner achievement.   **Root Cause**: Inconsistencies in usage of digital tools and resources to showcase learner academic and social emotional growth.

School Processes & Programs

Problem Statement 1: There is a need to refine our data meeting protocols to ensure analysis of both student performance and instructional practices.   **Root Cause**: Our weekly data meetings are exemplary models of student-focused assessment analysis and intervention design, however, there is a growth opportunity in the area of instructional practice reflection and pedagogical learning.

Problem Statement 2: There is a need to ensure all educators are well-versed in the Professional Learning Community model and all associated best practices such as Instructional Leadership, RtI, and/or Standards-Based Grading Practices.   **Root Cause**: Being a PLC is the foundation of our work and every year new educators are hired and returning educators need continuing refreshers.

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

Performance Objective 3: Coppell Middle School North 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 within the district, 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: Relationships with all stakeholders - evident in data surveys and feedback Redefining Success - opportunities for learners Great Teaching documented through lesson design and learning Collective Engagement - Data from communications team, campuses, engagement levels in learning **Staff Responsible for Monitoring:** Campus Administrators Campus Leadership Team District Safety Officer **Problem Statements:** School Processes & Programs 5 - Perceptions 4				

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: Ensured student safety through routine checks of exterior access points	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: SROs Administrators Director of Safety and Security **Problem Statements:** School Processes & Programs 5 - Perceptions 4				

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

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 5: There is a need to increase and align processes and procedures resulting in safe, secure, and inclusive learning environments across the district.   **Root Cause** : There is a continued need to focus on safety and inclusivity and align our practices with district expectations.

Perceptions
Problem Statement 4: There is a need in all schools to ensure a safe and orderly environment, which includes enforcement of the student code of conduct and all applicable laws and board policies.   **Root Cause**: Student discipline issues will arise and must be handled with strict adherence to all federal/state laws and board policies.

State Compensatory

Budget for Coppell Middle School North

Total SCE Funds: $20,125.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

Campus Funding Summary

			211 - Title I, Part A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Off Contract Pay for Summer Design Days	211-11-6118-00-044-24-000-21150	$8,797.33
1	2	6	iXL Software (Mathematics and Literacy)	211-11-6399-00-044-24-000-21150	$17,195.00
1	3	1	Enriching Students for Intervention and Enrichment Scheduling Management	211-11-6399-00-044-24-000-21150	$6,104.96
2	2	3	Spanish speaking parent liaison FTE	211-23-6129-00-044-24-000-21150	$34,615.00
				Sub-Total	$66,712.29
			199 - State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Substitutes for Instructional Design Days for Teachers	199-11-6112-00-044-24-000-	$4,960.00
1	2	6	Science Intervention Resources	199-11-6399-00-044-24-000	$3,098.00
1	2	6	Flocabulary	199-11-6399-00-044-24-000	$3,765.00
1	2	6	Extra Duty Pay Accelerated Instruction	199-11-6118-00-044-24-000	$4,000.00
				Sub-Total	$15,823.00