

Coppell Independent School District



New Tech High

2026-2027 Campus Improvement Plan

Mission Statement

NTH@C Mission Statement

Empowering learners as they pursue their passions, collaborate to solve real world problems, and practice leadership



in their community.

Value Statement

CISD Core Values

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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	9
School Processes & Programs	14
Perceptions	18
Priority Problem Statements	22
Data Documentation for CNA	25
Improvement Planning Data	26
Accountability Data	26
Student Data: Assessments	26
Student Data: Behavior and Other Indicators	26
Employee Data	26
Parent/Community Data	26
Support Systems and Other Data	27
Goals	28
Goal 1 : Accountability for Learning: We as CISD will achieve our full potential by le...	29
Goal 2 : Organization that Cultivates Excellence: We, as CISD, will maintain high sta...	37
Goal 3 : Safety, Wellness and Belonging: We as CISD will create physically secure ...	43
State Compensatory Education	48
Budget for New Tech High	49
Funding Summary	50
199 - State Comp Ed	51
Policies, Procedures, and Requirements	52



Comprehensive Needs Assessment

Demographics

Summary

DEMOGRAPHICS

New Tech High @ Coppel is in Coppel 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 249, which represents a decrease of 21.2% from the prior year (-67 total learners).

In 2025-26, the student population was 39.8% Asian, 33.7% White, 14.5% Hispanic, 4.8% African American, 0.4% American Indian/Alaskan Native, 0.4% Native Hawaiian/Pacific Islander and 6.4% multi-racial. Females made up 49% of the learners and males represented 51%. Our economically disadvantaged percentage was 6.8%.

Our Emergent Bilingual (EB) population consisted of 7 learners that made up 2.8% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (28.6%), Tamil (28.6%), Hindi (14.3%), Malayalam (14.3%), and Burmese (14.3%). Additionally, 28.6% of our EBs were also economically disadvantaged.

Our 46 gifted and talented learners constituted 18.5% of our population. Our gender split in the GT group was 47.8% female and 52.2% male. Of the four major ethnic groups, our GT learners were 23.9% Asian, 43.5% White, and 23.9% Hispanic.

We had 37 learners that qualified for special education services, which represented 14.9% of our population. There were 40 learners with 504 accommodations, which was 16.1% of the total enrollment.

The average daily attendance for our campus in 2025-26 was 96.7%, which increased by 0.4% from the prior year.

STAFFING

NTH@C employed 26 educators and 1 instructional aide in the 2025-26 school year. The number of teachers decreased by 3 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 15.4% Asian, 61.5% White, 11.5% Hispanic, 7.7% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 3.8% multi-racial. Females made up 61.5% of the educators and males represented 38.5%.

Overall, our educators had a varied level of professional experience: 7.7% (2) were new to teaching with 0-1 years of experience, 11.5% (3) had 2-5 years, 23.1% (6) had 6-10 years, 11.5% (3) had 11-15 years, 15.4% (4) had 16-20 years, and 30.8% (8) had more than 20 years. Looking at longevity within the district, 23.1% of our teachers had 0-1 years in district, 30.8% had 2-5 years, 19.2% had 6-10 years, 26.9% had 11-15 years, 0% had 16-20 years and 0% had more than 20 years. The average years of professional experience was 14.5, with 6.3 years in the district.

Advanced degrees were held by 53.8% of our teachers: 14 with master's degrees and 0 with doctorates. Our campus principal had 16 years of career experience in a professional position (not necessarily as a principal) and 10 years in Coppel. Our assistant principal had 15 years of professional experience and 15 years in the district.

Our educator retention rate from 2024-25 to 2025-26 was 71.4%. For educational aides it was 100%. We hired 5 new teachers in 2025-26. The characteristics of our new teachers were as follows: 20% Asian, 40% White, 40% Hispanic, 40% female, 60% male, 20% new to teaching, 0% with 2-5 years of professional experience, 20% with 6-10 years, 0% with 11-15 years, 20% with 16-20 years, 40% with more than 20 years and 19.2% new to the campus. The average years of professional experience was 14.6, with 1 year in the district. 60% of

our new teachers had advanced degrees.

Strengths

New Tech High @ Coppel is a unique learning community within Coppel ISD, a high performing suburban district serving students across 10 elementary schools, 3 middle schools, 2 high schools, a freshman campus, and an alternative education campus. In 2025-26, NTH@C enrolled 249 learners and reflected the district's diverse community, with nearly 40% Asian, 34% White, 15% Hispanic, and 6% multiracial learners. This diversity supports the campus's collaborative culture and prepares students to work with peers from a variety of backgrounds and perspectives.

The campus's small size is one of its greatest strengths. With about 250 learners and 20 educators, NTH@C provides a highly personalized environment where students are known, supported, and challenged. The campus serves a range of learner needs, including gifted and talented students (18.5%), learners receiving special education services (14.9%), and students supported through 504 accommodations (16.1%). Strong student engagement is reflected in an average daily attendance rate of 96.7%.

NTH@C combines the close relationships of a small school with the opportunities of a comprehensive high school through its connection with Coppel High School. Students benefit from access to a broad range of academic programs, courses, extracurricular activities, and specialized resources while maintaining the personalized New Tech experience. This advantage is supported by an experienced staff, with more than half of teachers holding advanced degrees and an average of 14.5 years of professional experience, creating a rigorous and supportive learning environment for all learners.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1★ There is a need to focus on Multi-Tiered Systems of Support (MTSS) and best practices in project-based learning to ensure we are meeting the wide variety of needs within specific learner populations.	Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.
2★ There is a need to enhance communication, engagement, and perceptions for NTH@C families, all other secondary families, and the local community due to misperceptions and a location change of the campus.	Barriers exist within the current system with communication and engagement, desires, and opportunities. Barriers exist for learners to join the school due to transportation, cultural perceptions, and course offerings.
3 There is a need for increased training of learners in understanding themselves and their own needs. They also need to consider and understand the gifts, abilities, and needs of others.	District demographics have shifted in recent years, and learners need to develop skills in self-management and empathy.
4 There is a need to focus on state-required character traits, specific social-emotional skills, and mental health needs, which impact lesson design, curriculum resources, and staff training.	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 analyze and review data for Gifted and Talented, Honors courses, AP courses, and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning.	There are underserved learners in different programs coming from identified demographic areas
6 There is a need to continue our efforts with CCMR, including increased CTE endorsements/enrichment opportunities, increased dual credit opportunities, and increased TSIA participation (as needed) through Texas College Bridge opportunities.	Continuing to build on stronger programs for all learners: program completers in CTE, passing rates of TSIA, and increasing dual credit participation

★ = Priority

Student Learning

Summary

Academic Achievement Strengths

Recent assessment results demonstrate strong academic performance across STAAR End of Course exams, SAT, and PSAT assessments for New Tech High @ Coppell.

STAAR End of Course (EOC) Performance

Students at New Tech High @ Coppell performed exceptionally well across all five STAAR EOC exams, with nearly all students meeting the state standard.

- **Algebra I:** 98% Approaches Grade Level, 79% Meets Grade Level, and 55% Masters Grade Level.
- **Biology:** 100% Approaches Grade Level, 98% Meets Grade Level, and 74% Masters Grade Level.
- **U.S. History:** 98% Approaches Grade Level, 96% Meets Grade Level, and 74% Masters Grade Level.
- **English I:** 98% Approaches Grade Level, 94% Meets Grade Level, and 23% Masters Grade Level.
- **English II:** 97% Approaches Grade Level, 97% Meets Grade Level, and 40% Masters Grade Level.

Across all assessments, more than 96% of students achieved the Approaches Grade Level standard, demonstrating consistently high academic achievement. Biology and U.S. History were particularly strong, with nearly three-quarters of students earning the Masters performance designation.

SAT Performance

SAT results indicate strong college readiness among New Tech students.

- **10th Grade SAT:** Average score of **1240**
- **11th Grade SAT:** Average score of **1372**

The increase in average performance from Grade 10 to Grade 11 reflects continued academic growth and preparation for postsecondary opportunities.

PSAT/NMSQT Performance

PSAT results show strong readiness for success on future college entrance exams.

- **10th Grade PSAT:** Average score of **1113**
- **11th Grade PSAT/NMSQT:** Average score of **1155**

The Grade 11 PSAT performance demonstrates a strong foundation for SAT success and continued progress toward college readiness.

Advanced Placement (AP) Success

New Tech High @ Coppell students demonstrated strong performance in Advanced Placement coursework during the 2025–2026 school year, completing **325 AP exams across 22 subject areas** and earning an overall **82% pass rate**,

with scores of 3 or higher. Several courses achieved exceptional outcomes, including **English Literature**, **Environmental Science**, **AP Research**, **AP Seminar**, and **Spanish Language**, all with **100% pass rates**. Additional high performing courses included **English Language (94%)**, **U.S. History (94%)**, **U.S. Government (92%)**, **Human Geography (91%)**, and **Psychology (91%)**.

Students also posted impressive average scores across multiple content areas, including **Chemistry (4.5)**, **AP Research (4.4)**, **Environmental Science (4.0)**, **Human Geography (4.0)**, and **Spanish Language and Culture (4.0)**. These results demonstrate that students are successfully mastering rigorous college level content and earning opportunities for college credit while still in high school.

AP Areas for Growth

While overall AP performance remains a significant strength, assessment data identifies opportunities to further strengthen student achievement in several STEM related courses. Lower pass rates were observed in **Calculus AB (33%)**, **Calculus BC (38%)**, **Calculus BC AB Subscore (25%)**, and **Physics C: Mechanics (57%)**, suggesting a need for continued focus on advanced mathematics and physics preparation. In addition, average scores in Calculus and Physics courses were below the campus average for AP performance.

Moving forward, the school will continue to build on its strong AP culture by expanding student supports, strengthening vertical alignment in advanced coursework, and increasing opportunities for students to engage in rigorous problem solving and exam specific preparation. By leveraging already successful instructional practices from high performing AP programs, New Tech High @ Coppell is well positioned to increase achievement across all AP content areas while maintaining its strong overall pass rates and culture of academic excellence.

Dual Credit Success

New Tech High @ Coppell continues to expand opportunities for students to earn college credit while in high school through its Dual Credit program. Participation has grown steadily over the past year, with **53 registrations in Summer 2025**, **14 in Fall 2025**, **14 in Spring 2026**, **69 in Summer 2026**, and **34 registrations already secured for Fall 2026**. This represents substantial growth in student participation, particularly during the summer terms, where registrations increased by more than 30% from Summer 2025 to Summer 2026.

The increasing number of Dual Credit enrollments reflects a strong commitment to college readiness and student access to advanced academic opportunities. By earning college credits before graduation, students can reduce future college costs, accelerate degree completion, and gain experience with the expectations of postsecondary coursework. The significant increase in Summer 2026 participation demonstrates growing student and family interest in Dual Credit pathways and highlights the school's success in promoting rigorous academic options.

Key Takeaways

New Tech High @ Coppell continues to demonstrate outstanding academic outcomes across both state accountability measures and college readiness assessments. STAAR EOC results show that nearly all students are meeting state standards, with especially strong performance in Biology and U.S. History. SAT and PSAT performance further reflect the school's commitment to rigorous academics, authentic learning experiences, and college preparation.

Overall, these results highlight a culture of academic excellence where students are achieving at high levels and are well prepared for future success in college, career, and life.

Compared with Coppell High School (CHS), New Tech High @ Coppell (NTH@C) demonstrated comparable or stronger performance in several key areas despite a much smaller testing population. On STAAR EOC assessments, NTH@C posted higher **Masters Grade Level** performance in **Algebra I (54.7% vs. 34.7%)**, **English II (39.7% vs.**

25.7%), and **U.S. History (73.6% vs. 66.8%)**, while maintaining Approaches rates above 96% on every exam. NTH@C's Biology results were especially impressive, with **98.1% Meets Grade Level and 73.6% Masters**, closely matching CHS performance. College readiness indicators were also strong, with NTH@C students earning an average **SAT score of 1,372 in Grade 11**, compared with **1,266 at CHS**, and averaging **1,155 on the Grade 11 PSAT**, nearly identical to CHS's **1,157**. These results suggest that NTH@C students perform at levels comparable to or exceeding those of the larger comprehensive high school, particularly in advanced mastery of content and college readiness measures.

Strengths

New Tech High @ Coppell continues to demonstrate exceptional academic performance across Advanced Placement, STAAR End of Course, SAT, and PSAT assessments. Students consistently perform at high levels on state accountability measures while excelling in rigorous college-level coursework.

During the 2025–2026 school year, students completed **325 AP examinations** across 22 subject areas and earned an overall **82% pass rate**, with scores of 3 or higher. Several courses achieved outstanding success, including **English Literature, Environmental Science, Research, Seminar, and Spanish Language**, each posting a **100% pass rate**. Additional high performing courses included **English Language (94%)**, **U.S. Government (92%)**, **U.S. History (94%)**, **Human Geography (91%)**, and **Psychology (91%)**. Students also earned impressive average scores of **4.5 in Chemistry**, **4.4 in Research**, **4.0 in Environmental Science**, **4.0 in Human Geography**, and **4.0 in Spanish Language**, demonstrating strong performance in a diverse range of college level courses.

On STAAR End of Course assessments, New Tech students achieved exceptional results across all five tested subjects. **Approaches Grade Level** rates exceeded **96% in every subject**, including **100% in Biology**. Students also demonstrated advanced levels of mastery, with **73.6% earning Masters Grade Level in Biology and U.S. History**, **54.7% in Algebra I**, and nearly **40% in English II**. These results indicate that students are not only meeting state standards but are consistently performing at advanced levels.

College readiness indicators further highlight the strength of the New Tech program. Students earned an average **SAT score of 1,372 in Grade 11**, demonstrating strong preparation for college admissions and postsecondary success. PSAT performance was equally impressive, with average scores of **1,113 for Grade 10 students** and **1,155 for Grade 11 students**, reflecting continued academic growth and readiness for future SAT success.

Taken together, AP, STAAR, SAT, and PSAT results demonstrate that New Tech High @ Coppell provides a highly rigorous academic experience that prepares students for success both in advanced coursework and beyond high school. Students consistently achieve high levels of mastery, excel on college entrance assessments, and perform exceptionally well in challenging AP courses, reinforcing the campus's commitment to academic excellence, authentic learning, and college readiness.

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 consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth.	Limited instruments are currently implemented to monitor and collect quality data and to analyze it in qualitative areas.
3 ★ Despite strong overall AP and Algebra I performance at New Tech High @ Coppell, math remains a challenge in earning consistently high marks on AP tests.	There may be a need for foundational skill support to close learning gaps, adjustments to curriculum and pacing, careful consideration of course selection and placement, and enhanced instructional supports.
4 There is a need to improve learner performance on nationally normed tests like the PSAT, SAT, ACT, and Advanced Placement.	Lack of an emphasis on preparation for these assessments in previous years
5 There is a need to continue targeting specific reading, writing, and math skills to focus on quality intervention.	Information inundation in mediums with limited reading and writing skills needed and a dependence on tools to supplement number sense and basic mathematical systems development.
6 There is a need to focus on learner-to-learner and staff-to-learner support systems to increase personal accountability capacity within learners and their social living skills.	Lack of support for learners to take an active role in problem-solving uncomfortable social interactions in a healthy way

7

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

Employer data reveals deficiencies of employees in the first year on the job due to a lack of soft skills, critical thinking, and basic knowledge of specific career tasks, systems, and vocabulary.

8

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

Rise in juvenile anxiety and depression and a decline in juvenile resilience to adapt and advocate for self

9

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

Rising numbers of identified learners needing specialized supports and a lack of quality measures to target areas of need for subpopulations

10

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

Continued need to recruit learners/families at an early age to come to Coppell and want to stay in our district for their full educational experience

★ = Priority

School Processes & Programs

Summary

At New Tech High @ Coppell, we utilize a Campus Leadership Team to identify areas for growth and provide meaningful support to educators.

To foster a strong professional learning community, our educators engage in the following practices:

- **Collaborative Planning Time** – Educators meet regularly throughout the week to engage in our Praise, Questions, and Suggestions (PQS) protocol and to unpack learner data. These sessions focus on identifying solutions and innovative pedagogy that meet learners where they are, with an emphasis on incremental growth. Educators use this time to reflect on projects and school-wide initiatives with input from learners, curriculum directors, district leadership, and digital learning coaches.
- **Campus Professional Learning** – Each Friday morning, our staff gathers for professional development and community-building. These sessions support both instructional growth and the development of a strong, collaborative campus culture. Additional learning opportunities are provided throughout the year as needed, facilitated by our Instructional and Digital Learning Coaches.
- **Design Days** – Once each semester, educators participate in Design Days to plan and refine upcoming projects. These days provide extended time to collaborate, innovate, and connect with community partners.
- **Response to Intervention (RTI)** – Learner Success Teams meet monthly to identify and support at-risk learners through individualized action plans that address both academic and social-emotional needs.
- **Accelerated Instruction** – Learners who have not yet met success on STAAR or EOC assessments receive targeted support during independent study time, Flex Fridays, and before or after school.

Strengths

The campus utilizes a leadership team to identify areas for growth and provide support to educators. Additional instructional team structures include departmental teams, grade-level teams, and PQS (Praise, Questions, Suggestions) groups.

Departmental teams serve as the primary Professional Learning Communities (PLCs), focused on vertical curricular alignment. These teams meet twice a week during common planning time.

Grade-level teams meet for whole-grade initiatives, professional learning, and Learner Success Meetings.

PQS groups feature rotating membership and meet weekly in various formats to support collaboration, project ideation, and refinement.

Signature programs and practices include:

- New Tech Network affiliation (Spotlight School Distinction)
- Networking groups for learners
- PQS protocol for project development and refinement
- FLEX Fridays for learner choice, leadership, passion projects, and social-emotional learning
- Capstone graduation requirement
- Community Service graduation requirement
- Job Shadowing and Internship graduation requirement

- Alumni volunteers and spotlights

Additional strengths of the campus model include:

- **Authentic, Real-World Learning** – Projects are designed around real-world problems and include collaboration with local businesses, nonprofits, and industry experts. Learners present their work to authentic audiences, increasing engagement and accountability.
- **Learner Agency and Voice** – Learners play an active role in shaping their educational experience through project design input, leadership in Networking groups and clubs, and self-directed learning opportunities.
- **Cross-Curricular Collaboration** – Facilitators regularly design interdisciplinary projects that mirror real-life problem solving, allowing learners to make meaningful connections across content areas.
- **Leadership Development** – Leadership is cultivated through formal roles and informal opportunities such as FLEX sessions, project teams, Capstone work, and peer mentoring, encouraging all learners to grow as leaders.
- **Supportive Culture** – Strong relationships among staff and learners foster a culture of trust, safety, and belonging. Structures like Networking, Restorative Practices, and social-emotional learning are embedded into daily routines.
- **Community Partnerships** – The school maintains deep ties with community partners who serve as mentors, project advisors, guest speakers, and internship hosts, enriching the learning experience and supporting post-secondary readiness.
- **Professional Learning Culture** – Educators engage in ongoing professional development through collaborative planning, coaching, and inquiry-based reflection. Leadership and innovation are shared responsibilities across the staff.
- **Access** – All learners engage in rigorous, relevant project-based learning, with layered support structures to ensure success for every student, including those needing academic or emotional support.

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.	Lack of a coordinated approach among our various interventions and offerings.
2 ★ There is a need to develop consistent safety and security protocols to ensure every learner's safety.	The recognition of TEA's increased security audits and protocols.
3 ★ There is a need to focus on the attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)	Loss of instruction time for learners and loss of funding from the state
4 There is a need for the stewardship of instructional materials and facilities are necessary and require systems to inventory and care for each item.	The need for instructional materials and facilities.
5 There is a need to continue to gather and analyze data as a campus to improve learner outcomes.	Evolving needs of learners and future demands in college and workplace.
6 There is a need to support learners in understanding post-secondary options and processes.	The need to develop strong programs to support College, Career, and Military Readiness (CCMR)

★ = Priority

Perceptions

Summary

New Tech High @ Coppel is a project-based learning (PBL) choice high school in Coppel ISD that values a welcoming environment and the power of strong relationships between staff and learners. Facilitators collaborate to design rigorous, cross-curricular projects grounded in real-world relevance and guided by our five learning outcomes: Knowledge and Thinking, Oral Communication, Written Communication, Collaboration, and Agency.

The majority of our courses are honors-level or higher, providing learners with both deep content knowledge and essential soft skills that prepare them for success in college, careers, and life. Our projects emphasize authenticity and challenge learners to engage with complex, meaningful problems.

New Tech High @ Coppel maintains a strong partnership with Coppel High School and the CHS9 campus. Learners have access to UIL athletics, fine arts, and language courses through a shuttle system that supports cross-campus involvement for CHS9 while preserving the integrity of the NTH@C experience. NTH@C is located on the Coppel High School campus.

We prioritize social-emotional learning and intentional support for both learners and staff. Our current vision centers on building the NTH@C Legacy—equipping learners to pursue their passions, solve real-world problems, and lead in their communities. Through partnerships with alumni, local organizations, and broader community networks, we are working to build a culture where New Tech is seen as an integral, valued part of Coppel ISD and the wider Coppel community. We are also focusing on belonging and building culture because we are now part of a shared campus model with Coppel High School. We will work to build individual identity and culture while supporting and building the whole campus culture with the flagship school.

Our professional learning community is built on vertical academic teaming and the use of the New Tech Network's Praise, Questions, and Suggestions (PQS) protocol. Staff meet regularly to review projects and initiatives, incorporating feedback from learners, instructional coaches, district leadership, and one another. With guidance from our Instructional Coach and Campus Leadership Team, our staff collaborates intentionally to ensure a rigorous and supportive learning environment for all.

Strengths

Perception Strengths Summary

New Tech High @ Coppel is widely recognized for its innovative learning environment, strong culture, and commitment to both academic rigor and social-emotional support. Key areas of strength include:

- **Authentic Project-Based Learning**
Our instructional model centers on real-world, project-based learning that challenges learners to apply knowledge in meaningful and impactful ways.
- **Focus on Learning Outcomes and Soft Skills**
Our five learning outcomes—Knowledge and Thinking, Oral Communication, Written Communication, Collaboration, and Agency—intentionally foster both academic and interpersonal skills essential for post-secondary success.
- **Welcoming and Relationship-Driven Culture**
NTH@C fosters a vibrant, welcoming community where differences, relationships, and learner voice are celebrated.
- **Flexible Scheduling that Supports Innovation**
Our flexible structure allows for interdisciplinary learning, passion projects, collaborative work, and leadership opportunities.
- **Multi-Tiered Systems of Support**
We offer layered interventions that promote both acceleration and extension, ensuring all learners are supported at their level.
- **Ongoing Professional Growth for Educators**
Staff engage in continuous professional learning through PQS (Praise, Questions, Suggestions) sessions, weekly PD, New

Culture & Climate Strengths

Recent Panorama Education Survey data highlights several strengths in the culture and climate of New Tech High @ Coppell across students, families, and staff.

For Students (Grades 6–12)

Student responses indicate exceptionally strong relationships and positive learning habits:

Supportive Relationships: 95% favorable, exceeding the district average of 90%

Learning Strategies: 69% favorable, above the district average of 64%

The strongest student outcome was in supportive relationships, with 96% of students reporting they have trusted adults and friends they can count on for support.

For Families

Family survey results reflect strong confidence in the school environment and positive relationships with staff:

School Safety: 86% favorable, above the district average of 80%

School Climate: 84% favorable, above the district average of 78%

School-Family Communication: 83% favorable

Staff-Family Relationships: 82% favorable, matching the district average

Families reported particularly strong perceptions of student safety, respect among students and staff, and the school's commitment to valuing diversity. Notably, 97% of families indicated their child feels safe at school, and 94% reported that the school values the diversity of students' backgrounds.

For Staff (Teachers)

Teacher survey results demonstrate a positive school environment characterized by trust, strong student relationships, and supportive culture:

School Climate: 75% favorable, above the district average of 68%

Belonging: 65% favorable

Evaluation: 57% favorable, slightly above the district average of 55%

Feedback and Coaching: 56% favorable, matching the district average

Professional Learning: 55% favorable

Several individual indicators stand out:

100% of teachers reported they are trusted to teach in the way they believe is best.

95% reported regularly seeing students help one another without prompting.

89% reported respectful relationships between teachers and students.

100% indicated that their work matters to them.

89% reported that their work is meaningful.

These results reflect a campus culture grounded in strong relationships, student support, and a shared commitment to meaningful learning.

Community Engagement and Next Steps

New Tech High @ Coppell continues to benefit from strong family support, positive school-family relationships, and a safe, welcoming learning environment. Family responses indicate high levels of trust in staff, strong communication practices, and positive perceptions of school climate.

Survey results also suggest opportunities to further strengthen stakeholder engagement. Family Engagement measured 31% favorable, indicating room to increase volunteerism, parent participation, community involvement, and connections beyond traditional communication channels.

Moving forward, campus priorities include:

- Expanding family and community participation in local and comprehensive school events and learning experiences
- Strengthening partnerships with CHS, local businesses, alumni, and community organizations
- Increasing authentic, real-world learning opportunities for students
- Enhancing professional learning and coaching structures to support teacher growth
- Continuing to build on the strong culture of relationships, trust, and belonging that defines the New Tech High @ Coppell community

These efforts will help ensure that New Tech High @ Coppell continues to provide a safe, supportive, and engaging environment where students, families, and staff can thrive.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ We have a need to increase community partnerships on the campus to support student learning and learning outcomes, especially in the new building.	Motivation and scheduling difficulties of facilitators and community members as well as transportation costs and scheduling to avoid learners missing instruction.
2 ★ We have a need to continue to increase enrollment on the campus.	Program diversity, district-level marketing decrease, antiquated school name, and community misperception of the program as well as learners choosing to transfer to Coppell High School for various reasons (including program offerings, desires for a traditional learning style, and avoidance of social dynamics)
3 We have a need to remain in alignment with the CISD's Core Values, Mission Statement, and The Texas Promise.	Strategic design efforts have led to the development of a strategic plan for the district as a guide for strategic visioning efforts at each campus and district.
4 There is a need to enhance communication and engagement with families and the community.	Lack of offerings from the school staff and PTSO and a lack of desire for targeted parents and community members to attend offerings.
5 There is a need to increase social and emotional learning for all students and staff.	Needs of learners are evolving and both staff and learners need to gain knowledge about those changing needs.
6 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
★

We have a need to continue to increase enrollment on the campus.

Program diversity, district-level marketing decrease, antiquated school name, and community misperception of the program as well as learners choosing to transfer to Coppell High School for various reasons (including program offerings, desires for a traditional learning style, and avoidance of social dynamics)

2
★

We have a need to increase community partnerships on the campus to support student learning and learning outcomes, especially in the new building.

Motivation and scheduling difficulties of facilitators and community members as well as transportation costs and scheduling to avoid learners missing instruction.

3
★

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

Lack of a coordinated approach among our various interventions and offerings.

4
★

We have a need to develop consistent safety and security protocols to assure every learner's safety.

The recognition of TEA's increased security audits and protocols.

5
★

There is a need to develop consistent safety and security protocols to ensure every learner's safety.

The recognition of TEA's increased security audits and protocols.

6
★

There is a need to focus on Multi-Tiered Systems of Support (MTSS) and best practices in project-based learning to ensure we are meeting the wide variety of needs within specific learner populations.

Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.

7
★

There is a need to enhance communication, engagement, and perceptions for NTH@C families, all other secondary families, and the local community due to misperceptions and a location change of the campus.

Barriers exist within the current system with communication and engagement, desires, and opportunities. Barriers exist for learners to join the school due to transportation, cultural perceptions, and course offerings.

8
★

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

9
★

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

Limited instruments are currently implemented to monitor and collect quality data and to analyze it in qualitative areas.

10
★

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

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

11
★

Despite strong overall AP and Algebra I performance at New Tech High @ Coppel, math remains a challenge in earning consistently high marks on AP tests.

There may be a need for foundational skill support to close learning gaps, adjustments to curriculum and pacing, careful consideration of course selection and placement, and enhanced instructional supports.

★ = 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
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Accountability Distinction Designations

Student Data: Assessments

- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ SAT and/or ACT assessment data
- ☒ PSAT

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Discipline records
- ☒ Student surveys and/or other feedback

Employee Data

- ☒ Staff surveys and/or other feedback
- ☒ Campus leadership data

Parent/Community Data

- ☒ Parent surveys and/or other feedback

Support Systems and Other Data

- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

Accountability for Learning: We as CISD 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 9th-12th grade learners will be provided high-quality Tier I instruction, aligned to the TEKS.

Evaluation Data Source: STAAR data, Response to Intervention data -Multi-Tiered Systems of Support, district universal screener data, TELPAS data, Professional Learning opportunities, Certification of Educators

Strategy 1

By May 2027, instructional leaders (administration, learning coaches, curriculum directors, intervention services, etc.) will provide at least four targeted professional learning sessions and ongoing coaching support for classroom educators focused on Tier I instructional strategies--specifically small group instruction and the use of formative assessments--with the goal of increasing teacher implementation as measured by walkthrough data and educator feedback.

Strategy's Expected Result/Impact: High-quality Tier I instruction that supports inquiry-based and project-based learning for all learners

A campus-specific checklist of "look fors" highlighting effective instructional strategies across all content areas, including interdisciplinary projects

Consistent implementation of aligned instructional strategies within New Tech and across the district that drive measurable learner growth

Increased differentiated learning experiences and scaffolded supports tailored to diverse learner needs in collaborative and technology-rich classroom environments

Targeted professional learning opportunities provided by New Tech facilitators in partnership with district specialists

Curriculum enhancements and resources that integrate small group instruction and formative assessment strategies within project-based learning units

Expanded training focus areas, which may include project-based learning (PBL), problem-based learning, Kagan cooperative learning structures, and Universal Design for Learning (UDL) to engage all learners effectively

Clear and specific SMART goals in New Tech's Campus Improvement Plan aimed at full implementation of small group instruction and formative assessment practices, aligned to the campus' unique learner-centered model

Staff Responsible for Monitoring: Administration, Learning Coach

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

November

February

April

June

Strategy 2

College Ready: The percent of graduates meeting the Texas Success Initiative criteria in both Math and Reading will increase from 74% in August 2024 (class of 2023) to 81% in August 2029 (class of 2028). **Official results from TEA will not be released till mid August 2029. Figure 3.1

Strategy's Expected Result/Impact: GPM 3.1

College Ready: The percentage of graduates meeting the Texas Success Initiative criteria in both Math and Reading will increase from 74% in August 2024 (class of 2023) to 81% in August 2029 (class of 2028). **Official results from TEA will not be released until mid-August 2029. Figure 3.1

Reminder, CCMR data lags a year. Accountability Year (AY) percentages reflect previous annual graduates. Example: 2024 Accountability reflects Spring 2023 annual graduates.

GPM 3.2.

Career Ready: The percentage of graduates who are CTE completers and have earned an aligned industry-based certification will increase from 7% in August 2024 (class of 2023) to 25% in August 2029 (class of 2028). **Official results from TEA will not be released until mid-August 2029. Figure 3.2

Reminder, CCMR data lags a year. Accountability Year (AY) percentages reflect previous annual graduates. Example: 2024 Accountability reflects Spring 2023 annual graduates. Due to the CTE phase in requirements for CCMR, CTE Completer and IBC data are not available by student subpopulation. Individual data points for CTE Completer status and IBC status are available by student subpopulation, but this combined metric is only reported in total without subpopulation disaggregation. Recall that after full phase in, a career-ready CCMR point is earned by both being a CTE Completer AND earning an aligned IBC in the same program of study.

- 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 who 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 Administration, Counselor, CTE Director

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

Formative Reviews

November

February

April

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

There is a need to focus on Multi-Tiered Systems of Support (MTSS) and best practices in project-based learning to ensure we are meeting the wide variety of needs within specific learner populations.

Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.

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

2

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

Limited instruments are currently implemented to monitor and collect quality data and to analyze it in qualitative areas.

Performance Objective 1 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.

Lack of a coordinated approach among our various interventions and offerings.

2

There is a need to develop consistent safety and security protocols to ensure every learner's safety.

The recognition of TEA's increased security audits and protocols.

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:

NWEA MAP, AWARE, Panorama, STAAR, TELPAS, Response to Intervention data-Multi-Tiered Systems of Support, district universal screener data, Professional Learning Community data (common formative assessments), Learning Walks (photos, evidence of learning, walk-throughs)

Strategy 1

By May 2027, New Tech will implement PLC/MTSS meetings at least weekly during the Content Team Times using data protocols to address learner needs, with progress documented in Panorama and SMART goals included in the Campus Improvement Plan.

Strategy's Expected Result/Impact: * Strengthened Professional Learning Community (PLC) structures and Collaborative Team Times across the district, with a focus on facilitator collaboration, learner centered instruction, and project based learning

- * New Tech specific PLC resources housed in a shared digital space accessible to facilitators and support staff
- * Campus leadership, learning coaches, and curriculum leads provide targeted support to PLC teams based on identified learner needs
- * Regular data dives using NWEA MAP Growth, STAAR/EOC, TELPAS, mClass, district assessments, learner work artifacts, and survey data to monitor growth and guide instructional decisions
- * Consistent use of the Panorama Student Success Platform to monitor learner progress and document academic, behavioral, and social emotional supports
- * Use of data protocols aligned to the New Tech instructional model, including intentional analysis of both quantitative and qualitative learner data
- * Training and implementation of AWARE for creating common formative assessments and supporting long range data analysis
- * Development and use of pre and post assessments, common assessments, and aligned rubrics to measure learner growth
- * Ongoing review and refinement of PLC and MTSS structures and schedules to ensure they are sustainable, learner focused, and aligned with staffing and budget realities
- * Specific, actionable SMART goals for PLC and MTSS implementation included in the New Tech Campus Improvement Plan
- * Increased learner achievement and growth across academic, social emotional, and behavioral areas

Staff Responsible for Monitoring: Campus Administration, Learning Coach, Department Chairs, Grade Level Leaders

Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1, 3

Formative Reviews

November February April June

Strategy 2

By May 2027, Acquisition Specialists will provide academic vocabulary training each semester to support educators in meeting the needs of Emergent Bilingual learners. Educators will receive mentoring, coaching, and targeted resources, with evidence of implementation reflected in lesson plans, walkthroughs, and learner progress data.

Strategy's Expected Result/Impact: Training for educators on specific classroom strategies to support English Learners, with an emphasis on Sheltered Instruction Strategies and the usage of Content and Language Objectives. Resources for educators (including embedded items within curriculum documents for English Learners). Increased utilization of appropriate classroom strategies for Emergent Bilingual Learners. Increased student achievement and progress levels. Use of Panorama for system of housing learner needs. Continued focus on expressive language proficiency levels and spiraling this learning through training throughout the year.

Staff Responsible for Monitoring: Administration, Language Acquisition Specialist

Problem Statements: Demographics 1 - School Processes & Programs 1

Formative Reviews

November	February	April	June
----------	----------	-------	------

Strategy 3

By May 2027, at least 50% of Flex Fridays and weekly online remediation (NoRedInk and GetMoreMath) will include targeted math and ELA remediation using online resources and intervention curriculum funded through State Compensatory Education. Instruction will address academic, social-emotional, and behavioral needs of identified at-risk learners, with progress monitored through formative assessments and SEL data.

Strategy's Expected Result/Impact: Learners in ELA and Math will improve and accelerate intervention learning with teacher and digital supports.

Staff Responsible for Monitoring: Administration, Math and ELA department heads

Problem Statements: Demographics 1, 2 - Student Learning 2, 3 - School Processes & Programs 3 - Perceptions 1, 2

Formative Reviews

November	February	April	June
----------	----------	-------	------

Strategy 4

By May 2027, New Tech will conduct periodic data reviews of truancy and chronic absenteeism, communicate regularly with families, and implement targeted attendance intervention plans, aiming to increase attendance rates of identified learners by at least 5%.

Strategy's Expected Result/Impact: Incidents of late and absent learners will be reduced. Documentation for exempt absences will be returned by families with greater consistency.

Staff Responsible for Monitoring: Administration, Attendance Clerk, District Communication Team

Problem Statements: School Processes & Programs 2, 3

Formative Reviews

November

February

April

June

Strategy 5

By May 2027, New Tech will reduce zeros on assignments and improve STAAR scores and CCMR indicators by providing Thursday Night Tutoring (TNT), FLEX day tutoring, daily study hall remediation, facilitator planning time, and specialty tutoring days focused on EOCs and small group instruction for at-risk learners. Progress will be measured by a decrease in zeros and growth on the TSIA, PSAT, SAT, and AP exams.

Strategy's Expected Result/Impact: At-risk learners will see an increase in their performance and projected performance on EOCs and other standardized measures.

Staff Responsible for Monitoring: Administration

Problem Statements: Student Learning 2 - School Processes & Programs 3 - Perceptions 2

Funding Sources: Tutoring Funds (Extra Duty Pay) 199 - State Comp Ed, \$1,635

Formative Reviews

November

February

April

June

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to focus on Multi-Tiered Systems of Support (MTSS) and best practices in project-based learning to ensure we are meeting the wide variety of needs within specific learner populations.	Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.

2

There is a need to enhance communication, engagement, and perceptions for NTH@C families, all other secondary families, and the local community due to misperceptions and a location change of the campus.

Barriers exist within the current system with communication and engagement, desires, and opportunities. Barriers exist for learners to join the school due to transportation, cultural perceptions, and course offerings.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

2

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

Limited instruments are currently implemented to monitor and collect quality data and to analyze it in qualitative areas.

3

Despite strong overall AP and Algebra I performance at New Tech High @ Coppell, math remains a challenge in earning consistently high marks on AP tests.

There may be a need for foundational skill support to close learning gaps, adjustments to curriculum and pacing, careful consideration of course selection and placement, and enhanced instructional supports.

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.

Lack of a coordinated approach among our various interventions and offerings.

2

There is a need to develop consistent safety and security protocols to ensure every learner's safety.

The recognition of TEA's increased security audits and protocols.

3

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

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

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 We have a need to increase community partnerships on the campus to support student learning and learning outcomes, especially in the new building.	Motivation and scheduling difficulties of facilitators and community members as well as transportation costs and scheduling to avoid learners missing instruction.
2 We have a need to continue to increase enrollment on the campus.	Program diversity, district-level marketing decrease, antiquated school name, and community misperception of the program as well as learners choosing to transfer to Coppell High School for various reasons (including program offerings, desires for a traditional learning style, and avoidance of social dynamics)

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 9th through 12th grade 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 9-12 course/certification interest, Data gathered on 9-12 course requests and analyzed for specific areas of learning, Training documentation

Strategy 1

New Tech will provide training and resources for educators and/or encourage facilitators to participate in trainings that enhance curriculum connections to real-world applications and strengthen the understanding and implementation of Career Technical Education (CTE) and College, Career, and Military Readiness (CCMR).

Strategy's Expected Result/Impact: Learners will deepen their learning about different pathways and also develop possible areas for internship and job shadowing.

Partnership with Dallas College - Dual Credit - participation

Texas College Prep via Texas College Bridge for High School

Increase the use of business partners and resident experts to support curriculum connections

Provide training on course selection and opportunities

Provide training that highlights real-world application in lesson design

Staff Responsible for Monitoring: Campus Administration, Content Directors, and Club Sponsors

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

Formative Reviews

November

February

April

June

Strategy 2

11th-grade learners will be encouraged to sign up for and take the SAT in March 2024

Strategy's Expected Result/Impact: More learners will sign up to take the SAT than have in subsequent years.

Staff Responsible for Monitoring: Counselor, Testing Coordinator, Counselor

Formative Reviews

November

February

April

June

Strategy 3

Strengthen STEAM (Science, Technology, Engineering, Art, and Mathematics) implementation on campus by aligning programs across elementary, middle, and high schools, and partnering with other schools to enhance STEAM and leadership initiatives.

Strategy's Expected Result/Impact: Growth in learner engagement levels

Building stronger problem-solving and design-thinking skills

Building an understanding of CTE and career connections

Increasing ways for learners to show success in leading and learning

Staff Responsible for Monitoring:

Administration, Learning Coach, CTE Department Chair, CTE/Math/Science Content Directors.

Problem Statements: Demographics 1, 2 - Student Learning 1 - Perceptions 1

Formative Reviews

November

February

April

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

There is a need to focus on Multi-Tiered Systems of Support (MTSS) and best practices in project-based learning to ensure we are meeting the wide variety of needs within specific learner populations.

Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.

2

There is a need to enhance communication, engagement, and perceptions for NTH@C families, all other secondary families, and the local community due to misperceptions and a location change of the campus.

Barriers exist within the current system with communication and engagement, desires, and opportunities. Barriers exist for learners to join the school due to transportation, cultural perceptions, and course offerings.

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
1 There is a need to create and maintain systems to support high levels of learning for all.	Lack of a coordinated approach among our various interventions and offerings.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 We have a need to increase community partnerships on the campus to support student learning and learning outcomes, especially in the new building.	Motivation and scheduling difficulties of facilitators and community members as well as transportation costs and scheduling to avoid learners missing instruction.

Performance Objective 2

All 9th through 12th grade learners will have multiple opportunities to highlight and showcase evidence of academic, social-emotional learning and interest/passions. (i.e. service learning, digital portfolios, presentations, goal setting tools, etc.)

Evaluation Data Source: Learner digital portfolios, digital resources, rubrics, goal-setting forms/templatesa

Strategy 1

Continue emphasizing the use of Canva Portfolios to support facilitator goal setting and evidence collection, showcasing learner processes and products through project-based experiences, and tracking growth aligned to Student Learning Objective (SLO) goals for the Teacher Incentive Allotment (TIA).

Strategy's Expected Result/Impact: Learners will have multiple entries in their bulb portfolio and should be able to start comparing different years, and facilitators will be able to show learner growth through their portfolios and the learners'.

Staff Responsible for Monitoring: Campus administration, Learning Coach, District TIA Representatives

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

Formative Reviews

NovemberFebruaryAprilJune

Strategy 2

Facilitators will assess learners through various methods and provide opportunities for learners to demonstrate understanding via hands-on projects, digital tools, and creative practices, with a strong focus on communicating these experiences to families and the wider community.

Strategy's Expected Result/Impact: Learners will be more engaged in the content and feel a greater sense of belonging with one another and the community.

Staff Responsible for Monitoring: Campus Administration, Learning Coach

Problem Statements: Demographics 1 - Student Learning 1, 3

Formative Reviews

NovemberFebruaryAprilJune

Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to focus on Multi-Tiered Systems of Support (MTSS) and best practices in project-based learning to ensure we are meeting the wide variety of needs within specific learner populations.	Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.

Performance Objective 2 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
2	There is a need to consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth.	Limited instruments are currently implemented to monitor and collect quality data and to analyze it in qualitative areas.

3

Despite strong overall AP and Algebra I performance at New Tech High @ Coppell, math remains a challenge in earning consistently high marks on AP tests.

There may be a need for foundational skill support to close learning gaps, adjustments to curriculum and pacing, careful consideration of course selection and placement, and enhanced instructional supports.

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.

Lack of a coordinated approach among our various interventions and offerings.

Performance Objective 3

Instructional leaders will have an intentional focus on using digital learning 9-12 to ensure full implementation of the state Technology TEKS, innovative ways to embed technologies, a balance of technology with hands-on learning activities, and use of technology to promote critical thinking and differentiated learning experiences for all.

Evaluation Data Source: Classroom Observations, PLC Reviews

Strategy 1

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

Strategy's Expected Result/Impact: Enhanced documentation and reflection of learner growth through digital portfolios aligned with facilitator goals and accountability measures (TIA).

Increased use of varied, authentic assessment methods that engage learners actively and creatively.

Stronger communication and transparency with families and the community about learner progress and achievements.

Overall improvement in learner engagement, understanding, and measurable growth through meaningful, project-based learning experiences.

Staff Responsible for Monitoring: Administration and Learning Coach

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

Formative Reviews

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

There is a need to focus on Multi-Tiered Systems of Support (MTSS) and best practices in project-based learning to ensure we are meeting the wide variety of needs within specific learner populations.

Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.

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

2

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

Limited instruments are currently implemented to monitor and collect quality data and to analyze it in qualitative areas.

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.

Lack of a coordinated approach among our various interventions and offerings.

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

New Tech 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: School Calendar, Panorama Survey Data

Strategy 1

New Tech will dedicate time each Flex Friday for Networking sessions focused on social-emotional check-ins with learners, led by Networking Team Captains in collaboration with Hope Squad. Additionally, the campus will regularly review and update curriculum documents to integrate targeted programs and resources addressing counseling, social-emotional learning, mental health, and drug/alcohol awareness to meet learner needs effectively.

Strategy's Expected Result/Impact: All learners will experience dedicated portions of their school day focused on social-emotional learning rather than academic content. This intentional time will foster stronger connections to school culture and peers, encouraging learners to share and support one another. As a result, there will be a measurable reduction in nurse and counselor visits related to emotional regulation and social challenges.

Staff Responsible for Monitoring: Campus administration, Counselor, HOPE Squal Leaders, Nurse

Problem Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 1, 3 - Perceptions 2

Formative Reviews

November	February	April	June
----------	----------	-------	------

Strategy 2

Update and integrate 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: Increased staff awareness of student needs and equip learners with state mandated training expectations.

Staff Responsible for Monitoring: Campus admin, learning coach, and counselor

Problem Statements: School Processes & Programs 2

Formative Reviews

NovemberFebruaryAprilJune

Strategy 3

Revise, update, and implement PK-12 curriculum documents to intentionally integrate social-emotional learning and character education supports. Acquire and provide necessary resources that emphasize TEA's defined character traits--such as courage, trustworthiness, integrity, respect, responsibility, fairness, caring, good citizenship, school pride, and gratitude--to foster learner development in these areas across all grade levels.

Strategy's Expected Result/Impact: A comprehensive, cohesive 9-12 curriculum that consistently embeds social-emotional learning and character education.

Learners demonstrating growth in key character traits such as responsibility, integrity, and empathy.

Improved school climate through stronger relationships, respect, and positive behavior among learners.

Increased learner engagement and motivation stemming from a supportive and values-driven environment.

Greater alignment across grade levels supporting seamless social-emotional development from early childhood through high school.

Staff Responsible for Monitoring: Campus Admin, Counselor, Nurse, HOPE Squad Sponsors

Problem Statements: Demographics 2 - School Processes & Programs 2 - Perceptions 1, 2

Formative Reviews

NovemberFebruaryAprilJune

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	There is a need to focus on Multi-Tiered Systems of Support (MTSS) and best practices in project-based learning to ensure we are meeting the wide variety of needs within specific learner populations.	Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.

2

There is a need to enhance communication, engagement, and perceptions for NTH@C families, all other secondary families, and the local community due to misperceptions and a location change of the campus.

Barriers exist within the current system with communication and engagement, desires, and opportunities. Barriers exist for learners to join the school due to transportation, cultural perceptions, and course offerings.

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

3

Despite strong overall AP and Algebra I performance at New Tech High @ Coppell, math remains a challenge in earning consistently high marks on AP tests.

There may be a need for foundational skill support to close learning gaps, adjustments to curriculum and pacing, careful consideration of course selection and placement, and enhanced instructional supports.

Performance Objective 1 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.

Lack of a coordinated approach among our various interventions and offerings.

2

There is a need to develop consistent safety and security protocols to ensure every learner's safety.

The recognition of TEA's increased security audits and protocols.

3

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

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

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	We have a need to increase community partnerships on the campus to support student learning and learning outcomes, especially in the new building.	Motivation and scheduling difficulties of facilitators and community members as well as transportation costs and scheduling to avoid learners missing instruction.
2	We have a need to continue to increase enrollment on the campus.	Program diversity, district-level marketing decrease, antiquated school name, and community misperception of the program as well as learners choosing to transfer to Coppell High School for various reasons (including program offerings, desires for a traditional learning style, and avoidance of social dynamics)

Performance Objective 2

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

Evaluation Data Source: Threat Assessment Data, Campus Culture Reports in Panoramama, Counselor/Nurse Visits Logs

Strategy 1

The campus will regularly review and analyze discipline, behavior, bullying, and threat assessment data to identify trends and implement targeted interventions and supports for learners.

Strategy's Expected Result/Impact: Improved staff understanding and consistent application of relationship-building, mental health supports, and aligned discipline practices.

Reduction in behavioral incidents, bullying, and threats through proactive, data-driven interventions.

Enhanced learner safety and well-being, fostering a positive school climate.

More effective use of data to identify needs and tailor supports for individual learners.

Stronger collaboration among staff and district partners to address behavioral and social-emotional challenges.

Staff Responsible for Monitoring: Administration, Campus Counselor

Problem Statements: Student Learning 2 - School Processes & Programs 2, 3

Formative Reviews

November

February

April

June

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 There is a need to consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth.	Limited instruments are currently implemented to monitor and collect quality data and to analyze it in qualitative areas.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 There is a need to develop consistent safety and security protocols to ensure every learner's safety.	The recognition of TEA's increased security audits and protocols.
3 There is a need to focus on the attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)	Loss of instruction time for learners and loss of funding from the state



State Compensatory Education

State Compensatory

Budget for New Tech High

Total SCE Funds: \$1,635.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

The funds will be used to purchase math tools for learners struggling with the Algebra 1 STAAR. They will also support tutoring and breakout sessions for English 1 and 2 STAAR remediation. Additionally, the funds will provide time for facilitators to plan targeted lessons that help close gaps for our lowest-achieving learners and support their growth toward typical and high achievement levels.



Funding Summary

Funding Summary

199 - State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Tutoring Funds (Extra Duty Pay)	--	\$1,635.00
				Sub-Total	\$1,635.00



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