

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



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### DEMOGRAPHICS

Coppell Middle School North is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. CMS North serves a plurality Asian student population in grades 6-8. In the 2022-23 school year, total enrollment was 971 which represents a decrease of -2.7% since 2018-19 (998 learners).

In 2022-23, the student population was 40.4% Asian, 28% White, 23.6% Hispanic, 4.5% African American, 0.2% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 3% multi-racial. Females made up 52.8% of the learners and males represented 47.2%. Our economically disadvantaged percentage was 14.1%.

Our Emergent Bilingual (EB) population consisted of 133 learners that made up 13.7% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (57.1%), Korean (6.7%), Telugu (6), Japanese (4.5%), and Tamil (3.7%). Additionally, 40.6% of our EBs were also economically disadvantaged.

Our 207 gifted and talented learners constituted 21.3% of our population. Our gender split in the GT group was 44.4% female and 55.6% male. Of the four major ethnic groups, our GT learners were 58.9% Asian, 19.3% White, 19.3% Hispanic and 0.4% African American.

We had 100 learners that qualified for special education services, which represented 10.3% of our population. There were 88 learners with 504 accommodations, which was 9% of the total enrollment.

The average daily attendance for our campus in 2022-23 was 96.03%, which increased by 0.72% from the prior year.

#### STAFFING

CMS North employed 65 educators and 9 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 4.6% Asian, 81.5% White, 7.6% Hispanic, 6.1% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0% multi-racial. Females made up 80% of the educators and males represented 20%.

Overall, our educators had a varying level of professional experience: 9.2% (6) were new to teaching with 0-1 years of experience, 18.4% (12) had 2-5 years, 21.5% (14) had 6-10 years, 16.9% (11) had 11-15 years, 13.8% (9) had 16-20 years, and 20% (13) had more than 20 years. Looking at longevity within the district, 24.6% of our teachers had 0-1 years in district, 30.7% had 2-5 years, 21.5% had 6-10 years, 6.1% had 11-15 years, 9.2% had 16-20 years and 7.6% had more than 20 years. The average years of professional experience was 11.9 with 7 years in the district.

Advanced degrees were held by 32.3% of our teachers: 21 with master's degrees and 0 with doctorates. Our campus principal had 14 years of career experience in a professional position (not necessarily as a principal) and 5 years in Coppell. Our assistant principals had an average of 9.5 years of professional experience and 5 years in the district.

Our educator retention rate from 2021-22 to 2022-23 was 83.08%. For educational aides it was 28.57%. We hired 11 new teachers in 2022-23. The characteristics of our new teachers were as follows: 9% Asian, 81.8% White, 9% Hispanic, 0% African American, 63.6% female, 36.4% male, 36.3% new to teaching, 27.2% with 2-5 years of professional experience, 9% with 6-10 years, 18.1% with 11-15 years, 0% with 16-20 years, 9% with more than 20 years and 16.9% new to the campus. The average years of professional

experience was 6 with 0.2 years in the district. 0% 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

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	316	1673	12	88	66	41	147	1617	23	77	34	10	
Spring 2022	7	315	1772	8	92	78	60	326	1794	10	90	71	48	
Spring 2022	8	348	1794	6	94	78	62	337	1817	8	92	72	44	348
Spring 2023	6	335	1746	8	92	81	51	162	1712	17	83	37	7	
Spring 2023	7	312	1778	6	94	81	54	323	1957	7	93	81	43	
Spring 2023	8	312	1814	5	95	85	58	311	1992	6	94	79	46	313

### TELPAS 2023

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

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

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

### Problem Statements Identifying Student Learning Needs

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

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

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

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

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

needs as they transition to the next grade level.

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

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

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

# School Processes & Programs

## School Processes & Programs Summary

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

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

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

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

Data Analysis days (Wednesdays) are attended by all team members, all administrators, and all counselors. During this time, data Analysis protocols are used to review academic performance (by standard and by student) and behavioral/social needs. In addition, our Campus Intervention Team also meets every Wednesday to coordinate RtI support for students in need of additional support. In addition, 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 1:** There is a need to ensure high-quality instruction in every classroom and to ensure that all teachers are equally prepared to deliver meaningful and engaging lessons targeting high-priority learning standards in all content areas.

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

**Problem Statement 1 Areas:** Student Learning

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

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

**Problem Statement 2 Areas:** School Processes & Programs

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

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

**Problem Statement 3 Areas:** Student Learning

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

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

**Problem Statement 4 Areas:** Student Learning

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

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

**Problem Statement 5 Areas:** Student Learning

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

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

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

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

**Root Cause 7:** Learners experience challenges of high expectations from families and their community. Learners may live in environments that focus primarily on academics and less social emotional health and well-being.

**Problem Statement 7 Areas:** Perceptions

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

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

**Problem Statement 8 Areas:** School Processes & Programs

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

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

**Problem Statement 9 Areas:** School Processes & Programs

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

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

**Problem Statement 10 Areas:** Student Learning

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

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

**Problem Statement 11 Areas:** Demographics

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

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

**Problem Statement 12 Areas:** Student Learning

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

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

**Problem Statement 13 Areas:** School Processes & Programs

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

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

**Problem Statement 14 Areas:** Student Learning

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

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

**Problem Statement 15 Areas:** Student Learning

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

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

**Problem Statement 16 Areas:** Demographics

**Problem Statement 17:** 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 17:** Both digital and physical materials need accounting every school year.

**Problem Statement 17 Areas:** School Context and Organization - School Processes & Programs

**Problem Statement 18:** There is a need to respond to discipline with restorative practices.

**Root Cause 18:** Administrators and educators lack the time and professional learning with restorative practices.

**Problem Statement 18 Areas:** Perceptions

**Problem Statement 19:** Many families in our community struggle to engage with the school in partnership for their students' success.

**Root Cause 19:** There is a language barrier for some parents.

**Problem Statement 19 Areas:** Demographics - Demographics

**Problem Statement 20:** There is a need to ensure equitable access to all facilities and learning/social opportunities for all students.

**Root Cause 20:** Each individual student has unique physical and mental abilities and needs.

**Problem Statement 20 Areas:** Perceptions

**Problem Statement 21:** 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 21:** Student discipline issues will arise and must be handled with strict adherence to all federal/state laws and board policies.

**Problem Statement 21 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

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

## Employee Data

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

## Parent/Community Data

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

## Support Systems and Other Data





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

# Goals

**Goal 1: Personal Growth and Experiences:** We 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			
<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> Learners will receive quality tier I instruction. Data team meetings will focus on classroom instruction, and sharing effective instructional strategies.</p> <p><b>Staff Responsible for Monitoring:</b> Content Team Lead, Instructional Coach, Campus Administrators</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Substitutes for Instructional Design Days for Teachers - 199 - State Comp Ed - 199-11-6112-00-044-24-000- - \$3,806, Off Contract Pay for Summer Design Days Professional Learning - 211 - Title I, Part A - 211-11-6118-00-044-24-000-21140 - \$6,962.64</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 and certifications will occur. We will strengthen understanding of CCMR goals in education and the Career &amp; Technical Education for the 21st Century Act by focusing on implementing college and career labs in the 7th Grade iExplore curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b> Learner engagement with the iExplore curriculum Increased opportunities for investigating careers Increased opportunities for real-world experiences with career exploration</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, CTE Educators</p> <p><b>Problem Statements:</b> Student Learning 6</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:**



## 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			
<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> 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</p> <p><b>Staff Responsible for Monitoring:</b> Educators, Instructional Coach, Campus Administrators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 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> 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> Real-time student support system and early identification</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselors, Teachers</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</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> Improved academic performance as measured by MAP and STAAR assessments for EB students and increased instructional capacity for teachers in all areas.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators, Language Acquisition Specialist</p> <p><b>Problem Statements:</b> Demographics 1</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> 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> Improved student behavior and increased behavior response skills among all staff.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators partnering with district staff</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5 - Perceptions 2, 4</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:**

Demographics
<p><b>Problem Statement 1:</b> Increasing number of English Learners (ELs) and not all teachers know and use effective instructional strategies to support them. <b>Root Cause:</b> Teachers need more training and support for working with EL students.</p>
Student Learning
<p><b>Problem Statement 5:</b> 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. <b>Root Cause:</b> Our Tier 2 and 3 learners need individualized support plans to support their learning needs as they transition to the next grade level.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> There is a need to refine our data meeting protocols to ensure analysis of both student performance and instructional practices. <b>Root Cause:</b> 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.</p>
<p><b>Problem Statement 2:</b> 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. <b>Root Cause:</b> Being a PLC is the foundation of our work and every year new educators are hired and returning educators need continuing refreshers.</p>
<p><b>Problem Statement 5:</b> There is a need to increase and align processes and procedures resulting in safe, secure, and inclusive learning environments across the district. <b>Root Cause</b> : There is a continued need to focus on safety and inclusivity and align our practices with district expectations.</p>
Perceptions
<p><b>Problem Statement 2:</b> There is a need to respond to discipline with restorative practices. <b>Root Cause:</b> Administrators and educators lack the time and professional learning with restorative practices.</p>
<p><b>Problem Statement 4:</b> 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. <b>Root Cause:</b> Student discipline issues will arise and must be handled with strict adherence to all federal/state laws and board policies.</p>

**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			
<p><b>Strategy 1:</b> Identify and provide tools, resources, and supports to support high levels of engagement; Schoology, iPads/ technologies, online resources, databases, applications</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, ESL Facilitators, Librarians, Counselors</p> <p><b>Problem Statements:</b> Student Learning 7</p> <p><b>Funding Sources:</b> IXL Math for Intervention &amp; Enrichment - 199 - State Comp Ed - 199-11-6399-00-044-24-000- - \$11,000, Enriching Students for Intervention and Enrichment Scheduling Management - 211 - Title I, Part A - 211-11-6399-00-044-24-000-21140 - \$6,104.96, Flocabulary Software for Intervention &amp; Enrichment - 199 - State Comp Ed - 199-11-6399-00-044-24-000- - \$3,000</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 3 Problem Statements:**

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

**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			
<p><b>Strategy 1:</b> Provide resources and training to support educators to identify the proficiency levels of Emergent Bilingual Learners and plan appropriate classroom instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Trainings developed and implemented Response to Intervention process clearly defined and supported with resources Implementation and training of Success Ed as an overarching system Increase academic achievement and growth for all learners</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, Content Specialists, Campus Leadership Team</p> <p><b>Problem Statements:</b> Demographics 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> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted and accelerated instruction for students who have demonstrated gaps in learning and improved academic performance for those students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration, Instructional Coach, Campus Testing Coordinator</p> <p><b>Problem Statements:</b> Student Learning 2, 5, 8</p> <p><b>Funding Sources:</b> Educator Extra Duty Pay for Saturday Intervention Academies &amp; Bus Transportation - 199 - State Comp Ed - 199-11-6118-00-044-24-000- - \$2,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

**Strategy's Expected Result/Impact:** Acquisition of resources and delivery of professional learning opportunities for staff; Improved supported for the academic and social emotional needs of all students.

**Staff Responsible for Monitoring:** District staff and campus administrators

**Problem Statements:** Student Learning 3, 5



No Progress



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

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





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

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

**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 6-8 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			
<p><b>Strategy 1:</b> All 7th grade learners will participate in and receive the iExplore curriculum, through an assigned class period, or eTime.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student awareness of high school courses of study and alignment thereof to college programs and associated careers.</p> <p><b>Staff Responsible for Monitoring:</b> District CTE staff and campus counselors</p> <p><b>Problem Statements:</b> Student Learning 6</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> Provide training and resources to educators enhancing curriculum connections to real world application in learning and strengthen understanding and implementation of Career Technical Education and Career College and Military Readiness elementary through secondary.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher awareness of CTE learning opportunities for students and the development of such courses and/or lessons.</p> <p><b>Staff Responsible for Monitoring:</b> District CTE and Counseling staff</p> <p><b>Problem Statements:</b> Student Learning 6</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:**

<b>Student Learning</b>
<p><b>Problem Statement 6:</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 and sustainability within our CTE program and the focus on career, life readiness and certifications offered.</p>

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

**Evaluation Data Sources:** Learner digital portfolios, digital resources, rubrics, goal setting forms/templates

Strategy 1 Details	Reviews			
<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 Educator digital portfolios Digital Portfolio continued training and implementation</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Educators</p> <p><b>Problem Statements:</b> Student Learning 7</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> 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> Performance Tasks for math and science Rubrics for academic and social-emotional growth Goal setting forms/reflections</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, Educators</p> <p><b>Problem Statements:</b> Student Learning 1, 4, 8 - Perceptions 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Campus will hire a Spanish language parent liaison to improve community engagement, parent involvement, and student opportunities for academic and social success.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased community engagement with Spanish-speaking parents and students;</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>



<p>Improved school-home communications on all school-related topics.  <b>Staff Responsible for Monitoring:</b> Campus principal and Parent liaison</p> <p><b>Problem Statements:</b> Demographics 1 - Demographics 3  <b>Funding Sources:</b> Spanish speaking parent liaison FTE - 211 - Title I, Part A - 211-23-6129-00-044-24-000-21140 - \$37,000</p>				
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 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 2 Problem Statements:**





<b>Demographics</b>
<b>Problem Statement 3:</b> Many families in our community struggle to engage with the school in partnership for their students' success. <b>Root Cause:</b> There is a language barrier for some parents.
<b>Student Learning</b>
<b>Problem Statement 1:</b> There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices. <b>Root Cause:</b> 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.
<b>Problem Statement 4:</b> 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. <b>Root Cause:</b> 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.
<b>Problem Statement 7:</b> There is a need to focus on digital tools and resources to showcase learning resulting in increased learner achievement. <b>Root Cause:</b> Inconsistencies in usage of digital tools and resources to showcase learner academic and social emotional growth.
<b>Problem Statement 8:</b> There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. <b>Root Cause:</b> Lack of alignment across the district with implementation of the district curriculum and challenges this year with remote and face to face learning.
<b>Perceptions</b>
<b>Problem Statement 3:</b> There is a need to ensure equitable access to all facilities and learning/social opportunities for all students. <b>Root Cause:</b> Each individual student has unique physical and mental abilities and needs.

**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			
<p><b>Strategy 1:</b> Aligned implementation of social emotional support structures: class meetings, check-ins and restorative practices</p> <p><b>Strategy's Expected Result/Impact:</b> Utilization of class meetings, check-ins and restorative practices within learning Learner growth as indicated through survey/learner goals Educator training on embedded supports</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Counselors, Educators</p> <p><b>Problem Statements:</b> Student Learning 3 - 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> Continue providing training and supports for digital learning with a focus on academic integrity, digital safety, digital citizenship, and cyberbullying.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> District and campus digital learning coaches and Library media specialists</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5 - Perceptions 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue revising, updating, implementing and evaluating current PK-12 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> Additional resources and training related to district curricula and social emotional programs for students</p> <p><b>Staff Responsible for Monitoring:</b> District curriculum and counseling teams</p> <p><b>Problem Statements:</b> Perceptions 1</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> 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> Additional learning opportunities for students on issues of health and safety</p> <p><b>Staff Responsible for Monitoring:</b> District curriculum and counseling teams</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 3 - 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 1 Problem Statements:**





<b>Demographics</b>
<p><b>Problem Statement 2:</b> There is a need to establish and maintain strong, positive relationships for all learners and families. <b>Root Cause:</b> Barriers exist in which relationships have not been established and sustained with all learners and families.</p>
<b>Student Learning</b>
<p><b>Problem Statement 3:</b> There is a need to focus on social emotional skills such as grit, self-advocacy, and leadership. <b>Root Cause:</b> 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.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 5:</b> There is a need to increase and align processes and procedures resulting in safe, secure, and inclusive learning environments across the district. <b>Root Cause</b> : There is a continued need to focus on safety and inclusivity and align our practices with district expectations.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> There is a need to focus on the social/emotional wellness of learners. <b>Root Cause:</b> 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.</p>
<p><b>Problem Statement 4:</b> 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. <b>Root Cause:</b> Student discipline issues will arise and must be handled with strict adherence to all federal/state laws and board policies.</p>

**Goal 3: Well-Being and Mindfulness:** We as Coppel 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			
<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> Improved staff capacity to respond to student behavior challenges and continued support for students with behavioral needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators and district staff</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5 - Perceptions 2, 4</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> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness of facility accessibility needs and improvements where needed</p> <p><b>Staff Responsible for Monitoring:</b> District ADA Coordinator and campus administrators</p> <p><b>Problem Statements:</b> Perceptions 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide additional training for administrators on state/federal student discipline laws, district discipline policies and guidelines, with a focus on bullying investigations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge and alignment of student discipline practices across campuses in alignment with district guidelines</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators partnering with district staff</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5 - Perceptions 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> Provide additional training for administrators on Title IX harassment laws, policies, and protocols for investigations and documentation.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased knowledge and alignment of student discipline practices across campuses in alignment with district guidelines</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators partnering with district staff</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5 - Perceptions 2, 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide additional training for all teachers on bullying, child abuse, mental health, and suicide prevention via a series of counselor conversation trainings.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased awareness and capacity to support students in a variety of crises situations</p> <p><b>Staff Responsible for Monitoring:</b> Campus counselors and district counseling team</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 5 - Perceptions 1, 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 3:</b> There is a need to focus on social emotional skills such as grit, self-advocacy, and leadership. <b>Root Cause:</b> 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.</p>
School Processes & Programs
<p><b>Problem Statement 5:</b> There is a need to increase and align processes and procedures resulting in safe, secure, and inclusive learning environments across the district. <b>Root Cause</b> : There is a continued need to focus on safety and inclusivity and align our practices with district expectations.</p>
Perceptions
<p><b>Problem Statement 1:</b> There is a need to focus on the social/emotional wellness of learners. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 2:</b> There is a need to respond to discipline with restorative practices. <b>Root Cause:</b> Administrators and educators lack the time and professional learning with restorative practices.</p> <p><b>Problem Statement 3:</b> There is a need to ensure equitable access to all facilities and learning/social opportunities for all students. <b>Root Cause:</b> Each individual student has unique physical and mental abilities and needs.</p> <p><b>Problem Statement 4:</b> 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. <b>Root Cause:</b> Student discipline issues will arise and must be handled with strict adherence to all federal/state laws and board policies.</p>

**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			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, Educators</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 1, 2, 3</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> Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district including within professional learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> PLC Professional learning opportunities for new educators Differentiated professional learning for existing educators</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coach, Educators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Calibrate, align, and provide support for our district departments and campuses concerning needs for professional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted and differentiated professional learning opportunities for all staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

<p>members</p> <p><b>Staff Responsible for Monitoring:</b> District Director of Professional Learning and campus administrators</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 3</p>				
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				





**Performance Objective 1 Problem Statements:**

<p><b>Student Learning</b></p>
<p><b>Problem Statement 4:</b> 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. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 5:</b> 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. <b>Root Cause:</b> Our Tier 2 and 3 learners need individualized support plans to support their learning needs as they transition to the next grade level.</p>
<p><b>School Processes &amp; Programs</b></p>
<p><b>Problem Statement 1:</b> There is a need to refine our data meeting protocols to ensure analysis of both student performance and instructional practices. <b>Root Cause:</b> 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.</p> <p><b>Problem Statement 2:</b> 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. <b>Root Cause:</b> Being a PLC is the foundation of our work and every year new educators are hired and returning educators need continuing refreshers.</p> <p><b>Problem Statement 3:</b> There is a need to ensure that all teachers are adequately trained in the assessment design process. <b>Root Cause:</b> 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.</p>

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

**Evaluation Data Sources:** Inventories created for District and Campuses

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue researching, developing and implementing a CISD Community Based Accountability System.</p> <p><b>Strategy's Expected Result/Impact:</b> Development of a meaningful accountability report aligned to community expectations that describes more than just academic performance on state standardized tests.</p> <p><b>Staff Responsible for Monitoring:</b> CISD CBAS Core Team</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 3, 4, 6 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**





Demographics
<p><b>Problem Statement 2:</b> There is a need to establish and maintain strong, positive relationships for all learners and families. <b>Root Cause:</b> Barriers exist in which relationships have not been established and sustained with all learners and families.</p>
Student Learning
<p><b>Problem Statement 3:</b> There is a need to focus on social emotional skills such as grit, self-advocacy, and leadership. <b>Root Cause:</b> 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.</p>
<p><b>Problem Statement 4:</b> 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. <b>Root Cause:</b> 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.</p>
<p><b>Problem Statement 6:</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 and sustainability within our CTE program and the focus on career, life readiness and certifications offered.</p>
Perceptions
<p><b>Problem Statement 4:</b> 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. <b>Root Cause:</b> Student discipline issues will arise and must be handled with strict adherence to all federal/state laws and board policies.</p>



**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			
<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> 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</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Campus Leadership Team</p> <p><b>Problem Statements:</b> Perceptions 4</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> Implement door sweeps on campuses and district buildings at least once each week during instructional days.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensured student safety through routine checks of exterior access points</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators and School Resource Officers</p> <p><b>Problem Statements:</b> Perceptions 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<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 3 Problem Statements:**

<b>Perceptions</b>
<p><b>Problem Statement 4:</b> 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. <b>Root Cause:</b> Student discipline issues will arise and must be handled with strict adherence to all federal/state laws and board policies.</p>

# 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**

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# Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Off Contract Pay for Summer Design Days Professional Learning	211-11-6118-00-044-24-000-21140	\$6,962.64
1	3	1	Enriching Students for Intervention and Enrichment Scheduling Management	211-11-6399-00-044-24-000-21140	\$6,104.96
2	2	3	Spanish speaking parent liaison FTE	211-23-6129-00-044-24-000-21140	\$37,000.00
<b>Sub-Total</b>					<b>\$50,067.60</b>
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes for Instructional Design Days for Teachers	199-11-6112-00-044-24-000-	\$3,806.00
1	3	1	IXL Math for Intervention & Enrichment	199-11-6399-00-044-24-000-	\$11,000.00
1	3	1	Flocabulary Software for Intervention & Enrichment	199-11-6399-00-044-24-000-	\$3,000.00
1	4	2	Educator Extra Duty Pay for Saturday Intervention Academies & Bus Transportation	199-11-6118-00-044-24-000-	\$2,000.00
<b>Sub-Total</b>					<b>\$19,806.00</b>