

# **Coppell Independent School District**

## **Coppell Middle School West**

### **2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

#### **Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



# Mission Statement

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

# Value Statement

# Wrangler Creed

**I am a Wrangler.**

**I am a positive example.**

**I am respectful.**

**I care for all people and property.**

**I challenge myself everyday.**

**I am not afraid to fail.**

**I am a Wrangler.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### SUMMARY:

Coppell Middle School West is a Title I campus in Coppell ISD, a suburban district with 10 elementary schools, 3 middle schools, 2 high schools and a freshman campus. CMS West serves a majority Asian student population in grades 6-8. In the 2017-18 school year, total enrollment was 1,215 which represents an increase of 26.0% since 2013-14 (964 learners).

In 2017-18, the student population was 56.7% Asian, 22.7% White, 12.9% Hispanic, 4.9% African American, 0.2% Native Hawaiian/Pacific Islander, 0% American Indian/Alaskan Native and 2.6% Two or More ethnicities. Females made up 47.3% of the learners and males represented 52.7%. Our economically disadvantaged percentage was 25.4%.

Our English Learner (EL) population consisted of 85 learners that made up 7.0% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (42.4%), Telugu (11.8%), Japanese (9.4%), Nepali (5.9%), and Hindi (4.7%). Additionally, 36.5% of our ELs were also economically disadvantaged.

Our 309 gifted and talented learners constituted 25.4% of our population. Our gender split in the GT group was 46.6% female and 53.4% male. Of the four major ethnic groups, our GT learners were 70.9% Asian, 18.8% White, 6.8% Hispanic and 1.0% African American learners.

We had 51 learners that qualified for special education services, which represented 4.2% of our population. There were 99 learners with 504 accommodations, which was 8.1% of the total enrollment.

The average daily attendance for our campus in 2017-18 was 97.5%, a decrease of 0.1% from the prior year. For the 2016-17 school year, our mobility rate was 5.2%. The prior year it was 4.3%. Our dropout rate was .02% in 2016-17 and .03% in the prior year.

#### STAFFING:

CMS West employed 68 teachers and 6 instructional aides in the 2017-18 school year. The number of teachers increased by 3 from the prior year while the

number of aides increased by 1. The ethnic breakdown for the teaching staff was 2.9% Asian, 80.9% White, 8.8% Hispanic, 2.9% African American, 0% Native Hawaiian/Pacific Islander, 1.5% American Indian/Alaskan Native and 2.9% two or more ethnicities. Females made up 73.5% of the staff and males represented 26.5%.

Overall, our teachers had a varying level of professional experience: 17.6% (12) were new to teaching with 0-1 years of experience, 27.9% (19) had 2-5 years, 16.2% (11) had 6-10 years, 20.6% (14) had 11-15 years, 14.7% (10) had 16-20 years, and 2.9% (2) had more than 20 years. Looking at longevity within the district, 44.1% of our teachers had 0-1 years in district, 35.3% had 2-5 years, 13.2% had 6-10 years, 7.4% had 11-15 years, 0% had 16-20 years and 0% had more than 20 years. The average years of professional experience was 8.55 with 3.28 years in the district.

Advanced degrees were held by 23.5% of our staff: 16 with master's degrees and 1 with doctorates. Our campus principal had 16 years of career experience in a professional position (not necessarily as a principal) and 5 years in Coppell. Our assistant principal(s) had an average of 11 years of professional experience and 6 years in the district.

Our teacher retention rate from 2016-17 to 2017-18 was 68.2%. For educational aides it was 60%. We hired 23 new teachers in 2017-18. The characteristics of our new teachers were as follows: 65.2% White, 13% Hispanic, 8.7% African American, 4.3% Asian, 4.3% American Indian, 4.3% multi-racial, 65.2% female, 34.8% male, 30.4% new to teaching, 26.1% with 2-5 years of professional experience, 17.4% with 6-10 years, 8.7% with 11-15 years, 17.4% with 16-20 years and 95.7% new to the district. The average years of professional experience was 6.83 with 0.13 years in the district. 43.5% of our new teachers had advanced degrees.

Over the past 5 years, there has been more than a 20% change in student demographics for the following groups: Asian (+22%), White (-21%).

A total of 64 learners accumulated 115 discipline referrals, 42 in ISS and 10 in OSS. Of the 17 learners incurring discipline, 10 (59%) are at risk and 5 (29%) are receiving special education services. Compared to the prior year (28 learners with 88 ISS and 22 OSS referrals), we have seen a -52% change in ISS referrals and a -55% change in OSS referrals.

## **Demographics Strengths**

Coppell Middle School West exhibits strengths in the following areas:

- The average daily attendance of 97.5% is above the state average daily attendance 95.8%, and is consistent across all demographic sub-populations.
- Our enrollment increased by 10% from 1,109 (2016-2017) to 1,215 (2017-2018).
- Coppell Middle School West experienced a 5.2% mobility rate, which is down from 6.8% in 2016-2017.
- Minority Staff percentage grow from 9.6% (2016-2017) to 17.3% (2017-2018)

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Students of low Socioeconomic Status (SES) may have inequities in access to before and after school tutorials. **Root Cause:** Limited transportation from parent due to extenuating circumstances outside the child's control. Busses do not run to accommodate the campus tutorial schedule.

**Problem Statement 2:** There is a breakdown in communication with some families in our community due to language barriers. **Root Cause:** Lack of access to resources in the home languages of our families.

**Problem Statement 3:** There is a need for additional professional learning for our staff to address the needs of our diverse population. **Root Cause:** Our demographic, Special Education, ELL and Low SES enrollments have all increased over the last 5 years at different rates. Each group has a variance of needs.

# Student Academic Achievement

## Student Academic Achievement Summary

			16/17	16/17	16/17		17/18	Rate of Change	17/18	Rate of Change	17/18	Rate of Change	
6th Grade	Students	Average	Approaches %	Met %	Masters %		Approaches %		Met %		Masters %		
Math			96%	84%	59%		91%	-5	71%	-13	35%	-24	
Reading			88%	67%	40%		89%	1	69%	2	48%	8	
7th Grade													
Math			93%	76%	55%		98%	5	90%	14	73%	18	
Reading			91%	72%	55%		90%	-1	78%	6	60%	5	
Writing			87%	65%	30%		88%	1	69%	4	34%	4	
8th Grade													
Math			95%	76%	31%		97%	3	85%	9	35%	4	
Reading			91%	74%	48%		93%	2	78%	4	55%	7	
Science			92%	76%	40%		92%	0	83%	7	61%	21	
SS			89%	66%	47%		89%	0	69%	3	51%	4	

**ALL STUDENTS - ACHIEVED THE "APPROACHES PASSING" STANDARD**

**(CHANGE IN PERFORMANCE FROM 2015-2018)**

<b>GRADE</b>	<b>READING</b>	<b>MATH</b>	<b>SCIENCE</b>	<b>SOCIAL STUDIES</b>	<b>WRITING</b>
<b>6</b>	92% to 89%	94% to 91%			
<b>7</b>	90% to 90%	89% to 98%			88% to 88%
<b>8</b>	95% to 93%	85% to 97%	84% to 92%	90% to 89%	
<b>ALGEBRA</b>		100% to 100%			

**Student Academic Achievement Strengths**

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

**Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** STAAR Math passing rate in 6th grade dropped by 5% points this year. **Root Cause:** Educators need additional support in the area of lesson differentiation and small group instruction.

**Problem Statement 2:** 8th Grade Social Studies scores have stagnated around 89% for the past 5 years, in the Approaches standard category. **Root Cause:**



Over the last 5 years there has been high turn over on the 8th grade SS Team. The 8th grade SS team needs additional support to address the state standards and student needs.

**Problem Statement 3:** 7th Grade Writing scores have stagnated around 89% of the past 5 years. **Root Cause:** Educators need additional instructional support and direction with focused time to develop better writing strategies and skills with learners.

**Problem Statement 4:** Students identified to receive Special Education services scored lower than their general education peers on the STAAR Reading assessment. **Root Cause:** Educators of record lack a strong foundation in differentiation and need more support with strategies.

**Problem Statement 5:** ESL learners, identified as 1st year or 2nd year to the country, achieved lower STAAR reading scores compared to their monolingual peers. **Root Cause:** Educators need training to identify/ develop stronger strategies for their classrooms to engage our ESL population.

# School Processes & Programs

## School Processes & Programs Summary

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

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

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

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

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

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

Through Challenge Based Learning (CBL), the student directed learning initiative we utilize we continue to move our campus toward teaching practices that

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

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

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

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

### **School Processes & Programs Strengths**

- Professional Learning Communities and our focus on solid timely interventions.
- Challenge Based Learning (CBL) and its drive toward more Student-Directed Learning.
- Fine Arts, Athletic and curricular competition opportunities to meet students varied needs and interests.
- Partnership with our community including our SRO's, city leaders, and the neighboring community.

- Technology use that supports and drives our learning and growth opportunities.
- Our belief that all learners can be successful at high-levels of learning.
- Our focus and success with SPED, 504, RTI, ESL, and other students with special needs.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Continuing to meet the needs and interests of a more and more diverse student and parent population. **Root Cause:** Our demographics are changing at a rapid pace and likely to change even more in the coming year due to CISD boundary realignments.

**Problem Statement 2:** Truancy and attendance issues affected at least 40 students this past year according to State guidelines. **Root Cause:** A better system of monitoring and addressing this concern must be developed and implemented by administration to help these students and families.

**Problem Statement 3:** 10 students needed to attend summer school due to failures in two or more core classes. **Root Cause:** Students need better support via the RTI process to be successful in their learning.

# Perceptions

## Perceptions Summary

Coppell Middle School West is located in a business community. We are made up of approximately 1300 students. Two thirds of our students ride a bus to and from school, and the other third are dropped off and picked up at the end of the day via family transportation. This unique situation creates a challenge for our Coppell community as our transportation needs are different from some of our more traditional neighborhood schools. This obstacle is overcome through continual efforts to communicate with our parents via school events, social media, and email toward creating common bonds of community. Consistent parent communication regarding open houses, campus events, and department needs are dispersed to our families via text, emails, twitter, and our digital scrolling sign in front of our building. Each department and extra-curricular sponsors also do a great job of communicating needs, expectations and accomplishments to an eager parent group.

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

I am a Wrangler!

I am a positive example.

I am respectful.

I care of all people and property.

I challenge myself every day.

I am not afraid to fail.

I am a Wrangler!

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

exploration day and regularly scheduled field trips that are filled with culture, exploration, and fun.

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

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

### **Perceptions Strengths**

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

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** A clear understanding by all stakeholders of the campus goals and initiatives including CBL, Team Teach classroom arrangement and other topics that arise through out the year. **Root Cause:** Lack of clear and consistent communication to all stakeholders through multiple communication tools.

**Problem Statement 2:** A perception by parents and the community that CMS West does not have enough "Spirit" in supporting events as a campus. **Root Cause:** Visibility/ Involvement by staff and faculty at extra-curricular events.

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

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

- Dyslexia Data

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

- Attendance data
- Discipline records

### **Employee Data**

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

### **Parent/Community Data**

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

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

- Budgets/entitlements and expenditures data





# Goals

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

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

**Evaluation Data Source(s) 1:** iStation BOY, MOY and EOY measures  
 Common Assessment Data  
 Student products  
 Lesson Plans

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Student Assessment Data will be desegregated by faculty and staff during collaborative team time to identify student need.  Differentiated instruction will be provided based on the District's provided RTI2 guidelines for all students.	2.4, 2.6	Campus Admin Campus Instructional Coaches Campus Educators	High Quality Tier 1 instruction will be delivered to all students.  District scope and sequence will be followed.  Student's personal success will show gains.				
<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3 <b>Funding Sources:</b> 211 - Title I, Part A - 0.00							
2) Instructional Coaches will provide professional learning and continued support for classroom educators in Tier 1 instruction, focused on researched based best practice.	2.4, 2.6	Campus Admin Campus Instructional Coaches Campus Educators	High Quality Tier 1 instruction will be delivered to all students.  District scope and sequence will be followed.  Student's personal success will show gains.				
<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4, 5 <b>Funding Sources:</b> 211 - Title I, Part A - 1600.00							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

### Performance Objective 1 Problem Statements:

#### Student Academic Achievement

**Problem Statement 1:** STAAR Math passing rate in 6th grade dropped by 5% points this year. **Root Cause 1:** Educators need additional support in the area of lesson differentiation and small group instruction.

**Problem Statement 2:** 8th Grade Social Studies scores have stagnated around 89% for the past 5 years, in the Approaches standard category. **Root Cause 2:** Over the last 5 years there has been high turn over on the 8th grade SS Team. The 8th grade SS team needs additional support to address the state standards and student needs.

**Problem Statement 3:** 7th Grade Writing scores have stagnated around 89% of the past 5 years. **Root Cause 3:** Educators need additional instructional support and direction with focused time to develop better writing strategies and skills with learners.

**Problem Statement 4:** Students identified to receive Special Education services scored lower than their general education peers on the STAAR Reading assessment. **Root Cause 4:** Educators of record lack a strong foundation in differentiation and need more support with strategies.

**Problem Statement 5:** ESL learners, identified as 1st year or 2nd year to the country, achieved lower STAAR reading scores compared to their monolingual peers. **Root Cause 5:** Educators need training to identify/ develop stronger strategies for their classrooms to engage our ESL population.



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

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

**Evaluation Data Source(s) 2:** Classroom Formative and Summative Data

- Student IEP goals
- Samples of student product

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) CMSW will use Solution Tree Model along with district and campus protocols for implementing Collaborative Teams within our collective Professional Learning Community.</p> <p>As a campus we will analyze data from multiple sources during our designated collaborative time to make sure we are reaching the needs of all of our students.</p> <p>Our instructional teams will focus on areas of intervention and enrichment.</p>	2.4, 2.6	Campus Admin Campus Instructional Coaches ESL Facilitator Campus Educators	<p>High Quality instruction will be delivered to all students.</p> <p>District scope and sequence will be followed.</p> <p>Student's personal success will show gains.</p>				
<p><b>Problem Statements:</b> Demographics 3 - Student Academic Achievement 1, 2, 3, 4, 5</p>							
							

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 3:</b> There is a need for additional professional learning for our staff to address the needs of our diverse population. <b>Root Cause 3:</b> Our demographic, Special Education, ELL and Low SES enrollments have all increased over the last 5 years at different rates. Each group has a variance of needs.</p>
Student Academic Achievement
<p><b>Problem Statement 1:</b> STAAR Math passing rate in 6th grade dropped by 5% points this year. <b>Root Cause 1:</b> Educators need additional support in the area of lesson differentiation and small group instruction.</p>

<b>Problem Statement 2:</b> 8th Grade Social Studies scores have stagnated around 89% for the past 5 years, in the Approaches standard category. <b>Root Cause 2:</b> Over the last 5 years there has been high turn over on the 8th grade SS Team. The 8th grade SS team needs additional support to address the state standards and student needs.
<b>Problem Statement 3:</b> 7th Grade Writing scores have stagnated around 89% of the past 5 years. <b>Root Cause 3:</b> Educators need additional instructional support and direction with focused time to develop better writing strategies and skills with learners.
<b>Problem Statement 4:</b> Students identified to receive Special Education services scored lower than their general education peers on the STAAR Reading assessment. <b>Root Cause 4:</b> Educators of record lack a strong foundation in differentiation and need more support with strategies.
<b>Problem Statement 5:</b> ESL learners, identified as 1st year or 2nd year to the country, achieved lower STAAR reading scores compared to their monolingual peers. <b>Root Cause 5:</b> Educators need training to identify/ develop stronger strategies for their classrooms to engage our ESL population.

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

**Performance Objective 3:** Meaningful relationships that promote efficacy and achievement of all learners will be established and maintained.

**Evaluation Data Source(s) 3:** Wrangler Time Intervention - Small Groups  
Mentoring Logs

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Coppell Middle School West will provide an intentional portion of our school day, Wrangler Time, for students to work on building and promoting meaningful relationships between student to student, student to teacher and student to campus.	2.4, 2.5, 2.6	Campus Admin Counselors Grade Level Leads All campus educators	Higher Self Awareness for students  Educators taking an active role in additional academic support for students.  Reciprocated respect through out the building between all stakeholders.				
				<b>Problem Statements:</b> Demographics 2, 3 - Perceptions 2, 3 <b>Funding Sources:</b> 211 - Title I, Part A - 2000.00			
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> There is a breakdown in communication with some families in our community due to language barriers. <b>Root Cause 2:</b> Lack of access to resources in the home languages of our families.
<b>Problem Statement 3:</b> There is a need for additional professional learning for our staff to address the needs of our diverse population. <b>Root Cause 3:</b> Our demographic, Special Education, ELL and Low SES enrollments have all increased over the last 5 years at different rates. Each group has a variance of needs.
Perceptions
<b>Problem Statement 2:</b> A perception by parents and the community that CMS West does not have enough "Spirit" in supporting events as a campus. <b>Root Cause 2:</b> Visibility/ Involvement by staff and faculty at extra-curricular events.
<b>Problem Statement 3:</b> There is still a small percentage of students and families that feel students do not build meaningful relationships with adults on campus. <b>Root Cause 3:</b> A lack of focus to communicate the efforts of building relationships and social-emotional growth.

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

**Performance Objective 4:** Student achievement and progress levels will exceed state and national (where applicable) standards/averages for all student groups.

**Evaluation Data Source(s) 4:** LPAC Data  
STAAR Scores

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Coppell Middle School West will provide resources and training on best practice teaching strategies for educators to support the needs of our English language learners.	2.4, 2.6	Campus ESL Facilitator Campus Admin All Campus Educators	Classroom specific trainings for teachers providing instruction to English Language learners.  Resources added to the professional library for educator access.  Increase student achievement.				
<b>Problem Statements:</b> Demographics 2, 3 - Student Academic Achievement 5 - School Processes & Programs 1							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 4 Problem Statements:**

Demographics
<b>Problem Statement 2:</b> There is a breakdown in communication with some families in our community due to language barriers. <b>Root Cause 2:</b> Lack of access to resources in the home languages of our families.
<b>Problem Statement 3:</b> There is a need for additional professional learning for our staff to address the needs of our diverse population. <b>Root Cause 3:</b> Our demographic, Special Education, ELL and Low SES enrollments have all increased over the last 5 years at different rates. Each group has a variance of needs.
Student Academic Achievement
<b>Problem Statement 5:</b> ESL learners, identified as 1st year or 2nd year to the country, achieved lower STAAR reading scores compared to their monolingual peers. <b>Root Cause 5:</b> Educators need training to identify/ develop stronger strategies for their classrooms to engage our ESL population.
School Processes & Programs






**Problem Statement 1:** Continuing to meet the needs and interests of a more and more diverse student and parent population. **Root Cause 1:** Our demographics are changing at a rapid pace and likely to change even more in the coming year due to CISD boundary realignments.

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

**Performance Objective 5:** STAAR scores at the Approaches Grade Level for Special Education, ESL, and Economically Disadvantaged will increase over the previous year in each subject area assessed.

**Evaluation Data Source(s) 5:** STAAR Data

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Coppell Middle School West will provide collaborative team time for educators to discuss the needs of their special populations in their classes. The educators will work closely with the Special Education, ESL, and counseling team to ensure that all of the instructional needs of our students are met.	2.4, 2.6	Campus Admin Instructional Coaches ESL Facilitator Campus Counselors.	Resources built and housed in campus Schoology course.  RTI processes defined and followed.  Increase in personal academic development for each individual student.  * Title III funding for push-in support for our students identified to receive ESL support in content courses.				
				<b>Problem Statements:</b> Student Academic Achievement 4, 5 - School Processes & Programs 1			
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 5 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 4:</b> Students identified to receive Special Education services scored lower than their general education peers on the STAAR Reading assessment. <b>Root Cause 4:</b> Educators of record lack a strong foundation in differentiation and need more support with strategies.
<b>Problem Statement 5:</b> ESL learners, identified as 1st year or 2nd year to the country, achieved lower STAAR reading scores compared to their monolingual peers. <b>Root Cause 5:</b> Educators need training to identify/ develop stronger strategies for their classrooms to engage our ESL population.
School Processes & Programs
<b>Problem Statement 1:</b> Continuing to meet the needs and interests of a more and more diverse student and parent population. <b>Root Cause 1:</b> Our demographics are changing at a rapid pace and likely to change even more in the coming year due to CISD boundary realignments.



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

**Performance Objective 6:** STAAR scores at the meets or masters Grade level will increase over the previous year in each subject area assessed.

**Evaluation Data Source(s) 6:** STAAR Data

- RTI Data forms
- BOY, MOY, EOY assessments
- Classroom assessment data

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Coppell Middle School West will provide (in addition to Tier I instruction) math interventions and resources for students identified needing Tier II or III support.	2.4, 2.5, 2.6	Math Instructional Coach All Math Educators Counselors Campus Admin	Students will make personal gains in the area of math, hopefully resulting in a year's worth of growth, as indicated by STAAR.				
				<b>Problem Statements:</b> Student Academic Achievement 1 <b>Funding Sources:</b> 199 - State Comp Ed - 12000.00			
2) Coppell Middle School West will provide (in addition to Tier I instruction) reading interventions and resources for students identified needing Tier II or III support.	2.4, 2.5, 2.6	Language Arts Instructional Coach All Math Educators Counselors Campus Admin	Students will make personal gains in the area of math, hopefully resulting in a year's worth of growth, as indicated by STAAR.				
				<b>Problem Statements:</b> Student Academic Achievement 3, 4, 5 - School Processes & Programs 3 <b>Funding Sources:</b> 199 - State Comp Ed - 8000.00			
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue							

**Performance Objective 6 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> STAAR Math passing rate in 6th grade dropped by 5% points this year. <b>Root Cause 1:</b> Educators need additional support in the area of lesson differentiation and small group instruction.

**Problem Statement 3:** 7th Grade Writing scores have stagnated around 89% of the past 5 years. **Root Cause 3:** Educators need additional instructional support and direction with focused time to develop better writing strategies and skills with learners.

**Problem Statement 4:** Students identified to receive Special Education services scored lower than their general education peers on the STAAR Reading assessment. **Root Cause 4:** Educators of record lack a strong foundation in differentiation and need more support with strategies.

**Problem Statement 5:** ESL learners, identified as 1st year or 2nd year to the country, achieved lower STAAR reading scores compared to their monolingual peers. **Root Cause 5:** Educators need training to identify/ develop stronger strategies for their classrooms to engage our ESL population.

### **School Processes & Programs**

**Problem Statement 3:** 10 students needed to attend summer school due to failures in two or more core classes. **Root Cause 3:** Students need better support via the RTI process to be successful in their learning.

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

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

**Evaluation Data Source(s) 1:** Completion of iExplore course

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) All 7th grade learners will participate in and receive the iExplore curriculum, through an assigned class period or Wrangler Time.	2.4	iExplore Teachers Counselors	Students will gain insight on future careers, pathways, colleges and vocational programs offered in their futures.				
	<b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> 211 - Title I, Part A - 1800.00						
2) Coppell Middle School West will offer a gardening course and youth and government course to engage students whom may be interested in pursuing a career in these areas.	2.5	Campus Counselors Course Educators Campus Admin	Increased enrollment in courses.  Student engagement to campus activities.				
	<b>Problem Statements:</b> School Processes & Programs 1						
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue							

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Continuing to meet the needs and interests of a more and more diverse student and parent population. <b>Root Cause 1:</b> Our demographics are changing at a rapid pace and likely to change even more in the coming year due to CISD boundary realignments.

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

**Performance Objective 2:** All learners at Coppell Middle School West will have multiple opportunities to highlight and showcase evidence of learning. (i.e. service learning, digital portfolios, presentations, etc.)

**Evaluation Data Source(s) 2:** Science Fair

Spanish Fair

Digital Portfolios - Bulb

NJHS Service Hours






Classroom presentations

Choir Performances

Band Performances

Theater Productions

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will provide multiple opportunities for students to showcase their talents.  Each student will have a minimum of two artifacts per course in their Bulb portfolio by the end of the 2018-2019 school year.	3.1, 3.2	All Staff	Increased student feeling and sense of ownership of their school and their learning.  Students will enter their next grade with documented artifacts of their learning.  *Title III funds used for a ESL Family Night				
<b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Continuing to meet the needs and interests of a more and more diverse student and parent population. <b>Root Cause 1:</b> Our demographics are changing at a rapid pace and likely to change even more in the coming year due to CISD boundary realignments.
Perceptions

**Problem Statement 1:** A clear understanding by all stakeholders of the campus goals and initiatives including CBL, Team Teach classroom arrangement and other topics that arise through out the year. **Root Cause 1:** Lack of clear and consistent communication to all stakeholders through multiple communication tools.

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

**Performance Objective 3:** CISD will investigate, explore and create tools/strategies that will quantitatively and qualitatively measure academic and social emotional growth.

**Evaluation Data Source(s) 3:** Student reflection

Student products  
Attendance to events

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Coppell Middle School West will bring in guest speakers to talk about social emotional topics.  Students will provide feedback on their experiences.	2.6	Campus Counselors and Instructional Staff	Students will be more equipped to handle social emotional stresses they may encounter in middle school.				
<b>Problem Statements:</b> Perceptions 3 <b>Funding Sources:</b> 211 - Title I, Part A - 7500.00							
2) Coppell Middle School West will continue to grow in it's understanding and learning design of Challenged Based Learning (CBL).  CMSW will work closely with a APL coach on campus wide implementation.	2.4	Campus DLC Campus Admin All Campus Educators	Student's continue to leverage their voices to solve real word challenges.  Student's engage in campus, community and global solutions.				
<b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 211 - Title I, Part A - 16500.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 3 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> A clear understanding by all stakeholders of the campus goals and initiatives including CBL, Team Teach classroom arrangement and other topics that arise through out the year. <b>Root Cause 1:</b> Lack of clear and consistent communication to all stakeholders through multiple communication tools.
<b>Problem Statement 3:</b> There is still a small percentage of students and families that feel students do not build meaningful relationships with adults on campus. <b>Root Cause 3:</b> A lack of focus to communicate the efforts of building relationships and social-emotional growth.

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

**Performance Objective 1:** Coppell Middle School West will continue to review and implement all content curriculum documents and provide needed supports to ensure equitable access of the curriculum for all learners.

**Evaluation Data Source(s) 1:** Formative and Summative Data

- LPAC Data
- RTI Tier forms
- Educator quantitative and qualitative data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Coppell Middle School West will create opportunities for educators to meet and review curriculum documents, assess student data and curate future opportunities for learning for all student groups.	2.4, 2.5, 2.6	Campus Admin Campus Instructional Coaches All Campus Educators	Implementation of collectively developed learning opportunities.  Access for all to grade level course content.  *Use of Title III funds for subs for ESL Facilitator.				
	<b>Problem Statements:</b> School Processes & Programs 1, 2 <b>Funding Sources:</b> 211 - Title I, Part A - 34871.10						
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Continuing to meet the needs and interests of a more and more diverse student and parent population. <b>Root Cause 1:</b> Our demographics are changing at a rapid pace and likely to change even more in the coming year due to CISD boundary realignments.
<b>Problem Statement 2:</b> Truancy and attendance issues affected at least 40 students this past year according to State guidelines. <b>Root Cause 2:</b> A better system of monitoring and addressing this concern must be developed and implemented by administration to help these students and families.

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

**Performance Objective 2:** All learners at Coppell Middle School West will be provided instruction on digital citizenship, digital safety and information literacy.

**Evaluation Data Source(s) 2:** Wrangler Camp Lesson  
 Electronic Signatures from all students  
 Library lessons on digital tools

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The Digital Learning Coach and a group of educators will develop a series of lessons on digital citizenship, digital safety and informational literacy.	2.5	DLC Librarian Classroom Educators	Students will be empowered to participate in a digital learning environment safely and responsibly.				
<b>Problem Statements:</b> School Processes & Programs 1							
= Accomplished                       = Continue/Modify                       = No Progress                       = Discontinue							

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Continuing to meet the needs and interests of a more and more diverse student and parent population. <b>Root Cause 1:</b> Our demographics are changing at a rapid pace and likely to change even more in the coming year due to CISD boundary realignments.








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

**Performance Objective 3:** Coppell Middle School West will partner with CISD to continue to investigate, explore and create tools/strategies that support our families ability to enhance and extend their child's learning.

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Add to the inventory of bilingual novels in the classroom library of our ESL facilitator.	2.5	Campus Admin ESL Facilitator	Increased comprehension for our ELL students.  Increased engagement with current YA authors and novels.  * Title III Funding for resources.				
<b>Problem Statements:</b> Demographics 3 - Student Academic Achievement 5							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 3 Problem Statements:**






Demographics
<b>Problem Statement 3:</b> There is a need for additional professional learning for our staff to address the needs of our diverse population. <b>Root Cause 3:</b> Our demographic, Special Education, ELL and Low SES enrollments have all increased over the last 5 years at different rates. Each group has a variance of needs.
Student Academic Achievement
<b>Problem Statement 5:</b> ESL learners, identified as 1st year or 2nd year to the country, achieved lower STAAR reading scores compared to their monolingual peers. <b>Root Cause 5:</b> Educators need training to identify/ develop stronger strategies for their classrooms to engage our ESL population.

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

**Performance Objective 4:** Coppell Middle School West will collaborate with CISD to continue to provide training for all stakeholders in order to eliminate bias in instruction, assessment, and communication.

**Evaluation Data Source(s) 4:** Eduphoria Work Shop Portfolio report

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Coppell Middle School West will continue to work with Instructional Coaches and classroom educators to choose appropriate professional learning opportunities for classroom teachers and educational leaders.	2.4, 2.6	Campus Admin  Instructional Coaches	Learning and resources gleaned from professional learning opportunities will be shared on campus to increase student engagement and learning outcomes for students.				
<b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> 211 - Title I, Part A - 5400.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 4 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Continuing to meet the needs and interests of a more and more diverse student and parent population. <b>Root Cause 1:</b> Our demographics are changing at a rapid pace and likely to change even more in the coming year due to CISD boundary realignments.

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

**Performance Objective 5:** Coppell Middle School West will provide structures and/or strategies to support the social emotional well-being of learners.

**Evaluation Data Source(s) 5:** Faculty Meetings  
 Parent Information Meetings  
 Guest Speakers to focus on social/emotional health  
 Counselor sign in and log

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Campus counselors will be available to address the social emotional well-being of learners.  Counselors will provide resources for educators to be aware of warning signs that a student may be in need of attention.	2.4, 2.6	Campus Counselors	The counselors will provide a QR code for student's to scan and provide a request to be seen.				
<b>Problem Statements:</b> School Processes & Programs 2, 3 <b>Funding Sources:</b> 211 - Title I, Part A - 1000.00							
2) Coppell Middle School West will provide structures and/or strategies to support the students in violation of truancy law.	2.5, 3.1	Campus Admin Registrar Attendance Clerk	Students will increase their seat time.				
<b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> 211 - Title I, Part A - 3000.00							
= Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue							

**Performance Objective 5 Problem Statements:**






School Processes & Programs
<b>Problem Statement 2:</b> Truancy and attendance issues affected at least 40 students this past year according to State guidelines. <b>Root Cause 2:</b> A better system of monitoring and addressing this concern must be developed and implemented by administration to help these students and families.
<b>Problem Statement 3:</b> 10 students needed to attend summer school due to failures in two or more core classes. <b>Root Cause 3:</b> Students need better support via the RTI process to be successful in their learning.

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

**Performance Objective 6:** Coppell Middle School West will continue to implement safety procedures and protocols throughout all facilities.

**Evaluation Data Source(s) 6:** Monthly drill report.

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will complete routine drills in the following areas: lock-down, lock-out, fire and shelter drills.	2.4	Campus Admin	Students are aware of what to do in the event of danger on campus.				
<b>Problem Statements:</b> Perceptions 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

**Performance Objective 6 Problem Statements:**

Perceptions
<b>Problem Statement 1:</b> A clear understanding by all stakeholders of the campus goals and initiatives including CBL, Team Teach classroom arrangement and other topics that arise through out the year. <b>Root Cause 1:</b> Lack of clear and consistent communication to all stakeholders through multiple communication tools.

# Goal 4: Organizational Improvement and Strategic Design: We as Coppell Middle School West will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

**Performance Objective 1:** Coppell Middle School West along with CISD will provide professional learning and calibrate the implementation of Professional Learning Communities (PLCs) for all campuses.

**Evaluation Data Source(s) 1:** Campus Professional Learning Days (one per semester, per course), Collaborative Planning Time, Educator Evidence and PLC Reflection Data in BULB.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Educators will have one Professional Learning Day per semester, to meet as an entire department to design learning experiences that challenge learners, provide appropriate interventions and enrichment.	2.4, 2.5, 2.6	Campus Admin Instructional Coaches	Educators will share evidence of these two days during weekly collaboration times.  Student data will be monitored for fidelity of intervention and enrichment.				
2) Instructional Coaches will attend the iCare Academy, in Denton, TX. The instructional coaches attend this event to gain skills in instructional coaching and leadership.	2.4, 2.5, 2.6	Four Core ICs DLC Special Ed IC Campus Admin	The instructional coaches will grow in their coaching and leadership abilities to improve instruction.				
<p><b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4, 5 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> 211 - Title I, Part A - 2400.00</p>							
<p>  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 1 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> STAAR Math passing rate in 6th grade dropped by 5% points this year. <b>Root Cause 1:</b> Educators need additional support in the area of lesson differentiation and small group instruction.
<b>Problem Statement 2:</b> 8th Grade Social Studies scores have stagnated around 89% for the past 5 years, in the Approaches standard category. <b>Root Cause 2:</b> Over the last 5 years there has been high turn over on the 8th grade SS Team. The 8th grade SS team needs additional support to address the state standards and student needs.

**Problem Statement 3:** 7th Grade Writing scores have stagnated around 89% of the past 5 years. **Root Cause 3:** Educators need additional instructional support and direction with focused time to develop better writing strategies and skills with learners.

**Problem Statement 4:** Students identified to receive Special Education services scored lower than their general education peers on the STAAR Reading assessment. **Root Cause 4:** Educators of record lack a strong foundation in differentiation and need more support with strategies.

**Problem Statement 5:** ESL learners, identified as 1st year or 2nd year to the country, achieved lower STAAR reading scores compared to their monolingual peers. **Root Cause 5:** Educators need training to identify/ develop stronger strategies for their classrooms to engage our ESL population.

### **School Processes & Programs**

**Problem Statement 1:** Continuing to meet the needs and interests of a more and more diverse student and parent population. **Root Cause 1:** Our demographics are changing at a rapid pace and likely to change even more in the coming year due to CISD boundary realignments.

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

**Performance Objective 2:** Coppell Middle School West along with continue to partner with curriculum directors and district administration to continue to investigate and provide tools/strategies in order to create a comprehensive, balanced assessment system as a means to monitor student growth and to inform instructional practices.

**Evaluation Data Source(s) 2:** Common assessment data  
BOY, MOY, EOY data

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Instructional Coaches and educators will participate in the curation of common formative and summative assessments both the district personal and campus personal.	2.4, 2.5, 2.6	Instructional Coaches Campus Admin	Increase student achievement.  Teachers will be able to identify instructional and learning gaps based on common assessment data.  Reteach will be administered more timely.				
<b>Problem Statements:</b> Student Academic Achievement 1, 2, 3, 4, 5							
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue							

**Performance Objective 2 Problem Statements:**

Student Academic Achievement
<b>Problem Statement 1:</b> STAAR Math passing rate in 6th grade dropped by 5% points this year. <b>Root Cause 1:</b> Educators need additional support in the area of lesson differentiation and small group instruction.
<b>Problem Statement 2:</b> 8th Grade Social Studies scores have stagnated around 89% for the past 5 years, in the Approaches standard category. <b>Root Cause 2:</b> Over the last 5 years there has been high turn over on the 8th grade SS Team. The 8th grade SS team needs additional support to address the state standards and student needs.
<b>Problem Statement 3:</b> 7th Grade Writing scores have stagnated around 89% of the past 5 years. <b>Root Cause 3:</b> Educators need additional instructional support and direction with focused time to develop better writing strategies and skills with learners.
<b>Problem Statement 4:</b> Students identified to receive Special Education services scored lower than their general education peers on the STAAR Reading assessment. <b>Root Cause 4:</b> Educators of record lack a strong foundation in differentiation and need more support with strategies.

**Problem Statement 5:** ESL learners, identified as 1st year or 2nd year to the country, achieved lower STAAR reading scores compared to their monolingual peers. **Root Cause 5:** Educators need training to identify/ develop stronger strategies for their classrooms to engage our ESL population.



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

**Performance Objective 3:** Coppell Middle School West will calibrate and streamline the RTI System to integrate with our Professional Learning Community practices to provide additional supports for all learners at each campus.

**Evaluation Data Source(s) 3:** Professional Learning Community Calendar and Notes  
RTI forms in AWARE

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Instructional coaches will continue the work with the district by attending the cohort professional learning trainings provided by Solution Tree.	2.4, 2.5	Campus Admin Instructional Coaches	The instructional coaches will continue to lead their departments in the implementation of the CISD RTI processes.  Student data will be gathered and assessed to insure students are receiving the appropriate levels of support.				
<b>Problem Statements:</b> School Processes & Programs 3							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 3 Problem Statements:**

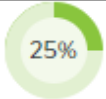

School Processes & Programs
<b>Problem Statement 3:</b> 10 students needed to attend summer school due to failures in two or more core classes. <b>Root Cause 3:</b> Students need better support via the RTI process to be successful in their learning.

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

**Performance Objective 4:** Coppell Middle School West will consolidate the avenues for internal and external communication to increase clarity and consistency of district messages.

**Evaluation Data Source(s) 4:** Parent Link data  
Campus Social Media platforms

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Coppell Middle School West will continue to purchase resources focused at improving the stakeholders experiences on campus and other resources as needed.	2.4, 2.6, 3.1	Campus Admin	Higher ratings on the satisfaction survey at the end of the year given to students and families.				
	<b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> 211 - Title I, Part A - 1500.00						
							

**Performance Objective 4 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> A perception by parents and the community that CMS West does not have enough "Spirit" in supporting events as a campus. <b>Root Cause 2:</b> Visibility/ Involvement by staff and faculty at extra-curricular events.

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

**Performance Objective 5:** Coppell Middle School West will align and create a system for professional learning informed by qualitative and quantitative data sources.

**Evaluation Data Source(s) 5:** Agendas from Meetings

Student Data from Aware  
Qualitative data from teachers

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Professional Learning opportunities will be provided to classroom educators based on the needs of our students.  Campus Admin will work closely with the director of PD and Curriculum Directors to find or curate opportunities for educators to grow.	2.4, 2.5, 2.6	Campus Admin  Campus Instructional Coaches	Student academic growth  Higher ratings on T-TESS for educators				
<b>Problem Statements:</b> School Processes & Programs 1 - Perceptions 1							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 5 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Continuing to meet the needs and interests of a more and more diverse student and parent population. <b>Root Cause 1:</b> Our demographics are changing at a rapid pace and likely to change even more in the coming year due to CISD boundary realignments.
Perceptions
<b>Problem Statement 1:</b> A clear understanding by all stakeholders of the campus goals and initiatives including CBL, Team Teach classroom arrangement and other topics that arise through out the year. <b>Root Cause 1:</b> Lack of clear and consistent communication to all stakeholders through multiple communication tools.

# State Compensatory

## Budget for Coppell Middle School West:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
6112	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$20,460.00
	<b>6100 Subtotal:</b>	<b>\$20,460.00</b>

# A Site Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Bruce Hermans	Assistant Principal
Administrator	Sarah Thornton	Assistant Principal
Administrator	Emily Froese	Principal
Counselor	Jaime Duncan	Counselor
Counselor	Stephanie Julian	Counselor
Classroom Teacher	Stephanie Howell	Teacher
Classroom Teacher	Julie Ann	Teacher
Classroom Teacher	Sara Albers	Teacher
Classroom Teacher	Ann Hale	Teacher
Classroom Teacher	Sunny Richardson	Teacher
Classroom Teacher	Shelby Otway	Teacher
Classroom Teacher	Sanela Pjetrvic	Teacher
Classroom Teacher	Laura Francis	Teacher
Classroom Teacher	Allison Hartzell	Teacher
Classroom Teacher	John Kelder	Teacher
Classroom Teacher	Brandi Cantrell	Teacher
Non-classroom Professional	Angie Mahalik	Librarian
Non-classroom Professional	Trisha Goins	Digital Learning Coach
Classroom Teacher	Ricky Fernandez	Teacher
Parent	Sara Ratliff	Parent
District-level Professional	Deana Dynis	Executive Director of Teaching and Learning
Parent	Rosemond Cates	Parent
Parent	Esha Hirani	Parent
Parent	Monica Panda	Parent

Community Representative	Grayson Tucker	Community Representative
Business Representative	Still waiting on a response -	Business Representative

# Demographics Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Deana Dynis	Exec. Director of Learning
Parent	Sara Ratliff	Parent
Administrator	Emily Froese	Campus Principal
Counselor	Stephanie Julian	Campus Counselor
Classroom Teacher	Dawn Massey	Classroom Teacher
Student	Grace Cates	Student
Student	Shay Hagans	Student
Classroom Teacher	Shelby Otway	Teacher
Classroom Teacher	Sunny Richardson	Teacher
Community Representative	Gary Buffington	Community Member
Student	Cici Caro - Torres	Student

# Perceptions

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Tammy Taylor	District Director
Parent	June Beach	Parent
Administrator	Emily Froese	Principal
Counselor	Jaime Duncan	Counselor
Student	Emme Ratliff	Student
Classroom Teacher	Christina Malone	Teacher
Community Representative	Eric Cates	Community
Classroom Teacher	Sara Albers	Teacher
Non-classroom Professional	Stacey Kniff	Campus Para-professional
Parent	Lillynette Caro	parent



# Process and Programs

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Janice Duffney	Director of Data Systems
Administrator	Bruce Hermans	Asst Principal
Counselor	Stephanie Julian	Counselor
Student	Gabriel Warren	Student
Classroom Teacher	Sanela Pjetrovic	Teacher
Classroom Teacher	Kendra Carter	Teacher
Community Representative	Gabrielle Jefferson	Community Member
Parent	Scott Kutchins	Parent
Paraprofessional	Kristen Bickerstaff	Instructional Para

# Student Achievement

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Anita De La Isla	Director of ELA
Parent	Rosemond Cates	Parent
Administrator	Sarah Thornton	Asst Principal
Counselor	Jaime Duncan	Campus Counselor
Classroom Teacher	Ann Hale	Teacher
Student	Emma Taylor	Student
Classroom Teacher	Stacey Kopp	Teacher
Community Representative	Stancey Hagans	Community Member
Classroom Teacher	Sanela Pjetrovic	Classroom Teacher

# Campus Funding Summary

<b>211 - Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Subs for continued professional learning for educators		\$0.00
1	1	2	Subs for instructional coaches to attend off-site trainings -Guided Reading		\$1,200.00
1	1	2	Subs for Science Educators to plan STAAR WARS		\$400.00
1	3	1	Wrangler Camp and Wrangler Time Planning	211	\$2,000.00
2	1	1	Subs - Community Partner Planning - Design Day		\$1,800.00
2	3	1	Licensed Professional Services - Guest Speaker		\$6,900.00
2	3	1	Licensed Professional Services - Great Expectations		\$600.00
2	3	2	Subs for CBL Design Days		\$15,100.00
2	3	2	Subs for CBL Half Days with APL Coach (New Hires)	211	\$1,400.00
3	1	1	Summer Planning/Design Day, Saturday Academy Planning, STAAR WARS planning, AI and Grade Placement Planning, RTI Planning		\$34,871.10
3	4	1	Great Expectations Institute		\$5,400.00
3	5	1	Professional Learning for Counselors		\$1,000.00
3	5	2	Extra pay for educators to cover additional seat time interventions.		\$3,000.00
4	1	2	Substitutes	211	\$2,400.00
4	4	1	Reading Materials		\$1,500.00
<b>Sub-Total</b>					<b>\$77,571.10</b>
<b>199 - State Comp Ed</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	6	1	Push in support for math		\$12,000.00
1	6	2	Push in support for LA		\$8,000.00
<b>Sub-Total</b>					<b>\$20,000.00</b>

	<b>Grand Total</b>	\$97,571.10
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