Coppell Independent School District

Coppell Middle School East

2019-2020 Campus Improvement Plan

Accountability Rating: A

Mission Statement

We believe at CMSE that our love for the learners and our family atmosphere will drive our quest for each learner to achieve their personal best.

Vision

We believe at CMSE that our love for the learners and our family atmosphere will drive our quest for each learner to achieve their personal best.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

Coppell Middle School East is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools and a freshman campus. CMS East serves a majority Asian student population in grades 6-8. In the 2018-19 school year, total enrollment was 943 which represents an increase of 2.5% since 2014-15 (920 learners).

In 2018-19, the student population was 55.9% Asian, 27.5% White, 9.4% Hispanic, 4.5% African American, 0.2% American Indian/Alaskan Native, 0.1% Native Hawaiian/Pacific Islander and 2.1% multi-racial. Females made up 46.7% of the learners and males represented 53.2%. Our economically disadvantaged percentage was 8.1%.

Our English Learner (EL) population consisted of 35 learners that made up 3.7% of our campus. The top 5 foreign languages spoken by this student group were: Telugu (25.7%), Spanish (17.1%), Tamil (8.5), Korean (8.5%), and Urdu(8.5%). Additionally, 31.4% of our ELs were also economically disadvantaged.Our 220 gifted and talented learners constituted 23.3% of our population. Our gender split in the GT group was 40.4% female and 59.5% male. Of the four major ethnic groups, our GT learners were 75% Asian, 20.9% White, 1.8% Hispanic and 1.8% African American.

We had 55 learners that qualified for special education services, which represented 5.8% of our population. There were 66 learners with 504 accommodations, which was 7% of the total enrollment.

The average daily attendance for our campus in 2018-19 was 97.76%, an increase of 0.26% from the prior year.

STAFFING

CMS East employed 61 educators and 6 instructional aides in the 2018-19 school year. The number of teachers increased by 1 from the prior year while the number of aides also increased by 1. The ethnic breakdown for the teaching staff was 3.2% Asian, 90.1% White, 4.9% Hispanic, 1.6% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0% multi-racial. Females made up 67.2% of the educators and males represented 32.7%.

Overall, our educators had a varying level of professional experience: 4.9% (3) were new to teaching with 0-1 years of experience, 24.5% (15) had 2-5 years, 27.8% (17) had 6-10 years, 18% (11) had 11-15 years, 4.9% (3) had 16-20 years, and 19.6% (12) had more than 20 years. Looking at longevity

within the district, 16.3% of our teachers had 0-1 years in district, 29.5% had 2-5 years, 18% had 6-10 years, 24.5% had 11-15 years, 6.5% had 16-20 years and 4.9% had more than 20 years. The average years of professional experience was 11.1 with 8.1 years in the district.

Advanced degrees were held by 21.3% of our teachers: 12 with master's degrees and 1 with doctorates. Our campus principal had 37 years of career experience in a professional position (not necessarily as a principal) and 33 years in Coppell. Our assistant principal(s) had an average of 28 years of professional experience and 15.5 years in the district.

Our educator retention rate from 2017-18 to 2018-19 was 88.3%. For educational aides it was 83.3%. We hired 8 new teachers in 2018-19. The characteristics of our new teachers were as follows: 12.5% Asian, 87.5% White, 0% Hispanic, 0% African American, 62.5% female, 37.5% male, 37.5% new to teaching, 25% with 2-5 years of professional experience, 25% with 6-10 years, 12.5 with 11-15 years, 0% with 16-20 years, 0% with more than 20 years and 13.1% new to the campus. The average years of professional experience was 4.2 with 2.6 years in the district. 37.5% of our new teachers had advanced degrees.

Demographics Strengths

- The average daily attendance for our campus in 2018-19 was 97.76%. Our learners are consistent in coming to school and they enjoy learning.

- Advanced degrees were held by 21.5% of our teachers: 12 with master's degrees and 1 with a doctoral degree.

- The average years of professional experience was 10.9 with 8 years in the district.

- Our teacher retention rate from 2016-17 to 2017-18 was 86.4%. Having the same staff helps with the knowledge of our learners and their needs.

- The diversity of our learners and the culture we have built at East from this diversity is one of our major strengths.

Problem Statements Identifying Demographics Needs

Problem Statement 1: An ever-growing ESL population and their progress with learning a new language. **Root Cause**: Coppell is a strong school district that attracts education minded parents that move their children in from foreign countries. STAAR is not mindful of how long it takes to master a new language.

Problem Statement 2: We have had an influx of growth with identified learners in special education. **Root Cause**: Growth in the number of referrals and qualifying learners for special programs and services among the three middle schools.

Problem Statement 3: Achievement oriented stress and lack of coping skills for our learners. **Root Cause**: External or internal stressors causing high stress levels for our learners

Student Academic Achievement

Student Academic Achievement Summary

Our students have performed well on the STAAR Assessments and EOC for Algebra. We are performing at a high level and have growth in our special populations learning over the three year period recorded. We have qualified for 7 out of 7 distinctions for the last two years. We consistently perform as one of the top schools in our cohort in all areas. Our students are also performing well with our district and campus benchmarks for each subject area and learning groups. There are two student populations that we are working with extensively to achieve success. Those two groups are our special education learners in the area of reading and math, and our LEP learners in the area of math and reading.

CMS East - Student Academic Achievement

Student Academic Achievement Summary

STAAR

The state has four performance labels for learners who take a STAAR assessment. The labels and definitions are defined below.

- Did Not Meet: Performance in this category indicates that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. Students in this category do not demonstrate a sufficient understanding of the assessed knowledge and skills.
- Approaches: Performance in this category indicates that students are likely to succeed in the next grade or course with targeted academic intervention. Students in this category generally demonstrate the ability to apply the assessed knowledge and skills in familiar contexts.
- Meets: Performance in this category indicates that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted academic intervention. Students in this category generally demonstrate the ability to think critically and apply the assessed knowledge and skills in familiar contexts.
- Masters: Performance in this category indicates that students are expected to succeed in the next grade or course with little or no academic intervention. Students in this category demonstrate the ability to think critically and apply the assessed knowledge and skills in varied contexts, both familiar and unfamiliar.

In the following data, the Coppell ISD utilizes the Meets performance level for the passing percentages below. STAAR ALT and STAAR ALT 2 are not included.

ALL STUDENTS CATEGORY:

ACHIEVED THE MEET PASSING STANDARD: Change in performance from 2015-2018

6th Grade: Reading-69% to 73%; Math-85% to 88%

7th Grade: Reading-84% to 82%; Math-95% to 91%; Writing-85% to 74%

8th Grade: Reading-70% t0 88%; Math-51% to 95%; Science-87% to 89%; Social Studies-52% to 82%

Algebra I: 98% to 100%

ECONOMICALLY DISADVANTAGED LEARNERS:

ACHIEVED THE MEET PASSING STANDARD: CHANGE IN PERFORMANCE FROM 2015-2018:

6th Grade: Reading-42% to 54%; Math-100% to 86%

7th Grade: Reading-60% to 42%; Math-69% to 74%; Writing-72% to 37%

8th Grade: Reading-55% to 53%; Math-21% to 83%; Science-64% to 57%; Social Studies-20% to 57%

Algebra I: 83% to 100%

SPECIAL EDUCATION LEARNERS:

ACHIEVED THE MEET PASSING STANDARD: CHANGE IN PERFORMANCE FROM 2015 TO 2018:

6th Grade: Reading-7% to 15%; Math- 63% to 57%

7th Grade: Reading-25% to 13%; Math-50% to 65%; Writing-58% to 19%

8th Grade: Reading-8% to 33%; Math-17% to 71%; Science-50% to 30%; Social Studies-20% to 30%

Algebra I: n/a to 100%

LIMITED ENGLISH PROFICIENT (LEP)
ACHIEVED THE MEET PASSING STANDARD: CHANGE IN PERFORMANCE FROM 2015-2018:
Grade 6: Reading-33% to 32%; Math-80% to 81%
Grade 7: Reading-33% to 27%; Math-61% to 75%; Writing-33% to 29%
Grade 8: Reading-0% to 8%; Math-0% to 83%; Science-50% to 47%; Social Studies-0% to 53%
Algebra I: N/A to 100%

Student Academic Achievement Strengths

- Our learners are performing exceptionally well overall in mathematics as they have consistently scored in the mid to upper 90% range for the last 3 years.
- Our learners have improved their mastered standard in both math and reading over the last 3 years.
- Our learners have performed exceptionally well overall in Algebra I EOC for the last 3 years with over 98% passing that exam.
- Our learners have received all the possible distinctions for learning that is available to receive for the last two years. (7 out of 7 distinctions earned both years)

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Lower STAAR reading assessment scores for our 6th grade special education students and LEP students this past year. **Root Cause**: Increased population of SPED learners with large learning gaps in the area of reading. Edit Associated Areas

Problem Statement 2: Lower STAAR reading assessment scores for our 7th and 8th grade LEP students this past year. **Root Cause**: We need stronger Tier 1 instructional strategies for our LEP learners in all areas of curriculum.

Problem Statement 3: Learners needing more rigor and interventions in all curricular areas to meet higher levels of learning. **Root Cause**: Academic gaps of more than a year below grade level for some of our learners in all curricular areas. GT stagnate scores and lack of growth for some learners.

School Processes & Programs

School Processes & Programs Summary

CISD/CMSE hires educators that are certified in the field that they will be teaching our learners. All educators go through a rigorous hiring process to ensure that we are placing the best educators in our classrooms. Once they are hired, our educators go through a program with our human relations department to ensure they understand the "Coppell Way" and expectations for teaching and learning in CISD. The Director of Staff Development then designs a "New Teacher" Orientation to introduce the curriculum, policies and procedures expected of each educator in CISD. If an educator is in their first two years of teaching, they are assigned a mentor and go through our new teacher academy for the entire year. This supports the new educator in best practices in the classroom and how to integrate themselves into the education field.

CISD/CMSE provides all educators with professional learning opportunities throughout the school year. This staff development occurs at the district and the campus level. There are certain strategies and initiatives that are promoted and worked on as a district and then each campus has their own staff development to integrate the educators to the campus culture of learning and growing as an educator. On the campus staff development time, at East we survey our educators and do a needs assessment for areas that we feel will grow us as a stronger campus. Our focus is as a PBL campus, a technology infused campus and a strong curriculum based campus. We are a PLC operating campus and the collaboration, the work of making sure we focus on what do we want our learners to know, how do we know if they know it, what do we do if they don't and what do we do if they do! These questions drive our PLC network and focus us on the growth of our learners and the strength of our programs for when a child needs intervention and when they need enrichment. In each of our core academic areas, we have a content time each day for our educators to seek input from one another on what is working or not working with the curriculum, students' needs and accomplishments, data discovery and lesson planning to meet the needs of our data weak areas.

At CMSE we provide intervention time during the day and before and after school for learners that need that extra help. We use our BEAST time (advisory) for enrichment activities to focus on taking the rigor to a higher level. We also use our BEAST time to focus on character growth, bully prevention, drug and alcohol abuse, safety on the internet and digital responsibility, respecting different cultures and ideas, suicide prevention, dating guidelines and how to treat one another. This has been such a helpful program to also build leaders and grow our learners into future leaders both locally, statewide and globally. We offer iExplore to every seventh grader in our school, which is a class that focuses on college exploration, career exploration, personality assessments, and learning assessments, guest speakers from different job markets to allow our learners to ask questions and explore different work fields. We have coding that takes place in our CT classes, a media class that teaches different aspects of technology, a principles of information technology class that teachers computer programming and a STEM class that integrates math and science exploration and creation.

We have more than half of our student population involved in our fine arts programs, such as, band, choir, art, and theatre. Our learners spend many hours in these programs before and after school and perform for our community and campus regularly. We have a strong athletic program that both our young women and men participate within that also teaches many skills for later in life. We have an Outdoor Education Program that works with learners to teach them skills for hunting, boating and camping. This reaches another group of our learners that love the great outdoors.

One of the most important programs at our school for the past year has been our school safety program. We are consistently performing drills with our learners to prepare them for the worst case scenario to ensure their safety in case of an emergency. We have drilled with the staff first and made sure they

understood our processes and procedures for safety, then we walked our learners through each step of our plan to ensure we were all on the same page. We partner with the Coppell Police Department through our SRO organization to do active drills with our learners to practice what we have put in place!

A focus on service learning and giving of ourselves to help others in need. We started an East Sustainability Program to meet the needs of others and our environment.

School Processes & Programs Strengths

- Intervention that matters when needed most for our learners that are at-risk through our tutoring programs.
- Enhancing of the curriculum through our BEAST time to enrich the learning environment and grow our learners that need the extra stimulation.
- Fine Arts program that meets the needs of our learners in an area that is their passion.
- Athletic programs that allows learners to grow in an area that they are passionate about and enjoy performing.
- Technology enriched programs through our CT program and as a campus that integrates technology through all of our curriculum.
- iExplore class for all seventh graders to seek college and career readiness for future goals.
- The partnership with the Coppell Police Department with our SRO's to ensure safety of our campus, educators and learners.
- Service learning programs through our East Sustainability Club and learners earning service hours through our Fish Hours.
- Outdoor Education Program to meet the needs of those learners that love to be outside camping, boating, hunting and fishing.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of programs for learners that will not be attending a 4 year college upon graduation. **Root Cause**: We are a community/district that uses a 4 year college education as our measure of success for learners and we need to redefine success for all learners.

Problem Statement 2: Needing programs to involve our learners in giving back to their world and community. **Root Cause**: Our learners are so involved in academic achievement that they lose sight of the need to be well rounded and think of others.

Problem Statement 3: Learners are not documenting their learning 6th-8th grade in a variety of ways. **Root Cause**: Not utilizing specific tools, such as a digital portfolio to capture the learning.

Perceptions

Perceptions Summary

CMSE is a campus that has building relationships as one of its main components of everyday life. We work on building a climate that allows each learner to be accepted just as they are, especially during the toughest years of their life! We practice the "Fish Philosophy" each day, which is: Be there for one another, Make someone's day, Choose your attitude and Play. We use these as guiding principles on our campus each and every day. We also as a staff and with the input of our student council, established our motto this year as "Kindness starts at East". We want to practice kindness each day and set a standard of respecting all, caring for one another in good times and bad and remembering that "everybody is somebody at East".

We are a neighborhood school and are surrounded by houses on every side of our building. We work hard on establishing a community spirit and involve many of our neighbors in activities during the year to have them as partners in education. We have adults come and serve as mentors for our learners, we have businessmen and women come and speak to our classes as our neighborhood is full of business owners and corporate leaders. We set up times for them to come into our classrooms and relay to our learners the importance of education and their future.

Our town values education and promote college attendance as an expectation for learners. CMSE works with our learners to promote college and career readiness and really seek to help our learners find their passion and pursue a life of fulfillment. When you walk into our building you can tangibly feel the love and respect of our educators for our learners and our learners for our educators. We have such a diverse campus of learners. We have a melting pot of ethnicity, but we are one family and run our school in respect for what we can learn from one another's cultures.

Perceptions Strengths

- Establishing and promoting relationships in the learning environment to meet academic and socio-emotional needs of our learners.
- Parent buy-in and support of our school and the programs and practices that take place within the school.
- Community support of our campus and learners and the needs that arise within the campus.
- Diverse student body that respects our differences and grows stronger through understanding one another.
- Support of our school as we work with Coppell PD to keep our building and learners safe.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Social-emotional health of our learners as they lack the skills to cope with hardships or failure. **Root Cause**: The lack of skills taught to our learners and their parents for mental toughness and coping with hardships for all learners.

Problem Statement 2: With current trends of increased need for safety protocols on campuses, procedures have to change and schools have to be more

secure. **Root Cause**: Current trends of school shootings and violence against schools.

Priority Problem Statements

Problem Statement 1: Achievement oriented stress and lack of coping skills for our learners.

Root Cause 1: External or internal stressors causing high stress levels for our learners

Problem Statement 1 Areas: Demographics

Problem Statement 2: We have had an influx of growth with identified learners in special education.

Root Cause 2: Growth in the number of referrals and qualifying learners for special programs and services among the three middle schools.

Problem Statement 2 Areas: Demographics

Problem Statement 3: An ever-growing ESL population and their progress with learning a new language.

Root Cause 3: Coppell is a strong school district that attracts education minded parents that move their children in from foreign countries. STAAR is not mindful of how long it takes to master a new language.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Lower STAAR reading assessment scores for our 6th grade special education students and LEP students this past year.

Root Cause 4: Increased population of SPED learners with large learning gaps in the area of reading. Edit Associated Areas

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Lower STAAR reading assessment scores for our 7th and 8th grade LEP students this past year.

Root Cause 5: We need stronger Tier 1 instructional strategies for our LEP learners in all areas of curriculum.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: Learners needing more rigor and interventions in all curricular areas to meet higher levels of learning.

Root Cause 6: Academic gaps of more than a year below grade level for some of our learners in all curricular areas. GT stagnate scores and lack of growth for some learners.

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: Lack of programs for learners that will not be attending a 4 year college upon graduation.

Root Cause 7: We are a community/district that uses a 4 year college education as our measure of success for learners and we need to redefine success for all learners.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Needing programs to involve our learners in giving back to their world and community.

Root Cause 8: Our learners are so involved in academic achievement that they lose sight of the need to be well rounded and think of others.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Learners are not documenting their learning 6th-8th grade in a variety of ways.

Root Cause 9: Not utilizing specific tools, such as a digital portfolio to capture the learning.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Social-emotional health of our learners as they lack the skills to cope with hardships or failure.

Root Cause 10: The lack of skills taught to our learners and their parents for mental toughness and coping with hardships for all learners.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: With current trends of increased need for safety protocols on campuses, procedures have to change and schools have to be more

secure.

Root Cause 11: Current trends of school shootings and violence against schools.

Problem Statement 11 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: At East all 6-8th grade learners will be provided high quality Tier I instruction that is aligned to the state standards. The percentage of students requiring Tier 2 will decrease by 5% from the beginning of the year to end of year.

Evaluation Data Source(s) 1: Coppell Curriculum Documents and focus on High Priority Learning Standards within each grade level of TEKS.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Train our educators in the lesson design and implementation of the high priority standards in our curriculum documents within each content area.	2.4, 2.5, 2.6	Campus Administration, Instructional Coaches, Team Leaders of each grade level	High quality Tier I instruction for learners. - Awareness and utilization of the curriculum documents campus-wide.				
Problem Statements: Student Academic Achievement 2							
Funding Sources: 211 - Title I, Part A - 14650.00							
2) Instructional leaders will provide professional learning and support for classroom educators in designing and implementing Tier I instructional strategies and best practices for mastery learning.	2.4, 2.5, 2.6	Campus Administration, Instructional Coaches, Digital Learning Coach	High quality Tier I instruction for learners. - Checklist of things to look for in highlighting specific instructional strategies in all content areas				
Problem Statements: Student Academic Achievement 1							
Funding Sources: 211 - Title I, Part A - 1503.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) East learners will attend Friday Night Live (after school tutorials) if they are struggling with the curriculum and need additional support to understand Tier 1 Instruction and enhance their learning mastery of the basic curriculum.	2.4, 2.5, 2.6	Campus Administration, Campus Educators, Campus Instructional Coaches, Campus Counselors	Keep those at-risk learners on task to learn their curriculum. -At-risk learners successful in their classrooms of study and learn how to study/learn for success of the essential skills. -Learners perform at grade level in all sub-populations of learners.				
	Problem Statements: Student Academic Achievement 3						
	Funding Sources: 211 - Title I, Part A - 9000.00						

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue	

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Lower STAAR reading assessment scores for our 6th grade special education students and LEP students this past year. **Root Cause 1**: Increased population of SPED learners with large learning gaps in the area of reading. Edit Associated Areas
Problem Statement 2: Lower STAAR reading assessment scores for our 7th and 8th grade LEP students this past year. **Root Cause 2**: We need stronger Tier 1 instructional strategies for our LEP learners in all areas of curriculum.
Problem Statement 3: Learners needing more rigor and interventions in all curricular areas to meet higher levels of learning. **Root Cause 3**: Academic gaps of more than a year below grade level for some of our learners in all curricular areas. GT stagnate scores and lack of growth for some learners.

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

Performance Objective 2: Both qualitative and quantitative data will be analyzed weekly and utilized to respond to the needs of all learners. The percentage of students needing to retake assessments will decrease by 10% from the first marking period to the last marking period.

Evaluation Data Source(s) 2: Solution Tree PLC Protocols, STAAR Data, RTI Data, Benchmark Assessments, Grades, Staff, Parent, Student Satisfaction Surveys

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) East will use district and campus PLC protocols to analyze data from multiple sources during our content time to make sure we are reaching the needs of all of our learners in both the areas of intervention and enrichment.	2.5	Campus Administration and Instructional Coaches, Campus Educators, Digital Learning Coach	-Utilization of Schoology AMP to create assessments and reports. -Utilization of our content time to check the achievement data after each unit for all groups of learners. -Create teams of educators that will adapt instruction from the data that will meet all learners needs.				
Problem Statements: Student Academic Achievement 3							
2) East teachers will meet during our content time to utilize the data from our benchmarks and common assessments to ensure that our curriculum is aligned and on target to meet the needs of each group of our learners, (SPED, ESL, GT, At Risk, Economically Disadvantaged)	2.4, 2.6	Campus Administration and Instructional Coaches, ESL Facilitator, SPED Dept. Head, GT Educators, Counselors	-Utilization of our content time to check the achievement data after each unit for all groups of learners.				
Problem Statements: Student Academic Achievement 2							
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 2: Lower STAAR reading assessment scores for our 7th and 8th grade LEP students this past year. **Root Cause 2**: We need stronger Tier 1 instructional strategies for our LEP learners in all areas of curriculum.

Problem Statement 3: Learners needing more rigor and interventions in all curricular areas to meet higher levels of learning. **Root Cause 3**: Academic gaps of more than a year below grade level for some of our learners in all curricular areas. GT stagnate scores and lack of growth for some learners.

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

Performance Objective 3: Meaningful relationships that promote efficacy and achievement of all learners will be established and maintained at East. The percentage of students on the A honor roll will increase by 5% from the fall semester to the end of the spring semester.

   Evaluation Data Source(s) 3: Counselor logs, Climate surveys, Satisfaction Surveys, Discipline records

   Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) East will provide time each day during "Beast Time" (advisory) to promote, build and maintain meaningful relationships with our learners.	2.5, 2.6	Campus Administration, Counselors, Team leaders at each grade level, campus educators	-socio-emotional well being of our learners. -growth of our campus culture of love, kindness and respect. -knowledge of learners to aide in the academic achievement for each learner.				
Problem Statements: Perceptions 1							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Social-emotional health of our learners as they lack the skills to cope with hardships or failure. **Root Cause 1**: The lack of skills taught to our learners and their parents for mental toughness and coping with hardships for all learners.

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

Performance Objective 4: CMSE 6-8 grade students will be given targeted instruction to increase achievement and progress levels on the state STAAR assessments. The percentage of students raising their achievement levels on the STAAR will increase by 3% this year compared to last year's scores.

    Evaluation Data Source(s) 4: STAAR Test Data, Benchmark Data, RTI Data

    Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) East will provide resources and training to support educators to identify the proficiency levels of English Learners and plan appropriate classroom strategies to meet each learners growth needs	2.4, 2.5, 2.6	Campus ESL Coordinator/Educator, Campus Administration, Librarian	Training for educators on specific classroom strategies to support English Learners - Resources for educators (including embedded items within curriculum documents for English Learners) - Increased utilization of appropriate classroom strategies for English learners - Increased student achievement and progress levels				
Problem Statements: Demographics 1							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: An ever-growing ESL population and their progress with learning a new language. **Root Cause 1**: Coppell is a strong school district that attracts education minded parents that move their children in from foreign countries. STAAR is not mindful of how long it takes to master a new language.

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

Performance Objective 5: Our East Special Education, ESL, and Economically Disadvantaged students will receive additional academic support by using learning labs and targeted pull-out. The percentage of students passing STAAR will increase by 3% this school year as compared to last year's scores.

Evaluation Data Source(s) 5: STAAR Scores for each grade level and each student group.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Feb**	**Apr**	**June**
1) East will provide training to campus educators in supporting the specific learner groups (ESL, SPED and Econ. Disad.) through the Professional Learning Community/Response to Intervention process to ensure academic growth	2.4, 2.5, 2.6	Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, ESL Facilitators and Special Education Coordinators	Training's developed and implemented - Response to Intervention process clearly defined and supported with resources - Increase academic achievement and growth for specific learner groups				
Problem Statements: Student Academic Achievement 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Lesson design will be emphasized and tools such as Ellevation will be used to enable our educators to intervene, extend and enrich learning for all of our learners.	2.4, 2.5, 2.6	Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, ESL Facilitators, and Special Education Coordinators	Training for educators on specific classroom strategies to support interventions, extensions and enrichment's - Increased academic achievement for identified student groups - Training on using Ellevation tool for our ESL population to meet the needs of these learners in all curricular areas.				
Problem Statements: Student Academic Achievement 3							

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 1: Lower STAAR reading assessment scores for our 6th grade special education students and LEP students this past year. **Root Cause 1**: Increased population of SPED learners with large learning gaps in the area of reading. Edit Associated Areas
Problem Statement 3: Learners needing more rigor and interventions in all curricular areas to meet higher levels of learning. **Root Cause 3**: Academic gaps of more than a year below grade level for some of our learners in all curricular areas. GT stagnate scores and lack of growth for some learners.

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

Performance Objective 6: All 6- 8 grade CMSE students will be given targeted instruction related to the "meet" and "mastery levels" of STAAR. The percentage of students raising their achievement level on the STAAR will increase by 3% compared to last year's scores.

Evaluation Data Source(s) 6: STAAR data from year to year.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) East will provide resources for mathematics intervention and enrichment.	2.4, 2.5, 2.6	RTI data, Classroom observations during math intervention time, Benchmark assessments, grade reports, feedback from classroom educators, feedback from parents, Tutors	Learners will master grade level standards in mathematics or experience a years worth of growth for their learning level.				
	Problem Statements: Student Academic Achievement 1						
	Funding Sources: 199 - State Comp Ed - 725.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) East will provide resources for reading intervention and enrichment.	2.4, 2.6	RTI data, Classroom observations during reading intervention time, Benchmark assessments, grade reports, feedback from classroom educators, feedback from parents, Tutors	Learners will master grade level standards in reading or experience a years worth of growth for their learning level.				
Problem Statements: Student Academic Achievement 2							
Funding Sources: 199 - State Comp Ed - 725.00							
3) East will provide resources for science intervention and enrichment.	2.4, 2.6	RTI data, Classroom observations during science intervention time, Benchmark assessments, grade reports, feedback from classroom educators, feedback from parents, Tutors	Learners will master grade level standards in science or experience a years worth of growth for their learning level.				
Problem Statements: Student Academic Achievement 2							
Funding Sources: 199 - State Comp Ed - 725.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) East will provide resources for social studies intervention and enrichment.	2.4, 2.5, 2.6	RTI data, Classroom observations during social studies intervention time, Benchmark assessments, grade reports, feedback from classroom educators, feedback from parents, tutors.	Learners will master grade level standards in social studies or experience a years worth of growth for their learning level.				
Problem Statements: Student Academic Achievement 1							
Funding Sources: 199 - State Comp Ed - 725.00							

100%				
= Accomplished		= Continue/Modify	= No Progress	= Discontinue

Performance Objective 6 Problem Statements:

Student Academic Achievement
Problem Statement 1: Lower STAAR reading assessment scores for our 6th grade special education students and LEP students this past year. **Root Cause 1**: Increased population of SPED learners with large learning gaps in the area of reading. Edit Associated Areas
Problem Statement 2: Lower STAAR reading assessment scores for our 7th and 8th grade LEP students this past year. **Root Cause 2**: We need stronger Tier 1 instructional strategies for our LEP learners in all areas of curriculum.

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

Performance Objective 1: All CMSE 6-8th grade learners will participate in at least two courses/activities focused on career, college and life readiness. The percentage of students participating in these focused activities will be 100% by the end of the school year.

Evaluation Data Source(s) 1: Club data on membership and activities, Classroom data from iExplore and activities involved in the curriculum

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Feb**	**Apr**	**June**
1) Our East learners through our East Sustainability Club will continue to partner with organizations and host/participate in activities that allow our learners to give back to and make a mark on their world through their passions and talents.	2.5, 2.6	East Sustainability membership, Sponsors of clubs and organizations, Campus administration	Growth as a global citizen and feeding of our youth's passions. -School climate that is about giving more than receiving.				
Problem Statements: School Processes & Programs 2							
2) All 7th Graders at CMSE will be involved in our iExplore (college and career readiness) class and curriculum to prepare them for college and career readiness and a successful future.	2.5, 2.6	Campus Educators, Campus Administration, Campus Counselors, Digital Learning Coach, Librarian	Knowledge of choices for their high school programs offered. -Knowledge of possible career choices. -Knowledge of possible college choices. -Knowledge of themselves as learners.				
Problem Statements: School Processes & Programs 1							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Lack of programs for learners that will not be attending a 4 year college upon graduation. **Root Cause 1**: We are a community/district that uses a 4 year college education as our measure of success for learners and we need to redefine success for all learners.

Problem Statement 2: Needing programs to involve our learners in giving back to their world and community. **Root Cause 2**: Our learners are so involved in academic achievement that they lose sight of the need to be well rounded and think of others.

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

Performance Objective 2: At East all 6-8th grade learners will have multiple opportunities to highlight and showcase evidence of learning. (i.e. service learning, digital portfolios, presentations, etc.) The percentage of students contributing artifacts to their digital portfolio will be 100% by the end of the year.

Evaluation Data Source(s) 2: Service Learning Records from our Clubs, Bulb Data, PBL videos and presentations.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) We will review digital portfolio training and implementation of the program through the tool, Bulb, to provide opportunities for highlighting the processes and products of learning in each classroom.	2.5, 2.6	Campus Administration, Instructional Coaches, Digital Learning Coach	Learner digital portfolios - Alternative assessment document to show growth in each learning endeavor.				
Problem Statements: School Processes & Programs 3							
2) East learners will produce at least two portfolio products for the year to store in the Bulb Portfolio App to showcase and assess learning in a variety of ways; such as PBL presentations and products, digital creations, ADI data from Science, etc.	2.4, 2.5, 2.6	Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Gifted and Talented Specialists, Counselors, and ESL Facilitators	Digital portfolio templates - Performance Tasks for math, science and PBL tasks - Rubrics for academic and social-emotional growth				
Problem Statements: School Processes & Programs 3							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Learners are not documenting their learning 6th-8th grade in a variety of ways. **Root Cause 3**: Not utilizing specific tools, such as a digital portfolio to capture the learning.

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

Performance Objective 3: CMSE will investigate, explore and create tools/strategies that will quantitatively and qualitatively measure academic and social emotional growth of our students. The percentage of students participating in targeted strategies and resources will be 100% by midyear.

Evaluation Data Source(s) 3: Student Satisfaction Surveys, Student Health Records, School Discipline Data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) East will explore implementing and building a new program through "Habitudes" curriculum to aide in the socio-emotional growth of our learners as we teach them leadership skills.	2.5, 2.6	Campus Administration, Campus Counselors, Campus Educators	Teach skills of resilience and leadership to our learners. -Promote socio-emotional health of our learners.				
Problem Statements: Perceptions 1							

100% = Accomplished   = Continue/Modify   0% = No Progress   ✕ = Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Social-emotional health of our learners as they lack the skills to cope with hardships or failure. **Root Cause 1**: The lack of skills taught to our learners and their parents for mental toughness and coping with hardships for all learners.

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

Performance Objective 1: CMSE will partner with CISD to continue to review and revise all content curriculum documents and provide needed supports to ensure equitable access of the curriculum for all learners through our Professional Learning Communities and campus RTI system. The percentage of RTI Tier 2 and 3 students receiving individualized support from the campus team will by 100% by midyear.

Evaluation Data Source(s) 1: STAAR Data, Curriculum Audits and Reviews, PLC work as a district.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) East will use our PLC/Content Time to collaborate and use the analyzing of data to ensure that every group of learners are having their academic and social emotional needs met. We will use staff development and trainings to target areas of the curriculum that our needs assessment identifies as areas where we are not performing well with certain student groups.	2.4, 2.5, 2.6	Campus Administration, Instructional Coaches, Digital Learning Coach	Growth of all student groups in all academic areas. -Strengthen our curriculum to reach every learner at their point of need.				
Problem Statements: Student Academic Achievement 3							
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 3: Learners needing more rigor and interventions in all curricular areas to meet higher levels of learning. **Root Cause 3**: Academic gaps of more than a year below grade level for some of our learners in all curricular areas. GT stagnate scores and lack of growth for some learners.

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

Performance Objective 2: All 6-8th grade learners will be provided instruction on digital citizenship, digital safety and information literacy. The percentage of students receiving this instruction will be 100% by midyear.

Evaluation Data Source(s) 2: Digital safety reviews, Schoology logs, Climate of our campus as a digital and information literacy rich environment.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Feb**	**Apr**	**June**
1) East will implement the Digital Citizenship Schoology course with our incoming 6th Graders and new learners to our campus.	2.5, 2.6	Campus Educators, Librarians and Digital Learning Coaches	Implementation and documentation of access and usage of resources - Increase appropriate use of digital resources				
Problem Statements: School Processes & Programs 2							

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Needing programs to involve our learners in giving back to their world and community. **Root Cause 2**: Our learners are so involved in academic achievement that they lose sight of the need to be well rounded and think of others.

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

Performance Objective 3: East will provide structures and/or strategies to support the social emotional well-being of learners. The percentage of students attending social and wellness assemblies will be 100% by the end of the year.

Evaluation Data Source(s) 3: Counselor logs and data, Discipline data, Consistent program review for our learner needs

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) East will continue to use our club time, Beast time, Fish Philosophy, Brown Bag Parent Meetings, PTO Meetings and special assemblies to support the social emotional health of all of our learners. We will also implement the new Suicide Protocol by our Crisis Counselor Team to be ready to help any learner in need of mental and emotional support.	2.5, 2.6	Campus Administration, Campus Counselors, Campus Educators, Digital Learning Coach, Librarian	Give our learners tools and strategies to cope with the daily demands of being a teenager. - Teach our learners pathways to cope with stress, suicidal tendencies, and positive alternatives to lead a happy and healthy life.				
	Problem Statements: Demographics 3						
	Funding Sources: 211 - Title I, Part A - 3000.00						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Achievement oriented stress and lack of coping skills for our learners. **Root Cause 3**: External or internal stressors causing high stress levels for our learners

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

Performance Objective 4: East will continue to implement safety procedures and protocols throughout all our facilities. The percentage of students and staff trained and drilled on safety responses will be 100% by midyear.

    Evaluation Data Source(s) 4: Safety Reviews by internal and external sources, Drill Logs by the campus.

    Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) East will share with staff, learners and their families the Standard Response Protocol for Safety in our school. We will continue to practice lock-down, bad weather and fire drills to ensure our staff and learners know how to react in a real emergency.	2.5, 2.6, 3.1, 3.2	Campus Administration, Campus Educators, Campus SRO's, Coppell Police Department	Be prepared in any emergency to keep our learners and school safe.				
Problem Statements: Perceptions 2							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 2: With current trends of increased need for safety protocols on campuses, procedures have to change and schools have to be more secure. **Root Cause 2**: Current trends of school shootings and violence against schools.

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

Performance Objective 5: East will provide teachers with strategies to help students with stress and anxiety issues. The percentage of teachers receiving this support will be 100% by the end of the fall semester.

Evaluation Data Source(s) 5: Parents surveys, PLC training sessions, parent engagement meeting, small group mentoring sessions, and faculty meeting discussion groups.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) East will send a counselor for training in a meditation and mindfulness program. This will empower our learners with tools for self-care and coping, in order to increase their success in school and life. An added benefit would be lowering the amount of stress related anxiety and other mental health related issues we are seeing by inspiring the students to acknowledge, express, and understand how they may feel.	2.5, 2.6	Campus Administration, Campus Counselors, Campus Educators	Growth of our learners in handling stress and failures in life. -Lower the stress levels of our learners and educators in our building.				
	Problem Statements: Perceptions 1 **Funding Sources**: 211 - Title I, Part A - 1000.00						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Performance Objective 5 Problem Statements:

Perceptions
Problem Statement 1: Social-emotional health of our learners as they lack the skills to cope with hardships or failure. **Root Cause 1**: The lack of skills taught to our learners and their parents for mental toughness and coping with hardships for all learners.

Goal 4: Organizational Improvement and Strategic Design: East will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 1: CMSE will provide continuing professional learning for the sustainability of our Professional Learning Communities (PLCs), the four Essential Questions, UbD, and targeted interventions. The percentage of teachers receiving and participating in professional learning on these topics will be 100% by midyear.

> **Evaluation Data Source(s) 1:** PLC Meeting Notes and Data Driven Decisions, Eduphoria Documents, Data from Professional Development Trainings.

> **Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Feb**	**Apr**	**June**
1) East will provide PLC protocol training for all staff and departments. We will use the Solution Tree Model and the book, "Learning by Doing" to ensure we are working as a PLC for our learners success.	2.6	Campus Administration, Instructional Coaches, Digital Learning Coach	Growth of our learners academically. -Growth of our learners in their social emotional health. -Growth of our educators as they work collaboratively with one another to ensure success for all.				
Problem Statements: Perceptions 1							
Funding Sources: 211 - Title I, Part A - 6000.00, 199 - State Comp Ed - 15000.00							
2) East will provide translation services to all learners, families, and community members by using the translation link on our web page.	2.5, 2.6, 3.2	Campus Administration, Instructional Coaches, Digital Learning Coach	Parents/family engagement will grow and all stakeholders will be better informed of important information and events that they could participate in during the school year.				
Problem Statements: School Processes & Programs 1							
Funding Sources: 211 - Title I, Part A - 350.00							
3) The East management of Title 1 compliance requirements.	2.4, 2.5, 2.6, 3.1, 3.2	Campus Administration,	Be compliant with all legal aspects fo the implementation of Title 1 resources on the East campus.				
Problem Statements: Student Academic Achievement 3							
Funding Sources: 211 - Title I, Part A - 500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 3: Learners needing more rigor and interventions in all curricular areas to meet higher levels of learning. **Root Cause 3**: Academic gaps of more than a year below grade level for some of our learners in all curricular areas. GT stagnate scores and lack of growth for some learners.

School Processes & Programs
Problem Statement 1: Lack of programs for learners that will not be attending a 4 year college upon graduation. **Root Cause 1**: We are a community/district that uses a 4 year college education as our measure of success for learners and we need to redefine success for all learners.

Perceptions
Problem Statement 1: Social-emotional health of our learners as they lack the skills to cope with hardships or failure. **Root Cause 1**: The lack of skills taught to our learners and their parents for mental toughness and coping with hardships for all learners.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Needs identified for 2019-2020

1. An ever-growing ESL population and their progress with learning a new language.

2. We have had an influx of growth with identified learners in special education.

3. Achievement oriented stress and lack of coping skills for our learners.

4. Lower STAAR reading assessment scores for our 6th grade special education students and LEP students this past year.

5. Lower STAAR reading assessment scores for our 7th and 8th grade LEP students this past year.

6. Learners needing more rigor and interventions in all curricular areas to meet higher levels of learning.

7. Lack of programs for learners that will not be attending a 4 year college upon graduation

8. Needing programs to involve our learners in giving back to their world and community.

9. Lack of a consistent system for learners to document their learning K-12.

10. Social-emotional health of our learners as they lack the skills to cope with hardships or failure.

11. With current trends of increased need for safety protocols on campuses, procedures have to change and schools have to be more secure.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

1: At East all 6-8th grade learners will be provided high quality Tier I instruction that is aligned to the TEKS.

*Train our educators in the lesson design and implementation of the high priority standards in our curriculum documents within each content area.

*Instructional leaders will provide professional learning and support for classroom educators in designing and implementing Tier I instructional strategies and best practices for mastery learning.

*East learners will attend Friday Night Live (after school tutorials) if they are struggling with the curriculum and need additional support to understand Tier 1 Instruction and enhance their learning mastery of the basic curriculum.

2: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners on our campus.

*East will use district and campus PLC protocols to analyze data from multiple sources during our content time to make sure we are reaching the needs of all of our learners in both the areas of intervention and enrichment.

*East teachers will meet during our content time to utilize the data from our benchmarks and common assessments to ensure that our curriculum is aligned and on target to meet the needs of each group of our learners, (SPED, ESL, GT, At Risk, Economically Disadvantaged)

3: Meaningful relationships that promote efficacy and achievement of all learners will be established and maintained at East.

*East will provide time each day during "Beast Time" (advisory) to promote, build and maintain meaningful relationships with our learners.

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

*East will provide resources and training to support educators to identify the proficiency levels of English Learners and plan appropriate classroom strategies to meet each learner's growth needs

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.

*East will provide resources and training to campus educators in supporting the specific learner groups (ESL, SPED and Econ. Disad.) through the Professional Learning Community/Response to Intervention process to ensure academic growth

*Lesson design will be emphasized and tools such as Ellevation will be used to enable our educators to intervene, extend and enrich learning for all of our learners.

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

*East will provide resources for mathematics intervention and enrichment.

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

1: At East all 6-8th grade learners will participate in at least two courses/activities focused on career, college and life readiness.

*Our East learners through our East Sustainability Club will continue to partner with organizations and host/participate in activities that allow our learners to give back to and make a mark on their world through their passions and talents.

*All 7th Graders at CMSE will be involved in our iExplore (college and career readiness) class and curriculum to prepare them for college and career readiness and a successful future.

2: At East all 6-8th grade learners will have multiple opportunities to highlight and showcase evidence of learning. (i.e. service learning, digital portfolios, presentations, etc.)

*We will introduce digital portfolio training and implementation of the program through the tool, Bulb, to provide opportunities for highlighting the processes and products of learning in each classroom.

*East learners will produce at least two portfolio products for the year to store in the Bulb Portfolio App to showcase and assess learning in a variety of ways; such as PBL presentations and products, digital creations, ADI data from Science, etc.

3: East will investigate, explore and create tools/strategies that will quantitatively and qualitatively measure academic and social emotional

growth.

*East will explore implementing and building a new program through "Habitudes" curriculum to aide in the socio-emotional growth of our learners as we teach them leadership skills.

*East will send a counselor for training in a meditation and mindfulness program. This will empower our learners with tools for self-care and coping, in order to increase their success in school and life. An added benefit would be lowering the amount of stress related anxiety and other mental health related issues we are seeing by inspiring the students to acknowledge, express, and understand how they may feel.

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

1: East will partner with CISD to continue to review and revise all content curriculum documents and provide needed supports to ensure equitable access of the curriculum for all learners.

*East will use our PLC/Content Time to collaborate and use the analyzing of data to ensure that every group of learners are having their academic and social emotional needs met. We will use staff development and training's to target areas of the curriculum that our needs assessment identifies as areas where we are not performing well with certain student groups.

2: All East 6-8th grade learners will be provided instruction on digital citizenship, digital safety and information literacy.

* East will implement the Digital Citizenship Schoology course with our incoming 6th Graders and new learners to our campus.

3: East will provide structures and/or strategies to support the social emotional well-being of learners.

*East will continue to use our club time, Beast time, Fish Philosophy, Brown Bag Parent Meetings, PTO Meetings and special assemblies to support the social emotional health of all of our learners. We will also implement the new Suicide Protocol by our Crisis Counselor Team to be ready to help any learner in need of mental and emotional support.

4: East will continue to implement safety procedures and protocols throughout all facilities.

*East will share with staff, learners and their families the Standard Response Protocol for Safety in our school. We will continue to practice lock-down, bad weather and fire drills to ensure our staff and learners know how to react in a real emergency.

Goal 4: Organizational Improvement and Strategic Design: East will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

1: East will provide professional learning and calibrate the implementation of Professional Learning Communities (PLCs) for our campus.

*East will provide PLC protocol training for all staff and departments. We will continue to use the Solution Tree Model and the book, "Learning by Doing" to ensure we are working as a PLC for our learners success.

2.2: Regular monitoring and revision

1. There will formative reviews of our goals in November, February, and April for the CIP. Then a final summative review in

June.

2. Agendas will be used for each meeting and minutes will be taken at all leadership, faculty, and PTO meetings.

3. East Leadership Team will meet monthly and help monitor and discuss key areas related to CNA, CIP, and Title 1.

4. Administration and our new IC will do continuous walk-throughs on staff to monitor and support educations as they

work with our students.

2.3: Available to parents and community in an understandable format and language

All communication with parents and community will be sent through Parent Link and will have a link connected to our website so that all recipients will be able to use the translation feature on our website.

A copy of our CNA/CIP will be available in both the main office of East and in the school library. It will also be translated and available on the website and translated into Spanish.

PTO meetings will be used to talk about specific areas of the CIP related to the goal we want to accomplish at East this school year.

2.4: Opportunities for all children to meet State standards

At East we will provide tutoring opportunities for our learners before and after school. Students are also assigned Friday Night Live (FNL) to complete work and to visit with different teachers on work to be done. Transportation will be provided to students who need a ride home after FNL.

We also provide remediation and enrichment opportunities for students by pulling them out during Beast time and electives to get additional support. We also provide after school tutoring for those who need additional support.

Watch list-Department heads-all details and next steps

Teacher meet in PLC teams to look at student data and analyze assessment data. This helps drive the instruction struggling students need to be successful.

Planned "Design Days" will also be used to allow time our educators the opportunity to plan, analyze, and develop schedules to get our learners the support that they need. There will be opportunities to vertically plan with other educators in the district to ensure high levels of learning for all students.

2.5: Increased learning time and well-rounded education

East will be providing extra tutoring and enrichment time to help students be more successful. Transportation will be provided to those learners who need to stay and then get home after school. Friday Night Live will also be a tool to assist students who are struggling.

We will also be providing a guest speaker that can talk with our learners about stress and how to handle the pressures in today's world. There will also be sessions for our educators and parent engagement meetings to address concerns and supports that our parents need. Bullying, technology use, stress, and suicide will be some of the main focus of all the presentations.

Take the message out(Eliminate barriers)

2.6: Address needs of all students, particularly at-risk

We plan to use professional development opportunities to allow our educators the change to look at the data on our learners and design lessons that are aligned with the individual needs of our learners. PLC time will also be used to identify learners that "at risk" and develop resources to help them be more successful.

Ellevation strategies and the Structured Learning PD done this summer will provide resources for our staff and allow for differentiation.

We will also continue to screen and monitor student stress levels and use the district designed suicide protocol to address the needs of students.

An additional service club was created last year and will now be adding a garden to their activities. This will provide a great opportunity for social interaction and additional parent involvement.

Book study(Leadership)-Transition

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Through a collaborative with the site-based team, we will develop the Parent and Family Engagement policies for all stakeholders. We will then share the parts of the policy and future opportunities at PTO meetings, open house in the fall, and other parent/family events throughout the year.

Links to District Parent Involvement/Parent family policy(How will it be given and where)

The policy will be available for viewing in the East office and library. There will also be a link on our website that parents can access and have it translated if needed.

3.2: Offer flexible number of parent involvement meetings

We will provide flexible parent involvement meeting which could include:

*Monthly PTO meeting- Evenings

*Parent Brown bag lunch time with principal and counselors-Lunch time

*Adult parent ESL classes at night-Evenings

*Special family/parent presentations (Guest speaker)-During the day and evening

*Aim for Success information meeting-Evening

*Colt Camp-Evening

*Pace Breakfast-Recognition at a morning breakfast-Mornings

*Spelling Bee-Morning

*Science Fair judging-All school day

*UIL Academics-Afternoons and weekends

*Sustainability Club Activities-All day and possible weekends.

*Grade level parent meetings with counselors-Evenings

*Parent Involvement Workshop for teacher

*Parent Link

*Newsletter

*Morning announcement.

*Guest Speaker

*Special Lunches

*Bornco Bash

*Spirit Rallies

*District/Parent Surveys

*Open House/Curriculum night

*Posters

*Online Gradebook

A Site Based Committee

Committee Role	Name	Position
Administrator	Steve Glover	Principal
Administrator	Brandon McGill	Assistant Principal
Administrator	Angie Hux	Assistant Principal
Classroom Teacher	Robin Freeman	Teacher
Classroom Teacher	Amanda Cooper	Teacher
Non-classroom Professional	Pam Erickson	Counselor
Parent	Jennifer Polk	Parent
Non-classroom Professional	Erin Carlisle	Counselor
Business Representative	John Valentine	Business Owner
Classroom Teacher	Brianna Robben	Teacher
Classroom Teacher	Jodie Deinhammer	Teacher
District-level Professional	Nancy Garvey	District Professional
Parent	Sara Ratliff	Parent
Business Representative	Mitchell George	Manager of Christus St. Joseph Village
Classroom Teacher	Robin Beard	Teacher
Classroom Teacher	Hailey Hypke	Teacher
Classroom Teacher	Devrry Mitchell	Teacher
Classroom Teacher	Sarah Grover	Teacher
Classroom Teacher	Debbie Nickell	Special Education Department Chair/Teacher

Campus Funding Summary

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Design Days to examine data, design common assessments, and provide collaborative opportunities to design high level learning experiences.	211-11-6112-00-042-24-000-21100	$14,650.00
1	1	2	PLC/RTI Institute Registration--Teaming and Tier 1 instructional Strategies.	211-11-6299-00-042-24-000-21100	$1,503.00
1	1	3	Provide after school transportation for learners who stay to access intervention help and additional tier support to master the basic curriculum.	211-11-6412-00-042-24-000-21100	$9,000.00
3	3	1	Guest Speaker-Jeff Veley. Topics for Parents and Students: Stress, Bullying, Emotional Health, Future Planning and Goals	211-13-6291-00-042-24-000-21100	$3,000.00
3	5	1	Training in Mindfulness and mediation	6299	$1,000.00
4	1	1	Planning time to create interventions and extensions for learners. Also to allow staff to plan cross-curricular activities that will engage together parents, school, and our community.	211-11-6118-00-042-24-000-21100	$6,000.00
4	1	2	Translation services that will enhance Parent/Family engagement in our school	211-11-6299-00-042-24-000-21100	$350.00
4	1	3	Maintain legal compliance of all Title 1 paperwork and responsibilities.	211-11-6399-00-042-24-000-21100	$500.00
				Sub-Total	$36,003.00

199 - State Comp Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Math STAAR Prep Books for intervention	199-11-6399-00-042-24-211	$725.00
1	6	2	Intervention Resources for Reading	199-11-6399-00-042-24-000-211	$725.00
1	6	3	Intervention resources for Science	199-11-6399-00-042-24-000-211	$725.00

199 - State Comp Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	4	Intervention resources for Social Studies	199-11-6399-00-042-24-000-211	$725.00
4	1	1	Extra teacher tutoring for FNL, Social Studies, Math, and Science	199-11-6112-00-042-24-000	$9,000.00
4	1	1	Math tutoring for learner pullout	199-11-6118-00-042-24-000-21100	$6,000.00
				Sub-Total	$17,900.00
				Grand Total	$53,903.00