

Coppell Independent School District



Coppell High School

Accountability Rating: A

Distinction Designation:

Academic Achievement in English Language Arts/Reading,
Academic Achievement in Mathematics, Academic
Achievement in Science, Academic Achievement in Social
Studies, Postsecondary Readiness

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

Coppell High School is a supportive, diverse, and dynamic learning community that celebrates successes and is committed to a culture of integrity. We nurture relationships, foster collaboration, and maximize potential of each and every Cowboy. #CHSRelentless

Value Statement

We value collective ENGAGEMENT that positively impacts the lives of our children and our world.

We value GREAT TEACHING because we believe it is the key to deep learning.

We value authentic RELATIONSHIPS. When we invest in each other we learn and flourish.

We value each individual's contribution because SUCCESS can be different for everyone.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	8
School Processes & Programs	24
Perceptions	29
Priority Problem Statements	32
Data Documentation for CNA	39
Improvement Planning Data	40
Accountability Data	40
Student Data: Assessments	40
Student Data: Student Groups	41
Student Data: Behavior and Other Indicators	41
Employee Data	41
Parent/Community Data	42
Support Systems and Other Data	42
Goals	43
Goal 1 : Accountability for Learning: We as CISD will achieve our full potential by le...	44
Goal 2 : Organization that Cultivates Excellence: We as CHS will maintain high stan...	61
Goal 3 : Safety, Wellness and Belonging: We as CISD will create physically secure ...	75
State Compensatory Education	87
Budget for Coppell High School	88
Funding Summary	89
199 - State Comp Ed	90
Policies, Procedures, and Requirements	91



Comprehensive Needs Assessment

Demographics

Summary

DEMOGRAPHICS

Coppell High School 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 3061 which represents an increase of 1.7% from the prior year (+53 total learners).

In 2025-26, the student population was 58.4% Asian, 19.9% White, 12.6% Hispanic, 5.1% African American, 0.1% American Indian/Alaskan Native, 0.1% Native Hawaiian/Pacific Islander and 3.9% multi-racial. Females made up 48.7% of the learners and males represented 51.3%. Our economically disadvantaged percentage was 9.3%.

Our Emergent Bilingual (EB) population consisted of 172 learners that made up 5.6% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (37.8%), Telugu (15.1%), Tamil (12.2%), Urdu (7%), and Arabic (6.4%). Additionally, 26.2% of our EBs were also economically disadvantaged.

Our 432 gifted and talented learners constituted 14.1% of our population. Our gender split in the GT group was 45.6% female and 54.4% male. Of the four major ethnic groups, our GT learners were 72% Asian, 15.5% White, 7.6% Hispanic and 1.2% African American.

We had 238 learners that qualified for special education services, which represented 7.8% of our population. There were 239 learners with 504 accommodations, which was 7.8% of the total enrollment.

The average daily attendance for our campus in 2025-26 was 95.8%, which increased by 0.2% from the prior year.

STAFFING

CHS employed 197 educators and 28 instructional aides in the 2025-26 school year. The number of teachers increased by 2 from the prior year while the number of aides decreased by 2. The ethnic breakdown for the teaching staff was 7.6% Asian, 76.1% White, 10.7% Hispanic, 5.1% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0.5% multi-racial. Females made up 50.8% of the educators and males represented 49.2%.

Overall, our educators had a varied level of professional experience: 3.6% (7) were new to teaching with 0-1 years of experience, 18.3% (36) had 2-5 years, 19.8% (39) had 6-10 years, 17.3% (34) had 11-15 years, 16.8% (33) had 16-20 years, and 24.4% (48) had more than 20 years. Looking at longevity within the district, 21.8% of our teachers had 0-1 years in district, 34.5% had 2-5 years, 22.3% had 6-10 years, 8.1% had 11-15 years, 6.6% had 16-20 years and 6.6% had more than 20 years. The average years of professional experience was 11.3 with 2.8 years in the district.

Advanced degrees were held by 39% of our teachers: 68 with master's degrees and 9 with doctorates. Our campus principal has 45 years of career experience in a professional position (not necessarily as a principal) and 41 years in Coppell. Our assistant principals had an average of 16.2 years of professional experience and 2.7 years in the district.

Our educator retention rate from 2024-25 to 2025-26 was 82.4%. For educational aides it was 66.7%. We hired 27 new teachers in 2025-26. The characteristics of our new teachers were as follows: 0% Asian, 70.4% White, 22.2% Hispanic, 3.7% African American, 55.6% female, 44.4% male, 7.4% new to teaching, 18.5% with 2-5 years of professional experience, 25.9% with 6-10 years, 25.9% with 11-15 years, 11.1% with 16-20 years, 11.1% with more than 20 years and 13.7% new to the campus. The average years of professional experience was 11.3 with 1.3 years in the district. 37% of our new teachers had advanced degrees.

Strengths

The following are demographic strengths for Coppell High School -

- The ethnic and racial diversity of our campus is a significant strength, adding to the richness of our campus culture and learning community.
- Teachers have varying levels of professional experience, providing multiple opportunities for mentorship and development of new and veteran staff.
- Advanced degrees are held by a large portion of our staff and many are currently seeking their master's degree. Being a life-long learner is valued by the majority of our staff.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ There is a need to focus on the areas in the district identified with significant dis-proportionality.	Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs. Percentage of Hispanic and African-American learners identified with discipline incidents. Percentage of achievement and growth for economically disadvantaged learners.
2 ★ There is a need to strengthen current practices that prepare all learners for secondary course/program study selection	Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD.
3 ★ There is a need to analyze and review data for 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.	Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications.
4 ★ There is a need to review/analyze all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and focus on the whole child.	Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences.
5 ★ There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.	Retention rates have lowered in public education and in Coppell in the past few years due to the lack of respect for public educators and quality pay for educators.

★ = Priority

Student Learning

Summary

	0326 TELPAS Grade 10	0326 TELPAS Grade 11	0326 TELPAS Grade 12
Coppell High School			
Total Students	66	59	46
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	52.54%	54.90%	79.07%
1 Level Higher	47.46%	45.10%	20.93%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.99	2.88	2.64
No Rating	0%	0%	0%
Beginning	0%	6.78%	2.17%
Intermediate	19.70%	20.34%	41.30%
Advanced	53.03%	47.46%	45.65%
Advanced High	27.27%	25.42%	10.87%
Listening Raw Score	19.32	18.36	17.89
Listening Scale Score	1564.71	1530.66	1549.78
Speaking Raw Score	29.24	26.24	23.46
Speaking Scale Score	1573.7	1532.73	1526.3
Writing Raw Score	29.47	28.17	27.43
Writing Scale Score	1549.14	1507.75	1527.41
Reading Raw Score	24.3	23.46	22.76
Reading Scale Score	1551	1518.75	1537.98
Economic Disadvantage			
Total Students	11	24	11
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	55.56%	65.22%	70%
1 Level Higher	44.44%	34.78%	30%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.94	2.66	2.13
No Rating	0%	0%	0%
Beginning	0%	4.17%	0%
Intermediate	27.27%	29.17%	63.64%
Advanced	45.45%	54.17%	36.36%
Advanced High	27.27%	12.50%	0%
Listening Raw Score	18.36	17.96	15.18
Listening Scale Score	1551.36	1547.71	1519
Speaking Raw Score	30.55	24.08	18.73

Speaking Scale Score	1582	1533.25	1491.82
Writing Raw Score	27.91	26.25	21.55
Writing Scale Score	1532.82	1512.5	1470.73
Reading Raw Score	23.55	22.38	18.27
Reading Scale Score	1539.09	1532.88	1497.73
Asian			
Total Students	33	29	23
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	40%	41.67%	82.61%
1 Level Higher	60%	58.33%	17.39%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	3.15	3.15	2.85
No Rating	0%	0%	0%
Beginning	0%	3.45%	0%
Intermediate	18.18%	10.34%	34.78%
Advanced	39.39%	51.72%	47.83%
Advanced High	42.42%	34.48%	17.39%
Listening Raw Score	20.09	20.07	18.91
Listening Scale Score	1576.27	1572.72	1562
Speaking Raw Score	30.33	29.48	25.09
Speaking Scale Score	1585.67	1581.62	1537.78
Writing Raw Score	31.61	31.21	30.35
Writing Scale Score	1571.58	1562.45	1555.61
Reading Raw Score	26.33	26.38	24.83
Reading Scale Score	1574.12	1565.83	1558.91
Black/African American			
Total Students	1	-	-
Date Taken	03/01/26	-	-
Lower/Same Level	-	-	-
1 Level Higher	-	-	-
2 Levels Higher	-	-	-
3 Levels Higher	-	-	-
TELPAS Composite Score	3.3	-	-
No Rating	0%	-	-
Beginning	0%	-	-
Intermediate	0%	-	-
Advanced	100%	-	-
Advanced High	0%	-	-
Listening Raw Score	23	-	-
Listening Scale Score	1604	-	-
Speaking Raw Score	32	-	-
Speaking Scale Score	1595	-	-
Writing Raw Score	32	-	-
Writing Scale Score	1572	-	-
Reading Raw Score	27	-	-
Reading Scale Score	1568	-	-
Hispanic			
Total Students	24	23	19

Date Taken	03/01/26	02/19/26	03/01/26
Lower/Same Level	63.64%	65%	75%
1 Level Higher	36.36%	35%	25%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.83	2.53	2.39
No Rating	0%	0%	0%
Beginning	0%	13.04%	5.26%
Intermediate	16.67%	30.43%	52.63%
Advanced	70.83%	39.13%	36.84%
Advanced High	12.50%	17.39%	5.26%
Listening Raw Score	18.96	16.13	16.47
Listening Scale Score	1557.88	1470.48	1533.74
Speaking Raw Score	27.75	21.83	21.68
Speaking Scale Score	1558.67	1463.96	1514.42
Writing Raw Score	27.08	24.74	23.89
Writing Scale Score	1524.46	1434.22	1493.37
Reading Raw Score	22	19.87	20.32
Reading Scale Score	1525.29	1453.13	1513.58
Two or More Races			
Total Students	-	-	1
Date Taken	-	-	03/01/26
Lower/Same Level	-	-	100%
1 Level Higher	-	-	0%
2 Levels Higher	-	-	0%
3 Levels Higher	-	-	0%
TELPAS Composite Score	-	-	2.5
No Rating	-	-	0%
Beginning	-	-	0%
Intermediate	-	-	0%
Advanced	-	-	100%
Advanced High	-	-	0%
Listening Raw Score	-	-	20
Listening Scale Score	-	-	1564
Speaking Raw Score	-	-	28
Speaking Scale Score	-	-	1549
Writing Raw Score	-	-	21
Writing Scale Score	-	-	1467
Reading Raw Score	-	-	19
Reading Scale Score	-	-	1499
White			
Total Students	8	7	3
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	71.43%	71.43%	66.67%
1 Level Higher	28.57%	28.57%	33.33%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.78	2.84	2.6
No Rating	0%	0%	0%

Beginning	0%	0%	0%
Intermediate	37.50%	28.57%	33.33%
Advanced	50%	57.14%	66.67%
Advanced High	12.50%	14.29%	0%
Listening Raw Score	16.75	18.57	18.33
Listening Scale Score	1532.63	1554.14	1553
Speaking Raw Score	28.88	27.29	20.67
Speaking Scale Score	1566.75	1556.14	1506
Writing Raw Score	27.5	26.86	29.67
Writing Scale Score	1527.75	1522.71	1547
Reading Raw Score	22.5	23.14	23.67
Reading Scale Score	1530.63	1539.29	1545
Currently Emergent Bilingual			
Total Students	63	58	46
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	55.36%	56%	79.07%
1 Level Higher	44.64%	44%	20.93%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.95	2.86	2.64
No Rating	0%	0%	0%
Beginning	0%	6.90%	2.17%
Intermediate	20.63%	20.69%	41.30%
Advanced	55.56%	48.28%	45.65%
Advanced High	23.81%	24.14%	10.87%
Listening Raw Score	19.08	18.22	17.89
Listening Scale Score	1561.54	1527.95	1549.78
Speaking Raw Score	29.05	26.07	23.46
Speaking Scale Score	1571.29	1530.34	1526.3
Writing Raw Score	29.02	27.95	27.43
Writing Scale Score	1544.33	1504.5	1527.41
Reading Raw Score	23.9	23.33	22.76
Reading Scale Score	1546.22	1517.1	1537.98
First Year of Monitoring			
Total Students	3	1	-
Date Taken	03/01/26	03/01/26	-
Lower/Same Level	0%	0%	-
1 Level Higher	100%	100%	-
2 Levels Higher	0%	0%	-
3 Levels Higher	0%	0%	-
TELPAS Composite Score	3.83	4	-
No Rating	0%	0%	-
Beginning	0%	0%	-
Intermediate	0%	0%	-
Advanced	0%	0%	-
Advanced High	100%	100%	-
Listening Raw Score	24.33	26	-
Listening Scale Score	1631.33	1688	-
Speaking Raw Score	33.33	36	-

Speaking Scale Score	1624.33	1671	-
Writing Raw Score	39	41	-
Writing Scale Score	1650	1696	-
Reading Raw Score	32.67	31	-
Reading Scale Score	1651.33	1614	-
Special Ed Indicator			
Total Students	18	13	6
Date Taken	03/01/26	03/01/26	03/01/26
Lower/Same Level	66.67%	76.92%	100%
1 Level Higher	33.33%	23.08%	0%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.66	2.46	2.37
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	33.33%	46.15%	66.67%
Advanced	61.11%	46.15%	33.33%
Advanced High	5.56%	7.69%	0%
Listening Raw Score	17.5	17.54	17.83
Listening Scale Score	1541.39	1541.92	1545.17
Speaking Raw Score	28.56	25.69	21.67
Speaking Scale Score	1568.5	1544.08	1511
Writing Raw Score	25.67	24.23	24.83
Writing Scale Score	1511.72	1497.08	1502
Reading Raw Score	21.17	19.23	20.67
Reading Scale Score	1519	1502.23	1512.67

	Spring 2026 STAAR EOC, English II	Spring 2026 STAAR EOC, US History	Spring 2026 STAAR EOC, Algebra I	Spring 2026 STAAR EOC, Biology	Spring 2026 STAAR EOC, English I
Coppell High School					
Total Students	1053	827	513	1132	1150
Raw Score	47	55	34	29	50
Scale Score	4440	4584	4184	4903	4519
Percent Score	73.75%	70.55%	58.30%	73.03%	77.37%
Approaches Grade Level (TX)	92.02%	98.67%	88.89%	99.12%	94.35%
Meets Grade Level (TX)	85.47%	89%	60.04%	94.43%	88.35%
Masters Grade Level (TX)	25.64%	66.51%	34.70%	74.20%	42.78%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0.10%	0%	0%	0%	0%
Did Not Meet Low	3.23%	0.24%	4.29%	0.62%	2.61%
Did Not Meet High	4.65%	1.09%	6.82%	0.26%	3.04%
Approaches Low	2.47%	4.72%	14.42%	1.41%	2.09%
Approaches High	4.08%	4.96%	14.42%	3.27%	3.91%
Meets	59.83%	22.49%	25.34%	20.23%	45.57%

Masters	25.64%	66.51%	34.70%	74.20%	42.78%
Economic Disadvantage					
Total Students	118	93	91	109	116
Raw Score	39	44	30	24	41
Scale Score	4118	4219	3985	4478	4189
Percent Score	60.26%	56.85%	50.40%	60.09%	63.87%
Approaches Grade Level (TX)	76.27%	95.70%	75.82%	94.50%	83.62%
Meets Grade Level (TX)	64.41%	66.67%	48.35%	82.57%	69.83%
Masters Grade Level (TX)	11.02%	33.33%	23.08%	47.71%	17.24%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0.85%	0%	0%	0%	0%
Did Not Meet Low	11.86%	0%	8.79%	2.75%	7.76%
Did Not Meet High	11.02%	4.30%	15.38%	2.75%	8.62%
Approaches Low	5.08%	17.20%	15.38%	3.67%	6.03%
Approaches High	6.78%	11.83%	12.09%	8.26%	7.76%
Meets	53.39%	33.33%	25.27%	34.86%	52.59%
Masters	11.02%	33.33%	23.08%	47.71%	17.24%
American Indian/Alaskan Native					
Total Students	3	1	-	-	-
Raw Score	44	29	-	-	-
Scale Score	4251	3748	-	-	-
Percent Score	68.75%	37.18%	-	-	-
Approaches Grade Level (TX)	100%	100%	-	-	-
Meets Grade Level (TX)	100%	0%	-	-	-
Masters Grade Level (TX)	0%	0%	-	-	-
Date Taken	05/01/26	05/01/26	-	-	-
Excluded	0%	0%	-	-	-
Did Not Meet Low	0%	0%	-	-	-
Did Not Meet High	0%	0%	-	-	-
Approaches Low	0%	100%	-	-	-
Approaches High	0%	0%	-	-	-
Meets	100%	0%	-	-	-
Masters	0%	0%	-	-	-
Asian					
Total Students	600	469	202	681	679
Raw Score	51	59	40	31	53
Scale Score	4579	4706	4463	5050	4644
Percent Score	79.22%	75.08%	68.53%	77.36%	82.09%
Approaches Grade Level (TX)	96.17%	99.57%	95.54%	99.71%	97.20%
Meets Grade Level (TX)	92.67%	96.38%	79.21%	97.50%	94.26%
Masters Grade Level (TX)	35.17%	76.76%	54.95%	83.11%	53.31%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26

Excluded	0%	0%	0%	0%	0%
Did Not Meet Low	1.50%	0%	2.48%	0.29%	1.47%
Did Not Meet High	2.33%	0.43%	1.98%	0%	1.33%
Approaches Low	1.17%	1.49%	6.44%	0.73%	0.74%
Approaches High	2.33%	1.71%	9.90%	1.47%	2.21%
Meets	57.50%	19.62%	24.26%	14.39%	40.94%
Masters	35.17%	76.76%	54.95%	83.11%	53.31%
Black/African American					
Total Students	52	49	40	47	54
Raw Score	36	44	25	23	38
Scale Score	3994	4186	3798	4396	4097
Percent Score	56.01%	56.04%	42.97%	56.86%	59.29%
Approaches Grade Level (TX)	71.15%	93.88%	65%	91.49%	72.22%
Meets Grade Level (TX)	61.54%	73.47%	30%	76.60%	64.81%
Masters Grade Level (TX)	5.77%	26.53%	15%	42.55%	18.52%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	1.92%	0%	0%	0%	0%
Did Not Meet Low	15.38%	4.08%	7.50%	6.38%	18.52%
Did Not Meet High	11.54%	2.04%	27.50%	2.13%	9.26%
Approaches Low	7.69%	10.20%	25%	4.26%	3.70%
Approaches High	1.92%	10.20%	10%	10.64%	3.70%
Meets	55.77%	46.94%	15%	34.04%	46.30%
Masters	5.77%	26.53%	15%	42.55%	18.52%
Hispanic					
Total Students	146	119	108	138	149
Raw Score	40	48	30	26	43
Scale Score	4167	4340	3980	4599	4270
Percent Score	62.54%	61.48%	50.52%	63.82%	67.86%
Approaches Grade Level (TX)	79.45%	96.64%	83.33%	97.83%	87.92%
Meets Grade Level (TX)	67.12%	72.27%	46.30%	86.96%	75.17%
Masters Grade Level (TX)	12.33%	46.22%	17.59%	54.35%	22.15%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%
Did Not Meet Low	7.53%	0%	4.63%	0.72%	1.34%
Did Not Meet High	13.01%	3.36%	12.04%	1.45%	10.74%
Approaches Low	6.85%	10.08%	20.37%	2.90%	8.05%
Approaches High	5.48%	14.29%	16.67%	7.97%	4.70%
Meets	54.79%	26.05%	28.70%	32.61%	53.02%
Masters	12.33%	46.22%	17.59%	54.35%	22.15%
Native Hawaiian/Pacific Islander					
Total Students	1	1	1	1	1
Raw Score	38	50	46	18	39
Scale Score	4078	4355	4587	4060	4094
Percent Score	59.38%	64.10%	77.97%	45%	60.94%

Approaches Grade Level (TX)	100%	100%	100%	100%	100%
Meets Grade Level (TX)	100%	100%	100%	100%	100%
Masters Grade Level (TX)	0%	0%	100%	0%	0%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%	0%
Did Not Meet High	0%	0%	0%	0%	0%
Approaches Low	0%	0%	0%	0%	0%
Approaches High	0%	0%	0%	0%	0%
Meets	100%	100%	0%	100%	100%
Masters	0%	0%	100%	0%	0%

Two or More Races

Total Students	45	21	24	40	40
Raw Score	47	54	31	29	49
Scale Score	4413	4536	4013	4859	4477
Percent Score	73.02%	69.54%	51.69%	71.63%	76.37%
Approaches Grade Level (TX)	97.78%	100%	83.33%	100%	97.50%
Meets Grade Level (TX)	84.44%	90.48%	50%	97.50%	85%
Masters Grade Level (TX)	17.78%	71.43%	25%	70%	40%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	12.50%	0%	0%
Did Not Meet High	2.22%	0%	4.17%	0%	2.50%
Approaches Low	4.44%	9.52%	20.83%	0%	2.50%
Approaches High	8.89%	0%	12.50%	2.50%	10%
Meets	66.67%	19.05%	25%	27.50%	45%
Masters	17.78%	71.43%	25%	70%	40%

White

Total Students	206	167	138	225	227
Raw Score	45	54	32	28	47
Scale Score	4351	4544	4076	4762	4418
Percent Score	70.55%	68.92%	54.88%	69.30%	74.04%
Approaches Grade Level (TX)	92.72%	98.80%	91.30%	99.56%	94.71%
Meets Grade Level (TX)	83.50%	85.03%	52.90%	92.89%	85.46%
Masters Grade Level (TX)	14.56%	64.07%	25.36%	67.11%	31.28%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%
Did Not Meet Low	2.91%	0%	4.35%	0.44%	3.52%
Did Not Meet High	4.37%	1.20%	4.35%	0%	1.76%
Approaches Low	1.46%	7.19%	17.39%	2.22%	1.76%
Approaches High	7.77%	6.59%	21.01%	4.44%	7.49%
Meets	68.93%	20.96%	27.54%	25.78%	54.18%

Masters	14.56%	64.07%	25.36%	67.11%	31.28%
Currently Emergent Bilingual					
Total Students	80	53	64	81	88
Raw Score	28	37	30	22	35
Scale Score	3774	3978	4000	4351	3985
Percent Score	43.83%	47.41%	51.46%	55.40%	54.21%
Approaches Grade Level (TX)	50%	90.57%	87.50%	96.30%	68.18%
Meets Grade Level (TX)	26.25%	47.17%	42.19%	76.54%	48.86%
Masters Grade Level (TX)	0%	11.32%	25%	32.10%	5.68%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%
Did Not Meet Low	18.75%	0%	4.69%	1.23%	11.36%
Did Not Meet High	31.25%	9.43%	7.81%	2.47%	20.45%
Approaches Low	13.75%	20.75%	25%	7.41%	7.95%
Approaches High	10%	22.64%	20.31%	12.35%	11.36%
Meets	26.25%	35.85%	17.19%	44.44%	43.18%
Masters	0%	11.32%	25%	32.10%	5.68%
First Year of Monitoring					
Total Students	22	13	26	41	41
Raw Score	45	50	36	26	45
Scale Score	4314	4382	4202	4583	4293
Percent Score	70.88%	63.71%	60.50%	63.96%	70.73%
Approaches Grade Level (TX)	100%	100%	88.46%	97.56%	100%
Meets Grade Level (TX)	90.91%	92.31%	76.92%	92.68%	90.24%
Masters Grade Level (TX)	4.55%	23.08%	34.62%	53.66%	9.76%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	3.85%	2.44%	0%
Did Not Meet High	0%	0%	7.69%	0%	0%
Approaches Low	4.55%	7.69%	7.69%	0%	0%
Approaches High	4.55%	0%	3.85%	4.88%	9.76%
Meets	86.36%	69.23%	42.31%	39.02%	80.49%
Masters	4.55%	23.08%	34.62%	53.66%	9.76%
Fourth Year of Monitoring					
Total Students	111	87	19	107	107
Raw Score	51	60	39	32	56
Scale Score	4579	4743	4383	5138	4769
Percent Score	79.77%	76.38%	65.66%	79.86%	86.97%
Approaches Grade Level (TX)	99.10%	100%	100%	100%	99.07%
Meets Grade Level (TX)	94.59%	96.55%	73.68%	100%	99.07%
Masters Grade Level (TX)	31.53%	77.01%	42.11%	89.72%	66.36%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26

Excluded	0%	0%	0%	0%	0%
Did Not Meet Low	0.90%	0%	0%	0%	0.93%
Did Not Meet High	0%	0%	0%	0%	0%
Approaches Low	0.90%	1.15%	5.26%	0%	0%
Approaches High	3.60%	2.30%	21.05%	0%	0%
Meets	63.06%	19.54%	31.58%	10.28%	32.71%
Masters	31.53%	77.01%	42.11%	89.72%	66.36%
Second Year of Monitoring					
Total Students	40	30	35	74	74
Raw Score	50	55	40	30	51
Scale Score	4473	4571	4491	4956	4522
Percent Score	77.38%	71.07%	67.85%	75.91%	79.81%
Approaches Grade Level (TX)	100%	100%	94.29%	100%	100%
Meets Grade Level (TX)	97.50%	100%	74.29%	100%	97.30%
Masters Grade Level (TX)	22.50%	66.67%	51.43%	83.78%	32.43%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%
Did Not Meet Low	0%	0%	2.86%	0%	0%
Did Not Meet High	0%	0%	2.86%	0%	0%
Approaches Low	2.50%	0%	8.57%	0%	0%
Approaches High	0%	0%	11.43%	0%	2.70%
Meets	75%	33.33%	22.86%	16.22%	64.86%
Masters	22.50%	66.67%	51.43%	83.78%	32.43%
Third Year of Monitoring					
Total Students	9	13	1	13	13
Raw Score	46	57	43	32	57
Scale Score	4339	4598	4452	5198	4952
Percent Score	71.53%	72.68%	72.88%	80.77%	88.34%
Approaches Grade Level (TX)	88.89%	100%	100%	100%	100%
Meets Grade Level (TX)	88.89%	100%	100%	100%	100%
Masters Grade Level (TX)	11.11%	69.23%	100%	84.62%	69.23%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	0%	0%	0%	0%	0%
Did Not Meet Low	11.11%	0%	0%	0%	0%
Did Not Meet High	0%	0%	0%	0%	0%
Approaches Low	0%	0%	0%	0%	0%
Approaches High	0%	0%	0%	0%	0%
Meets	77.78%	30.77%	0%	15.38%	30.77%
Masters	11.11%	69.23%	100%	84.62%	69.23%
Special Ed Indicator					
Total Students	84	58	90	95	105
Raw Score	31	37	26	20	33
Scale Score	3852	3982	3811	4223	3933
Percent Score	48.74%	47.17%	43.39%	50.79%	51.82%

Approaches Grade Level (TX)	61.90%	94.83%	72.22%	94.74%	65.71%
Meets Grade Level (TX)	38.10%	41.38%	26.67%	65.26%	47.62%
Masters Grade Level (TX)	1.19%	15.52%	8.89%	22.11%	3.81%
Date Taken	05/01/26	05/01/26	05/01/26	05/01/26	05/01/26
Excluded	1.19%	0%	0%	0%	0%
Did Not Meet Low	17.86%	0%	12.22%	4.21%	17.14%
Did Not Meet High	19.05%	5.17%	15.56%	1.05%	17.14%
Approaches Low	11.90%	31.03%	18.89%	9.47%	8.57%
Approaches High	11.90%	22.41%	26.67%	20%	9.52%
Meets	36.90%	25.86%	17.78%	43.16%	43.81%
Masters	1.19%	15.52%	8.89%	22.11%	3.81%

Strengths

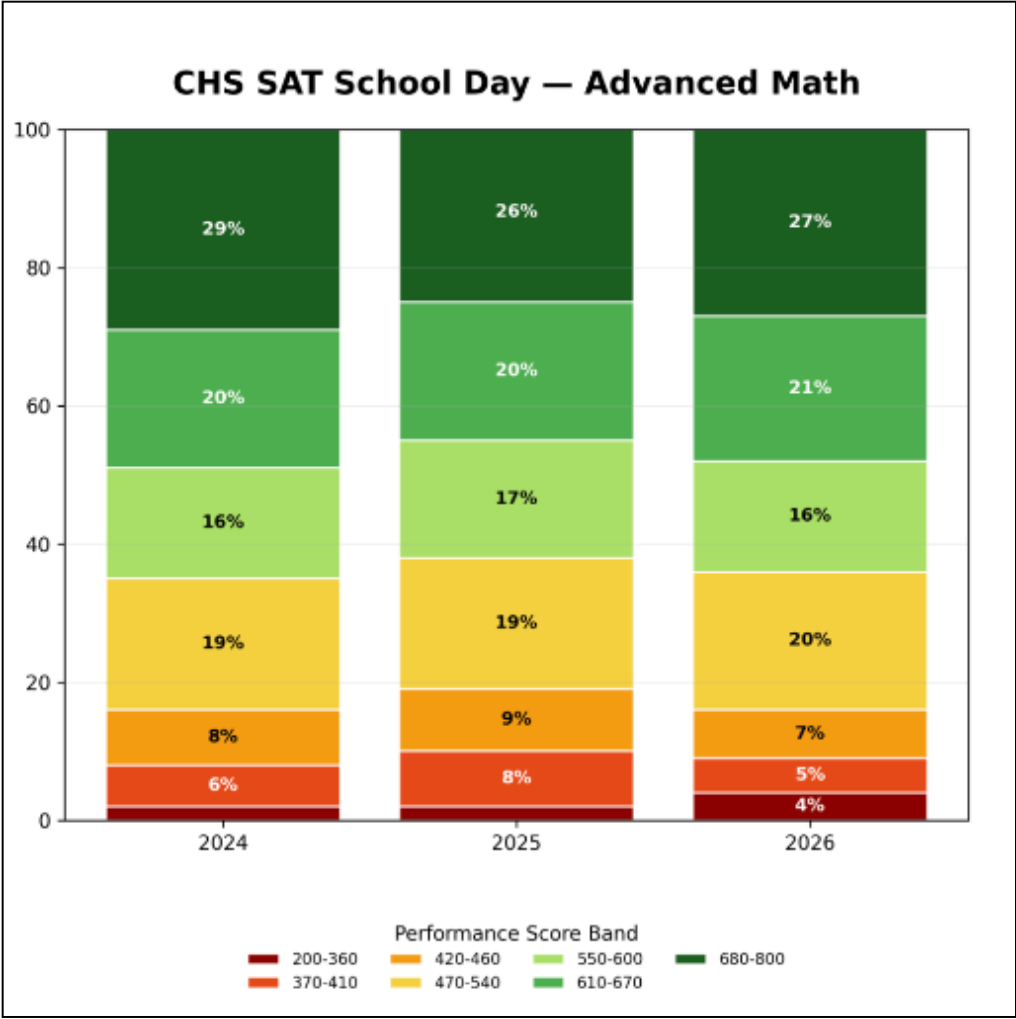
Math Areas of Strength

- Current data pulled from Aware for AP scores.

AP Calculus AB					
	Scored a 1:	Scored a 2:	Scored a 3:	Scored a 4:	Scored a 5:
Student Count	9	26	23	31	23
Percent	8%	23%	19%	28%	19%
Credit Percents	31%		69%		
AP Calculus BC					
	Scored a 1:	Scored a 2:	Scored a 3:	Scored a 4:	Scored a 5:
Student Count	32	90	64	64	65
Percent	10%	29%	20%	20%	21%
Credit Percents	39%		61%		
AP Statistics					
	Scored a 1:	Scored a 2:	Scored a 3:	Scored a 4:	Scored a 5:
Student Count	42	48	75	76	58
Percent	14%	16%	25%	25%	19%
Credit Percents	30%		70%		

- Longitudinal SAT data (11th grade): Advanced Math category continues to demonstrate the strongest

performance, with increasing percentages of students achieving scores in the 610–800 performance bands.



Our students continue to perform well on Math in SAT, ACT and PSAT tests given.

Science

Areas of Strength

- Current AP Science Data

AP Bio					
	Scored a 1:	Scored a 2:	Scored a 3:	Scored a 4:	Scored a 5:
Student Count	1	31	77	82	56
Percent	0.40%	13%	31%	33%	23%
Credit Percents	13.40%		87%		
AP Chemistry					
	Scored a 1:	Scored a 2:	Scored a 3:	Scored a 4:	Scored a 5:
Student Count	8	36	50	44	24
Percent	5%	22%	31%	27%	15%
Credit Percents	27%		73%		
AP Physics 1					

AP Physics 1					
	Scored a 1:	Scored a 2:	Scored a 3:	Scored a 4:	Scored a 5:
Student Count	24	59	95	90	79
Percent	7%	17%	27%	26%	23%
Credit Percents	24%		76%		
AP Physics 2					
	Scored a 1:	Scored a 2:	Scored a 3:	Scored a 4:	Scored a 5:
Student Count	5	25	24	30	12
Percent	5%	26%	25%	31%	13%
Credit Percents	31%		69%		

Student Co
Percent
Credit Perc

Our students continue to pursue upper level science classes and perform well in those classes on their AP/IB exams.

Social Studies					
CHS	Social Studies				
	Student Count	Did Not Meet	Approaches & Above	Meets & Above	Masters
2024	642	2	98	88	60
2025	763	2	98	87	60
2026	827	1	99	89	67

Areas of Strength in Social Studies

- U.S. History performance improved in both priority categories in 2026. Meets and Above increased from 87% to 89%, while Masters increased from 60% to 67%.
- The seven-point increase in Masters represents the campus’s strongest advanced-performance result of the three-year period.

ELAR

CHS				
English II				
Student Count	Did Not Meet	Approaches & Above	Meets & Above	Masters
1043	7	93	88	30
1066	9	91	82	26
1053	8	92	85	26

- English II

- **Areas of Strength |**

- English II demonstrated a positive rebound in 2026, with Meets and Above increasing from 82% to 85%. This three-point gain moves the campus closer to the district rate of 86%.

Intervention Services

- Graduation Rate for Special Education: 99.4%

IXL Learning is being used as a tool for accelerated instruction that has helped to support all our at risk learners at CHS especially those who have retested numerous times. This program supports the growth of our learners in all areas.

STRENGTHS OF PROGRAMS:

- Overall performance on SAT, ACT and AP assessments - well above state levels and approaches or exceed the national level of performance
- 95 National Merit Commended
- 47 National Merit Semi-Finalists
- 47 National Merit Finalists
- Participation and success in co-curricular and extra curricular activities
- Successful Athletic Programs and Opportunities Given
- A strong and robust Fine Arts Program
- A strong focus on CCMR for our student body.
- CTSO Organizations that are qualifying for National Competitions yearly.
- A Debate Program that is one of the top 30 programs in the nation.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.	Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments.
2 ★ There is a need to continue targeting specific reading, writing, and math skills to focus on early intervention.	Inconsistencies still exist with reading, writing, and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups.
3 ★ 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.
4 ★ There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resources implementation tied to learner growth.	Inconsistencies still exist within full implementation of curriculum and instructional resources.
5 ★ There is a continued need to utilize both qualitative and quantitative data to establish evidence of learning to advance all learners toward meeting targeted growth; specific emphasis on at risk, special education, 504, Emergent Bilingual, Economically Disadvantaged learners, and Gifted and Talented learners.	Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

6★

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

7★

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

Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral, and social emotional growth.

8★

There is a need to focus on engagement within the classroom including greater opportunities for collaboration, dialogue, hands-on, and social interactions.

Inconsistencies exist in the level of engagement within learning environments.

9★

Continue to support and grow our IB , AP and CTE programs to enhance the critical thinking, problem solving and creative nature of the educational environment for those learners needing a challenge.

A one size fits all education does not fit the needs of today's learners.

10★

There is a need to provide focus on meeting the instructional need of Tier 2 and Tier 3 learners through the digital tools of IXL and Edgenuity.

Learning gaps are present in Tier 2 and Tier 3 students that prevent their success in their classwork.

★ = Priority

School Processes & Programs

Summary

Coppell High School is a comprehensive high school serving students in grades 10-12. In terms of our instructional programs and processes, our curriculum documents are aligned with state standards (TEKS), Advanced Placement (AP), and International Baccalaureate (IB) standards and developed with the supervision and guidance of our district curriculum directors with support from content-area educators. Learning experiences are designed utilizing the Understanding by Design (UbD) framework and lesson design uses UdL to make sure all curriculum, instruction, and assessment is aligned with the Coppell ISD Learning Framework in order to meet the differentiated needs of our diverse learning population. Coppell High School utilizes an A/B block schedule, and tutorials are offered by all content-area educators before and after school through a learning lab that is supported by NHS learners and educators.

At the beginning of this school year, campus administrators and educators reviewed our campus purpose statement, aligned with district values and mission, to guide our work as a campus professional learning community: Coppell High School is a supportive, diverse, and dynamic learning community that celebrates success and is committed to a culture of integrity. We nurture relationships, foster collaboration, and maximize potential of each and every learner.

As a professional learning community, educators and administrators work together to build a collaborative culture committed to continuous improvement, improving learning for all students, and focusing on results. We are committed to helping all students achieve at high levels. With our block schedule, collaborative teams are scheduled planning periods every other day, giving teams the opportunity to identify high priority learning standards, plan common assessment, and use data analysis to drive decisions. Educators at CHS are provided with ongoing, targeted professional learning throughout the year to support our work as a professional learning community.

Coppell High School works diligently to recruit, retain, and develop highly qualified educators according to the Texas Education Agency and Coppell ISD educator profile. New teachers, in their 1st or 2nd year of service, attend a district new-hire orientation, are assigned a campus mentor, are put through a program called BEAM to ensure that the pedagogy used is effective and attend professional learning throughout the year to support this program.

School safety and security is a priority at Coppell High School, and updated building improvements and policies reflect our commitment to the safety of our learners, educators, and support staff. Identification badges are worn by all educators and learners, and everyone participates in monthly emergency drills (evacuation, lock-down) with support of our school resource officers, our district Coordinator of Safety and Security and the Coppell Police Department. Additionally, emergency evacuation plans have been developed and implemented, whereby all learners and educators clearly understand how to evacuate the campus in a timely manner. Electronic locks have been installed at several entrance points to enhance school security. We have bullet proof film on all of our major door entrances for added security. We are currently using an app called Raptor Alert to be able to alert the entire campus at once for any threat that occurs during our school day.

Strengths

- A shared mission and vision around the four pillars of great teaching, building authentic relationships, redefining success and collaboration in our professional learning.
- An organizational focus on our development as a professional learning community, working in collaborative teams to improve teaching and learning and learner success.
- Utilization of the ROC (Room of Collaboration), a collaborative space designed for instructional coaches to support collaborative teams, instruction, professional development and improved learner outcomes.
- A focus on improving instructional strategies and support and success for learners through the lens of Universal Design for Learning.
- A focus on increased engagement for all learners.
- A well-rounded Career and Technical Education program, offering multiple pathways (computer programming, graphic design, health sciences, business management, a robust journalism program and KCBY (our student run visual media program).
- A robust AP program, with 5,235 AP exams taken, and 1286 learners with exam scores greater to or equal to 3 (82.86%).

- A robust IB program with many of our learners seeking an IB Diploma and developing international mindedness.
- 1:1 technology program designed to support innovative learning experiences aligned with our curriculum with an apple pencil and keyboard for every learner.
- Multiple opportunities for learners to participate in clubs, fine arts, athletics, and other service learning programs (Student Council, National Honor Society, Red Jacket Ambassadors, DECA, HOSA, TSA and ECO Club).
- Partnership and learning opportunities with the Coppell Police Department to ensure campus safety for all stakeholders.
- Partnership with Dallas County Community Colleges for a strong Dual Credit program for our juniors and seniors.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ 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
2 ★ There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.	Continued need to build/expand resources/ programs.
3 ★ There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and finalize sustainability efforts moving forward with staffing, programs, facilities, etc.	Lack of funding from the state and sustainability for future needs and decline in learner enrollment.
4 ★ 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.
5 ★ There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.	Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

6
★

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

Some families not understanding the importance of attendance; some learners needing additional support to ensure they attend school - motivation, mental health needs, family needs, etc.; efficient staff monitoring, Funding tied to ADA

7
★

There is a need to focus on the intentional use and balanced approach of technologies within the learning environment.

Continued need for balancing hands-on learning and instruction based on social interactions instead of screen time for learners. (Not consumers/creators and innovators.

8
★

There is a need to continue evaluating our program offerings and being innovative, creative and forward thinking with our teaching and learning practices.

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

9
★

There is a need to continue using the Student Conductor system to support a decrease in tardiness, while reinforcing teacher accountability in enforcing tardy pass procedures. There is an ongoing need to focus on student attendance through consistent monitoring, targeted intervention plans, and incentive-based promotion to improve engagement and ensure academic success.

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

10
★

Continue to use research based programs that bridge the gaps of our learners and allow them to achieve academic success and social emotional support.

We have learners that struggle with the content and have fallen behind due to missing too much school or being moved from home to home.

11
★

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

Barriers still exist with implementing resources/ training fully, and understanding/supporting/ providing resources for the wide variety of needs.

12



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

 = **Priority**

Perceptions

Summary

Coppell High School is a supportive, diverse, and dynamic learning community that celebrates success and is committed to a culture of integrity. We believe that relationships matter and drive the learning, we foster collaboration among our learners and our educators, and maximize the potential of each and every learner. Coppell High School is a comprehensive high school serving 3,126 learners in grades 10-12. During the school day, many learners from New Tech High School @ Coppell and Coppell High School 9th grade campus come to CHS for various classes and extra curricular activities. Coppell High School lives out the theme of #CHSGrace, Gratitude, and Grit each and every day working together to ensure all CISD Learners receive the experiences needed to be successful. Coppell High School has invested in the theme of serving others for this school year. It is our goal to help them step outside of themselves and focus on others with emotional or physical needs.

Coppell High School is a Professional Learning Community made up of numerous collaborative teams. Coppell High School administration supports the collaborative teams in their quest to ensure engaging learning experiences for each of our students and to identify and act on possible areas for professional and team growth.

Coppell High School has three learning coaches dedicated to supporting the needs of our Coppell High School staff. These learning coaches work closely with our Coppell High School administration to build professional learning that is individualized to support the needs of each and every collaborative team at Coppell High School.

Coppell High School has two full time Language Acquisition Specialists to support Emergent Bilingual learners as well as a full time 504 Coordinator to support effective support plans for learners with diverse needs.

Coppell High School believes in implementing the value statements that has been adopted by our district which are: authentic relationships, great teaching, redefining success and collective engagement.

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, our community and our world.

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

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

Strengths

- Supportive, Diverse, and Dynamic Learning Community
- Celebrating Successes of Each and Every Cowboy and Cowgirl
- Building and Nurturing Relationships through the Fish Philosophy: Be there, Make Someone's Day, Choose your attitude and Play.
- Commitment to a culture of GRIT - gratitude, respect, integrity and trust.
- Following the theme of Learn, Love and Serve
- Resources available to Staff for Professional Growth and support.
- Value Each Individuals' Contribution

- High Focus on Academics and Expectations for Learning
- High Focus on All learners following their passion or pathway to success as it is redefined.
- High Focus on CCMR - college, career and military readiness

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.	Low pay, high work load, and lack of respect leads to individuals exiting public education or prevents others from entering the profession.
2 ★ 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.
3 ★ There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district.	Lack of funding provided from the state and community/staff understanding of the overall impact concerning the budget.
4 ★ There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans.	Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, online).
5 ★ There is a need to strengthen family engagement and transparency for parents/guardians to access information about the learning happening in our classrooms and understand how they can partner to provide support to their children at home.	Inconsistencies exist in families' awareness of what learning looks like day to day in the classroom and how as parents/guardians they could do more to extend and support their child's learning at home

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

There is a need to continue targeting specific reading, writing, and math skills to focus on early intervention.

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

2
★

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.

3
★

There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resources implementation tied to learner growth.

Inconsistencies still exist within full implementation of curriculum and instructional resources.

4
★

There is a continued need to utilize both qualitative and quantitative data to establish evidence of learning to advance all learners toward meeting targeted growth; specific emphasis on at risk, special education, 504, Emergent Bilingual, Economically Disadvantaged learners, and Gifted and Talented learners.

Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

5
★

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

6
★

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

Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral, and social emotional growth.

7
★

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

8
★

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

Continued need to build/expand resources/ programs.

9
★

There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and finalize sustainability efforts moving forward with staffing, programs, facilities, etc.

Lack of funding from the state and sustainability for future needs and decline in learner enrollment.

10
★

There is a need to focus on the areas in the district identified with significant dis-proportionality.

Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs. Percentage of Hispanic and African-American learners identified with discipline incidents. Percentage of achievement and growth for economically disadvantaged learners.

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.

Retention rates have lowered in public education and in Coppell in the past few years due to the lack of respect for public educators and quality pay for educators.

12
★

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

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

13



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

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 revisiting and improving efforts with safety and security for the district.

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

15



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.

16



There is a need to analyze and review data for 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.

Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications.

17



There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district.

Lack of funding provided from the state and community/staff understanding of the overall impact concerning the budget.

18



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

Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments.

19



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

Some families not understanding the importance of attendance; some learners needing additional support to ensure they attend school - motivation, mental health needs, family needs, etc.; efficient staff monitoring, Funding tied to ADA

20



There is a need to review/analyze all extracurricular and activities/clubs/organization opportunities for learners to help support efforts with sense of belonging and focus on the whole child.

Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences.

21



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

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

22



Continue to support and grow our IB , AP and CTE programs to enhance the critical thinking, problem solving and creative nature of the educational environment for those learners needing a challenge.

A one size fits all education does not fit the needs of today's learners.

23



There is a need to continue using the Student Conductor system to support a decrease in tardiness, while reinforcing teacher accountability in enforcing tardy pass procedures. There is an ongoing need to focus on student attendance through consistent monitoring, targeted intervention plans, and incentive-based promotion to improve engagement and ensure academic success.

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

24



There is a need to provide focus on meeting the instructional need of Tier 2 and Tier 3 learners through the digital tools of IXL and Edgenuity.

Learning gaps are present in Tier 2 and Tier 3 students that prevent their success in their classwork.

25
★

Continue to support and grow our IB , AP and choice programs to enhance the critical thinking, problem solving and creative nature of the educational environment for those learners needing a challenge.

It is imperative that we continue to seek growth for each learner and allow them choices other than a traditional pathway of education.

26
★

There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.

Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments.

27
★

There is a need to focus on the intentional use and balanced approach of technologies within the learning environment.

Continued need for balancing hands-on learning and instruction based on social interactions instead of screen time for learners. (Not consumers/creators and innovators.

28
★

There is a need to continue evaluating our program offerings and being innovative, creative and forward thinking with our teaching and learning practices.

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

29
★

Continue to use research based programs that bridge the gaps of our learners and allow them to achieve academic success and social emotional support.

We have learners that struggle with the content and have fallen behind due to missing too much school or being moved from home to home.

30
★

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

Low pay, high work load, and lack of respect leads to individuals exiting public education or prevents others from entering the profession.

31



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

Barriers still exist with implementing resources/ training fully, and understanding/supporting/ providing resources for the wide variety of needs.

32



There is a need to strengthen family engagement and transparency for parents/guardians to access information about the learning happening in our classrooms and understand how they can partner to provide support to their children at home.

Inconsistencies exist in families' awareness of what learning looks like day to day in the classroom and how as parents/guardians they could do more to extend and support their child's learning at home

33



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

34



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

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

35



There is a need to focus on engagement within the classroom including greater opportunities for collaboration, dialogue, hands-on, and social interactions.

Inconsistencies exist in the level of engagement within learning environments.

★ = 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
- ☒ Campus goals
- ☒ HB3 CCMR goals
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Community Based Accountability System (CBAS)

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data

- ☒ PSAT
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Dual-credit and/or college prep course completion data
- ☒ STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data



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 10th-12th grade learners at CHS will be provided high quality Tier I instruction that is aligned to the TEKS, AP, and IB standards.

Evaluation Data Source: STAAR data, Common Assessment Data, TELPAS data, AP Test Data, IB Testing Data Professional learning reflection, Walk Through Evaluations, and teacher evaluations, and student learning objective work.

Strategy 1 Targeted Support Strategy

CHS educators 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: Strengthen Instruction Through Small Group Instruction

-Specific: Implement small group instruction in all core content areas to address diverse student learning needs and close achievement gaps.

-Measurable: By, May 2027, 100% of core content teachers will implement small group instruction at least 2 times per week, as documented through administrative walkthroughs.

-Achievable:

Teachers will receive professional development on small group strategies during early September in the ROC and ongoing PLC support throughout the year.

-Relevant:

This goal aligns with the district's strategic priority to personalize learning and improve student outcomes through differentiated instruction.

-Time-bound: Implementation will begin in September, with monthly progress monitoring and a summative review in May 2027.

-Enhance the use of formative assessments to inform instruction and provide timely feedback to students

-Campus will model and co-plan formative assessment strategies with teachers during PLCs and coaching cycles.

-By the end of each 9-week grading period, 90% of teachers will utilize at least 3 formative assessment strategies (e.g., exit tickets, quick writes, digital checks) per unit, as evidenced by PLC documentation

Staff Responsible for Monitoring: Principal

Associate Principal

Assistant Principals

Learning Coaches

District Directors

Team Leads

Problem Statements: Student Learning 1, 2, 5

Formative Reviews

November

February

April

June

Strategy 2

CHS will increase the percentage of annual graduates earning College, Career, and Military Readiness credit from 84% from the 2023 annual graduates to 94% for the class of 2028 annual graduates (2029 Accountability Year).

Strategy's Expected Result/Impact: -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.

-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 till mid August 2029.

-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 TSIA2 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: Principal

Dean of CTE

Director of CTE

CTE Educators

Lead Counselor

Problem Statements: Student Learning 3, 9 - Perceptions 2

TEA Priorities: Connect high school to career and college

Formative Reviews

November

February

April

June

Strategy 3

CHS will continue building on mentor training and structures of support for new educators, administrators and staff to CHS.

Strategy's Expected Result/Impact: By May 2027, CHS will strengthen and sustain a comprehensive mentoring and support system for 100% of new-to-profession, alternative-certification, and new-to-CHS educators and staff. Through structured onboarding, trained mentors, targeted professional learning, and regular leadership check-ins, at least 90% of participating staff will report increased instructional confidence, a strong sense of belonging, and confidence in accessing campus support, as measured by BEAM surveys, mentor feedback, walkthrough evidence, and retention data.

Staff Responsible for Monitoring: Campus administration
Instructional Coaches
District curriculum directors
Professional Learning Director
Learning Coaches
Beam Leaders and Dept. Leaders

Problem Statements: Demographics 5 - School Processes & Programs 1

Formative Reviews

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

Strategy 4

CHS will implement structures and processes for intentional learning walks with various instructional leaders and educators across the district that focus on observing and evaluating strategies supporting academic and social emotional growth.

Strategy's Expected Result/Impact: Through intentional learning walks, educators will identify successful practices, learn from colleagues across the district, and apply evidence-based strategies within their own classrooms. As a result, students will experience more consistent, engaging, and responsive instruction, increased access to appropriate academic and social-emotional supports, and greater opportunities to demonstrate meaningful growth. Over time, these practices will contribute to stronger student achievement, increased engagement, and improved outcomes for all learners.

Staff Responsible for Monitoring: Campus Administration
Learning Coaches
District Content Directors
Curriculum and Instruction Leaders

Problem Statements: Student Learning 4, 7, 8 - School Processes & Programs 8

Formative Reviews

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

Strategy 5

CHS will provide consistent, targeted academic support through FNL tutoring, Saturday School, specialty EOC tutoring days, and small-group instruction to address the specific needs of at-risk learners. These opportunities will provide students with additional time, individualized support, targeted intervention, and opportunities to strengthen prerequisite skills and address learning gaps.

Strategy's Expected Result/Impact: As a result of this strategy, students will demonstrate increased academic confidence, improved mastery of essential standards, and measurable growth on common assessments, EOC benchmarks, and state assessments. Increased participation and successful completion of targeted interventions will contribute to improved EOC performance, course completion, and overall student success, particularly for students who are at greater risk of not meeting grade-level or course expectations.

Staff Responsible for Monitoring: Campus Administration
Learning Coaches
Counselors
Educators

Problem Statements: Student Learning 1, 2, 5, 7 - School Processes & Programs 6, 9, 10

Funding Sources: Tutoring 199 - State Comp Ed, 199-11-6118-00-001-24-000-, \$8,000

Formative Reviews

November February April June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
5 There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.	Retention rates have lowered in public education and in Coppell in the past few years due to the lack of respect for public educators and quality pay for educators.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.	Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments.
2 There is a need to continue targeting specific reading, writing, and math skills to focus on early intervention.	Inconsistencies still exist with reading, writing, and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups.

3

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.

4

There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resources implementation tied to learner growth.

Inconsistencies still exist within full implementation of curriculum and instructional resources.

5

There is a continued need to utilize both qualitative and quantitative data to establish evidence of learning to advance all learners toward meeting targeted growth; specific emphasis on at risk, special education, 504, Emergent Bilingual, Economically Disadvantaged learners, and Gifted and Talented learners.

Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

7

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

Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral, and social emotional growth.

8

There is a need to focus on engagement within the classroom including greater opportunities for collaboration, dialogue, hands-on, and social interactions.

Inconsistencies exist in the level of engagement within learning environments.

9

Continue to support and grow our IB , AP and CTE programs to enhance the critical thinking, problem solving and creative nature of the educational environment for those learners needing a challenge.

A one size fits all education does not fit the needs of today's learners.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 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 continue focusing on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)	Some families not understanding the importance of attendance; some learners needing additional support to ensure they attend school - motivation, mental health needs, family needs, etc.; efficient staff monitoring, Funding tied to ADA
8 There is a need to continue evaluating our program offerings and being innovative, creative and forward thinking with our teaching and learning practices.	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
9 There is a need to continue using the Student Conductor system to support a decrease in tardiness, while reinforcing teacher accountability in enforcing tardy pass procedures. There is an ongoing need to focus on student attendance through consistent monitoring, targeted intervention plans, and incentive-based promotion to improve engagement and ensure academic success.	Loss of instruction time for learners and loss of funding from the state.
10 Continue to use research based programs that bridge the gaps of our learners and allow them to achieve academic success and social emotional support.	We have learners that struggle with the content and have fallen behind due to missing too much school or being moved from home to home.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 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

CHS will analyze multiple modalities of qualitative and quantitative data and utilize this data to respond to the needs all learners.

Evaluation Data Source: Classroom Formative and Summative Data
Student IEP goals
Samples of student products of learning
Presentations of learning in class and in the greater school environment.

Strategy 1

CHS will continue the utilization and training of data analysis protocols (including using NWEA MAP, AWARE, Panorama, etc.) that will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes.

- Strategy's Expected Result/Impact:** - Aligned PLC (collaborative team time) structures across the district.
- 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 for varying types of data.
 - All core content PLCs will implement a weekly agenda that includes data analysis, instructional planning, and intervention strategies.
 - PLCs will submit agendas and meeting notes via a shared campus folder.
 - By the end of the first semester (December), PLCs will show a 20% increase in student performance on common assessments.
 - All staff will complete MTSS training modules focused on Tier 1, Tier 2, and Tier 3 supports.
 - The MTSS team will meet biweekly to review referrals and assign interventions.
 - Full implementation by October, with monthly progress monitoring reports.

Staff Responsible for Monitoring: Campus administration
Learning Coaches
District curriculum directors
Professional Learning Director
Team Leads

Problem Statements: Demographics 3 - Student Learning 5, 7 - School Processes & Programs 1

Formative Reviews

November February April June

Strategy 2

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

Strategy's Expected Result/Impact: - Training on Student Success Platform in Panorama and aligned implementation at campus (supporting day to day supports for all learners)
 -Growth and alignment in structures for Professional Learning Communities
 -Collaborative Team Times with our core content,
 -Increased student achievement (academic, social emotional and behavioral)
 -Using STAAR/EOC data, TELPAS, mClass and other district/classroom assessments to review growth of learners
 - Creation of pre-post assessments, rubric creation
 -Increase family and parent engagement with MTSS processes and Special Education processes
 - Strengthen family engagement of MTSS process

Staff Responsible for Monitoring: Director of MTSS
 Campus Administration
 Learning Coaches
 Counselors

Problem Statements: Student Learning 4, 5, 7 - School Processes & Programs 5, 6, 10 - Perceptions 5

Formative Reviews

November

February

April

June

Strategy 3

Specific areas of learning needs will be addressed through the use of State Compensatory Education Funds to target academic, social emotional and behavioral supports as a district, specific focus on at-risk learners.

Strategy's Expected Result/Impact: - Continued training and implementation of AWARE assessment creation and data analysis tool (supporting creation of common formative assessments and long-range data analysis)
 - Growth and alignment in structures for Professional Learning Communities -Collaborative Team Times
 - Increased student achievement (academic, social emotional and behavioral)
 -Using STAAR/EOC data, TELPAS, IXL, Edgenuity, mClass and other district/classroom assessments to review growth of learners
 - Creation of pre-post assessments, rubric creation

Staff Responsible for Monitoring: Campus Administration
 District Special Funding Director
 Campus Counselors
 Accelerated Instruction Assistant Principals
 Accelerated Instruction Educators
 Executive Director of Curriculum and Instruction

Problem Statements: Demographics 1 - Student Learning 1, 4, 5, 7, 10 - Student Achievement 1 - School Processes & Programs 10

Funding Sources: IXL Learning 199 - State Comp Ed, \$5,000

Formative Reviews

November

February

April

June

Strategy 4

Implement a campus-wide language support framework that integrates content-based language instruction, progress monitoring of language proficiency growth, and collaborative teacher capacity-building, ensuring equitable access to rigorous academic content for all Emergent Bilingual students by building language-rich classrooms through intentional professional learning, coaching and resources.

Strategy's Expected Result/Impact: - Increased STAAR performance among EB students.

- Improved academic language use in oral and written student work.
- Improved language proficiency growth as measured by TELPAS.
- Reduced number of long-term EB students.
- Improved teacher confidence and effectiveness in supporting EB students, as reflected in coaching feedback and walkthrough data.
- Increased use of scaffolds, sentence stems and structured conversations across classrooms.
- Growth in student engagement and language production during instruction

Staff Responsible for Monitoring: Campus Administration

LAS Campus Coordinators

Learning Coaches

Director of ESL and Bilingual

Campus Educators

Problem Statements: Student Learning 4, 5 - School Processes & Programs 10, 12

Formative Reviews

November

February

April

June

Strategy 5

Strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training and align structures for data review/documentation of behavioral growth.

Strategy's Expected Result/Impact: - Increased student achievement academic, social emotionally and behaviorally

- Training for classroom management and restorative practices
- Continued implementation of Character Ed programs to help support PBIS
- Use of Panorama Student Success Platform for progress monitoring
- Increased communication between schools, learners and families
- Focus on Panorama Playbook resources for intentional support for learners

Staff Responsible for Monitoring: Campus Administration

Campus Counselors

Director of Student and Staff Services

District MTSS support personnel

Problem Statements: Demographics 1 - Student Learning 5 - School Processes & Programs 5, 6, 11
- Perceptions 5

Formative Reviews

November

February

April

June

Strategy 6

Strengthen monitoring systems for attendance of learners, communication to families and focused efforts on the creation of intentional attendance intervention plans as needed.

Strategy's Expected Result/Impact: - Increased attendance rates for our campus
- Increased learner growth due to being present for instruction
- Stronger relationships with learners and families
- Use of Panorama Student Success Platform for monitoring progress/needs with attendance
- Increased funding from the state due to attendance growth
- Use the Student Conductor system to aide in attendance growth and get our most at-risk students to school.

Staff Responsible for Monitoring: Campus Administration
Campus Counselors
Support Staff
Director of Student Systems
Attendance Clerk
Director of Student and Staff Services

Problem Statements: School Processes & Programs 6, 9 - Perceptions 5

Funding Sources: Student Conductor Program for at-risk students attendance needs. 199 - State Comp Ed, 199-11-6399-00-001-24-000, \$11,920

Formative Reviews

November

February

April

June

Strategy 7

Continue implementation of plan for significant disproportionality of learners in identified areas per the state: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs, Percentage of Hispanic and African-American learners identified with discipline incidents, Percentage of achievement and growth for economically disadvantaged learners.

Strategy's Expected Result/Impact: - Growth across the district in academic performance for economically disadvantaged learners

- Intentional interventions to support discipline (classroom management and PBIS implementation, restorative practices, monitoring interventions for learners)
- Focus on Universal Design of Learning for campus educators
- Focus on Professional Learning Communities and monitoring campus growth of implementation of collaborative teams, data analysis protocols and measuring learner growth through progress monitoring (academic, behavioral, social emotional, attendance)
- BEAM training focus for new educators
- Continue monitoring referral processes and training for individuals making referrals and completing evaluations for Special Education

Staff Responsible for Monitoring: Campus administration
Support Staff
Director of Student and Staff Services
Intervention Services Department
Team Leads

Problem Statements: Demographics 1 - Student Learning 5, 6, 7 - School Processes & Programs 5, 10

Formative Reviews

November

February

April

June

Strategy 8

Continue building on our efforts with Gifted and Talented services and supports to focus on alignment of resources, training, and the embedded supports for intervention and enrichment opportunities.

Strategy's Expected Result/Impact: - Continued focus on all instructional educators requirements for initial 30 hour training and 6 hour annual updates and additional feedback from staff on specific professional learning needs

- Review of Advanced Academics needs focusing on targeted learner growth and support - reviewing district/state/ SAT/ACT/IB/AP data as part of the needs assessment
- Continued growth in Universal Design for Learning and any needed training
- Training for embedded resources for staff
- Curriculum writing opportunities/review during the school year specifically focused on gifted and talented needs
- Continue partnership with families of GT learners and those learners taking advanced coursework (dual credit, AP, IB, internships, etc.) to ensure families and learners know about opportunities that exist inside and outside of our district for continued growth academically and social emotionally

Staff Responsible for Monitoring: Campus administration
Learning Coaches
Director of Advanced Academics and CTE Education
Campus Educators
Counselors

Problem Statements: Student Learning 5, 9 - School Processes & Programs 3, 8

Formative Reviews

November

February

April

June

Strategy 9

Revise implementation guidelines for Special Programs to ensure consideration of the Least Restrictive Environment (LRE) for students with special needs. This includes creating a new program, Achieving Independence and Momentum (AIM) for learners who need additional support in the general education setting, as well as structured individualized support through Special Education.

Strategy's Expected Result/Impact: -The guidelines will outline best practices for adapting instruction and providing necessary accommodations to promote student engagement and success across all learning environments.

- Educators and Service providers will use the GoalBook Platform for streamlined standards-based and functional IEP development

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction
Executive Director of Intervention Services
Intervention Services Team
Curriculum Department
Campus Administrators

Problem Statements: Student Learning 4, 5, 7

Formative Reviews

November

February

April

June

Strategy 10

Continue building on our established framework for Professional Learning Communities (PLCs) that includes clear guidelines and expectations for collaboration, data analysis, and action planning. This framework will include regular, scheduled 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.

- PLC resources 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 assessment platforms and state assessments and survey tools
- Intentional use of Panorama Student Success Platform for capturing data/documentation for learner growth and progress monitoring
- Targeted data protocols in use 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

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction
Curriculum Department
Campus Administrators

Problem Statements: Student Learning 7 - School Processes & Programs 5, 8, 10

Formative Reviews

November February April June

Strategy 11

Coppell High School will actively monitor and support learners who have been identified as needing Tier 2 or Tier 3 support for RTI and will implement digital tools such as Edgenuity, Tutoring and IXL Learning

- Strategy's Expected Result/Impact:** -With an increase in connections with learners who have a history of academic struggles, multiple levels of support
- Increase effectiveness of tiered interventions
 - Increase usage of data to make evidence-based decisions
 - Increase use of aligned resources to monitor learner progress

Staff Responsible for Monitoring: Campus Administration, Counselors and Intervention Educators

Problem Statements: Student Learning 7, 8, 10 - Student Achievement 1 - School Processes & Programs 6

Funding Sources: IXL Licensing for 2026-27 199 - State Comp Ed, 199-11-6329-00-001-24-000-, \$5,000

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 the areas in the district identified with significant disproportionality.	Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs. Percentage of Hispanic and African-American learners identified with discipline incidents. Percentage of achievement and growth for economically disadvantaged learners.

3

There is a need to analyze and review data for 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.

Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.

Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments.

4

There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resources implementation tied to learner growth.

Inconsistencies still exist within full implementation of curriculum and instructional resources.

5

There is a continued need to utilize both qualitative and quantitative data to establish evidence of learning to advance all learners toward meeting targeted growth; specific emphasis on at risk, special education, 504, Emergent Bilingual, Economically Disadvantaged learners, and Gifted and Talented learners.

Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

6

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

7

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

Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral, and social emotional growth.

8

There is a need to focus on engagement within the classroom including greater opportunities for collaboration, dialogue, hands-on, and social interactions.

Inconsistencies exist in the level of engagement within learning environments.

9

Continue to support and grow our IB , AP and CTE programs to enhance the critical thinking, problem solving and creative nature of the educational environment for those learners needing a challenge.

A one size fits all education does not fit the needs of today's learners.

10

There is a need to provide focus on meeting the instructional need of Tier 2 and Tier 3 learners through the digital tools of IXL and Edgenuity.

Learning gaps are present in Tier 2 and Tier 3 students that prevent their success in their classwork.

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

There is a need to provide focus on meeting the instructional need of Tier 2 and Tier 3 learners through the digital tools of IXL and Edgenuity.

Learning gaps are present in Tier 2 and Tier 3 students that prevent their success in their classwork.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

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

3

There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and finalize sustainability efforts moving forward with staffing, programs, facilities, etc.

Lack of funding from the state and sustainability for future needs and decline in learner enrollment.

5

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

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

6

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

Some families not understanding the importance of attendance; some learners needing additional support to ensure they attend school - motivation, mental health needs, family needs, etc.; efficient staff monitoring, Funding tied to ADA

8

There is a need to continue evaluating our program offerings and being innovative, creative and forward thinking with our teaching and learning practices.

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

9

There is a need to continue using the Student Conductor system to support a decrease in tardiness, while reinforcing teacher accountability in enforcing tardy pass procedures. There is an ongoing need to focus on student attendance through consistent monitoring, targeted intervention plans, and incentive-based promotion to improve engagement and ensure academic success.

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

10

Continue to use research based programs that bridge the gaps of our learners and allow them to achieve academic success and social emotional support.

We have learners that struggle with the content and have fallen behind due to missing too much school or being moved from home to home.

11

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

Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs.

12

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 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

5

There is a need to strengthen family engagement and transparency for parents/guardians to access information about the learning happening in our classrooms and understand how they can partner to provide support to their children at home.

Inconsistencies exist in families' awareness of what learning looks like day to day in the classroom and how as parents/guardians they could do more to extend and support their child's learning at home

Goal 2

Organization that Cultivates Excellence: We as CHS 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 10th 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 that builds a sense of community.

Evaluation Data Source: -Curriculum documents, Panorama Survey data 10th - 12th grade

- Data gathered from families and learners on 10-12 course/certification interest
- Data gathered on 10-12 course requests and analyzed for specific areas of learning
- Training documentation
- Opportunities for learners to express their future interests built into the learning design
- Clubs/organizations offered at campuses
- Opportunities for personalized feedback and growth

Strategy 1

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

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

- Provide training on course selection and opportunities
- 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
- Texas College Prep via Texas College Bridge for High School
- Focus on transition for special education learners concerning Work Force Readiness and Advanced Diploma Plan
- Counselor support for learners in selecting courses at the secondary level
- Training on 4 year plans for staff, learners, and families
- Partnership with Dallas College Dual Credit participation
- Partnership with Tarleton participation

Staff Responsible for Monitoring: Campus Administration

Executive Leadership Team

CISD Cabinet

CTE Department Head

CTE Director

Curriculum Department

Counselors

Problem Statements: Demographics 2, 3, 4 - Student Learning 3 - School Processes & Programs 8

- Perceptions 2

Funding Sources: Dual Credit Class to prepare at risk students for TSIA2/College Career Readiness 199 - State Comp Ed, 199-11-6299-00-001-24-000, \$3,500

Formative Reviews

November

February

April

June

Strategy 2

Strengthen STEAM (Science, Technology, Engineering, Art, and Mathematics) implementation and alignment between elementary, middle, and Coppel High School.

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

- Building stronger problem solving and design thinking skills
- Building understanding of CTE and career connections
- Increasing ways for learners to show success in learning
- Usage of coding and digital tools
- Usage of goal setting tools, presentations, created products to show understanding and growth

Staff Responsible for Monitoring: Campus Administration

Campus support personnel

CTE Department Head

CTE Director

Asst. Supt. of Curriculum and Instruction

Technology Department

Problem Statements: Demographics 2 - Student Learning 9 - School Processes & Programs 8, 10, 12

Formative Reviews

November

February

April

June

Strategy 3

Coppel High School will host College Night in the Fall and a Spring Club/CTE Organization Event in the Spring to showcase possible pathways to future success for our learners.

Strategy's Expected Result/Impact: Learners will make knowledgeable decisions for their future endeavors.

CHS will provide learners with the opportunity to learn about future choices in colleges, technical schools, community colleges, trade schools and military enlistments.

CHS will continue to honor the choice of a learner for their future.

Staff Responsible for Monitoring: Campus Administration

Counselors

Campus Educators

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

Formative Reviews

November

February

April

June

Strategy 4

Coppell High School will design and host parent meetings that will allow our parents to discover opportunities at Coppell High School that will support their learners options and success for their future endeavors.

Strategy's Expected Result/Impact: Increase awareness of programs and resources at CHS which could support learners in their decisions for their futures.
Showcase programs of study and opportunities with our practicums to allow real world opportunities for our learners in CTE programs of study.
Involve our parents as partners in the discovery and knowledge of all the offerings for our learners in many different programs at CHS.

Staff Responsible for Monitoring: Campus Administration
Counselors
Educators

Problem Statements: Demographics 2, 3, 4 - Student Learning 3, 9 - Perceptions 2, 5

Formative Reviews

November

February

April

June

Strategy 5

CHS will continue building on our instructional offerings and choice programs to help support growth, innovation and creativity in learning along with recruitment efforts for the district.

Strategy's Expected Result/Impact: - Growth in choice programs (IB, CTE, AP, Fine Arts)
- Training needed areas of support: IB, Project Based Learning, Career Technical Education
- Communication and recruitment efforts for families
- Panorama Surveys to capture thoughts from learners and families about what they want within learning
- Learners documenting and building their "resumes of success" (including digital portfolios) as they venture into college, career or military and life readiness

Staff Responsible for Monitoring: Campus Administration
Campus Support Personnel
Communications Department
Curriculum Department

Problem Statements: Demographics 3, 4 - Student Learning 3, 9 - School Processes & Programs 8

Formative Reviews

November

February

April

June

Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	There is a need to strengthen current practices that prepare all learners for secondary course/program study selection	Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD.
3	There is a need to analyze and review data for 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.	Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications.
4	There is a need to review/analyze all extracurricular and activities/clubs/ organization opportunities for learners to help support efforts with sense of belonging and focus on the whole child.	Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences.

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	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.
9	Continue to support and grow our IB , AP and CTE programs to enhance the critical thinking, problem solving and creative nature of the educational environment for those learners needing a challenge.	A one size fits all education does not fit the needs of today's learners.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
8 There is a need to continue evaluating our program offerings and being innovative, creative and forward thinking with our teaching and learning practices.	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
10 Continue to use research based programs that bridge the gaps of our learners and allow them to achieve academic success and social emotional support.	We have learners that struggle with the content and have fallen behind due to missing too much school or being moved from home to home.
12 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 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 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.
5 There is a need to strengthen family engagement and transparency for parents/guardians to access information about the learning happening in our classrooms and understand how they can partner to provide support to their children at home.	Inconsistencies exist in families' awareness of what learning looks like day to day in the classroom and how as parents/guardians they could do more to extend and support their child's learning at home

Performance Objective 2

Learners at Coppell High School will have multiple opportunities to highlight and showcase evidence of academic, social emotional learning and interest/passions. (i.e. service learning, digital portfolios, digital resources, rubrics, presentations, goal setting tools, etc.)

Evaluation Data Source: NHS Service Hours
 Red Jacket Service Hours
 Stuco Service Learning
 Classroom presentations
 Choir Performances
 Band Performances
 Theater Productions
 Dance/Drill Performances
 Community Service Projects
 CTSO Local, State, and National Competitions
 KCBY, Yearbook, Sidekick Contest
 UIL Competitions - both academic and athletic
 VASE Art Showcase
 TedX Event at Coppell High
 Many Club Activities

Strategy 1

CHS will strengthen the consistent and purposeful use of digital resources to support teacher goal setting, documentation of instructional evidence, and the collection of learner processes and products. Teachers will use these digital tools to monitor and document student progress toward Student Learning Objective (SLO) goals, analyze evidence of learning, and track individual student growth as part of the Teacher Incentive Allotment (TIA) process.

Strategy's Expected Result/Impact: - This will support learner resume's of success and growth over their career in CISD.

- Enhance CHS staff portfolios and specific evidence for goals including Teacher Incentive Allotment evidence of learner growth
- Provide needed documentation to support the goals and outcomes of Community Based Accountability
- This allows us to showcase learner and staff examples of growth as a part of campus events, district highlights and for professional learning
- Increases focus on academic achievement as well as highlighting extracurriculars, electives, clubs/ organizations, service learning projects, etc.
- School Links resume builder gives examples of career opportunities to highlight portfolios tied to CCMR.

Staff Responsible for Monitoring: Campus Administrators
 Assistant Superintendent of Curriculum and Instruction
 Curriculum Department,
 Intervention Services
 Campus Support Personnel

Problem Statements: Student Learning 4

Formative Reviews

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

Strategy 2

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:** - Performance Tasks for all classes
- Rubrics for academic and social-emotional growth
 - Goal setting forms/reflections
 - Digital presentations (video, media, artificial intelligence opportunities, etc.)
 - More intentional and detailed feedback for learners
 - Video footage and photos shared of learning experiences (campus/district website, family communications)
 - Products, presentations of learning extending into the district/campus wide events or community events
 - Focus on real world connections and project based learning
 - Focus on service learning opportunities
 - Focus on new ways to use tools such as Artificial Intelligence during assessment

Staff Responsible for Monitoring: Campus Administrators
Campus Support Personnel
Campus Staff
Librarians
Counselors

Problem Statements: Student Learning 4, 8, 9 - School Processes & Programs 7, 8, 10 - Perceptions 5

Formative Reviews

November February April June

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resources implementation tied to learner growth.	Inconsistencies still exist within full implementation of curriculum and instructional resources.
8	There is a need to focus on engagement within the classroom including greater opportunities for collaboration, dialogue, hands-on, and social interactions.	Inconsistencies exist in the level of engagement within learning environments.
9	Continue to support and grow our IB , AP and CTE programs to enhance the critical thinking, problem solving and creative nature of the educational environment for those learners needing a challenge.	A one size fits all education does not fit the needs of today's learners.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
7	There is a need to focus on the intentional use and balanced approach of technologies within the learning environment.	Continued need for balancing hands-on learning and instruction based on social interactions instead of screen time for learners. (Not consumers/creators and innovators.
8	There is a need to continue evaluating our program offerings and being innovative, creative and forward thinking with our teaching and learning practices.	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
10	Continue to use research based programs that bridge the gaps of our learners and allow them to achieve academic success and social emotional support.	We have learners that struggle with the content and have fallen behind due to missing too much school or being moved from home to home.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
5	There is a need to strengthen family engagement and transparency for parents/guardians to access information about the learning happening in our classrooms and understand how they can partner to provide support to their children at home.	Inconsistencies exist in families' awareness of what learning looks like day to day in the classroom and how as parents/guardians they could do more to extend and support their child's learning at home

Performance Objective 3

Instructional leaders will have an intentional focus on using digital learning at Coppell High School 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: -CISD District Technology Committee - planning and implementation
- Trainings focused on digital learning, Texas Technology TEKS, balance of effective uses of technology in the classroom to promote engagement and hands-on learning
- Partnership with support personnel across the district - librarians, learning coaches, language acquisitions specialists, curriculum team, etc. to review ways to train and support educators
- Review digital citizenship trainings and resources for families, learners and staff
- Training on assessing differently within instruction through the use of technologies (content, process, product, and learning environment)
- Focus on STEAM and CTE courses - digital learning

Strategy 1

We will review our current practices using technology as a tool and also discuss how we can continue to build on our students' verbal communication skills, social skills and digital citizenship skills. We will also discuss parent/family needs for helping the child navigate in a digital world.

Strategy's Expected Result/Impact: -Training focused on AI for staff

- Training and embedding specific AI tools for learners
- Partnership with support personnel across the district - librarians, digital learning coaches, instructional coaches, language acquisitions specialists, curriculum team, etc. to review ways to train and explore AI tools/ resources
- Review district policies and regulations including academic integrity, technology usage and digital citizenship
- Training on assessing differently within instruction (content, process, product, and learning environment)

Staff Responsible for Monitoring: Campus Administrators

District Leadership

Learning Coaches

Content Directors

Problem Statements: Student Learning 4, 6, 8, 9 - School Processes & Programs 4, 7, 8, 10 - Perceptions 5

Formative Reviews

November

February

April

June

Strategy 2

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

Strategy's Expected Result/Impact: - Training for CHS on updated Technology TEKS and using technology effectively and in innovative ways to promote problem solving, application in learning

- Training on how to access platforms to help inform families about learning in the classroom (Schoology, eSchool, Mackinvia)
- Review digital citizenship trainings and resources for learners, families and staff
- Trainings to support balance of technology for hands-on learning
- Training on assessing differently within instruction through the use of technologies (content, process, product, and learning environment)
- Family training for digital learning, parent university sessions, Lunch Byte, information on Parent Hub
- Embedding technology TEKS in learning and framework for best practices when using technologies in learning (classroom management, focus on tool/innovative)
- Embedding TEKS into curriculum documents for seamless integration

Staff Responsible for Monitoring: Campus Administrators
Campus Support Personnel
District Leadership
Director of Professional Learning
Technology Department
Learning Coaches
Librarians

Problem Statements: Student Learning 4, 6, 9 - School Processes & Programs 7, 8, 10 - Perceptions 3, 5

Formative Reviews

November February April June

Performance Objective 3 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
4	There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resources implementation tied to learner growth.	Inconsistencies still exist within full implementation of curriculum and instructional resources.
6	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
8	There is a need to focus on engagement within the classroom including greater opportunities for collaboration, dialogue, hands-on, and social interactions.	Inconsistencies exist in the level of engagement within learning environments.
9	Continue to support and grow our IB , AP and CTE programs to enhance the critical thinking, problem solving and creative nature of the educational environment for those learners needing a challenge.	A one size fits all education does not fit the needs of today's learners.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 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.
7 There is a need to focus on the intentional use and balanced approach of technologies within the learning environment.	Continued need for balancing hands-on learning and instruction based on social interactions instead of screen time for learners. (Not consumers/creators and innovators.
8 There is a need to continue evaluating our program offerings and being innovative, creative and forward thinking with our teaching and learning practices.	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
10 Continue to use research based programs that bridge the gaps of our learners and allow them to achieve academic success and social emotional support.	We have learners that struggle with the content and have fallen behind due to missing too much school or being moved from home to home.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
3 There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district.	Lack of funding provided from the state and community/staff understanding of the overall impact concerning the budget.
5 There is a need to strengthen family engagement and transparency for parents/guardians to access information about the learning happening in our classrooms and understand how they can partner to provide support to their children at home.	Inconsistencies exist in families' awareness of what learning looks like day to day in the classroom and how as parents/guardians they could do more to extend and support their child's learning at home

Performance Objective 4

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

Strategy 1

Coppell High School will continue to implement communications and strategies that highlight extraordinary learning opportunities - academic, extracurricular, and real world- through consistent storytelling, branding, and engagement efforts that build community trust and reflect alignment with CISD's core values.

- Strategy's Expected Result/Impact:** -Promote CBAS-aligned student experiences
- Leverage success stories that reflect CISD's commitment to whole-child development
 - Ensure messaging consistently reflects district values: Relationships, Engagement, Great Teaching, and Redefining Success
 - Increase community understanding of how CHS defines and measures success beyond state accountability
 - Build pride and reinforce trust among current and prospective families and staff

Staff Responsible for Monitoring: Campus Administration
Counselors
Educators
District Directors

Problem Statements: Demographics 4 - Student Learning 4, 5, 7 - School Processes & Programs 8, 10 - Perceptions 4, 5

Formative Reviews

November February April June

Performance Objective 4 Problem Statements Identifying Demographics

Problem Statement	Root Cause
4 There is a need to review/analyze all extracurricular and activities/clubs/ organization opportunities for learners to help support efforts with sense of belonging and focus on the whole child.	Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences.

Performance Objective 4 Problem Statements Identifying Student Learning

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

5

There is a continued need to utilize both qualitative and quantitative data to establish evidence of learning to advance all learners toward meeting targeted growth; specific emphasis on at risk, special education, 504, Emergent Bilingual, Economically Disadvantaged learners, and Gifted and Talented learners.

Continued need to build on systems that showcase growth toward targeted goals and provide additional training to staff on how to intervene and differentiate for all needs.

7

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

Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral, and social emotional growth.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

8

There is a need to continue evaluating our program offerings and being innovative, creative and forward thinking with our teaching and learning practices.

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

10

Continue to use research based programs that bridge the gaps of our learners and allow them to achieve academic success and social emotional support.

We have learners that struggle with the content and have fallen behind due to missing too much school or being moved from home to home.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

4

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

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

5

There is a need to strengthen family engagement and transparency for parents/guardians to access information about the learning happening in our classrooms and understand how they can partner to provide support to their children at home.

Inconsistencies exist in families' awareness of what learning looks like day to day in the classroom and how as parents/guardians they could do more to extend and support their child's learning at home

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

Coppell High School will continue to review current curriculum and create new curriculum documents, training, and implement specific programs to provide needed supports/resources for counseling and social emotional learning, mental health and drug/alcohol awareness.

Evaluation Data Source: - Revised curriculum documents

- Training certificates of completion for required mental health training
- Administrator, staff, learner and family feedback
- Training resources
- Specific Training for Counselors and implementation of resources purchased
- Threat Assessment Data
- Panorama survey data - review state guidance
- Region 10 compliance and additional trainings for staff
- Partnerships with organizations such as The Defensive Line, CrimesStoppers of Houston, etc.

Strategy 1

Coppell High School will continue revising, updating, implementing and evaluating current 10-12 curriculum documents and purchase any needed resources to include learning supports for social emotional needs, character education and health education.

Strategy's Expected Result/Impact: - Develop a set of implementation fidelity checklists for teachers to self-assess their integration of character traits and social emotional components in their teaching

- Learner growth as indicated through survey/learner goals (academic and social emotional)
- Secondary Resources available for supports in learning
- Scope and Sequence and curriculum documents of support implemented
- Implementation of social emotional support structures: class meetings, check-ins and restorative practices
- Review content curriculum documents and see where lessons and extensions fit to increase understanding of TEKS character traits and build on learners applying them in their lives.

Staff Responsible for Monitoring: Curriculum Department

Campus Administration

Coordinator of Counseling and Social Emotional Learning

Counselors

District Support Counselors

Coordinator of Behavior Services and Coordinator of School Safety

Staff

Problem Statements: Student Learning 6, 7, 8 - School Processes & Programs 5, 11 - Perceptions 4

Formative Reviews

November

February

April

June

Strategy 2

CHS will 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: - Continued partnership with SHAC

- Trainings through Region 10 for staff
- Partnership with The Defensive Line and Crimestoppers of Houston for training/resource support
- Utilization of health curriculum supports for mental health within lesson design
- Learner growth as indicated through survey/learner goals
- Educator training on embedded supports
- Intentional embedding of the Health TEKS into district curriculum documents

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction

Assistant Superintendent of Administrative Services

Curriculum Department

District Support Counselors

Behavior Specialists

Coordinator of School Safety

Campus Counselors

Coordinator of Health Services

Problem Statements: School Processes & Programs 2, 11 - Perceptions 4

Formative Reviews

November

February

April

June

Strategy 3

We will continue building on implementation of Hope Squad courses/curriculum for CHS in order to strengthen our focus on suicide awareness, mentorship, and the importance of mental health and well being.

Strategy's Expected Result/Impact: - Empowering mentors with learners and supporting mental health needs

- Ending the stigma with mental health and providing interventions and supports across the campus for learners
- Supporting sense of belonging within the school community and environment
- Hope Squad tied to CTE Course (tied to Human Services Career Cluster).
- Continue partnership with non-profits and other career focused presenters as a part of the curriculum
- Helping to transition the CISD Mental Health Fair (at CHS) to being led by Hope Squad sponsors/ learners

Staff Responsible for Monitoring: Assistant Superintendent of Curriculum and Instruction
Executive Director of Curriculum and Instruction
Director of Advanced Academics and CTE
Secondary Content Directors,
District Support Counselors
Secondary Campus Counselors
Classroom Hope Squad educators
Campus Admin

Problem Statements: Demographics 4 - Student Learning 6 - School Processes & Programs 2, 10, 11 - Perceptions 5

Formative Reviews

November

February

April

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

4

There is a need to review/analyze all extracurricular and activities/clubs/ organization opportunities for learners to help support efforts with sense of belonging and focus on the whole child.

Inconsistencies in all learners participating in activities where they might be able to connect with others, grow in various skills and gain additional life experiences.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

6

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

7

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

Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral, and social emotional growth.

8

There is a need to focus on engagement within the classroom including greater opportunities for collaboration, dialogue, hands-on, and social interactions.

Inconsistencies exist in the level of engagement within learning environments.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

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

Continued need to build/expand resources/programs.

5

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

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

10

Continue to use research based programs that bridge the gaps of our learners and allow them to achieve academic success and social emotional support.

We have learners that struggle with the content and have fallen behind due to missing too much school or being moved from home to home.

11

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

Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
4	There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans.	Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, online).
5	There is a need to strengthen family engagement and transparency for parents/guardians to access information about the learning happening in our classrooms and understand how they can partner to provide support to their children at home.	Inconsistencies exist in families' awareness of what learning looks like day to day in the classroom and how as parents/guardians they could do more to extend and support their child's learning at home

Performance Objective 2

Coppell High School 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: - Curriculum embedded resources

- Behavior supports/resources
- Discipline data
- Feedback from district Panorama survey data learners, staff and families
- Trainings provided
- Threat assessment data

Strategy 1

CHS will continue providing training to align practices/state requirements and review and analyze discipline, behavior, bullying and threat assessment data to implement 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
- Updates for capturing any specific data into Sentinel system per the state
- 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
- Use Panorama Student Success Platform to monitor interventions and positive behavior support plans for learners

Staff Responsible for Monitoring: Campus Admin
Campus Counselors
Coordinator of School Safety
Curriculum Department
Director of Student and Staff Services

Problem Statements: School Processes & Programs 5, 11 - Perceptions 4, 5

Formative Reviews

November

February

April

June

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
5	There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/ documentation of behavioral growth.	Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district
11	There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.	Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs.

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
4 There is a need to continue evaluating and monitoring our safety practices and processes to ensure all learners, staff and families feel safe including: district/campus safety practices, reviewing safety plans, bullying training/supports, threat assessments/safety/support plans, behavior needs/safety/support plans.	Panorama data shows a slight decline in scores for the perceptions of student physical and psychological safety at school (this could include classroom, school, online).
5 There is a need to strengthen family engagement and transparency for parents/guardians to access information about the learning happening in our classrooms and understand how they can partner to provide support to their children at home.	Inconsistencies exist in families' awareness of what learning looks like day to day in the classroom and how as parents/guardians they could do more to extend and support their child's learning at home

Performance Objective 3

CHS will continue to review and maintain safety and security practices and will work to implement any additional strategies/protocols put in place by the state.

Evaluation Data Source: Panorama Parent Survey
District Safety Coordinator
Safety Assistant Principal
MAT Team

Strategy 1

Ensure all safety drills take place for the campus, specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements/recommendations.

Strategy's Expected Result/Impact: - Aligned practices for safety and security

- Aligned training for staff and learners at CHS
- Safety of learners and staff at CHS
- Communication to all stakeholders about safety and security practices at CHS
- Continued implementation of door sweeps at CHS at least once each week during instructional days
- Review of current campus practices and staff hired to help support safety

Staff Responsible for Monitoring: Campus Administration
Educators
MAT Team on Campus
District Safety Director

Problem Statements: School Processes & Programs 4 - Perceptions 4

Formative Reviews

November

February

April

June

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

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 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

4

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

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

Performance Objective 4

CHS will continue to leverage a variety of communication tools and partnerships 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 (Facebook live, recordings, screen casts, meetings, etc.)

Strategy 1

CHS will provide a strong sense of community engagement and partnerships.

Strategy's Expected Result/Impact: Foster enthusiasm for the wide array of opportunities and services accessible to our entire community through CHS.

Ensure all CHS 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 Administration

Campus Lead Counselor

Campus Support Staff

Formative Reviews

November

February

April

June

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and finalize sustainability efforts moving forward with staffing, programs, facilities, etc.

Lack of funding from the state and sustainability for future needs and decline in learner enrollment.

4

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.

8

There is a need to continue evaluating our program offerings and being innovative, creative and forward thinking with our teaching and learning practices.

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

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

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.

3

There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district.

Lack of funding provided from the state and community/staff understanding of the overall impact concerning the budget.

5

There is a need to strengthen family engagement and transparency for parents/guardians to access information about the learning happening in our classrooms and understand how they can partner to provide support to their children at home.

Inconsistencies exist in families' awareness of what learning looks like day to day in the classroom and how as parents/guardians they could do more to extend and support their child's learning at home

Performance Objective 5

CHS will continue to review and maintain district policies and practices for safety, behavior, personal communication devices, 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
- Final bond project updates being completed and communicated
- Trainings for learners and staff with personal communication devices

Strategy 1

Ensure all safety drills take place, provide specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements/recommendations.

Strategy's Expected Result/Impact: Ensure consistent and proactive standards, upheld by all CHS members, for the physical safety of learners and staff.

Aligned training for staff and learners at CHS - Standard Response Protocols, etc.

Safety of learners and staff at CHS.

Communication to all stakeholders about safety and practices at CHS.

Focus on developing strategies to improve active and timely communication, technology, perimeter security, and traffic management, ensuring consistent and proactive standards for the physical safety of learners and staff at CHS.

Staff Responsible for Monitoring: Campus Admin

Safety and Security Team

Staff and Learners at CHS

Director of Safety and Security

Problem Statements: School Processes & Programs 4, 7 - Perceptions 4, 5

Formative Reviews

November

February

April

June

Strategy 2

Implement personal device policies and practices per the state for no outside learner devices to be used from the beginning of instruction time to end of instruction time.

Strategy's Expected Result/Impact: - Taking away outside distractions from instructional time

- Greater focus on relationships and social skills
- Strengthen collaboration efforts and focus on character education skills
- All learners devices will be going through the district technology filters to help support safety/ security, digital citizenship, academic integrity needs

Staff Responsible for Monitoring: Campus Admin
Campus Support Staff
Technology Department

Problem Statements: Student Learning 6 - School Processes & Programs 2, 4, 10 - Perceptions 5

Formative Reviews

November February April June

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
6 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 5 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.	Continued need to build/expand resources/programs.
4 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.

7

There is a need to focus on the intentional use and balanced approach of technologies within the learning environment.

Continued need for balancing hands-on learning and instruction based on social interactions instead of screen time for learners. (Not consumers/creators and innovators.

10

Continue to use research based programs that bridge the gaps of our learners and allow them to achieve academic success and social emotional support.

We have learners that struggle with the content and have fallen behind due to missing too much school or being moved from home to home.

Performance Objective 5 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

4

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

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

5

There is a need to strengthen family engagement and transparency for parents/guardians to access information about the learning happening in our classrooms and understand how they can partner to provide support to their children at home.

Inconsistencies exist in families' awareness of what learning looks like day to day in the classroom and how as parents/guardians they could do more to extend and support their child's learning at home



State Compensatory Education

State Compensatory

Budget for Coppell High School

Total SCE Funds: \$28,420.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

We are using our funds for IXL Learning as this program has been instrumental for Tier 1 and Tier 2 instruction for our at-risk students in both math and reading. We also use funding for Dual Credit Prep programs to prepare our at-risk students and Econ. Disadv. students for the TSIA2 test and CCMR readiness for their future endeavors. One of our biggest pieces that we use this funding for is small group/on-on-one tutoring of our most at-risk population. We set high goals for each of these learners and prepare for their success as graduates and also for their future success.



Funding Summary

Funding Summary

199 - State Comp Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Tutoring	199-11-61 18-00-0 01-24-0 00-	\$8,000.00
1	2	3	IXL Learning	--	\$5,000.00
1	2	6	Student Conductor Program for at-risk students attendance needs.	199-11-6 399-00- 001-24- 000	\$11,920.00
1	2	11	IXL Licensing for 2026-27	199-11-6 329-00- 001-24- 000-	\$5,000.00
2	1	1	Dual Credit Class to prepare at risk students for TSIA2/College Career Readiness	199-11-6 299-00- 001-24- 000	\$3,500.00
				Sub-Total	\$33,420.00



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