

**Coppell Independent School District**  
**New Tech High**  
**2025-2026 Campus Improvement Plan**



# Mission Statement

## NTH@C Mission Statement

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



# Value Statement

## CISD Core Values

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

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

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

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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### DEMOGRAPHICS

New Tech High @ Coppel is in Coppel 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, Coppel ISD will have 10 elementary schools. NTH@C serves a majority Asian student population in grades 9-12. In the 2024-25 school year, total enrollment was 316, which represents a decrease of 5.6% since 2020-21 (335 learners).

In 2024-25, the student population was 38.1% Asian, 36.4% White, 14.2% Hispanic, 5.7% African American, 0.3% American Indian/Alaskan Native, 0.6% Native Hawaiian/Pacific Islander, and 4.7% multi-racial. Females made up 53.2% of the learners, and males represented 46.8%. Our economically disadvantaged percentage was 7.6%.

Our Emergent Bilingual (EB) population consisted of 15 learners who made up 4.7% of our campus. The top 4 foreign languages spoken by this student group were Tamil (6.7%), Arabic (6.7%), French (6.7%), and Amharic (6.7%). Additionally, 6.7% of our EBs were also economically disadvantaged.

Our 52 gifted and talented learners constituted 16.4% of our population. Our gender split in the GT group was 51.9% female and 48.1% male. Of the four major ethnic groups, our GT learners were 26.9% Asian, 48.1% White, 19.2% Hispanic, and 0% African American.

We had 40 learners who qualified for special education services, which represented 12.7% of our population. There were 51 learners with 504 accommodations, which was 16.1% of the total enrollment.

The average daily attendance for our campus in 2024-25 was 96.26%, which increased by 1.15% from the prior year.

#### STAFFING

NTH@C employed 29 educators and 1 instructional aide in the 2024-25 school year. The number of teachers and aides remained the same from the prior year. The ethnic breakdown for the teaching staff was 13.8% Asian, 62.1% White, 10.3% Hispanic, 10.3% African American, and 3.4% multi-racial. Females made up 51.7% of the educators, and males represented 48.3%.

Overall, our educators had a varying level of professional experience: 6.9% (2) were new to teaching with 0-1 years of experience, 17.2% (5) had 2-5 years, 24.1% (7) had 6-10 years, 10.3% (3) had 11-15 years, 24.1% (7) had 16-20 years, and 17.2% (5) had more than 20 years. Looking at longevity within the district, 31% of our teachers had 0-1 years in the district, 27.6% had 2-5 years, 13.8% had 6-10 years, 24.1% had 11-15 years, and 3.4% had 16-20 years. The average years of professional experience was 12.7, with 5.8 years in the district.

Advanced degrees were held by 41.3% of our teachers--12 with master's degrees. Our campus principal had 15 years of career experience in a professional position (not necessarily as a principal) and 9 years in Coppel. Our assistant principals had an average of 14 years of professional experience and 14 years in the district.

Our educator retention rate from 2023-24 to 2024-25 was 85.7%. For educational aides, it was 0%. We hired 5 new teachers in 2024-25. The characteristics of our new teachers were as follows 20% Asian, 20% White, 20% Hispanic, 40% African American, 60% female, 40% male, 20% new to teaching, 20% with 2-5 years of professional experience, 20% with

11-15 years, 40% with 16-20 years, and 17.2% new to the campus. The average years of professional experience was 10, with 2.6 years in the district. 20% of our new teachers had advanced degrees.



### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** There is a need to focus on Multi-Tiered Systems of Support (MTSS) and best practices in project-based learning to ensure we are meeting the wide variety of needs within specific learner populations.

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

**Problem Statement 2 (Prioritized):** There is a need to enhance communication, engagement, and perceptions for NTH@C families, all other secondary families, and the local community due to reimagining and potential location change of the campus.

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

**Problem Statement 3:** There is a need for increased training of learners in understanding themselves and their own needs, and they need to consider and understand the gifts, abilities, and needs of others.

**Root Cause:** District demographics have shifted in recent years and learners also need to develop skills in self-management and empathy.

**Problem Statement 4:** There is a need to focus on state-required character traits, specific social-emotional skills, and mental health needs, which impact lesson design, curriculum resources, and staff training.

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

**Problem Statement 5:** There is a need to analyze and review data for Gifted and Talented, Honors courses, AP courses, and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning.

**Root Cause:** There are underserved learners in different programs coming from identified demographic areas

**Problem Statement 6:** There is a need to continue our efforts with CCMR, including increased CTE endorsements/enrichment opportunities, increased dual credit opportunities, and increased TSIA participation (as needed) through Texas College Bridge opportunities.

**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

## Student Learning Summary

New Tech High @ Coppell (NTH@C) demonstrates a strong commitment to student achievement through rigorous academic programming and a focus on college and career readiness. Learners consistently outperform state averages on college readiness exams, with an average ACT score of 22.6 compared to the Texas state average of 20.5, and an average SAT score of 1083 versus the state's 959. The school offers 21 Advanced Placement (AP) courses and 28 honors-level classes, giving learners access to a wide range of challenging academic opportunities. Additionally, the school's graduation requirements include job shadowing, internships, a senior capstone project, and at least 40 hours of community service, preparing students for success beyond high school.

NTH@C's mission to empower learners through real-world problem-solving and leadership is reflected in its project-based learning model and New Tech Network affiliation. Learners are assessed on five key learning outcomes: Agency, Collaboration, Oral Communication, Written Communication, and Knowledge & Thinking. With a 90% college matriculation rate to four-year institutions and numerous acceptances to top universities across the nation, NTH@C graduates leave well-prepared for the demands of higher education. The school's continued recognition as a New Tech Network Demonstration Site and Apple Distinguished School further underscores its dedication to academic excellence and innovation.

## Dual Credit Summary – Dallas College (2024–2025)

Over the 2024–2025 school year, a total of 128 students from New Tech High @ Coppell participated in Dual Credit courses at Dallas College across the summer, fall, and spring terms.

- Summer 2024 saw the highest enrollment, with 72 students completing 139 courses successfully, while 11 courses were dropped and 6 courses were failed.
- In Fall 2024, 30 students were enrolled. They passed 50 courses, dropped 7, and failed 8.
- During Spring 2025, 26 students passed 29 courses, dropped 8, and failed 3.

Across all terms, learners passed a total of 218 courses, dropped 26, and failed 17, demonstrating a strong overall success rate in Dual Credit participation.

## Emergent Bilingual (EB)

New Tech High @ Coppell serves fewer than 10 Emergent Bilingual (EB) learners, and TELPAS data from 2023 to 2025 shows steady growth in English proficiency across all domains. Most learners advanced from Intermediate to Advanced levels in Composite, Listening, and Speaking, reflecting improved communication and comprehension skills.

Progress was also seen in Reading and Writing, with several students moving up to Advanced or Advanced High levels. These gains highlight the effectiveness of targeted support and the learners' readiness for continued academic success.

## Student Learning Strengths

### Advanced Placement (AP)

The 2025 AP data for New Tech High @ Coppell highlights significant academic strengths across a wide range of subjects. An impressive 79% of all AP exams earned a score of 3 or higher, marking the highest success rate in at least the past five years. Several subjects demonstrated exceptional performance, with 100% of learners scoring a 3 or above in Chemistry, both Physics C exams, Research, Seminar, Spanish Language, and Spanish Literature. High averages and pass rates were also seen in English Language & Composition

(94% pass rate), World History: Modern (95%), and Human Geography (82%), showcasing the strength of instruction and learner readiness in both STEM and humanities. These outcomes reflect the depth of vertical and horizontal alignment in learning at NTH@C, as well as the dedication of both facilitators and students across the campus.

### State of Texas Assessments of Academic Readiness (STAAR)

The Spring 2025 STAAR data for New Tech High @ Coppell demonstrates strong overall student performance across key subjects. Notably, in US History, 61.4% of students achieved the highest “Masters” level, with no students failing to meet standards. Similarly, Biology shows excellent results, with over half (52.78%) reaching “Masters” and none scoring below “Meets.” In English I and II, a significant majority of learners met or exceeded standards, with 56.16% and 39.24% achieving “Masters” respectively, and over 90% meeting or surpassing expectations overall. Although Algebra I shows room for growth, nearly two-thirds of students met or mastered the standards, reflecting solid foundational skills in math. These results reflect the effectiveness of instruction and student readiness, highlighting strong academic achievement across disciplines.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** There is a need to provide a stronger focus on high-quality Tier I instruction and research-based classroom interventions.

**Root Cause:** Lack of knowledge and understanding of evidence-based learning strategies and targeted interventions

**Problem Statement 2 (Prioritized):** There is a need to consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth.

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

**Problem Statement 3 (Prioritized):** Despite strong overall AP performance at New Tech High @ Coppell, math remains a challenge. Only 25% in Calculus AB, 29% in Calculus BC, and 23% in Statistics scored a 3 or higher. Similarly, STAAR Algebra I results show only 63% of students meeting or mastering standards, with 33% still below expectations. These results point to a clear need for targeted math support.

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

**Problem Statement 4:** There is a need to improve learner performance on nationally normed tests like the PSAT, SAT, ACT, and Advanced Placement.

**Root Cause:** Lack of an emphasis on preparation for these assessments in previous years

**Problem Statement 5:** There is a need to continue targeting specific reading, writing, and math skills to focus on quality intervention.

**Root Cause:** Information inundation in mediums with limited reading and writing skills needed and a dependence on tools to supplement number sense and basic mathematical systems development.

**Problem Statement 6:** There is a need to focus on learner-to-learner and staff-to-learner support systems to increase personal accountability capacity within learners and their social living skills.

**Root Cause:** Lack of support for learners to take an active role in problem-solving uncomfortable social interactions in a healthy way

**Problem Statement 7:** There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger connections to career, life readiness, and increased certifications for learners.

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

**Problem Statement 8:** There is a need to focus on state-required character traits, specific social-emotional skills, and mental health needs which impact lesson design, curriculum resources, and staff training.

**Root Cause:** Rise in juvenile anxiety and depression and a decline in juvenile resilience to adapt and advocate for self

**Problem Statement 9:** There is a need to utilize qualitative and quantitative data to advance all learners toward meeting targeted goals with specific emphasis on at-risk, special education, 504, emergent bilingual, and economically disadvantaged learners.

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

**Problem Statement 10:** There is a need to continue focusing on the ways we are being innovative, creative, and forward-thinking with our teaching and learning practices and program offerings.

**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



# School Processes & Programs

## School Processes & Programs Summary

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

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

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

## School Processes & Programs Strengths

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

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

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

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

Signature programs and practices include:

- New Tech Network affiliation (Spotlight School Distinction)
- Networking groups for learners
- PQS protocol for project development and refinement

- FLEX Fridays for learner choice, leadership, passion projects, and social-emotional learning
- Capstone graduation requirement
- Community Service graduation requirement
- Job Shadowing and Internship graduation requirement
- Alumni volunteers and spotlights

Additional strengths of the campus model include:

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

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** There is a need to create and maintain systems to support high levels of learning for all.

**Root Cause:** Lack of a coordinated approach among our various interventions and offerings.

**Problem Statement 2 (Prioritized):** There is a need to develop consistent safety and security protocols to ensure every learner's safety.

**Root Cause:** The recognition of TEA's increased security audits and protocols.

**Problem Statement 3 (Prioritized):** There is a need to focus on the attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)

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

**Problem Statement 4:** There is a need for the stewardship of instructional materials and facilities are necessary and require systems to inventory and care for each item.

**Root Cause:** The need for instructional materials and facilities.

**Problem Statement 5:** There is a need to continue to gather and analyze data as a campus to improve learner outcomes.

**Root Cause:** Evolving needs of learners and future demands in college and workplace.

**Problem Statement 6:** There is a need to support learners in understanding post-secondary options and processes.

**Root Cause:** The need to develop strong programs to support College, Career, and Military Readiness (CCMR)

# Perceptions

## Perceptions Summary

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

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

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

We prioritize social-emotional learning and intentional support for both learners and staff. Our current vision centers on building the NTH@C Legacy—equipping learners to pursue their passions, solve real-world problems, and lead in their communities. Through partnerships with alumni, local organizations, and broader community networks, we are working to build a culture where New Tech is seen as an integral, valued part of Coppel ISD and the wider Coppel community.

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

Looking ahead, New Tech High @ Coppel will undergo a board-required reimagining of the school's purpose and vision for the 2026–2027 school year. This process will involve collective input from staff, learners, families, alumni, and community stakeholders as we redefine how NTH@C can best serve future generations while staying rooted in our core values of innovation, collaboration, and authentic learning.

## Perceptions Strengths

### Perception Strengths Summary

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

- **Authentic Project-Based Learning**  
Our instructional model centers on real-world, project-based learning that challenges learners to apply knowledge in meaningful and impactful ways.
- **Focus on Learning Outcomes and Soft Skills**  
Our five learning outcomes—Knowledge and Thinking, Oral Communication, Written Communication, Collaboration, and Agency—intentionally foster both academic and interpersonal skills essential for post-secondary success.
- **Welcoming and Relationship-Driven Culture**  
NTH@C fosters a vibrant, welcoming community where differences, relationships, and learner voice are celebrated.
- **Flexible Scheduling that Supports Innovation**  
Our flexible structure allows for interdisciplinary learning, passion projects, collaborative work, and leadership opportunities.

- Multi-Tiered Systems of Support  
We offer layered interventions that promote both acceleration and extension, ensuring all learners are supported at their level.
- Ongoing Professional Growth for Educators  
Staff engage in continuous professional learning through PQS (Praise, Questions, Suggestions) sessions, weekly PD, New Tech Network supports, and community-based partnerships.

### **Culture & Climate Strengths**

Recent Panorama Education Survey data highlights the strength of our campus culture:

For Students (Grades 6–12):

- Supportive Relationships: 89% favorable (80th–99th percentile)
- School Safety: 82% favorable (80th–99th percentile)
- Belonging: 65% favorable (60th–79th percentile)
- Perseverance: 64% favorable (60th–79th percentile)
- Social Awareness: 68% favorable (40th–59th percentile)
- Sense of School Fit: 62% favorable (40th–59th percentile)
- Valuing of School: 62% favorable (40th–59th percentile)

For Families:

- Barriers to Engagement: 83% favorable (40th–59th percentile)
- School Safety: 77% favorable (40th–59th percentile)
- School Climate: 73% favorable (40th–59th percentile)
- Grit: 59% favorable (60th–79th percentile)
- Learning Behaviors: 61% favorable (60th–79th percentile)

For Staff (Teachers and School Staff):

- School Leadership: 91%–99% favorable (80th–99th percentile)
- Staff-Leadership Relationships: 96%–100% favorable (80th–99th percentile)
- School Climate: 85%–96% favorable (80th–99th percentile)
- Educating All Students: 89% favorable (80th–99th percentile)

- Evaluation: 79%–83% favorable (80th–99th percentile)
- Belonging: 75%–88% favorable (60th–99th percentile)
- Feedback and Coaching: 67%–73% favorable (80th–99th percentile)

Notably, teachers reported a 100% agreement that their work is fulfilling and that staff respect diversity. These indicators place New Tech High @ Coppell among the highest-performing campuses in the district in terms of culture, climate, and leadership.

### **Community Engagement and Next Steps**

New Tech High @ Coppell benefits from a highly involved PTSO and a range of long-standing community partnerships. However, learner feedback indicates a need to increase the involvement of external experts in project work. A key priority moving forward is to expand partnerships with local businesses, alumni, and organizations to enhance:

- Project design and authenticity
- Guest mentorship and evaluation
- Business tours and job-shadowing opportunities
- Cross-curricular project collaboration

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** We have a need to increase community partnerships on the campus to support student learning and learning outcomes.

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

**Problem Statement 2 (Prioritized):** We have a need to continue to increase enrollment on the campus.

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

**Problem Statement 3:** We have a need to remain in alignment with the CISD's Core Values and Mission Statement.

**Root Cause:** Strategic design efforts have led to the development of a strategic plan for the district as a guide for strategic visioning efforts at each campus and district.

**Problem Statement 4:** There is a need to enhance communication and engagement with families and the community.

**Root Cause:** Lack of offerings from the school staff and PTSO and a lack of desire for targeted parents and community members to attend offerings.

**Problem Statement 5:** There is a need to increase social and emotional learning for all students and staff.

**Root Cause:** Needs of learners are evolving and both staff and learners need to gain knowledge about those changing needs.

**Problem Statement 6:** There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district.

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

# Priority Problem Statements

**Problem Statement 1:** We have a need to continue to increase enrollment on the campus.

**Root Cause 1:** Program diversity, district-level marketing decrease, antiquated school name, and community misperception of the program as well as learners choosing to transfer to Coppell High School for various reasons (including program offerings, desires for a traditional learning style, and avoidance of social dynamics)

**Problem Statement 1 Areas:** Perceptions

**Problem Statement 2:** We have a need to increase community partnerships on the campus to support student learning and learning outcomes.

**Root Cause 2:** Motivation and scheduling difficulties of facilitators and community members as well as transportation costs and scheduling to avoid learners missing instruction.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** There is a need to create and maintain systems to support high levels of learning for all.

**Root Cause 3:** Lack of a coordinated approach among our various interventions and offerings.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 5:** There is a need to develop consistent safety and security protocols to ensure every learner's safety.

**Root Cause 5:** The recognition of TEA's increased security audits and protocols.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** There is a need to focus on Multi-Tiered Systems of Support (MTSS) and best practices in project-based learning to ensure we are meeting the wide variety of needs within specific learner populations.

**Root Cause 6:** Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** There is a need to enhance communication, engagement, and perceptions for NTH@C families, all other secondary families, and the local community due to reimagining and potential location change of the campus.

**Root Cause 7:** Barriers exist within the current system with communication and engagement, desires, and opportunities. Barriers exist for learners to join the school due to location, transportation, cultural perceptions, and course offerings.

**Problem Statement 7 Areas:** Demographics

**Problem Statement 8:** There is a need to provide a stronger focus on high-quality Tier I instruction and research-based classroom interventions.

**Root Cause 8:** Lack of knowledge and understanding of evidence-based learning strategies and targeted interventions

**Problem Statement 8 Areas:** Student Learning

**Problem Statement 9:** There is a need to consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth.

**Root Cause 9:** Limited instruments are currently implemented to monitor and collect quality data and to analyze it in qualitative areas.

**Problem Statement 9 Areas:** Student Learning

**Problem Statement 10:** There is a need to focus on the attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)

**Root Cause 10:** Loss of instruction time for learners and loss of funding from the state

**Problem Statement 10 Areas:** School Processes & Programs

**Problem Statement 11:** Despite strong overall AP performance at New Tech High @ Coppel, math remains a challenge. Only 25% in Calculus AB, 29% in Calculus BC, and 23% in Statistics scored a 3 or higher. Similarly, STAAR Algebra I results show only 63% of students meeting or mastering standards, with 33% still below expectations. These results point to a clear need for targeted math support.

**Root Cause 11:** There may be a need for foundational skill support to close learning gaps, adjustments to curriculum and pacing, careful consideration of course selection and placement, and enhanced instructional supports.

**Problem Statement 11 Areas:** Student Learning



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- State and federal planning requirements

## **Accountability Data**

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

## **Student Data: Assessments**

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

## **Student Data: Behavior and Other Indicators**

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

## **Employee Data**

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

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** Personal Growth and Experiences: NTH@C will achieve our full potential by learning at high levels and taking ownership of our learning.

**Performance Objective 1:** All 9th-12th grade learners will be provided high-quality Tier I instruction, aligned to the TEKS.

## **HB3 Goal**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> By May 2026, instructional leaders (administration, learning coaches, curriculum directors, intervention services, etc.) will provide at least four targeted professional learning sessions and ongoing coaching support for classroom educators focused on Tier I instructional strategies--specifically small group instruction and the use of formative assessments--with the goal of increasing teacher implementation as measured by walkthrough data and educator feedback.</p> <p><b>Strategy's Expected Result/Impact:</b> High-quality Tier I instruction that supports inquiry-based and project-based learning for all learners</p> <p>A campus-specific checklist of "look fors" highlighting effective instructional strategies across all content areas, including interdisciplinary projects</p> <p>Consistent implementation of aligned instructional strategies within New Tech and across the district that drive measurable learner growth</p> <p>Increased differentiated learning experiences and scaffolded supports tailored to diverse learner needs in collaborative and technology-rich classroom environments</p> <p>Targeted professional learning opportunities provided by New Tech facilitators in partnership with district specialists</p> <p>Curriculum enhancements and resources that integrate small group instruction and formative assessment strategies within project-based learning units</p> <p>Expanded training focus areas, which may include project-based learning (PBL), problem-based learning, Kagan cooperative learning structures, and Universal Design for Learning (UDL) to engage all learners effectively</p> <p>Clear and specific SMART goals in New Tech's Campus Improvement Plan aimed at full implementation of small group instruction and formative assessment practices, aligned to the campus' unique learner-centered model</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Learning Coach</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> College Ready: The percent of graduates meeting the Texas Success Initiative criteria in both Math and Reading will increase from 74% in August 2024 (class of 2023) to 81% in August 2029 (class of 2028). **Official results from TEA will not be released till mid August 2029. Figure 3.1</p> <p><b>Strategy's Expected Result/Impact:</b> GPM 3.1</p> <p>College Ready: The percentage of graduates meeting the Texas Success Initiative criteria in both Math and Reading will increase from 74% in August 2024 (class of 2023) to 81% in August 2029 (class of 2028). **Official results from TEA will not be released until mid-August 2029. Figure 3.1</p> <p>Reminder, CCMR data lags a year. Accountability Year (AY) percentages reflect previous annual graduates. Example: 2024 Accountability reflects Spring 2023 annual graduates.</p> <p>GPM 3.2.</p> <p>Career Ready: The percentage of graduates who are CTE completers and have earned an aligned industry-based certification will increase from 7% in August 2024 (class of 2023) to 25% in August 2029 (class of 2028). **Official results from TEA will not be released until mid-August 2029. Figure 3.2</p> <p>Reminder, CCMR data lags a year. Accountability Year (AY) percentages reflect previous annual graduates. Example: 2024 Accountability reflects Spring 2023 annual graduates. Due to the CTE phase in requirements for CCMR, CTE Completer and IBC data are not available by student subpopulation. Individual data points for CTE Completer status and IBC status are available by student subpopulation, but this combined metric is only reported in total without subpopulation disaggregation. Recall that after full phase in, a career-ready CCMR point is earned by both being a CTE Completer AND earning an aligned IBC in the same program of study.</p> <ul style="list-style-type: none"> <li>- Continued professional learning for multiple stakeholder groups on CCMR to raise awareness.</li> <li>- Annual Post High School Fair in September: representatives from various businesses, trade schools, colleges, and the military.</li> <li>- 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.</li> <li>- Continued collaboration with secondary counselors on CCMR in proactively identifying CCMR needs for their students.</li> <li>- Identify current 12th graders who have not yet earned CCMR credit and enroll in College Prep Math and/or Reading.</li> <li>- Offer the TSIA to the students who completed College Prep. This will directly tie to the CCMR Outcome Bonus</li> <li>- Increase the number of aligned industry-based certifications (IBCs) offered to students.</li> <li>- Offer at least one IBC for all CTE programs of study.</li> <li>- Identify current 12th graders who are on track to be CTE completers who have not earned an IBC.</li> <li>- 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.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselor, CTE Director</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	Apr	June

No Progress

Accomplished

Continue/Modify

Discontinue





**Goal 1:** Personal Growth and Experiences: NTH@C 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 of all learners.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> By May 2026, New Tech will implement PLC/MTSS meetings at least weekly during the Content Team Times using data protocols to address learner needs, with progress documented in Panorama and SMART goals included in the Campus Improvement Plan.</p> <p><b>Strategy's Expected Result/Impact:</b> Aligned PLC structures that support facilitator collaboration during scheduled team time, with a focus on learner-centered, project-based instruction</p> <p>New Tech-specific PLC resources housed in a shared digital space accessible to all facilitators and support staff</p> <p>Campus leadership and district partners (learning coaches, curriculum leads) push in to guide facilitator teams based on identified learner needs</p> <p>Regular data dives using tools such as MAP Growth, STAAR, learner work artifacts, and district survey tools to drive instructional decisions</p> <p>Consistent use of the Panorama Student Success Platform to track learner progress and document supports for academic, behavioral, and SEL growth</p> <p>Use of data protocols tailored for New Tech's instructional model, ensuring intentional analysis of both quantitative and qualitative learner data</p> <p>Ongoing review and refinement of PLC/MTSS schedules and structures to ensure they are sustainable, learner-focused, and aligned with staffing and budget realities</p> <p>Specific, actionable SMART goals for PLC and MTSS implementation outlined in New Tech's Campus Improvement Plan</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Learning Coach, Department Chairs, Grade Level Leaders</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> By May 2026, New Tech facilitators will meet in PLCs weekly to use data protocols and tools such as NWEA MAP, AWARE, and Panorama to identify learner needs, create common formative assessments, and monitor growth. Team members will document successes and share appropriate celebrations with the staff for momentum. <b>Strategy's Expected Result/Impact:</b> - 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, mClass and other district/classroom assessments to review growth of learners - Creation of pre-post assessments, rubric creation <b>Staff Responsible for Monitoring:</b> Admin and Learning Coach		Formative			Summative
		Nov	Feb	Apr	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> By May 2026, Acquisition Specialists will provide academic vocabulary training each semester to support educators in meeting the needs of Emergent Bilingual learners. Educators will receive mentoring, coaching, and targeted resources, with evidence of implementation reflected in lesson plans, walkthroughs, and learner progress data. <b>Strategy's Expected Result/Impact:</b> Training for educators on specific classroom strategies to support English Learners, with an emphasis on Sheltered Instruction Strategies and the usage of Content and Language Objectives. Resources for educators (including embedded items within curriculum documents for English Learners). Increased utilization of appropriate classroom strategies for Emergent Bilingual Learners. Increased student achievement and progress levels. Use of Panorama for system of housing learner needs. Continued focus on expressive language proficiency levels and spiraling this learning through training throughout the year. <b>Staff Responsible for Monitoring:</b> Administration, Language Acquisition Specialist		Formative			Summative
		Nov	Feb	Apr	June
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> By May 2026, at least 50% of Flex Fridays and weekly online remediation (NoRedInk a GetMoreMath) will include targeted math and ELA remediation using online resources and intervention curriculum funded through State Compensatory Education. Instruction will address academic, social-emotional, and behavioral needs of identified at-risk learners, with progress monitored through formative assessments and SEL data. <b>Strategy's Expected Result/Impact:</b> Learners in ELA and Math will improve and accelerate intervention learning with teacher and digital supports. <b>Staff Responsible for Monitoring:</b> Administration, Math and ELA department heads  <b>Problem Statements:</b> Student Learning 1, 3 <b>Funding Sources:</b> Get More Math Online Curriculum - 199 - State Comp Ed - \$1,000, Teacher Curated ELA Intervention Activities and Intervention Learning - 199 - State Comp Ed - \$200, Planning Days for Teachers to Prepare Interventions - 199 - State Comp Ed - \$200		Formative			Summative
		Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> By May 2026, New Tech will conduct periodic data reviews of truancy and chronic absenteeism, communicate regularly with families, and implement targeted attendance intervention plans, aiming to increase attendance rates of identified learners by at least 5%. <b>Strategy's Expected Result/Impact:</b> Incidents of late and absent learners will be reduced. Documentation for exempt absences will be returned by families with greater consistency. <b>Staff Responsible for Monitoring:</b> Administration, Attendance Clerk, District Communication Team	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> By May 2026, New Tech will reduce zeros on assignments and improve STAAR scores and CCMR indicators by providing Thursday Night Tutoring (TNT), FLEX day tutoring, daily study hall remediation, facilitator planning time, and specialty tutoring days focused on EOCs and small group instruction for at-risk learners. Progress will be measured by a decrease in zeros and growth on the TSIA, PSAT, SAT, and AP exams. <b>Strategy's Expected Result/Impact:</b> At-risk learners will see an increase in their performance and projected performance on EOCs and other standardized measures. <b>Staff Responsible for Monitoring:</b> Administration  <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 3 - School Processes & Programs 1 <b>Funding Sources:</b> Tutoring Funds (Extra Duty Pay) - 199 - State Comp Ed - \$556, Planning Days Subs for Teachers - 199 - State Comp Ed - \$200	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> There is a need to focus on Multi-Tiered Systems of Support (MTSS) and best practices in project-based learning to ensure we are meeting the wide variety of needs within specific learner populations. <b>Root Cause:</b> Inconsistencies exist within instruction, the support provided for instruction through training/resources/curriculum and implementation/evaluation of growth in meeting the wide variety of learner needs.
Student Learning
<b>Problem Statement 1:</b> There is a need to provide a stronger focus on high-quality Tier I instruction and research-based classroom interventions. <b>Root Cause:</b> Lack of knowledge and understanding of evidence-based learning strategies and targeted interventions  <b>Problem Statement 3:</b> Despite strong overall AP performance at New Tech High @ Coppell, math remains a challenge. Only 25% in Calculus AB, 29% in Calculus BC, and 23% in Statistics scored a 3 or higher. Similarly, STAAR Algebra I results show only 63% of students meeting or mastering standards, with 33% still below expectations. These results point to a clear need for targeted math support. <b>Root Cause:</b> There may be a need for foundational skill support to close learning gaps, adjustments to curriculum and pacing, careful consideration of course selection and placement, and enhanced instructional supports.

School Processes & Programs
<b>Problem Statement 1:</b> There is a need to create and maintain systems to support high levels of learning for all. <b>Root Cause:</b> Lack of a coordinated approach among our various interventions and offerings.



**Goal 2: Authentic Contributions:** NTH@C will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the local and global community.

**Performance Objective 1:** All 9th through 12th grade learners will have opportunities to participate in learning that is relationship-driven, real-world, engaging, allowing for choice and individual learning styles, hands-on, service-oriented, and creating a sense of community.

**Evaluation Data Sources:** Curriculum documents, Panorama Survey data, Data gathered from families and learners on 9-12 course/certification interest, Data gathered on 9-12 course requests and analyzed for specific areas of learning, Training documentation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> New Tech will provide training and resources for educators and/or encourage facilitators to participate in trainings that enhance curriculum connections to real-world applications and strengthen the understanding and implementation of Career Technical Education (CTE) and College, Career, and Military Readiness (CCMR). <b>Strategy's Expected Result/Impact:</b> Learners will deepen their learning about different pathways and also develop possible areas for internship and job shadowing. Partnership with Dallas College - Dual Credit - participation Texas College Prep via Texas College Bridge for High School Increase the use of business partners and resident experts to support curriculum connections Provide training on course selection and opportunities Provide training that highlights real-world application in lesson design <b>Staff Responsible for Monitoring:</b> Campus Administration, Content Directors, and Club Sponsors	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 11th-grade learners will be encouraged to sign up for and take the SAT in March 2024 <b>Strategy's Expected Result/Impact:</b> More learners will sign up to take the SAT than have in subsequent years. <b>Staff Responsible for Monitoring:</b> Counselor, Testing Coordinator, Counselor	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Strengthen STEAM (Science, Technology, Engineering, Art, and Mathematics) implementation on campus by aligning programs across elementary, middle, and high schools, and partnering with other schools to enhance STEAM and leadership initiatives. <b>Strategy's Expected Result/Impact:</b> Growth in learner engagement levels Building stronger problem-solving and design-thinking skills Building an understanding of CTE and career connections Increasing ways for learners to show success in leading and learning <b>Staff Responsible for Monitoring:</b> Administration, Learning Coach, CTE Department Chair, CTE/Math/Science Content Directors.	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify







Discontinue

**Goal 2: Authentic Contributions:** NTH@C will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the local and global community.

**Performance Objective 2:** All 9th through 12th grade learners will have multiple opportunities to highlight and showcase evidence of academic, social-emotional learning and interest/passions. (i.e. service learning, digital portfolios, presentations, goal setting tools, etc.)

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue emphasizing the use of Bulb Digital Portfolios to support facilitator goal setting and evidence collection, showcasing learner processes and products through project-based experiences, and tracking growth aligned to Student Learning Objective (SLO) goals for the Teacher Incentive Allotment (TIA). <b>Strategy's Expected Result/Impact:</b> Learners will have multiple entries in their bulb portfolio and should be able to start comparing different years, and facilitators will be able to show learner growth through their portfolios and the learners'. <b>Staff Responsible for Monitoring:</b> Campus administration, Learning Coach, District TIA Representatives	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Facilitators will assess learners through various methods and provide opportunities for learners to demonstrate understanding via hands-on projects, digital tools, and creative practices, with a strong focus on communicating these experiences to families and the wider community. <b>Strategy's Expected Result/Impact:</b> Learners will be more engaged in the content and feel a greater sense of belonging with one another and the community. <b>Staff Responsible for Monitoring:</b> Campus Administration, Learning Coach	Formative			Summative
	Nov	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 2: Authentic Contributions:** NTH@C will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the local and global community.

**Performance Objective 3:** Instructional leaders will have an intentional focus on using digital learning 9-12 to ensure full implementation of the state Technology TEKS, innovative ways to embed technologies, a balance of technology with hands-on learning activities, and use of technology to promote critical thinking and differentiated learning experiences for all.

**Evaluation Data Sources:** Classroom Observations, PLC Reviews





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide training and lesson design ideas focused on intentional use of digital learning tools, embedding the updated Technology TEKS for learning, and creating a shared balance of technology with intentional hands-on learning experiences.  <b>Strategy's Expected Result/Impact:</b> Enhanced documentation and reflection of learner growth through digital portfolios aligned with facilitator goals and accountability measures (TIA).  Increased use of varied, authentic assessment methods that engage learners actively and creatively.  Stronger communication and transparency with families and the community about learner progress and achievements.  Overall improvement in learner engagement, understanding, and measurable growth through meaningful, project-based learning experiences. <b>Staff Responsible for Monitoring:</b> Administration and Learning Coach	Formative			Summative
	Nov	Feb	Apr	June
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

**Goal 3:** Well-Being and Mindfulness: NTH@C will learn, engage, and work in a safe yet challenging and responsive environment.

**Performance Objective 1:** New Tech will continue to review and curate curriculum documents and implement specific programs for needed support/resources for counseling, social-emotional learning, mental health, and drug/alcohol awareness.

**Evaluation Data Sources:** School Calendar, Panorama Survey Data





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> New Tech will dedicate time each Flex Friday for Networking sessions focused on social-emotional check-ins with learners, led by Networking Team Captains in collaboration with Hope Squad. Additionally, the campus will regularly review and update curriculum documents to integrate targeted programs and resources addressing counseling, social-emotional learning, mental health, and drug/alcohol awareness to meet learner needs effectively. <b>Strategy's Expected Result/Impact:</b> All learners will experience dedicated portions of their school day focused on social-emotional learning rather than academic content. This intentional time will foster stronger connections to school culture and peers, encouraging learners to share and support one another. As a result, there will be a measurable reduction in nurse and counselor visits related to emotional regulation and social challenges. <b>Staff Responsible for Monitoring:</b> Campus administration, Counselor, HOPE Squal Leaders, Nurse	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Update and integrate curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content) <b>Strategy's Expected Result/Impact:</b> Increased staff awareness of student needs and equip learners with state mandated training expectations. <b>Staff Responsible for Monitoring:</b> Campus admin, learning coach, and counselor	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Revise, update, and implement PK-12 curriculum documents to intentionally integrate social-emotional learning and character education supports. Acquire and provide necessary resources that emphasize TEA's defined character traits--such as courage, trustworthiness, integrity, respect, responsibility, fairness, caring, good citizenship, school pride, and gratitude--to foster learner development in these areas across all grade levels.</p> <p><b>Strategy's Expected Result/Impact:</b> A comprehensive, cohesive 9-12 curriculum that consistently embeds social-emotional learning and character education.</p> <p>Learners demonstrating growth in key character traits such as responsibility, integrity, and empathy.</p> <p>Improved school climate through stronger relationships, respect, and positive behavior among learners.</p> <p>Increased learner engagement and motivation stemming from a supportive and values-driven environment.</p> <p>Greater alignment across grade levels supporting seamless social-emotional development from early childhood through high school.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Admin, Counselor, Nurse, HOPE Squad Sponsors</p>	Formative			Summative
	Nov	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 3:** Well-Being and Mindfulness: NTH@C will learn, engage, and work in a safe yet challenging and responsive environment.

**Performance Objective 2:** New Tech will continue to communicate systems and provide intentional training on the importance of relationships, mental health, behavior, and aligned discipline practices/supports across the district.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will regularly review and analyze discipline, behavior, bullying, and threat assessment data to identify trends and implement targeted interventions and supports for learners. <b>Strategy's Expected Result/Impact:</b> Improved staff understanding and consistent application of relationship-building, mental health supports, and aligned discipline practices.  Reduction in behavioral incidents, bullying, and threats through proactive, data-driven interventions.  Enhanced learner safety and well-being, fostering a positive school climate.  More effective use of data to identify needs and tailor supports for individual learners.  Stronger collaboration among staff and district partners to address behavioral and social-emotional challenges. <b>Staff Responsible for Monitoring:</b> Administration, Campus Counselor	Formative			Summative
	Nov	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Goal 4:** Organizational Improvement and Strategic Design: New Tech 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:** New tech will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of the training.

**Evaluation Data Sources:** Survey Data and Classroom Implementation

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers at New Tech will actively engage in the Teacher Incentive Allotment (TIA) process by setting, monitoring, and adjusting Student Learning Objectives (SLOs). Instruction will be adapted based on learner data, and progress will be tracked and documented by each teacher to support ongoing learner growth and effectiveness. <b>Strategy's Expected Result/Impact:</b> SLO documents and trackers <b>Staff Responsible for Monitoring:</b> Administration and Learning Coach	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> New Tech will consistently share stories and highlights aligned to the Community-Based Accountability System (CBAS) through social media, campus communications, community events, and internal channels to celebrate growth, showcase learner experiences, and promote transparency and engagement. <b>Strategy's Expected Result/Impact:</b> The community becomes aware of the work NTH@C is doing as it relates to the health of our district through intentional storytelling, transparent communication, and sharing progress aligned with the Community-Based Accountability System (CBAS). <b>Staff Responsible for Monitoring:</b> Campus Admin, Teachers, Communications	Formative			Summative
	Nov	Feb	Apr	June
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				



**Goal 4: Organizational Improvement and Strategic Design:** New Tech 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:** NTH@C will continue to leverage a variety of communication tools and partnerships to increase clarity and consistency of district information and processes for stakeholders.

**Evaluation Data Sources:** Panorama Survey Data, Coppell Community Survey Data





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify relevant communication strategies to reach all subsets of key stakeholders. <b>Strategy's Expected Result/Impact:</b> Ensure all NTH@C parents and guardians, teachers and staff, students and community members receive timely and relevant information that enhances their experience as a CISD stakeholder. <b>Staff Responsible for Monitoring:</b> Campus administration, Communications	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Drive collaboration between NTH@C and strategic allies to develop opportunities, experiences, and skill sets that prepare learners for their next steps. <b>Strategy's Expected Result/Impact:</b> Develop a comprehensive system to ensure strategic partners invest in students' futures <b>Staff Responsible for Monitoring:</b> Campus administration, Communications	Formative			Summative
	Nov	Feb	Apr	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

**Goal 4:** Organizational Improvement and Strategic Design: New Tech 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:** NTH@C will continue to leverage a variety of communication tools and partnership to increase clarity and consistency of district 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, etc.)

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> NTH@C will increase the usage of communication tools to give parents additional information about campus events, drills, etc. <b>Strategy's Expected Result/Impact:</b> Increased community knowledge and involvement in campus events. <b>Staff Responsible for Monitoring:</b> Campus Administration	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to implement door sweeps on campuses and district buildings at least once each week during instructional days. <b>Strategy's Expected Result/Impact:</b> Increase safety and security so all learners can learn in a safe environment. <b>Staff Responsible for Monitoring:</b> Campus administration, SRO	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> New Tech High @ Coppell will implement the state-required personal communication device policy to promote both physical and online safety. The campus will provide clear expectations for device use, educate learners on responsible digital behavior, and establish boundaries to reduce distractions, cyberbullying, and exposure to harmful content. Staff will be trained to enforce the policy consistently, fostering a safe and focused learning environment for all.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased learner focus and engagement during instructional time due to reduced device-related distractions.</p> <p>Improved online safety through education on responsible digital behavior and reduced incidents of cyberbullying or inappropriate content access.</p> <p>A consistent, campus-wide approach to device management that supports a safe and respectful learning environment.</p> <p>Fewer behavioral referrals related to misuse of personal communication devices.</p> <p>Greater awareness among learners and families about the connection between digital habits and mental, emotional, and physical well-being.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

# State Compensatory

## Budget for New Tech High

**Total SCE Funds:** \$478.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

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

# Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	Planning Days for Teachers to Prepare Interventions		\$200.00
1	2	4	Teacher Curated ELA Intervention Activities and Intervention Learning		\$200.00
1	2	4	Get More Math Online Curriculum		\$1,000.00
1	2	6	Planning Days Subs for Teachers		\$200.00
1	2	6	Tutoring Funds (Extra Duty Pay)		\$556.00
Sub-Total					\$2,156.00

# 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