

Coppell Independent School District



CHS 9th Grade Campus

2026-2027 Campus Improvement Plan

Mission Statement

Working together, we are committed to creating profound learning experiences for each child, while nurturing meaningful relationships, to positively impact our world.

Vision

All learners achieve personal growth and emerge as future-ready learners who positively impact our world.

Value Statement

Relationships: We value authentic relationships. When we invest in each other we learn and flourish.

Engagement: We value collective engagement that positively impacts the lives of our children and our world.

Great Teaching: We value great teaching because we believe it is the key to deep learning.

Redefining Success: We value each individual's contribution because the measure of success can be different for everyone.

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Comprehensive Needs Assessment

Demographics

Summary

DEMOGRAPHICS

CHS 9th Grade Center is in Coppell ISD, a suburban district with 10 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. In the 2025-26 school year, total enrollment was 1120 which represents an increase of 10% from the prior year (+102 total learners).

In 2025-26, the student population was 60.2% Asian, 19.9% White, 12.1% Hispanic, 4.2% African American, 0% American Indian/Alaskan Native, 0.1% Native Hawaiian/Pacific Islander and 3.5% multi-racial. Females made up 49.8% of the learners and males represented 50.2%. Our economically disadvantaged percentage was 9.9%.

Our Emergent Bilingual (EB) population consisted of 78 learners that made up 7% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (25.6%), Telugu (23.1%), Tamil (9%), Hindi (7.7%), and Arabic (6.4%). Additionally, 25.6% of our EBs were also economically disadvantaged.

Our 203 gifted and talented learners constituted 18.1% of our population. Our gender split in the GT group was 45.3% female and 54.7% male. Of the four major ethnic groups, our GT learners were 70.4% Asian, 16.3% White, 7.9% Hispanic and 2.5% African American.

We had 95 learners that qualified for special education services, which represented 8.5% of our population. There were 107 learners with 504 accommodations, which was 9.6% of the total enrollment.

The average daily attendance for our campus in 2025-26 was 97.6%, which increased by 0.4% from the prior year.

STAFFING

CHS9 employed 64 educators and 4 instructional aides in the 2025-26 school year. The number of teachers decreased by 1 from the prior year while the number of aides decreased by 1. The ethnic breakdown for the teaching staff was 10.9% Asian, 65.6% White, 12.5% Hispanic, 9.4% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 1.6% multi-racial. Females made up 64.1% of the educators and males represented 35.9%.

Overall, our educators had a varied level of professional experience: 9.4% (6) were new to teaching with 0-1 years of experience, 12.5% (8) had 2-5 years, 32.8% (21) had 6-10 years, 17.2% (11) had 11-15 years, 17.2% (11) had 16-20 years, and 10.9% (7) had more than 20 years. Looking at longevity within the district, 26.6% of our teachers had 0-1 years in district, 39.1% had 2-5 years, 25% had 6-10 years, 4.7% had 11-15 years, 3.1% had 16-20 years and 1.6% had more than 20 years. The average years of professional experience was 10.5 with 4.6 years in the district.

Advanced degrees were held by 35.9% of our teachers: 23 with master's degrees and 0 with doctorates. Our campus principal had 17 years of career experience in a professional position (not necessarily as a principal) and 8 years in Coppell. Our assistant principals had an average of 13.5 years of professional experience and 10 years in the district.

Our educator retention rate from 2024-25 to 2025-26 was 0%. For educational aides it was 0%. We hired 13 new teachers in 2025-26. The characteristics of our new teachers were as follows: 0% Asian, 69.2% White, 7.7% Hispanic, 15.4% African American, 53.8% female, 46.2% male, 30.8% new to teaching, 15.4% with 2-5 years of professional experience, 15.4% with 6-10 years, 7.7% with 11-15 years, 23.1% with 16-20 years, 7.7% with more than 20 years and 20.3% new to the campus. The average years of professional experience was 10.3 with 2.9 years in the district. 30.8% of our new teachers had advanced degrees.

Strengths

- Location within Metroplex
- Diversity of the campus
- Learning environments promote inclusion
- Culturally responsive community
- Financially responsive community

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ There is a need to enhance communication and engagement for families.	Communication with stakeholders remains a priority.
2 ★ There is a need to establish and maintain strong, positive relationships with all learners.	Relationships are the foundation of all learning.
3 ★ There is a need to focus on full implementation of district resources and tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs.	This remains a priority for all educators.
4 ★ There is a need to strengthen current practices that prepare all learners for secondary course/program selection.	Need for intentional communication, training, and support for all staff, learners, and families to gain a full understanding of the many opportunities available to them in CISD.

★ = Priority

Student Learning

Summary

NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 25 to Spring 26. Click [HERE](#) for an explanation if needed.

0326 TELPAS Grade 9	
Coppell High School	
Total Students	80
Date Taken	03/01/26
Lower/Same Level	58.33%
1 Level Higher	41.67%
2 Levels Higher	0%
3 Levels Higher	0%
TELPAS Composite Score	3.17
No Rating	1.25%
Beginning	0%
Intermediate	8.75%
Advanced	53.75%
Advanced High	36.25%
Listening Raw Score	19.93
Listening Scale Score	1576.13
Speaking Raw Score	29.84
Speaking Scale Score	1583.49
Writing Raw Score	30.16
Writing Scale Score	1556.39
Reading Raw Score	26.86
Reading Scale Score	1600.36
Economic Disadvantage	
Total Students	18
Date Taken	03/01/26
Lower/Same Level	50%
1 Level Higher	50%
2 Levels Higher	0%
3 Levels Higher	0%
TELPAS Composite Score	3.29
No Rating	0%
Beginning	0%
Intermediate	11.11%
Advanced	38.89%
Advanced High	50%

Listening Raw Score	19.61
Listening Scale Score	1567.28
Speaking Raw Score	31.39
Speaking Scale Score	1600.94
Writing Raw Score	31.5
Writing Scale Score	1568.72
Reading Raw Score	26.78
Reading Scale Score	1606.83
Asian	
Total Students	50
Date Taken	03/01/26
Lower/Same Level	62.16%
1 Level Higher	37.84%
2 Levels Higher	0%
3 Levels Higher	0%
TELPAS Composite Score	3.11
No Rating	2%
Beginning	0%
Intermediate	10%
Advanced	56%
Advanced High	32%
Listening Raw Score	20.02
Listening Scale Score	1580.48
Speaking Raw Score	29.18
Speaking Scale Score	1576.9
Writing Raw Score	29.78
Writing Scale Score	1553.3
Reading Raw Score	26.52
Reading Scale Score	1594.84
Black/African American	
Total Students	1
Date Taken	03/01/26
Lower/Same Level	0%
1 Level Higher	100%
2 Levels Higher	0%
3 Levels Higher	0%
TELPAS Composite Score	3.5
No Rating	0%
Beginning	0%
Intermediate	0%
Advanced	0%
Advanced High	100%
Listening Raw Score	17
Listening Scale Score	1532
Speaking Raw Score	34
Speaking Scale Score	1622
Writing Raw Score	33
Writing Scale Score	1580
Reading Raw Score	29

Reading Scale Score	1611
Hispanic	
Total Students	19
Date Taken	03/01/26
Lower/Same Level	53.33%
1 Level Higher	46.67%
2 Levels Higher	0%
3 Levels Higher	0%
TELPAS Composite Score	3.29
No Rating	0%
Beginning	0%
Intermediate	5.26%
Advanced	52.63%
Advanced High	42.11%
Listening Raw Score	19.79
Listening Scale Score	1569.53
Speaking Raw Score	30.32
Speaking Scale Score	1584.95
Writing Raw Score	31.21
Writing Scale Score	1566.37
Reading Raw Score	27.26
Reading Scale Score	1610.53
Two or More Races	
Total Students	2
Date Taken	03/01/26
Lower/Same Level	50%
1 Level Higher	50%
2 Levels Higher	0%
3 Levels Higher	0%
TELPAS Composite Score	3.25
No Rating	0%
Beginning	0%
Intermediate	0%
Advanced	50%
Advanced High	50%
Listening Raw Score	20.5
Listening Scale Score	1570
Speaking Raw Score	33.5
Speaking Scale Score	1618.5
Writing Raw Score	33
Writing Scale Score	1580.5
Reading Raw Score	30.5
Reading Scale Score	1635.5
White	
Total Students	8
Date Taken	03/01/26
Lower/Same Level	60%
1 Level Higher	40%
2 Levels Higher	0%

3 Levels Higher	0%
TELPAS Composite Score	3.18
No Rating	0%
Beginning	0%
Intermediate	12.50%
Advanced	50%
Advanced High	37.50%
Listening Raw Score	19.88
Listening Scale Score	1571.63
Speaking Raw Score	31.38
Speaking Scale Score	1607.63
Writing Raw Score	29
Writing Scale Score	1543
Reading Raw Score	26.88
Reading Scale Score	1600.63
Currently Emergent Bilingual	
Total Students	79
Date Taken	03/01/26
Lower/Same Level	59.32%
1 Level Higher	40.68%
2 Levels Higher	0%
3 Levels Higher	0%
TELPAS Composite Score	3.16
No Rating	1.27%
Beginning	0%
Intermediate	8.86%
Advanced	54.43%
Advanced High	35.44%
Listening Raw Score	19.86
Listening Scale Score	1575.22
Speaking Raw Score	29.82
Speaking Scale Score	1583.48
Writing Raw Score	30.14
Writing Scale Score	1556.19
Reading Raw Score	26.78
Reading Scale Score	1599.46
First Year of Monitoring	
Total Students	1
Date Taken	03/01/26
Lower/Same Level	0%
1 Level Higher	100%
2 Levels Higher	0%
3 Levels Higher	0%
TELPAS Composite Score	3.5
No Rating	0%
Beginning	0%
Intermediate	0%
Advanced	0%
Advanced High	100%

Listening Raw Score	25
Listening Scale Score	1648
Speaking Raw Score	31
Speaking Scale Score	1584
Writing Raw Score	32
Writing Scale Score	1572
Reading Raw Score	33
Reading Scale Score	1672
Special Ed Indicator	
Total Students	20
Date Taken	03/01/26
Lower/Same Level	78.95%
1 Level Higher	21.05%
2 Levels Higher	0%
3 Levels Higher	0%
TELPAS Composite Score	2.8
No Rating	0%
Beginning	0%
Intermediate	25%
Advanced	65%
Advanced High	10%
Listening Raw Score	18.2
Listening Scale Score	1548.45
Speaking Raw Score	26.85
Speaking Scale Score	1554.45
Writing Raw Score	25.25
Writing Scale Score	1504.4
Reading Raw Score	22.65
Reading Scale Score	1553.6
New Tech High @ Coppell	
Total Students	3
Date Taken	03/01/26
Lower/Same Level	0%
1 Level Higher	100%
2 Levels Higher	0%
3 Levels Higher	0%
TELPAS Composite Score	3.5
No Rating	0%
Beginning	0%
Intermediate	0%
Advanced	0%
Advanced High	100%
Listening Raw Score	21.67
Listening Scale Score	1587.67
Speaking Raw Score	32.33
Speaking Scale Score	1604.33
Writing Raw Score	31
Writing Scale Score	1563.33
Reading Raw Score	33

Reading Scale Score	1678
Economic Disadvantage	
Total Students	1
Date Taken	03/01/26
Lower/Same Level	-
1 Level Higher	-
2 Levels Higher	-
3 Levels Higher	-
TELPAS Composite Score	3.5
No Rating	0%
Beginning	0%
Intermediate	0%
Advanced	0%
Advanced High	100%
Listening Raw Score	20
Listening Scale Score	1564
Speaking Raw Score	34
Speaking Scale Score	1622
Writing Raw Score	30
Writing Scale Score	1555
Reading Raw Score	32
Reading Scale Score	1654
Asian	
Total Students	2
Date Taken	03/01/26
Lower/Same Level	0%
1 Level Higher	100%
2 Levels Higher	0%
3 Levels Higher	0%
TELPAS Composite Score	3.5
No Rating	0%
Beginning	0%
Intermediate	0%
Advanced	0%
Advanced High	100%
Listening Raw Score	22.5
Listening Scale Score	1599.5
Speaking Raw Score	31.5
Speaking Scale Score	1595.5
Writing Raw Score	31.5
Writing Scale Score	1567.5
Reading Raw Score	33.5
Reading Scale Score	1690
Hispanic	
Total Students	1
Date Taken	03/01/26
Lower/Same Level	-
1 Level Higher	-
2 Levels Higher	-

3 Levels Higher	-
TELPAS Composite Score	3.5
No Rating	0%
Beginning	0%
Intermediate	0%
Advanced	0%
Advanced High	100%
Listening Raw Score	20
Listening Scale Score	1564
Speaking Raw Score	34
Speaking Scale Score	1622
Writing Raw Score	30
Writing Scale Score	1555
Reading Raw Score	32
Reading Scale Score	1654
Currently Emergent Bilingual	
Total Students	3
Date Taken	03/01/26
Lower/Same Level	0%
1 Level Higher	100%
2 Levels Higher	0%
3 Levels Higher	0%
TELPAS Composite Score	3.5
No Rating	0%
Beginning	0%
Intermediate	0%
Advanced	0%
Advanced High	100%
Listening Raw Score	21.67
Listening Scale Score	1587.67
Speaking Raw Score	32.33
Speaking Scale Score	1604.33
Writing Raw Score	31
Writing Scale Score	1563.33
Reading Raw Score	33
Reading Scale Score	1678
Special Ed Indicator	
Total Students	1
Date Taken	03/01/26
Lower/Same Level	0%
1 Level Higher	100%
2 Levels Higher	0%
3 Levels Higher	0%
TELPAS Composite Score	3.5
No Rating	0%
Beginning	0%
Intermediate	0%
Advanced	0%
Advanced High	100%

Listening Raw Score	24
Listening Scale Score	1623
Speaking Raw Score	28
Speaking Scale Score	1549
Writing Raw Score	33
Writing Scale Score	1580
Reading Raw Score	35
Reading Scale Score	1726

	Spring 2026 STAAR EOC, English I	Spring 2026 STAAR EOC, Algebra I	Spring 2026 STAAR EOC, Biology
Coppell High School			
Total Students	1150	513	1132
Raw Score	50	34	29
Scale Score	4519	4184	4903
Percent Score	77.37%	58.30%	73.03%
Approaches Grade Level (TX)	94.35%	88.89%	99.12%
Meets Grade Level (TX)	88.35%	60.04%	94.43%
Masters Grade Level (TX)	42.78%	34.70%	74.20%
Date Taken	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%
Did Not Meet Low	2.61%	4.29%	0.62%
Did Not Meet High	3.04%	6.82%	0.26%
Approaches Low	2.09%	14.42%	1.41%
Approaches High	3.91%	14.42%	3.27%
Meets	45.57%	25.34%	20.23%
Masters	42.78%	34.70%	74.20%
Economic Disadvantage			
Total Students	116	91	109
Raw Score	41	30	24
Scale Score	4189	3985	4478
Percent Score	63.87%	50.40%	60.09%
Approaches Grade Level (TX)	83.62%	75.82%	94.50%
Meets Grade Level (TX)	69.83%	48.35%	82.57%
Masters Grade Level (TX)	17.24%	23.08%	47.71%
Date Taken	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%
Did Not Meet Low	7.76%	8.79%	2.75%
Did Not Meet High	8.62%	15.38%	2.75%
Approaches Low	6.03%	15.38%	3.67%
Approaches High	7.76%	12.09%	8.26%
Meets	52.59%	25.27%	34.86%
Masters	17.24%	23.08%	47.71%
Asian			
Total Students	679	202	681
Raw Score	53	40	31

Scale Score	4644	4463	5050
Percent Score	82.09%	68.53%	77.36%
Approaches Grade Level (TX)	97.20%	95.54%	99.71%
Meets Grade Level (TX)	94.26%	79.21%	97.50%
Masters Grade Level (TX)	53.31%	54.95%	83.11%
Date Taken	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%
Did Not Meet Low	1.47%	2.48%	0.29%
Did Not Meet High	1.33%	1.98%	0%
Approaches Low	0.74%	6.44%	0.73%
Approaches High	2.21%	9.90%	1.47%
Meets	40.94%	24.26%	14.39%
Masters	53.31%	54.95%	83.11%
Black/African American			
Total Students	54	40	47
Raw Score	38	25	23
Scale Score	4097	3798	4396
Percent Score	59.29%	42.97%	56.86%
Approaches Grade Level (TX)	72.22%	65%	91.49%
Meets Grade Level (TX)	64.81%	30%	76.60%
Masters Grade Level (TX)	18.52%	15%	42.55%
Date Taken	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%
Did Not Meet Low	18.52%	7.50%	6.38%
Did Not Meet High	9.26%	27.50%	2.13%
Approaches Low	3.70%	25%	4.26%
Approaches High	3.70%	10%	10.64%
Meets	46.30%	15%	34.04%
Masters	18.52%	15%	42.55%
Hispanic			
Total Students	149	108	138
Raw Score	43	30	26
Scale Score	4270	3980	4599
Percent Score	67.86%	50.52%	63.82%
Approaches Grade Level (TX)	87.92%	83.33%	97.83%
Meets Grade Level (TX)	75.17%	46.30%	86.96%
Masters Grade Level (TX)	22.15%	17.59%	54.35%
Date Taken	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%
Did Not Meet Low	1.34%	4.63%	0.72%
Did Not Meet High	10.74%	12.04%	1.45%
Approaches Low	8.05%	20.37%	2.90%
Approaches High	4.70%	16.67%	7.97%
Meets	53.02%	28.70%	32.61%
Masters	22.15%	17.59%	54.35%
Native Hawaiian/Pacific Islander			
Total Students	1	1	1

Raw Score	39	46	18
Scale Score	4094	4587	4060
Percent Score	60.94%	77.97%	45%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	100%	100%	100%
Masters Grade Level (TX)	0%	100%	0%
Date Taken	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	0%	0%
Meets	100%	0%	100%
Masters	0%	100%	0%
Two or More Races			
Total Students	40	24	40
Raw Score	49	31	29
Scale Score	4477	4013	4859
Percent Score	76.37%	51.69%	71.63%
Approaches Grade Level (TX)	97.50%	83.33%	100%
Meets Grade Level (TX)	85%	50%	97.50%
Masters Grade Level (TX)	40%	25%	70%
Date Taken	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%
Did Not Meet Low	0%	12.50%	0%
Did Not Meet High	2.50%	4.17%	0%
Approaches Low	2.50%	20.83%	0%
Approaches High	10%	12.50%	2.50%
Meets	45%	25%	27.50%
Masters	40%	25%	70%
White			
Total Students	227	138	225
Raw Score	47	32	28
Scale Score	4418	4076	4762
Percent Score	74.04%	54.88%	69.30%
Approaches Grade Level (TX)	94.71%	91.30%	99.56%
Meets Grade Level (TX)	85.46%	52.90%	92.89%
Masters Grade Level (TX)	31.28%	25.36%	67.11%
Date Taken	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%
Did Not Meet Low	3.52%	4.35%	0.44%
Did Not Meet High	1.76%	4.35%	0%
Approaches Low	1.76%	17.39%	2.22%
Approaches High	7.49%	21.01%	4.44%
Meets	54.18%	27.54%	25.78%
Masters	31.28%	25.36%	67.11%
Currently Emergent Bilingual			

Total Students	88	64	81
Raw Score	35	30	22
Scale Score	3985	4000	4351
Percent Score	54.21%	51.46%	55.40%
Approaches Grade Level (TX)	68.18%	87.50%	96.30%
Meets Grade Level (TX)	48.86%	42.19%	76.54%
Masters Grade Level (TX)	5.68%	25%	32.10%
Date Taken	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%
Did Not Meet Low	11.36%	4.69%	1.23%
Did Not Meet High	20.45%	7.81%	2.47%
Approaches Low	7.95%	25%	7.41%
Approaches High	11.36%	20.31%	12.35%
Meets	43.18%	17.19%	44.44%
Masters	5.68%	25%	32.10%
First Year of Monitoring			
Total Students	41	26	41
Raw Score	45	36	26
Scale Score	4293	4202	4583
Percent Score	70.73%	60.50%	63.96%
Approaches Grade Level (TX)	100%	88.46%	97.56%
Meets Grade Level (TX)	90.24%	76.92%	92.68%
Masters Grade Level (TX)	9.76%	34.62%	53.66%
Date Taken	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%
Did Not Meet Low	0%	3.85%	2.44%
Did Not Meet High	0%	7.69%	0%
Approaches Low	0%	7.69%	0%
Approaches High	9.76%	3.85%	4.88%
Meets	80.49%	42.31%	39.02%
Masters	9.76%	34.62%	53.66%
Fourth Year of Monitoring			
Total Students	107	19	107
Raw Score	56	39	32
Scale Score	4769	4383	5138
Percent Score	86.97%	65.66%	79.86%
Approaches Grade Level (TX)	99.07%	100%	100%
Meets Grade Level (TX)	99.07%	73.68%	100%
Masters Grade Level (TX)	66.36%	42.11%	89.72%
Date Taken	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%
Did Not Meet Low	0.93%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	5.26%	0%
Approaches High	0%	21.05%	0%
Meets	32.71%	31.58%	10.28%
Masters	66.36%	42.11%	89.72%

Second Year of Monitoring			
Total Students	74	35	74
Raw Score	51	40	30
Scale Score	4522	4491	4956
Percent Score	79.81%	67.85%	75.91%
Approaches Grade Level (TX)	100%	94.29%	100%
Meets Grade Level (TX)	97.30%	74.29%	100%
Masters Grade Level (TX)	32.43%	51.43%	83.78%
Date Taken	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%
Did Not Meet Low	0%	2.86%	0%
Did Not Meet High	0%	2.86%	0%
Approaches Low	0%	8.57%	0%
Approaches High	2.70%	11.43%	0%
Meets	64.86%	22.86%	16.22%
Masters	32.43%	51.43%	83.78%
Third Year of Monitoring			
Total Students	13	1	13
Raw Score	57	43	32
Scale Score	4952	4452	5198
Percent Score	88.34%	72.88%	80.77%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	100%	100%	100%
Masters Grade Level (TX)	69.23%	100%	84.62%
Date Taken	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	0%	0%
Meets	30.77%	0%	15.38%
Masters	69.23%	100%	84.62%
Special Ed Indicator			
Total Students	105	90	95
Raw Score	33	26	20
Scale Score	3933	3811	4223
Percent Score	51.82%	43.39%	50.79%
Approaches Grade Level (TX)	65.71%	72.22%	94.74%
Meets Grade Level (TX)	47.62%	26.67%	65.26%
Masters Grade Level (TX)	3.81%	8.89%	22.11%
Date Taken	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%
Did Not Meet Low	17.14%	12.22%	4.21%
Did Not Meet High	17.14%	15.56%	1.05%
Approaches Low	8.57%	18.89%	9.47%
Approaches High	9.52%	26.67%	20%
Meets	43.81%	17.78%	43.16%

Masters	3.81%	8.89%	22.11%
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Strengths

- On the Spring 2026 English I STAAR EOC, student performance improved for Meets Grade Level for Overall, Economically Disadvantaged, Special Education, and Emergent Bilingual students.
- On the Spring 2026 Algebra I STAAR EOC, student performance improved for Meets Grade Level for Economically Disadvantaged and Emergent Bilingual students.
- On the Spring 2026 Biology STAAR EOC, student performance improved for Meets Grade Level for Overall, Economically Disadvantaged, Special Education, and Emergent Bilingual students.
- 2026 STAAR results surpassed the state average in all three subjects tested, in almost every student group
- From 2025 to 2026 the average score on the AP Human Geography exam improved from 4.09 to 4.30 and the percentage of students scoring 3+ increased from 92.0% to 92.7%.
- Of 972 AP exams taken in Spring 2026, 88.1% of students scored 3 or higher.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.	Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
2 ★ There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners.	Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered
3 ★ There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners.	Inconsistencies with implementation of PLC/MTSS processes/training across the district.
4 ★ There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.	Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners
5 ★ There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth.	Inconsistencies with implementation curriculum, professional learning and resource usage across the district.

6
★

There is a need for more training for teachers on integrating technology in a way that enhances the learning and a need for students to be taught how to appropriately and effectively use the technology tools at their fingertips.

Technology can be a wonderful tool but is not always necessary when providing high quality instruction.

★ = Priority

School Processes & Programs

Summary

Coppell High School Ninth Grade Campus is a stand-alone campus for ninth grade high school students. The curriculum, instruction, and assessment focus at CHS9 is guided by the TEKS and Coppell ISD expectations. Curriculum documents have been developed at the district level by directors and educators and are created within the UbD (Understanding by Design) framework.

Our guiding purpose is as follows: All learners achieve personal growth and emerge as future-ready learners who positively impact our world. In addition we have developed a learner profile of skills, which will be developed in every learner during their time with us: Communicates, Solves Problems, Connects, Grows from Reflection, Displays Resilience, Embodies Integrity, Demonstrates Compassion, and Leads by Serving.

School safety and security processes include the expectation that all learners and staff wear their ID badge while on campus. We regularly conduct emergency drills to ensure students and staff are adequately prepared for an emergency situation, and we have purchased Navigate Prepared, a web-based emergency management system to improve our emergency procedures and student accountability practices. We employ a full-time School Resource Officer through the Coppell Police Department, who partners with us on all matters of safety and security.

Educators are organized into collaborative teams as a component of our campus' existence as a Professional Learning Community.

Since we operate on a traditional A/B block schedule, our collaborative teams are provided a common planning period every other day, within which they unpack student learning standards, develop assessments and proficiency standards, analyze student achievement data, develop interventions and enrichments, and engage in professional learning with one another. These collaborative teams sit at the heart of our instructional model and our commitment and belief that we have the collective capacity and shared responsibility for ensuring that all of our students learn at high levels. Partnering with educators in this process are our three-person administrative team, a full-time Learning Coach, our Testing Coordinator with a focus on RtI, and our Language Acquisition Specialist. We have built structures into our master schedule to allow our content and department team leads to exist as a collaborative team as well.

CHS9 provides a flexible learning environment to promote collaboration among engaged learners and educators. These flexible learning spaces can be found throughout our campus to meet the needs of our diverse learners. These include flexible spaces within the building, a Career and Technical Education Center, maker spaces, and specially designed spaces for fine arts and athletics.

Strengths

- Professional Learning Community (PLC) structures and systems of teacher collaboration include Team Time for core content teachers, summative assessment data meetings, formative assessment data conversations, and instructional design tools (ex. unwrapping standards protocol, assessment design process, etc.)
- Extensive extracurricular and co-curricular opportunities for students.
- Campus-wide implementation of aligned and consistent behavior management system in all classrooms.
- Flex Time daily for academic interventions, student club meetings, study halls, and student engagement activities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ There is a need to create and maintain systems to support high levels of learning for all.	Barriers exist within the current system for learning for all.
2 ★ There is a need to provide systematic intervention within the school day for our learners.	Due to our location and the nature of our campus, many of our learners are unable to come early or stay late for additional support.
3 ★ There is a need to maintain and improve structures and expectations for the work of collaborative teams on campus.	Inconsistency in achieving the desired outcomes from collaborative teams, and varying degrees of efficiency of collaborative teams.
4 ★ There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.	Lack of aligned resources and systemic structures for counseling needs
5 ★ There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.	Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

6
★

There is a need to focus on our support systems for behavior, MTSS (Multi-Tiered Systems of Support), and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.

Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

7
★

There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)

Loss of instruction time for learners and loss of funding from the state.

8
★

There is a need to continue revisiting and improving efforts with safety and security for the district.

Continued requirements per the state and safety needs of learners, staff, facilities, etc.

★ = Priority

Perceptions

Summary

Coppell High School Ninth Grade Campus Guiding Purpose: "All learners achieve personal growth and emerge as future-ready learners who positively impact our world."

In addition to our guiding purpose, we are committed to creating a school culture based on the following three words: Belong, Empower, Challenge. Informally, we characterize that as to Build Everyday Champions.

In order to ensure that we achieve our guiding purpose, we are focused on specific skill development in learners, noted in our Learner Profile: Communicates, Solves Problems, Connects, Grows from Reflection, Displays Resilience, Embodies Integrity, Demonstrates Compassion, and Leads by Serving.

We believe that all students can learn at high levels, and more importantly, we believe that we have the collective capacity and the shared responsibility for ensuring that happens. At CHS9 we are a family, and that family extends to our parents and surrounding community. We know that we can only accomplish our goals to serve our students by doing so as a team.

CHS9 maintains an active presence on Twitter and Instagram and uses numerous platforms to provide a "window" into our school. The hashtag (#CHS9Family) is utilized to build campus pride and communicate photos, events, and announcements that promote our campus and district values.

Strengths

- Campus culture - Belong, Empower, Challenge - Build Everyday Champions
- Campus staff is very close - CHS9Family
- Establishing and promoting relationships in the learning environment to meet academic and social-emotional needs of our learners
- Parents and community are very supportive of the campus
- Vision, culture statements, and learner profile were collectively developed by the CHS9 Family
- Students have embraced the culture and committed to the responsibility to take care of the campus

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.	Barriers still exist with understanding/supporting/ providing resources for all needs
2 ★ There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.	Lack of individuals choosing to work in public education.
3 ★ There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district.	Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.

Lack of knowledge and understanding of evidence based learning strategies and targeted interventions

2
★

There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners.

Inconsistencies with implementation of PLC/MTSS processes/training across the district.

3
★

There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.

Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

4
★

There is a need to create and maintain systems to support high levels of learning for all.

Barriers exist within the current system for learning for all.

5
★

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

Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered

6
★

There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.

Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

7
★

There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.

Lack of aligned resources and systemic structures for counseling needs

8
★

There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

Barriers still exist with understanding/supporting/ providing resources for all needs

9
★

There is a need to establish and maintain strong, positive relationships with all learners.

Relationships are the foundation of all learning.

10
★

There is a need to enhance communication and engagement for families.

Communication with stakeholders remains a priority.

11
★

There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.

Lack of individuals choosing to work in public education.

12
★

There is a need to continue revisiting and improving efforts with safety and security for the district.

Continued requirements per the state and safety needs of learners, staff, facilities, etc.

13



There is a need to focus on our support systems for behavior, MTSS (Multi-Tiered Systems of Support), and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.

Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

14



There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district.

Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities.

15



There is a need to focus on full implementation of district resources and tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs.

This remains a priority for all educators.

16



There is a need to strengthen current practices that prepare all learners for secondary course/program selection.

Need for intentional communication, training, and support for all staff, learners, and families to gain a full understanding of the many opportunities available to them in CISD.

17



There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth.

Inconsistencies with implementation curriculum, professional learning and resource usage across the district.

18



There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)

Loss of instruction time for learners and loss of funding from the state.

19



There is a need to provide systematic intervention within the school day for our learners.

Due to our location and the nature of our campus, many of our learners are unable to come early or stay late for additional support.

20



There is a need to maintain and improve structures and expectations for the work of collaborative teams on campus.

Inconsistency in achieving the desired outcomes from collaborative teams, and varying degrees of efficiency of collaborative teams.

21



There is a need for more training for teachers on integrating technology in a way that enhances the learning and a need for students to be taught how to appropriately and effectively use the technology tools at their fingertips.

Technology can be a wonderful tool but is not always necessary when providing high quality instruction.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

Student Data: Student Groups

- ☒ Dyslexia data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Tobacco, alcohol, and other drug-use data

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Teacher/Student Ratio
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data
- ☒ Professional development needs assessment data

- ☒ Evaluation(s) of professional development implementation and impact

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data
- ☒ Action research results



Goals

Goal 1

Accountability for Learning: We will achieve our full potential by learning at high levels, taking ownership of our learning and stay focused on our commitment of continuous growth and evidence-based outcomes for all.

Performance Objective 1 HB3 Goal

All CHS9 learners will be provided high quality Tier I instruction that is aligned to the TEKS.

Evaluation Data Source: STAAR data, EOC data, MAP data, progress monitoring in Student Success Platform, Multi-Tiered Systems of Support, TELPAS data, Professional Learning opportunities

Strategy 1

Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom.

Strategy's Expected Result/Impact: - High quality Tier I instruction for learners

- Checklist of look fors highlighting specific instructional strategies in all content areas
- Aligned strategies being implemented across the campus that impact learner growth
- Growth in differentiated experiences and scaffolding opportunities within the classroom environments
- Professional learning provided by district and campus
- Additions to curriculum documents for small group instruction/formative assessment
- Additional training focus areas in project based learning, problem based learning, Kagan strategies to use within instruction, Universal Design for learning (focus on all learners)
- By the end of the 2026-2027 school year, all core content teams will use common formative assessments during every instructional unit to drive instruction and interventions.
- By the end of the 2026-2027 school year, all core content teams will receive training related to small group instruction as part of their instructional unit planning professional learning.

Staff Responsible for Monitoring: Campus Administrators, Learning Coach, Department Heads, Teachers

Problem Statements: Student Learning 1

Formative Reviews

November

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Strategy 2

Educators will work in collaborative teams to utilize district-developed curriculum documents to design learning experiences focusing first on the revised high priority learning standards, and to evaluate and incorporate best practices in Tier 1 instruction for all learners.

Strategy's Expected Result/Impact: High quality Tier I instruction will be provided to all learners in alignment with High Priority Learning Standards derived from the TEKS.

Consistent implementation of Coppell ISD Curriculum.

Staff Responsible for Monitoring: Campus Administrators, Team Leads

Problem Statements: Student Learning 1 - School Processes & Programs 3

Formative Reviews

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Strategy 3

Teachers will select high yield Tier I strategies based on evidence presented through data analysis within collaborative teams.

Strategy's Expected Result/Impact: - Consistent implementation of high yield Tier I instructional strategies

- Improved Tier I instruction
- Improved student learning outcomes

Staff Responsible for Monitoring: Campus Administrators, Learning Coach, Team Leads, Teachers

Problem Statements: Student Learning 1

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.	Lack of knowledge and understanding of evidence based learning strategies and targeted interventions

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

There is a need to maintain and improve structures and expectations for the work of collaborative teams on campus.

Inconsistency in achieving the desired outcomes from collaborative teams, and varying degrees of efficiency of collaborative teams.

Performance Objective 2

Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners.

Evaluation Data Source: STAAR data, TELPAS data, Multi-Tiered Systems of Support, MAP data, Professional Learning Community data (common formative assessments), Learning Walks (photos, evidence of learning, walk-throughs)

Strategy 1

Continue building on our established district-wide framework for Professional Learning Communities (PLCs) that includes clear guidelines and expectations for collaboration, data analysis, and action planning. This framework will include biweekly meetings where educators analyze both qualitative and quantitative data to identify student needs and develop targeted interventions or enrichments for academic, behavioral or social emotional needs.

Strategy's Expected Result/Impact: - Aligned PLC (collaborative team time) structures across the district

- PLC resources for campuses captured in one common area that is accessible for all staff
- Campus leaders and district support staff pushing in for support and guiding campuses on their needs
- Intentional data digs with aligned district assessment platforms and state assessments and district survey tools
- Intentional use of Panorama Student Success Platform for capturing data/documentation for learner growth and progress monitoring
- Targeted data protocols in use across all campuses for varying types of data
- Review current schedules in use for PLC/MTSS collaboration time and audit what is working for staff/learners and sustainability of structures if changes are needed due to lack of funds
- Continued utilization and ongoing, job embedded training for effectively using data analysis protocols (including using NWEA MAP, AWARE, Panorama, etc.) will be provided in order for educators to share best practices and success stories.

Result/Impact

- Training and Implementation of AWARE assessment creation and data analysis tool (supporting creation of common formative assessments and long-range data analysis)
- Increased student achievement (academic, social emotional and behavioral)
- Use of NWEA MAP data, STAAR/EOC data, TELPAS, mClass and other district/classroom assessments to review growth of learners
- By the end of the 2026-2027 school year, all core content teams will create summative assessments in which all test questions and rubrics are tagged to state standards in order for teams to collaboratively analyze student learning data and implement the appropriate targeted interventions and instructional adjustments.

Staff Responsible for Monitoring: Campus Administrators, Learning Coach, Department Heads

Problem Statements: Student Learning 3 - School Processes & Programs 3

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Strategy 2

Continued training and support for understanding, implementing, and evaluating the effectiveness of MTSS (Multi-Tiered Systems of Support) will occur.

Strategy's Expected Result/Impact: - Training on Student Success Platform in Panorama and aligned implementation across campus

- Alignment across the campus of data tools being used throughout the year to find strengths and needs of learners
- Increased knowledge of educators with data analysis and differentiation of instruction
- Ease on educators for viewing various pieces of data in one location
- Increased monitoring of growth of learners in all content areas and social emotional skills

Staff Responsible for Monitoring: Campus Administrators, Learning Coach, Department Heads

Problem Statements: Demographics 3 - Student Learning 3 - School Processes & Programs 6

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Strategy 3

Teachers and collaborative teams will provide additional support and targeted intervention during regularly scheduled sessions within the Flex Time period.

Strategy's Expected Result/Impact: - Students will receive targeted intervention within the school day to close learning gaps as they are identified through classroom data.

- As a result of closing learning gaps, all students will experience increased academic performance.

Staff Responsible for Monitoring: Campus Administrators, Learning Coach, Department Heads, Teachers

Problem Statements: School Processes & Programs 1, 2

Funding Sources: Flexible Intervention Scheduling Software 199 - State Comp Ed, \$6,430

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

3

There is a need to focus on full implementation of district resources and tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs.

This remains a priority for all educators.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners.

Inconsistencies with implementation of PLC/MTSS processes/training across the district.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

There is a need to create and maintain systems to support high levels of learning for all.

Barriers exist within the current system for learning for all.

2

There is a need to provide systematic intervention within the school day for our learners.

Due to our location and the nature of our campus, many of our learners are unable to come early or stay late for additional support.

3

There is a need to maintain and improve structures and expectations for the work of collaborative teams on campus.

Inconsistency in achieving the desired outcomes from collaborative teams, and varying degrees of efficiency of collaborative teams.

6

There is a need to focus on our support systems for behavior, MTSS (Multi-Tiered Systems of Support), and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.

Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

Performance Objective 3

Student achievement and progress levels will exceed state standards/averages for all student groups.

Evaluation Data Source: STAAR data, TELPAS data, AP data

Strategy 1

Provide resources and training to support educators to identify the proficiency levels of Emergent Bilingual learners and plan appropriate classroom instructional strategies.

Strategy's Expected Result/Impact: - Emergent Bilingual learners will experience growth in language and content proficiency in all subjects, resulting in improved performance on standardized assessments.

- Emergent Bilingual learners will receive targeted intervention in the regular classroom setting to address language and content gaps.

Staff Responsible for Monitoring: Campus Administrators, Language Acquisition Specialist, Learning Coach, Teachers

Problem Statements: Demographics 3 - Student Learning 3

Formative Reviews

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Strategy 2

Provide resources and specific training emphasizing how we can best help to support and provide appropriate interventions for our Special Education, 504, Emergent Bilingual Learners, Migrant Learners, Tier II and Tier III learners, and GT learners with their overall academic/social emotional needs.

Strategy's Expected Result/Impact: - Trainings developed and implemented - MTSS - Multi-Tiered Systems of Support process clearly defined and supported with resources

- IEP's and Service Plans designed to meet all of learner's needs

- Specifically target Long Term EBs in high school with data monitoring, specific and targeted interventions and mentoring.

- Increase academic achievement and growth for all learners

- Data gathered from aligned resources (MAP, Panorama Student Success Platform, etc.)

Staff Responsible for Monitoring: Campus Administrators, Learning Coach, Counselors, Librarian, Language Acquisition Specialist, Intervention Services, Department Heads

Problem Statements: Demographics 3 - Student Learning 3

Formative Reviews

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Strategy 3

Implement specific accelerated instruction plans, per House Bill 1416, that focus on learners who have not met standard on state assessments and are in need of additional learning support, including Saturday "boot camps" and math intervention software to support these students and plans.

Strategy's Expected Result/Impact: - Students will receive accelerated instruction to fill academic gaps.

- At-risk students will receive appropriate intervention to ensure mastery of academic content and appropriate growth

Staff Responsible for Monitoring: Campus Administrators, Teachers, MTSS Team, Learning Coach

Problem Statements: Demographics 3 - Student Learning 3

Funding Sources: Extra Duty Pay for Teachers to Facilitate Saturday Intervention Boot Camps 199 - State Comp Ed, \$1,779

Formative Reviews

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Strategy 4

Special Education teachers will work with collaborative teams to identify student needs, assist with development of appropriate content objectives, and plan best practices and interventions for students receiving special education services.

Strategy's Expected Result/Impact: - Learners receiving special education services will experience growth in content proficiency in all subjects, resulting in improved performance on standardized assessments.

- Learners receiving special education services will receive targeted intervention in the regular classroom setting to address learning gaps.

Staff Responsible for Monitoring: Campus Administrators, Special Education Teachers, Team Leads, Teachers

Problem Statements: Student Learning 3 - School Processes & Programs 1

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
3 There is a need to focus on full implementation of district resources and tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs.	This remains a priority for all educators.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
3 There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners.	Inconsistencies with implementation of PLC/MTSS processes/training across the district.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 There is a need to create and maintain systems to support high levels of learning for all.	Barriers exist within the current system for learning for all.

Performance Objective 4

CHS9 will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of the training.

Evaluation Data Source: - Curriculum documents

- Instructional plans for each course
- Course syllabi
- Training documentation

Strategy 1

Complete a transformational design process aimed at identifying campus needs, developing the campus vision, and designing the campus professional learning plan each school year.

Strategy's Expected Result/Impact: - Professional learning plan aligned to campus needs & vision

- Increase use of data to support evidence-based decisions for professional learning
- Department meetings, campus meetings, campus intervention/enrichment times

Staff Responsible for Monitoring: Campus Administrators, Counselors, Learning Coach, Department Heads

Problem Statements: School Processes & Programs 1, 5

Formative Reviews

November

February

April

June

Strategy 2

Conduct an annual needs assessment to identify areas of needed growth for the campus, including surveys, staff feedback, observations, and student performance data.

Strategy's Expected Result/Impact: - Development of a targeted campus improvement plan
- Involvement of all staff in the annual process

Staff Responsible for Monitoring: Campus Administrators, Learning Coach, District Professional Learning Staff

Problem Statements: School Processes & Programs 1, 5

Formative Reviews

November

February

April

June

Strategy 3

The Instructional Leadership Team, consisting of administrators, learning coaches, and department heads, will meet periodically to engage in planning to support the campus model as a PLC.

Strategy's Expected Result/Impact: - Increase collective capacity of department heads to foster growth of collaborative teams
- Improved teaching and learning as a result of the PLC process

Staff Responsible for Monitoring: Campus Administrators, Learning Coach, Department Heads

Problem Statements: School Processes & Programs 1, 5

Formative Reviews

November

February

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June

Strategy 4

We will continue to monitor, support, and evaluate the effectiveness of collaborative teams on campus.

Strategy's Expected Result/Impact: - Increased collective capacity to guide collaborative teams in the PLC model

- Improved student learning campus-wide
- Improved instruction in all classrooms

Staff Responsible for Monitoring: Campus Administrators, Learning Coach, Department Heads

Problem Statements: School Processes & Programs 3

Formative Reviews

November

February

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June

Strategy 5

Provide training and resources to educators enhancing curriculum connections to real world application in learning, and strengthen understanding and implementation of Career and Technical Education and Career, College, and Military Readiness.

Strategy's Expected Result/Impact: - Provide training that highlights real world application in lesson design

- Increase use of business partners and resident experts to support curriculum connections (tracking data on career clusters and industry professional participation)
- Increase learner awareness of career, college and life readiness opportunities
- The percentage of CISD annual graduates earning College, Career, and Military Readiness credit will increase from 83% from the 2023 annual graduates to 93% for 2028 annual graduates (2029 Accountability Year).
- Continued professional learning for multiple stakeholder groups on CCMR to raise awareness.
- Annual Post High School Fair in September: representatives from various businesses, trade schools, colleges, and the military.
- Collaboration and communication with families in middle school when creating learner four year plans for high school and helping the learners and families understand future opportunities for after high school.
- Continued collaboration with secondary counselors on CCMR in proactively identifying CCMR needs for their students.
- Identify current 12th graders who have not yet earned CCMR credit and enroll in College Prep Math and/or Reading.
- Offer the TSIA to the students who completed College Prep. This will directly tie to the CCMR Outcome Bonus
- Increase the number of aligned industry based certifications (IBCs) offered to students.
- Offer at least one IBC for all CTE programs of study.
- Identify current 12th graders who are on track to be CTE completers that have not earned an IBC.
- CISD CTE Learning Academies provide opportunities for teachers to engage in professional learning targeted to the current needs of our students based on current data.

Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers, Learning Coach, CTE Director, Curriculum Directors

Problem Statements: Demographics 4 - Student Learning 2 - Perceptions 3

Formative Reviews

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement

Root Cause

4

There is a need to strengthen current practices that prepare all learners for secondary course/program selection.

Need for intentional communication, training, and support for all staff, learners, and families to gain a full understanding of the many opportunities available to them in CISD.

Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

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

Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

There is a need to create and maintain systems to support high levels of learning for all.

Barriers exist within the current system for learning for all.

3

There is a need to maintain and improve structures and expectations for the work of collaborative teams on campus.

Inconsistency in achieving the desired outcomes from collaborative teams, and varying degrees of efficiency of collaborative teams.

5

There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.

Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district.

Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities.

Goal 2

Organization that Cultivates Excellence: We as CISD will maintain high standards as we reimagine how we teach, learn and define success to adapt, innovate and meet the unique needs of all learners.

Performance Objective 1

All CHS9 learners will have opportunities to participate in learning that is relationship driven, real world, engaging, allowing for choice and individual learning styles, hands-on, service oriented, and creating a sense of community.

- Evaluation Data Source:** - Curriculum documents, Panorama Survey data
- Data gathered from families and learners on 6-12 course/certification interest
 - Data gathered on 6-12 course requests and analyzed for specific areas of learning
 - Training documentation
 - Opportunities for learners to express their future interests built into the learning design

Strategy 1

Campus leaders, CTE Teachers and Counselors will promote CTE courses through regular interactions with middle school learners, teachers and parents throughout the Spring semester to encouragement registration in CTE courses for the following year at CHS9.

Similarly the same group of stakeholders will promote the continuation of CTE pathways to be continued at Coppell High School as a result of completion of CTE courses at CHS9.

- Strategy's Expected Result/Impact:** - Increase in the number of students taking a CTE course at CHS9 in the coming year.
- Increased retention of students in a coherent sequence of courses through a CTE pathway at Coppell High School.

Staff Responsible for Monitoring: Campus Administrators, Counselors, CTE Teachers

Problem Statements: Perceptions 3

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district.

Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities.

Performance Objective 2

All CHS9 learners will have multiple opportunities to highlight and showcase evidence of academic, social emotional learning and interest/passions. (i.e. service learning, presentations, goal setting tools, etc.).

Evaluation Data Source: Digital Portfolios in Bulb, Performance Assessments, Science Fair, Student Presentations/Expos

Strategy 1

Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through hands-on experiences, using digital tools, and/or innovative and creative practices which includes a focus on communicating these experiences to families and the community.

Strategy's Expected Result/Impact: - Students will have regular authentic learning experiences, which lead to multiple opportunities to demonstrate learning in all classes.

- All students experience growth in skill proficiency aligned with the CHS9 Learner Profile.
- Rubrics for academic and social-emotional growth
- Goal setting forms/reflections

Staff Responsible for Monitoring: Campus Administrators, Team Leads, Learning Coach, Teachers

Problem Statements: Student Learning 3

Formative Reviews

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Strategy 2

Identify and communicate campus strengths and student success across a variety of experiences derived from the framework provided by the Texas Public Accountability Consortium district team for the purpose of Community Based Accountability.

Strategy's Expected Result/Impact: -Online/printed pamphlet/handout highlighting specific data points besides STAAR and state based testing accountability
-Focused areas of strengths and areas of improvement highlighted as a campus

Staff Responsible for Monitoring: Campus Administrators

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

There is a need to enhance communication and engagement for families.

Communication with stakeholders remains a priority.

2

There is a need to establish and maintain strong, positive relationships with all learners.

Relationships are the foundation of all learning.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

3

There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners.

Inconsistencies with implementation of PLC/MTSS processes/training across the district.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

Barriers still exist with understanding/supporting/providing resources for all needs

Performance Objective 3

CISD will continue to investigate, implement and evaluate tools/resources/assessments that monitor growth within the educational system.

Evaluation Data Source: Utilization of aligned resources purchased by the district, District/Campus common

Strategy 1

Review student performance data on STAAR and MAP each year to identify areas of high achievement and low achievement.

Strategy's Expected Result/Impact: - Campus improvement plan targeted at areas of need
- Celebrations of success
- Professional learning plan designed to meet the needs of the campus

Staff Responsible for Monitoring: Campus Administrators, District TPAC Core Team

Problem Statements: Student Learning 3, 5 - School Processes & Programs 1

Formative Reviews

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Strategy 2

Implement the state's Teacher Incentive Allotment program, including tracking learner growth via the Student Learning Objective.

Strategy's Expected Result/Impact: - Tracking learning growth
- Supporting teacher growth
- Teacher engagement in the T-TESS process

Staff Responsible for Monitoring: Campus Admin & Human Resources

Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 2

Formative Reviews

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Strategy 3

Mentoring for beginning educators, including teachers in their first and second years in the profession.

Strategy's Expected Result/Impact: - Increased awareness of district and campus resources available for educators
- Increased knowledge of campus systems and tools
- Increased professional network and connections to other educators

Staff Responsible for Monitoring: Learning Coach

Problem Statements: School Processes & Programs 3 - Perceptions 2

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.	Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
3	There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners.	Inconsistencies with implementation of PLC/MTSS processes/training across the district.
5	There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth.	Inconsistencies with implementation curriculum, professional learning and resource usage across the district.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	There is a need to create and maintain systems to support high levels of learning for all.	Barriers exist within the current system for learning for all.
3	There is a need to maintain and improve structures and expectations for the work of collaborative teams on campus.	Inconsistency in achieving the desired outcomes from collaborative teams, and varying degrees of efficiency of collaborative teams.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.

Lack of individuals choosing to work in public education.

Performance Objective 4

Instructional leaders will have an intentional focus on using digital learning PK-12 to ensure the following: full implementation of the state Technology TEKS, innovative ways to embed technologies, balance of technology with hands-on learning activities, and using technology to promote critical thinking and differentiated learning experiences for all.

- Evaluation Data Source:** - Curriculum documents
- Instructional plans for each course
 - Course syllabi
 - Training documentation

Strategy 1

Provide trainings and lesson design ideas focused on intentional use of digital learning tools, embedding the updated Technology TEKS for learning, and creating a shared balance of technology with intentional hands-on learning experiences.

- Strategy's Expected Result/Impact:**
- * Increased intentional use of digital learning tools to support student learning and engagement
 - * Increased integration of the updated Technology TEKS into daily instruction
 - * Improved lesson design that balances technology use with meaningful hands on learning experiences
 - * Increased teacher confidence in selecting technology based on instructional purpose rather than simply availability
 - * Greater consistency across classrooms in the effective and appropriate use of digital tools
 - * Increased opportunities for students to collaborate, create, think critically, and demonstrate learning in multiple ways

Staff Responsible for Monitoring: Campus Administrators
Instructional Coaches
Department Heads
Collaborative Teaching Teams
Campus Technology Support Staff

Problem Statements: Student Learning 6

Formative Reviews

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Strategy 2

All CHS9 learners will be provided instruction on utilizing digital tools in learning focusing on: differentiation, assistive technologies, digital citizenship, digital safety, and information literacy.

Strategy's Expected Result/Impact: * Increased student understanding of responsible and safe use of digital tools

- * Improved student skills in digital citizenship, digital safety, and information literacy
- * Increased student ability to select and use appropriate digital tools to support their learning
- * Greater student independence through effective use of accessibility features and assistive technologies
- * Increased access to differentiated learning experiences that meet individual student needs

Staff Responsible for Monitoring: Campus Administrators

Instructional Coaches
Campus Librarian
Special Education Staff
Collaborative Teaching Teams
Classroom Teachers

Problem Statements: Student Learning 6

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

6

There is a need for more training for teachers on integrating technology in a way that enhances the learning and a need for students to be taught how to appropriately and effectively use the technology tools at their fingertips.

Technology can be a wonderful tool but is not always necessary when providing high quality instruction.

Goal 3

Safety, Wellness and Belonging: We as CISD will create physically secure and emotionally safe environments which allow others to be seen, valued, and supported within a culture of belonging and engagement.

Performance Objective 1

CHS9 will continue to review and curate curriculum documents and implement specific programs for needed support/resources for counseling, social emotional learning, mental health and drug/alcohol awareness.

Evaluation Data Source: - Revised curriculum documents

- Administrator and educator feedback
- Training resources
- Social Emotional Survey data
- Specific Training for Counselors and implementation of resources purchased
- Threat Assessment Data
- Panorama survey data
- CISD Strategic Design Work

Strategy 1

Continue building on our health curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content)

Strategy's Expected Result/Impact: - Utilization of health curriculum supports for mental health within lesson design

- Learner growth as indicated through survey/learner goals
- Educator training on embedded supports
- Partnership with SHAC district committee in developing supports

Staff Responsible for Monitoring: Campus Administrators, Counselors

Problem Statements: Student Learning 4

Formative Reviews

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Strategy 2

We will highlight and celebrate students each month according to demonstration of excellence in the skills outlined in the CHS9 Learner Profile.

Strategy's Expected Result/Impact: - Students will demonstrate growth in skills in the CHS9 Learner Profile
- A large sampling of students will be positively recognized for outstanding demonstration of skill development

Staff Responsible for Monitoring: Campus administrators & teachers

Problem Statements: Demographics 2 - Perceptions 1

Formative Reviews

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

There is a need to establish and maintain strong, positive relationships with all learners.

Relationships are the foundation of all learning.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.

Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/ social emotional needs of learners

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

Barriers still exist with understanding/ supporting/providing resources for all needs

Performance Objective 2

CHS9 will continue to communicate systems and provide intentional training on the importance of relationships, mental health, behavior, and aligned discipline practices/supports across the campus.

- Evaluation Data Source:** - Curriculum embedded resources
- Behavior supports/resources
 - Discipline data
 - Feedback from Panorama survey data learners, staff and families
 - Trainings provided
 - Threat assessment data

Strategy 1

Continue providing training to align practices and review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners.

Strategy's Expected Result/Impact: - Threat Assessment process being utilized and strengthening supports for learners in need

- Increase awareness and action plans in order to support all learners with behavior needs
- Training focus on areas such as bullying, cyberbullying, academic dishonesty, digital safety and citizenship, and restorative discipline practices
- Team approach when looking at behavior data and specific intervention plans for learners
- Learner growth in behavioral needs
- CISD Discipline Matrix being utilized
- Online Truancy course required for learners
- Campus committees established in the focus area of bullying - focus on prevention efforts and health and wellness initiatives
- District surveys focused on data collection for learner engagement, climate and culture, learner social emotional needs and learner concerns with bullying and cyberbullying

Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers

Problem Statements: Demographics 3 - School Processes & Programs 4, 6, 7

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
3 There is a need to focus on full implementation of district resources and tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs.	This remains a priority for all educators.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.	Lack of aligned resources and systemic structures for counseling needs
6 There is a need to focus on our support systems for behavior, MTSS (Multi-Tiered Systems of Support), and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.	Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district
7 There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)	Loss of instruction time for learners and loss of funding from the state.

Performance Objective 3

CHS9 will continue to review and maintain district policies and practices for safety, behavior, cell phones, discipline, and will implement any additional strategies/protocols put in place by the state.

Evaluation Data Source: - Safety and security drills

- Door sweeps
- Safety and security training for all staff
- Safety and security training for learners
- Continued Implementation of Raptor
- Communication for families
- Implementation of personal communication devices legislation for learners

Strategy 1

Implement door sweeps on campus at least once each week during instructional days.

Strategy's Expected Result/Impact: Ensuring the security and restricted access to the building from the outside

Staff Responsible for Monitoring: Campus Administrators, SROs, All Staff

Problem Statements: School Processes & Programs 8

Formative Reviews

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Strategy 2

We will share with staff, learners and families the Standard Response Protocol for Safety in our school. We will continue to practice lockdown, lock-down, shelter in place, evacuation, and hold in place drills to ensure our staff and learners know how to react in an emergency situation.

- Strategy's Expected Result/Impact:** - Improved communication regarding emergency procedures
- Improved school safety and security campus-wide
 - Aligned practices for safety and security across the campus
 - Aligned training for staff and learners at CHS9
 - Safety of learners and staff in CHS9
 - Communication to all stakeholders about safety and practices of CHS9
 - Continued implementation of door sweeps on campus at least once each week during instructional days
 - Review of current campus and district practices

Staff Responsible for Monitoring: Campus Administrators, SROs, All Staff

Problem Statements: School Processes & Programs 8

Formative Reviews

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Strategy 3

CHS9 will conduct monthly meetings following safety drills to analyze data, debrief performance, and make necessary adjustments.

- Strategy's Expected Result/Impact:** - Improved effectiveness of all safety procedures and processes
- Increased campus safety and security measures

Staff Responsible for Monitoring: Campus Administrators, SROs, Emergency Team Members

Problem Statements: School Processes & Programs 8

Formative Reviews

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
8 There is a need to continue revisiting and improving efforts with safety and security for the district.	Continued requirements per the state and safety needs of learners, staff, facilities, etc.

Performance Objective 4

CHS9 will continue to leverage a variety of communication tools to increase clarity and consistency of campus information and processes for stakeholders.

Evaluation Data Source: Internal/external (newsletters, blogs, website), Schoology courses and resource management, Video connections, Social Media

Strategy 1

Continue efforts with communication to all staff, families and community members as we work through processes with sharing the learning happening across the campus, in addition to all other aspects of the student experience and campus activities.

Strategy's Expected Result/Impact: -Streamline communication within the campus

- Increase stakeholder understanding of campus processes, events and procedural systems
- Highlight learning that is happening on campus
- Ensure all Coppel ISD parents and guardians, teachers and staff, students and community members receive timely and relevant information that enhances their experience as a CISD stakeholder.

Staff Responsible for Monitoring: Campus Administrators, Counselors, Staff

Problem Statements: Demographics 1

Formative Reviews

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Strategy 2

Leverage multimedia platforms to enhance communication for all stakeholders

Strategy's Expected Result/Impact: - Usage of multimedia platforms by the campus

- Increased level of communication for stakeholders
- Increase positive Parent Satisfaction Survey results regarding campus communication

Staff Responsible for Monitoring: Campus Staff

Problem Statements: Demographics 1

Formative Reviews

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Strategy 3

We will send regular parent/family communication and weekly staff newsletters to maintain high levels of communication and engagement with the campus.

- Strategy's Expected Result/Impact:** - Improved understanding of campus activities, events, news, and policies
- Improved engagement between stakeholders and the campus
 - Providing a window into the learning and life happening on campus

Staff Responsible for Monitoring: Campus Principal, Counselors, Librarian, Nurse, Language Acquisition Specialist

Problem Statements: Demographics 1

Formative Reviews

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Strategy 4

Enhance community engagement by increasing staff participation in extracurricular events on a monthly basis, partnering with teachers identified as community engagement partners.

- Strategy's Expected Result/Impact:** - Increased staff attendance at student games and performances
- Increased staff/parent interactions & communication
 - Development of staff morale
 - Improved staff-parent-student relationships

Staff Responsible for Monitoring: Campus administration, Community Engagement Partners

Problem Statements: Demographics 1, 2

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Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to enhance communication and engagement for families.	Communication with stakeholders remains a priority.
2	There is a need to establish and maintain strong, positive relationships with all learners.	Relationships are the foundation of all learning.



State Compensatory Education

State Compensatory

Budget for CHS 9th Grade Campus

Total SCE Funds: \$8,209.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

\$6,430 will be used for the Enriching Students software that allows students and teachers to schedule targeted interventions, club meetings, study halls, and student engagement activities during each school day. \$1,779 will be used for extra duty pay for teacher to work at STAAR "Boot Camps" on Saturdays in the Spring to help students prepare for upcoming STAAR EOC tests.



Funding Summary

Funding Summary

199 - State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Flexible Intervention Scheduling Software	--	\$6,430.00
1	3	3	Extra Duty Pay for Teachers to Facilitate Saturday Intervention Boot Camps	--	\$1,779.00
Sub-Total					\$8,209.00



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student and Staff Services and Campus Administrators	7/24/2023	Carrie Boyle	8/17/2026
Child Abuse and Neglect	Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Campus Counselors	12/15/2025	Carrie Boyle	8/17/2026
Coordinated Health Program	Coordinator of Health Services and Director of Child Nutrition, Campus Administrators	11/12/2025	Carrie Boyle	8/17/2026
Decision-Making and Planning Policy Evaluation	Superintendent	7/5/2023	Carrie Boyle	8/17/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student and Staff Services and Campus Administrators	1/30/2023	Carrie Boyle	8/17/2026
Dropout Prevention	Assistant Superintendent of C&I	11/12/2025	Carrie Boyle	8/19/2026
Dyslexia Treatment Program	Executive Director of Intervention Services and Campus Administrators	11/12/2025	Carrie Boyle	8/17/2026
Pregnancy Related Services	Assistant Superintendent of C&I and Campus Counselors	4/1/2025	Carrie Boyle	8/19/2026
Post-Secondary Preparedness	Assistant Superintendent of C&I	11/12/2025	Carrie Boyle	8/17/2026
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of C&I and Assistant Superintendent of Administrative Services	11/12/2025	Carrie Boyle	8/19/2026
Student Welfare: Crisis Intervention Programs and Training	Assistant Superintendent of C&I and Support Counselors	11/12/2025	Carrie Boyle	8/19/2026
Student Welfare: Discipline/Conflict/Violence Management	Assistant Superintendent of C&I and Support Counselors	11/12/2025	Carrie Boyle	8/19/2026
Technology Integration	Assistant Superintendent of C&I and Executive Director of Technology	11/12/2025	Carrie Boyle	8/19/2026
Job Description for Peace Officers, Resource				

Officers & Security Personnel				
Texas Behavior Support Initiative (TBSI)	Executive Director of Intervention Services	11/12/2025	Carrie Boyle	8/19/2026