Coppell Independent School District

Coppell Middle School North

2022-2023 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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 majority Asian student population in grades 6-8. In the 2021-22 school year, total enrollment was 992 which represents an increase of 4.6% since 2017-18 (948 learners).

In 2021-22, the student population was 38.7% Asian, 29.5% White, 22.2% Hispanic, 5% African American, 0.3% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 4.1% multi-racial. Females made up 50.3% of the learners and males represented 49.7%. Our economically disadvantaged percentage was 12.9%.

Our Emergent Bilingual (EB) population consisted of 103 learners that made up 10.3% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (64%), Korean (8.7%), Japanese (6.8), Telugu (2.9%), and Hindi(1.9%). Additionally, 51.4% of our EBs were also economically disadvantaged.

Our 198 gifted and talented learners constituted 19.9% of our population. Our gender split in the GT group was 43.4% female and 56.5% male. Of the four major ethnic groups, our GT learners were 58% Asian, 22.2% White, 15.1% Hispanic and 0.5% African American.

We had 95 learners that qualified for special education services, which represented 9.5% of our population. There were 86 learners with 504 accommodations, which was 8.6% of the total enrollment.

The average daily attendance for our campus in 2021-22 was 95.31%, which decreased by 4.01% from the prior year.

STAFFING

CMS North employed 64 educators and 3 instructional aides in the 2021-22 school year. The number of teachers decreased by 3 from the prior year while the number of aides decreased by 6. The ethnic breakdown for the teaching staff was 4.6% Asian, 75% White, 9.3% Hispanic, 10.9% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0% multi-racial. Females made up 81.2% of the educators and males represented 18.7%.

Overall, our educators had a varying level of professional experience: 9.3% (6) were new to teaching with 0-1 years of experience, 20.3% (13) had 2-5 years, 17.1% (11) had 6-10 years, 20.3% (13) had 11-15 years, 14% (9) had 16-20 years, and 18.7% (12) had more than 20 years. Looking at longevity within the district, 20.3% of our teachers had 0-1 years in district, 35.9% had 2-5 years, 15.6% had 6-10 years, 12.5% had 11-15 years, 7.8% had 16-20 years and 7.8% had more than 20 years. The average years of professional experience was 11.7 with 7.3 years in the district.

Advanced degrees were held by 35.9% of our teachers: 23 with master's degrees and 0 with doctorates. Our campus principal had 13 years of career experience in a professional position (not necessarily as a principal) and 4 years in Coppell. Our assistant principal(s) had an average of 12 years of professional experience and 5 years in the district.

Our educator retention rate from 2020-21 to 2021-22 was 77.27%. For educational aides it was 33.33%. We hired 13 new teachers in 2021-22. The characteristics of our new teachers were as follows: 15.3% Asian, 53.8% White, 15.3% Hispanic, 15.3% African American, 69.2% female, 30.7% male, 30.7% new to teaching, 15.3% with 2-5 years of professional experience, 23% with 6-10 years, 23% with 11-15 years, 7.6% with 16-20 years, 0% with more than 20 years and 20.3% new to the campus. The average years of professional experience was 6.3 with 1.3 years in the district. 46.1% 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

Spring 2021 to Spring 2022 6th grade STAAR Reading and Math Data:

	Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
COPPELL MIDDLE NORTH	Spring 2021	6	292	18	82	54	29	138	25	75	36	9
Economically Disadvantaged	Spring 2021	6	49	45	55	27	6	36	47	53	8	3
Current EB/EL	Spring 2021	6	47	51	49	21	11	34	35	65	32	6
Special Education	Spring 2021	6	26	58	42	19	8	20	70	30	10	5
COPPELL MIDDLE NORTH	Spring 2022	6	316	12	88	66	41	147	23	77	34	10
Economically Disadvantaged	Spring 2022	6	42	29	71	29	12	35	34	66	20	3
Current EB/EL	Spring 2022	6	40	30	70	28	13	29	41	59	14	3
Special Education	Spring 2022	6	27	44	56	26	11	23	52	48	13	4

Spring 2021 to Spring 2022 7th grade STAAR Reading and Math Data:

	Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
COPPELL MIDDLE NORTH	Spring 2021	7	308	17	83	67	45	295	15	85	64	37
Economically Disadvantaged	Spring 2021	7	39	36	64	31	18	46	28	72	43	13
Current EB/EL	Spring 2021	7	27	59	41	4	4	37	27	73	46	22

	Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
Special Education	Spring 2021	7	26	62	38	15	4	32	38	63	31	13
COPPELL MIDDLE NORTH	Spring 2022	7	315	8	92	78	60	326	10	90	71	48
Economically Disadvantaged	Spring 2022	7	42	29	71	38	24	41	34	66	32	12
Current EB/EL	Spring 2022	7	46	26	74	50	28	47	23	77	53	30
Special Education	Spring 2022	7	27	44	56	33	15	27	63	37	33	7

Spring 2021 to Spring 2022 8th grade STAAR Reading and Math Data:

	Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
COPPELL MIDDLE NORTH	Spring 2021	8	338	12	88	70	45	352	12	88	68	34
Economically Disadvantaged	Spring 2021	8	42	29	71	48	14	44	27	73	36	7
Current EB/EL	Spring 2021	8	25	48	52	20	0	26	27	73	38	15
Special Education	Spring 2021	8	26	69	31	8	8	25	56	44	12	4
COPPELL MIDDLE NORTH	Spring 2022	8	348	6	94	78	62	337	8	92	72	44
Economically Disadvantaged	Spring 2022	8	43	19	81	40	26	46	24	76	41	13
Current EB/EL	Spring 2022	8	27	33	67	44	19	36	28	72	47	22
Special Education	Spring 2022	8	28	36	64	32	21	30	37	63	33	17

Spring 2021 to Spring 2022 8th grade STAAR Science and Social Studies Data:

	Admin	Grade	STAAR - Science - Number Tested	STAAR - Science - Did Not Meet - %	STAAR - Science - Approaches - %	STAAR - Science - Meets - %	STAAR - Science - Masters - %	STAAR - Social Studies - Number Tested	STAAR - Social Studies - Did Not Meet - %	STAAR - Social Studies - Approaches - %	STAAR - Social Studies - Meets - %	STAAR - Social Studies - Masters - %
COPPELL MIDDLE NORTH	Spring 2021	8	338	12	88	73	56	333	15	85	64	40
Economically Disadvantaged	Spring 2021	8	41	29	71	34	12	41	37	63	20	12
Current EB/EL	Spring 2021	8	25	48	52	20	8	25	56	44	16	4
Special Education	Spring 2021	8	26	62	38	15	12	25	68	32	20	16
COPPELL MIDDLE NORTH	Spring 2022	8	348	8	92	70	51	348	14	86	65	48
Economically Disadvantaged	Spring 2022	8	43	33	67	28	12	43	51	49	21	12
Current EB/EL	Spring 2022	8	27	44	56	22	11	27	52	48	15	7
Special Education	Spring 2022	8	28	39	61	25	18	28	61	39	25	21

Spring 2021 to Spring 2022 Algrebra I EOC Data:

	Admin	STAAR - Number Tested	STAAR - Did Not Meet - %	STAAR - Approaches - %	STAAR - Meets - %	STAAR - Masters - %
COPPELL MIDDLE NORTH	Spring 2021	166	0	100	95	82
Economically Disadvantaged	Spring 2021	5	0	100	100	60
Current EB/EL	Spring 2021	2	-	-	-	-
Special Education	Spring 2021	2	-	-	-	-
COPPELL MIDDLE NORTH	Spring 2022	170	0	100	98	88
Economically Disadvantaged	Spring 2022	5	0	100	80	60
Current EB/EL	Spring 2022	1	-	-	-	-
Special Education	Spring 2022	2	-	-	-	-

Student Learning Strengths

The Student Learning Summary data reflects data from 2019-2019. Due to COVID-19, STAAR assessments were not administered. During the summmer of 2020, the campus RTI (Response to Intervention) team met to disucss learner progress and learners of concern to ensure support was in place for the 2020-2021

school year.

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 equity, engagement, and growth within face to face and remote learning due to COVID-19 and monitoring learner progress. **Root Cause:** COVID-19 caused school closures during spring 2020 and have impacted the current school year.

Problem Statement 8 (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 9 (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 (Prioritized): 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 (Prioritized): 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 20: Many families in our community struggle to engage with the school in partnership for their students' success.

Root Cause 20: There is a language barrier for some parents.

Problem Statement 20 Areas: Demographics - Demographics

Problem Statement 18: 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 18: Both digital and physical materials need accounting every school year.

Problem Statement 18 Areas: School Context and Organization - School Processes & Programs

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

Root Cause 17: Barriers exist in which relationships have not been established and sustained with all learners and families.

Problem Statement 17 Areas: Demographics

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 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 19: There is a need to respond to discipline with restorative practices.

Root Cause 19: Administrators and educators lack the time and professional learning with restorative practices.

Problem Statement 19 Areas: Perceptions

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

Root Cause 21: Each individual student has unique physical and mental abilities and needs.

Problem Statement 21 Areas: Perceptions

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 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 22: 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 22: Student discipline issues will arise and must be handled with strict adherence to all federal/state laws and board policies.
Problem Statement 22 Areas: Perceptions

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 14: There is a need to increase and align processes and procedures resulting in safe, secure, and inclusive learning environments across the district.
Root Cause 14: There is a continued need to focus on safety and inclusivity and align our practices with district expectations.
Problem Statement 14 Areas: School Processes & Programs

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 focus on equity, engagement, and growth within face to face and remote learning due to COVID-19 and monitoring learner progress.
Root Cause 13: COVID-19 caused school closures during spring 2020 and have impacted the current school year.
Problem Statement 13 Areas: Student Learning

Problem Statement 15: There is a need to focus on digital tools and resources to showcase learning resulting in increased learner achievement.
Root Cause 15: Inconsistencies in usage of digital tools and resources to showcase learner academic and social emotional growth.
Problem Statement 15 Areas: Student Learning

Problem Statement 16: There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners.
Root Cause 16: 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 16 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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 Success Initiative (SSI) data for Grades 5 and 8

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 as 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.

Evaluation Data Sources: STAAR data, Response to Intervention data -Multi-Tiered Systems of Support , district universal screener data, TELPAS data, Core Content Academies, Professional Learning opportunities,

Strategy 1 Details	Reviews			
Strategy 1: Provide professional learning and support for classroom educators in implementing Tier I instructional strategies.	**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 sharing effective instructional strategies.
    Staff Responsible for Monitoring: Content Team Lead, Instructional Coach, Campus Administrators
 	
    Problem Statements: Student Learning 1
    Funding Sources: Substitutes for Instructional Design Days for Teachers - 199 - State Comp Ed - $4,125				

Strategy 2 Details	**Reviews**			
Strategy 2: 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: Identifying, implementing, & tracking tier 1 & 2 supports
Implementing small group instruction
Developing, administering, & analyzing pre-assessments
Working collaboratively w/ case managers, ESL facilitators, counselors, & admin
Engaging ALL learners-through differentiated lesson planning
Use IDP to develop differentiation & intervention
Learners will receive interventions in the classroom
    Staff Responsible for Monitoring: Educators, Instructional Coach, Campus Administrators
 	
    Problem Statements: Student Learning 1				

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: 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.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Leaner 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 **Problem Statements:** Student Learning 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 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 1: Personal Growth and Experiences: We as 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 needs of all learners.

Evaluation Data Sources: STAAR data, TELPAS data, Response to Intervention data-Multi-Tiered Systems of Support, district universal screener data, Professional Learning Community data (common formative assessments), Learning Walks (photos, evidence of learning, walk-throughs)

Strategy 1 Details	Reviews			
Strategy 1: Continued utilization of data analysis protocols 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: Small groups, pre-assessments, and in-class interventions evident in classroom observations Less students referred to Tier 3/Intervention Team Partnerships with case managers, ESL facilitator, dyslexia specialist, librarian, etc. Differentiated lesson plans with embedded interventions and strategies Documented use and data collected regarding Tier 1 and Tier 2 interventions for students of concern **Staff Responsible for Monitoring:** Educators, Instructional Coach, Campus Administrators **Problem Statements:** Student Learning 2				
Strategy 2 Details	Reviews			
Strategy 2: Continued training and support for understanding and implementing MTSS (Multi-Tiered Systems of Support) will occur.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Real-time student support system and early identification **Staff Responsible for Monitoring:** Administrators, Counselors, Teachers **Problem Statements:** Student Learning 5 - School Processes & Programs 2				

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

Performance Objective 2 Problem Statements:

Student Learning
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.

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 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 1: Personal Growth and Experiences: We as 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**
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, Instructional Coaches, ESL Facilitators, Librarians, Counselors **Problem Statements:** Student Learning 7, 8 **Funding Sources:** IXL Math for Intervention & Enrichment - 199 - State Comp Ed - $11,000, Enriching Students for Intervention and Enrichment Scheduling Management - 211 - Title I, Part A - $6,104.96, Flocabulary Software for Intervention & Enrichment - 199 - State Comp Ed - $3,000	**Nov**	**Feb**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 7: There is a need to focus on equity, engagement, and growth within face to face and remote learning due to COVID-19 and monitoring learner progress. **Root Cause**: COVID-19 caused school closures during spring 2020 and have impacted the current school year.
Problem Statement 8: 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.

Goal 1: Personal Growth and Experiences: We as 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**
Strategy's Expected Result/Impact: Trainings developed and implemented	Nov	Feb	Apr	June
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, Instructional Coach, Content Specialists, Campus Leadership Team				
Problem Statements: Demographics 1				

Strategy 2 Details	Reviews			
Strategy 2: Implement specific tutoring plans, per House Bill 4545, that focus on learners who have not met standard on state assessments and are in need of additional learning support.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Problem Statements: School Processes & Programs 4				
Funding Sources: Educator Extra Duty Pay for Saturday Intervention Academies & Bus Transportation - 199 - State Comp Ed - $2,000				

Strategy 3 Details	Reviews			
Strategy 3: 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
Problem Statements: Demographics 1 - Student Learning 9 - School Processes & Programs 4				

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

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 9: 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 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.

Goal 2: Authentic Contributions: We as 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 Pre-K through 12th 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 participate in and receive the iExplore curriculum, through an assigned class period, or eTime.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
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.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Problem Statements: Student Learning 6					
0% No Progress	100% Accomplished	Continue/Modify	✗ Discontinue		

Performance Objective 1 Problem Statements:

Student Learning
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 as 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 Pre-K through 12th 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: Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Learner digital portfolios Educator digital portfolios Digital Portfolio continued training and implementation **Staff Responsible for Monitoring:** Campus Administrators, Educators **Problem Statements:** Student Learning 8	**Nov**	**Feb**	**Apr**	**June**

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**
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 Administrators, Instructional Coach, Educators **Problem Statements:** Student Learning 8	**Nov**	**Feb**	**Apr**	**June**

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**
Problem Statements: Demographics 1 - Demographics 3 **Funding Sources:** Spanish speaking parent liaison FTE - 211 - Title I, Part A - $37,000				

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

Performance Objective 2 Problem Statements:

Demographics
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 8: 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.

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

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

Evaluation Data Sources: Revised curriculum documents, Administrator and educator feedback, Training resources, Social Emotional Survey data, Specific Training for Counselors and implementation of resources purchased, Threat Assessment Data, Panorama survey data

Strategy 1 Details	Reviews			
Strategy 1: Aligned implementation of social emotional support structures: class meetings, check-ins and restorative practices	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Utilization of class meetings, check-ins and restorative practices within learning Learner growth as indicated through survey/learner goals Educator training on embedded supports **Staff Responsible for Monitoring:** Campus Administrators, Counselors, Educators **Problem Statements:** Student Learning 3 - Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Continue providing training and supports for digital learning with a focus on academic integrity, digital safety, digital citizenship, and cyberbullying	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Implementation and documentation of access and usage of resources Increase appropriate use of digital resources Apple classroom and tools to support academic integrity Learner feedback and educator feedback Fewer discipline referrals in this focus area **Problem Statements:** Student Learning 8				

Strategy 3 Details	Reviews			
Strategy 3: Implement current 6-8 curriculum documents and purchase any needed resources to include learning supports for social emotional learning and character education. Including the following character traits per TEA: - Courage - Trustworthiness, including honesty, reliability, punctuality, and loyalty - Integrity - Respect and courtesy - Responsibility, including accountability, diligence, perseverance, and self-control - Fairness, including justice and freedom from prejudice - Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity - Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law - School pride - Gratitude **Problem Statements:** Demographics 2 - Perceptions 1	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Integrate curriculum supports for implementation of new 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. **Problem Statements:** Demographics 2 - Perceptions 1	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

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 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 8: 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.

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

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

Evaluation Data Sources: Unconscious Bias - Trainer of Trainer model resources and attendees, Curriculum embedded resources, Equity Policy, Discipline Data, Rubric

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**
Problem Statements: Perceptions 2							

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**
Problem Statements: Perceptions 3							

Strategy 3 Details				Reviews			
Strategy 3: Provide additional training for administrators on state/federal student discipline laws, district discipline policies and guidelines, with a focus on bullying investigations.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Problem Statements: Perceptions 4							

Strategy 4 Details				Reviews			
Strategy 4: Provide additional training for administrators on Title IX harassment laws, policies, and protocols for investigations and documentation.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Problem Statements: Perceptions 4							

Strategy 5 Details				Reviews			
Strategy 5: Provide additional training for all teachers on bullying, child abuse, mental health, and suicide prevention via a series of counselor conversation trainings.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**

Problem Statements: School Processes & Programs 5					

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 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: 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 as Coppell Middle School North will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 1: CISD will 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: Using clearly defined agendas and roles, all team members will use prescribed planning tools in order to make quantifiable progress and defined next steps for future planning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Collaborative teams will building positive relationships Efficient, productive, and engaging planning sessions Teams will use the Instructional Design Plan for every unit Teams will produce products and quality next steps **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach, Educators **Problem Statements:** School Processes & Programs 2				

Strategy 2 Details	Reviews			
Strategy 2: 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, Instructional Coach, Educators **Problem Statements:** School Processes & Programs 2				

Strategy 3 Details	Reviews			
Strategy 3: Calibrate, align, and provide support for our district departments and campuses concerning needs for professional learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Problem Statements: School Processes & Programs 2, 5				

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

Performance Objective 1 Problem Statements:

School Processes & Programs
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 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.

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

Performance Objective 2: CISD will continue to investigate and provide tools/strategies in order to create a comprehensive, balanced assessment system as a means to monitor student growth and to inform instructional practices.

    Evaluation Data Sources: Inventories created for District and Campuses

Strategy 1 Details			Reviews			
Strategy 1: Continue researching, developing and implementing a CISD Community Based Accountability System.			**Formative**			**Summative**
Problem Statements: Demographics 2			**Nov**	**Feb**	**Apr**	**June**

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.

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

Performance Objective 3: CISD 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: Evidence of Core Values highlighted in a variety of ways (District/Campuses)

Strategy 1 Details	Reviews			

Strategy 1: Ensure all safety drills take place within the district and specific training for staff and learners concerning safety practices occurs.
    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
 	
    Problem Statements: Perceptions 4
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
Strategy 2 Details	Reviews			
Strategy 2: Implement door sweeps on campuses and district buildings at least once each week during instructional days. **Problem Statements:** Perceptions 4	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 3 Problem Statements:

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	3	1	Enriching Students for Intervention and Enrichment Scheduling Management		$6,104.96
2	2	3	Spanish speaking parent liaison FTE		$37,000.00
				Sub-Total	$43,104.96

\	\	\	199 - State Comp Ed	\	\
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Substitutes for Instructional Design Days for Teachers		$4,125.00
1	3	1	IXL Math for Intervention & Enrichment		$11,000.00
1	3	1	Flocabulary Software for Intervention & Enrichment		$3,000.00
1	4	2	Educator Extra Duty Pay for Saturday Intervention Academies & Bus Transportation		$2,000.00
				Sub-Total	$20,125.00