

**Coppell Independent School District**  
**Coppell Middle School East**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

We believe at CMSE that our love for the learners and our family atmosphere will drive our quest for each learner to achieve their personal best.

## Vision

We believe at CMSE that our love for the learners and our family atmosphere will drive our quest for each learner to achieve their personal best.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### DEMOGRAPHICS

Coppell Middle School East is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. CMS East serves a plurality Asian student population in grades 6-8. In the 2022-23 school year, total enrollment was 1,157 which represents an increase of 22.6% since 2018-19 (943 learners).

In 2022-23, the student population was 44.7% Asian, 32.7% White, 12.4% Hispanic, 4.7% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 5.1% multi-racial. Females made up 48% of the learners and males represented 52%. Our economically disadvantaged percentage was 10.1%.

Our Emergent Bilingual (EB) population consisted of 110 learners that made up 9.5% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (23.6%), Arabic (10.9%), Telugu (10), Tamil (9%), and Hindi (7.2%). Additionally, 23.6% of our EBs were also economically disadvantaged.

Our 173 gifted and talented learners constituted 14.9% of our population. Our gender split in the GT group was 47.4% female and 52.6% male. Of the four major ethnic groups, our GT learners were 55.4% Asian, 34.1% White, 3.4% Hispanic and 0% African American.

We had 108 learners that qualified for special education services, which represented 9.3% of our population. There were 130 learners with 504 accommodations, which was 11.2% of the total enrollment.

The average daily attendance for our campus in 2022-23 was 96.21%, which decreased by 0.27% from the prior year.

#### STAFFING

CMS East employed 67 educators and 6 instructional aides in the 2022-23 school year. The number of teachers increased by 1 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 4.4% Asian, 82% White, 10.4% Hispanic, 2.9% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0% multi-racial. Females made up 77.6% of the educators and males represented 22.4%.

Overall, our educators had a varying level of professional experience: 13.4% (9) were new to teaching with 0-1 years of experience, 20.9% (14) had 2-5 years, 23.8% (16) had 6-10 years, 11.9% (8) had 11-15 years, 16.4% (11) had 16-20 years, and 13.4% (9) had more than 20 years. Looking at longevity within the district, 28.3% of our teachers had 0-1 years in district, 22.3% had 2-5 years, 20.9% had 6-10 years, 4.4% had 11-15 years, 19.4% had 16-20 years and 4.4% had more than 20 years. The average years of professional experience was 10.2 with 7.3 years in the district.

Advanced degrees were held by 14.9% of our teachers: 10 with master's degrees and 0 with doctorates. Our campus principal had 17 years of career experience in a professional position (not necessarily as a principal) and 15 years in Coppell. Our assistant principals had an average of 19 years of professional experience and 3 years in the district.

Our educator retention rate from 2021-22 to 2022-23 was 75.36%. For educational aides it was 60%. We hired 15 new teachers in 2022-23. The characteristics of our new teachers were as follows: 6.6% Asian, 73.3% White, 20% Hispanic, 0% African American, 53.3% female, 46.7% male, 46.6% new to teaching, 33.3% with 2-5 years of professional experience, 20% with 6-10 years, 0% with 11-15 years, 0% with 16-20 years, 0% with more than 20 years and 22.3% new to the campus. The average years of professional

experience was 2.5 with 0.1 years in the district. 6.6% of our new teachers had advanced degrees.

### **Demographics Strengths**

- The average daily attendance for our campus in 2021-22 was 96.48%, which decreased by 2.69% from the prior year.
- Advanced degrees were held by 19.7% of our teachers: 13 with master's degrees and 0 with doctorates..
- The average years of professional experience was 11.1 with 7.6 years in the district.
- Our educator retention rate from 2020-21 to 2021-22 was 83.82%. For educational aides it was 83.33%.
- The diversity of our learners and the culture we have built at East from this diversity is one of our major strengths.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** An ever-growing EB population and their progress with learning a new language. **Root Cause:** Coppell is a strong school district that attracts education minded parents that move their children in from foreign countries. STAAR is not mindful of how long it takes to master a new language.

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

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

# Student Learning

## Student Learning Summary

Please refer to Plan Addendum Section for NWEA MAP Fall 2022-Spring 2023 Student Growth Summary Report. For help: [https://teach.mapnwea.org/assist/help\\_map/Content/Data/SampleReports/StudentGrowthSummaryReport.htm](https://teach.mapnwea.org/assist/help_map/Content/Data/SampleReports/StudentGrowthSummaryReport.htm)

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Average Scale Score	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Average Scale Score	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %	STAAR - Science - Number Tested
Spring 2022	6	348	1681	9	91	66	46	190	1715	2	98	71	30	
Spring 2022	7	385	1802	5	95	84	72	342	1827	6	94	82	56	
Spring 2022	8	353	1832	2	98	86	73	364	1887	3	97	85	62	352
Spring 2023	6	394	1749	5	95	84	50	192	1803	5	95	69	28	
Spring 2023	7	367	1785	5	95	85	57	401	1985	5	95	84	54	
Spring 2023	8	400	1845	4	96	88	63	357	2067	4	96	86	61	401

### TELPAS 2023

Grade	Listening - Number Tested	Listening - Beginning - %	Listening - Intermediate - %	Listening - Advanced - %	Listening - Advanced High - %	Speaking - Number Tested	Speaking - Beginning - %	Speaking - Intermediate - %	Speaking - Advanced - %	Speaking - Advanced High - %	Reading - Number Tested	Reading - Beginning - %	Reading - Intermediate - %	Reading - Advanced - %	Reading - Advanced High - %
6	53	4	9	36	51	53		11	53	36	53	4	19	30	4
7	29		17	28	55	29	3	10	24	62	29	3	21	31	4
8	27		4	30	67	27		4	30	67	27	4	19	26	5

As we go into 2023-2024, we will continue to use various data collection tools that help support and track learner growth and specific areas of

need:

- NWEA MAP
- Panorama Data
- LAS - Language Testing
- TELPAS
- Grades
- Assignments and Engagement Levels of Learners
- Observations from Educators
- Progress Monitoring Tools
- Bulb Digital Portfolios
- Referral and Progress Data for Specialized Services of Support - Special Education/Dyslexia/GTi/504/English Learner
- Data Collection for Accelerated Instruction - Tutoring/ Documentation of Learner Growth

### **Student Learning Strengths**

- Our learners are performing exceptionally well overall in mathematics and reading as they have consistently had mid to upper 90% of students rank as approaches or higher for the last 2 years.
- Our learners are performing exceptionally well overall in reading as they have consistently had mid to upper 90% of students rank as approaches or higher for the last 2 years.
- Our learners are performing well on the TELPAS 2023 exam with over 51% scoring advanced high in listening.

### **Problem Statements Identifying Student Learning Needs**

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

**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):** Learners needing more rigor and interventions in all curricular areas to meet higher levels of learning. **Root Cause:** Academic gaps of more than a year below grade level for some of our learners in all curricular areas. GT stagnate scores and lack of growth for some learners.

**Problem Statement 4 (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/sustainability within our CTE program and the focus on career, life readiness and certifications offered

**Problem Statement 5 (Prioritized):** There is a need to focus on digital tools and resources in 6th-8th grade resulting in increased learner achievement. **Root Cause:** Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

**Problem Statement 6 (Prioritized):** Lower STAAR reading assessment scores for our 6th, 7th and 8th grade EB students this past year. **Root Cause:** Higher enrollment number for EB learners. We need stronger Tier 1 instructional strategies for our LEP learners in all areas of curriculum.

**Problem Statement 7 (Prioritized):** Lower STAAR reading assessment scores for our 6th grade special education students and EB students this past year. **Root Cause:** Increased population of SPED and EB learners with large learning gaps in the area of reading.

**Problem Statement 8 (Prioritized):** There is a need to create and maintain systems to support high levels of learning for all. **Root Cause:** Barriers exist within the current system for learning for all



# School Processes & Programs

## School Processes & Programs Summary

CISD/CMSE hires educators that are certified in the field that they will be teaching our learners. All educators go through a rigorous hiring process to ensure that we are placing the best educators in our classrooms. Once they are hired, our educators go through a program with our human relations department to ensure they understand the "Coppell Way" and expectations for teaching and learning in CISD. The Director of Staff Development then designs a "New Teacher" Orientation to introduce the curriculum, policies and procedures expected of each educator in CISD. If an educator is in their first two years of teaching, they are assigned a mentor and go through our new teacher academy for the entire year. This supports the new educator in best practices in the classroom and how to integrate themselves into the education field.

CISD/CMSE provides all educators with professional learning opportunities throughout the school year. This staff development occurs at the district and the campus level. There are certain strategies and initiatives that are promoted and worked on as a district and then each campus has their own staff development to integrate the educators to the campus culture of learning and growing as an educator. On the campus staff development time, at East we survey our educators and do a needs assessment for areas that we feel will grow us as a stronger campus. Our focus is as a PBL campus, a technology infused campus and a strong curriculum based campus. We are a PLC operating campus and the collaboration, the work of making sure we focus on what do we want our learners to know, how do we know if they know it, what do we do if they don't and what do we do if they do! These questions drive our PLC network and focus us on the growth of our learners and the strength of our programs for when a child needs intervention and when they need enrichment. In each of our core academic areas, we have a content time each day for our educators to seek input from one another on what is working or not working with the curriculum, students' needs and accomplishments, data discovery and lesson planning to meet the needs of our data weak areas.

At CMSE we provide intervention time during the day and before and after school for learners that need that extra help. We use our BEAST time (advisory) for enrichment activities to focus on taking the rigor to a higher level. We also use our BEAST time to focus on character growth, bully prevention, drug and alcohol abuse, safety on the internet and digital responsibility, respecting different cultures and ideas, suicide prevention, dating guidelines and how to treat one another. This has been such a helpful program to also build leaders and grow our learners into future leaders both locally, statewide and globally. We offer iExplore to every seventh grader in our school, which is a class that focuses on college exploration, career exploration, personality assessments, and learning assessments, guest speakers from different job markets to allow our learners to ask questions and explore different work fields. We have coding that takes place in our CTE classes, a media class that teaches different aspects of technology, a broadcasting class that produces a daily news segment for our school, a principles of information technology class that teaches computer programming and a STEM class that integrates math and science exploration and creation.

We have more than half of our student population involved in our fine arts programs, such as, band, choir, art, and theatre. Our learners spend many hours in these programs before and after school and perform for our community and campus regularly. We have a strong athletic program that both our young women and men participate within that also teaches many skills for later in life. We have an Outdoor Education Program that works with learners to teach them skills for hunting, boating and camping. This reaches another group of our learners that love the great outdoors.

One of the most important programs at our school for the past year has been our school safety program. We are consistently performing drills with our learners to prepare them for the worst case scenario to ensure their safety in case of an emergency. We have drilled with the staff first and made sure they understood our processes and procedures for safety, then we walked our learners through each step of our plan to ensure we were all on the same page. We partner with the Coppell Police Department through our SRO organization to do active drills with our learners to practice what we have put in place!

A focus on service learning and giving of ourselves to help others in need. We started an East Sustainability Program to meet the needs of others and our environment.

## School Processes & Programs Strengths

- Intervention that matters when needed most for our learners that are at-risk through our tutoring programs.
- Enhancing of the curriculum through our BEAST time to enrich the learning environment and grow our learners that need the extra stimulation.
- Fine Arts program that meets the needs of our learners in an area that is their passion.

- Athletic programs that allows learners to grow in an area that they are passionate about and enjoy performing.
- Technology enriched programs through our CTE program and as a campus that integrates technology through all of our curriculum.
- iExplore class for all seventh graders to seek college and career readiness for future goals.
- The partnership with the Coppell Police Department with our SRO's to ensure safety of our campus, educators and learners.
- Service learning programs through our East Sustainability Club.
- Outdoor Education Program to meet the needs of those learners that love to be outside camping, boating, hunting and fishing.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Lack of programs for learners that will not be attending a 4 year college upon graduation. **Root Cause:** We are a community/district that uses a 4 year college education as our measure of success for learners and we need to redefine success for all learners.

**Problem Statement 2 (Prioritized):** Needing programs to involve our learners in giving back to their world and community. **Root Cause:** Our learners are so involved in academic achievement that they lose sight of the need to be well rounded and think of others.

**Problem Statement 3 (Prioritized):** Learners are not documenting their learning 6th-8th grade in a variety of ways. **Root Cause:** Not utilizing specific tools, such as a digital portfolio to capture the learning.

**Problem Statement 4 (Prioritized):** There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. **Root Cause:** Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

**Problem Statement 5 (Prioritized):** There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause:** Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

**Problem Statement 6 (Prioritized):** There is a need to strengthen our health enrichment curriculum to include new health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. **Root Cause:** Continued need to build/expand resources/programs implemented in 2022-2023 - Data shows high need for mental health supports

# Perceptions

## Perceptions Summary

CMSE is a campus that has building relationships as one of its main components of everyday life. We work on building a climate that allows each learner to be accepted just as they are, especially during the toughest years of their life! We practice the "Fish Philosophy" each day, which is: Be there for one another, Make someone's day, Choose your attitude and Play. We use these as guiding principles on our campus each and every day.

We are a neighborhood school and are surrounded by houses on every side of our building. We work hard on establishing a community spirit and involve many of our neighbors in activities during the year to have them as partners in education. We have adults come and serve as mentors for our learners, we have businessmen and women come and speak to our classes as our neighborhood is full of business owners and corporate leaders. We set up times for them to come into our classrooms and relay to our learners the importance of education and their future.

Our town values education and promote college attendance as an expectation for learners. CMSE works with our learners to promote college and career readiness and really seek to help our learners find their passion and pursue a life of fulfillment. When you walk into our building you can tangibly feel the love and respect of our educators for our learners and our learners for our educators. We have such a diverse campus of learners. We have a melting pot of ethnicity, but we are one family and run our school in respect for what we can learn from one another's cultures.

## Perceptions Strengths

- Establishing and promoting relationships in the learning environment to meet academic and socio-emotional needs of our learners.
- Parent buy-in and support of our school and the programs and practices that take place within the school.
- Community support of our campus and learners and the needs that arise within the campus.
- Diverse student body that respects our differences and grows stronger through understanding one another.
- Support of our school as we work with Coppell PD to keep our building and learners safe.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Social-emotional health of our learners as they lack the skills to cope with hardships or failure. **Root Cause:** The lack of skills taught to our learners and their parents for mental toughness and coping with hardships for all learners.

**Problem Statement 2 (Prioritized):** With current trends of increased need for safety protocols on campuses, procedures have to change and schools have to be more secure. **Root Cause:** Current trends of school shootings and violence against schools.

**Problem Statement 3 (Prioritized):** There is a need to enhance communication and engagement for families. **Root Cause:** Barriers exist within the current system with communication and engagement opportunities

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

# Priority Problem Statements

**Problem Statement 1:** An ever-growing EB population and their progress with learning a new language.

**Root Cause 1:** Coppell is a strong school district that attracts education minded parents that move their children in from foreign countries. STAAR is not mindful of how long it takes to master a new language.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Lower STAAR reading assessment scores for our 6th grade special education students and EB students this past year.

**Root Cause 2:** Increased population of SPED and EB learners with large learning gaps in the area of reading.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Lower STAAR reading assessment scores for our 6th, 7th and 8th grade EB students this past year.

**Root Cause 3:** Higher enrollment number for EB learners. We need stronger Tier 1 instructional strategies for our LEP learners in all areas of curriculum.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Learners needing more rigor and interventions in all curricular areas to meet higher levels of learning.

**Root Cause 4:** Academic gaps of more than a year below grade level for some of our learners in all curricular areas. GT stagnate scores and lack of growth for some learners.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Lack of programs for learners that will not be attending a 4 year college upon graduation.

**Root Cause 5:** We are a community/district that uses a 4 year college education as our measure of success for learners and we need to redefine success for all learners.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** Needing programs to involve our learners in giving back to their world and community.

**Root Cause 6:** Our learners are so involved in academic achievement that they lose sight of the need to be well rounded and think of others.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** Learners are not documenting their learning 6th-8th grade in a variety of ways.

**Root Cause 7:** Not utilizing specific tools, such as a digital portfolio to capture the learning.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 8:** Social-emotional health of our learners as they lack the skills to cope with hardships or failure.

**Root Cause 8:** The lack of skills taught to our learners and their parents for mental toughness and coping with hardships for all learners.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** With current trends of increased need for safety protocols on campuses, procedures have to change and schools have to be more secure.

**Root Cause 9:** Current trends of school shootings and violence against schools.

**Problem Statement 9 Areas:** Perceptions

**Problem Statement 10:** There is a need to establish and maintain strong, positive relationships for all learners.

**Root Cause 10:** Barriers exist in which relationships have not been established and sustained with all learners

**Problem Statement 10 Areas:** Demographics

**Problem Statement 11:** There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.

**Root Cause 11:** Lack of knowledge and understanding of evidence-based learning strategies and targeted interventions

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 12:** 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 12:** There is a lack of information that is specific to individual learning gaps.

**Problem Statement 12 Areas:** Student Learning

**Problem Statement 13:** 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 13:** Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered

**Problem Statement 13 Areas:** Student Learning

**Problem Statement 14:** There is a need to focus on digital tools and resources in 6th-8th grade resulting in increased learner achievement.

**Root Cause 14:** Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

**Problem Statement 14 Areas:** Student Learning

**Problem Statement 15:** There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.

**Root Cause 15:** Lack of individuals choosing to work in public education

**Problem Statement 15 Areas:** Demographics

**Problem Statement 16:** There is a need to enhance communication and engagement for families.

**Root Cause 16:** Barriers exist within the current system with communication and engagement opportunities

**Problem Statement 16 Areas:** Perceptions

**Problem Statement 17:** There is a need to create and maintain systems to support high levels of learning for all.

**Root Cause 17:** Barriers exist within the current system for learning for all

**Problem Statement 17 Areas:** Student Learning

**Problem Statement 18:** There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.

**Root Cause 18:** Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

**Problem Statement 18 Areas:** School Processes & Programs

**Problem Statement 19:** There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .

**Root Cause 19:** Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

**Problem Statement 19 Areas:** School Processes & Programs

**Problem Statement 20:** There is a need to establish and maintain strong, positive relationships for all learners.

**Root Cause 20:** Barriers exist in which relationships have not been established and sustained with all learners

**Problem Statement 20 Areas:** Perceptions

**Problem Statement 21:** There is a need to strengthen our health enrichment curriculum to include new health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.

**Root Cause 21:** Continued need to build/expand resources/programs implemented in 2022-2023 - Data shows high need for mental health supports

**Problem Statement 21 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

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

- Class size averages by grade and subject
- School safety data

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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



# Goals





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

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

**HB3 Goal**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Tier I instruction for learners.            Learning Walk Reflection in Collaborative Team Time            Map DATA BOY, MOY, EOY Growth            Professional Learning provided by district and campus            Data Dig Days with Guided Professional PL</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches, Digital Learning Coach, Department Leadership</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2, 3  <b>Funding Sources:</b> Teacher Data Design and Planning Support Days - 199 - State Comp Ed - 199-11-6112-00-042-24-000- - \$5,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> House Bill 3 implementation of career, college and military readiness goals supporting alignment and growth in certifications will occur.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide learners with opportunities to learn new skills and certifications while gaining skills, career, college, and military readiness. Learners will engage in real world examples of various job simulations Increased opportunities for real world experiences with career explorations Learning Labs for Career Exploration in iExplore Curriculum</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Educators, Campus Instructional Coaches, Director of CTE</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue building on mentor training and structures of support for new educators, administrators and staff to Coppell Middle School East.</p> <p><b>Strategy's Expected Result/Impact:</b> New Staff Support Retention of New Staff Panorama Survey</p> <p><b>Staff Responsible for Monitoring:</b> BEAM Mentors, Instructional Coach, BEAM Team, Admin</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>Problem Statements:</b> Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> An ever-growing EB population and their progress with learning a new language. <b>Root Cause:</b> Coppell is a strong school district that attracts education minded parents that move their children in from foreign countries. STAAR is not mindful of how long it takes to master a new language.</p>
<p><b>Problem Statement 3:</b> There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. <b>Root Cause:</b> Lack of individuals choosing to work in public education</p>
Student Learning
<p><b>Problem Statement 1:</b> There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. <b>Root Cause:</b> Lack of knowledge and understanding of evidence-based learning strategies and targeted interventions</p>
<p><b>Problem Statement 2:</b> 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. <b>Root Cause:</b> There is a lack of information that is specific to individual learning gaps.</p>

**Student Learning**

**Problem Statement 3:** Learners needing more rigor and interventions in all curricular areas to meet higher levels of learning. **Root Cause:** Academic gaps of more than a year below grade level for some of our learners in all curricular areas. GT stagnate scores and lack of growth for some learners.

**Problem Statement 4:** 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/sustainability within our CTE program and the focus on career, life readiness and certifications offered

**School Processes & Programs**

**Problem Statement 1:** Lack of programs for learners that will not be attending a 4 year college upon graduation. **Root Cause:** We are a community/district that uses a 4 year college education as our measure of success for learners and we need to redefine success for all learners.

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





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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Use of PLC time to analyze data and create enrichment and remediation learning experiences Professional Learning Designed to support collaborative team time and data analysis</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and Instructional Coaches, Campus Educators, Digital Learning Coach</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 5, 6, 7</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continued training and support for understanding, implementing, and evaluating the effectiveness of MTSS (Multi-Tiered Systems of Support) will occur.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff training and understanding of multiple functions of Panorama and how it can support MTSS. Understanding of data analysis for behavior and academic needs Awareness of monitoring opportunities and support for whole campus</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin, Counselors, Teachers, Instructional Coaches, Testing Coordinator</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 5 - Perceptions 1, 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training and align structures for data review/documentation of behavioral growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in student misbehaviors Increase in positive behaviors and supports amongst students Common systems amongst East staff to support</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin, Counselors, Instructional Coaches, Teachers</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 2 - Perceptions 1, 2, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Common vocabulary amongst staff Increase engagement for EB learners Support for staff to support growth of our EB learners</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus LAS</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 5, 6, 7 - Perceptions 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Specific areas of learning needs will be addressed through the use of Title One and State Compensatory Education Funds to target academic, social emotional and behavioral supports as a district, specific focus on at-risk learners and to engage our East parents and community members to support the every changing needs of East.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

<p><b>Strategy's Expected Result/Impact:</b> Increased Engagement from Parents and Community  Increased Attendance  More Communication and support for parents and community  Accelerated Instruction support in areas of Reading and Math</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Counselors  Educators  Parent Liaison</p> <p><b>Title I:</b>  4.1, 4.2</p> <p><b>Problem Statements:</b> Perceptions 3</p> <p><b>Funding Sources:</b> PT/Temp Non-Exempt Tutoring - 199 - State Comp Ed - 199-11-6128-00-042-24-000- - \$10,000,  Parent Liaison - 211 - Title I, Part A - 211-23-6129-00-042-24-000-21140 - \$37,000</p>				
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> An ever-growing EB population and their progress with learning a new language. <b>Root Cause:</b> Coppell is a strong school district that attracts education minded parents that move their children in from foreign countries. STAAR is not mindful of how long it takes to master a new language.</p> <p><b>Problem Statement 2:</b> There is a need to establish and maintain strong, positive relationships for all learners. <b>Root Cause:</b> Barriers exist in which relationships have not been established and sustained with all learners</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. <b>Root Cause:</b> Lack of knowledge and understanding of evidence-based learning strategies and targeted interventions</p> <p><b>Problem Statement 2:</b> 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. <b>Root Cause:</b> There is a lack of information that is specific to individual learning gaps.</p> <p><b>Problem Statement 3:</b> Learners needing more rigor and interventions in all curricular areas to meet higher levels of learning. <b>Root Cause:</b> Academic gaps of more than a year below grade level for some of our learners in all curricular areas. GT stagnate scores and lack of growth for some learners.</p> <p><b>Problem Statement 5:</b> There is a need to focus on digital tools and resources in 6th-8th grade resulting in increased learner achievement. <b>Root Cause:</b> Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth</p> <p><b>Problem Statement 6:</b> Lower STAAR reading assessment scores for our 6th, 7th and 8th grade EB students this past year. <b>Root Cause:</b> Higher enrollment number for EB learners. We need stronger Tier 1 instructional strategies for our LEP learners in all areas of curriculum.</p>

### Student Learning

**Problem Statement 7:** Lower STAAR reading assessment scores for our 6th grade special education students and EB students this past year. **Root Cause:** Increased population of SPED and EB learners with large learning gaps in the area of reading.

### School Processes & Programs

**Problem Statement 5:** There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause:** Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

### Perceptions

**Problem Statement 1:** Social-emotional health of our learners as they lack the skills to cope with hardships or failure. **Root Cause:** The lack of skills taught to our learners and their parents for mental toughness and coping with hardships for all learners.

**Problem Statement 2:** With current trends of increased need for safety protocols on campuses, procedures have to change and schools have to be more secure. **Root Cause:** Current trends of school shootings and violence against schools.

**Problem Statement 3:** There is a need to enhance communication and engagement for families. **Root Cause:** Barriers exist within the current system with communication and engagement opportunities





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

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

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

**Evaluation Data Sources:** Club data on membership and activities, Classroom data from iExplore, Media, and STEM as well as activities involved in the curriculum.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide training and resources to educators enhancing curriculum connections to real world application in learning and strengthen understanding and implementation of Career Technical Education and Career College and Military Readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> High quality Instruction Learners will see beyond the curriculum making connections that will allow them to see how learning goes beyond the classroom Increase Engagement for learners and staff</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers Administration Instructional Coaches CTE Director Counselors</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**





Student Learning
<p><b>Problem Statement 4:</b> 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. <b>Root Cause:</b> Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Lack of programs for learners that will not be attending a 4 year college upon graduation. <b>Root Cause:</b> We are a community/district that uses a 4 year college education as our measure of success for learners and we need to redefine success for all learners.</p> <p><b>Problem Statement 2:</b> Needing programs to involve our learners in giving back to their world and community. <b>Root Cause:</b> Our learners are so involved in academic achievement that they lose sight of the need to be well rounded and think of others.</p>



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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Learner digital portfolios - Alternative assessment document to show growth in each learning endeavor. Increased Student Engagement Training for Staff and Students on Bulb Portfolios</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches, Digital Learning Coach, Campus Educators</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices.</p> <p><b>Strategy's Expected Result/Impact:</b> Digital portfolio templates - Performance Tasks for math, science and PBL tasks - Rubrics for academic and social-emotional growth</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, and ESL Facilitators</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 5, 6, 7 - School Processes &amp; Programs 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. <b>Root Cause:</b> Lack of knowledge and understanding of evidence-based learning strategies and targeted interventions</p>

## 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.

**Problem Statement 3:** Learners needing more rigor and interventions in all curricular areas to meet higher levels of learning. **Root Cause:** Academic gaps of more than a year below grade level for some of our learners in all curricular areas. GT stagnate scores and lack of growth for some learners.

**Problem Statement 5:** There is a need to focus on digital tools and resources in 6th-8th grade resulting in increased learner achievement. **Root Cause:** Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth

**Problem Statement 6:** Lower STAAR reading assessment scores for our 6th, 7th and 8th grade EB students this past year. **Root Cause:** Higher enrollment number for EB learners. We need stronger Tier 1 instructional strategies for our LEP learners in all areas of curriculum.

**Problem Statement 7:** Lower STAAR reading assessment scores for our 6th grade special education students and EB students this past year. **Root Cause:** Increased population of SPED and EB learners with large learning gaps in the area of reading.

## School Processes & Programs





**Problem Statement 2:** Needing programs to involve our learners in giving back to their world and community. **Root Cause:** Our learners are so involved in academic achievement that they lose sight of the need to be well rounded and think of others.

**Problem Statement 3:** Learners are not documenting their learning 6th-8th grade in a variety of ways. **Root Cause:** Not utilizing specific tools, such as a digital portfolio to capture the learning.

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue revising, updating, implementing and evaluating current curriculum documents and purchase any needed resources to include learning supports for social emotional learning and character education.</p> <p><b>Strategy's Expected Result/Impact:</b> Learners will grow in the areas of character education as mandated by TEA. Our school will embrace character traits that will support the fish philosophy. Second Step curriculum implemented through Beast Time</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselors Campus Educators Instructional Coach</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue building on our health curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content)</p> <p><b>Strategy's Expected Result/Impact:</b> Learners will have opportunities to be supported socially and emotionally with a variety of interaction opportunities. Curriculum Training and Writing Support</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors, Educators, Curriculum Directors</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 6</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 1 Problem Statements:**

### School Processes & Programs

**Problem Statement 4:** There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. **Root Cause:** Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

**Problem Statement 6:** There is a need to strengthen our health enrichment curriculum to include new health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. **Root Cause:** Continued need to build/expand resources/programs implemented in 2022-2023 - Data shows high need for mental health supports

### Perceptions





**Problem Statement 1:** Social-emotional health of our learners as they lack the skills to cope with hardships or failure. **Root Cause:** The lack of skills taught to our learners and their parents for mental toughness and coping with hardships for all learners.

**Problem Statement 2:** With current trends of increased need for safety protocols on campuses, procedures have to change and schools have to be more secure. **Root Cause:** Current trends of school shootings and violence against schools.

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue providing training to align practices and review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners.</p> <p><b>Strategy's Expected Result/Impact:</b> All learners. will feel supported through a variety of ways            Create systems to support patterns determined by data to decrease misbehaviors            Increase staff understanding of practices to support equitable practices and interventions</p> <p><b>Staff Responsible for Monitoring:</b> Administration            Counselors            Instructional Coaches            Campus Educators            Threat Assessment Team</p> <p><b>Problem Statements:</b> Student Learning 8 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 8:</b> There is a need to create and maintain systems to support high levels of learning for all. <b>Root Cause:</b> Barriers exist within the current system for learning for all</p>
Perceptions
<p><b>Problem Statement 1:</b> Social-emotional health of our learners as they lack the skills to cope with hardships or failure. <b>Root Cause:</b> The lack of skills taught to our learners and their parents for mental toughness and coping with hardships for all learners.</p>

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout East including within professional learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Strong PLC/ MTSS Aligned with research based practices</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coaches Campus Instructional Leadership</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3, 6, 7 - School Processes &amp; Programs 5 - Perceptions 1</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Calibrate, align and provide support for our campus and department needs for professional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Support across campus and district to support the needs of the educators</p> <p><b>Staff Responsible for Monitoring:</b> Administration District Directors Instructional Coach Digital Learning Coach</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes &amp; Programs 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

## Demographics

**Problem Statement 1:** An ever-growing EB population and their progress with learning a new language. **Root Cause:** Coppell is a strong school district that attracts education minded parents that move their children in from foreign countries. STAAR is not mindful of how long it takes to master a new language.

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

## Student Learning

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

**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:** Learners needing more rigor and interventions in all curricular areas to meet higher levels of learning. **Root Cause:** Academic gaps of more than a year below grade level for some of our learners in all curricular areas. GT stagnate scores and lack of growth for some learners.

**Problem Statement 6:** Lower STAAR reading assessment scores for our 6th, 7th and 8th grade EB students this past year. **Root Cause:** Higher enrollment number for EB learners. We need stronger Tier 1 instructional strategies for our LEP learners in all areas of curriculum.

**Problem Statement 7:** Lower STAAR reading assessment scores for our 6th grade special education students and EB students this past year. **Root Cause:** Increased population of SPED and EB learners with large learning gaps in the area of reading.

## School Processes & Programs

**Problem Statement 5:** There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause:** Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

## Perceptions





**Problem Statement 1:** Social-emotional health of our learners as they lack the skills to cope with hardships or failure. **Root Cause:** The lack of skills taught to our learners and their parents for mental toughness and coping with hardships for all learners.

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

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

**Evaluation Data Sources:** PLC Data Digs  
 NWEA MAP Data Digs  
 Panaroma Data Digs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue researching, developing and implementing a CISD Community Based Accountability System.  <b>Strategy's Expected Result/Impact:</b> Showing the growth and accomplishments of our learners and our school beyond what is measured on the STAAR test.  <b>Staff Responsible for Monitoring:</b> Campus Administration            Campus Educators            Counselors            Instructional Coach            Digital Learning Coach</p> <p><b>Problem Statements:</b> Student Learning 4, 5 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 4:</b> 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. <b>Root Cause:</b> Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered</p>
<p><b>Problem Statement 5:</b> There is a need to focus on digital tools and resources in 6th-8th grade resulting in increased learner achievement. <b>Root Cause:</b> Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> Needing programs to involve our learners in giving back to their world and community. <b>Root Cause:</b> Our learners are so involved in academic achievement that they lose sight of the need to be well rounded and think of others.</p>







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

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

**Evaluation Data Sources:** Drill Summaries  
Raptor Data  
Perimeter Check Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> All safety drills will take place and we will be in compliance with district and state mandates</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Problem Statements:</b> Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

Perceptions
<p><b>Problem Statement 2:</b> With current trends of increased need for safety protocols on campuses, procedures have to change and schools have to be more secure. <b>Root Cause:</b> Current trends of school shootings and violence against schools.</p>

# Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Parent Liaison	211-23-6129-00-042-24-000-21140	\$37,000.00
<b>Sub-Total</b>					\$37,000.00
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Teacher Data Design and Planning Support Days	199-11-6112-00-042-24-000-	\$5,000.00
1	2	5	PT/Temp Non-Exempt Tutoring	199-11-6128-00-042-24-000-	\$10,000.00
<b>Sub-Total</b>					\$15,000.00