

Coppell Independent School District
Coppell Middle School West
2023-2024 Campus Improvement Plan



Mission Statement

Through our unique family culture, we challenge individuals to make meaningful connections to learning experiences, exhibit strong character, and develop servant leadership so they can make a positive difference in their own and others' lives.

Value Statement

Wrangler Creed

I am a Wrangler.

I am a positive example.

I am respectful.

I care for all people and property.

I challenge myself everyday.

I am not afraid to fail.

I am a Wrangler.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Coppell Middle School West is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. CMS West serves a majority Asian student population in grades 6-8. In the 2022-23 school year, total enrollment was 1,202 which represents a decrease of -6.4% since 2018-19 (1,285 learners).

In 2022-23, the student population was 82.2% Asian, 5.5% White, 4.9% Hispanic, 5.1% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 2% multi-racial. Females made up 51.5% of the learners and males represented 48.5%. Our economically disadvantaged percentage was 6.7%.

Our Emergent Bilingual (EB) population consisted of 170 learners that made up 14.1% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (37.6%), Tamil (10.5%), Hindi (9.4), Spanish (7%), and Urdu (4.1%). Additionally, 11.1% of our EBs were also economically disadvantaged.

Our 165 gifted and talented learners constituted 13.7% of our population. Our gender split in the GT group was 43% female and 57% male. Of the four major ethnic groups, our GT learners were 93.3% Asian, 2.4% White, 0.6% Hispanic and 2.4% African American.

We had 73 learners that qualified for special education services, which represented 6% of our population. There were 48 learners with 504 accommodations, which was 3.9% of the total enrollment.

The average daily attendance for our campus in 2022-23 was 96.49%, which increased by 0.27% from the prior year.

STAFFING

CMS West employed 70 educators and 11 instructional aides in the 2022-23 school year. The number of teachers increased by 5 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 5.7% Asian, 78.5% White, 11.4% Hispanic, 2.8% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 1.4% multi-racial. Females made up 80% of the educators and males represented 20%.

Overall, our educators had a varying level of professional experience: 10% (7) were new to teaching with 0-1 years of experience, 28.5% (20) had 2-5 years, 18.5% (13) had 6-10 years, 17.1% (12) had 11-15 years, 11.4% (8) had 16-20 years, and 14.2% (10) had more than 20 years. Looking at longevity within the district, 28.5% of our teachers had 0-1 years in district, 31.4% had 2-5 years, 18.5% had 6-10 years, 10% had 11-15 years, 8.5% had 16-20 years and 2.8% had more than 20 years. The average years of professional experience was 9.7 with 5.9 years in the district.

Advanced degrees were held by 30% of our teachers: 21 with master's degrees and 0 with doctorates. Our campus principal had 14 years of career experience in a professional position (not necessarily as a principal) and 8 years in Coppell. Our assistant principals had an average of 8.5 years of professional experience and 4.5 years in the district.

Our educator retention rate from 2021-22 to 2022-23 was 72.73%. For educational aides it was 40%. We hired 22 new teachers in 2022-23. The characteristics of our new teachers were as follows: 0% Asian, 77.2% White, 22.7% Hispanic, 0% African American, 72.7% female, 27.3% male, 31.8% new to teaching, 36.3% with 2-5 years of professional experience, 9% with 6-10 years, 13.6% with 11-15 years, 0% with 16-20 years, 9% with more than 20 years and 31.4% new to the campus. The average years of professional

experience was 5.9 with 1.4 years in the district. 27.2% of our new teachers had advanced degrees.

Demographics Strengths

Coppell Middle School West exhibits strengths in the following areas:

- The average daily attendance of 98.3% is above the state average daily attendance 95.8%, and is consistent across all demographic sub-populations.
- Educator retention rate was 8-% from 2018-2019 to 2019-2020.
- Coppell Middle School West experienced a 5.2% mobility rate, which is down from 6.8% in 2016-2017

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a breakdown in communication with some families in our community due to language barriers. **Root Cause:** Lack of access to resources in the home languages of our families.

Problem Statement 2 (Prioritized): There is a need for additional professional learning for our staff to address the needs of our diverse population. **Root Cause:** Our demographic, Special Education, ELL and Low SES enrollments have all increased over the last 5 years at different rates. Each group has a variance of needs.

Problem Statement 3 (Prioritized): There has been an increase in the number of discipline incidents related to academic dishonestly and plagiarism. It is the most commonly documented discipline infraction. **Root Cause:** Learners feel an ongoing pressure to achieve at high academic levels. They sometimes make the decision to be academically dishonest in an effort to improve grades.

Problem Statement 4 (Prioritized): We have learners that experience food insecurity and a lack of access to clean clothes, hygiene products, and basic supplies. **Root Cause:** Many families continue to face economic hardships and difficult and changing living arrangements.

Student Learning

Student Learning Summary

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

Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Average Scale Score	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Average Scale Score	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %	STAAR - Science - Number Tested	
Spring 2022	6	359	1695	10	90	73	51	148	1689	10	90	63	28		
Spring 2022	7	376	1819	4	96	87	75	396	1836	5	95	80	61		
Spring 2022	8	364	1821	5	95	82	71	373	1868	8	92	81	57	365	
Spring 2023	6	417	1778	6	94	85	61	193	1807	6	94	64	28		
Spring 2023	7	382	1813	5	95	87	65	408	2009	6	94	83	54		
Spring 2023	8	389	1863	3	97	90	69	388	2107	3	97	89	69	389	
TELPAS 2023															
Grade	Listening - Number Tested	Listening - Beginning - %	Listening - Intermediate - %	Listening - Advanced - %	Listening - Advanced High - %	Speaking - Number Tested	Speaking - Beginning - %	Speaking - Intermediate - %	Speaking - Advanced - %	Speaking - Advanced High - %	Reading - Number Tested	Reading - Beginning - %	Reading - Intermediate - %	Reading - Advanced - %	Reading - Advanced High - %
6	70	1	20	47	31	70	1	24	63	11	70	4	19	41	36
7	55	4	25	29	42	55	2	33	47	18	55	11	7	29	57
8	42	2	2	21	74	42	2	19	62	17	43		12	23	67

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

need:

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

Student Learning Strengths

- STAAR performance in 8th grade Reading has steadily increased over the past three years as measured by the percentages of all students achieving the "Approaches" passing standard on STAAR.
- STAAR performance in Science has steadily increased over the past three years as measured by the percentages of all students achieving the "Approaches" passing standard on STAAR
- STAAR performance in Social Studies has steadily increased over the past three years as measured by the percentages of all students achieving the "Approaches" passing standard on STAAR.
- STAAR performance in Math 7, 8 and Algebra 1 (EOC) has steadily increased over the past three years as measured by the percentages of all students achieving the "Approaches" passing standard on STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): STAAR Math and Reading passing rates in 6th grade have increased and decreased in alternating years over the last three years. **Root Cause:** Educators need additional support in the area of lesson differentiation and small group instruction.

Problem Statement 2 (Prioritized): Students identified to receive Special Education services scored lower than their general education peers on the STAAR Reading assessment. **Root Cause:** Educators of record lack a strong foundation in differentiation and need more support with strategies.

Problem Statement 3 (Prioritized): ESL learners, identified as 1st year or 2nd year to the country, achieved lower STAAR reading scores compared to their monolingual peers. **Root Cause:** Educators need training to identify/ develop stronger strategies for their classrooms to engage our ESL population.

Problem Statement 4 (Prioritized): There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom. **Root Cause:** A campus focus for implementation/support of Tier I

instruction focused on small group instruction and formative assessment is in its second year. New educators will need to be onboarded as a professional learning community.

Problem Statement 5 (Prioritized): There is a need for the DLC/IC to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management. **Root Cause:** New educators on campus need to be onboarded with technology resources provided by the District.

School Processes & Programs

School Processes & Programs Summary

Coppell Middle School West is a progressive 6th – 8th grade campus housed in a new building opened in the fall of 2018. The open concept two story building was intentionally designed to allow learning for both educators and students to happen in varied ways in every part of the facility. Floor to ceiling windows in classrooms allow dynamic opportunities for collaboration, relationship building, and problem solving by our learners. Blended classrooms and eight central open collaboration spaces allow educators to push out of their classrooms into other learning spaces creating flexibility and opportunity for differentiation to meet the needs of teachers, departments, and our varied learners. Flexible furniture and small break out rooms conveniently located near all core and CTE classes allow educators to pull small groups together toward successful learning for all. Other learning spaces including our garden, outdoor deck and large outdoor pavilion create dynamic areas that can be leveraged to meet learner's interests and passions.

Relationships, service learning, and our family orientation is central to our connection with learners, our families and each other. Our loving and fun environment supports all learners with multiple world views and backgrounds. Our educators celebrate this diversity and value one another's unique abilities and perspectives. Together we exemplify the deep caring, nurturing and loving support of a family.

CMS West is a 1:1 iPad campus. This opportunity allows each learner to have an internet capable device that supports research, communication, assessment, feedback, and creativity. It allows educators to work seamlessly in the digital world with both each other and our learners.

CMS West searches for and hires the best educators in the area. All teachers are highly qualified according to State standards in the areas they teach. Our process of hiring includes a rigorous process to ensure candidates are chosen based on best fit for our unique culture and the Coppell community in which we exist. Our family values and commitment that each and every child will grow both academically and socially to be successful and ready for their next step in life is central to our beliefs and helping us to identify the right educators for our children. In 2018-2019 CMS West has a staff is made up of 68 teachers and 6 instructional aids serving a diverse population of 1315 learners.

CISD/CMSW provides all educators with professional learning throughout the school year. New teachers are given a rigorous week-long introduction program by the CISD Human Resources department. New teacher orientation includes support in the form of a mentor/buddy system that continues to support our newest educators for two full years. The goal is to help new teachers be successful as they integrate themselves into the middle school education environment. Our entire staff is given 7-8 days out of the year by our district to invest into their learning and teaching. District staff and school administrators lead this learning facilitating through PLC groups and utilizing Instructional Coaches in the process.

Our curriculum is delivered in multiple ways to meet the needs of learners and content areas. All learning centers around problem solving, collaboration and communication skills. Learners demonstrate their understanding in a variety of ways including via formative and summative assessments, writing, projects, demonstrations, and performances. Student interests, passions, and choices are central to our desire to develop the "whole child".

Through Challenge Based Learning (CBL), one of the student directed learning initiatives we utilize, we continue to move our campus toward teaching practices that line up with the "Accomplished" rating on the State's TTESS teacher evaluation tool. "Student Directed Learning" allows educators to put more of the thinking, planning, discovering, risk taking, creation, and reflection into our learners control. This framework and the infusion of multidisciplinary content exploration is at the core of our beliefs. The content in CBL connects to big ideas, essential questions, challenges, guiding questions and activities and to eventual solutions and reflection on the learning process by our students. Students are encouraged to take risk and learn from both failure and success thus preparing them for future real-world challenges and opportunities.

CMS West is in its fourth year of implementing a strong Professional Learning Community (PLC) model. PLC's operate around four key questions: 1) What is it that students need to learn? 2) How will we know when they have learned it? 3) What will we do if they have not yet learned it? 4) What will we do if they have already learned it? Core educators are given one class period a day to meet in collaborative department teams to work as a PLC breaking down data, identify high priority standards, write common assessments, and planning for upcoming lesson plans and interventions. Educators are able to learn from each other and work toward individual and collective capacity building toward student achievement. The administrators at CMS West have continued to protect this time and also expand the time of elective teachers so they also have a functioning PLC group that allows for similar collaboration. In some curricular areas, we have created partnerships with other campuses to include their educators in the process and thus broaden our PLC influence.

Educators participate in ongoing professional learning via their PLCs including frequent opportunities via learning walks, our Digital Learning Coordinators, Librarians, Administrators, and our Apple Learning Specialist. This specialist will visit our campus 5-6 days this coming year to lead professional learning with our CBL initiative driving toward

Coppell Middle School West
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even more Student-Directed Learning.

CMS West day is laid out with 7 class period and a special “Wrangler Time” near the end of the day. Wrangler time is our intervention and mentoring time allowing us to address some of the key elements of our stellar PLC model. Students needing help to master current standards or long term deficits are allowed the time to work with educators in small groups to gain mastery in those areas. This process is open to all curricular areas ensuring that all learners will achieve at Grade level or better and be prepared for learning beyond the secondary level. Wrangler time also provides our teachers with protected opportunities to engage learners in conversations about grades, organization, and challenges including drug awareness, bullying prevention, digital responsibility, leadership, and various young-teen challenges. Our counselors work in conjunction with our PTO and administrators to sponsor various events aimed at positive social/emotional growth of all learners. Anti-bullying concert entertainers and speakers along with drug prevention advocates, and career exploration professionals visit our students every year.

School Processes & Programs Strengths

- Professional Learning Communities and our focus on solid timely interventions.
- Strive toward more Student-Directed Learning.
- Fine Arts, Athletic and curricular competition opportunities to meet students varied needs and interests.
- Partnership with our community including our SRO’s, city leaders, and the neighboring community.
- Technology use that supports and drives our learning and growth opportunities.
- Our belief that all learners can be successful at high-levels of learning.
- Our focus and success with SPED, 504, RTI, ESL, and other students with special needs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Truancy and attendance issues continue to affect numerous students according to TEA guidelines. **Root Cause:** A better system of monitoring and addressing this concern must be developed and implemented by administration to help these students and families.

Problem Statement 2 (Prioritized): Students need better support via the RTI process to be successful in their learning. **Root Cause:** A better system of monitoring and addressing academic/behavioral concerns must be implemented.

Problem Statement 3 (Prioritized): Educators/Content Teams are at different levels of implementation in the professional learning community model of collaboration. **Root Cause:** New staff have not been provided opportunities to work as a professional learning community, or not familiar with the process.

Problem Statement 4 (Prioritized): Educators are at different levels of understanding for providing support for the social-emotional needs of learners (i.e. restorative practices; PBIS; MTSS) **Root Cause:** There is a need to provide structures and strategies for educators to support the social-emotional needs of all learners.

Problem Statement 5 (Prioritized): Continue to align campus discipline practices and review/analyze discipline data (including bullying and threat assessment data) to look at equitable practices and interventions/supports for all learners. **Root Cause:** There is a need to align campus discipline practices, review/analyze behavior data on a regular basis, and provide appropriate supports for learners.

Perceptions

Perceptions Summary

Coppell Middle School West is located in a business community. We are made up of approximately 1200 students. Two thirds of our students ride a bus to and from school, and the other third are dropped off and picked up at the end of the day via family transportation. This unique situation creates a challenge for our Coppell community as our transportation needs are different from some of our more traditional neighborhood schools. This obstacle is overcome through continual efforts to communicate with our parents via school events, social media, and email toward creating common bonds of community. Consistent parent communication regarding open houses, campus events, and department needs are dispersed to our families via text, emails, twitter, and our digital scrolling sign in front of our building. Each department and extra-curricular sponsors also do a great job of communicating needs, expectations and accomplishments to an eager parent group.

CMS West creates a climate of inclusion and acceptance. We work hard to create a culture that encourages each learner to grow in their individual interests and passions. Learners and educators are given boundaries, but also the freedom to be responsible for their own choices and to learn from their mistakes. Our unique culture is centered around the precepts of our Wrangler Creed which we recite as a campus on a daily basis. The tenants of our creed describe the type of learners we strive to develop and the types of educators we aim to be on a daily basis:

I am a Wrangler!

I am a positive example.

I am respectful.

I care of all people and property.

I challenge myself every day.

I am not afraid to fail.

I am a Wrangler!

CMS West is a learning institute with high standards of excellence for both academic growth and social emotional growth. Extra-curricular participation in Athletics, Fine Arts, academic competition groups, Student Counsel, and NJHS are highly valued as we aim to develop our learners in a holistic manner. Our parents and community expect the best for their children both now and in the future. The Coppell community is made up of predominantly college educated citizens and they have similar expectations for their children. We share those dreams but also strive to prepare children for future jobs through vocational school opportunities. Some of this early career exploration takes place in 7th grade via our iExplore classes, this is augmented through our annual Career exploration day and regularly scheduled field trips that are filled with culture, exploration, and fun.

CMS West thrives on building relationships and on instilling a common respect for one another. Our campus is very diverse with traditional minority groups making up 75% of our student population. We embrace and celebrate our similarities and these differences striving to honor our common moral and ethical beliefs toward being and becoming productive citizens in our United States society. West exemplifies and models good citizenship celebrating and honoring military veterans each November and hosting elections whenever the need exists.

West has a wonderful PTO and WRAD dads group that support us throughout the year raising funds for various programs, celebrating special events like homecoming and 3-4 school wide dances and feeding a hungry staff with monthly luncheons. These groups are valued members of our PLC and West is very appreciative of this supportive effort by our parents.

Perceptions Strengths

- Our family culture centered around warmth and caring for both learners and educators.
- Creating and fostering relationships in the learning environment to support the academic and social/emotional needs of our learners.
- Our celebration of diversity and acceptance of all learners from all social-economic and ethnic backgrounds.
- High standards for both academic success and positive emotional development.
- Character development with an emphasis resiliency and grit.
- Our emphasis on Safety and procedures to that support all learners and families
- Our emphasis on service learning.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A clear understanding by all stakeholders of the campus goals and initiatives including inclusion, Team Teaching classroom arrangement and other topics that arise through out the year. **Root Cause:** Lack of understanding by some stakeholders who've had a more traditional education.

Problem Statement 2 (Prioritized): CMS West continues to build "School Spirit" in supporting events as a campus. **Root Cause:** Visibility/ Involvement by staff and faculty at extra-curricular events and lack of parent understanding of organized sports and non-academic activities for learners.

Problem Statement 3 (Prioritized): There is still a small percentage of students and families that feel students do not build meaningful relationships with adults on campus. **Root Cause:** A lack of focus to communicate the efforts of building relationships and social-emotional growth.

Problem Statement 4 (Prioritized): Some families only choose to participate in academic endeavors rather than extra-curricular events. **Root Cause:** Academics are the primary concern of our families and we have not yet learned how to show the value of extra-curricular events on development and learning for students.

Priority Problem Statements

Problem Statement 2: A clear understanding by all stakeholders of the campus goals and initiatives including inclusion, Team Teaching classroom arrangement and other topics that arise through out the year.

Root Cause 2: Lack of understanding by some stakeholders who've had a more traditional education.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: CMS West continues to build "School Spirit" in supporting events as a campus.

Root Cause 3: Visibility/ Involvement by staff and faculty at extra-curricular events and lack of parent understanding of organized sports and non-academic activities for learners.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: There is still a small percentage of students and families that feel students do not build meaningful relationships with adults on campus.

Root Cause 4: A lack of focus to communicate the efforts of building relationships and social-emotional growth.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: ESL learners, identified as 1st year or 2nd year to the country, achieved lower STAAR reading scores compared to their monolingual peers.

Root Cause 5: Educators need training to identify/ develop stronger strategies for their classrooms to engage our ESL population.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Students identified to receive Special Education services scored lower than their general education peers on the STAAR Reading assessment.

Root Cause 6: Educators of record lack a strong foundation in differentiation and need more support with strategies.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Truancy and attendance issues continue to affect numerous students according to TEA guidelines.

Root Cause 7: A better system of monitoring and addressing this concern must be developed and implemented by administration to help these students and families.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Students need better support via the RTI process to be successful in their learning.

Root Cause 8: A better system of monitoring and addressing academic/behavioral concerns must be implemented.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is a breakdown in communication with some families in our community due to language barriers.

Root Cause 9: Lack of access to resources in the home languages of our families.

Problem Statement 9 Areas: Demographics

Problem Statement 10: There is a need for additional professional learning for our staff to address the needs of our diverse population.

Root Cause 10: Our demographic, Special Education, ELL and Low SES enrollments have all increased over the last 5 years at different rates. Each group has a variance of needs.

Problem Statement 10 Areas: Demographics

Problem Statement 11: STAAR Math and Reading passing rates in 6th grade have increased and decreased in alternating years over the last three years.

Root Cause 11: Educators need additional support in the area of lesson differentiation and small group instruction.

Problem Statement 11 Areas: Student Learning

Problem Statement 16: There has been an increase in the number of discipline incidents related to academic dishonesty and plagiarism. It is the most commonly documented discipline infraction.

Root Cause 16: Learners feel an ongoing pressure to achieve at high academic levels. They sometimes make the decision to be academically dishonest in an effort to improve grades.

Problem Statement 16 Areas: Demographics

Problem Statement 17: We have learners that experience food insecurity and a lack of access to clean clothes, hygiene products, and basic supplies.

Root Cause 17: Many families continue to face economic hardships and difficult and changing living arrangements.

Problem Statement 17 Areas: Demographics

Problem Statement 18: Some families only choose to participate in academic endeavors rather than extra-curricular events.

Root Cause 18: Academics are the primary concern of our families and we have not yet learned how to show the value of extra-curricular events on development and learning for students.

Problem Statement 18 Areas: Perceptions

Problem Statement 19: There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom.

Root Cause 19: A campus focus for implementation/support of Tier I instruction focused on small group instruction and formative assessment is in its second year. New educators will need to be onboarded as a professional learning community.

Problem Statement 19 Areas: Student Learning

Problem Statement 20: Educators/Content Teams are at different levels of implementation in the professional learning community model of collaboration.

Root Cause 20: New staff have not been provided opportunities to work as a professional learning community, or not familiar with the process.

Problem Statement 20 Areas: School Processes & Programs

Problem Statement 21: Educators are at different levels of understanding for providing support for the social-emotional needs of learners (i.e. restorative practices; PBIS; MTSS)

Root Cause 21: There is a need to provide structures and strategies for educators to support the social-emotional needs of all learners.

Problem Statement 21 Areas: School Processes & Programs

Problem Statement 22: Continue to align campus discipline practices and review/analyze discipline data (including bullying and threat assessment data) to look at equitable practices and interventions/supports for all learners.

Root Cause 22: There is a need to align campus discipline practices, review/analyze behavior data on a regular basis, and provide appropriate supports for learners.

Problem Statement 22 Areas: School Processes & Programs

Problem Statement 23: There is a need for the DLC/IC to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management.

Root Cause 23: New educators on campus need to be onboarded with technology resources provided by the District.

Problem Statement 23 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: August 18, 2023

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

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

High Priority

Evaluation Data Sources: Common formative and summative learner data

Classroom observations

BOY/MOY/EOY MAP learner data





Multi-Tiered Systems of Support learner data

TELPAS learner data

Professional Learning Communities

Strategy 1 Details	Reviews			
Strategy 1: Weekly data protocols will be conducted as a PLC in order to identify learner's individual academic needs. Strategy's Expected Result/Impact: High quality Tier 1 instruction will be developed and delivered to all learners with fidelity Formative assessment will determine differentiated learner instructional needs Differentiated instruction will be delivered in a small-group model of instruction Learners will show documented academic/social-emotional growth Staff Responsible for Monitoring: Administrators Instructional Coach Educators ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2, 3, 4	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Instructional leaders will provide professional learning and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom. Strategy's Expected Result/Impact: High Quality Tier 1 instruction will be developed as a PLC and delivered to all learners. Differentiated instruction, delivered in a small-group model of instruction, will document learner academic/social-emotional growth. Staff Responsible for Monitoring: Administrators Instructional Coach Educators Problem Statements: Student Learning 4		Formative			Summative
		Nov	Feb	Apr	June
Strategy 3 Details		Reviews			
Strategy 3: Educators will build capacity to understand the utilization of digital tools and resources in the classroom in order to engage learners and extend classroom instructional opportunities for learners. Strategy's Expected Result/Impact: Increased use of digital tools in the classroom will engage, and enrich, the educational experience of all learners leading to academic growth. Staff Responsible for Monitoring: Campus Administrator Educators Instructional Coach DLC's Problem Statements: Student Learning 5		Formative			Summative
		Nov	Feb	Apr	June
Strategy 4 Details		Reviews			
Strategy 4: House Bill 3 implementation of career, college, and military readiness goals supporting alignment and growth in certifications will occur. Strategy's Expected Result/Impact: Stronger career readiness for learners. Staff Responsible for Monitoring: Administrators Instructional Team TEA Priorities: Connect high school to career and college -		Formative			Summative
		Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Continued implementation of campus learning walks focusing on observing/providing feedback on classroom strategies supporting academic and social-emotional growth Strategy's Expected Result/Impact: Visual examples of exemplary instructional practices (small-group instruction/ utilization of formative assessments to inform learning) Staff Responsible for Monitoring: Administrators Educators Instructional Coach Problem Statements: Student Learning 3, 4	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 2: Students identified to receive Special Education services scored lower than their general education peers on the STAAR Reading assessment. Root Cause: Educators of record lack a strong foundation in differentiation and need more support with strategies.</p> <p>Problem Statement 3: ESL learners, identified as 1st year or 2nd year to the country, achieved lower STAAR reading scores compared to their monolingual peers. Root Cause: Educators need training to identify/ develop stronger strategies for their classrooms to engage our ESL population.</p> <p>Problem Statement 4: There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom. Root Cause: A campus focus for implementation/support of Tier I instruction focused on small group instruction and formative assessment is in its second year. New educators will need to be onboarded as a professional learning community.</p> <p>Problem Statement 5: There is a need for the DLC/IC to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management. Root Cause: New educators on campus need to be onboarded with technology resources provided by the District.</p>

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

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

High Priority





Evaluation Data Sources: Common formative and summative learner data (including learner work samples)

BOY/MOY/EOY MAP learner data

Student IEP goals

TELPAS learner data

Strategy 1 Details	Reviews			
Strategy 1: Continued implementation/utilization of data-analysis protocols in order to improve learner outcomes through our Professional Learning Communities (PLCs) structures and processes. Strategy's Expected Result/Impact: High quality Tier I instruction will be delivered to all learners District scope and sequence will be followed with fidelity Learners will show documented increases in academic growth Staff Responsible for Monitoring: Administrators Instructional Coach Digital Learning Coach ESL Facilitator Educators Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continued training and support for understanding and implementing MTSS (Multi-Tiered Systems of Support). Strategy's Expected Result/Impact: High quality Tier I instruction will be delivered to all learners District scope and sequence will be followed with fidelity Learners will show documented increases in academic/social-emotional growth Staff Responsible for Monitoring: Campus Admin Campus Instructional Coaches Language Acquisition Specialist Campus Educators Problem Statements: Demographics 2, 3 - Perceptions 3 Funding Sources: IXL Curriculum - 199 - State Comp Ed - \$4,250	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Documented areas of learning loss will be addressed through the use of ESSER funds in order to target individualized academic/social-emotional needs of learners. Strategy's Expected Result/Impact: High quality Tier I instruction will be delivered to all learners District scope and sequence will be followed with fidelity Learners will show documented increases in academic/social-emotional growth Staff Responsible for Monitoring: Administrators Instructional Coach Educators Problem Statements: Student Learning 1, 2, 3, 4 - School Processes & Programs 2	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need for additional professional learning for our staff to address the needs of our diverse population. Root Cause: Our demographic, Special Education, ELL and Low SES enrollments have all increased over the last 5 years at different rates. Each group has a variance of needs.
Problem Statement 3: There has been an increase in the number of discipline incidents related to academic dishonesty and plagiarism. It is the most commonly documented discipline infraction. Root Cause: Learners feel an ongoing pressure to achieve at high academic levels. They sometimes make the decision to be academically dishonest in an effort to improve grades.
Student Learning
Problem Statement 1: STAAR Math and Reading passing rates in 6th grade have increased and decreased in alternating years over the last three years. Root Cause: Educators need additional support in the area of lesson differentiation and small group instruction.
Problem Statement 2: Students identified to receive Special Education services scored lower than their general education peers on the STAAR Reading assessment. Root Cause: Educators of record lack a strong foundation in differentiation and need more support with strategies.
Problem Statement 3: ESL learners, identified as 1st year or 2nd year to the country, achieved lower STAAR reading scores compared to their monolingual peers. Root Cause: Educators need training to identify/ develop stronger strategies for their classrooms to engage our ESL population.
Problem Statement 4: There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom. Root Cause: A campus focus for implementation/support of Tier I instruction focused on small group instruction and formative assessment is in its second year. New educators will need to be onboarded as a professional learning community.
School Processes & Programs
Problem Statement 2: Students need better support via the RTI process to be successful in their learning. Root Cause: A better system of monitoring and addressing academic/ behavioral concerns must be implemented.
Problem Statement 3: Educators/Content Teams are at different levels of implementation in the professional learning community model of collaboration. Root Cause: New staff have not been provided opportunities to work as a professional learning community, or not familiar with the process.

Perceptions

Problem Statement 3: There is still a small percentage of students and families that feel students do not build meaningful relationships with adults on campus. **Root Cause:** A lack of focus to communicate the efforts of building relationships and social-emotional growth.

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

Performance Objective 3: Learner achievement and progress levels will exceed state and national (where applicable) standards/averages for all learner populations.

Evaluation Data Sources: LPAC Data
STAAR Scores
BOY/MOY/EOY MAP learner data

Strategy 1 Details		Reviews			
Strategy 1: Administrators/Language Acquisition Specialists will provide educators with resources/training in order to support the needs of Emergent Bilingual Learners resulting in the implementation of appropriate classroom instructional strategies. Strategy's Expected Result/Impact: High quality Tier 1 instruction will be developed and delivered to all learners with fidelity Formative assessment will determine differentiated learner instructional needs Differentiated instruction will be delivered in a small-group model of instruction Learners will show documented academic/social-emotional growth Staff Responsible for Monitoring: Language Acquisition Specialists Administrators Instructional Coach Educators Problem Statements: Demographics 1, 2 - Student Learning 1, 3, 4		Formative			Summative
		Nov	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Administrators will provide training/resources designed to provide appropriate levels of intervention for different populations of learners including: Special Education; 504; ELL; Migrant; Tier II/III; and GTI learners. Strategy's Expected Result/Impact: High quality Tier I instruction for all learners. Learner academic strengths/growth identified through the RtI process Learners' academic/social-emotional needs supported through the use of appropriate interventions/supports Staff Responsible for Monitoring: Administrators Counselors Language Acquisition Specialists Digital Learning Coach Instructional Coach Educators Problem Statements: Demographics 2 - Student Learning 3, 4		Formative			Summative
		Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Implement specific tutoring plans, per House Bill 4545, that focus on learners who have not met standard on state assessments and are in need of additional learning support. Strategy's Expected Result/Impact: High quality Tier I instruction for all learners. Learner academic strengths/growth identified through the RtI process Learners' academic/social-emotional needs supported through the use of appropriate interventions/supports Staff Responsible for Monitoring: Administrators Counselors Language Acquisition Specialists Instructional Coach Educators Problem Statements: Student Learning 4 - School Processes & Programs 2 Funding Sources: Delivery of Accelerated Instruction - 199 - State Comp Ed - 199-11-6118-00-043-24-000- - \$6,700 , Planning for Accelerated Instruction - 199 - State Comp Ed - 199-11-6118-00-043-24-000- - \$1,000		Formative			Summative
		Nov	Feb	Apr	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue





Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a breakdown in communication with some families in our community due to language barriers. Root Cause: Lack of access to resources in the home languages of our families. Problem Statement 2: There is a need for additional professional learning for our staff to address the needs of our diverse population. Root Cause: Our demographic, Special Education, ELL and Low SES enrollments have all increased over the last 5 years at different rates. Each group has a variance of needs.
Student Learning
Problem Statement 1: STAAR Math and Reading passing rates in 6th grade have increased and decreased in alternating years over the last three years. Root Cause: Educators need additional support in the area of lesson differentiation and small group instruction. Problem Statement 3: ESL learners, identified as 1st year or 2nd year to the country, achieved lower STAAR reading scores compared to their monolingual peers. Root Cause: Educators need training to identify/ develop stronger strategies for their classrooms to engage our ESL population. Problem Statement 4: There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom. Root Cause: A campus focus for implementation/support of Tier I instruction focused on small group instruction and formative assessment is in its second year. New educators will need to be onboarded as a professional learning community.
School Processes & Programs
Problem Statement 2: Students need better support via the RTI process to be successful in their learning. Root Cause: A better system of monitoring and addressing academic/ behavioral concerns must be implemented.

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

Performance Objective 4: STAAR scores at the meets or masters grade levels will increase over the previous year in each subject area assessed.

Evaluation Data Sources: STAAR data
BOY/MOY/EOY MAP assessments

Strategy 1 Details	Reviews			
Strategy 1: Coppell Middle School West will provide (in addition to Tier I instruction) math interventions and resources for students identified needing Tier II or III support. Strategy's Expected Result/Impact: Students will make personal gains in the area of math, hopefully resulting in a year's worth of growth, as indicated by STAAR. Staff Responsible for Monitoring: Instructional Coach All Math Educators Counselors Campus Admin Problem Statements: Demographics 2 - Student Learning 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Coppell Middle School West will provide (in addition to Tier I instruction) reading interventions and resources for students identified needing Tier II or III support. Strategy's Expected Result/Impact: Students will make personal gains in the area of reading, hopefully resulting in a year's worth of growth, as indicated by STAAR. Staff Responsible for Monitoring: Instructional Coach All Reading Educators Counselors Campus Admin Problem Statements: Student Learning 1, 2, 3, 4	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: There is a need for additional professional learning for our staff to address the needs of our diverse population. Root Cause: Our demographic, Special Education, ELL and Low SES enrollments have all increased over the last 5 years at different rates. Each group has a variance of needs.

Student Learning

Problem Statement 1: STAAR Math and Reading passing rates in 6th grade have increased and decreased in alternating years over the last three years. **Root Cause:** Educators need additional support in the area of lesson differentiation and small group instruction.

Problem Statement 2: Students identified to receive Special Education services scored lower than their general education peers on the STAAR Reading assessment. **Root Cause:** Educators of record lack a strong foundation in differentiation and need more support with strategies.





Problem Statement 3: ESL learners, identified as 1st year or 2nd year to the country, achieved lower STAAR reading scores compared to their monolingual peers. **Root Cause:** Educators need training to identify/ develop stronger strategies for their classrooms to engage our ESL population.

Problem Statement 4: There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom. **Root Cause:** A campus focus for implementation/support of Tier I instruction focused on small group instruction and formative assessment is in its second year. New educators will need to be onboarded as a professional learning community.

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

Performance Objective 1: All 6th -8th grade learners will participate in at least two courses/activities focused on career, college and life readiness. At Coppell Middle School West, 7th grade learners will participate in iExplore to focus on career, college and life readiness.

Evaluation Data Sources: Completion of iExplore course

Strategy 1 Details	Reviews			
Strategy 1: All 7th grade learners will be enrolled in iExpore, focusing on career, college, and life-readiness. Strategy's Expected Result/Impact: Students will gain insight on future careers, pathways, colleges and vocational programs offered in their futures. Staff Responsible for Monitoring: iExplore Educators Counselors	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: District and campus administrative teams will provide training/resources for enhancing curriculum connections aligned with real-world applications. Strategy's Expected Result/Impact: Learners will gain insight on future careers, pathways, colleges and vocational programs offered in their futures. Staff Responsible for Monitoring: Educators Instructional Coach Administrators Director of CTE Problem Statements: Student Learning 4	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 4: There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom. Root Cause: A campus focus for implementation/support of Tier I instruction focused on small group instruction and formative assessment is in its second year. New educators will need to be onboarded as a professional learning community.

Goal 2: Authentic Contributions: We as Coppell Middle School West 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 6th -8th grade learners will have multiple opportunities within, and outside, the school to highlight and showcase their interests/passions, and academic and social emotional growth.

Evaluation Data Sources: Digital Portfolios - Bulb
Service learning opportunities (NJHS service hours)
Learner classroom presentations/projects/assessments
Fine Arts Performances (band/art/theater)

Strategy 1 Details	Reviews			
Strategy 1: Continue utilizing digital portfolios (Bulb) in order to provide learners with opportunities to highlight the processes and products of learning. Strategy's Expected Result/Impact: Learners' increased sense of ownership of their learning/understanding of academic/social-emotional content Learners will enter their next grade with documented artifacts of their learning/understanding of academic/social-emotional content Staff Responsible for Monitoring: Educators Administrators Instructional Coach Digital Learning Coach Problem Statements: Student Learning 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Educators will assess learners through the use of formative and summative assessments, and provide opportunities for learners to showcase their understanding of instructional content through innovative and creative practices. Strategy's Expected Result/Impact: Increased learner self-efficacy and grasp of learning.	Formative			Summative
	Nov	Feb	Apr	June

<p>Increased learner classroom engagement</p> <p>Staff Responsible for Monitoring: Educators Instructional Coach Digital Learning Coach</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 4</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 4: There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom. Root Cause: A campus focus for implementation/support of Tier I instruction focused on small group instruction and formative assessment is in its second year. New educators will need to be onboarded as a professional learning community.</p> <p>Problem Statement 5: There is a need for the DLC/IC to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management. Root Cause: New educators on campus need to be onboarded with technology resources provided by the District.</p>

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

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

Evaluation Data Sources: Effectiveness of Second Step implementation

Panorama data





Threat assessment data

Counselor learner data

Behavior RtI data

Educator input/data

Strategy 1 Details		Reviews			
Strategy 1: Revise, update and implement current PK-12 curriculum documents and purchase any needed resources to include learning supports for social-emotional learning and character education. Strategy's Expected Result/Impact: Implementation of collectively developed learning opportunities. Equitable access to grade-level course content. Social-emotional wellness for all students. Use of Title III funds for subs for ESL Facilitator. Staff Responsible for Monitoring: Administrators Counselors Instructional Coach Educators Problem Statements: School Processes & Programs 4		Formative			Summative
		Nov	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: CMSW will create opportunities for educators to attend professional learning to address classroom engagement and management strategies. Strategy's Expected Result/Impact: Documented increase in learner classroom engagement and educator classroom management strategies. Staff Responsible for Monitoring: Educators Administrators Problem Statements: Student Learning 5		Formative			Summative
		Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Aligned implementation of social-emotional support structures. Strategy's Expected Result/Impact: Strong social-emotional health for all learners and staff documented by the implementation of class meetings, learner check-ins, and use of restorative practices. Staff Responsible for Monitoring: Counselors Administrators Educators ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Continue providing training and supports for digital learning with a focus on academic integrity, digital safety, digital citizenship, and cyberbullying. Strategy's Expected Result/Impact: Continued work with DLC on strategies/structures for classroom implementation Decreased bullying/cyberbullying behavior referrals Decreased academic integrity behavior referrals Staff Responsible for Monitoring: Administrators Educators DLC ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Demographics 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Implementation of health TEKS and specific requirements set by TEA. Strategy's Expected Result/Impact: Documented implementation of health TEKS Documented increase in health and wellness for all learners resulting in academic/social-emotional growth. Staff Responsible for Monitoring: Administrators Counselors P.E. Educators	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 3: There has been an increase in the number of discipline incidents related to academic dishonesty and plagiarism. It is the most commonly documented discipline infraction. **Root Cause:** Learners feel an ongoing pressure to achieve at high academic levels. They sometimes make the decision to be academically dishonest in an effort to improve grades.

Student Learning

Problem Statement 5: There is a need for the DLC/IC to continue to provide opportunities, and continued support, for educators to learn how to utilize technology, including Bulb, in the classroom to support learning, engagement, and classroom management. **Root Cause:** New educators on campus need to be onboarded with technology resources provided by the District.

School Processes & Programs

Problem Statement 4: Educators are at different levels of understanding for providing support for the social-emotional needs of learners (i.e. restorative practices; PBIS; MTSS) **Root Cause:** There is a need to provide structures and strategies for educators to support the social-emotional needs of all learners.

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

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

Evaluation Data Sources: Wrangler Camp
Panorama Data

Strategy 1 Details	Reviews			
Strategy 1: Review and analyze discipline data in order to look at equitable practices and interventions/supports. Strategy's Expected Result/Impact: Campus aligned discipline practices (discipline matrix) Monthly behavior data analysis MTSS practices (restorative practices/PBIS/behavior plans) Staff Responsible for Monitoring: Campus Behavior Coordinators Problem Statements: Demographics 3 - School Processes & Programs 4 - Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue building awareness and processes supporting accessibility under the American with Disabilities Act (ADA) and promoting access to resources, training, facility needs and overall responsiveness regarding equity with interventions/supports for individuals with disabilities. Strategy's Expected Result/Impact: Campus is 100% ADA compliant Positive educational experience of students with differing abilities Staff Responsible for Monitoring: Campus administrators Educators Problem Statements: Demographics 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Continue to align campus discipline practices and review/analyze discipline data (including bullying and threat assessment data) to look at equitable practices and interventions/supports for all learners. Strategy's Expected Result/Impact: Documented academic growth and social-emotional well being for all learners	Formative			Summative
	Nov	Feb	Apr	June

Staff Responsible for Monitoring: Administrators
Counselors
Educators

Problem Statements: Demographics 3 - School Processes & Programs 5



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: There is a need for additional professional learning for our staff to address the needs of our diverse population. **Root Cause:** Our demographic, Special Education, ELL and Low SES enrollments have all increased over the last 5 years at different rates. Each group has a variance of needs.

Problem Statement 3: There has been an increase in the number of discipline incidents related to academic dishonesty and plagiarism. It is the most commonly documented discipline infraction. **Root Cause:** Learners feel an ongoing pressure to achieve at high academic levels. They sometimes make the decision to be academically dishonest in an effort to improve grades.

School Processes & Programs

Problem Statement 4: Educators are at different levels of understanding for providing support for the social-emotional needs of learners (i.e. restorative practices; PBIS; MTSS) **Root Cause:** There is a need to provide structures and strategies for educators to support the social-emotional needs of all learners.

Problem Statement 5: Continue to align campus discipline practices and review/analyze discipline data (including bullying and threat assessment data) to look at equitable practices and interventions/supports for all learners. **Root Cause:** There is a need to align campus discipline practices, review/analyze behavior data on a regular basis, and provide appropriate supports for learners.

Perceptions

Problem Statement 3: There is still a small percentage of students and families that feel students do not build meaningful relationships with adults on campus. **Root Cause:** A lack of focus to communicate the efforts of building relationships and social-emotional growth.

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

Performance Objective 3: Coppell Middle School West will provide structures and strategies to support the social-emotional needs of all learners.

Evaluation Data Sources: Second Step implementation

Counselor data

Panorama data/documentation (Playbook strategies)

Strategy 1 Details	Reviews			
Strategy 1: Counselor support for learners affected by trauma or grief. Strategy's Expected Result/Impact: Continued social-emotional growth for learners Continued parent support (provided w/ resources for learner support) Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 2 - Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implementation of Panorama tools including: social-emotional learning data, playbook strategies and Student Success Platform to support social-emotional needs of learners. Strategy's Expected Result/Impact: Evidence of social-emotional learning incorporated into all learning experiences Staff Responsible for Monitoring: Administrators Counselors Educators ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 4	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Campus counselors are available to address the social-emotional well-being of all learners. Counselors will provide resources for educators to be aware of warning signs of a student in distress or needing support. Strategy's Expected Result/Impact: The counselors will provide a QR code for student's to scan and provide a request to be seen Evidence of positive effects of Second Step implementation Staff Responsible for Monitoring: Counselors Problem Statements: Demographics 2 - School Processes & Programs 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Coppell Middle School West will provide structures and/or strategies to support learners in violation of truancy law. Strategy's Expected Result/Impact: All learners will meet the 90% seat time district policy Monthly TIP meetings conducted by campus assistant principals/district truancy coordinator Staff Responsible for Monitoring: Campus Behavior Coordinators District Attendance Clerk Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Continued campus focus on social-emotional learning and staff well-being. Strategy's Expected Result/Impact: Documented improvement in staff well-being Staff Responsible for Monitoring: Administrators Sunshine Committee	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
Strategy 6: West will provide a care closet to address physical hygiene, food insecurity and, needed supplies and well being of our learners. Strategy's Expected Result/Impact: Learners' basic needs will be met to ensure that learning is possible. Staff Responsible for Monitoring: Counselors Administrators Problem Statements: Demographics 4 Funding Sources: Supplies for Care Closet - 199 - State Comp Ed - 199-11-6399-00-043-24-000- - \$500	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: There is a need for additional professional learning for our staff to address the needs of our diverse population. **Root Cause:** Our demographic, Special Education, ELL and Low SES enrollments have all increased over the last 5 years at different rates. Each group has a variance of needs.

Problem Statement 4: We have learners that experience food insecurity and a lack of access to clean clothes, hygiene products, and basic supplies. **Root Cause:** Many families continue to face economic hardships and difficult and changing living arrangements.

School Processes & Programs

Problem Statement 1: Truancy and attendance issues continue to affect numerous students according to TEA guidelines. **Root Cause:** A better system of monitoring and addressing this concern must be developed and implemented by administration to help these students and families.

Problem Statement 4: Educators are at different levels of understanding for providing support for the social-emotional needs of learners (i.e. restorative practices; PBIS; MTSS)

Root Cause: There is a need to provide structures and strategies for educators to support the social-emotional needs of all learners.

Perceptions

Problem Statement 3: There is still a small percentage of students and families that feel students do not build meaningful relationships with adults on campus. **Root Cause:** A lack of focus to communicate the efforts of building relationships and social-emotional growth.

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

Performance Objective 4: Aligned implementation of social emotional support structures: class meetings, check-ins and restorative practices. Coppell Middle School West will provide structures and/or strategies to support the social-emotional well-being of learners.





Evaluation Data Sources: Faculty Meetings
Parent Information Meetings
Counselor documentation of learner visits/supports

Strategy 1 Details	Reviews			
Strategy 1: Counselors will be available to address the social-emotional well-being of learners. Counselors will provide educators with resources to be aware of warning signs that a learner may be in distress/need of attention. Strategy's Expected Result/Impact: The counselors will provide a QR code for student's to scan and provide a request to be seen. Counselor documentation of learner visits/supports Staff Responsible for Monitoring: Counselors	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 4: Organizational Improvement and Strategic Design: We as Coppell Middle School West 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: Coppell Middle School West will partner with CISD administrators to provide aligned professional learning opportunities and gather feedback on participants' growth/impact of the training.

Evaluation Data Sources: Campus professional learning days
Collaborative planning time (PLC)
Educator evidence and PLC reflection data in BULB.

Strategy 1 Details	Reviews			
Strategy 1: Continued implementation of Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district's professional learning opportunities. Strategy's Expected Result/Impact: Campus alignment of PLC processes/structures Improved teacher efficacy Increased documentation of learner academic/social-emotional growth Staff Responsible for Monitoring: Administrators Instructional Coach Counselors Problem Statements: Student Learning 4 - School Processes & Programs 3, 4 Funding Sources: Planning days for instruction and intervention for at risk learners - 199 - State Comp Ed - 199-11-6112-00-043-24-000 - \$12,688	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Calibrate, align, and provide campus/district professional learning support in the areas of small-group instruction and formative assessment. Strategy's Expected Result/Impact: Alignment of PLC structures/processes Increased documentation of learner academic/social-emotional growth Staff Responsible for Monitoring: Administrators Instructional Coach District curriculum directors Problem Statements: Student Learning 4 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 4: There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom. **Root Cause:** A campus focus for implementation/support of Tier I instruction focused on small group instruction and formative assessment is in its second year. New educators will need to be onboarded as a professional learning community.

School Processes & Programs

Problem Statement 3: Educators/Content Teams are at different levels of implementation in the professional learning community model of collaboration. **Root Cause:** New staff have not been provided opportunities to work as a professional learning community, or not familiar with the process.





Problem Statement 4: Educators are at different levels of understanding for providing support for the social-emotional needs of learners (i.e. restorative practices; PBIS; MTSS)
Root Cause: There is a need to provide structures and strategies for educators to support the social-emotional needs of all learners.

Goal 4: Organizational Improvement and Strategic Design: We as Coppell Middle School West 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: Coppell Middle School West along with continue to partner with curriculum directors and district administration to provide resources/strategies/training in order to create a comprehensive, and balanced assessment system, as a means to monitor learner growth and inform instructional practices.

Evaluation Data Sources: Common formative/summative assessment data
BOY/MOY/EOY MAP data

Strategy 1 Details		Reviews			
Strategy 1: Instructional coaches and educators will collaborate in the development/implementation of common formative/summative assessments Strategy's Expected Result/Impact: Increased documentation of learner academic/social-emotional growth Educators will identify instructional learning gaps based on data protocols of common assessment data Small-group instruction will be utilized to meet the individualized academic needs of learners Staff Responsible for Monitoring: Instructional Coach Educators Administrators Problem Statements: Student Learning 4 - School Processes & Programs 3		Formative			Summative
		Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:





Student Learning
Problem Statement 4: There is a need to continue to provide professional development opportunities and continued support for classroom educators in Tier 1 instruction with a specific focus on small group instruction and using formative assessments in the classroom. Root Cause: A campus focus for implementation/support of Tier I instruction focused on small group instruction and formative assessment is in its second year. New educators will need to be onboarded as a professional learning community.
School Processes & Programs
Problem Statement 3: Educators/Content Teams are at different levels of implementation in the professional learning community model of collaboration. Root Cause: New staff have not been provided opportunities to work as a professional learning community, or not familiar with the process.

Goal 4: Organizational Improvement and Strategic Design: We as Coppell Middle School West 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: Coppell Middle School West will consolidate the avenues for internal/external communication to increase clarity/consistency of district messages.

Evaluation Data Sources: Parent Link data
Campus Social Media platforms

Strategy 1 Details	Reviews			
Strategy 1: Coppell Middle School West will continue to research/purchase resources focused on improving stakeholders' experiences on campus. Strategy's Expected Result/Impact: Higher ratings on the EOY students/families satisfaction survey Staff Responsible for Monitoring: Administrators Problem Statements: Perceptions 2, 3, 4	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: CMS West continues to build "School Spirit" in supporting events as a campus. Root Cause: Visibility/ Involvement by staff and faculty at extra-curricular events and lack of parent understanding of organized sports and non-academic activities for learners.
Problem Statement 3: There is still a small percentage of students and families that feel students do not build meaningful relationships with adults on campus. Root Cause: A lack of focus to communicate the efforts of building relationships and social-emotional growth.
Problem Statement 4: Some families only choose to participate in academic endeavors rather than extra-curricular events. Root Cause: Academics are the primary concern of our families and we have not yet learned how to show the value of extra-curricular events on development and learning for students.

Goal 4: Organizational Improvement and Strategic Design: We as Coppell Middle School West 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: Performance Objective 6: CISD will continue to review and maintain safety and security practices and will work to implement any additional strategies/protocols put in place by the state.

Evaluation Data Sources: TEA/District guidance
Campus/District Emergency Management Plans

Strategy 1 Details	Reviews			
Strategy 1: Ensure that all campus safety drills are scheduled and all staff members are provided with specific training concerning campus safety procedures. Strategy's Expected Result/Impact: Increased safety of learners and staff All safety drill performed according to the district's schedule Campus safety logs regularly updated Daily security sweeps by SRD Development of campus Emergency Operations Plan Staff Responsible for Monitoring: Administrators Director of Safety and Security	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement door sweeps on campuses and district buildings at least once each week during instructional days. Strategy's Expected Result/Impact: Increased safety of learners and staff Door logs sent weekly to Director of Safety and Security Staff Responsible for Monitoring: SROs and Deputies Administrators Director of Safety and Security	Formative			Summative
	Nov	Feb	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

State Compensatory

Budget for Coppell Middle School West

Total SCE Funds: \$8,225.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Accelerated Instruction Planning and Execution, Care Closet for Learners
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Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	IXL Curriculum		\$4,250.00
1	3	3	Delivery of Accelerated Instruction	199-11-6118-00-043-24-000-	\$6,700.00
1	3	3	Planning for Accelerated Instruction	199-11-6118-00-043-24-000-	\$1,000.00
3	3	6	Supplies for Care Closet	199-11-6399-00-043-24-000-	\$500.00
4	1	1	Planning days for instruction and intervention for at risk learners	199-11-6112-00-043-24-000	\$12,688.00
Sub-Total					\$25,138.00