

**Coppell Independent School District**  
**Coppell Middle School North**  
**2025-2026 Campus Improvement Plan**



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### DEMOGRAPHICS

Coppell Middle School North is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. For the 2025-2026 school year, Coppell ISD will have 10 elementary schools. CMS North serves a majority Asian student population in grades 6-8. In the 2024-25 school year, total enrollment was 1,010 which represents a decrease of -9.9% since 2020-21 (1,121 learners).

In 2024-25, the student population was 39.5% Asian, 27.6% White, 25% Hispanic, 4.1% African American, 0.1% American Indian/Alaskan Native, 0.1% Native Hawaiian/Pacific Islander and 3.6% multi-racial. Females made up 50% of the learners and males represented 50%. Our economically disadvantaged percentage was 13.6%.

Our Emergent Bilingual (EB) population consisted of 132 learners that made up 13.1% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (56.1%), Telugu (6.1%), Japanese (3.8%), Tamil (1.5%), and Arabic (1.5%). Additionally, 43.2% of our EBs were also economically disadvantaged.

Our 237 gifted and talented learners constituted 23.5% of our population. Our gender split in the GT group was 47.3% female and 52.7% male. Of the four major ethnic groups, our GT learners were 54.4% Asian, 22.4% White, 18.1% Hispanic and 1.7% African American.

We had 135 learners that qualified for special education services, which represented 13.4% of our population. There were 115 learners with 504 accommodations, which was 11.4% of the total enrollment.

The average daily attendance for our campus in 2024-25 was 96.72%, which increased by 0.26% from the prior year.

#### STAFFING

CMS North employed 67 educators and 13 instructional aides in the 2024-25 school year. The number of teachers increased by 2 from the prior year while the number of aides increased by 3. The ethnic breakdown for the teaching staff was 7.5% Asian, 74.6% White, 11.9% Hispanic, and 6% African American. Females made up 71.6% of the educators and males represented 28.4%.

Overall, our educators had a varying level of professional experience: 8.9% (6) were new to teaching with 0-1 years of experience, 16.4% (11) had 2-5 years, 23.9% (16) had 6-10 years, 14.9% (10) had 11-15 years, 10.4% (7) had 16-20 years, and 25.4% (17) had more than 20 years. Looking at longevity within the district, 25.4% of our teachers had 0-1 years in district, 37.3% had 2-5 years, 10.4% had 6-10 years, 7.5% had 11-15 years, 9% had 16-20 years and 10.4% had more than 20 years. The average years of professional experience was 12.9 with 7.2 years in the district.

Advanced degrees were held by 34.3% of our teachers: 22 with master's degrees and 1 with a doctorate. Our campus principal had 19 years of career experience in a professional position (not necessarily as a principal) and 18 years in Coppell. Our assistant principals had an average of 10.5 years of professional experience and 6.5 years in the district.

Our educator retention rate from 2023-24 to 2024-25 was 81.9%. For educational aides it was 69.2%. We hired 11 new teachers in 2024-25. The characteristics of our new teachers were as follows: 9.1% Asian, 54.6% White, 27.2% Hispanic, 9.1% African American, 81.8% female, 18.2% male, 45.5% new to teaching, 9.1% with 2-5 years of professional

experience, 36.3% with 6-10 years, 9.1% with more than 20 years and 16.4% new to the campus. The average years of professional experience was 5.7 with 0.8 years in the district. 45.5% of our new teachers had advanced degrees.

### **Demographics Strengths**

- The ethnic and racial diversity of our student population is a significant strength for the campus. The student population is also diverse in terms of abilities, needs, and talents.
- The Coppell Middle School North PTO is supportive and responsive to the needs of learners and educators.
- Nearly half (45%) of Coppell Middle School North educators have more than five years of teaching experience, bringing a wealth of instructional expertise and classroom management skills that contribute to a stable, high-performing learning environment.
- Coppell Middle School North maintained a strong educator retention rate of 81.9% from 2023–2024 to 2024–2025, reflecting a positive school culture, supportive leadership, and a commitment to staff development and continuity in instructional practices.

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

**Problem Statement 1:** Increasing number of English Learners (ELs) and not all teachers know and use effective instructional strategies to support them.

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

**Problem Statement 2 (Prioritized):** There is a need to establish and maintain strong, positive relationships for all learners and families.

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

**Problem Statement 3 (Prioritized):** Many families in our community struggle to engage with the school in partnership for their students' success.

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

# Student Learning

## Student Learning Summary

### NWEA MAP:

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

	0325 TELPAS Grade 6	0325 TELPAS Grade 7	0325 TELPAS Grade 8
<b>Coppell Middle School North</b>			
Total Students	35	48	34
Date Taken	03/01/25	03/01/25	03/01/25
Lower/Same Level	54.29%	39.58%	47.06%
1 Level Higher	37.14%	54.17%	41.18%
2 Levels Higher	0%	0%	2.94%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.79	3.01	3.01
No Rating	0%	0%	0%
Beginning	5.71%	0%	0%
Intermediate	22.86%	29.17%	17.65%
Advanced	42.86%	27.08%	50%
Advanced High	28.57%	43.75%	32.35%
Listening Raw Score	18.29	20.06	20.71
Listening Scale Score	1561.6	1586.67	1605.82
Speaking Raw Score	27.14	27.58	27.06
Speaking Scale Score	1558.54	1564.81	1556.56
Writing Raw Score	25.29	27.94	27.74
Writing Scale Score	1513	1539.44	1519.24
Reading Raw Score	21.6	23.44	24.09

	0325 TELPAS Grade 6	0325 TELPAS Grade 7	0325 TELPAS Grade 8
Reading Scale Score	1540.51	1563.4	1577.97
<b>Economic Disadvantage</b>			
Total Students	17	24	15
Date Taken	03/01/25	03/01/25	03/01/25
Lower/Same Level	64.71%	54.17%	40%
1 Level Higher	29.41%	45.83%	60%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.57	2.84	2.86
No Rating	0%	0%	0%
Beginning	5.88%	0%	0%
Intermediate	35.29%	37.50%	26.67%
Advanced	41.18%	33.33%	46.67%
Advanced High	17.65%	29.17%	26.67%
Listening Raw Score	16.59	19.08	19.2
Listening Scale Score	1533.18	1571.96	1583.6
Speaking Raw Score	26.88	27.79	25.8
Speaking Scale Score	1557.47	1566.92	1542.53
Writing Raw Score	23.29	25.71	26.33
Writing Scale Score	1494.65	1516.75	1503.13
Reading Raw Score	18.29	20.92	23.13
Reading Scale Score	1504.76	1535.75	1574.4
<b>Asian</b>			
Total Students	10	13	11
Date Taken	03/01/25	03/01/25	03/01/25
Lower/Same Level	30%	0%	36.36%
1 Level Higher	60%	76.92%	27.27%

	0325 TELPAS Grade 6	0325 TELPAS Grade 7	0325 TELPAS Grade 8
2 Levels Higher	0%	0%	9.09%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	3.12	3.42	3.09
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	10%	7.69%	9.09%
Advanced	50%	15.38%	54.55%
Advanced High	40%	76.92%	36.36%
Listening Raw Score	20.1	22.31	21.55
Listening Scale Score	1595.6	1624.92	1619.18
Speaking Raw Score	28.4	30	28.27
Speaking Scale Score	1572.6	1591.23	1570.82
Writing Raw Score	28.3	32.69	27.36
Writing Scale Score	1545.5	1587.38	1520.18
Reading Raw Score	25.8	26.92	24.82
Reading Scale Score	1586.3	1601.62	1574.18
<b>Black/African American</b>			
Total Students	1	-	-
Date Taken	03/01/25	-	-
Lower/Same Level	100%	-	-
1 Level Higher	0%	-	-
2 Levels Higher	0%	-	-
3 Levels Higher	0%	-	-
TELPAS Composite Score	2.5	-	-
No Rating	0%	-	-
Beginning	0%	-	-
Intermediate	0%	-	-

	0325 TELPAS Grade 6	0325 TELPAS Grade 7	0325 TELPAS Grade 8
Advanced	100%	-	-
Advanced High	0%	-	-
Listening Raw Score	19	-	-
Listening Scale Score	1558	-	-
Speaking Raw Score	22	-	-
Speaking Scale Score	1504	-	-
Writing Raw Score	18	-	-
Writing Scale Score	1442	-	-
Reading Raw Score	21	-	-
Reading Scale Score	1531	-	-
<b>Hispanic</b>			
Total Students	22	35	19
Date Taken	03/01/25	03/01/25	03/01/25
Lower/Same Level	63.64%	54.29%	47.37%
1 Level Higher	27.27%	45.71%	52.63%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.62	2.86	2.96
No Rating	0%	0%	0%
Beginning	9.09%	0%	0%
Intermediate	31.82%	37.14%	26.32%
Advanced	36.36%	31.43%	42.11%
Advanced High	22.73%	31.43%	31.58%
Listening Raw Score	17.14	19.23	19.95
Listening Scale Score	1540.09	1572.46	1595.42
Speaking Raw Score	26.77	26.69	26.42
Speaking Scale Score	1554.68	1555	1549.58



	0325 TELPAS Grade 6	0325 TELPAS Grade 7	0325 TELPAS Grade 8
Writing Raw Score	23.82	26.17	27.84
Writing Scale Score	1497.05	1521.63	1517.32
Reading Raw Score	19.18	22.14	23.53
Reading Scale Score	1514	1549.2	1576.21
<b>Two or More Races</b>			
Total Students	-	-	2
Date Taken	-	-	03/01/25
Lower/Same Level	-	-	100%
1 Level Higher	-	-	0%
2 Levels Higher	-	-	0%
3 Levels Higher	-	-	0%
TELPAS Composite Score	-	-	3
No Rating	-	-	0%
Beginning	-	-	0%
Intermediate	-	-	0%
Advanced	-	-	100%
Advanced High	-	-	0%
Listening Raw Score	-	-	21
Listening Scale Score	-	-	1587.5
Speaking Raw Score	-	-	25
Speaking Scale Score	-	-	1531.5
Writing Raw Score	-	-	33
Writing Scale Score	-	-	1574
Reading Raw Score	-	-	23.5
Reading Scale Score	-	-	1558.5
<b>White</b>			
Total Students	2	-	2

	0325 TELPAS Grade 6	0325 TELPAS Grade 7	0325 TELPAS Grade 8
Date Taken	03/01/25	-	03/01/25
Lower/Same Level	50%	-	50%
1 Level Higher	50%	-	50%
2 Levels Higher	0%	-	0%
3 Levels Higher	0%	-	0%
TELPAS Composite Score	3.25	-	3
No Rating	0%	-	0%
Beginning	0%	-	0%
Intermediate	0%	-	0%
Advanced	50%	-	50%
Advanced High	50%	-	50%
Listening Raw Score	21.5	-	23
Listening Scale Score	1630	-	1649.5
Speaking Raw Score	27.5	-	28.5
Speaking Scale Score	1558	-	1569.5
Writing Raw Score	30	-	23.5
Writing Scale Score	1561.5	-	1477.5
Reading Raw Score	27.5	-	26
Reading Scale Score	1608	-	1635
<b>Currently Emergent Bilingual</b>			
Total Students	35	48	34
Date Taken	03/01/25	03/01/25	03/01/25
Lower/Same Level	54.29%	39.58%	47.06%
1 Level Higher	37.14%	54.17%	41.18%
2 Levels Higher	0%	0%	2.94%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.79	3.01	3.01

	0325 TELPAS Grade 6	0325 TELPAS Grade 7	0325 TELPAS Grade 8
No Rating	0%	0%	0%
Beginning	5.71%	0%	0%
Intermediate	22.86%	29.17%	17.65%
Advanced	42.86%	27.08%	50%
Advanced High	28.57%	43.75%	32.35%
Listening Raw Score	18.29	20.06	20.71
Listening Scale Score	1561.6	1586.67	1605.82
Speaking Raw Score	27.14	27.58	27.06
Speaking Scale Score	1558.54	1564.81	1556.56
Writing Raw Score	25.29	27.94	27.74
Writing Scale Score	1513	1539.44	1519.24
Reading Raw Score	21.6	23.44	24.09
Reading Scale Score	1540.51	1563.4	1577.97
<b>Special Ed Indicator</b>			
Total Students	9	8	12
Date Taken	03/01/25	03/01/25	03/01/25
Lower/Same Level	88.89%	37.50%	58.33%
1 Level Higher	11.11%	62.50%	33.33%
2 Levels Higher	0%	0%	8.33%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.28	2.64	2.98
No Rating	0%	0%	0%
Beginning	11.11%	0%	0%
Intermediate	55.56%	37.50%	16.67%
Advanced	22.22%	37.50%	58.33%
Advanced High	11.11%	25%	25%
Listening Raw Score	15.22	17.88	21.08

	0325 TELPAS Grade 6	0325 TELPAS Grade 7	0325 TELPAS Grade 8
Listening Scale Score	1514.56	1550.38	1615.08
Speaking Raw Score	24.78	30.13	27.42
Speaking Scale Score	1533.33	1589.38	1559.08
Writing Raw Score	21.56	21.13	25.17
Writing Scale Score	1475.33	1467.75	1496
Reading Raw Score	16.44	17.75	23.33
Reading Scale Score	1486.33	1498.25	1562.67

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR Reading Language Arts, Grade 7
<b>Coppell Middle School North</b>			
Total Students	307	133	348
Raw Score	0	22	0
Scale Score	1767	1707	1749
Percent Score	0%	51.51%	0%
Approaches Grade Level (TX)	91.21%	81.95%	89.94%
Meets Grade Level (TX)	80.78%	39.10%	72.13%
Masters Grade Level (TX)	60.59%	6.02%	43.39%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	4.51%	0%
Did Not Meet High	0%	13.53%	0%
Approaches Low	0%	19.55%	0%
Approaches High	0%	23.31%	0%
Meets	0%	33.08%	0%

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR Reading Language Arts, Grade 6
Masters	0%	6.02%	0%
<b>Economic Disadvantage</b>			
Total Students	39	36	53
Raw Score	0	19	0
Scale Score	1621	1664	1610
Percent Score	0%	44.90%	0%
Approaches Grade Level (TX)	69.23%	63.89%	67.92%
Meets Grade Level (TX)	53.85%	25%	35.85%
Masters Grade Level (TX)	12.82%	2.78%	7.55%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	11.11%	0%
Did Not Meet High	0%	25%	0%
Approaches Low	0%	25%	0%
Approaches High	0%	13.89%	0%
Meets	0%	22.22%	0%
Masters	0%	2.78%	0%
<b>American Indian/Alaskan Native</b>			
Total Students	-	-	1
Raw Score	-	-	0
Scale Score	-	-	1793
Percent Score	-	-	0%
Approaches Grade Level (TX)	-	-	100%
Meets Grade Level (TX)	-	-	100%
Masters Grade Level (TX)	-	-	100%
Date Taken	-	-	04/15/25
Excluded	-	-	0%

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR Reading Language Arts, Grade 6
Did Not Meet Low	-	-	0%
Did Not Meet High	-	-	0%
Approaches Low	-	-	0%
Approaches High	-	-	0%
Meets	-	-	0%
Masters	-	-	0%
<b>Asian</b>			
Total Students	116	19	132
Raw Score	0	27	0
Scale Score	1843	1789	1827
Percent Score	0%	63.89%	0%
Approaches Grade Level (TX)	99.14%	94.74%	98.48%
Meets Grade Level (TX)	93.97%	68.42%	90.15%
Masters Grade Level (TX)	82.76%	31.58%	66.67%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	5.26%	0%
Approaches Low	0%	10.53%	0%
Approaches High	0%	15.79%	0%
Meets	0%	36.84%	0%
Masters	0%	31.58%	0%
<b>Black/African American</b>			
Total Students	15	12	13
Raw Score	0	21	0
Scale Score	1685	1683	1673
Percent Score	0%	47.87%	0%

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR Reading Language Arts, Grade 6
Approaches Grade Level (TX)	80%	83.33%	92.31%
Meets Grade Level (TX)	73.33%	25%	38.46%
Masters Grade Level (TX)	33.33%	0%	15.38%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	16.67%	0%
Approaches Low	0%	25%	0%
Approaches High	0%	33.33%	0%
Meets	0%	25%	0%
Masters	0%	0%	0%
<b>Hispanic</b>			
Total Students	72	47	99
Raw Score	0	19	0
Scale Score	1687	1667	1666
Percent Score	0%	45.27%	0%
Approaches Grade Level (TX)	79.17%	68.09%	76.77%
Meets Grade Level (TX)	65.28%	23.40%	51.52%
Masters Grade Level (TX)	37.50%	4.26%	22.22%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	10.64%	0%
Did Not Meet High	0%	21.28%	0%
Approaches Low	0%	27.66%	0%
Approaches High	0%	17.02%	0%
Meets	0%	19.15%	0%
Masters	0%	4.26%	0%

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR Reading Language Arts, Grade 6
<b>Native Hawaiian/Pacific Islander</b>			
Total Students	1	1	-
Raw Score	0	24	-
Scale Score	1551	1732	-
Percent Score	0%	55.81%	-
Approaches Grade Level (TX)	100%	100%	-
Meets Grade Level (TX)	0%	0%	-
Masters Grade Level (TX)	0%	0%	-
Date Taken	04/15/25	05/01/25	-
Excluded	0%	0%	-
Did Not Meet Low	0%	0%	-
Did Not Meet High	0%	0%	-
Approaches Low	0%	0%	-
Approaches High	0%	100%	-
Meets	0%	0%	-
Masters	0%	0%	-
<b>Two or More Races</b>			
Total Students	10	4	14
Raw Score	0	28	0
Scale Score	1806	1794	1744
Percent Score	0%	65.12%	0%
Approaches Grade Level (TX)	100%	100%	85.71%
Meets Grade Level (TX)	90%	75%	71.43%
Masters Grade Level (TX)	70%	0%	28.57%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%



	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR Reading Language Arts, Grade 6
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	25%	0%
Meets	0%	75%	0%
Masters	0%	0%	0%
<b>White</b>			
Total Students	93	50	89
Raw Score	0	23	0
Scale Score	1746	1711	1739
Percent Score	0%	52.37%	0%
Approaches Grade Level (TX)	91.40%	88%	92.13%
Meets Grade Level (TX)	77.42%	44%	73.03%
Masters Grade Level (TX)	54.84%	0%	38.20%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	2%	0%
Did Not Meet High	0%	10%	0%
Approaches Low	0%	16%	0%
Approaches High	0%	28%	0%
Meets	0%	44%	0%
Masters	0%	0%	0%
<b>Currently Emergent Bilingual</b>			
Total Students	36	30	48
Raw Score	0	18	0
Scale Score	1596	1651	1606
Percent Score	0%	42.95%	0%
Approaches Grade Level (TX)	61.11%	56.67%	64.58%

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR Reading Language Arts, Grade 6
Meets Grade Level (TX)	47.22%	20%	35.42%
Masters Grade Level (TX)	13.89%	6.67%	10.42%
Date Taken	04/17/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	16.67%	0%
Did Not Meet High	0%	26.67%	0%
Approaches Low	0%	20%	0%
Approaches High	0%	16.67%	0%
Meets	0%	13.33%	0%
Masters	0%	6.67%	0%
<b>First Year of Monitoring</b>			
Total Students	26	11	13
Raw Score	0	23	0
Scale Score	1769	1719	1771
Percent Score	0%	53.49%	0%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	92.31%	45.45%	92.31%
Masters Grade Level (TX)	61.54%	0%	53.85%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	45.45%	0%
Approaches High	0%	9.09%	0%
Meets	0%	45.45%	0%
Masters	0%	0%	0%
<b>Fourth Year of Monitoring</b>			

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR Reading Language Arts, Grade 6
Total Students	10	1	24
Raw Score	0	26	0
Scale Score	1852	1760	1831
Percent Score	0%	60.47%	0%
Approaches Grade Level (TX)	100%	100%	95.83%
Meets Grade Level (TX)	100%	100%	91.67%
Masters Grade Level (TX)	90%	0%	70.83%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	0%	0%
Meets	0%	100%	0%
Masters	0%	0%	0%
<b>Second Year of Monitoring</b>			
Total Students	1	-	3
Raw Score	0	-	0
Scale Score	1860	-	1821
Percent Score	0%	-	0%
Approaches Grade Level (TX)	100%	-	100%
Meets Grade Level (TX)	100%	-	100%
Masters Grade Level (TX)	100%	-	66.67%
Date Taken	04/15/25	-	04/15/25
Excluded	0%	-	0%
Did Not Meet Low	0%	-	0%
Did Not Meet High	0%	-	0%

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR Reading Language Arts, Grade 6
Approaches Low	0%	-	0%
Approaches High	0%	-	0%
Meets	0%	-	0%
Masters	0%	-	0%
<b>Third Year of Monitoring</b>			
Total Students	-	-	1
Raw Score	-	-	0
Scale Score	-	-	1654
Percent Score	-	-	0%
Approaches Grade Level (TX)	-	-	100%
Meets Grade Level (TX)	-	-	0%
Masters Grade Level (TX)	-	-	0%
Date Taken	-	-	04/15/25
Excluded	-	-	0%
Did Not Meet Low	-	-	0%
Did Not Meet High	-	-	0%
Approaches Low	-	-	0%
Approaches High	-	-	0%
Meets	-	-	0%
Masters	-	-	0%
<b>Special Ed Indicator</b>			
Total Students	42	38	43
Raw Score	0	19	0
Scale Score	1579	1660	1568
Percent Score	0%	44.12%	0%
Approaches Grade Level (TX)	61.90%	60.53%	53.49%
Meets Grade Level (TX)	26.19%	15.79%	37.21%

	May 2025 STAAR Reading Language Arts, Grade 6	May 2025 STAAR Mathematics, Grade 6	May 2025 STAAR Reading Language Arts, Grade 6
Masters Grade Level (TX)	14.29%	2.63%	13.95%
Date Taken	04/15/25	05/01/25	04/15/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	7.89%	0%
Did Not Meet High	0%	31.58%	0%
Approaches Low	0%	18.42%	0%
Approaches High	0%	26.32%	0%
Meets	0%	13.16%	0%
Masters	0%	2.63%	0%

	Spring 2025 STAAR EOC, Algebra I
<b>Coppell Middle School North</b>	
Total Students	174
Raw Score	52
Scale Score	5174
Percent Score	88.25%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	98.28%
Masters Grade Level (TX)	94.25%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%

	<b>Spring 2025 STAAR EOC, Algebra I</b>
Approaches High	1.72%
Meets	4.02%
Masters	94.25%
<b>Economic Disadvantage</b>	
Total Students	6
Raw Score	48
Scale Score	4941
Percent Score	81.36%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	100%
Masters Grade Level (TX)	83.33%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	16.67%
Masters	83.33%
<b>Asian</b>	
Total Students	108
Raw Score	53
Scale Score	5283
Percent Score	90.40%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	100%
Masters Grade Level (TX)	98.15%

	Spring 2025 STAAR EOC, Algebra I
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	1.85%
Masters	98.15%
<b>Black/African American</b>	
Total Students	2
Raw Score	57
Scale Score	5560
Percent Score	96.61%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	100%
Masters Grade Level (TX)	100%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
<b>Hispanic</b>	
Total Students	21
Raw Score	50

	Spring 2025 STAAR EOC, Algebra I
Scale Score	5105
Percent Score	84.83%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	90.48%
Masters Grade Level (TX)	85.71%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	9.52%
Meets	4.76%
Masters	85.71%
<b>Two or More Races</b>	
Total Students	3
Raw Score	53
Scale Score	5065
Percent Score	89.27%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	100%
Masters Grade Level (TX)	100%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%



	Spring 2025 STAAR EOC, Algebra I
Meets	0%
Masters	100%
<b>White</b>	
Total Students	40
Raw Score	49
Scale Score	4903
Percent Score	83.77%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	97.50%
Masters Grade Level (TX)	87.50%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	2.50%
Meets	10%
Masters	87.50%
<b>Currently Emergent Bilingual</b>	
Total Students	5
Raw Score	46
Scale Score	4635
Percent Score	77.63%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	100%
Masters Grade Level (TX)	80%
Date Taken	05/01/25

	Spring 2025 STAAR EOC, Algebra I
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	20%
Masters	80%
<b>First Year of Monitoring</b>	
Total Students	9
Raw Score	55
Scale Score	5205
Percent Score	92.47%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	100%
Masters Grade Level (TX)	100%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
<b>Fourth Year of Monitoring</b>	
Total Students	18
Raw Score	54
Scale Score	5342

	Spring 2025 STAAR EOC, Algebra I
Percent Score	91.05%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	100%
Masters Grade Level (TX)	94.44%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	5.56%
Masters	94.44%
<b>Second Year of Monitoring</b>	
Total Students	2
Raw Score	56
Scale Score	5289
Percent Score	94.07%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	100%
Masters Grade Level (TX)	100%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%

	<b>Spring 2025 STAAR EOC, Algebra I</b>
Masters	100%
<b>Third Year of Monitoring</b>	
Total Students	3
Raw Score	55
Scale Score	5334
Percent Score	93.22%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	100%
Masters Grade Level (TX)	100%
Date Taken	05/01/25
Excluded	0%
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%
<b>Special Ed Indicator</b>	
Total Students	7
Raw Score	52
Scale Score	5124
Percent Score	88.38%
Approaches Grade Level (TX)	100%
Meets Grade Level (TX)	100%
Masters Grade Level (TX)	100%
Date Taken	05/01/25
Excluded	0%

	Spring 2025 STAAR EOC, Algebra I
Did Not Meet Low	0%
Did Not Meet High	0%
Approaches Low	0%
Approaches High	0%
Meets	0%
Masters	100%

As we go into 2024-2025, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

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

### Student Learning Strengths

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

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices.

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

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

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

**Problem Statement 3 (Prioritized):** There is a need to focus on social emotional skills such as grit, self-advocacy, and leadership.

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

**Problem Statement 4 (Prioritized):** There is a need to ensure high-quality instruction in every classroom and to ensure that all teachers are equally prepared to deliver meaningful and engaging lessons targeting high-priority learning standards in all content areas.

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

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

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

**Problem Statement 6 (Prioritized):** There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners.

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

**Problem Statement 7 (Prioritized):** There is a need to focus on digital tools and resources to showcase learning resulting in increased learner achievement.

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

**Problem Statement 8 (Prioritized):** There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners.

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

**Problem Statement 9 (Prioritized):** There is a need to continue targeting specific reading, writing, and math skills to focus on early intervention.

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

**Problem Statement 10 (Prioritized):** There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth, with specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners, and gifted and talented learners.

**Root Cause:** There is a continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

**Problem Statement 11 (Prioritized):** There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth.

**Root Cause:** Inconsistencies still exist in the full implementation of the curriculum and instructional resources.

# School Processes & Programs

## School Processes & Programs Summary

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

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

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

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

Data Analysis days (Wednesdays) are attended by all team members, all administrators, and all counselors. During this time, data Analysis protocols are used to review academic performance (by standard and by student) and behavioral/social needs. In addition, our Campus Intervention Team also meets every Wednesday to coordinate RtI support for students in need of additional support. In addition, each team is required to incorporate Student-led Data Analysis into each unit of study.

Our Campus Leadership Team meets monthly and is made up of an instructional coach, six content specialists, three grade level chairs, the campus librarian, two counselors, two assistant principals, the principal, the principal's secretary. All Teams are given at least one half day of collaborative Team Planning each semester.

## School Processes & Programs Strengths

- Our success and recognition as a high-functioning PLC allows us to provide teachers with time to plan, learn, analyze data, and respond to student needs in a collaborative way that benefits all students.
- Our campus teams (content area, Intervention, Leadership, Administration, and Instructional Coaches) ensure that decision making is shared and capacity is built at all levels of the organization.
- Our weekly data analysis allows us to respond to student needs in real time.
- Our new teacher orientation and mentor programs ensures that new staff are effectively trained and supported.
- Our weekly Campus Intervention Team meetings ensure that our RtI students are supported and tracked regularly.
- Our focus on professional learning and collaboration ensures that every staff member will grow every year and improve in his/her ability to serve students.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** There is a need to refine our data meeting protocols to ensure analysis of both student performance and instructional practices.

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

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

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

**Problem Statement 3 (Prioritized):** There is a need to ensure that all teachers are adequately trained in the assessment design process.

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

**Problem Statement 4 (Prioritized):** There is a need for the campus to be able to flexibly schedule all students on a daily basis during eTime for the purpose of academic interventions based on real-time data-driven decisions.

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

**Problem Statement 5 (Prioritized):** There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating, communicating, and evaluating additional measures of success for learners. (academic, behavioral, social emotional)

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

**Problem Statement 6 (Prioritized):** There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.

**Root Cause:** There is a need to continue building and expanding resources and programs.

**Problem Statement 7 (Prioritized):** There is a need to continue focusing on learner attendance. (monitoring, intervention plans, attendance incentives/promotion)

**Root Cause:** Some families do not understand the importance of attendance; some students need additional support to ensure they attend school, including motivation, mental health care, family assistance, etc.; efficient staff monitoring; funding tied to ADA.

**Problem Statement 8 (Prioritized):** There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports), MTSS (Multi-Tiered Systems of Support), and align/strengthen discipline practices, review training needs, and data/documentation of behavioral growth.

**Root Cause:** There is a need for full implementation of current systems of behavior support, classroom, and building expectations, and restorative practices across the district.

**Problem Statement 9 (Prioritized):** There is a need to continue revisiting and improving efforts with safety and security for the district.

**Root Cause:** Requirements based on state regulations and the safety needs of students, staff, facilities, and other relevant factors.

**Problem Statement 10 (Prioritized):** There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff, and families feel safe, including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans.

**Root Cause:** Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, and online)



# Perceptions

## Perceptions Summary

Coppell Middle School North is a Solution Tree- Model Professional Learning Community (PLC) Campus. This title embodies not only a prestigious award, but is the foundation for learning here at North. Through the three big ideas of a Professional Learning Community, which include a focus on learning, building a collaborative culture, and a focus on results, North is a high performing campus.

Our annual school theme promotes a positive culture in our building. The school's theme continues to center around kindness, building a culture of support, empathy, and respect for all learners, families, and staff. The campus embraces learners finding their unique self during the challenging years of middle school; through a wide variety of clubs like Student Council and NJHS, band, math/science olympiads, community outreach programs, athletics and much more, learners seek opportunities to find success in a myriad of ways, beyond the walls of a classroom.

The city and stakeholders in Coppell value education and promote college attendance. North works to promote college and career readiness through the journey of our the 4 questions of a PLC: 1) What do we want students to learn? What should each student know and be able to do as a result of each unit, grade level, and/or course? 2) How will we know if they have learned? Are we monitoring each student's learning on a timely basis? 3) What will we do if they don't learn? What systematic process is in place to provide additional time and support for students who are experiencing difficulty? 4) What will we do if they already know it? By addressing each of these questions, learners are ensured learning as well as given opportunities for extension.

## Perceptions Strengths

- The fundamental structure of our school is the collaborative team.
- The school has a coordinated plan to provide additional time and support to students who struggle that is timely, targeted, and systematic.
- The school takes a learner-centered approach for all decision making.
- North values positive and meaningful relationships with all stakeholders.
- North believes in a growth mindset for both learners and staff.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** There is a need to focus on the social/emotional wellness of learners.

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

**Problem Statement 2:** There is a need to respond to discipline with restorative practices.

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

**Problem Statement 3 (Prioritized):** There is a need to ensure equitable access to all facilities and learning/social opportunities for all students.

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

**Problem Statement 4 (Prioritized):** There is a need in all schools to ensure a safe and orderly environment, which includes enforcement of the student code of conduct and all applicable laws and board policies.

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

**Problem Statement 5 (Prioritized):** There is a need to continue education for CISD families about how we support a balance of hands-on learning and technology integration within instruction, and help families guide this balance for their children at home.

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

**Problem Statement 6 (Prioritized):** There is a need to continue focusing on the ways we are being innovative, creative, and forward-thinking with our teaching and learning practices and program offerings.

**Root Cause:** There is a continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their whole educational experience.

**Problem Statement 7 (Prioritized):** There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning)

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

**Problem Statement 8:** 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 9 (Prioritized):** There is a need to focus on state-required character traits, specific social-emotional skills, and mental health needs, which impact lesson design, curriculum resources, and staff training.

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

# Priority Problem Statements

**Problem Statement 1:** There is a need to ensure high-quality instruction in every classroom and to ensure that all teachers are equally prepared to deliver meaningful and engaging lessons targeting high-priority learning standards in all content areas.

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

**Problem Statement 1 Areas:** Student Learning

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

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

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

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

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

**Problem Statement 3 Areas:** Student Learning

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

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

**Problem Statement 4 Areas:** Student Learning

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

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

**Problem Statement 5 Areas:** Student Learning

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

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

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

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

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

social emotional health and well-being.

**Problem Statement 7 Areas:** Perceptions

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

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

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

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

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

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

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

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

**Problem Statement 10 Areas:** Student Learning

**Problem Statement 11:** There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners.

**Root Cause 11:** Lack of alignment and sustainability within our CTE program and the focus on career, life readiness and certifications offered.

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 12:** There is a need to focus on digital tools and resources to showcase learning resulting in increased learner achievement.

**Root Cause 12:** Inconsistencies in usage of digital tools and resources to showcase learner academic and social emotional growth.

**Problem Statement 12 Areas:** Student Learning

**Problem Statement 13:** There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners.

**Root Cause 13:** Lack of alignment across the district with implementation of the district curriculum and challenges this year with remote and face to face learning.

**Problem Statement 13 Areas:** Student Learning

**Problem Statement 14:** There is a need to establish and maintain strong, positive relationships for all learners and families.

**Root Cause 14:** Barriers exist in which relationships have not been established and sustained with all learners and families.

**Problem Statement 14 Areas:** Demographics

**Problem Statement 15:** Many families in our community struggle to engage with the school in partnership for their students' success.

**Root Cause 15:** There is a language barrier for some parents.

**Problem Statement 15 Areas:** Demographics - Demographics

**Problem Statement 16:** There is a need to ensure equitable access to all facilities and learning/social opportunities for all students.

**Root Cause 16:** Each individual student has unique physical and mental abilities and needs.

**Problem Statement 16 Areas:** Perceptions

**Problem Statement 17:** There is a need in all schools to ensure a safe and orderly environment, which includes enforcement of the student code of conduct and all applicable laws and board policies.

**Root Cause 17:** Student discipline issues will arise and must be handled with strict adherence to all federal/state laws and board policies.

**Problem Statement 17 Areas:** Perceptions

**Problem Statement 18:** There is a need to continue focusing on learner attendance. (monitoring, intervention plans, attendance incentives/promotion)

**Root Cause 18:** Some families do not understand the importance of attendance; some students need additional support to ensure they attend school, including motivation, mental health care, family assistance, etc.; efficient staff monitoring; funding tied to ADA.

**Problem Statement 18 Areas:** Student Achievement - School Processes & Programs

**Problem Statement 19:** There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports), MTSS (Multi-Tiered Systems of Support), and align/strengthen discipline practices, review training needs, and data/documentation of behavioral growth.

**Root Cause 19:** There is a need for full implementation of current systems of behavior support, classroom, and building expectations, and restorative practices across the district.

**Problem Statement 19 Areas:** School Culture and Climate - School Processes & Programs

**Problem Statement 20:** There is a need to continue targeting specific reading, writing, and math skills to focus on early intervention.

**Root Cause 20:** Inconsistencies still exist with reading, writing, and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups.

**Problem Statement 20 Areas:** Student Achievement - Student Learning

**Problem Statement 21:** There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth.

**Root Cause 21:** Inconsistencies still exist in the full implementation of the curriculum and instructional resources.

**Problem Statement 21 Areas:** Curriculum, Instruction, and Assessment - Student Learning

**Problem Statement 22:** There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth, with specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners, and gifted and talented learners.

**Root Cause 22:** There is a continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and

differentiate for all needs.

**Problem Statement 22 Areas:** Student Achievement - Student Learning

**Problem Statement 23:** There is a need to focus on state-required character traits, specific social-emotional skills, and mental health needs, which impact lesson design, curriculum resources, and staff training.

**Root Cause 23:** Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social-emotional needs of learners.

**Problem Statement 23 Areas:** Staff Quality, Recruitment, and Retention - Perceptions

**Problem Statement 24:** There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating, communicating, and evaluating additional measures of success for learners. (academic, behavioral, social emotional)

**Root Cause 24:** Inconsistencies exist with the full implementation of district systems and resources for monitoring learners' academic, behavioral, and social-emotional growth.

**Problem Statement 24 Areas:** School Processes & Programs

**Problem Statement 25:** There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.

**Root Cause 25:** There is a need to continue building and expanding resources and programs.

**Problem Statement 25 Areas:** School Processes & Programs

**Problem Statement 26:** There is a need to continue revisiting and improving efforts with safety and security for the district.

**Root Cause 26:** Requirements based on state regulations and the safety needs of students, staff, facilities, and other relevant factors.

**Problem Statement 26 Areas:** School Culture and Climate - School Processes & Programs

**Problem Statement 27:** There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning)

**Root Cause 27:** Continued need for balancing hands-on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training.

**Problem Statement 27 Areas:** Curriculum, Instruction, and Assessment - Technology - Perceptions

**Problem Statement 28:** There is a need to continue focusing on the ways we are being innovative, creative, and forward-thinking with our teaching and learning practices and program offerings.

**Root Cause 28:** There is a continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their whole educational experience.

**Problem Statement 28 Areas:** Curriculum, Instruction, and Assessment - Family and Community Engagement - Perceptions

**Problem Statement 29:** There is a need to continue education for CISD families about how we support a balance of hands-on learning and technology integration within instruction, and help families guide this balance for their children at home.

**Root Cause 29:** The lack of a consistent way to show families what day-to-day learning looks like within the classroom, and families' understanding of the required technology TEKS, and innovative ways learners can/are using technology; Lack of parent training/tools for helping to guide a balance of using technologies when not at school.

**Problem Statement 29 Areas:** Curriculum, Instruction, and Assessment - Perceptions

**Problem Statement 30:**

There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff, and families feel safe, including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans.

**Root Cause 30:** Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, and online)

**Problem Statement 30 Areas:** School Culture and Climate - School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

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

## **Accountability Data**

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

## **Student Data: Assessments**

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

## **Student Data: Student Groups**

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

## **Student Data: Behavior and Other Indicators**

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

## **Employee Data**

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

## **Parent/Community Data**

- Parent surveys and/or other feedback



- Community surveys and/or other feedback

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

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

# Goals

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

**Performance Objective 1:** All learners at Coppell Middle School North will receive high-quality Tier I instruction that is intentionally aligned to the TEKS and designed to support academic growth.

## High Priority

**Evaluation Data Sources:** Classroom observations and learning walks focused on Tier I look-fors (small group instruction, CER integration, engagement strategies)

Common assessment data

BOY/MOY/EOY NWEA MAP data (reading, science, and math)

Student work samples demonstrating CER across content areas

Lesson plans aligned to TEKS and inclusive of differentiated strategies





Panorama MTSS platform data (student growth and tiered interventions)

WIN Time implementation records

Professional learning participation logs related to Tier I strategies

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> By May 2026, 100% of Coppell Middle School North educators will participate in ongoing professional learning and coaching cycles focused on implementing high-quality Tier I instructional strategies, with an emphasis on small group instruction and writing across the curriculum.</p> <p><b>Strategy's Expected Result/Impact:</b>  Learners will receive high-quality Tier I instruction that is differentiated, TEKS-aligned, and grounded in evidence-based practices.  Data team (PLC/CTT) meetings will focus on reviewing student performance, instructional effectiveness, and sharing successful strategies across teams.  Students will demonstrate improved writing skills through consistent use of the Claim-Evidence-Reasoning (CER) framework across all content areas.  Student learning will show measurable growth in clarity, organization, and evidence use in writing, contributing to overall academic progress.  Instructional Design Plans will reflect intentional small group structures and planned writing opportunities.  Both campus and district leaders will provide professional learning, focused on Tier I instruction, CER integration, and responsive teaching.  Walkthroughs and learning walks will show increased use of targeted small groups and writing embedded in daily instruction.  Collaboration among educators</p> <p><b>Staff Responsible for Monitoring:</b> Content Team Lead  Learning Coach  Campus Administrators  Educators</p> <p><b>Title I:</b>  2.51, 2.52, 2.53, 2.534</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 4, 5, 8, 9, 10, 11 - Student Achievement 2, 3 - School Processes &amp; Programs 1, 2, 3, 5 - Curriculum, Instruction, and Assessment 1</p> <p><b>Funding Sources:</b> Supplemental Instructional Materials (LITERACYcentral - Comprehension and Written Response - Science or Social Studies) - 199 - State Comp Ed - 199-11-6399-00-044-24-000- - \$750, Off Contract Instructional Design Days - 211 - Title I, Part A - 211-11-6118-00-044-11-000-21160 - \$12,797, Supplemental Instructional Materials - 199 - State Comp Ed - 199-11-6399-00-044-24-000 - \$1,647</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Coppell Middle School North will support CISD's College, Career, and Military Readiness (CCMR) goal by equipping learners with strong foundational skills, academic habits, and early exposure to college and career pathways. To build awareness and readiness, 7th graders will take a College, Career, and Exploration course, while all learners will engage in experiences that prepare them for advanced coursework and future opportunities. <b>Strategy's Expected Result/Impact:</b> Increased learner awareness of college, career, and military pathways, including high school endorsement options and future planning. Learners will engage in hands-on, real-world career exploration activities, including interest inventories and project-based tasks. Improved readiness for Professional Communications and high school course selection in 8th grade and beyond. Stronger connections between learners, counselors, and families around academic and career planning. <b>Staff Responsible for Monitoring:</b> Administrators Counselors CTE Educators Instructional Team  <b>Problem Statements:</b> Student Learning 3, 4, 6, 7, 8 - Perceptions 5, 6, 7 - Curriculum, Instruction, and Assessment 2, 3, 4 - Family and Community Engagement 1 - Technology 1		Formative			Summative
		Nov	Feb	Apr	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Coppell Middle School North will continue building on mentor training and structures of support for new educators, administrators, and staff at CISD. <b>Strategy's Expected Result/Impact:</b> Growth in new educators, administrators, and staff regarding understanding CISD systems and structures and specific strategies to support their role. Sustainability and support for campuses by providing aligned training for new educators, administrators, and staff <b>Staff Responsible for Monitoring:</b> Administrators Instructional Leaders Educators  <b>Problem Statements:</b> Student Learning 1, 4, 7, 8 - School Processes & Programs 2, 3, 5		Formative			Summative
		Nov	Feb	Apr	June

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> By May 2026, 100% of core content PLCs (Math, Science, Literacy, and Social Studies) at Coppell Middle School North will collaboratively design and implement at least two common assessments per unit, aligned to high-priority TEKS. Assessment data will be analyzed during Collaborative Team Time, resulting in documented small group plans or instructional adjustments for re-teach, extension, or enrichment. <b>Strategy's Expected Result/Impact:</b> Increased Instructional Alignment Data-Driven Instruction Improved Learner Growth Strengthened PLC Practices Personalized Learning Ongoing Instructional Improvement <b>Staff Responsible for Monitoring:</b> Administrators Instructional Leaders Educators  <b>Problem Statements:</b> Student Learning 1, 2, 4, 5, 8, 9, 10, 11 - Student Achievement 2, 3 - School Processes & Programs 1, 2, 3, 4, 5 - Curriculum, Instruction, and Assessment 1 <b>Funding Sources:</b> Substitutes for Instructional Design Days for Teachers - 199 - State Comp Ed - 199-11-6112-00-044-24-000- - \$12,000, Supplemental Instructional Materials (Lead4Ward Campus Bundle) - 199 - State Comp Ed - 199-11-6399-00-044-24-000- - \$450		Formative			Summative
		Nov	Feb	Apr	June
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> North will identify and provide tools, resources, and supports, including Schoology, iPads, online databases, applications, and other digital platforms, to promote high levels of learner engagement and ensure equitable access to instruction. <b>Strategy's Expected Result/Impact:</b> Impact on overall learner growth and engagement Stronger utilization of tools such as Schoology for learners and parents Stronger utilization of IXL and Enriching Students to support intervention and enrichment Updated training for educators on using digital tools in learning Tracking learner growth and engagement in Schoology and Power BI <b>Staff Responsible for Monitoring:</b> Campus Administrators Learning Coaches ESL Facilitators Librarians Counselors  <b>Problem Statements:</b> Student Learning 1, 2, 4, 7, 8, 9, 10, 11 - Student Achievement 2, 3 - School Processes & Programs 1, 3 - Perceptions 3, 7 - Curriculum, Instruction, and Assessment 1, 2 - Technology 1		Formative			Summative
		Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

## Performance Objective 1 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices. <b>Root Cause:</b> Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices.</p> <p><b>Problem Statement 2:</b> There is a need to use both quantitative and qualitative data to set appropriate targeted learning goals for struggling learners in order to close achievement gaps. <b>Root Cause:</b> There is a lack of information that is specific to individual learning gaps.</p> <p><b>Problem Statement 3:</b> There is a need to focus on social emotional skills such as grit, self-advocacy, and leadership. <b>Root Cause:</b> Learners are under high levels of stress in many aspects of their lives that do not allow them to easily learn or use coping mechanisms appropriately.</p> <p><b>Problem Statement 4:</b> There is a need to ensure high-quality instruction in every classroom and to ensure that all teachers are equally prepared to deliver meaningful and engaging lessons targeting high-priority learning standards in all content areas. <b>Root Cause:</b> Our teachers need additional time to collaboratively design high-quality learning experiences as teams and additional training in the areas of lesson design, UbD, PLC practices, Instructional Coaching, and pedagogical strategies.</p> <p><b>Problem Statement 5:</b> There is a need to provide time for administrators, counselors, and teachers to exhaustively examine all student performance data to comprehensively identify the individual needs of all RtI Tier 2 and Tier 3 learners. <b>Root Cause:</b> Our Tier 2 and 3 learners need individualized support plans to support their learning needs as they transition to the next grade level.</p> <p><b>Problem Statement 6:</b> There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. <b>Root Cause:</b> Lack of alignment and sustainability within our CTE program and the focus on career, life readiness and certifications offered.</p> <p><b>Problem Statement 7:</b> There is a need to focus on digital tools and resources to showcase learning resulting in increased learner achievement. <b>Root Cause:</b> Inconsistencies in usage of digital tools and resources to showcase learner academic and social emotional growth.</p> <p><b>Problem Statement 8:</b> There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. <b>Root Cause:</b> Lack of alignment across the district with implementation of the district curriculum and challenges this year with remote and face to face learning.</p> <p><b>Problem Statement 9:</b> There is a need to continue targeting specific reading, writing, and math skills to focus on early intervention. <b>Root Cause:</b> Inconsistencies still exist with reading, writing, and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups.</p> <p><b>Problem Statement 10:</b> There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth, with specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners, and gifted and talented learners. <b>Root Cause:</b> There is a continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.</p> <p><b>Problem Statement 11:</b> There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth. <b>Root Cause:</b> Inconsistencies still exist in the full implementation of the curriculum and instructional resources.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> There is a need to refine our data meeting protocols to ensure analysis of both student performance and instructional practices. <b>Root Cause:</b> Our weekly data meetings are exemplary models of student-focused assessment analysis and intervention design, however, there is a growth opportunity in the area of instructional practice reflection and pedagogical learning.</p> <p><b>Problem Statement 2:</b> There is a need to ensure all educators are well-versed in the Professional Learning Community model and all associated best practices such as Instructional Leadership, RtI, and/or Standards-Based Grading Practices. <b>Root Cause:</b> Being a PLC is the foundation of our work and every year new educators are hired and returning educators need continuing refreshers.</p>

### School Processes & Programs

**Problem Statement 3:** There is a need to ensure that all teachers are adequately trained in the assessment design process. **Root Cause:** Our teachers are evolving in their capacity to use our UbD-based assessment design process to comprehensively and collaboratively plan assessments, learning experiences, and interventions through a formal and consistent process.

**Problem Statement 4:** There is a need for the campus to be able to flexibly schedule all students on a daily basis during eTime for the purpose of academic interventions based on real-time data-driven decisions. **Root Cause:**

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

**Problem Statement 5:** There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating, communicating, and evaluating additional measures of success for learners. (academic, behavioral, social emotional) **Root Cause:** Inconsistencies exist with the full implementation of district systems and resources for monitoring learners' academic, behavioral, and social-emotional growth.

### Perceptions

**Problem Statement 3:** There is a need to ensure equitable access to all facilities and learning/social opportunities for all students. **Root Cause:** Each individual student has unique physical and mental abilities and needs.

**Problem Statement 5:** There is a need to continue education for CISD families about how we support a balance of hands-on learning and technology integration within instruction, and help families guide this balance for their children at home. **Root Cause:** The lack of a consistent way to show families what day-to-day learning looks like within the classroom, and families' understanding of the required technology TEKS, and innovative ways learners can/are using technology; Lack of parent training/tools for helping to guide a balance of using technologies when not at school.

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

**Problem Statement 7:** There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning) **Root Cause:** Continued need for balancing hands-on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training.

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

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

**High Priority**

- Evaluation Data Sources:** STAAR data  
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			
	Formative			Summative
	Nov	Feb	Apr	June
<p><b>Strategy 1:</b> Collaborative Team Time (CTT) will include data analysis protocols focused on identifying learners' individual academic needs. Teams will review assessment data, MAP growth trends, and student work samples to assign students to targeted WIN Time interventions or extensions.</p> <p><b>Strategy's Expected Result/Impact:</b> Training and Implementation of AWARE assessment creation and data analysis tool (supporting the creation of common formative assessments and long-range data analysis). Growth and alignment in structures for Professional Learning Communities. Collaborative Team Times across the district, Increased student achievement (academic, social-emotional, and behavioral). Using NWEA MAP data, STAAR/EOC data, TELPAS, mClass, and other district/classroom assessments to review the growth of learners. Creation of pre-post assessments and rubric creation.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Leaders Language Acquisition Specialists Educators</p> <p><b>Title I:</b> 2.51, 2.52, 2.53, 2.533, 2.534</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 4, 7, 8, 9, 10, 11 - Student Achievement 1, 2, 3 - School Processes &amp; Programs 1, 2, 3, 4, 5, 7, 8 - School Culture and Climate 2 - Curriculum, Instruction, and Assessment 1</p> <p><b>Funding Sources:</b> SmartPass &amp; Flex Intervention Management System - 211 - Title I, Part A - 211-11-6399-00-044-24-000-21160 - \$3,865</p>				







Strategy 2 Details		Reviews			
<p><b>Strategy 2:</b> North will provide ongoing professional learning, coaching, and collaborative structures to strengthen the understanding, implementation, and monitoring of Multi-Tiered Systems of Support (MTSS). This will include training staff on academic, behavioral, and social-emotional interventions, as well as evaluating the effectiveness of these supports through data analysis and progress monitoring.</p> <p><b>Strategy's Expected Result/Impact:</b> Training on the Student Success Platform in Panorama and aligned implementation at campuses (supporting day-to-day support for all learners). Alignment across the district of data tools being used throughout the year to find the strengths and needs of learners. Increased knowledge of educators with data analysis and differentiation of instruction. Ease on educators for viewing various pieces of data in one location. Increased monitoring of the growth of learners in all content areas and social-emotional skills (academic, social-emotional, behavioral). Training for evaluation staff regarding culturally responsive evaluation practices. Increase family and parent engagement with MTSS processes and Special Education processes. Strengthen family engagement in the MTSS process.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin Instructional Leaders Language Acquisition Specialist Campus Educators</p> <p><b>Problem Statements:</b> Student Learning 4, 5, 7, 8 - School Processes &amp; Programs 1, 2, 3, 4, 5</p>		Formative			Summative
		Nov	Feb	Apr	June
Strategy 3 Details		Reviews			
<p><b>Strategy 3:</b> North will strengthen support for Emergent Bilingual learners by providing targeted professional learning for educators focused on integrating academic vocabulary into writing instruction. Through mentoring, coaching, and access to high-quality resources, teachers will embed strategies that help learners develop content-specific vocabulary and apply it in their written communication using the Claim-Evidence-Reasoning (CER) framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Training for educators on specific classroom strategies to support English Learners, with an emphasis on Sheltered Instruction Strategies and the usage of Content and Language Objectives. Resources for educators (including embedded items within curriculum documents for English Learners). Continued focus on oral proficiency levels and spiraling this learning in training throughout the year. Increased utilization of appropriate classroom strategies for Emergent Bilingual Learners. Increased student achievement and progress levels. Use of Success Ed for the system of housing learner needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administrators Language Acquisition Specialist</p> <p><b>Problem Statements:</b> Student Learning 1, 2, 3, 4, 7, 8 - School Processes &amp; Programs 1, 2, 3, 5</p>		Formative			Summative
		Nov	Feb	Apr	June

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training and align structures for data review/documentation of behavioral growth. <b>Strategy's Expected Result/Impact:</b> Improved student behavior and increased behavior response skills among all staff. <b>Staff Responsible for Monitoring:</b> Campus Administrators District Staff  <b>Problem Statements:</b> Demographics 2 - Perceptions 1, 4		Formative			Summative
		Nov	Feb	Apr	June
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> North will strengthen attendance monitoring systems by increasing real-time data tracking, enhancing proactive communication with families, and implementing intentional intervention plans that address the academic, social-emotional, and behavioral needs of learners to improve consistent school attendance. <b>Strategy's Expected Result/Impact:</b> Increased attendance rates for campuses Increased learner growth due to being present for instruction Stronger relationships with learners and families Use of Panorama Student Success Platform for monitoring progress/needs with attendance Increased communication between schools, learners and families Increased funding from the state due to attendance growth <b>Staff Responsible for Monitoring:</b> Administration Educators  <b>Problem Statements:</b> Demographics 2, 3 - Demographics 1 - Perceptions 1, 3, 4		Formative			Summative
		Nov	Feb	Apr	June

Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Coppell Middle School North will continue real-time and in-the-moment tutoring and additional support for learners who need more time to work, need one-on-one support, or require reteaching to be successful while supporting the requirements of learner-accelerated instruction. <b>Strategy's Expected Result/Impact:</b> Improved learner outcomes <b>Staff Responsible for Monitoring:</b> Administrators Counselors Educators  <b>Title I:</b> 2.51, 2.52, 2.53, 2.533 <b>Problem Statements:</b> Student Learning 1, 2, 4, 7, 8 - School Processes & Programs 3 - Perceptions 6, 7 - Curriculum, Instruction, and Assessment 2, 4 - Family and Community Engagement 1 - Technology 1 <b>Funding Sources:</b> iXL Software (Mathematics, Science, and Literacy) - 211 - Title I, Part A - 211-11-6399-00-044-11-000-21160 - \$19,650, Flocabulary - 211 - Title I, Part A - 211-11-6399-00-044-11-000-21160 - \$3,785, Intervention Tutoring - 211 - Title I, Part A - 211-11-6128-00-044-24-000-21160 - \$35,055, Transportation - 211 - Title I, Part A - 211-11-6412-00-044-24-000-21160 - \$199		Formative			Summative
		Nov	Feb	Apr	June
Strategy 7 Details		Reviews			
<b>Strategy 7:</b> North will strengthen Gifted and Talented (GT) services by providing ongoing professional learning for educators focused on differentiation, enrichment, and advanced instructional strategies. Training will emphasize alignment of GT supports across grade levels and equip teachers to effectively support GT learners within the classroom setting. <b>Strategy's Expected Result/Impact:</b> Ensure all instructional educators complete the required 30-hour initial GT training and 6-hour annual update, with additional feedback gathered from staff on professional learning needs. Provide training for staff on embedded GT instructional resources and tools. Offer curriculum writing and review opportunities throughout the year specifically focused on gifted and talented needs. Partner with GTi specialists at to support training, resource alignment, and intervention/enrichment strategies. Prioritize transition years by strengthening support for learners moving from elementary to middle school and from middle school to high school. <b>Staff Responsible for Monitoring:</b> Administration Educators GTi Specialist  <b>Problem Statements:</b> Student Learning 1, 2, 4, 8		Formative			Summative
		Nov	Feb	Apr	June

Strategy 8 Details		Reviews			
<b>Strategy 8:</b> Coppell Middle Schools (North, West, and East) will strengthen Professional Learning Community (PLC) structures by collaboratively reviewing learner needs and using data to support administrator, educator, and student growth, while also strengthening alignment of campus systems, processes, and events and establishing common expectations for staff and students across campuses. <b>Strategy's Expected Result/Impact:</b> Aligned PLC structures across all three middle schools Increased consistency in the design and analysis of common assessments Stronger vertical and horizontal alignment of instruction across grade levels Data-driven instructional adjustments Improved educator confidence and skill in data analysis, assessment design, and responsive intervention Strengthened collaboration between campuses and alignment with district PLC expectations <b>Staff Responsible for Monitoring:</b> Administration Educators Learning Coaches  <b>Problem Statements:</b> Demographics 2, 3 - Demographics 1 - Student Learning 1, 2, 3, 4, 5, 6, 7, 8 - School Processes & Programs 1, 2, 3, 4, 5, 6 - Perceptions 1, 3, 4, 5, 6, 7 - Curriculum, Instruction, and Assessment 2, 3, 4 - Family and Community Engagement 1 - Technology 1		Formative			Summative
		Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 2:</b> There is a need to establish and maintain strong, positive relationships for all learners and families. <b>Root Cause:</b> Barriers exist in which relationships have not been established and sustained with all learners and families. <b>Problem Statement 3:</b> Many families in our community struggle to engage with the school in partnership for their students' success. <b>Root Cause:</b> There is a language barrier for some parents.
Student Learning
<b>Problem Statement 1:</b> There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices. <b>Root Cause:</b> Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices. <b>Problem Statement 2:</b> There is a need to use both quantitative and qualitative data to set appropriate targeted learning goals for struggling learners in order to close achievement gaps. <b>Root Cause:</b> There is a lack of information that is specific to individual learning gaps. <b>Problem Statement 3:</b> There is a need to focus on social emotional skills such as grit, self-advocacy, and leadership. <b>Root Cause:</b> Learners are under high levels of stress in many aspects of their lives that do not allow them to easily learn or use coping mechanisms appropriately.

## Student Learning

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

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

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

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

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

**Problem Statement 9:** There is a need to continue targeting specific reading, writing, and math skills to focus on early intervention. **Root Cause:** Inconsistencies still exist with reading, writing, and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups.

**Problem Statement 10:** There is a continued need to utilize both qualitative and quantitative data to advance all learners toward meeting targeted growth, with specific emphasis on at-risk, special education, 504, emergent bilingual, economically disadvantaged learners, and gifted and talented learners. **Root Cause:** There is a continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

**Problem Statement 11:** There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resource implementation tied to learner growth. **Root Cause:** Inconsistencies still exist in the full implementation of the curriculum and instructional resources.

## School Processes & Programs

**Problem Statement 1:** There is a need to refine our data meeting protocols to ensure analysis of both student performance and instructional practices. **Root Cause:** Our weekly data meetings are exemplary models of student-focused assessment analysis and intervention design, however, there is a growth opportunity in the area of instructional practice reflection and pedagogical learning.

**Problem Statement 2:** There is a need to ensure all educators are well-versed in the Professional Learning Community model and all associated best practices such as Instructional Leadership, RtI, and/or Standards-Based Grading Practices. **Root Cause:** Being a PLC is the foundation of our work and every year new educators are hired and returning educators need continuing refreshers.

**Problem Statement 3:** There is a need to ensure that all teachers are adequately trained in the assessment design process. **Root Cause:** Our teachers are evolving in their capacity to use our UbD-based assessment design process to comprehensively and collaboratively plan assessments, learning experiences, and interventions through a formal and consistent process.

**Problem Statement 4:** There is a need for the campus to be able to flexibly schedule all students on a daily basis during eTime for the purpose of academic interventions based on real-time data-driven decisions. **Root Cause:** Every student has unique academic needs and requires targeted and timely interventions during the school day based on their weekly/daily performance data.

**Problem Statement 5:** There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating, communicating, and evaluating additional measures of success for learners. (academic, behavioral, social emotional) **Root Cause:** Inconsistencies exist with the full implementation of district systems and resources for monitoring learners' academic, behavioral, and social-emotional growth.

## School Processes & Programs

**Problem Statement 6:** There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. **Root Cause:** There is a need to continue building and expanding resources and programs.

**Problem Statement 7:** There is a need to continue focusing on learner attendance. (monitoring, intervention plans, attendance incentives/promotion) **Root Cause:** Some families do not understand the importance of attendance; some students need additional support to ensure they attend school, including motivation, mental health care, family assistance, etc.; efficient staff monitoring; funding tied to ADA.

**Problem Statement 8:** There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports), MTSS (Multi-Tiered Systems of Support), and align/strengthen discipline practices, review training needs, and data/documentation of behavioral growth. **Root Cause:** There is a need for full implementation of current systems of behavior support, classroom, and building expectations, and restorative practices across the district.

## Perceptions

**Problem Statement 1:** There is a need to focus on the social/emotional wellness of learners. **Root Cause:** Learners experience challenges of high expectations from families and their community. Learners may live in environments that focus primarily on academics and less social emotional health and well-being.

**Problem Statement 3:** There is a need to ensure equitable access to all facilities and learning/social opportunities for all students. **Root Cause:** Each individual student has unique physical and mental abilities and needs.

**Problem Statement 4:** There is a need in all schools to ensure a safe and orderly environment, which includes enforcement of the student code of conduct and all applicable laws and board policies. **Root Cause:** Student discipline issues will arise and must be handled with strict adherence to all federal/state laws and board policies.

**Problem Statement 5:** There is a need to continue education for CISD families about how we support a balance of hands-on learning and technology integration within instruction, and help families guide this balance for their children at home. **Root Cause:** The lack of a consistent way to show families what day-to-day learning looks like within the classroom, and families' understanding of the required technology TEKS, and innovative ways learners can/are using technology; Lack of parent training/tools for helping to guide a balance of using technologies when not at school.

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

**Problem Statement 7:** There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning) **Root Cause:** Continued need for balancing hands-on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training.

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





**Performance Objective 1:** All 6th-8th-grade learners at North will engage in at least two courses, programs, or activities each year that build college, career, and life readiness skills, ensuring early awareness of future pathways and opportunities.

**HB3 Goal**

- Evaluation Data Sources:** WIN schedule and participation records (tracking enrollment and active involvement in college, career, and life readiness activities)  
Classroom data and grade reports from Career & College Exploration, Media, Computer Science, and STEM courses  
Curriculum-embedded activity records (projects, presentations, and performance tasks tied to readiness skills)  
Student reflections and feedback (surveys, digital portfolios, or CER writing prompts related to career/college readiness)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> North will provide training and resources to educators that enhance curriculum connections to real-world applications of learning, including Advanced Spanish, while strengthening the understanding and implementation of Career Technical Education (CTE) and College, Career, and Military Readiness (CCMR).  <b>Strategy's Expected Result/Impact:</b> Educators will receive training that emphasizes real-world application in lesson design. Learners will demonstrate increased awareness of college, career, and life readiness opportunities. Curriculum and resources will show greater alignment to CTE pathways and real-world learning. Counselors will provide targeted support to guide learners in selecting appropriate secondary-level courses. Staff, learners, and families will engage in training on four-year academic plans.  <b>Staff Responsible for Monitoring:</b> District Administration Campus counselors Educators  <b>Problem Statements:</b> Student Learning 3, 4, 6	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Implement the Outdoor Adventures program as an elective course to promote personal responsibility, leadership, and real-world skills through hands-on experiences in outdoor education, conservation, and wellness. Collaborate with GOOTF and community partners to provide training, equipment, and curriculum support, fostering learner engagement and connection to nature as part of college, career, and life readiness. <b>Strategy's Expected Result/Impact:</b> Students participating in the Outdoor Adventures program will show greater engagement, self-confidence, and personal responsibility through their involvement in outdoor skill-building activities. They will also report enhanced awareness of wellness, leadership, and environmental stewardship. <b>Staff Responsible for Monitoring:</b> Outdoor Adventures Educator Administration Learning Coaches  <b>Problem Statements:</b> Student Learning 1, 3, 4, 8 - Perceptions 3, 5, 6 - Curriculum, Instruction, and Assessment 3, 4 - Family and Community Engagement 1		Formative			Summative
		Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 1 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices. <b>Root Cause:</b> Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices.</p> <p><b>Problem Statement 3:</b> There is a need to focus on social emotional skills such as grit, self-advocacy, and leadership. <b>Root Cause:</b> Learners are under high levels of stress in many aspects of their lives that do not allow them to easily learn or use coping mechanisms appropriately.</p> <p><b>Problem Statement 4:</b> There is a need to ensure high-quality instruction in every classroom and to ensure that all teachers are equally prepared to deliver meaningful and engaging lessons targeting high-priority learning standards in all content areas. <b>Root Cause:</b> Our teachers need additional time to collaboratively design high-quality learning experiences as teams and additional training in the areas of lesson design, UbD, PLC practices, Instructional Coaching, and pedagogical strategies.</p> <p><b>Problem Statement 6:</b> There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. <b>Root Cause:</b> Lack of alignment and sustainability within our CTE program and the focus on career, life readiness and certifications offered.</p> <p><b>Problem Statement 8:</b> There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. <b>Root Cause:</b> Lack of alignment across the district with implementation of the district curriculum and challenges this year with remote and face to face learning.</p>
Perceptions
<p><b>Problem Statement 3:</b> There is a need to ensure equitable access to all facilities and learning/social opportunities for all students. <b>Root Cause:</b> Each individual student has unique physical and mental abilities and needs.</p>



## Perceptions

**Problem Statement 5:** There is a need to continue education for CISD families about how we support a balance of hands-on learning and technology integration within instruction, and help families guide this balance for their children at home. **Root Cause:** The lack of a consistent way to show families what day-to-day learning looks like within the classroom, and families' understanding of the required technology TEKS, and innovative ways learners can/are using technology; Lack of parent training/tools for helping to guide a balance of using technologies when not at school.

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





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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices. <b>Strategy's Expected Result/Impact:</b> Performance Tasks for math and science Rubrics for academic and social-emotional growth Goal setting forms/reflections <b>Staff Responsible for Monitoring:</b> Campus Administrator Learning Coach Educators  <b>Problem Statements:</b> Student Learning 1, 3, 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Using input from a variety of stakeholders, we will review and update the campus Parental Involvement Policy and Parent/Educator/Learner Compact. Additionally, parental involvement opportunities will be available at different times throughout the school year. <b>Strategy's Expected Result/Impact:</b> Increased Parental Involvement Increased Understanding of Campus Supports and Volunteer Opportunities <b>Staff Responsible for Monitoring:</b> Campus Administration Site-Based Decision-Making Committee Director of Federal Programs  <b>Title I:</b> 2.51, 2.52, 2.53 <b>Problem Statements:</b> Demographics 2, 3 - Demographics 1 <b>Funding Sources:</b> Supplies and Materials (Parent Engagement) - 211 - Title I, Part A - 211-61-6399-00-044-24-000-21160 - \$1,275	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Continue focusing on expectations for Bulb Digital Portfolio usage and implementation in supporting staff goal setting/evidence collection, highlighting learner processes and products of through experiences learning and tracking learner growth with Student Learning Objective (SLO) goals for Teacher Incentive Allotment (TIA). <b>Strategy's Expected Result/Impact:</b> Learner digital portfolios and specific expectations for capturing evidence in K-12 CISD staff digital portfolios and specific evidence for goals, including Teacher Incentive Allotment evidence of learner growth Digital Portfolio continued training and implementation Aligned expectations for campuses throughout the year, tied to Community-Based Accountability <b>Staff Responsible for Monitoring:</b> Administration Educators Learning Coaches  <b>Problem Statements:</b> Student Learning 2, 4, 8 - School Processes & Programs 3		Formative			Summative
		Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 2:</b> There is a need to establish and maintain strong, positive relationships for all learners and families. <b>Root Cause:</b> Barriers exist in which relationships have not been established and sustained with all learners and families. <b>Problem Statement 3:</b> Many families in our community struggle to engage with the school in partnership for their students' success. <b>Root Cause:</b> There is a language barrier for some parents.
Student Learning
<b>Problem Statement 1:</b> There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices. <b>Root Cause:</b> Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices. <b>Problem Statement 2:</b> There is a need to use both quantitative and qualitative data to set appropriate targeted learning goals for struggling learners in order to close achievement gaps. <b>Root Cause:</b> There is a lack of information that is specific to individual learning gaps. <b>Problem Statement 3:</b> There is a need to focus on social emotional skills such as grit, self-advocacy, and leadership. <b>Root Cause:</b> Learners are under high levels of stress in many aspects of their lives that do not allow them to easily learn or use coping mechanisms appropriately. <b>Problem Statement 4:</b> There is a need to ensure high-quality instruction in every classroom and to ensure that all teachers are equally prepared to deliver meaningful and engaging lessons targeting high-priority learning standards in all content areas. <b>Root Cause:</b> Our teachers need additional time to collaboratively design high-quality learning experiences as teams and additional training in the areas of lesson design, UbD, PLC practices, Instructional Coaching, and pedagogical strategies.

### Student Learning

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

### School Processes & Programs

**Problem Statement 3:** There is a need to ensure that all teachers are adequately trained in the assessment design process. **Root Cause:** Our teachers are evolving in their capacity to use our UbD-based assessment design process to comprehensively and collaboratively plan assessments, learning experiences, and interventions through a formal and consistent process.





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

**Performance Objective 3:** Instructional leaders will have an intentional focus on using digital learning 6-8 to ensure the following: full implementation of the state Technology TEKS, innovative ways to embed technologies, balance of technology with hands-on learning activities, and using technology to promote critical thinking and differentiated learning experiences for all.

**Evaluation Data Sources:** Curriculum Documents  
Learning Walks  
Evaluation Data and Observations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p><b>Strategy 1:</b> Provide training and lesson design ideas focused on intentional use of digital learning tools, embedding the updated Technology TEKS for learning, and creating a shared balance of technology tools with intentional hands-on learning experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> Training for campuses on updated Technology TEKS and using technology effectively and in innovative ways to promote problem-solving, application in learning Training on how to access platforms to help inform families about learning in the classroom (Schoology, eSchool, Mackinvia) Review digital citizenship training and resources for learners, families, and staff Training to support the balance of technology for hands-on learning Training on assessing differently within instruction through the use of technologies (content, process, product, and learning environment)</p> <p><b>Staff Responsible for Monitoring:</b> Administration Learning Coaches Educators</p> <p><b>Problem Statements:</b> Student Learning 4, 6, 7, 8 - Perceptions 7 - Curriculum, Instruction, and Assessment 2 - Technology 1</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Investigate, explore, and create guidelines for Artificial Intelligence (AI) tools/resources for effective and innovative usage within instruction and learning. <b>Strategy's Expected Result/Impact:</b> CISD District Committee for Artificial Intelligence planning and implementation. Training focused on AI for CISD Staff. Partnership with support personnel across the district - librarians, digital learning coaches, instructional coaches, language acquisition specialists, curriculum team, etc. to review ways to train and explore AI tools/resources. Review district policies and regulations, including academic integrity, technology usage, and digital citizenship. Training on assessing differently within instruction (content, process, product, and learning environment). <b>Staff Responsible for Monitoring:</b> Instructional Leaders Educators  <b>Title I:</b> 2.51, 2.52, 2.533, 2.534 <b>Problem Statements:</b> Student Learning 1, 2, 4, 5, 7, 8 - School Processes & Programs 1 - Perceptions 6, 7 - Curriculum, Instruction, and Assessment 2, 4 - Family and Community Engagement 1 - Technology 1 <b>Funding Sources:</b> Magic School AI - 199 - State Comp Ed - 199-11-6399-00-044-24-000 - \$1,000		Formative			Summative
		Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 3 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices. <b>Root Cause:</b> Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices.</p> <p><b>Problem Statement 2:</b> There is a need to use both quantitative and qualitative data to set appropriate targeted learning goals for struggling learners in order to close achievement gaps. <b>Root Cause:</b> There is a lack of information that is specific to individual learning gaps.</p> <p><b>Problem Statement 4:</b> There is a need to ensure high-quality instruction in every classroom and to ensure that all teachers are equally prepared to deliver meaningful and engaging lessons targeting high-priority learning standards in all content areas. <b>Root Cause:</b> Our teachers need additional time to collaboratively design high-quality learning experiences as teams and additional training in the areas of lesson design, UbD, PLC practices, Instructional Coaching, and pedagogical strategies.</p> <p><b>Problem Statement 5:</b> There is a need to provide time for administrators, counselors, and teachers to exhaustively examine all student performance data to comprehensively identify the individual needs of all RtI Tier 2 and Tier 3 learners. <b>Root Cause:</b> Our Tier 2 and 3 learners need individualized support plans to support their learning needs as they transition to the next grade level.</p> <p><b>Problem Statement 6:</b> There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. <b>Root Cause:</b> Lack of alignment and sustainability within our CTE program and the focus on career, life readiness and certifications offered.</p>

### Student Learning

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

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

### School Processes & Programs

**Problem Statement 1:** There is a need to refine our data meeting protocols to ensure analysis of both student performance and instructional practices. **Root Cause:** Our weekly data meetings are exemplary models of student-focused assessment analysis and intervention design, however, there is a growth opportunity in the area of instructional practice reflection and pedagogical learning.

### Perceptions

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

**Problem Statement 7:** There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning) **Root Cause:** Continued need for balancing hands-on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training.





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

**Performance Objective 1:** Coppell Middle School North will partner with CISD to continue to review current curriculum documents, create new training, and implement specific programs to provide needed support and 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			
<b>Strategy 1:</b> Continue revising, updating, implementing and evaluating current curriculum documents and purchase any additional needed resources to include learning supports for social emotional needs, character education and health education.  <b>Strategy's Expected Result/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Administrators Counselors Learning Coach Educators  <b>Problem Statements:</b> Student Learning 1, 4, 8 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue building on our health curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content) <b>Strategy's Expected Result/Impact:</b> Continued partnership with SHAC Utilization of a health curriculum supports for mental health within lesson design Learner growth as indicated through survey/learner goals Educator training on embedded supports Implementation at campuses (training and curriculum) working with middle school campuses and embedded supports within 6th grade PE <b>Staff Responsible for Monitoring:</b> Administrators Counselors P.E. Educators  <b>Problem Statements:</b> Student Learning 3, 4, 8 - School Processes & Programs 6 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue building on the implementation of Hope Squad courses/curriculum at Coppell Middle School North to strengthen our focus on suicide awareness, mentorship, and the importance of mental health and well-being. <b>Strategy's Expected Result/Impact:</b> Empowering mentors with learners and supporting mental health needs Ending the stigma with mental health and providing interventions and support across the district for learners Supporting inclusiveness within the school community and establishing ways to increase a sense of belonging growth within the school environment <b>Staff Responsible for Monitoring:</b> Counselors Hope Squad educators Administration  <b>Problem Statements:</b> Student Learning 3 - School Processes & Programs 6 - Perceptions 1, 3, 6 - Curriculum, Instruction, and Assessment 4 - Family and Community Engagement 1	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Performance Objective 1 Problem Statements:

### Student Learning

**Problem Statement 1:** There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices.

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

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

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

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

### School Processes & Programs

**Problem Statement 3:** There is a need to ensure that all teachers are adequately trained in the assessment design process. **Root Cause:** Our teachers are evolving in their capacity to use our UbD-based assessment design process to comprehensively and collaboratively plan assessments, learning experiences, and interventions through a formal and consistent process.

**Problem Statement 6:** There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. **Root Cause:** There is a need to continue building and expanding resources and programs.

### Perceptions

**Problem Statement 1:** There is a need to focus on the social/emotional wellness of learners. **Root Cause:** Learners experience challenges of high expectations from families and their community. Learners may live in environments that focus primarily on academics and less social emotional health and well-being.

**Problem Statement 3:** There is a need to ensure equitable access to all facilities and learning/social opportunities for all students. **Root Cause:** Each individual student has unique physical and mental abilities and needs.

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





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

**Performance Objective 2:** Coppell Middle School North will continue to communicate systems and provide intentional training on the importance of relationships, mental health, behavior and aligned discipline practices/supports across the district.

**Evaluation Data Sources:** Second Step implementation  
Counselor data  
Panorama data/documentation (Playbook strategies)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue providing training to align practices and review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners. <b>Strategy's Expected Result/Impact:</b> Improved staff capacity to respond to student behavior challenges and continued support for students with behavioral needs. <b>Staff Responsible for Monitoring:</b> Campus Administration Counselors Educators  <b>Problem Statements:</b> Demographics 2, 3 - Demographics 1 - Student Learning 3 - Student Achievement 1 - School Processes & Programs 7, 8, 9, 10 - School Culture and Climate 2, 3, 4 - Perceptions 1, 3, 4, 9 - Staff Quality, Recruitment, and Retention 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue building awareness and processes supporting accessibility under the American with Disabilities Act (ADA) and promoting access to resources, training, facility needs and overall responsiveness regarding equity with interventions/supports for individuals with disabilities. <b>Strategy's Expected Result/Impact:</b> Increased awareness of facility accessibility needs and improvements where needed <b>Staff Responsible for Monitoring:</b> District ADA Coordinator Campus Administrators  <b>Problem Statements:</b> Student Learning 8 - Student Achievement 1 - School Processes & Programs 7	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Continue offering training that supports a focus on mental health, trauma, well being, restorative practices, behavior supports and drug/alcohol/vaping awareness/supports. <b>Strategy's Expected Result/Impact:</b> Implement training across the district (state required and other) Feedback from learners, families, and staff (Panorama survey and PL feedback) Parent University sessions throughout the year Counselor Connections on Campuses for updates and training Tracking training required in Professional Learning - Powerschool Training on attendance - monitoring in Panorama Training on Panorama Playbook strategies and monitoring implementation <b>Staff Responsible for Monitoring:</b> Campus Administrators District Staff  <b>Problem Statements:</b> Demographics 2 - Student Learning 3 - School Processes & Programs 6 - Perceptions 1, 4		Formative			Summative
		Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 2:</b> There is a need to establish and maintain strong, positive relationships for all learners and families. <b>Root Cause:</b> Barriers exist in which relationships have not been established and sustained with all learners and families. <b>Problem Statement 3:</b> Many families in our community struggle to engage with the school in partnership for their students' success. <b>Root Cause:</b> There is a language barrier for some parents.
Student Learning
<b>Problem Statement 3:</b> There is a need to focus on social emotional skills such as grit, self-advocacy, and leadership. <b>Root Cause:</b> Learners are under high levels of stress in many aspects of their lives that do not allow them to easily learn or use coping mechanisms appropriately. <b>Problem Statement 8:</b> There is a need to provide equitable access to the curriculum ensuring growth and a variety of learning opportunities for all learners. <b>Root Cause:</b> Lack of alignment across the district with implementation of the district curriculum and challenges this year with remote and face to face learning.
School Processes & Programs
<b>Problem Statement 6:</b> There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. <b>Root Cause:</b> There is a need to continue building and expanding resources and programs. <b>Problem Statement 7:</b> There is a need to continue focusing on learner attendance. (monitoring, intervention plans, attendance incentives/promotion) <b>Root Cause:</b> Some families do not understand the importance of attendance; some students need additional support to ensure they attend school, including motivation, mental health care, family assistance, etc.; efficient staff monitoring; funding tied to ADA.

### School Processes & Programs

**Problem Statement 8:** There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports), MTSS (Multi-Tiered Systems of Support), and align/strengthen discipline practices, review training needs, and data/documentation of behavioral growth. **Root Cause:** There is a need for full implementation of current systems of behavior support, classroom, and building expectations, and restorative practices across the district.

**Problem Statement 9:** There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause:** Requirements based on state regulations and the safety needs of students, staff, facilities, and other relevant factors.

**Problem Statement 10:** There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff, and families feel safe, including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans. **Root Cause:** Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, and online)

### Perceptions

**Problem Statement 1:** There is a need to focus on the social/emotional wellness of learners. **Root Cause:** Learners experience challenges of high expectations from families and their community. Learners may live in environments that focus primarily on academics and less social emotional health and well-being.

**Problem Statement 3:** There is a need to ensure equitable access to all facilities and learning/social opportunities for all students. **Root Cause:** Each individual student has unique physical and mental abilities and needs.





**Problem Statement 4:** There is a need in all schools to ensure a safe and orderly environment, which includes enforcement of the student code of conduct and all applicable laws and board policies. **Root Cause:** Student discipline issues will arise and must be handled with strict adherence to all federal/state laws and board policies.

**Problem Statement 9:** There is a need to focus on state-required character traits, specific social-emotional skills, and mental health needs, which impact lesson design, curriculum resources, and staff training. **Root Cause:** Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social-emotional needs of learners.

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

**Performance Objective 1:** Coppell Middle School North will partner with CISD administrators to provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of the training.

**Evaluation Data Sources:** Resources district/campus (within Schoology), PLC implementation rubric district/campus, Training documentation, Administrator/Educator feedback, Mentoring Supports and training

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district including within professional learning opportunities. <b>Strategy's Expected Result/Impact:</b> PLC Professional learning opportunities for new educators Differentiated professional learning for existing educators <b>Staff Responsible for Monitoring:</b> Campus Administrators Learning Coach Educators  <b>Problem Statements:</b> Student Learning 1, 2, 4, 5 - School Processes & Programs 1, 2, 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Calibrate, align, and provide support for our district departments and campuses concerning needs for professional learning. <b>Strategy's Expected Result/Impact:</b> Continue building a repository of training within PowerSchool Professional Learning - Promote CISD educators presenting and sharing their knowledge both in the district, locally in the state, and nationally. Streamline training and gathering of information from various stakeholders 3-5-year plan for professional learning needs and target specific federal and local funds to ensure continuity and sustainability in the planning process <b>Staff Responsible for Monitoring:</b> District Director of Professional Learning Campus Administrators Learning Coaches  <b>Problem Statements:</b> Student Learning 1, 2, 4	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





## Performance Objective 1 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices. <b>Root Cause:</b> Teachers need training and support/assistance to implement multiple modalities of delivery in order to best utilize Tier One strategies effectively - including, but not limited to, independent work strategies to allow time in the classroom for implementing Tier One strategies and standards-based grading practices.</p> <p><b>Problem Statement 2:</b> There is a need to use both quantitative and qualitative data to set appropriate targeted learning goals for struggling learners in order to close achievement gaps. <b>Root Cause:</b> There is a lack of information that is specific to individual learning gaps.</p> <p><b>Problem Statement 4:</b> There is a need to ensure high-quality instruction in every classroom and to ensure that all teachers are equally prepared to deliver meaningful and engaging lessons targeting high-priority learning standards in all content areas. <b>Root Cause:</b> Our teachers need additional time to collaboratively design high-quality learning experiences as teams and additional training in the areas of lesson design, UbD, PLC practices, Instructional Coaching, and pedagogical strategies.</p> <p><b>Problem Statement 5:</b> There is a need to provide time for administrators, counselors, and teachers to exhaustively examine all student performance data to comprehensively identify the individual needs of all RtI Tier 2 and Tier 3 learners. <b>Root Cause:</b> Our Tier 2 and 3 learners need individualized support plans to support their learning needs as they transition to the next grade level.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> There is a need to refine our data meeting protocols to ensure analysis of both student performance and instructional practices. <b>Root Cause:</b> Our weekly data meetings are exemplary models of student-focused assessment analysis and intervention design, however, there is a growth opportunity in the area of instructional practice reflection and pedagogical learning.</p> <p><b>Problem Statement 2:</b> There is a need to ensure all educators are well-versed in the Professional Learning Community model and all associated best practices such as Instructional Leadership, RtI, and/or Standards-Based Grading Practices. <b>Root Cause:</b> Being a PLC is the foundation of our work and every year new educators are hired and returning educators need continuing refreshers.</p> <p><b>Problem Statement 5:</b> There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying/elevating, communicating, and evaluating additional measures of success for learners. (academic, behavioral, social emotional) <b>Root Cause:</b> Inconsistencies exist with the full implementation of district systems and resources for monitoring learners' academic, behavioral, and social-emotional growth.</p>

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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Coppell Middle School North will continue to research, develop, and implement the CISD Community-Based Accountability System.  <b>Strategy's Expected Result/Impact:</b> Development of a meaningful accountability report aligned to community expectations that describes more than just academic performance on state standardized tests.  <b>Staff Responsible for Monitoring:</b> CISD CBAS Core Team Educators Administrators  <b>Problem Statements:</b> Demographics 2, 3 - Demographics 1 - Perceptions 6 - Curriculum, Instruction, and Assessment 4 - Family and Community Engagement 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to implement an aligned system for the CISD Teacher Incentive Allotment (TIA) at all campuses.  <b>Strategy's Expected Result/Impact:</b> -Alignment within evaluation practices across the district - Provide additional funding to educators who meet standards through the TIA - Onboarding training created for staff about the TIA - Approval from the state for TIA - Increase efforts concerning recruitment with the implementation of TIA  <b>Staff Responsible for Monitoring:</b> Administrators  <b>Problem Statements:</b> Student Learning 1, 2, 4 - School Processes & Programs 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 to establish and maintain strong, positive relationships for all learners and families. **Root Cause:** Barriers exist in which relationships have not been established and sustained with all learners and families.

**Problem Statement 3:** Many families in our community struggle to engage with the school in partnership for their students' success. **Root Cause:** There is a language barrier for some parents.

### Student Learning

**Problem Statement 1:** There is a need to provide a stronger focus on the implementation on high-quality Tier One instructional strategies and mastery-based grading practices.

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

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

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

### School Processes & Programs

**Problem Statement 3:** There is a need to ensure that all teachers are adequately trained in the assessment design process. **Root Cause:** Our teachers are evolving in their capacity to use our UbD-based assessment design process to comprehensively and collaboratively plan assessments, learning experiences, and interventions through a formal and consistent process.

### Perceptions


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


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


**Performance Objective 3:** Coppell Middle School North will continue to leverage a variety of communication tools and partnerships to increase clarity and consistency of district information and processes for stakeholders.


**Evaluation Data Sources:** Implementation and feedback on Parent Square  
Implementation of Social Media  
Implementation of Parent Newsletter and Translation Application  
Schoolology Courses

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop and implement multi-modal communication systems that reach all parents, guardians, teachers, staff, students, and community members in their preferred languages and formats. Strengthen collaboration with local businesses, higher education institutions, and community organizations to co-create meaningful opportunities, real-world experiences, and skill-building initiatives that prepare learners for college, career, and life readiness.  <b>Strategy's Expected Result/Impact:</b> Increased family participation in campus events, conferences, and volunteer opportunities. Improved accessibility of communication for Emergent Bilingual families through translation services, bilingual liaisons, and multi-modal platforms. Strengthened partnerships with local businesses, higher education institutions, and community organizations. Positive trends in Panorama "Family Engagement" and "Sense of Belonging" data points for students and parents. Evidence of stronger two-way communication between school and home.  <b>Staff Responsible for Monitoring:</b> Media Educator Campus Administration Campus Educators Community Partners District Directors  <b>Problem Statements:</b> Demographics 2, 3 - Demographics 1 - Perceptions 4	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3 Problem Statements:**

### Demographics

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

**Problem Statement 3:** Many families in our community struggle to engage with the school in partnership for their students' success. **Root Cause:** There is a language barrier for some parents.

### Perceptions


**Problem Statement 4:** There is a need in all schools to ensure a safe and orderly environment, which includes enforcement of the student code of conduct and all applicable laws and board policies. **Root Cause:** Student discipline issues will arise and must be handled with strict adherence to all federal/state laws and board policies.


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


**Performance Objective 4:** Coppell Middle School North will partner with CISD to review and maintain district policies and practices for safety, behavior, personal communication devices, and discipline. The school will also implement any additional strategies/protocols put in place by the state.


- Evaluation Data Sources:** Safety and security drills  
Door sweeps  
Safety and security training for all staff  
Safety and security training for learners  
Continued implementation of Raptor  
Communication for families  
Trainings for learners and staff with personal communication devices

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement and monitor consistent safety practices, aligned staff training, and proactive discipline/behavior supports to ensure a safe and supportive learning environment for all students.  <b>Strategy's Expected Result/Impact:</b> Implementing safety protocols, drills, and discipline practices across campus. Improved staff confidence and preparedness through aligned safety and behavior training. Reduction in office discipline referrals and repeat incidents through proactive and restorative approaches. Enhanced student engagement and sense of security, leading to fewer disruptions and stronger academic focus. Positive growth in stakeholder perception of school safety and discipline climate as measured by Panorama and district surveys.  <b>Staff Responsible for Monitoring:</b> Campus Administration School Resource Officer  <b>Problem Statements:</b> Perceptions 4, 7 - Curriculum, Instruction, and Assessment 2 - Technology 1	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 4 Problem Statements:**

Perceptions
<b>Problem Statement 4:</b> There is a need in all schools to ensure a safe and orderly environment, which includes enforcement of the student code of conduct and all applicable laws and board policies. <b>Root Cause:</b> Student discipline issues will arise and must be handled with strict adherence to all federal/state laws and board policies.

### Perceptions

**Problem Statement 7:** There is a need to focus on the impact of technologies within the learning environment. (new innovations - AI, cell phone usage, balance of technologies embedded into learning) **Root Cause:** Continued need for balancing hands-on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skills/training.

# State Compensatory

## Budget for Coppell Middle School North

**Total SCE Funds:** \$20,125.00

**Total FTEs Funded by SCE:** 0

**Brief Description of SCE Services and/or Programs**

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# Campus Funding Summary

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Off Contract Instructional Design Days	211-11-6118-00-044-11-000-21160	\$12,797.00
1	2	1	SmartPass & Flex Intervention Management System	211-11-6399-00-044-24-000-21160	\$3,865.00
1	2	6	Transportation	211-11-6412-00-044-24-000-21160	\$199.00
1	2	6	Flocabulary	211-11-6399-00-044-11-000-21160	\$3,785.00
1	2	6	Intervention Tutoring	211-11-6128-00-044-24-000-21160	\$35,055.00
1	2	6	iXL Software (Mathematics, Science, and Literacy)	211-11-6399-00-044-11-000-21160	\$19,650.00
2	2	2	Supplies and Materials (Parent Engagement)	211-61-6399-00-044-24-000-21160	\$1,275.00
Sub-Total					\$76,626.00
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Instructional Materials (LITERACYcentral - Comprehension and Written Response - Science or Social Studies)	199-11-6399-00-044-24-000-	\$750.00
1	1	1	Supplemental Instructional Materials	199-11-6399-00-044-24-000	\$1,647.00
1	1	4	Supplemental Instructional Materials (Lead4Ward Campus Bundle)	199-11-6399-00-044-24-000-	\$450.00
1	1	4	Substitutes for Instructional Design Days for Teachers	199-11-6112-00-044-24-000-	\$12,000.00
2	3	2	Magic School AI	199-11-6399-00-044-24-000	\$1,000.00
Sub-Total					\$15,847.00

# Policies, Procedures, and Requirements

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

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