

Coppell Independent School District
Coppell Middle School West
2022-2023 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

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 2021-22 school year, total enrollment was 1,109 which represents a decrease of 8.7% since 2017-18 (1,215 learners).

In 2021-22, the student population was 82.4% Asian, 5.5% White, 6% Hispanic, 4.2% African American, 0.1% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 1.4% multi-racial. Females made up 49.6% of the learners and males represented 50.3%. Our economically disadvantaged percentage was 6.1%.

Our Emergent Bilingual (EB) population consisted of 78 learners that made up 7% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (32%), Hindi (11.5%), Gujarati (11.5), Spanish (7.6%), and Arabic(5.1%). Additionally, 19.2% of our EBs were also economically disadvantaged.

Our 138 gifted and talented learners constituted 12.4% of our population. Our gender split in the GT group was 40.5% female and 59.4% male. Of the four major ethnic groups, our GT learners were 95.6% Asian, 2.1% White, 0.7% Hispanic and 1.4% African American.

We had 57 learners that qualified for special education services, which represented 5.1% of our population. There were 51 learners with 504 accommodations, which was 4.6% of the total enrollment.

The average daily attendance for our campus in 2021-22 was 96.22%, which decreased by 3.14% from the prior year.

STAFFING

CMS West employed 65 educators and 7 instructional aides in the 2021-22 school year. The number of teachers increased by 1 from the prior year while the number of aides decreased by 4. The ethnic breakdown for the teaching staff was 7.6% Asian, 80% White, 6.1% Hispanic, 3% African American, 1.5% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 1.5% multi-racial. Females made up 83% of the educators and males represented 16.9%.

Overall, our educators had a varying level of professional experience: 7.6% (5) were new to teaching with 0-1 years of experience, 26.1% (17) had 2-5 years, 21.5% (14) had 6-10 years, 20% (13) had 11-15 years, 12.3% (8) had 16-20 years, and 12.3% (8) had more than 20 years. Looking at longevity within the district, 16.9% of our teachers had 0-1 years in district, 40% had 2-5 years, 24.6% had 6-10 years, 7.6% had 11-15 years, 6.1% had 16-20 years and 4.6% had more than 20 years. The average years of professional experience was 10.3 with 6.2 years in the district.

Advanced degrees were held by 30.7% of our teachers: 20 with master's degrees and 0 with doctorates. Our campus principal had 13 years of career experience in a professional position (not necessarily as a principal) and 7 years in Coppell. Our assistant principal(s) had an average of 11 years of professional experience and 6 years in the district.

Our educator retention rate from 2020-21 to 2021-22 was 86.15%. For educational aides it was 72.73%. We hired 9 new teachers in 2021-22. The characteristics of our new teachers were as follows: 0% Asian, 77.7% White, 11.1% Hispanic, 11.1% African American, 88.8% female, 11.1% male, 22.2% new to teaching, 33.3% with 2-5 years of professional experience, 11.1% with 6-10 years, 11.1% with 11-15 years, 22.2% with 16-20 years, 0% with more than 20 years and 13.8% new to the campus. The average years of professional experience was 7.3 with 1.7 years in the district. 33.3% 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 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.

Problem Statement 4 (Prioritized): West like much of the rest of the country has been impacted by teacher shortages. **Root Cause:** Teaching during a pandemic and a time when educators faced criticism from the public made it a more difficult job than ever before.

Problem Statement 5 (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

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

	Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
COPPELL MIDDLE WEST	Spring 2021	6	319	11	89	65	40	146	9	91	60	35
Economically Disadvantaged	Spring 2021	6	18	44	56	17	11	15	40	60	27	13
Current EB/EL	Spring 2021	6	46	33	67	15	2	35	11	89	51	29
Special Education	Spring 2021	6	12	67	33	25	8	11	55	45	27	9
COPPELL MIDDLE WEST	Spring 2022	6	359	10	90	73	51	148	10	90	63	28
Economically Disadvantaged	Spring 2022	6	18	28	72	33	11	15	20	80	40	20
Current EB/EL	Spring 2022	6	51	35	65	37	8	35	14	86	51	14
Special Education	Spring 2022	6	13	54	46	31	15	12	17	83	17	8

Spring 2021 to Spring 2022 7th Grade Reading and Math Data:

	Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
COPPELL MIDDLE WEST	Spring 2021	7	299	9	91	79	60	326	12	88	68	48
Economically Disadvantaged	Spring 2021	7	27	26	74	59	33	24	25	75	33	8
Current EB/EL	Spring 2021	7	20	65	35	20	5	31	19	81	35	23
Special Education	Spring 2021	7	14	36	64	36	0	14	50	50	14	0
COPPELL MIDDLE WEST	Spring 2022	7	376	4	96	87	75	396	5	95	80	61
Economically Disadvantaged	Spring 2022	7	18	22	78	50	39	18	28	72	33	17
Current EB/EL	Spring 2022	7	47	9	91	64	32	52	8	92	69	40
Special Education	Spring 2022	7	12	50	50	25	8	14	50	50	29	21

Spring 2021 to Spring 2022 8th Grade Reading and Math Data:

	Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
COPPELL MIDDLE WEST	Spring 2021	8	202	11	89	72	50	229	7	93	79	46
Economically Disadvantaged	Spring 2021	8	25	20	80	56	28	29	14	86	62	17
Current EB/EL	Spring 2021	8	22	45	55	18	5	22	23	77	50	5
Special Education	Spring 2021	8	16	69	31	19	0	16	31	69	25	0
COPPELL MIDDLE WEST	Spring 2022	8	364	5	95	82	71	373	8	92	81	57
Economically Disadvantaged	Spring 2022	8	28	11	89	64	46	24	29	71	42	17
Current EB/EL	Spring 2022	8	27	44	56	22	15	37	30	70	57	19
Special Education	Spring 2022	8	13	15	85	31	15	13	38	62	23	8

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

	Admin	Grade	STAAR - Reading - Number Tested	STAAR - Reading - Did Not Meet - %	STAAR - Reading - Approaches - %	STAAR - Reading - Meets - %	STAAR - Reading - Masters - %	STAAR - Mathematics - Number Tested	STAAR - Mathematics - Did Not Meet - %	STAAR - Mathematics - Approaches - %	STAAR - Mathematics - Meets - %	STAAR - Mathematics - Masters - %
COPPELL MIDDLE WEST	Spring 2021	8	202	11	89	72	50	229	7	93	79	46
Economically Disadvantaged	Spring 2021	8	25	20	80	56	28	29	14	86	62	17
Current EB/EL	Spring 2021	8	22	45	55	18	5	22	23	77	50	5
Special Education	Spring 2021	8	16	69	31	19	0	16	31	69	25	0
COPPELL MIDDLE WEST	Spring 2022	8	364	5	95	82	71	373	8	92	81	57
Economically Disadvantaged	Spring 2022	8	28	11	89	64	46	24	29	71	42	17
Current EB/EL	Spring 2022	8	27	44	56	22	15	37	30	70	57	19
Special Education	Spring 2022	8	13	15	85	31	15	13	38	62	23	8

Spring 2021 to Spring 2022 Alegbra I EOC Data:

	Admin	STAAR - Number Tested	STAAR - Did Not Meet - %	STAAR - Approaches - %	STAAR - Meets - %	STAAR - Masters - %
COPPELL MIDDLE WEST	Spring 2021	204	0	100	96	93
Economically Disadvantaged	Spring 2021	5	0	100	60	60
Current EB/EL	Spring 2021	1	-	-	-	-
Special Education	Spring 2021	1	-	-	-	-

	Admin	STAAR - Number Tested	STAAR - Did Not Meet - %	STAAR - Approaches - %	STAAR - Meets - %	STAAR - Masters - %
COPPELL MIDDLE WEST	Spring 2022	183	0	100	99	97
Economically Disadvantaged	Spring 2022	7	0	100	100	86
Current EB/EL	Spring 2022	1	-	-	-	-
Not Special Education	Spring 2022	183	0	100	99	97

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.

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 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 affected at least 40 students this past year according to State 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): 100 students needed to attend summer bridge because of a lack of academic progress on STAAR and universal screeners. **Root Cause:** Students need better support via the RTI process to be successful in their learning.

Perceptions

Perceptions Summary

Coppell Middle School West is located in a business community. We are made up of approximately 1100 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 8: There is a breakdown in communication with some families in our community due to language barriers.

Root Cause 8: Lack of access to resources in the home languages of our families.

Problem Statement 8 Areas: Demographics

Problem Statement 10: STAAR Math and Reading passing rates in 6th grade have increased and decreased in alternating years over the last three years.

Root Cause 10: Educators need additional support in the area of lesson differentiation and small group instruction.

Problem Statement 10 Areas: Student Learning

Problem Statement 6: Truancy and attendance issues affected at least 40 students this past year according to State guidelines.

Root Cause 6: A better system of monitoring and addressing this concern must be developed and implemented by administration to help these students and families.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 1: 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 1: Lack of understanding by some stakeholders who've had a more traditional education.

Problem Statement 1 Areas: Perceptions

Problem Statement 9: There is a need for additional professional learning for our staff to address the needs of our diverse population.

Root Cause 9: 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 9 Areas: Demographics

Problem Statement 5: Students identified to receive Special Education services scored lower than their general education peers on the STAAR Reading assessment.

Root Cause 5: Educators of record lack a strong foundation in differentiation and need more support with strategies.

Problem Statement 5 Areas: Student Learning

Problem Statement 7: 100 students needed to attend summer bridge because of a lack of academic progress on STAAR and universal screeners.

Root Cause 7: Students need better support via the RTI process to be successful in their learning.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 2: CMS West continues to build "School Spirit" in supporting events as a campus.

Root Cause 2: 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 2 Areas: Perceptions

Problem Statement 15: 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 15: 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 15 Areas: Demographics

Problem Statement 4: ESL learners, identified as 1st year or 2nd year to the country, achieved lower STAAR reading scores compared to their monolingual peers.

Root Cause 4: Educators need training to identify/ develop stronger strategies for their classrooms to engage our ESL population.

Problem Statement 4 Areas: Student Learning

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

Problem Statement 3 Areas: Perceptions

Problem Statement 16: West like much of the rest of the country has been impacted by teacher shortages.

Root Cause 16: Teaching during a pandemic and a time when educators faced criticism from the public made it a more difficult job than ever before.

Problem Statement 16 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 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

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 Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

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





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.

Evaluation Data Sources: iStation BOY, MOY and EOY measures
Common Assessment Data
Student products
Lesson Plans
Attendance in collaborative team meetings
Classroom observations

Strategy 1 Details	Reviews			
<p>Strategy 1: Student Assessment Data will be desegregated by faculty and staff during collaborative team time to identify student need.</p> <p>Differentiated instruction will be provided based on the District's provided MTSS guidelines for all students.</p> <p>Educators will be provided time to design high quality learning experiences.</p> <p>Strategy's Expected Result/Impact: High Quality Tier 1 instruction will be delivered to all students.</p> <p>District scope and sequence will be followed.</p> <p>Student's personal success will show gains.</p> <p>Staff Responsible for Monitoring: Campus Admin Campus Instructional Coaches Campus Educators</p> <p>Problem Statements: Demographics 2 - Student Learning 1, 2, 3</p>	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 delivered to all students. District scope and sequence will be followed. Student's personal success will show gains. Staff Responsible for Monitoring: Campus Admin Campus Instructional Coaches Campus Educators Problem Statements: Demographics 2 - Student Learning 1, 2, 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Educators will grow in their understanding of utilizing digital tools and resources to engage students and extend their learning beyond the classroom. Strategy's Expected Result/Impact: Increased usage of digital tools will further engage and enrich the educational experience of all learners. Staff Responsible for Monitoring: Campus Administrator Educators Instructional Coach DLC's Problem Statements: School Processes & Programs 2 - Perceptions 1	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: Campus instructional leaders TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum Problem Statements: Demographics 2 - School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details		Reviews			
Strategy 5: Implement structures and processes for intentional learning walks with various instructional leaders and educators across the campus that focus on observing and evaluating strategies supporting academic and social emotional growth Strategy's Expected Result/Impact: Visual examples of exemplary instructional practices. Staff Responsible for Monitoring: Administrators Dept. Chairs Instructional Coach Problem Statements: Demographics 2 - Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 1		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 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.
School Processes & Programs
Problem Statement 2: 100 students needed to attend summer bridge because of a lack of academic progress on STAAR and universal screeners. Root Cause: Students need better support via the RTI process to be successful in their learning.
Perceptions
Problem Statement 1: 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.

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 needs all learners.

Evaluation Data Sources: Classroom Formative and Summative Data
 Student IEP goals
 Samples of student product

Strategy 1 Details	Reviews			
Strategy 1: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes. Strategy's Expected Result/Impact: High Quality instruction will be delivered to all students. District scope and sequence will be followed. Student's personal success will show gains. Staff Responsible for Monitoring: Campus Admin Campus Instructional Coaches ESL Facilitator Campus Educators Problem Statements: Demographics 2 - Student Learning 1, 2, 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) will occur. Strategy's Expected Result/Impact: High Quality instruction will be delivered to all students. District scope and sequence will be followed. Student's personal success will show gains. Staff Responsible for Monitoring: Campus Admin Campus Instructional Coaches Language Acquisition Specialist Campus Educators Problem Statements: Demographics 2 - Student Learning 1, 2, 3	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
Strategy 3: Specific areas of learning loss will be addressed through the use of ESSER funds to target academic and social emotional needs of learners. Strategy's Expected Result/Impact: High Quality instruction will be delivered to all students. District scope and sequence will be followed. Student's personal success will show gains. Staff Responsible for Monitoring: Campus Admin Campus Instructional Coaches Campus Educators Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - 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 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 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.
School Processes & Programs
Problem Statement 2: 100 students needed to attend summer bridge because of a lack of academic progress on STAAR and universal screeners. Root Cause: Students need better support via the RTI process to be successful in their learning.

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: Student achievement and progress levels will exceed state and national (where applicable) standards/averages for all student groups.

Evaluation Data Sources: LPAC Data
STAAR Scores

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and training to support educators to identify the proficiency levels of Emergent Bilingual Learners and plan appropriate classroom instructional strategies. Strategy's Expected Result/Impact: Classroom specific trainings for teachers providing instruction to English Language learners. Resources added to the professional library for educator access. Increase student achievement. Staff Responsible for Monitoring: Campus ESL Facilitator Campus Admin All Campus Educators Problem Statements: Demographics 2 - Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide resources and specific training emphasizing how we can best help to support and provide appropriate interventions for our Special Education, 504, English Learners, Migrant Learners, Tier II and Tier III learners, and GTI learners with their overall academic/social emotional needs. Strategy's Expected Result/Impact: High quality instruction for all learners. Academic gains and strengths identified. All learners academic and social/emotional needs met. Staff Responsible for Monitoring: Campus Admin Counselors Language Acquisition Specialist Instructional Coaches Campus Educators Problem Statements: Student Learning 2, 3	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 instruction for all learners. Academic gains and strengths identified. Staff Responsible for Monitoring: Campus Admin Counselors Language Acquisition Specialist Instructional Coaches Campus Educators Problem Statements: Student Learning 1, 2, 3		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.
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.

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 level will increase over the previous year in each subject area assessed.

Evaluation Data Sources: STAAR Data
RTI Data forms
BOY, MOY, EOY assessments
Classroom assessment data

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: Student Learning 1	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	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 4 Problem Statements:





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.

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 participate in and receive the iExplore curriculum, through an assigned class period or Wrangler Time. 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 Teachers Counselors Problem Statements: Demographics 2 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Provide training and resources to educators enhancing curriculum connections to real world application in learning. 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: Campus educators Instructional coaches Campus admin Problem Statements: Demographics 2 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 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.

Perceptions

Problem Statement 1: 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.

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 Pre-K through 12th grade learners will have multiple opportunities to highlight and showcase evidence of academic, social emotional learning and interest/passions. (i.e. service learning, digital portfolios, presentations, goal setting tools, etc.)

Evaluation Data Sources: Science Fair
 Spanish Fair
 Digital Portfolios - Bulb
 NJHS Service Hours
 Classroom presentations
 Choir Performances
 Band Performances
 Theater Productions

Strategy 1 Details	Reviews			
Strategy 1: Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning. Strategy's Expected Result/Impact: Increased student feeling and sense of ownership of their school and their learning. Students will enter their next grade with documented artifacts of their learning. Staff Responsible for Monitoring: All Staff Problem Statements: Demographics 2 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices. Strategy's Expected Result/Impact: Increased learner self-efficacy and grasp of learning. Staff Responsible for Monitoring: Educators TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Perceptions 1	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 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.
Perceptions
Problem Statement 1: 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.

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

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

Evaluation Data Sources: Formative and Summative Data





LPAC Data

RTI Tier forms

Educator quantitative and qualitative data

Strategy 1 Details	Reviews			
<p>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. Including the following character traits per TEA:</p> <ul style="list-style-type: none"> - Courage - Trustworthiness, including honesty, reliability, punctuality, and loyalty - Integrity - Respect and courtesy - Responsibility, including accountability, diligence, perseverance, and self-control - Fairness, including justice and freedom from prejudice - Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity - Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law - School pride - Gratitude <p>Strategy's Expected Result/Impact: Implementation of collectively developed learning opportunities.</p> <p>Access for all to grade level course content.</p> <p>Social emotional wellness for all students.</p> <p>*Use of Title III funds for subs for ESL Facilitator.</p> <p>Staff Responsible for Monitoring: Campus Admin Campus Counselors Instructional Coaches All Campus Educators</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 1, 2 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Coppell Middle School West will create opportunities for educators to attend professional learning to address classroom engagement, setting attainable expectations and classroom management. Strategy's Expected Result/Impact: Implementation of the 8 Principles learned in Great Expectations Summer Institute. Staff Responsible for Monitoring: Classroom Educators Campus Administrator Problem Statements: Demographics 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Aligned implementation of social emotional support structures: class meetings, check-ins and restorative practices Strategy's Expected Result/Impact: Strong social-emotional health for all learners and staff. Staff Responsible for Monitoring: Counselors, administrators, educators ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1, 2 - Perceptions 3	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: Increased digital learning safety and efficiency Staff Responsible for Monitoring: Administrative team and educators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details		Reviews			
Strategy 5: Update and integrate curriculum supports for implementation of new health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content) Strategy's Expected Result/Impact: Strong health and wellness for all students resulting in academic growth. Staff Responsible for Monitoring: Campus admin Campus counselors Classroom educators Problem Statements: Demographics 2 - Perceptions 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:

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.
School Processes & Programs
Problem Statement 1: Truancy and attendance issues affected at least 40 students this past year according to State 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: 100 students needed to attend summer bridge because of a lack of academic progress on STAAR and universal screeners. Root Cause: Students need better support via the RTI process to be successful in their learning.
Perceptions
Problem Statement 1: 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 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: We as 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 Lesson
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: Improved discipline practices and data Staff Responsible for Monitoring: Campus administrators	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: Improvement of educational experience of students with differing abilities. Staff Responsible for Monitoring: Campus administrators educators	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Continue providing training to align practices and review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners. Strategy's Expected Result/Impact: Strong academic success and social emotional well being for all. Staff Responsible for Monitoring: Campus Admin Campus Counselors Classroom educators Problem Statements: Demographics 2 - School Processes & Programs 1, 2 - Perceptions 1, 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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.

School Processes & Programs

Problem Statement 1: Truancy and attendance issues affected at least 40 students this past year according to State 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: 100 students needed to attend summer bridge because of a lack of academic progress on STAAR and universal screeners. **Root Cause:** Students need better support via the RTI process to be successful in their learning.

Perceptions

Problem Statement 1: 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 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: We as 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/or strategies to support social emotional needs.

Strategy 1 Details	Reviews			
Strategy 1: Training implemented by staff on trauma-informed care and counseling options for learners affected by trauma or grief. Strategy's Expected Result/Impact: Continued social-emotional growth for learners Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum Problem Statements: Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize Panorama tools including: Social emotional learning data, Playbook strategies and Student Success Platform to support social emotional needs Strategy's Expected Result/Impact: Social emotional learning incorporated into all learning experiences. ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Campus counselors will be available to address the social emotional well-being of learners. Counselors will provide resources for educators to be aware of warning signs that a student may be in 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. Staff Responsible for Monitoring: Campus Counselors Problem Statements: Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Coppell Middle School West will provide structures and/or strategies to support the students in violation of truancy law. Strategy's Expected Result/Impact: Students will increase their seat time. Staff Responsible for Monitoring: Campus Admin Registrar Attendance Clerk Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
Strategy 5: Continue our focus on social emotional learning/well-being for staff Strategy's Expected Result/Impact: Overall improvement in staff well being Staff Responsible for Monitoring: Campus Administrators Sunshine Committee Problem Statements: Demographics 4	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 and Admin Problem Statements: Demographics 2, 5 Funding Sources: Supplies for Care Closet - 199 - State Comp Ed - \$5,000	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
Strategy 7: West will provide accelerated instruction to learners who failed to meet standard on a variety of data points resulting in the need for remediated instruction in the areas of math, reading, and science. Strategy's Expected Result/Impact: Educators will work to close academic gaps Staff Responsible for Monitoring: Educators and admin Problem Statements: Demographics 2	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: West like much of the rest of the country has been impacted by teacher shortages. **Root Cause:** Teaching during a pandemic and a time when educators faced criticism from the public made it a more difficult job than ever before.

Problem Statement 5: 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 affected at least 40 students this past year according to State 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: 100 students needed to attend summer bridge because of a lack of academic progress on STAAR and universal screeners. **Root Cause:** Students need better support via the RTI process to be successful in their learning.





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: We as 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
Guest Speakers to focus on social/emotional health
Counselor sign in and log

Strategy 1 Details	Reviews			
Strategy 1: Campus counselors will be available to address the social emotional well-being of learners. Counselors will provide resources for educators to be aware of warning signs that a student may be in 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. Staff Responsible for Monitoring: Campus Counselors Problem Statements: Demographics 2, 5 - Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Coppell Middle School West will provide structures and/or strategies to support the students in violation of truancy law. Strategy's Expected Result/Impact: Students will increase their seat time. Staff Responsible for Monitoring: Campus Admin Registrar Attendance Clerk Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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.

Demographics

Problem Statement 5: 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 affected at least 40 students this past year according to State 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.





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 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 along with CISD will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of the training.

Evaluation Data Sources: Campus Professional Learning Days, Collaborative Planning Time, Educator Evidence and PLC Reflection Data in BULB.

Strategy 1 Details	Reviews			
Strategy 1: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district including within professional learning opportunities. Strategy's Expected Result/Impact: Alignment of PLC Stronger teacher efficacy Staff Responsible for Monitoring: Campus Administrators Instructional Coach Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Calibrate, align and provide support for our district departments and campuses concerning needs for professional learning. Strategy's Expected Result/Impact: Alignment of PLC Stronger teacher efficacy Staff Responsible for Monitoring: Campus Administrators Instructional Coach Problem Statements: Student Learning 1, 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 1 Problem Statements:

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.

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

Evaluation Data Sources: Common assessment data
BOY, MOY, EOY data

Strategy 1 Details	Reviews			
Strategy 1: Instructional Coaches and educators will participate in the curation of common formative and summative assessments both the district personal and campus personal. Strategy's Expected Result/Impact: Increase student achievement. Teachers will be able to identify instructional and learning gaps based on common assessment data. Reteach will be administered more timely. Staff Responsible for Monitoring: Instructional Coaches Campus Admin Problem Statements: Demographics 2 - Student Learning 2, 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue researching, developing and implementing a CISD Community Based Accountability System. Strategy's Expected Result/Impact: Develop a more comprehensive way of showing learner growth. Staff Responsible for Monitoring: Campus and District Administrators Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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.

Student Learning

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.





Perceptions

Problem Statement 1: 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.

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 and external communication to increase clarity and 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 purchase resources focused at improving the stakeholders experiences on campus and other resources as needed. Strategy's Expected Result/Impact: Higher ratings on the satisfaction survey at the end of the year given to students and families. Staff Responsible for Monitoring: Campus Admin Problem Statements: Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

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 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 Guidance
Campus and District Emergency Management Plans

Strategy 1 Details	Reviews			
Strategy 1: Ensure all safety drills take place within the district and specific training for staff and learners concerning safety practices occurs. Strategy's Expected Result/Impact: Increased safety of learners and staff Staff Responsible for Monitoring: Campus Administrators Director of Safety and Security Problem Statements: Perceptions 1	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 Staff Responsible for Monitoring: SROs and Deputies Campus Administrators Director of Safety and Security Problem Statements: Perceptions 1, 3	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 4 Problem Statements:

Perceptions
Problem Statement 1: 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 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.

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	6	Supplies for Care Closet		\$5,000.00
Sub-Total					\$5,000.00