Coppell Independent School District

Coppell Middle School East

2025-2026 Campus Improvement Plan

Mission Statement

At Coppell Middle School East we will equip all students for the dynamic challenges of tomorrow.

Vision

As a community, East will consistently encourage and engage learners in meaningful learning opportunities to instill resilience and grow upstanding citizens.

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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. For the 2025-2026 school year, Coppell ISD will have 10 elementary schools. CMS East serves a majority Asian student population in grades 6-8. In the 2024-25 school year, total enrollment was 1,126 which represents an increase of 4.8% since 2020-21 (1,074 learners).

In 2024-25, the student population was 47.2% Asian, 32.6% White, 11.6% Hispanic, 3.5% African American, 0.3% American Indian/Alaskan Native, 0.2% Native Hawaiian/Pacific Islander and 4.7% multi-racial. Females made up 47.2% of the learners and males represented 52.8%. Our economically disadvantaged percentage was 8.5%.

Our Emergent Bilingual (EB) population consisted of 99 learners that made up 8.7% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (12.1%), Telugu (9%), Arabic (9%), Japanese (5%), and Tamil (3%). Additionally, 19.1% of our EBs were also economically disadvantaged.

Our 210 gifted and talented learners constituted 18.6% of our population. Our gender split in the GT group was 40.4% female and 59.6% male. Of the four major ethnic groups, our GT learners were 61.4% Asian, 28.1% White, 3.3% Hispanic and 1.4% African American.

We had 148 learners that qualified for special education services, which represented 13.1% of our population. There were 111 learners with 504 accommodations, which was 9.8% of the total enrollment.

The average daily attendance for our campus in 2024-25 was 96.3%, which increased by 0.03% from the prior year.

STAFFING

CMS East employed 69 educators and 5 instructional aides in the 2024-25 school year. The number of teachers decreased by 1 from the prior year while the number of aides also decreased by 1. The ethnic breakdown for the teaching staff was 4.3% Asian, 78.2% White, 11.5% Hispanic, and 5.8% African American. Females made up 75.3% of the educators and males represented 24.7%.

Overall, our educators had a varying level of professional experience: 7.2% (5) were new to teaching with 0-1 years of experience, 15.9% (11) had 2-5 years, 24.7% (17) had 6-10 years, 15.9% (11) had 11-15 years, 15.9% (11) had 16-20 years, and 20.3% (14) had more than 20 years. Looking at longevity within the district, 33.3% of our teachers had 0-1 years in district, 26.1% had 2-5 years, 13% had 6-10 years, 7.2% had 11-15 years, 11.5% had 16-20 years and 8.7% had more than 20 years. The average years of professional experience was 12.2 with 7.7 years in the district.

Advanced degrees were held by 20.2% of our teachers: 14 with master's degrees. Our campus principal had 19 years of career experience in a professional position (not necessarily

as a principal) and 17 years in Coppell. Our assistant principals had an average of 22 years of professional experience and 5 years in the district.

Our educator retention rate from 2023-24 to 2024-25 was 86.7%. For educational aides it was 100%. We hired 10 new teachers in 2024-25. The characteristics of our new teachers were as follows: 80% White, 10% Hispanic, 10% African American, 70% female, 30% male, 20% new to teaching, 10% with 2-5 years of professional experience, 40% with 6-10 years, 10% with 11-15 years, 10% with 16-20 years, 10% with more than 20 years and 14.4% new to the campus. The average years of professional experience was 11.4 with 4.8 years in the district. 40% of our new teachers had advanced degrees.

Demographics Strengths

Student Demographics & Enrollment

- Steady **enrollment growth** (+4.8% since 2020–21)

- **Rich cultural diversity**

- **High attendance rate** (96.3%), reflecting strong student engagement and family support.

- Strong support for **emergent bilingual learners** (8.7%) with a wide variety of languages represented

Staffing & Experience

- **Highly experienced faculty**, with an average of **12.2 years of professional experience** and nearly 8 years within the district.

- **Strong leadership stability**, with principals and APs averaging nearly two decades of experience in education.

- **Educator retention rate of 86.7%**

- **Diverse range of teacher experience levels**, balancing new energy with veteran expertise.

- **20% of teachers hold advanced degrees**

- **New hires bring depth of experience**, averaging 11.4 years in the profession, and 40% hold advanced degrees.

Student Learning

Student Learning Summary

NWEA MAP:

Click HERE for the Student Growth Summary Report which shows aggregate growth from Fall 24 to Spring 25. Click HERE for an explanation if needed.

	0325 TELPAS Grade 6	0325 TELPAS Grade 7	0325 TELPAS Grade 8
Coppell Middle School East			
Total Students	32	38	28
Date Taken	03/01/25	03/01/25	03/01/25
Lower/Same Level	65.62%	31.58%	32.14%
1 Level Higher	28.12%	34.21%	50%
2 Levels Higher	0%	2.63%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.75	2.94	3.34
No Rating	0%	0%	0%
Beginning	9.38%	13.16%	0%
Intermediate	15.62%	5.26%	14.29%
Advanced	56.25%	50%	35.71%
Advanced High	18.75%	31.58%	50%
Listening Raw Score	17.84	18.79	21.21
Listening Scale Score	1556.31	1563.87	1604.68
Speaking Raw Score	26.97	28.05	31.57
Speaking Scale Score	1556.13	1571.63	1610.46
Writing Raw Score	26.16	26.84	32.11
Writing Scale Score	1522.19	1527.05	1565.43
Reading Raw Score	21.69	22.63	25.54

	0325 TELPAS Grade 6	0325 TELPAS Grade 7	0325 TELPAS Grade 8
Reading Scale Score	1541.34	1554.87	1587.71
Economic Disadvantage			
Total Students	4	9	6
Date Taken	03/01/25	03/01/25	03/01/25
Lower/Same Level	75%	33.33%	33.33%
1 Level Higher	25%	55.56%	66.67%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	1.9	2.53	3.23
No Rating	0%	0%	0%
Beginning	50%	22.22%	0%
Intermediate	0%	11.11%	16.67%
Advanced	50%	44.44%	33.33%
Advanced High	0%	22.22%	50%
Listening Raw Score	11.75	16.56	19.5
Listening Scale Score	1471.25	1532.89	1569.17
Speaking Raw Score	22.75	25	32.83
Speaking Scale Score	1516	1540.22	1624
Writing Raw Score	16.75	22.22	30.17
Writing Scale Score	1426.25	1485.44	1543.5
Reading Raw Score	16.5	20.44	24.17
Reading Scale Score	1480.5	1539.22	1569.5
Asian			
Total Students	22	22	14
Date Taken	03/01/25	03/01/25	03/01/25
Lower/Same Level	68.18%	22.73%	21.43%
1 Level Higher	27.27%	36.36%	57.14%

	0325 TELPAS Grade 6	0325 TELPAS Grade 7	0325 TELPAS Grade 8
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.9	3.15	3.46
No Rating	0%	0%	0%
Beginning	4.55%	9.09%	0%
Intermediate	13.64%	4.55%	7.14%
Advanced	63.64%	40.91%	35.71%
Advanced High	18.18%	45.45%	57.14%
Listening Raw Score	18.68	19.77	21.93
Listening Scale Score	1562.14	1578.91	1611.29
Speaking Raw Score	27.32	29.23	31.21
Speaking Scale Score	1559.64	1584.27	1606.93
Writing Raw Score	27.59	29.05	33.71
Writing Scale Score	1536.36	1550	1580.57
Reading Raw Score	23.05	24.77	26.57
Reading Scale Score	1555.91	1579.27	1593.36
Black/African American			
Total Students	-	1	1
Date Taken	-	03/01/25	03/01/25
Lower/Same Level	-	0%	100%
1 Level Higher	-	0%	0%
2 Levels Higher	-	0%	0%
3 Levels Higher	-	0%	0%
TELPAS Composite Score	-	2.8	3.3
No Rating	-	0%	0%
Beginning	-	0%	0%
Intermediate	-	0%	0%

	0325 TELPAS Grade 6	0325 TELPAS Grade 7	0325 TELPAS Grade 8
Advanced	-	100%	100%
Advanced High	-	0%	0%
Listening Raw Score	-	16	21
Listening Scale Score	-	1522	1586
Speaking Raw Score	-	32	36
Speaking Scale Score	-	1610	1676
Writing Raw Score	-	34	32
Writing Scale Score	-	1596	1565
Reading Raw Score	-	20	26
Reading Scale Score	-	1521	1581
Hispanic			
Total Students	4	10	4
Date Taken	03/01/25	03/01/25	03/01/25
Lower/Same Level	75%	40%	25%
1 Level Higher	0%	30%	25%
2 Levels Higher	0%	10%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	1.78	2.53	2.9
No Rating	0%	0%	0%
Beginning	50%	30%	0%
Intermediate	25%	10%	50%
Advanced	25%	40%	0%
Advanced High	0%	20%	50%
Listening Raw Score	11.75	15.9	19
Listening Scale Score	1471	1525	1605
Speaking Raw Score	24.25	24.1	30.25
Speaking Scale Score	1533.5	1532.5	1595.5

	0325 TELPAS Grade 6	0325 TELPAS Grade 7	0325 TELPAS Grade 8
Writing Raw Score	18.5	23.2	28.25
Writing Scale Score	1440.25	1485.7	1523.75
Reading Raw Score	11.25	19.2	23.5
Reading Scale Score	1428.25	1517.7	1586.75
White			
Total Students	6	5	9
Date Taken	03/01/25	03/01/25	03/01/25
Lower/Same Level	50%	60%	44.44%
1 Level Higher	50%	40%	55.56%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.85	2.88	3.36
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	16.67%	0%	11.11%
Advanced	50%	100%	44.44%
Advanced High	33.33%	0%	44.44%
Listening Raw Score	18.83	20.8	21.11
Listening Scale Score	1591.83	1583.8	1596.33
Speaking Raw Score	27.5	30	32.22
Speaking Scale Score	1558.33	1586.6	1615.33
Writing Raw Score	26	23	31.33
Writing Scale Score	1524.83	1495	1560.44
Reading Raw Score	23.67	20.6	24.78
Reading Scale Score	1563.33	1528.6	1580.11
Currently Emergent Bilingual			
Total Students	32	38	28

	0325 TELPAS Grade 6	0325 TELPAS Grade 7	0325 TELPAS Grade 8
Date Taken	03/01/25	03/01/25	03/01/25
Lower/Same Level	65.62%	31.58%	32.14%
1 Level Higher	28.12%	34.21%	50%
2 Levels Higher	0%	2.63%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.75	2.94	3.34
No Rating	0%	0%	0%
Beginning	9.38%	13.16%	0%
Intermediate	15.62%	5.26%	14.29%
Advanced	56.25%	50%	35.71%
Advanced High	18.75%	31.58%	50%
Listening Raw Score	17.84	18.79	21.21
Listening Scale Score	1556.31	1563.87	1604.68
Speaking Raw Score	26.97	28.05	31.57
Speaking Scale Score	1556.13	1571.63	1610.46
Writing Raw Score	26.16	26.84	32.11
Writing Scale Score	1522.19	1527.05	1565.43
Reading Raw Score	21.69	22.63	25.54
Reading Scale Score	1541.34	1554.87	1587.71
Special Ed Indicator			
Total Students	10	8	4
Date Taken	03/01/25	03/01/25	03/01/25
Lower/Same Level	90%	37.50%	75%
1 Level Higher	10%	50%	25%
2 Levels Higher	0%	12.50%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.53	2.88	2.78

	0325 TELPAS Grade 6	0325 TELPAS Grade 7	0325 TELPAS Grade 8
No Rating	0%	0%	0%
Beginning	10%	0%	0%
Intermediate	30%	12.50%	50%
Advanced	50%	75%	25%
Advanced High	10%	12.50%	25%
Listening Raw Score	16.1	19.88	19.5
Listening Scale Score	1542	1572.25	1567.75
Speaking Raw Score	29	28.63	31
Speaking Scale Score	1576.2	1574.75	1600
Writing Raw Score	23.2	25	24.75
Writing Scale Score	1497.5	1512.75	1494.5
Reading Raw Score	18.7	19.75	19
Reading Scale Score	1509.6	1520.75	1520

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR R
Coppell Middle School East			
Total Students	381	118	326
Raw Score	0	24	0
Scale Score	1796	1743	1779
Percent Score	0%	56.41%	0.24%
Approaches Grade Level (TX)	95.01%	87.29%	88.65%
Meets Grade Level (TX)	86.88%	49.15%	78.53%
Masters Grade Level (TX)	66.14%	9.32%	58.28%

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR R
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	1.69%	0%
Did Not Meet High	0%	11.02%	0%
Approaches Low	0%	12.71%	0%
Approaches High	0%	25.42%	0%
Meets	0%	39.83%	0%
Masters	0%	9.32%	0.31%
Economic Disadvantage			
Total Students	29	19	33
Raw Score	0	19	0
Scale Score	1655	1664	1607
Percent Score	0%	45.17%	0%
Approaches Grade Level (TX)	79.31%	73.68%	63.64%
Meets Grade Level (TX)	51.72%	21.05%	54.55%
Masters Grade Level (TX)	34.48%	0%	27.27%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	10.53%	0%
Did Not Meet High	0%	15.79%	0%
Approaches Low	0%	26.32%	0%
Approaches High	0%	26.32%	0%
Meets	0%	21.05%	0%
Masters	0%	0%	0%
American Indian/Alaskan Native			
Total Students	3	1	1
Raw Score	0	24	0

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR R
Scale Score	1867	1732	1951
Percent Score	0%	55.81%	0%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	100%	0%	100%
Masters Grade Level (TX)	66.67%	0%	100%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	100%	0%
Meets	0%	0%	0%
Masters	0%	0%	0%
Asian			
Total Students	192	30	142
Raw Score	0	27	0
Scale Score	1838	1788	1851
Percent Score	0%	63.02%	0%
Approaches Grade Level (TX)	96.88%	93.33%	95.77%
Meets Grade Level (TX)	93.23%	76.67%	88.73%
Masters Grade Level (TX)	78.65%	13.33%	76.06%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	3.33%	0%
Did Not Meet High	0%	3.33%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	16.67%	0%

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR R
Meets	0%	63.33%	0%
Masters	0%	13.33%	0%
Black/African American			
Total Students	13	11	13
Raw Score	0	19	3
Scale Score	1663	1665	1671
Percent Score	0%	45.03%	6.04%
Approaches Grade Level (TX)	76.92%	72.73%	69.23%
Meets Grade Level (TX)	61.54%	18.18%	61.54%
Masters Grade Level (TX)	23.08%	0%	30.77%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	27.27%	0%
Approaches Low	0%	36.36%	0%
Approaches High	0%	18.18%	0%
Meets	0%	18.18%	0%
Masters	0%	0%	7.69%
Hispanic			
Total Students	39	18	49
Raw Score	0	23	0
Scale Score	1722	1720	1673
Percent Score	0%	53.10%	0%
Approaches Grade Level (TX)	82.05%	77.78%	77.55%
Meets Grade Level (TX)	71.79%	38.89%	61.22%
Masters Grade Level (TX)	48.72%	11.11%	32.65%
Date Taken	04/15/25	05/01/25	04/15/25

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR R
Excluded	0%	0%	0%
Did Not Meet Low	0%	5.56%	0%
Did Not Meet High	0%	16.67%	0%
Approaches Low	0%	5.56%	0%
Approaches High	0%	33.33%	0%
Meets	0%	27.78%	0%
Masters	0%	11.11%	0%
Native Hawaiian/Pacific Islander			
Total Students	1	1	1
Raw Score	0	19	0
Scale Score	1551	1661	1718
Percent Score	0%	44.19%	0%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	0%	0%	100%
Masters Grade Level (TX)	0%	0%	0%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	100%	0%
Approaches High	0%	0%	0%
Meets	0%	0%	0%
Masters	0%	0%	0%
Two or More Races			
Total Students	15	8	15
Raw Score	0	21	0
Scale Score	1762	1682	1821

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR R
Percent Score	0%	47.67%	0%
Approaches Grade Level (TX)	100%	87.50%	86.67%
Meets Grade Level (TX)	86.67%	12.50%	86.67%
Masters Grade Level (TX)	53.33%	0%	60%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	12.50%	0%
Approaches Low	0%	25%	0%
Approaches High	0%	50%	0%
Meets	0%	12.50%	0%
Masters	0%	0%	0%
White			
Total Students	118	49	105
Raw Score	0	25	0
Scale Score	1771	1753	1736
Percent Score	0%	57.81%	0%
Approaches Grade Level (TX)	97.46%	89.80%	86.67%
Meets Grade Level (TX)	84.75%	51.02%	73.33%
Masters Grade Level (TX)	58.47%	10.20%	49.52%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	10.20%	0%
Approaches Low	0%	14.29%	0%
Approaches High	0%	24.49%	0%
Meets	0%	40.82%	0%

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR R
Masters	0%	10.20%	0%
Currently Emergent Bilingual			
Total Students	32	23	36
Raw Score	0	23	0
Scale Score	1600	1716	1590
Percent Score	0%	53.19%	0%
Approaches Grade Level (TX)	71.88%	82.61%	63.89%
Meets Grade Level (TX)	43.75%	43.48%	30.56%
Masters Grade Level (TX)	6.25%	8.70%	5.56%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	8.70%	0%
Did Not Meet High	0%	8.70%	0%
Approaches Low	0%	8.70%	0%
Approaches High	0%	30.43%	0%
Meets	0%	34.78%	0%
Masters	0%	8.70%	0%
First Year of Monitoring			
Total Students	36	5	17
Raw Score	0	26	0
Scale Score	1820	1758	1834
Percent Score	0%	60%	0%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	97.22%	80%	88.24%
Masters Grade Level (TX)	72.22%	0%	76.47%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR R
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	20%	0%
Meets	0%	80%	0%
Masters	0%	0%	0%
Fourth Year of Monitoring			
Total Students	14	-	11
Raw Score	0	-	0
Scale Score	1924	-	1725
Percent Score	0%	-	0%
Approaches Grade Level (TX)	100%	-	90.91%
Meets Grade Level (TX)	100%	-	90.91%
Masters Grade Level (TX)	92.86%	-	90.91%
Date Taken	04/15/25	-	04/15/25
Excluded	0%	-	0%
Did Not Meet Low	0%	-	0%
Did Not Meet High	0%	-	0%
Approaches Low	0%	-	0%
Approaches High	0%	-	0%
Meets	0%	-	0%
Masters	0%	-	0%
Second Year of Monitoring			
Total Students	4	-	3
Raw Score	0	-	0
Scale Score	1879	-	1836
Percent Score	0%	-	0%

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR R
Approaches Grade Level (TX)	100%	-	100%
Meets Grade Level (TX)	100%	-	100%
Masters Grade Level (TX)	100%	-	100%
Date Taken	04/15/25	-	04/15/25
Excluded	0%	-	0%
Did Not Meet Low	0%	-	0%
Did Not Meet High	0%	-	0%
Approaches Low	0%	-	0%
Approaches High	0%	-	0%
Meets	0%	-	0%
Masters	0%	-	0%
Third Year of Monitoring			
Total Students	1	-	-
Raw Score	0	-	-
Scale Score	1906	-	-
Percent Score	0%	-	-
Approaches Grade Level (TX)	100%	-	-
Meets Grade Level (TX)	100%	-	-
Masters Grade Level (TX)	100%	-	-
Date Taken	04/15/25	-	-
Excluded	0%	-	-
Did Not Meet Low	0%	-	-
Did Not Meet High	0%	-	-
Approaches Low	0%	-	-
Approaches High	0%	-	-
Meets	0%	-	-
Masters	0%	-	-

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR R
Special Ed Indicator			
Total Students	62	51	52
Raw Score	0	22	1
Scale Score	1652	1705	1618
Percent Score	0%	50.75%	1.51%
Approaches Grade Level (TX)	79.03%	78.43%	57.69%
Meets Grade Level (TX)	51.61%	33.33%	40.38%
Masters Grade Level (TX)	27.42%	3.92%	19.23%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	3.92%	0%
Did Not Meet High	0%	17.65%	0%
Approaches Low	0%	17.65%	0%
Approaches High	0%	27.45%	0%
Meets	0%	29.41%	0%
Masters	0%	3.92%	1.92%

	Spring 2025 STAAR EOC, Algebra I
Coppell Middle School East	
Total Students	215
Raw Score	55
Scale Score	5500
Percent Score	93.48%
Approaches Grade Level (TX)	100%

	Spring 2025 STAAR EOC, Algebra I
Meets Grade Level (TX)	99.53%
Masters Grade Level (TX)	98.14%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0.47%
Meets	1.40%
Masters	98.14%
Economic Disadvantage	
Total Students	7
Raw Score	53
Scale Score	5374
Percent Score	89.83%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	100%
Masters Grade Level (TX)	85.71%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	14.29%
Masters	85.71%
American Indian/Alaskan Native	

	Spring 2025 STAAR EOC, Algebra I
Total Students	1
Raw Score	59
Scale Score	6430
Percent Score	100%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	100%
Masters Grade Level (TX)	100%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
Asian	
Total Students	141
Raw Score	56
Scale Score	5610
Percent Score	94.84%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	99.29%
Masters Grade Level (TX)	98.58%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%

	Spring 2025 STAAR EOC, Algebra I
Approaches Low	0%
Approaches High	0.71%
Meets	0.71%
Masters	98.58%
Black/African American	
Total Students	3
Raw Score	52
Scale Score	4985
Percent Score	88.14%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	100%
Masters Grade Level (TX)	100%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
Hispanic	
Total Students	9
Raw Score	50
Scale Score	4983
Percent Score	84.93%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	100%

	Spring 2025 STAAR EOC, Algebra I
Masters Grade Level (TX)	88.89%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	11.11%
Masters	88.89%
Two or More Races	
Total Students	10
Raw Score	55
Scale Score	5498
Percent Score	92.88%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	100%
Masters Grade Level (TX)	100%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
White	
Total Students	51

	Spring 2025 STAAR EOC, Algebra I
Raw Score	54
Scale Score	5300
Percent Score	91.53%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	100%
Masters Grade Level (TX)	98.04%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	1.96%
Masters	98.04%
Currently Emergent Bilingual	
Total Students	5
Raw Score	52
Scale Score	5079
Percent Score	88.14%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	100%
Masters Grade Level (TX)	100%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%

	Spring 2025 STAAR EOC, Algebra I
Approaches High	0%
Meets	0%
Masters	100%
First Year of Monitoring	
Total Students	14
Raw Score	56
Scale Score	5518
Percent Score	94.55%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	100%
Masters Grade Level (TX)	100%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
Fourth Year of Monitoring	
Total Students	21
Raw Score	55
Scale Score	5489
Percent Score	93.79%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	100%
Masters Grade Level (TX)	100%

	Spring 2025 STAAR EOC, Algebra I
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
Second Year of Monitoring	
Total Students	4
Raw Score	58
Scale Score	5778
Percent Score	97.46%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	100%
Masters Grade Level (TX)	100%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
Third Year of Monitoring	
Total Students	3
Raw Score	56

	Spring 2025 STAAR EOC, Algebra I
Scale Score	5446
Percent Score	95.48%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	100%
Masters Grade Level (TX)	100%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
Special Ed Indicator	
Total Students	3
Raw Score	56
Scale Score	5621
Percent Score	95.48%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	100%
Masters Grade Level (TX)	100%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%

	Spring 2025 STAAR EOC, Algebra I
Meets	0%
Masters	100%

As we go into 2025-2026, 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 well overall on our TELPAS assessments with 50% of 6th graders and 64.91% of 7th graders scoring advanced high. Our 8th grade students did well too with 44.44% receiving advance high and 44.44% advanced.
- Our learners are performing exceptionally well overall in Language Arts at all grade levels with our 6th grade learners having 62.78% Master, our 7th grade learners having 63.79% Master, and our 8th grade learners having 63.87% Master their grade level STAAR Assessment
- Our learners in 7th and 8th grade perform well on their math Staar assessments with 63.90% (8th grade) and 63.79% (7th grade) mastering. Our 6th grade learners had 48.61% of the learners "Meet" standard.
- Our 8th graders continue to perform exceptionally well in social studies and science both courses that have not been assessed from a state assessment since 5th grade having 56.52% of our social studies students "Master" and 48.17% "Master" science.
- Almost all of our students who took the Algebra 1 EOC met or mastered standard for the exam. 1.12$ of our students scored in the "Approaches High" category.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.
Root Cause: Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments

Problem Statement 2 (Prioritized): There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners.
Root Cause: Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs

Problem Statement 3 (Prioritized): There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning)
Root Cause: Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training

Problem Statement 4 (Prioritized): There is a need to continue education for CISD families about how we support a balance of hands-on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home.
Root Cause: Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology; Lack of parent training/tools for helping to guide a balance of using technologies when not at school

School Processes & Programs

School Processes & Programs Summary

At Coppell ISD and Coppell Middle School East, we pride ourselves on hiring educators who are certified in their respective fields. Our rigorous hiring process ensures that we place the best educators in our classrooms. Once hired, teachers undergo professional development to understand the core values of Coppell ISD and meet the requirements set forth by the Texas Education Agency (TEA) for safety and compliance. New educators in their first or second year participate in our BEAM program, a mentoring initiative designed to support and guide them through their initial years of teaching.

Coppell ISD and Coppell Middle School East offer continuous professional learning opportunities throughout the school year. Our campus goals and professional development align with district expectations and goals and are driven by data to ensure the best educational practices. As a Professional Learning Community (PLC) operating campus, we focus on four key questions:

1. What do we want our learners to know?
2. How do we know if they know it?
3. What do we do if they don't?
4. What do we do if they do?

These questions guide our PLC network, focusing on student growth and program strength for both intervention and enrichment. Daily content time allows educators to collaborate on curriculum effectiveness, student needs, data analysis, and lesson planning.

At CMS East, we provide intervention through our BEAST time, as well as before and after school. BEAST time is also used for enrichment activities, character growth, bully prevention, drug and alcohol abuse awareness, internet safety, digital responsibility, cultural respect, suicide prevention, dating guidelines, and interpersonal treatment. This program helps build future leaders locally, statewide, and globally.

Every 7th-grade student participates in a college and career readiness class, focusing on college and career exploration, personality and learning assessments, and guest speakers from various job markets. Our CTE classes include computer science courses that teach coding, a media class covering different aspects of technology, a broadcasting class producing daily news segments, and a STEM class integrating math and science.

The majority of our students are involved in fine arts programs such as band, choir, art, and theater, with many continuing their participation throughout middle school. These programs involve numerous hours of practice and community performances. Our athletic program offers valuable life skills to both young women and men. Additionally, our Outdoor Education Program teaches skills for hunting, boating, and camping, appealing to students who love the outdoors. We also offer a Building Young Leaders elective, focusing on essential habits for young leaders.

This year, we are adding a Hope Squad class period, which focuses on recognizing signs of mental health needs among peers and oneself. One of our most crucial programs is our school safety initiative. We conduct regular drills to prepare our students and staff for emergencies, partnering with the Coppell Police Department through our SRO organization to conduct active drills and ensure everyone is prepared.

School Processes & Programs Strengths

- **Highly Qualified Educators**: We employ certified educators who undergo a rigorous hiring process and continuous professional development to ensure they meet TEA requirements and align with Coppell ISD's core values.

- **Comprehensive Professional Learning**: Our ongoing professional learning opportunities and PLC framework drive student growth and program effectiveness through data-

driven decisions and collaborative best practices.

- **Robust Intervention and Enrichment Programs**: Our BEAST time offers both intervention and enrichment activities, addressing academic needs and promoting character growth, internet safety, and cultural respect.

- **College and Career Readiness**: Every 7th-grade student participates in classes that explore college and career options, enhance personal assessments, and interact with guest speakers from various industries.

- **Diverse Extracurricular Activities**: We offer a wide range of programs, including fine arts, athletics, outdoor education, computer science, media, broadcasting, and STEM, ensuring students can pursue their interests and develop new skills.

- **Commitment to Safety and Mental Health**: Our comprehensive safety program includes regular drills and active partnerships with local law enforcement, while our new Hope Squad class focuses on mental health awareness and peer support.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a need to continue targeting specific reading, writing and math skills to focus on early intervention.
Root Cause: Inconsistencies still exist with reading, writing and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups

Problem Statement 2 (Prioritized): There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth.
Root Cause: Inconsistencies still exist within full implementation of curriculum and instructional resources

Problem Statement 3 (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 4 (Prioritized): There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating communicating and evaluating additional measures of success for learners. (academic, behavioral, social emotional)
Root Cause: Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth

Problem Statement 5 (Prioritized): There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.
Root Cause: Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district

Problem Statement 6 (Prioritized): There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.
Root Cause: Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience

Perceptions

Perceptions Summary

At CMS East, we consistently encourage and engage our learners in meaningful learning opportunities to instill resilience and nurture upstanding citizens. Our mission is to equip all students for the dynamic challenges of tomorrow.

Building relationships is a core component of daily life at CMS East. We strive to create a climate where each learner feels accepted and valued, and where our staff and students feel connected and supported. Our focus is on supporting one another, making someone's day every day, choosing a positive attitude, and ensuring we have fun.

East is a neighborhood school surrounded by amazing and supportive neighbors. We offer opportunities for our community members to serve as volunteers, mentor our students, and share their talents and skills in many of our lessons. Additionally, we have a supportive PTO that generously gives time, money, and encouragement to enhance our school environment.

CMS East values collective engagement, exceptional teaching, redefining success, and fostering authentic relationships.

Perceptions Strengths

- CMS East engages learners in experiences that build resilience and nurture upstanding citizens, preparing them for future challenges.

- The school fosters a climate of acceptance, support, and positivity, where staff and students feel connected and valued.

- CMS East encourages community members to volunteer, mentor students, and share their talents, enhancing the learning experience.

- A dedicated PTO provides time, money, and encouragement, significantly contributing to the school's supportive environment.

- CMS East prioritizes collective engagement, exceptional teaching, redefining success, and fostering authentic relationships.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.
Root Cause: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 2 (Prioritized): There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.
Root Cause: Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs

Problem Statement 3 (Prioritized): There is a need to continue focusing on health enrichment curriculum with 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

Problem Statement 4 (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

Problem Statement 5 (Prioritized): There is a need to continue revisiting and improving efforts with safety and security for the district.
Root Cause: Continued requirements per the state and safety needs of learners, staff, facilities, etc.

Problem Statement 6 (Prioritized): There is a need to continue focusing on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)
Root Cause: Some families not understanding the importance of attendance; some learners needing additional support to ensure they attend school - motivation, mental health needs, family needs, etc.; efficient staff monitoring; Funding tied to ADA

Problem Statement 7 (Prioritized): There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child.
Root Cause: Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences

Problem Statement 8: There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans.
Root Cause: Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, online)

Priority Problem Statements

Problem Statement 1: There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.

Root Cause 1: Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need to continue targeting specific reading, writing and math skills to focus on early intervention.

Root Cause 2: Inconsistencies still exist with reading, writing and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth.

Root Cause 3: Inconsistencies still exist within full implementation of curriculum and instructional resources

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners.

Root Cause 4: Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 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 5: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating communicating and evaluating additional measures of success for learners. (academic, behavioral, social emotional)

Root Cause 6: Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.

Root Cause 7: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

Root Cause 8: Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs

Problem Statement 8 Areas: Perceptions

Problem Statement 9: There is a need to continue focusing on health enrichment curriculum with 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 9: Continued need to build/expand resources/programs

Problem Statement 9 Areas: Perceptions

Problem Statement 10: 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 10: Lack of individuals choosing to work in public education

Problem Statement 10 Areas: Perceptions

Problem Statement 11: There is a need to continue revisiting and improving efforts with safety and security for the district.

Root Cause 11: Continued requirements per the state and safety needs of learners, staff, facilities, etc.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.

Root Cause 12: Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: There is a need to continue focusing on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)

Root Cause 13: Some families not understanding the importance of attendance; some learners needing additional support to ensure they attend school - motivation, mental health needs, family needs, etc.; efficient staff monitoring; Funding tied to ADA

Problem Statement 13 Areas: Perceptions

Problem Statement 14: There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child.

Root Cause 14: Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences

Problem Statement 14 Areas: Perceptions

Problem Statement 15: There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning)

Root Cause 15: Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training

Problem Statement 15 Areas: Student Learning

Problem Statement 16: There is a need to continue education for CISD families about how we support a balance of hands-on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home.

Root Cause 16: Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology; Lack of parent training/tools for helping to guide a balance of using technologies when not at school

Problem Statement 16 Areas: Student Learning

Problem Statement 17: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.

Root Cause 17: Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience

Problem Statement 17 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.

High Priority

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			
Strategy 1: Instructional leaders will design and deliver at least four professional learning sessions and provide ongoing coaching support for classroom educators to implement Tier I instructional strategies, with an emphasis on small group instruction and the use of formative assessments. Success will be measured by 80% of teachers demonstrating consistent use of small group instruction and formative assessment practices during classroom observations and walkthroughs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased teacher confidence and skill in planning and facilitating small group instruction				
More frequent and intentional use of formative assessments to guide instructional decisions				
Improved differentiation of instruction to meet the diverse needs of all learners				
Stronger Tier I instruction that reduces the number of students needing Tier II or Tier III interventions				
Higher levels of student engagement during lessons				
Improved student academic growth and achievement across content areas				
More consistent instructional practices observed across grade levels and departments **Staff Responsible for Monitoring:** Campus Administration, Learning Coach, Department Chairs, Content Teams **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2, 4 - Perceptions 1 **Funding Sources:** Global PL - 199 - State Comp Ed - 199-11-6112-00-042-24-000- - $4,900				

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: CMS East will support CISD's College, Career, and Military Readiness (CCMR) goal by equipping students with strong foundational skills, academic habits, and exposure to college and career pathways. Through high-quality Tier I instruction, small group learning, and opportunities to explore future-ready skills, we will ensure our learners are prepared for advanced coursework in high school, contributing to the district's increase in CCMR graduates from 83% (2023) to 93% (2028).	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students develop stronger foundational skills in reading, writing, math, and critical thinking to prepare them for advanced coursework in high school.				

Increased use of small group instruction and formative assessments ensures more students master grade-level TEKS and close learning gaps early.

Students build effective study habits, collaboration skills, and self-advocacy that align with college and career readiness expectations.

Exposure to career pathway, STEM opportunities, and project-based learning fosters early interest in college, career, and military options.

Reduction in the number of students requiring interventions in high school due to stronger Tier I instruction at the middle school level.

Growth in student confidence, engagement, and ownership of learning, leading to long-term academic success.

More consistent preparation across grade levels ensures all students transition into high school equipped for success in advanced classes and future readiness measures.

Staff Responsible for Monitoring: Campus Administration, Campus Educators, Learning Coach Team, Director of CTE

Problem Statements: Student Learning 1, 4

Strategy 3 Details	Reviews			
Strategy 3: CMS East will provide structured mentor training and ongoing support for all new educators, administrators, and staff joining our campus.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Growth in new educators, administrators and staff as far as the understanding of CISD systems and structures and specific strategies to support their role -Sustainability and support for campuses by providing aligned training for new educators, administrators and staff -Retain new to education professionals year to year **Staff Responsible for Monitoring:** BEAM Mentors, MS Learning Coach Team, BEAM Team, Admin, Department Chairs **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 4				
◯ No Progress　　◯ Accomplished　　➡ Continue/Modify　　✖ Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.   **Root Cause**: Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments
Problem Statement 4: There is a need to continue education for CISD families about how we support a balance of hands-on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home.   **Root Cause**: Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology; Lack of parent training/tools for helping to guide a balance of using technologies when not at school

School Processes & Programs
Problem Statement 1: There is a need to continue targeting specific reading, writing and math skills to focus on early intervention.   **Root Cause**: Inconsistencies still exist with reading, writing and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups
Problem Statement 2: There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth. **Root Cause**: Inconsistencies still exist within full implementation of curriculum and instructional resources
Problem Statement 4: There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating communicating and evaluating additional measures of success for learners. (academic, behavioral, social emotional)   **Root Cause**: Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth

Perceptions
Problem Statement 1: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.   **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Perceptions
Problem Statement 4: 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

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, Aware, STAAR Data, NWEA Map data, MTSS Data, Benchmark Assessments, Grades, Staff, Parent, Student Satisfaction Surveys,

Strategy 1 Details	Reviews			
Strategy 1: CMS East will strengthen its implementation of the district-wide Professional Learning Community (PLC) framework by ensuring that 100% of content-area teams meet weekly with documented agendas and minutes to collaboratively analyze qualitative and quantitative data, identify student academic, behavioral, and social-emotional needs, and develop targeted interventions or enrichments, with evidence of impact measured through PLC artifacts and an increase in student achievement and growth indicators as measured by campus and district assessments.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Consistent, high-quality PLC meetings occur weekly with clear agendas, notes, and action plans.				
Educators use both qualitative and quantitative data to guide instructional decisions.				
Increased alignment of instructional practices across grade levels and content areas.				
Targeted interventions and enrichment opportunities address the specific academic, behavioral, and social-emotional needs of students.				
Improved collaboration and shared ownership of student success among staff.				
Reduction in learning gaps due to earlier identification and response to student needs.				
Stronger professional culture of accountability and continuous improvement. **Staff Responsible for Monitoring:** Campus Administration, Learning Coach, Campus Educators, Dept Chair				
Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 2, 4 - Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: CMS East will strengthen staff capacity in data-driven instruction by providing at least four on-campus professional learning sessions focused on data analysis protocols (including NWEA MAP, AWARE, and Panorama) and ensuring that 100% of PLC teams use these protocols in weekly meetings, with evidence of success measured through PLC artifacts (data protocols, action plans) and demonstrated growth in student achievement on MAP and district assessments.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Educators consistently use data analysis protocols in PLC meetings to inform instruction. Increased teacher confidence and skill in interpreting and applying data to classroom practices. Greater alignment and consistency in instructional decisions across grade levels and content areas. Best practices and success stories are shared regularly, fostering a culture of collaboration and continuous improvement. Student learning gaps are identified earlier, leading to more timely and targeted interventions. Enrichment opportunities are created for students already meeting or exceeding benchmarks. Improved student academic growth as demonstrated by MAP and district assessments. Stronger collective accountability for student outcomes through shared data-driven decision-making **Staff Responsible for Monitoring:** Campus Admin, Counselors, Teachers, Learning Coach, Dept Chairs **Problem Statements:** Student Learning 2 - Perceptions 1 **Funding Sources:** Global PL - 199 - State Comp Ed - 199-11-6112-00-042-24-000- - $4,900				

Strategy 3 Details	Reviews			
Strategy 3: MS East will utilize State Compensatory Education (SCE) funds to provide targeted academic, social-emotional, and behavioral supports for at-risk learners.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increased academic achievement for at-risk learners as measured by campus and district assessments. Earlier identification of students needing intervention through consistent data monitoring. More targeted small-group and individualized academic supports. Stronger alignment of interventions with district and campus MTSS frameworks. Improved teacher capacity to support at-risk students through training and resources funded by SCE. Greater equity in access to supports, ensuring students most in need receive prioritized attention. **Staff Responsible for Monitoring:** Campus Admin, Counselors, Learning Coach Teachers, MTSS Behavior support team **Problem Statements:** Student Learning 2, 4 - School Processes & Programs 1, 4, 6 **Funding Sources:** Ixcel Math and Reading - 199 - State Comp Ed - 199-11-6112-00-042-24-000- - $4,700, Calculators for Students - 199 - State Comp Ed - 199-11-6112-00-042-24-000- - $534				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.   **Root Cause**: Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments
Problem Statement 2: There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners.   **Root Cause**: Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs
Problem Statement 4: There is a need to continue education for CISD families about how we support a balance of hands-on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home.   **Root Cause**: Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology; Lack of parent training/tools for helping to guide a balance of using technologies when not at school

School Processes & Programs
Problem Statement 1: There is a need to continue targeting specific reading, writing and math skills to focus on early intervention.   **Root Cause**: Inconsistencies still exist with reading, writing and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups
Problem Statement 2: There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth. **Root Cause**: Inconsistencies still exist within full implementation of curriculum and instructional resources
Problem Statement 4: There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating communicating and evaluating additional measures of success for learners. (academic, behavioral, social emotional)   **Root Cause**: Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral and social emotional growth
Problem Statement 6: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.   **Root Cause**: Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience

Perceptions
Problem Statement 1: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.   **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

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 Career and College Exploration, Media, Computer Science, and STEM as well as activities involved in the curriculum.

Strategy 1 Details	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Provide training that highlights real world application in lesson design -Provide training on course selection and opportunities - Increase use of business partners and resident experts to support curriculum connections - Increase learner awareness of career, college and life readiness opportunities - Increase alignment in curriculum and resources provided for MS terms of CTE connections and real world learning (media classes, CTE spirit week, college and career readiness lab, iExplore curriculum, field trips and speakers focusing on a variety of careers) - Counselor support for learners in selecting courses at the secondary level - Training on 4 year plans for staff, learners and families - Family training and information on 4 year plans starting in middle school and explaining opportunities for future careers, certifications, scholarships and life skills **Staff Responsible for Monitoring:** Classroom Teachers Administration Learning Coach CTE Director Counselors **Problem Statements:** School Processes & Programs 6 - Perceptions 7				

Strategy 2 Details	Reviews			
Strategy 2: Strengthen STEAM (Science, Technology, Engineering, Art and Mathematics) implementation by creating opportunities for Interdisciplinary STEAM projects and service-oriented problem solving.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: -Growth in learner engagement levels
-Building stronger problem solving and design thinking skills
-Building understanding of CTE and career connections
- Increasing ways for learners to show success in learning
-Usage of coding and digital tools
-Usage of goal setting tools, presentations, created products to show understanding and growth
    Staff Responsible for Monitoring: Instructional Coach, Admin, Counselors, Learning Coach, CTE Director
 	
    Problem Statements: Student Learning 3 - School Processes & Programs 6				

○ No Progress ◯ Accomplished ➔ Continue/Modify ✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning)   **Root Cause**: Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training
School Processes & Programs
Problem Statement 6: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.   **Root Cause**: Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience
Perceptions
Problem Statement 7: There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child.   **Root Cause**: Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences

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			
Strategy 1: Establish clear expectations for Bulb Digital Portfolio usage in supporting staff goal setting/evidence collection, highlighting learner processes and products of through experiences learning and tracking learner growth with Student Learning Objective (SLO) goals for Teacher Incentive Allotment (TIA).				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Learner digital portfolios and specific expectations for capturing evidence K-12 - CISD staff digital portfolios and specific evidence for goals including Teacher Incentive Allotment evidence of learner growth - Digital Portfolio continued training and implementation - Aligned expectations for campuses throughout the year tied to Community Based Accountability **Staff Responsible for Monitoring:** Campus Administration, MS Learning Coach Team, Digital Learning Coach, Campus Educators **Problem Statements:** Student Learning 2 - School Processes & Programs 2 - Perceptions 4							

Strategy 2 Details	Reviews			
Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through hands-on experiences, using digital tools, and/or innovative and creative practices which includes a focus on communicating these experiences to families and the community.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student engagement and ownership of learning through hands-on, digital, and creative assessments. Broader evidence of student mastery beyond traditional tests and quizzes. Strengthened communication between school and families through regular sharing of student work and learning experiences. Greater visibility of student innovation and success within the broader community. Increased parent and community pride and support for the school due to visible, meaningful learning outcomes. **Staff Responsible for Monitoring:** Campus Admin, Learning Coach, Classroom Educators **Problem Statements:** Student Learning 3, 4 - School Processes & Programs 2, 6				

⬤ No Progress　　⬤ Accomplished　　➡ Continue/Modify　　✖ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth; specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners and gifted and talented learners.   **Root Cause**: Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs
Problem Statement 3: There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning)   **Root Cause**: Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training
Problem Statement 4: There is a need to continue education for CISD families about how we support a balance of hands-on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home.   **Root Cause**: Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology; Lack of parent training/tools for helping to guide a balance of using technologies when not at school
School Processes & Programs
Problem Statement 2: There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth. **Root Cause**: Inconsistencies still exist within full implementation of curriculum and instructional resources

School Processes & Programs
Problem Statement 6: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.   **Root Cause**: Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience
Perceptions
Problem Statement 4: 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

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 3: Instructional leaders will have an intentional focus on using digital learning at CMSE to ensure the following: full implementation of the state Technology TEKS, innovative ways to embed technologies, balance of technology with hands-on learning activities, and using technology to promote critical thinking and differentiated learning experiences for all.

Evaluation Data Sources: Viable and Guaranteed Curriculum, Bulb Portfolios

Strategy 1 Details	Reviews			
Strategy 1: Provide training and lesson design ideas focused on intentional use of digital learning tools, embedding the updated Technology TEKS for learning, and creating a shared balance of technology tools with intentional hands-on learning experiences.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Training for campuses on updated Technology TEKS and using technology effectively and in innovative ways to promote problem solving, application in learning - Training on how to access platforms to help inform families about learning in the classroom (Schoology, eSchool, Mackinvia) - Review digital citizenship trainings and resources for learners, families and staff - Trainings to support balance of technology for hands-on learning - Training on assessing differently within instruction through the use of technologies (content, process, product, and learning environment) - Family training for digital learning, parent university sessions, Lunch Byte, information on Parent Hub **Staff Responsible for Monitoring:** Admin Learning Coach District Curriculum Directors **Problem Statements:** Student Learning 3				

⬭ No Progress   🟢 Accomplished   ➡ Continue/Modify   ❌ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning)   **Root Cause**: Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training

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

Performance Objective 1: Coppell Middle School East will continue to review and curate curriculum documents and implement specific programs for needed support/resources for counseling, social emotional learning, mental health and drug/alcohol awareness.

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

Strategy 1 Details	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Results/Impact - Utilization of social-emotional curriculum supports within lesson design - Learner growth as indicated through survey/learner goals (academic and social emotional) - Secondary Resources available for supports in learning - Scope and Sequence and curriculum documents of support implemented - CISD Strategic Design Work - Implementation of social emotional support structures: class meetings, check-ins and restorative practices **Staff Responsible for Monitoring:** Administration Counselors Campus Educators Instructional Coach				

Strategy 2 Details	Reviews			
Strategy 2: Continue building on our health curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content)	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: - Continued partnership with SHAC - Utilization of health curriculum supports for mental health within lesson design - Learner growth as indicated through survey/learner goals - Educator training on embedded supports - Implementation at campuses (training and curriculum) working with middle school campuses and embedded supports within 6th grade PE **Staff Responsible for Monitoring:** Campus Administration, Counselors, Educators, Curriculum Directors **Problem Statements:** Perceptions 3				

Strategy 3 Details	Reviews			
Strategy 3: Continue to strengthen Hope Squad courses/curriculum at CMSE in order to strengthen our focus on suicide awareness, mentorship, and the importance of mental health and well being.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Empowering mentors with learners and supporting mental health needs - Ending the stigma with mental health and providing interventions and supports across the district for learners - Supporting inclusiveness within the school community and establishing ways to increase sense of belonging growth within the school environment **Staff Responsible for Monitoring:** Campus administration, campus and district counselors, campus educators **Problem Statements:** Perceptions 2				

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.   **Root Cause**: Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs
Problem Statement 3: There is a need to continue focusing on health enrichment curriculum with 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

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

Performance Objective 2: CMS East will continue to communicate systems and provide intentional training on the importance of relationships, mental health, behavior and aligned discipline 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			
Strategy 1: Continue providing training to align practices and review and analyze discipline, behavior, bullying and threat assessment data to implement interventions/supports for learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Threat Assessment process being utilized and strengthening supports for learners in need - Increase awareness and action plans in order to support all learners with behavior needs - Training focus on areas such as bullying, cyberbullying, academic dishonesty, digital safety and citizenship, and restorative discipline practices - Team approach when looking at behavior data and specific intervention plans for learners - Learner growth in behavioral needs - CISD Discipline Matrix being utilized -Online Truancy course required for learners - Campus committees established in the focus area of bullying - focus on prevention efforts and health and wellness initiatives - District surveys focused on data collection for learner engagement, climate and culture, learner social emotional needs and learner concerns with bullying and cyberbullying - Use Panorama Student Success Platform to monitor interventions and positive behavior support plans for learners **Staff Responsible for Monitoring:** Administration Counselors Learning Coach Campus Educators Threat Assessment Team **Problem Statements:** School Processes & Programs 5 - Perceptions 2, 5				
◯ No Progress ◯ Accomplished ➔ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 5: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.   **Root Cause**: Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district

Perceptions
Problem Statement 2: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.   **Root Cause**: Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs
Problem Statement 5: There is a need to continue revisiting and improving efforts with safety and security for the district.   **Root Cause**: Continued requirements per the state and safety needs of learners, staff, facilities, etc.

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			
Strategy 1: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout East including within professional learning opportunities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Evidence of PLC/MTSS structures in professional learning - Increase use of data to support evidence-based decisions for professional learning - Department meetings, campus meetings, campus intervention/enrichment times - Support for new educators to East with mentoring and building blocks for PLC/MTSS - BEAM support for 1-2 year educators - Full implementation of Student Success Platform in Panorama **Staff Responsible for Monitoring:** Campus Administration MS Learning Coach Team Grade Level Representatives **Problem Statements:** School Processes & Programs 5 - Perceptions 1				
○ No Progress ◯ Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 5: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.   **Root Cause**: Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district

Perceptions
Problem Statement 1: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.   **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

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			
Strategy 1: Continue implementing a CISD Community Based Accountability System and using the pillars as a guide for organizational growth.				**Formative**			**Summative**
				Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - District dashboard showcasing various pieces of data							
- Showcase learner growth of the whole child							
Staff Responsible for Monitoring: Campus Administration							
Campus Educators							
Counselors							
Learning Coach							
Problem Statements: Student Learning 4 - School Processes & Programs 5, 6							

Strategy 2 Details				Reviews			
Strategy 2: Support an aligned system at East for the CISD Teacher Incentive Allotment (TIA).				**Formative**			**Summative**
Strategy's Expected Result/Impact: - Alignment within evaluation practices across East				**Nov**	**Feb**	**Apr**	**June**
- Provide additional funding to educators who meet standards through the TIA							
- Approval from the state for TIA							
- Increase efforts concerning recruitment with the implementation of TIA							
Staff Responsible for Monitoring: District Administration							
Campus Administration							
Learning Coach							
Problem Statements: Perceptions 4							

No Progress	Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 4: There is a need to continue education for CISD families about how we support a balance of hands-on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home.   **Root Cause**: Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology; Lack of parent training/tools for helping to guide a balance of using technologies when not at school

School Processes & Programs

Problem Statement 5: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.   **Root Cause**: Need for full implementation with current systems of behavior support, classroom and building expectations and restorative practices across the district

Problem Statement 6: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.   **Root Cause**: Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience

Perceptions

Problem Statement 4: 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

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: CMS East will continue to leverage a variety of communication tools and partnership to increase clarity and consistency of district information and processes for stakeholders.

Evaluation Data Sources: Weekly Newsletters
Parent Square
Panaroma Data
Parent Engagement Opportunities

Strategy 1 Details	Reviews			
Strategy 1: Identify and implement communication strategies that reach all parents, guardians, teachers, staff, students, and community members while also driving collaboration with local businesses, higher education institutions, and community organizations to create meaningful opportunities, experiences, and skill sets that invest in students' futures.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: All CMS East stakeholders will receive clear, timely, and relevant information that enhances their experience as part of the Coppell ISD community. A comprehensive system of partnerships will be developed to expand mentorship, internship, service, and real-world learning opportunities aligned to student needs and College, Career, and Military Readiness goals. **Staff Responsible for Monitoring:** Campus Administration Campus Educators Community Partners District Directors **Problem Statements:** Student Learning 3, 4 - Perceptions 7				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning)   **Root Cause**: Continued need for balancing hands on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training

Student Learning
Problem Statement 4: There is a need to continue education for CISD families about how we support a balance of hands-on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home.   **Root Cause**: Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology; Lack of parent training/tools for helping to guide a balance of using technologies when not at school

Perceptions
Problem Statement 7: There is a need to analyze and review all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and our focus on the whole child.   **Root Cause**: Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences

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 4: CMS East will continue to review and maintain district policies and practices for safety, behavior, cell phones, discipline, and will implement any additional strategies/protocols put in place by the state

> **Evaluation Data Sources:** Sentinel Logs
> Drill Information
> Raptor Data

Strategy 1 Details	Reviews			
Strategy 1: Implement and monitor consistent safety practices, aligned staff training, and proactive discipline/behavior supports to ensure a safe and supportive learning environment for all students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Implementing safety protocols, drills, and discipline practices across campus.
 	
    Improved staff confidence and preparedness through aligned safety and behavior training.
 	
    Reduction in office discipline referrals and repeat incidents through proactive and restorative approaches.
 	
    Enhanced student engagement and sense of security, leading to fewer disruptions and stronger academic focus.
 	
    Positive growth in stakeholder perception of school safety and discipline climate as measured by Panorama and district surveys.
    Staff Responsible for Monitoring: Campus Administration
School Resource Officer
 	
    Problem Statements: Perceptions 5				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 5: There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause**: Continued requirements per the state and safety needs of learners, staff, facilities, etc.

Campus Funding Summary

			199 - State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Global PL	199-11-6112-00-042-24-000-	$4,900.00
1	2	2	Global PL	199-11-6112-00-042-24-000-	$4,900.00
1	2	3	Ixcel Math and Reading	199-11-6112-00-042-24-000-	$4,700.00
1	2	3	Calculators for Students	199-11-6112-00-042-24-000-	$534.00
				Sub-Total	$15,034.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student and Staff Services and Campus Administrators	7/24/2023	Robyn Webb	8/21/2025
Child Abuse and Neglect	Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Campus Counselors	1/8/2025	Robyn Webb	8/21/2025
Coordinated Health Program	Coordinator of Health Services and Director of Child Nutrition, Campus Administrators	1/8/2023	Robyn Webb	8/21/2025
Decision-Making and Planning Policy Evaluation	Superintendent	7/5/2023	Robyn Webb	8/21/2025
Disciplinary Alternative Education Program (DAEP)	Director of Student and Staff Services and Campus Administrators	1/30/2023	Robyn Webb	8/21/2025
Dropout Prevention	Assistant Superintendent of C&I	1/8/2025	Robyn Webb	8/21/2025
Dyslexia Treatment Program	Executive Director of Intervention Services and Campus Administrators	1/8/2025	Robyn Webb	8/21/2025
Pregnancy Related Services	Assistant Superintendent of C&I and Campus Counselors	4/1/2025	Robyn Webb	8/21/2025
Post-Secondary Preparedness	Assistant Superintendent of C&I		Robyn Webb	8/21/2025
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of C&I and Assistant Superintendent of Administrative Services	1/30/2023	Robyn Webb	8/21/2025
Student Welfare: Crisis Intervention Programs and Training	Assistant Superintendent of C&I and Support Counselors	6/10/2025	Robyn Webb	8/21/2025
Student Welfare: Discipline/Conflict/Violence Management	Assistant Superintendent of C&I and Support Counselors	9/21/2023	Robyn Webb	8/21/2025
Technology Integration	Assistant Superintendent of C&I and Executive Director of Technology	5/30/2025	Robyn Webb	8/21/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Operations Officer	6/24/2024	Robyn Webb	8/21/2025