Coppell Independent School District

Coppell High School

2025-2026 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.

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Demographics Summary

DEMOGRAPHICS

Coppell High School is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. For the 2025-2026 school year, Coppell ISD will have 10 elementary schools. CHS serves a majority Asian student population in grades 10-12. In the 2024-25 school year, total enrollment was 3,008 which represents an increase of 11.8% since 2020-21 (2,689 learners).

In 2024-25, the student population was 57.4% Asian, 21.1% White, 12.7% Hispanic, 5.3% African American, 0% American Indian/Alaskan Native, 0.1% Native Hawaiian/Pacific Islander and 3.4% multi-racial. Females made up 49.1% of the learners and males represented 50.9%. Our economically disadvantaged percentage was 8.8%.

Our Emergent Bilingual (EB) population consisted of 131 learners that made up 4.4% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (46.6%), Telugu (18.3%), Tamil (7.6%), Arabic (5.3%), and Urdu (5.3%). Additionally, 42.7% of our EBs were also economically disadvantaged.

Our 468 gifted and talented learners constituted 15.6% of our population. Our gender split in the GT group was 43.4% female and 56.6% male. Of the four major ethnic groups, our GT learners were 73.5% Asian, 16.9% White, 5.3% Hispanic and 0.9% African American.

We had 202 learners that qualified for special education services, which represented 6.7% of our population. There were 284 learners with 504 accommodations, which was 9.4% of the total enrollment.

The average daily attendance for our campus in 2024-25 was 95.63%, which increased by 0.78% from the prior year.

STAFFING

CHS employed 195 educators and 30 instructional aides in the 2024-25 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 7.7% Asian, 76.4% White, 8.2% Hispanic, 6.7% African American, and 1% multi-racial. Females made up 48.2% of the educators and males represented 51.8%.

Overall, our educators had a varying level of professional experience: 5.6% (11) were new to teaching with 0-1 years of experience, 19% (37) had 2-5 years, 19.5% (38) had 6-10 years, 14.9% (29) had 11-15 years, 17.4% (34) had 16-20 years, and 23.6% (46) had more than 20 years. Looking at longevity within the district, 24.6% of our teachers had 0-1 years in district, 34.4% had 2-5 years, 19.5% had 6-10 years, 7.2% had 11-15 years, 8.7% had 16-20 years and 5.6% had more than 20 years. The average years of professional experience was 13.1 with 6.6 years in the district.

Advanced degrees were held by 40.5% of our teachers: 69 with master's degrees and 10 with doctorates. Our campus principal had 43 years of career experience in a professional position (not necessarily as a principal) and 39 years in Coppell. Our assistant principals had an average of 15.2 years of professional experience and 1.7 years in the district.

Our educator retention rate from 2023-24 to 2024-25 was 86.4%. For educational aides it was 75%. We hired 26 new teachers in 2024-25. The characteristics of our new teachers were as follows: 3.8% Asian, 77% White, 7.7% Hispanic, 11.5% African American, 50% female, 50% male, 23.1% new to teaching, 19.2% with 2-5 years of professional

experience, 19.2% with 6-10 years, 7.7% with 11-15 years, 27% with 16-20 years, 3.8% with more than 20 years and 13.3% new to the campus. The average years of professional experience was 8.4 with 0.5 years in the district. 30.8% of our new teachers had advanced degrees.

Demographics 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 1 (Prioritized): There is a need to focus on the areas in the district identified with significant dis-proportionality.
Root Cause: 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.

Problem Statement 2 (Prioritized): There is a need to strengthen current practices that prepare all learners for secondary course/program study selection
Root Cause: 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.

Problem Statement 3 (Prioritized): 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.
Root Cause: Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications.

Problem Statement 4 (Prioritized): There is a need to review/analyze all extracurricular and activities/clubs/organization opportunties for learners to help support efforts with sense of belonging and focus on the whole child.
Root Cause: 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.

Problem Statement 5 (Prioritized): There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.
Root Cause: 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.

Problem Statement 6: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.
Root Cause: 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.

Student Learning

Student Learning Summary

	0325 TELPAS Grade 10	0325 TELPAS Grade 11	0325 TELPAS Grade 12
Coppell High School			
Total Students	81	64	37
Date Taken	03/01/25	03/01/25	03/01/25
Lower/Same Level	51.85%	45.31%	78.38%
1 Level Higher	25.93%	32.81%	16.22%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	3.04	2.77	2.66
No Rating	0%	1.56%	0%
Beginning	3.70%	6.25%	2.70%
Intermediate	17.28%	18.75%	35.14%
Advanced	44.44%	56.25%	54.05%
Advanced High	34.57%	17.19%	8.11%
Listening Raw Score	21.04	19.83	19.14
Listening Scale Score	1577.86	1561.81	1555.41
Speaking Raw Score	28.74	25.39	25.38
Speaking Scale Score	1570.84	1537.59	1537.76
Writing Raw Score	29.7	26.88	26.84
Writing Scale Score	1548.14	1522.48	1518.97
Reading Raw Score	25.11	23.97	22.54
Reading Scale Score	1563.93	1550.28	1533.16

	0325 TELPAS Grade 10	0325 TELPAS Grade 11	0325 TELPAS Grade 12
Economic Disadvantage			
Total Students	32	18	6
Date Taken	03/01/25	03/01/25	03/01/25
Lower/Same Level	68.75%	38.89%	83.33%
1 Level Higher	21.88%	44.44%	16.67%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.79	2.37	2.52
No Rating	0%	0%	0%
Beginning	6.25%	22.22%	0%
Intermediate	21.88%	22.22%	33.33%
Advanced	50%	38.89%	66.67%
Advanced High	21.88%	16.67%	0%
Listening Raw Score	21.03	17	21
Listening Scale Score	1584.81	1526.17	1574
Speaking Raw Score	25.34	21.72	25.5
Speaking Scale Score	1540.28	1505.72	1537.83
Writing Raw Score	26.5	21.44	22.17
Writing Scale Score	1517.56	1471.39	1465.5
Reading Raw Score	22.47	19.72	20.83
Reading Scale Score	1534.63	1511.61	1514.5
Asian			
Total Students	44	35	22
Date Taken	03/01/25	03/01/25	03/01/25
Lower/Same Level	34.09%	42.86%	77.27%
1 Level Higher	31.82%	25.71%	18.18%
2 Levels Higher	0%	0%	0%

	0325 TELPAS Grade 10	0325 TELPAS Grade 11	0325 TELPAS Grade 12
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	3.28	3.04	2.9
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	13.64%	11.43%	22.73%
Advanced	38.64%	68.57%	63.64%
Advanced High	47.73%	20%	13.64%
Listening Raw Score	21.98	21.43	20.41
Listening Scale Score	1586.02	1583.51	1574.32
Speaking Raw Score	31.45	27.97	27.91
Speaking Scale Score	1595.61	1559.77	1556.73
Writing Raw Score	32.09	30.51	29.23
Writing Scale Score	1569.93	1558.49	1543.64
Reading Raw Score	27.68	26.29	25.05
Reading Scale Score	1592	1573.83	1558.14
Black/African American			
Total Students	1	-	-
Date Taken	03/01/25	-	-
Lower/Same Level	0%	-	-
1 Level Higher	100%	-	-
2 Levels Higher	0%	-	-
3 Levels Higher	0%	-	-
TELPAS Composite Score	3.8	-	-
No Rating	0%	-	-
Beginning	0%	-	-
Intermediate	0%	-	-
Advanced	0%	-	-

	0325 TELPAS Grade 10	0325 TELPAS Grade 11	0325 TELPAS Grade 12
Advanced High	100%	-	-
Listening Raw Score	24	-	-
Listening Scale Score	1611	-	-
Speaking Raw Score	34	-	-
Speaking Scale Score	1621	-	-
Writing Raw Score	32	-	-
Writing Scale Score	1564	-	-
Reading Raw Score	33	-	-
Reading Scale Score	1649	-	-
Hispanic			
Total Students	28	24	12
Date Taken	03/01/25	03/01/25	03/01/25
Lower/Same Level	71.43%	54.17%	83.33%
1 Level Higher	17.86%	33.33%	16.67%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.74	2.4	2.5
No Rating	0%	4.17%	0%
Beginning	10.71%	16.67%	0%
Intermediate	21.43%	25%	50%
Advanced	50%	41.67%	50%
Advanced High	17.86%	12.50%	0%
Listening Raw Score	19.54	17.54	19
Listening Scale Score	1562.89	1532	1547.08
Speaking Raw Score	24.29	21.58	22.92
Speaking Scale Score	1532.25	1505.5	1519.92
Writing Raw Score	27.86	22.54	25.83

	0325 TELPAS Grade 10	0325 TELPAS Grade 11	0325 TELPAS Grade 12
Writing Scale Score	1528.71	1477.63	1505.17
Reading Raw Score	22.43	20.33	20.75
Reading Scale Score	1534.25	1511.88	1513.67
Native Hawaiian/Pacific Islander			
Total Students	1	-	-
Date Taken	03/01/25	-	-
Lower/Same Level	100%	-	-
1 Level Higher	0%	-	-
2 Levels Higher	0%	-	-
3 Levels Higher	0%	-	-
TELPAS Composite Score	2	-	-
No Rating	0%	-	-
Beginning	0%	-	-
Intermediate	100%	-	-
Advanced	0%	-	-
Advanced High	0%	-	-
Listening Raw Score	9	-	-
Listening Scale Score	1436	-	-
Speaking Raw Score	27	-	-
Speaking Scale Score	1534	-	-
Writing Raw Score	22	-	-
Writing Scale Score	1487	-	-
Reading Raw Score	16	-	-
Reading Scale Score	1473	-	-
Two or More Races			
Total Students	-	1	-
Date Taken	-	03/01/25	-

	0325 TELPAS Grade 10	0325 TELPAS Grade 11	0325 TELPAS Grade 12
Lower/Same Level	-	0%	-
1 Level Higher	-	100%	-
2 Levels Higher	-	0%	-
3 Levels Higher	-	0%	-
TELPAS Composite Score	-	2.8	-
No Rating	-	0%	-
Beginning	-	0%	-
Intermediate	-	0%	-
Advanced	-	100%	-
Advanced High	-	0%	-
Listening Raw Score	-	20	-
Listening Scale Score	-	1549	-
Speaking Raw Score	-	30	-
Speaking Scale Score	-	1574	-
Writing Raw Score	-	25	-
Writing Scale Score	-	1508	-
Reading Raw Score	-	27	-
Reading Scale Score	-	1570	-
White			
Total Students	7	4	3
Date Taken	03/01/25	03/01/25	03/01/25
Lower/Same Level	85.71%	25%	66.67%
1 Level Higher	14.29%	75%	0%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.76	2.7	1.53
No Rating	0%	0%	0%

	0325 TELPAS Grade 10	0325 TELPAS Grade 11	0325 TELPAS Grade 12
Beginning	0%	0%	33.33%
Intermediate	14.29%	50%	66.67%
Advanced	71.43%	25%	0%
Advanced High	14.29%	25%	0%
Listening Raw Score	22.43	19.5	10.33
Listening Scale Score	1602	1554	1450
Speaking Raw Score	29	24.5	16.67
Speaking Scale Score	1567.57	1527	1470
Writing Raw Score	22.86	21.5	13.33
Writing Scale Score	1495.29	1480.25	1393.33
Reading Raw Score	19.86	24.75	11.33
Reading Scale Score	1507	1569.75	1428
Currently Emergent Bilingual			
Total Students	81	64	37
Date Taken	03/01/25	03/01/25	03/01/25
Lower/Same Level	51.85%	45.31%	78.38%
1 Level Higher	25.93%	32.81%	16.22%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	3.04	2.77	2.66
No Rating	0%	1.56%	0%
Beginning	3.70%	6.25%	2.70%
Intermediate	17.28%	18.75%	35.14%
Advanced	44.44%	56.25%	54.05%
Advanced High	34.57%	17.19%	8.11%
Listening Raw Score	21.04	19.83	19.14
Listening Scale Score	1577.86	1561.81	1555.41

	0325 TELPAS Grade 10	0325 TELPAS Grade 11	0325 TELPAS Grade 12
Speaking Raw Score	28.74	25.39	25.38
Speaking Scale Score	1570.84	1537.59	1537.76
Writing Raw Score	29.7	26.88	26.84
Writing Scale Score	1548.14	1522.48	1518.97
Reading Raw Score	25.11	23.97	22.54
Reading Scale Score	1563.93	1550.28	1533.16
Special Ed Indicator			
Total Students	14	7	9
Date Taken	03/01/25	03/01/25	03/01/25
Lower/Same Level	100%	71.43%	88.89%
1 Level Higher	0%	28.57%	11.11%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
TELPAS Composite Score	2.54	2.37	2.44
No Rating	0%	0%	0%
Beginning	7.14%	0%	0%
Intermediate	28.57%	42.86%	66.67%
Advanced	64.29%	57.14%	33.33%
Advanced High	0%	0%	0%
Listening Raw Score	18.86	17.71	17.67
Listening Scale Score	1550.86	1545.14	1532.33
Speaking Raw Score	27.86	24.71	22
Speaking Scale Score	1555.79	1525.71	1508.78
Writing Raw Score	22.86	19.29	25.89
Writing Scale Score	1491.21	1457.86	1519.22
Reading Raw Score	19.57	20	20.44
Reading Scale Score	1504.14	1511.71	1511.11

	Spring 2025 STAAR EOC, US History	Spring 2025 STAAR EOC, English II	Spring 2025 STAAR EOC, English I	Sprin
Coppell High School				
Total Students	763	1066	1041	479
Raw Score	53	47	49	35
Scale Score	4572	4433	4521	4180
Percent Score	67.92%	72.78%	76.55%	59.75
Approaches Grade Level (TX)	98.43%	90.62%	92.03%	89.14
Meets Grade Level (TX)	87.02%	82.36%	85.88%	62.42
Masters Grade Level (TX)	60.03%	26.45%	46.49%	36.74
Date Taken	05/01/25	05/01/25	05/01/25	05/01
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	4.41%	4.23%	4.18%
Did Not Meet High	1.57%	4.97%	3.75%	6.68%
Approaches Low	3.67%	3.10%	2.40%	13.15
Approaches High	7.73%	5.16%	3.75%	13.57
Meets	27%	55.91%	39.39%	25.68
Masters	60.03%	26.45%	46.49%	36.53
Economic Disadvantage				
Total Students	88	124	124	95
Raw Score	44	33	39	30
Scale Score	4249	3947	4156	3944
Percent Score	56.57%	51.85%	61.48%	50.47
Approaches Grade Level (TX)	96.59%	62.10%	73.39%	80%
Meets Grade Level (TX)	68.18%	44.35%	59.68%	38.95

	Spring 2025 STAAR EOC, US History	Spring 2025 STAAR EOC, English II	Spring 2025 STAAR EOC, English I	Sprir
Masters Grade Level (TX)	31.82%	5.65%	23.39%	22.11
Date Taken	05/01/25	05/01/25	05/01/25	05/01
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	19.35%	17.74%	5.26%
Did Not Meet High	3.41%	18.55%	8.87%	14.74
Approaches Low	11.36%	7.26%	4.03%	21.05
Approaches High	17.05%	10.48%	9.68%	20%
Meets	36.36%	38.71%	36.29%	16.84
Masters	31.82%	5.65%	23.39%	22.11
American Indian/Alaskan Native				
Total Students	-	-	3	2
Raw Score	-	-	44	23
Scale Score	-	-	4226	3688
Percent Score	-	-	68.75%	38.98
Approaches Grade Level (TX)	-	-	100%	50%
Meets Grade Level (TX)	-	-	100%	0%
Masters Grade Level (TX)	-	-	0%	0%
Date Taken	-	-	05/01/25	05/01
Excluded	-	-	0%	0%
Did Not Meet Low	-	-	0%	0%
Did Not Meet High	-	-	0%	50%
Approaches Low	-	-	0%	0%
Approaches High	-	-	0%	50%
Meets	-	-	100%	0%
Masters	-	-	0%	0%
Asian				
Total Students	389	603	591	173

	Spring 2025 STAAR EOC, US History	Spring 2025 STAAR EOC, English II	Spring 2025 STAAR EOC, English I	Sprin
Raw Score	56	50	53	41
Scale Score	4698	4575	4691	4431
Percent Score	72.25%	78.51%	82.68%	69.40
Approaches Grade Level (TX)	98.97%	97.51%	96.45%	97.11
Meets Grade Level (TX)	92.03%	91.38%	94.08%	80.92
Masters Grade Level (TX)	70.69%	34.99%	61.25%	56.07
Date Taken	05/01/25	05/01/25	05/01/25	05/01
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	0.83%	1.69%	1.73%
Did Not Meet High	1.03%	1.66%	1.86%	1.16%
Approaches Low	1.54%	1.99%	0.51%	6.94%
Approaches High	5.40%	4.15%	1.86%	9.25%
Meets	21.34%	56.38%	32.83%	24.86
Masters	70.69%	34.99%	61.25%	56.07
Black/African American				
Total Students	51	65	54	43
Raw Score	50	37	38	30
Scale Score	4453	4059	4089	3941
Percent Score	64.35%	57.84%	59.98%	50.57
Approaches Grade Level (TX)	98.04%	78.46%	74.07%	83.72
Meets Grade Level (TX)	86.27%	61.54%	64.81%	44.19
Masters Grade Level (TX)	52.94%	3.08%	11.11%	16.28
Date Taken	05/01/25	05/01/25	05/01/25	05/01
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	10.77%	14.81%	9.30%
Did Not Meet High	1.96%	10.77%	11.11%	6.98%
Approaches Low	1.96%	4.62%	3.70%	18.60

	Spring 2025 STAAR EOC, US History	Spring 2025 STAAR EOC, English II	Spring 2025 STAAR EOC, English I	Sprir
Approaches High	9.80%	12.31%	5.56%	20.93
Meets	33.33%	58.46%	53.70%	27.91
Masters	52.94%	3.08%	11.11%	16.28
Hispanic				
Total Students	108	160	141	104
Raw Score	45	38	41	30
Scale Score	4312	4130	4202	3942
Percent Score	58.30%	60.12%	64.31%	50.36
Approaches Grade Level (TX)	98.15%	73.12%	78.01%	81.73
Meets Grade Level (TX)	69.44%	59.38%	66.67%	43.27
Masters Grade Level (TX)	35.19%	10%	21.99%	16.35
Date Taken	05/01/25	05/01/25	05/01/25	05/01
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	11.25%	10.64%	6.73%
Did Not Meet High	1.85%	15.62%	11.35%	11.54
Approaches Low	13.89%	6.88%	5.67%	23.08
Approaches High	14.81%	6.88%	5.67%	15.38
Meets	34.26%	49.38%	44.68%	26.92
Masters	35.19%	10%	21.99%	16.35
Native Hawaiian/Pacific Islander				
Total Students	1	3	1	1
Raw Score	43	28	47	35
Scale Score	4196	3764	4320	4127
Percent Score	55.13%	43.23%	73.44%	59.32
Approaches Grade Level (TX)	100%	66.67%	100%	100%
Meets Grade Level (TX)	100%	0%	100%	100%
Masters Grade Level (TX)	0%	0%	0%	0%

	Spring 2025 STAAR EOC, US History	Spring 2025 STAAR EOC, English II	Spring 2025 STAAR EOC, English I	Sprir
Date Taken	05/01/25	05/01/25	05/01/25	05/01
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	33.33%	0%	0%
Did Not Meet High	0%	0%	0%	0%
Approaches Low	0%	0%	0%	0%
Approaches High	0%	66.67%	0%	0%
Meets	100%	0%	100%	100%
Masters	0%	0%	0%	0%
Two or More Races				
Total Students	40	28	43	25
Raw Score	52	45	48	37
Scale Score	4518	4355	4481	4254
Percent Score	66.89%	70.31%	75.36%	62.44
Approaches Grade Level (TX)	100%	92.86%	100%	92%
Meets Grade Level (TX)	92.50%	82.14%	86.05%	56%
Masters Grade Level (TX)	60%	21.43%	37.21%	48%
Date Taken	05/01/25	05/01/25	05/01/25	05/01
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	3.57%	0%	0%
Did Not Meet High	0%	3.57%	0%	8%
Approaches Low	0%	7.14%	11.63%	20%
Approaches High	7.50%	3.57%	2.33%	16%
Meets	32.50%	60.71%	48.84%	8%
Masters	60%	21.43%	37.21%	48%
White				
Total Students	174	207	208	131
Raw Score	51	46	46	34

	Spring 2025 STAAR EOC, US History	Spring 2025 STAAR EOC, English II	Spring 2025 STAAR EOC, English I	Spri
Scale Score	4500	4390	4381	4111
Percent Score	65.57%	71.32%	72.10%	57.28
Approaches Grade Level (TX)	97.13%	87.92%	91.83%	86.26
Meets Grade Level (TX)	85.63%	81.64%	80.77%	61.07
Masters Grade Level (TX)	54.02%	22.71%	33.17%	32.82
Date Taken	05/01/25	05/01/25	05/01/25	05/01
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	7.25%	5.29%	4.58%
Did Not Meet High	2.87%	4.83%	2.88%	9.16%
Approaches Low	3.45%	2.42%	3.37%	10.69
Approaches High	8.05%	3.86%	7.69%	14.50
Meets	31.61%	58.94%	47.60%	28.24
Masters	54.02%	22.71%	33.17%	32.06
Currently Emergent Bilingual				
Total Students	66	96	104	75
Raw Score	37	30	32	31
Scale Score	4008	3830	3876	3989
Percent Score	47.09%	46.32%	49.58%	51.82
Approaches Grade Level (TX)	89.39%	54.17%	56.73%	80%
Meets Grade Level (TX)	43.94%	32.29%	38.46%	42.67
Masters Grade Level (TX)	12.12%	1.04%	4.81%	22.67
Date Taken	05/01/25	05/01/25	05/01/25	05/01
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	22.92%	26.92%	8%
Did Not Meet High	10.61%	22.92%	16.35%	12%
Approaches Low	16.67%	9.38%	5.77%	21.33
Approaches High	28.79%	12.50%	12.50%	16%

Coppell High School
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	Spring 2025 STAAR EOC, US History	Spring 2025 STAAR EOC, English II	Spring 2025 STAAR EOC, English I	Spri
Meets	31.82%	31.25%	33.65%	20%
Masters	12.12%	1.04%	4.81%	22.67
First Year of Monitoring				
Total Students	20	42	35	18
Raw Score	47	44	51	39
Scale Score	4330	4277	4516	4301
Percent Score	60.32%	69.23%	79.06%	66.20
Approaches Grade Level (TX)	100%	100%	97.14%	100%
Meets Grade Level (TX)	85%	90.48%	94.29%	88.89
Masters Grade Level (TX)	35%	2.38%	34.29%	44.44
Date Taken	05/01/25	05/01/25	05/01/25	05/01
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%
Did Not Meet High	0%	0%	2.86%	0%
Approaches Low	0%	2.38%	0%	5.56%
Approaches High	15%	7.14%	2.86%	5.56%
Meets	50%	88.10%	60%	44.44
Masters	35%	2.38%	34.29%	44.44
Fourth Year of Monitoring				
Total Students	80	114	104	20
Raw Score	55	52	54	36
Scale Score	4644	4615	4728	4179
Percent Score	70.58%	80.67%	84.93%	60.68
Approaches Grade Level (TX)	100%	98.25%	100%	95%
Meets Grade Level (TX)	90%	96.49%	98.08%	65%
Masters Grade Level (TX)	70%	33.33%	66.35%	30%
Date Taken	05/01/25	05/01/25	05/01/25	05/01

	Spring 2025 STAAR EOC, US History	Spring 2025 STAAR EOC, English II	Spring 2025 STAAR EOC, English I	Sprir
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%
Did Not Meet High	0%	1.75%	0%	5%
Approaches Low	2.50%	0%	0.96%	10%
Approaches High	7.50%	1.75%	0.96%	20%
Meets	20%	63.16%	31.73%	35%
Masters	70%	33.33%	66.35%	30%
Second Year of Monitoring				
Total Students	4	23	17	9
Raw Score	49	47	50	38
Scale Score	4405	4398	4507	4312
Percent Score	63.14%	73.98%	78.31%	64.60
Approaches Grade Level (TX)	100%	100%	94.12%	88.89
Meets Grade Level (TX)	100%	91.30%	94.12%	66.67
Masters Grade Level (TX)	25%	17.39%	47.06%	44.44
Date Taken	05/01/25	05/01/25	05/01/25	05/01
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	0%	5.88%	0%
Did Not Meet High	0%	0%	0%	11.11
Approaches Low	0%	4.35%	0%	11.11
Approaches High	0%	4.35%	0%	11.11
Meets	75%	73.91%	47.06%	22.22
Masters	25%	17.39%	47.06%	44.44
Third Year of Monitoring				
Total Students	2	8	4	2
Raw Score	57	52	53	36
Scale Score	4633	4583	4785	4186

	Spring 2025 STAAR EOC, US History	Spring 2025 STAAR EOC, English II	Spring 2025 STAAR EOC, English I	Sprin
Percent Score	72.44%	81.25%	83.20%	60.17
Approaches Grade Level (TX)	100%	100%	100%	100%
Meets Grade Level (TX)	100%	100%	100%	50%
Masters Grade Level (TX)	100%	25%	50%	50%
Date Taken	05/01/25	05/01/25	05/01/25	05/01
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%
Did Not Meet High	0%	0%	0%	0%
Approaches Low	0%	0%	0%	50%
Approaches High	0%	0%	0%	0%
Meets	0%	75%	50%	0%
Masters	100%	25%	50%	50%
Special Ed Indicator				
Total Students	54	58	79	67
Raw Score	43	28	32	26
Scale Score	4200	3783	3891	3802
Percent Score	54.51%	43.78%	49.58%	43.44
Approaches Grade Level (TX)	88.89%	44.83%	56.96%	64.18
Meets Grade Level (TX)	61.11%	22.41%	36.71%	31.34
Masters Grade Level (TX)	31.48%	5.17%	7.59%	14.93
Date Taken	05/01/25	05/01/25	05/01/25	05/01
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	29.31%	24.05%	14.93
Did Not Meet High	11.11%	25.86%	18.99%	20.90
Approaches Low	7.41%	10.34%	8.86%	14.93
Approaches High	20.37%	12.07%	11.39%	17.91
Meets	29.63%	17.24%	29.11%	16.42

	Spring 2025 STAAR EOC, US History	Spring 2025 STAAR EOC, English II	Spring 2025 STAAR EOC, English I	Spri
Masters	31.48%	5.17%	7.59%	13.43

Student Learning Strengths

Overall we see growth in our US History STAAR EOC Results. Breaking down different sub-pops we see the most significant growth amongst our Special Education Population which is also consistent in our English II STAAR EOC exams showing the in class support model that CHS adopted to replace "co-teaching" supports the needs of our learners.

The consistency amongst all learners in English 2 from 2021 to 2022 show that our educators continue to support the needs of our learners despite on-going curriculum development within the ELAR department.

Algebra 1 shows the least growth amongst all sub-pops as far as approaching and meeting grade level is measured. For our retesters, the purchase of FEV Tutor has supported individualized tutorials designed by need for learners who need accelerated instruction to show success.

Our SPED and Economically disadvantaged learners continue to struggle in all categories, as well as our LEP learners. Data shows the vocabulary on the Biology exam is one that LEP's struggle with and we see a need for interventions for our learners if we are going to continue to see growth in all reporting categories.

FEV Tutor 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 on each of the above mentioned STAAR EOCs.

- Overall performance on SAT, ACT and AP assessments - well above state levels and approaches or exceed the national level of performance
- 70 National Merit Commended
- 48 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 focus on CCMR for our student body.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.
Root Cause: Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments.

Problem Statement 2 (Prioritized): There is a need to continue targeting specific reading, writing, and math skills to focus on early intervention.
Root Cause: Inconsistencies still exist with reading, writing, and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups.

Problem Statement 3 (Prioritized): 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.
Root Cause: Continuing to build on stronger programs for all learners: program completers in CTE, passing rates of TSIA and increasing dual credit participation.

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

Problem Statement 5 (Prioritized): 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 eduation, 504, Emergent Bilingual, Economically Disadvantaged learners, and Gifted and Talented learners.
Root Cause: 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.

Problem Statement 6 (Prioritized): 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.
Root Cause: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

Problem Statement 7 (Prioritized): 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).
Root Cause: Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral, and social emotional growth.

Problem Statement 8 (Prioritized): Build and support an in-house mentoring program for all staff with a focus on our HPLS and how to improve their pedagogy in a manner that prepares learners for future success.
Root Cause: Teacher preparation and alt-cert programs are not providing deep learning in pedagogy for our new staff members.

Problem Statement 9 (Prioritized): 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.
Root Cause: A one size fits all education does not fit the needs of today's learners.

Problem Statement 10 (Prioritized): There is a need to train all educators on the implementation of Universal Design for Learning to encourage critical thinking, problem solving, and innovation.
Root Cause: There are inconsistencies in the levels of student engagement present throughout the building.

Problem Statement 11 (Prioritized): 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.
Root Cause: Learning gaps are present in Tier 2 and Tier 3 students that prevent their success in their classwork.

School Processes & Programs

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 successes 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.

School Processes & Programs 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 jounalism program and KCBY (our student run visual media program).
- A robust AP program, with 3,922 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, TLA 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 1 (Prioritized): There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.
Root Cause: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 2 (Prioritized): 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.
Root Cause: Continued need to build/expand resources/programs.

Problem Statement 3 (Prioritized): 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.
Root Cause: Lack of funding from the state and sustainability for future needs and decline in learner enrollment.

Problem Statement 4 (Prioritized): There is a need to continue revisiting and improving efforts with safety and security for the district.
Root Cause: Continued requirements per the state and safety needs of learners, staff, facilities, etc.

Problem Statement 5 (Prioritized): 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.
Root Cause: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

Problem Statement 6 (Prioritized): There is a need to continue focusing on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)
Root Cause: 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

Problem Statement 7 (Prioritized): There is a need to focus on the impact of technologies within the learning environment. (New innovations- AI, cell phone usage, balance of technologies embedded into learning)
Root Cause: Continued need for balancing hands-on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skill/training

Problem Statement 8 (Prioritized): There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.
Root Cause: 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

Problem Statement 9 (Prioritized): 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.
Root Cause: Loss of instruction time for learners and loss of funding from the state.

Problem Statement 10: There is a need to focus on sequences of pathways within CTE endorsements/enrichment opportunities allowing for learner interest in CTE courses and

stronger ties to career, life readiness and certifications.
Root Cause: We are in the process of refining and adding CTE programs and pathways and developing staff and student voice in the pathways and certifications at CHS.

Problem Statement 11: Continue to use research based programs that bridge the gaps of our learners and allow them to achieve academic success and social emotional support.
Root Cause: 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.

Problem Statement 12: Continue to use and build common assessments and formative assessment data to meet our instructional needs. We need user friendly data platforms to easily monitor learner mastery and progress of standards and curriculum.
Root Cause: Lack of common formative assessment data to educate our practices and instructional focus prevents teachers from making targeted intervention plans as well as determine most effective teaching practices/lessons

Problem Statement 13: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .
Root Cause: Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth. Too many different programs creates barriers to usage and full implementation.

Problem Statement 14: Continue to train and implement clear protocols for safety to our staff and students to be prepared for any crisis situation.
Root Cause: The amount of learners and staff on our campus and the large turnover of staff each year makes it imperative to be on top of protocols and procedures for the safety of all.

Problem Statement 15: There is a need to provide learners with more exposure and education around their options for College, Career, and Military Readiness.
Root Cause: There is a lack of understanding for learners about their options beyond high school.

Problem Statement 16: There is a need to provide educators with incentives to continue their professional growth, and to reward distinguished educators with financial incentives that reflect their performance in the classroom and their impact on student growth and achievement.
Root Cause: There are not currently any programs in CISD that reward teachers with financial incentives for teaching at high levels.

Problem Statement 17: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.
Root Cause: Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs.

Problem Statement 18: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.
Root Cause: Student Mental health needs continue to rise, as needs continue to expand, building and supporting aligned resources and systemic structures for counseling needs in our building is required to ensure learners have well-rounded supports available to them and their families.

Problem Statement 19: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.
Root Cause: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Perceptions

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, Grattitude,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 needed.

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.

Perceptions 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 1 (Prioritized): There is a need to focus on mental health needs, social-emotional, and wellness needs for learners and staff.
Root Cause: Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs.

Problem Statement 2 (Prioritized): There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.
Root Cause: Low pay, high work load, and lack of respect leads to individuals exiting public education or prevents others from entering the profession.

Problem Statement 3 (Prioritized): There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district.
Root Cause: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities.

Problem Statement 4 (Prioritized): There is a need to continue education for CISD families about how we support a balance of hands on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home.
Root Cause: Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology. Lack of parent training/tools to guide a balance of using technologies when not at school.

Problem Statement 5 (Prioritized): There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district.
Root Cause: Lack of funding provided from the state and community/staff understanding of the overall impact concerning the budget.

Problem Statement 6 (Prioritized): 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.
Root Cause: 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).

Problem Statement 7 (Prioritized): Increase the processes and procedures for building relationships at our school through deepening the commitment to each learner to know them and support them in all of their endeavors for success.
Root Cause: Needing to change the focus on content coverage and content focus to learner focused relationships for their growth and emotional health.

Problem Statement 8 (Prioritized): There is a need to identify and elevate additional measures of success for learners.
Root Cause: Lack of focus on the whole child and using multiple measures to show evidence of growth.

Priority Problem Statements

Problem Statement 1: 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 eduation, 504, Emergent Bilingual, Economically Disadvantaged learners, and Gifted and Talented learners.

Root Cause 1: 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.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.

Root Cause 2: Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Build and support an in-house mentoring program for all staff with a focus on our HPLS and how to improve their pedagogy in a manner that prepares learners for future success.

Root Cause 3: Teacher preparation and alt-cert programs are not providing deep learning in pedagogy for our new staff members.

Problem Statement 3 Areas: Student Learning

Problem Statement 5: There is a need to identify and elevate additional measures of success for learners.

Root Cause 5: Lack of focus on the whole child and using multiple measures to show evidence of growth.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Increase the processes and procedures for building relationships at our school through deepening the commitment to each learner to know them and support them in all of their endeavors for success.

Root Cause 6: Needing to change the focus on content coverage and content focus to learner focused relationships for their growth and emotional health.

Problem Statement 6 Areas: Perceptions

Problem Statement 13: 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.

Root Cause 13: A one size fits all education does not fit the needs of today's learners.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: 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.

Root Cause 14: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: 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.

Root Cause 15: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

Problem Statement 15 Areas: Student Learning

Problem Statement 16: 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).

Root Cause 16: Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral, and social emotional growth.

Problem Statement 16 Areas: Student Learning

Problem Statement 17: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.

Root Cause 17: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 18: 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.

Root Cause 18: Loss of instruction time for learners and loss of funding from the state.

Problem Statement 18 Areas: School Processes & Programs

Problem Statement 19: There is a need to train all educators on the implementation of Universal Design for Learning to encourage critical thinking, problem solving, and innovation.

Root Cause 19: There are inconsistencies in the levels of student engagement present throughout the building.

Problem Statement 19 Areas: Curriculum, Instruction, and Assessment - Student Learning

Problem Statement 20: 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.

Root Cause 20: Learning gaps are present in Tier 2 and Tier 3 students that prevent their success in their classwork.

Problem Statement 20 Areas: Student Achievement - Student Learning

Problem Statement 21: 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.

Root Cause 21: Continuing to build on stronger programs for all learners: program completers in CTE, passing rates of TSIA and increasing dual credit participation.

Problem Statement 21 Areas: Student Learning

Problem Statement 22: There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district.

Root Cause 22: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities.

Problem Statement 22 Areas: Perceptions

Problem Statement 23: There is a need to focus on mental health needs, social-emotional, and wellness needs for learners and staff.

Root Cause 23: Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs.

Problem Statement 23 Areas: Perceptions

Problem Statement 24: There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district.

Root Cause 24: Lack of funding provided from the state and community/staff understanding of the overall impact concerning the budget.

Problem Statement 24 Areas: Perceptions

Problem Statement 25: There is a need to continue education for CISD families about how we support a balance of hands on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home.

Root Cause 25: Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology. Lack of parent training/tools to guide a balance of using technologies when not at school.

Problem Statement 25 Areas: Perceptions

Problem Statement 26: 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.

Root Cause 26: 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).

Problem Statement 26 Areas: Perceptions

Problem Statement 27: There is a need to continue targeting specific reading, writing, and math skills to focus on early intervention.

Root Cause 27: Inconsistencies still exist with reading, writing, and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups.

Problem Statement 27 Areas: Student Learning

Problem Statement 28: There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resources implementation tied to learner growth.

Root Cause 28: Inconsistencies still exist within full implementation of curriculum and instructional resources.

Problem Statement 28 Areas: Student Learning

Problem Statement 29: There is a need to review/analyze all extracurricular and activities/clubs/organization opportunties for learners to help support efforts with sense of belonging and focus on the whole child.

Root Cause 29: 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.

Problem Statement 29 Areas: Demographics

Problem Statement 30: There is a need to strengthen current practices that prepare all learners for secondary course/program study selection

Root Cause 30: 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.

Problem Statement 30 Areas: Demographics

Problem Statement 31: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.

Root Cause 31: 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.

Problem Statement 31 Areas: Demographics

Problem Statement 32: There is a need to focus on the areas in the district identified with significant dis-proportionality.

Root Cause 32: 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.

Problem Statement 32 Areas: Demographics

Problem Statement 33: 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.

Root Cause 33: Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications.

Problem Statement 33 Areas: Demographics

Problem Statement 34: 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.

Root Cause 34: Continued need to build/expand resources/programs.

Problem Statement 34 Areas: School Processes & Programs

Problem Statement 35: 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.

Root Cause 35: Lack of funding from the state and sustainability for future needs and decline in learner enrollment.

Problem Statement 35 Areas: School Processes & Programs

Problem Statement 36: There is a need to continue revisiting and improving efforts with safety and security for the district.

Root Cause 36: Continued requirements per the state and safety needs of learners, staff, facilities, etc.

Problem Statement 36 Areas: School Processes & Programs

Problem Statement 37: There is a need to continue focusing on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)

Root Cause 37: 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

Problem Statement 37 Areas: School Processes & Programs

Problem Statement 38: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.

Root Cause 38: 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

Problem Statement 38 Areas: School Processes & Programs

Problem Statement 39: There is a need to focus on the impact of technologies within the learning environment. (New innovations- AI, cell phone usage, balance of technologies embedded into learning)

Root Cause 39: Continued need for balancing hands-on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skill/training

Problem Statement 39 Areas: School Processes & Programs

Problem Statement 40: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.

Root Cause 40: Low pay, high work load, and lack of respect leads to individuals exiting public education or prevents others from entering the profession.

Problem Statement 40 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Study of best practices

Goals

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

Performance Objective 1: All 10th-12th grade learners will be provided high quality Tier I instruction that is aligned to the TEKS, AP, and IB standards.

HB3 Goal

Evaluation Data Sources: 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 Details	Reviews			
Strategy 1: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom.	Formative			Summative
	Nov	Feb	Apr	June
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 2026, 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 2025, with monthly progress monitoring and a summative review in May 2026. -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, 4, 5, 7				

Strategy 2 Details	Reviews			
Strategy 2: We will increase the percentage of annual graduates earning College, Career, and Military Readiness credit will increase from 84% from the 2023 annual graduates to 94% for the class of 2028 annual graduates (2029 Accountability Year).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 TSIA to the students who completed College Prep. This will directly tie to the CCMR Outcome Bonus - Increase the number of aligned industry based certifications (IBCs) offered to students. - Offer at least one IBC for all CTE programs of study. - Identify current 12th graders who are on track to be CTE completers that have not earned an IBC. - CISD CTE Learning Academies provide opportunities for teachers to engage in professional learning targeted to the current needs of our students based on current data. **Staff Responsible for Monitoring:** Principal Dean of CTE Director of CTE CTE Educators Lead Counselor **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 3 - Perceptions 3 **Funding Sources:** Texas College Bridge Class - 199 - State Comp Ed - 199-11-6329-00-001-24 - $15,000				

Strategy 3 Details	Reviews			
Strategy 3: Continue building on mentor training and structures of support for new educators, administrators and staff to CHS.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Growth in new educators, administrators, and staff as far as their understanding of CISD systems and structures and specific strategies to support their role - Sustainability and support for campuses by providing aligned training for new educators, administrators, and staff **Staff Responsible for Monitoring:** Campus administration Instructional Coaches District curriculum directors Professional Learning Director Learning Coaches Team Leads **Problem Statements:** Student Learning 8 - Perceptions 2				

Strategy 4 Details	Reviews			
Strategy 4: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Growth in educators, administrators, and staff as far as the understanding of CISD systems and structures and specific strategies that support learning - Alignment with TIA (Teacher Incentive Allotment) and administrators, support positions, and educators all seeing the focus on what we are looking for within instruction and learner growth - Sustainability and support for campuses by providing aligned resources/training for educators, administrators, and staff - Growth in aligned instructional practices being implemented across the district **Staff Responsible for Monitoring:** Campus Administration Learning Coaches District Content Directors Curriculum and Instruction Leaders **Problem Statements:** Demographics 3 - Student Learning 1, 2, 4, 6				

Strategy 5 Details	Reviews			
Strategy 5: CHS will continue to use our FNL, Saturday School, Specialty tutoring days for EOCs and small group instruction to meet the needs of our at-risk learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: This strategy will enable our learners that are at-risk to be academically supported by our educators with just-in-time instruction for their success in all areas.
    Staff Responsible for Monitoring: Campus Administration
Learning Coaches
Counselors
Educators
 	
    Problem Statements: Student Learning 1, 2, 5
    Funding Sources: Tutoring - 199 - State Comp Ed - 199-11-6118-00-001-24-000- - $13,066				

○ No Progress   ⭕ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 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.   **Root Cause**: Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications.

Student Learning
Problem Statement 1: There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.   **Root Cause**: Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments.
Problem Statement 2: There is a need to continue targeting specific reading, writing, and math skills to focus on early intervention.   **Root Cause**: Inconsistencies still exist with reading, writing, and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups.
Problem Statement 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.   **Root Cause**: Continuing to build on stronger programs for all learners: program completers in CTE, passing rates of TSIA and increasing dual credit participation.
Problem Statement 4: There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resources implementation tied to learner growth.   **Root Cause**: Inconsistencies still exist within full implementation of curriculum and instructional resources.
Problem Statement 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.   **Root Cause**: 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.
Problem Statement 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.   **Root Cause**: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

Student Learning
Problem Statement 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). **Root Cause**: Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral, and social emotional growth.
Problem Statement 8: Build and support an in-house mentoring program for all staff with a focus on our HPLS and how to improve their pedagogy in a manner that prepares learners for future success. **Root Cause**: Teacher preparation and alt-cert programs are not providing deep learning in pedagogy for our new staff members.

Perceptions
Problem Statement 2: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. **Root Cause**: Low pay, high work load, and lack of respect leads to individuals exiting public education or prevents others from entering the profession.
Problem Statement 3: There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district. **Root Cause**: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Continued utilization and training of data analysis protocols (including using NWEA MAP, AWARE, Panorama, etc.) will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Aligned PLC (collaborative team time) structures across the district. - PLC resources for campuses captured in one common area that is accessible for all staff. - Campus leaders and district support staff pushing in for support and guiding campuses on their needs. - Intentional data digs with aligned district assessment platforms and state assessments and district survey tools. - Intentional use of Panorama Student Success Platform for capturing data/documentation for learner growth and progress monitoring. - Targeted data protocols in use across all campuses for varying types of data. - Review current schedules in use for PLC/MTSS collaboration time and audit what is working for staff/learners and sustainability of structures if changes are needed due to lack of funds. -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 weekly 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. -95% staff completion rate by the end of the first grading period. -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:** Student Learning 5, 7 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Continued training and support for understanding, implementing, and evaluating the effectiveness of MTSS (Multi-Tiered Systems of Support) will occur.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Training on Student Success Platform in Panorama and aligned implementation at campuses (supporting day to day supports for all learners) -Growth and alignment in structures for Professional Learning Communities -Collaborative Team Times across the district -Increased student achievement (academic, social emotional and behavioral) -Using NWEA MAP data, 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 5, 7				

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 across the district - Increased student achievement (academic, social emotional and behavioral) -Using NWEA MAP data, 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, 2, 4, 5, 7, 11 - Student Achievement 1 - Perceptions 1, 7				

Strategy 4 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 1, 2, 4, 5, 7 - Perceptions 7				

Strategy 5 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 - Focus on additional behavior resources/tools collection - CISD Curriculum Documents **Staff Responsible for Monitoring:** Campus Administration Campus Counselors Director of Student and Staff Services District MTSS support personnel **Problem Statements:** Student Learning 1, 7 - School Processes & Programs 5 - Perceptions 1, 7				

Strategy 6 Details	Reviews			
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.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Increased attendance rates for campuses - 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 communication between schools, learners and families - Increased funding from the state due to attendance growth **Staff Responsible for Monitoring:** Campus Administration Campus Counselors Support Staff Director os Student Systems Attendance Clerk Director of Student and Staff Services **Problem Statements:** Student Learning 6, 7, 10 - School Processes & Programs 2, 6, 9 - Perceptions 1, 7 - Curriculum, Instruction, and Assessment 7				

Strategy 7 Details	Reviews			
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.	Formative			Summative
	Nov	Feb	Apr	June
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 across campuses, restorative practices, monitoring interventions for learners) - Focus on Universal Design for Learning and Training opportunities for campus leaders and 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) - Implement Poverty Simulation training for campuses - 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 1, 2, 4, 6, 10 - Perceptions 1, 7 - Curriculum, Instruction, and Assessment 7				

Strategy 8 Details	Reviews			
Strategy 8: Continue building on our efforts with Gifted and Talented services and supports to focus on alignment of resources, training, transition from middle and high schools and the embedded supports for intervention and enrichment opportunities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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:** Demographics 3 - Student Learning 5, 7, 9, 10 - School Processes & Programs 8 - Curriculum, Instruction, and Assessment 7				

Strategy 9 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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:** Demographics 2 - Student Learning 1, 4, 5, 7, 10 - School Processes & Programs 8 - Perceptions 8 - Curriculum, Instruction, and Assessment 7				

Strategy 10 Details	Reviews			
Strategy 10: Continue building on our established district-wide framework for Professional Learning Communities (PLCs) that includes clear guidelines and expectations for collaboration, data analysis, and action planning. This framework will include 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.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: - Aligned PLC (collaborative team time) structures across the district - PLC resources for campuses captured in one common area that is accessible for all staff - Campus leaders and district support staff pushing in for support and guiding campuses on their needs - Intentional data digs with aligned district assessment platforms and state assessments and district survey tools - Intentional use of Panorama Student Success Platform for capturing data/documentation for learner growth and progress monitoring - Targeted data protocols in use across all campuses for varying types of data - Review current schedules in use for PLC/MTSS collaboration time and audit what is working for staff/learners and sustainability of structures if changes are needed due to lack of funds **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction Curriculum Department Campus Administrators District/Campus Support Personnel **Problem Statements:** Student Learning 1, 4, 5, 7 - School Processes & Programs 8				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to focus on the areas in the district identified with significant dis-proportionality.   **Root Cause**: 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.
Problem Statement 2: There is a need to strengthen current practices that prepare all learners for secondary course/program study selection   **Root Cause**: 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.
Problem Statement 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.   **Root Cause**: Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications.

Student Learning
Problem Statement 1: There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.   **Root Cause**: Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments.

Student Learning

Problem Statement 2: There is a need to continue targeting specific reading, writing, and math skills to focus on early intervention. **Root Cause**: Inconsistencies still exist with reading, writing, and math skills focused on early intervention and identification of needs, especially within specific grades/learner groups.

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

Problem Statement 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 eduation, 504, Emergent Bilingual, Economically Disadvantaged learners, and Gifted and Talented learners. **Root Cause**: 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.

Problem Statement 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. **Root Cause**: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

Problem Statement 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). **Root Cause**: Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral, and social emotional growth.

Problem Statement 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. **Root Cause**: A one size fits all education does not fit the needs of today's learners.

Problem Statement 10: There is a need to train all educators on the implementation of Universal Design for Learning to encourage critical thinking, problem solving, and innovation. **Root Cause**: There are inconsistencies in the levels of student engagement present throughout the building.

Problem Statement 11: 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. **Root Cause**: Learning gaps are present in Tier 2 and Tier 3 students that prevent their success in their classwork.

School Processes & Programs

Problem Statement 1: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 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. **Root Cause**: Continued need to build/expand resources/programs.

Problem Statement 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. **Root Cause**: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

Problem Statement 6: There is a need to continue focusing on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion) **Root Cause**: 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

Problem Statement 8: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings. **Root Cause**: 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

Problem Statement 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. **Root Cause**: Loss of instruction time for learners and loss of funding from the state.

Perceptions

Problem Statement 1: There is a need to focus on mental health needs, social-emotional, and wellness needs for learners and staff. **Root Cause**: Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs.

Problem Statement 7: Increase the processes and procedures for building relationships at our school through deepening the commitment to each learner to know them and support them in all of their endeavors for success. **Root Cause**: Needing to change the focus on content coverage and content focus to learner focused relationships for their growth and emotional health.

Problem Statement 8: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth.

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

Performance Objective 1: All 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 Sources: -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 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 - Student Learning 3 - Perceptions 3				

Strategy 2 Details	Reviews			
Strategy 2: Strengthen STEAM (Science, Technology, Engineering, Art, and Mathematics) implementation and alignment between elementary, middle, and Coppell High School.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 3 - Student Learning 4, 9 - Perceptions 3				

Strategy 3 Details	Reviews			
Strategy 3: Coppell High School will host College Night in the Fall and a Spring Club/Organization Event in the Spring to showcase possible pathways to future success for our learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Learners will make knowledgeable decisions for their future endeavors. **Staff Responsible for Monitoring:** Campus Administration Counselors Campus Educators **Problem Statements:** Student Learning 3 - School Processes & Programs 8 - Perceptions 3, 7				

Strategy 4 Details	Reviews			
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 success for their future.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in awareness of programs and resources at CHS which could support learners in their future. **Staff Responsible for Monitoring:** Campus Administration Counselors **Problem Statements:** Perceptions 3				

Strategy 5 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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:** Student Learning 9 - School Processes & Programs 8				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to strengthen current practices that prepare all learners for secondary course/program study selection   **Root Cause**: 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.
Problem Statement 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.   **Root Cause**: Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications.

Student Learning
Problem Statement 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.   **Root Cause**: Continuing to build on stronger programs for all learners: program completers in CTE, passing rates of TSIA and increasing dual credit participation.
Problem Statement 4: There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resources implementation tied to learner growth.   **Root Cause**: Inconsistencies still exist within full implementation of curriculum and instructional resources.
Problem Statement 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.   **Root Cause**: A one size fits all education does not fit the needs of today's learners.

School Processes & Programs
Problem Statement 8: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.   **Root Cause**: 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

Perceptions
Problem Statement 3: There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district.   **Root Cause**: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities.
Problem Statement 7: Increase the processes and procedures for building relationships at our school through deepening the commitment to each learner to know them and support them in all of their endeavors for success.   **Root Cause**: Needing to change the focus on content coverage and content focus to learner focused relationships for their growth and emotional health.

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

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 Sources: Digital Portfolios - Bulb
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 Details	Reviews			
Strategy 1: Continue focusing on expectations for Bulb Digital Portfolio usage and implementation in supporting staff goal setting/evidence collection, highlighting learner processes and products of experiences learning and tracking learner growth with Student Learning Objective (SLO) goals for Teacher Incentive Allotment (TIA)	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Learner digital portfolios and specific expectations for capturing evidence K-12 (resume of success and growth) - CISD staff digital portfolios and specific evidence for goals including Teacher Incentive Allotment evidence of llearner growth - Digital Portfolio continued training and implementation - Aligned expectations for campuses throughout the year tied to Community Based Accountability - Showcase learner and staff examples of growth as a part of campus events, district highlights and during training opportunities for professional learning - Increase focus on academic achievement as well as highlighting extracurriculars, electives, clubs/organizations, service learning projects, etc. - Resume Builder and examples of career opportunities to highlight portfolios (tied to CCMR) **Staff Responsible for Monitoring:** Assistant Superintendent of Curriculum and Instruction Curriculum Department, Intervention Services Campus Administrators Campus Support Personnel **Problem Statements:** Demographics 2, 3, 4 - Student Learning 3, 4 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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:** Demographics 3 - School Processes & Programs 1, 7, 8 - Perceptions 4, 8				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to strengthen current practices that prepare all learners for secondary course/program study selection   **Root Cause**: 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.
Problem Statement 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.   **Root Cause**: Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications.
Problem Statement 4: There is a need to review/analyze all extracurricular and activities/clubs/organization opportunties for learners to help support efforts with sense of belonging and focus on the whole child.   **Root Cause**: 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.
Student Learning
Problem Statement 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.   **Root Cause**: Continuing to build on stronger programs for all learners: program completers in CTE, passing rates of TSIA and increasing dual credit participation.

Student Learning

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

School Processes & Programs

Problem Statement 1: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 7: There is a need to focus on the impact of technologies within the learning environment. (New innovations- AI, cell phone usage, balance of technologies embedded into learning) **Root Cause**: Continued need for balancing hands-on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skill/training

Problem Statement 8: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings. **Root Cause**: 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

Perceptions

Problem Statement 4: There is a need to continue education for CISD families about how we support a balance of hands on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home. **Root Cause**: Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology. Lack of parent training/tools to guide a balance of using technologies when not at school.

Problem Statement 8: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth.

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

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 Sources: -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 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Training focused on AI for CISD 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 - School Processes & Programs 7, 8 - Perceptions 4				

Strategy 2 Details	Reviews			
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.	Formative			Summative
	Nov	Feb	Apr	June
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) - Focus on coding alignment elementary, middle, high - 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:** School Processes & Programs 1, 7, 8 - Perceptions 4				

○ No Progress　　◯ Accomplished　　➡ Continue/Modify　　✕ Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 4: There is a need to consistently monitor and measure the impact of the aligned curriculum and instructional resources implementation tied to learner growth. **Root Cause**: Inconsistencies still exist within full implementation of curriculum and instructional resources.
School Processes & Programs
Problem Statement 1: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

School Processes & Programs
Problem Statement 7: There is a need to focus on the impact of technologies within the learning environment. (New innovations- AI, cell phone usage, balance of technologies embedded into learning)   **Root Cause**: Continued need for balancing hands-on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skill/training
Problem Statement 8: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.   **Root Cause**: 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

Perceptions
Problem Statement 4: There is a need to continue education for CISD families about how we support a balance of hands on learning and technology integration within instruction. Also, helping families to guide this balance for their children at home.   **Root Cause**: Not having a consistent way to show families what day to day learning looks like within the classroom and families understanding the required technology TEKS and innovative ways learners can/are using technology. Lack of parent training/tools to guide a balance of using technologies when not at school.

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

Performance Objective 1: Coppell High School will continue to review current 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 Sources: - 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
- CISD Strategic Design Work
- Region 10 compliance and additional trainings for staff
- Partnerships with organizations such as The Defensive Line, Crimestoppers of Houston, etc.

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 ofBehavior Services and Coordinator of School Safety Staff **Problem Statements:** Student Learning 6, 7 - School Processes & Programs 2 - Perceptions 1, 6, 7				

Strategy 2 Details	Reviews			
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).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 - Perceptions 1, 7				

Strategy 3 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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) at our high school campuses - 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 lead 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 **Problem Statements:** Demographics 4 - Student Learning 3, 6 - School Processes & Programs 2 - Perceptions 1, 6, 7				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: There is a need to review/analyze all extracurricular and activities/clubs/organization opportunties for learners to help support efforts with sense of belonging and focus on the whole child.   **Root Cause**: 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.

Student Learning
Problem Statement 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.   **Root Cause**: Continuing to build on stronger programs for all learners: program completers in CTE, passing rates of TSIA and increasing dual credit participation.
Problem Statement 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.   **Root Cause**: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners
Problem Statement 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).   **Root Cause**: Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral, and social emotional growth.

School Processes & Programs
Problem Statement 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.   **Root Cause**: Continued need to build/expand resources/programs.

Perceptions
Problem Statement 1: There is a need to focus on mental health needs, social-emotional, and wellness needs for learners and staff.   **Root Cause**: Barriers still exist with implementing resources/training fully, and understanding/supporting/providing resources for the wide variety of needs.
Problem Statement 6: 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.   **Root Cause**: 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).
Problem Statement 7: Increase the processes and procedures for building relationships at our school through deepening the commitment to each learner to know them and support them in all of their endeavors for success.   **Root Cause**: Needing to change the focus on content coverage and content focus to learner focused relationships for their growth and emotional health.

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

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 Sources: - 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 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	Feb	Apr	June
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 4, 5 - Perceptions 6				

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 4: There is a need to continue revisiting and improving efforts with safety and security for the district.   **Root Cause**: Continued requirements per the state and safety needs of learners, staff, facilities, etc.
Problem Statement 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.   **Root Cause**: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

Perceptions
Problem Statement 6: 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.   **Root Cause**: 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).

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

Performance Objective 1: Coppell High School will continue to investigate, implement and evaluate tools/resources/assessments that monitor growth within the educational system.

> **Evaluation Data Sources:** Utilization of aligned resources purchased by the district, District/Campus common formative assessments, Online district pamphlet created with quantitative/qualitative data, CISD Teacher Incentive Allotment plan, resources and communications

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Promote CBAS-aligned student experiences across all campuses - 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 CISD 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:** School Processes & Programs 8				

Strategy 2 Details	Reviews			
Strategy 2: CHS will fully implement the CISD Teacher Incentive Allotment (TIA).	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Alignment within evaluation practices across the district	**Nov**	**Feb**	**Apr**	**June**
- Provide additional funding to educators who meet standards through the TIA - Onboarding training created for staff about the TIA - Approval from the state for TIA - Increase efforts concerning recruitment with the implementation of TIA **Staff Responsible for Monitoring:** Campus Administration District HR Leader Director of Curriculum and Instruction **Problem Statements:** Perceptions 2				

Strategy 3 Details	Reviews			
Strategy 3: 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	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 11 - Student Achievement 1 **Funding Sources:** IXL Licensing for 2025-26 - 199 - State Comp Ed - 199-11-6329-00-001-24-000- - $6,000				

No Progress   Accomplished   Continue/Modify   ✗ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 11: 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. **Root Cause**: Learning gaps are present in Tier 2 and Tier 3 students that prevent their success in their classwork.
School Processes & Programs
Problem Statement 8: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings. **Root Cause**: 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
Perceptions
Problem Statement 2: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. **Root Cause**: Low pay, high work load, and lack of respect leads to individuals exiting public education or prevents others from entering the profession.

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

Performance Objective 2: 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 Sources: Panorama Parent Survey
District Safety Coordinator
Safety Assistant Principal
MAT Team

Strategy 1 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Aligned practices for safety and security across the district - Aligned training for staff and learners in CHS - Safety of learners and staff in CHS - Communication to all stakeholders about safety and practices of CHS - Continued implementation of door sweeps of 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				
⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Performance Objective 3: CHS will continue to leverage a variety of communication tools and partnership to increase clarity and consistency of campus information and processes for stakeholders.

Evaluation Data Sources: Internal/external (newsletters, blogs. website)
Schoology courses and resource management
Video connections (Facebook live, recordings, screen casts, meetings, etc.)

Strategy 1 Details	Reviews			
Strategy 1: Continue efforts with communication to all staff, families and community members as we work through processes with sharing learning happening across the district, strategic design efforts, budgeting needs and decisions regarding needs and working through bond projects.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Keep our families and learners informed on our progress with bond projects on campus and of our learners success and achievements on our campus. Identify relevant communication strategies to reach all subsets of key stakeholders. Ensure all CHS parents and guardians, teachers and staff, students and community members receive timely and relevant information that enhances their experience. Increased engagement for staff, families, learners and community members in what is happening through our CHS Newsletter and our CHS Monday Memo. **Staff Responsible for Monitoring:** Campus Administration Campus Lead Counselor Campus Support Staff **Problem Statements:** School Processes & Programs 8 - Perceptions 2, 3, 5				

Strategy 2 Details	Reviews			
Strategy 2: CHS will provide a strong sense of community engagement and partnerships.	**Formative**			**Summative**
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 **Problem Statements:** Perceptions 5, 7	**Nov**	**Feb**	**Apr**	**June**

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 8: There is a need to continue focusing on the ways we are being innovative, creative and forward thinking with our teaching and learning practices and program offerings.   **Root Cause**: 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
Perceptions
Problem Statement 2: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.   **Root Cause**: Low pay, high work load, and lack of respect leads to individuals exiting public education or prevents others from entering the profession.
Problem Statement 3: There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district.   **Root Cause**: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities.
Problem Statement 5: There is a need to continue informing our community and staff of budgetary decisions and sustainability needs for the district.   **Root Cause**: Lack of funding provided from the state and community/staff understanding of the overall impact concerning the budget.
Problem Statement 7: Increase the processes and procedures for building relationships at our school through deepening the commitment to each learner to know them and support them in all of their endeavors for success.   **Root Cause**: Needing to change the focus on content coverage and content focus to learner focused relationships for their growth and emotional health.

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

Performance Objective 4: 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 Sources: - 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 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	Feb	Apr	June
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 - Perceptions 6				

Strategy 2 Details	Reviews			
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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
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 1 - School Processes & Programs 4, 7				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: There is a need to continue providing a strong focus on high quality Tier I instruction and research-based classroom interventions.   **Root Cause**: Inconsistencies with implementation of evidence based learning strategies and targeted interventions/enrichments.

School Processes & Programs
Problem Statement 4: There is a need to continue revisiting and improving efforts with safety and security for the district.   **Root Cause**: Continued requirements per the state and safety needs of learners, staff, facilities, etc.
Problem Statement 7: There is a need to focus on the impact of technologies within the learning environment. (New innovations- AI, cell phone usage, balance of technologies embedded into learning)   **Root Cause**: Continued need for balancing hands-on learning with screen time for learners, lack of system for cell phone practices, need for additional frameworks within curriculum documents for guidance for educators when/how to truly embed technology TEKS and increase digital citizenship skill/training

Perceptions
Problem Statement 6: 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.   **Root Cause**: 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).

Campus Funding Summary

			199 - State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Texas College Bridge Class	199-11-6329-00-001-24	$15,000.00
1	1	5	Tutoring	199-11-6118-00-001-24-000-	$13,066.00
4	1	3	IXL Licensing for 2025-26	199-11-6329-00-001-24-000-	$6,000.00
				Sub-Total	$34,066.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student and Staff Services and Campus Administrators	7/24/2023	Robyn Webb	8/21/2025
Child Abuse and Neglect	Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Campus Counselors	1/8/2025	Robyn Webb	8/21/2025
Coordinated Health Program	Coordinator of Health Services and Director of Child Nutrition, Campus Administrators	1/8/2023	Robyn Webb	8/21/2025
Decision-Making and Planning Policy Evaluation	Superintendent	7/5/2023	Robyn Webb	8/21/2025
Disciplinary Alternative Education Program (DAEP)	Director of Student and Staff Services and Campus Administrators	1/30/2023	Robyn Webb	8/21/2025
Dropout Prevention	Assistant Superintendent of C&I	1/8/2025	Robyn Webb	8/21/2025
Dyslexia Treatment Program	Executive Director of Intervention Services and Campus Administrators	1/8/2025	Robyn Webb	8/21/2025
Pregnancy Related Services	Assistant Superintendent of C&I and Campus Counselors	4/1/2025	Robyn Webb	8/21/2025
Post-Secondary Preparedness	Assistant Superintendent of C&I		Robyn Webb	8/21/2025
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of C&I and Assistant Superintendent of Administrative Services	1/30/2023	Robyn Webb	8/21/2025
Student Welfare: Crisis Intervention Programs and Training	Assistant Superintendent of C&I and Support Counselors	6/10/2025	Robyn Webb	8/21/2025
Student Welfare: Discipline/Conflict/Violence Management	Assistant Superintendent of C&I and Support Counselors	9/21/2023	Robyn Webb	8/21/2025
Technology Integration	Assistant Superintendent of C&I and Executive Director of Technology	5/30/2025	Robyn Webb	8/21/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Operations Officer	6/24/2024	Robyn Webb	8/21/2025