Coppell Independent School District

New Tech High

2024-2025 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 @ Coppell 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. NTH@C serves a majority White student population in grades 9-12. In the 2023-24 school year, total enrollment was 355 which represents an increase of 5.9% since 2019-20 (335 learners).

In 2023-24, the student population was 36.9% Asian, 38% White, 14.6% Hispanic, 4.7% African American, 0.2% American Indian/Alaskan Native, 0.5% 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 7.3%.

Our Emergent Bilingual (EB) population consisted of 19 learners that made up 5.3% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (26.3%), Tamil (10.5%), Amharic (10.5%), Telugu (5.2%), and Arabic (5.2%). Additionally, 10.5% of our EBs were also economically disadvantaged.

Our 51 gifted and talented learners constituted 14.3% of our population. Our gender split in the GT group was 66.6% female and 33.4% male. Of the four major ethnic groups, our GT learners were 39.2% Asian, 41.1% White, 17.6% Hispanic and 0% African American.

We had 37 learners that qualified for special education services, which represented 10.4% of our population. There were 64 learners with 504 accommodations, which was 18% of the total enrollment.

The average daily attendance for our campus in 2023-24 was 95.11%, which decreased by 0.58% from the prior year.

STAFFING

DEMOGRAPHICS

NTH@C employed 29 educators and 1 instructional aides in the 2023-24 school year. The number of teachers increased by 6 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 17.2% Asian, 65.5% White, 6.9% Hispanic, 6.9% African American, 0% American Indian/ Alaskan Native, 0% Native Hawaiian/Pacific Islander and 3.4% multi-racial. Females made up 58.6% of the educators and males represented 41.4%.

Overall, our educators had a varying level of professional experience: 10.3% (3) were new to teaching with 0-1 years of experience, 10.3% (3) had 2-5 years, 34.4% (10) had 6-10 years, 6.9% (2) had 11-15 years, 17.2% (5) had 16-20 years, and 20.6% (6) had more than 20 years. Looking at longevity within the district, 31% of our teachers had 0-1 years in district, 31% had 2-5 years, 13.7% had 6-10 years, 20.6% had 11-15 years, 3.4% had 16-20 years and 0% had more than 20 years. The average years of professional experience was 12 with 5.1 years in the district.

Advanced degrees were held by 44.8% of our teachers: 13 with master's degrees and 0 with doctorates. Our campus principal had 11 years of career experience in a professional position (not necessarily as a principal) and 8 years in Coppell. Our assistant principal(s) had an average of 13 years of professional experience and 13 years in the district.

Our educator retention rate from 2022-23 to 2023-24 was 71.43%. For educational aides it was 0%. We hired 12 new teachers in 2023-24. The characteristics of our new teachers were as follows: 25% Asian, 66.6% White, 8.3% Hispanic, 0% African American, 66.6% female, 33.4% male, 16.6% new to teaching, 16.6% with 2-5 years of professional experience, 25% with 6-10 years, 0% with 11-15 years, 16.6% with 16-20 years, 25% with more than 20 years and 41.3% new to the campus. The average years of professional experience was 11.9 with 4.4 years in the district. 33.3% of our new teachers had advanced degrees.

Demographics Strengths

A strength from previous data is that our active enrollment has increased 14.6% from 335 in the 2019-2020 to 384 for the 2022-2023 school year.

Concerning our student population, the historical trend showed a decline from previous years but saw an increase in enrollment last year and a continued increase for this school year.

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. **Root Cause:** Barriers exist within the current system with communication and engagement desires and opportunities.

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 for additional professional learning for staff members to eliminate potential bias and address equity and inclusivity deficits while maintaining high standards for all learners. **Root Cause:** Barriers exist within our educational system due to a lack of empathy/understanding.

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

Student Learning

Student Learning Summary

NWEA MAP:
Click HERE for the Student Growth Summary Report which shows aggregate growth from Fall 23 to Spring 24. Click HERE for an explanation if needed.

	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
New Tech High @ Coppell				
Total Students	5	6	6	3
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	0%	20%	40%	33.33%
1 Level Higher	100%	80%	60%	66.67%
2 Levels Higher	0%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%
No Rating	0%	0%	0%	0%
Beginning	0%	0%	0%	0%
Intermediate	20%	0%	0%	0%
Advanced	20%	33.33%	33.33%	33.33%
Advanced High	60%	66.67%	66.67%	66.67%
Economic Disadvantage				
Total Students	-	-	1	-
Date Taken	-	-	03/01/24	-
Lower/Same Level	-	-	100%	-
1 Level Higher	-	-	0%	-
2 Levels Higher	-	-	0%	-
3 Levels Higher	-	-	0%	-
No Rating	-	-	0%	-
Beginning	-	-	0%	-
Intermediate	-	-	0%	-
Advanced	-	-	100%	-
Advanced High	-	-	0%	-
Asian				

	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
Total Students	4	3	1	2
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	0%	33.33%	0%	50%
1 Level Higher	100%	66.67%	100%	50%
2 Levels Higher	0%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%
No Rating	0%	0%	0%	0%
Beginning	0%	0%	0%	0%
Intermediate	25%	0%	0%	0%
Advanced	25%	33.33%	0%	50%
Advanced High	50%	66.67%	100%	50%
Black/African American				
Total Students	1	-	1	-
Date Taken	03/01/24	-	03/01/24	-
Lower/Same Level	0%	-	100%	-
1 Level Higher	100%	-	0%	-
2 Levels Higher	0%	-	0%	-
3 Levels Higher	0%	-	0%	-
No Rating	0%	-	0%	-
Beginning	0%	-	0%	-
Intermediate	0%	-	0%	-
Advanced	0%	-	100%	-
Advanced High	100%	-	0%	-
Hispanic				
Total Students	-	2	2	1
Date Taken	-	03/01/24	03/01/24	03/01/24
Lower/Same Level	-	0%	0%	0%
1 Level Higher	-	100%	100%	100%
2 Levels Higher	-	0%	0%	0%
3 Levels Higher	-	0%	0%	0%
No Rating	-	0%	0%	0%
Beginning	-	0%	0%	0%

	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
Intermediate	-	0%	0%	0%
Advanced	-	50%	0%	0%
Advanced High	-	50%	100%	100%
Two or More Races				
Total Students	-	-	1	-
Date Taken	-	-	03/01/24	-
Lower/Same Level	-	-	0%	-
1 Level Higher	-	-	100%	-
2 Levels Higher	-	-	0%	-
3 Levels Higher	-	-	0%	-
No Rating	-	-	0%	-
Beginning	-	-	0%	-
Intermediate	-	-	0%	-
Advanced	-	-	0%	-
Advanced High	-	-	100%	-
White				
Total Students	-	1	1	-
Date Taken	-	03/01/24	03/01/24	-
Lower/Same Level	-	0%	100%	-
1 Level Higher	-	100%	0%	-
2 Levels Higher	-	0%	0%	-
3 Levels Higher	-	0%	0%	-
No Rating	-	0%	0%	-
Beginning	-	0%	0%	-
Intermediate	-	0%	0%	-
Advanced	-	0%	100%	-
Advanced High	-	100%	0%	-
Currently Emergent Bilingual				
Total Students	5	6	6	3
Date Taken	03/01/24	03/01/24	03/01/24	03/01/24
Lower/Same Level	0%	20%	40%	33.33%
1 Level Higher	100%	80%	60%	66.67%

	0324 TELPAS Grade 9	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
2 Levels Higher	0%	0%	0%	0%
3 Levels Higher	0%	0%	0%	0%
No Rating	0%	0%	0%	0%
Beginning	0%	0%	0%	0%
Intermediate	20%	0%	0%	0%
Advanced	20%	33.33%	33.33%	33.33%
Advanced High	60%	66.67%	66.67%	66.67%
Special Ed Indicator				
Total Students	-	2	-	-
Date Taken	-	03/01/24	-	-
Lower/Same Level	-	50%	-	-
1 Level Higher	-	50%	-	-
2 Levels Higher	-	0%	-	-
3 Levels Higher	-	0%	-	-
No Rating	-	0%	-	-
Beginning	-	0%	-	-
Intermediate	-	0%	-	-
Advanced	-	50%	-	-
Advanced High	-	50%	-	-

	Spring 2024 STAAR EOC, US History	Spring 2024 STAAR EOC, English II	Spring 2024 STAAR EOC, English I	Spring 2024 ST
New Tech High @ Coppell				
Total Students	80	81	97	45
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	1.23%	0%	2.22%
Did Not Meet High	0%	2.47%	1.03%	4.44%
Approaches Low	2.50%	1.23%	3.09%	2.22%
Approaches High	6.25%	3.70%	4.12%	15.56%
Meets	28.75%	58.02%	32.99%	26.67%

	Spring 2024 STAAR EOC, US History	Spring 2024 STAAR EOC, English II	Spring 2024 STAAR EOC, English I	Spring 2024 ST
Masters	62.50%	33.33%	58.76%	48.89%
Economic Disadvantage				
Total Students	9	6	5	4
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%	25%
Approaches High	11.11%	0%	0%	25%
Meets	44.44%	66.67%	40%	0%
Masters	44.44%	33.33%	60%	50%
American Indian/Alaskan Native				
Total Students	-	1	-	-
Excluded	-	0%	-	-
Did Not Meet Low	-	0%	-	-
Did Not Meet High	-	0%	-	-
Approaches Low	-	0%	-	-
Approaches High	-	0%	-	-
Meets	-	0%	-	-
Masters	-	100%	-	-
Asian				
Total Students	20	38	34	13
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%
Did Not Meet High	0%	0%	2.94%	0%
Approaches Low	5%	2.63%	0%	0%
Approaches High	0%	5.26%	2.94%	7.69%
Meets	20%	55.26%	26.47%	23.08%

	Spring 2024 STAAR EOC, US History	Spring 2024 STAAR EOC, English II	Spring 2024 STAAR EOC, English I	Spring 2024 ST
Masters	75%	36.84%	67.65%	69.23%
Black/African American				
Total Students	8	4	4	3
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%	0%
Approaches High	0%	0%	25%	33.33%
Meets	50%	100%	25%	33.33%
Masters	50%	0%	50%	33.33%
Hispanic				
Total Students	14	12	16	9
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	8.33%	0%	11.11%
Did Not Meet High	0%	0%	0%	11.11%
Approaches Low	7.14%	0%	12.50%	11.11%
Approaches High	14.29%	0%	0%	11.11%
Meets	50%	58.33%	25%	33.33%
Masters	28.57%	33.33%	62.50%	22.22%
Native Hawaiian/Pacific Islander				
Total Students	-	-	1	-
Excluded	-	-	0%	-
Did Not Meet Low	-	-	0%	-
Did Not Meet High	-	-	0%	-
Approaches Low	-	-	0%	-
Approaches High	-	-	0%	-
Meets	-	-	0%	-

	Spring 2024 STAAR EOC, US History	Spring 2024 STAAR EOC, English II	Spring 2024 STAAR EOC, English I	Spring 2024 ST
Masters	-	-	100%	-
Two or More Races				
Total Students	2	6	5	2
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%	0%
Approaches High	50%	0%	0%	50%
Meets	0%	83.33%	60%	50%
Masters	50%	16.67%	40%	0%
White				
Total Students	36	20	37	18
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%
Did Not Meet High	0%	10%	0%	5.56%
Approaches Low	0%	0%	2.70%	0%
Approaches High	5.56%	5%	5.41%	16.67%
Meets	22.22%	50%	40.54%	22.22%
Masters	72.22%	35%	51.35%	55.56%
Currently Emergent Bilingual				
Total Students	6	6	5	4
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%
Did Not Meet High	0%	16.67%	20%	0%
Approaches Low	16.67%	16.67%	0%	0%
Approaches High	33.33%	16.67%	0%	0%
Meets	50%	33.33%	60%	50%

	Spring 2024 STAAR EOC, US History	Spring 2024 STAAR EOC, English II	Spring 2024 STAAR EOC, English I	Spring 2024 ST
Masters	0%	16.67%	20%	50%
First Year of Monitoring				
Total Students	1	1	-	-
Excluded	0%	0%	-	-
Did Not Meet Low	0%	0%	-	-
Did Not Meet High	0%	0%	-	-
Approaches Low	0%	0%	-	-
Approaches High	0%	0%	-	-
Meets	0%	100%	-	-
Masters	100%	0%	-	-
Fourth Year of Monitoring				
Total Students	6	6	2	-
Excluded	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	-
Did Not Meet High	0%	0%	0%	-
Approaches Low	0%	0%	0%	-
Approaches High	16.67%	0%	0%	-
Meets	33.33%	100%	0%	-
Masters	50%	0%	100%	-
Second Year of Monitoring				
Total Students	1	1	1	-
Excluded	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	-
Did Not Meet High	0%	0%	0%	-
Approaches Low	0%	0%	0%	-
Approaches High	0%	0%	0%	-
Meets	0%	0%	0%	-

	Spring 2024 STAAR EOC, US History	Spring 2024 STAAR EOC, English II	Spring 2024 STAAR EOC, English I	Spring 2024 ST
Masters	100%	100%	100%	-
Third Year of Monitoring				
Total Students	1	1	4	-
Excluded	0%	0%	0%	-
Did Not Meet Low	0%	0%	0%	-
Did Not Meet High	0%	0%	0%	-
Approaches Low	0%	0%	0%	-
Approaches High	0%	0%	0%	-
Meets	100%	0%	25%	-
Masters	0%	100%	75%	-
Section 504				
Total Students	15	10	19	12
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	0%	0%	0%
Did Not Meet High	0%	10%	0%	16.67%
Approaches Low	0%	0%	10.53%	0%
Approaches High	0%	0%	5.26%	8.33%
Meets	53.33%	70%	42.11%	33.33%
Masters	46.67%	20%	42.11%	41.67%
Special Ed Indicator				
Total Students	13	9	9	7
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	11.11%	0%	14.29%
Did Not Meet High	0%	11.11%	0%	0%
Approaches Low	7.69%	0%	11.11%	14.29%
Approaches High	15.38%	22.22%	11.11%	0%
Meets	23.08%	55.56%	44.44%	0%

	Spring 2024 STAAR EOC, US History	Spring 2024 STAAR EOC, English II	Spring 2024 STAAR EOC, English I	Spring 2024 ST
Masters	53.85%	0%	33.33%	71.43%
Coppell High School				
Total Students	638	1042	25	24
Excluded	0%	0%	0%	0%
Did Not Meet Low	0.47%	3.74%	36%	4.17%
Did Not Meet High	1.10%	2.98%	32%	54.17%
Approaches Low	3.45%	2.59%	8%	20.83%
Approaches High	6.74%	2.88%	0%	16.67%
Meets	27.74%	57.97%	20%	0%
Masters	60.50%	29.85%	4%	4.17%
Economic Disadvantage				
Total Students	63	118	10	8
Excluded	0%	0%	0%	0%
Did Not Meet Low	1.59%	11.02%	60%	0%
Did Not Meet High	1.59%	7.63%	20%	62.50%
Approaches Low	11.11%	5.93%	0%	12.50%
Approaches High	11.11%	5.93%	0%	25%
Meets	39.68%	61.02%	20%	0%
Masters	34.92%	8.47%	0%	0%
Asian				
Total Students	284	585	5	3
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	0.68%	0%	0%
Did Not Meet High	1.06%	1.37%	20%	33.33%
Approaches Low	1.76%	1.37%	0%	0%
Approaches High	4.93%	1.88%	0%	33.33%
Meets	18.31%	53.50%	60%	0%

	Spring 2024 STAAR EOC, US History	Spring 2024 STAAR EOC, English II	Spring 2024 STAAR EOC, English I	Spring 2024 ST
Masters	73.94%	41.20%	20%	33.33%
Hispanic				
Total Students	105	135	11	7
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	13.33%	45.45%	14.29%
Did Not Meet High	3.81%	8.15%	45.45%	57.14%
Approaches Low	8.57%	6.67%	9.09%	28.57%
Approaches High	10.48%	5.93%	0%	0%
Meets	37.14%	50.37%	0%	0%
Masters	40%	15.56%	0%	0%
Native Hawaiian/Pacific Islander				
Total Students	-	1	-	-
Excluded	-	0%	-	-
Did Not Meet Low	-	0%	-	-
Did Not Meet High	-	0%	-	-
Approaches Low	-	0%	-	-
Approaches High	-	0%	-	-
Meets	-	100%	-	-
Masters	-	0%	-	-
Two or More Races				
Total Students	24	46	1	1
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	2.17%	100%	0%
Did Not Meet High	0%	4.35%	0%	0%
Approaches Low	4.17%	0%	0%	0%
Approaches High	4.17%	2.17%	0%	100%
Meets	50%	73.91%	0%	0%

	Spring 2024 STAAR EOC, US History	Spring 2024 STAAR EOC, English II	Spring 2024 STAAR EOC, English I	Spring 2024 ST
Masters	41.67%	17.39%	0%	0%
White				
Total Students	184	218	4	10
Excluded	0%	0%	0%	0%
Did Not Meet Low	1.09%	5.50%	50%	0%
Did Not Meet High	0%	1.83%	0%	60%
Approaches Low	2.17%	3.67%	0%	20%
Approaches High	7.61%	2.29%	0%	20%
Meets	30.43%	70.64%	50%	0%
Masters	58.70%	16.06%	0%	0%
Black/African American				
Total Students	41	57	4	3
Excluded	0%	0%	0%	0%
Did Not Meet Low	2.44%	7.02%	25%	0%
Did Not Meet High	0%	10.53%	50%	66.67%
Approaches Low	7.32%	3.51%	25%	33.33%
Approaches High	7.32%	8.77%	0%	0%
Meets	43.90%	59.65%	0%	0%
Masters	39.02%	10.53%	0%	0%
Currently Emergent Bilingual				
Total Students	53	90	13	9
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	18.89%	38.46%	11.11%
Did Not Meet High	9.43%	16.67%	38.46%	44.44%
Approaches Low	16.98%	8.89%	7.69%	22.22%
Approaches High	28.30%	7.78%	0%	22.22%
Meets	33.96%	47.78%	15.38%	0%

	Spring 2024 STAAR EOC, US History	Spring 2024 STAAR EOC, English II	Spring 2024 STAAR EOC, English I	Spring 2024 ST
Masters	11.32%	0%	0%	0%
First Year of Monitoring				
Total Students	5	6	-	-
Excluded	0%	0%	-	-
Did Not Meet Low	0%	0%	-	-
Did Not Meet High	0%	0%	-	-
Approaches Low	0%	0%	-	-
Approaches High	0%	0%	-	-
Meets	80%	66.67%	-	-
Masters	20%	33.33%	-	-
Fourth Year of Monitoring				
Total Students	66	113	-	1
Excluded	0%	0%	-	0%
Did Not Meet Low	0%	0.88%	-	0%
Did Not Meet High	0%	0%	-	100%
Approaches Low	3.03%	0%	-	0%
Approaches High	3.03%	0%	-	0%
Meets	30.30%	66.37%	-	0%
Masters	63.64%	32.74%	-	0%
Second Year of Monitoring				
Total Students	3	6	-	-
Excluded	0%	0%	-	-
Did Not Meet Low	0%	0%	-	-
Did Not Meet High	0%	0%	-	-
Approaches Low	0%	0%	-	-
Approaches High	0%	16.67%	-	-
Meets	33.33%	66.67%	-	-

	Spring 2024 STAAR EOC, US History	Spring 2024 STAAR EOC, English II	Spring 2024 STAAR EOC, English I	Spring 2024 ST
Masters	66.67%	16.67%	-	-
Third Year of Monitoring				
Total Students	10	25	-	-
Excluded	0%	0%	-	-
Did Not Meet Low	0%	0%	-	-
Did Not Meet High	0%	0%	-	-
Approaches Low	0%	0%	-	-
Approaches High	0%	4%	-	-
Meets	40%	80%	-	-
Masters	60%	16%	-	-
Section 504				
Total Students	79	88	6	8
Excluded	0%	0%	0%	0%
Did Not Meet Low	0%	7.95%	33.33%	12.50%
Did Not Meet High	0%	5.68%	33.33%	25%
Approaches Low	2.53%	5.68%	16.67%	37.50%
Approaches High	13.92%	6.82%	0%	25%
Meets	36.71%	60.23%	16.67%	0%
Masters	46.84%	13.64%	0%	0%
Special Ed Indicator				
Total Students	46	60	5	7
Excluded	0%	0%	0%	0%
Did Not Meet Low	6.52%	25%	60%	0%
Did Not Meet High	6.52%	10%	20%	85.71%
Approaches Low	19.57%	15%	0%	0%
Approaches High	15.22%	3.33%	0%	14.29%
Meets	36.96%	45%	20%	0%

	Spring 2024 STAAR EOC, US History	Spring 2024 STAAR EOC, English II	Spring 2024 STAAR EOC, English I	Spring 2024 ST
Masters	15.22%	1.67%	0%	0%

Student Learning Strengths

125 students took 217 AP exams in the spring of 2021. The number of learners earning a score of 3 or higher on an AP exam has increased by .7% over 2020. Specific exam score improvement highlights include an average score of 3.31 on the AP Language and Composition Exam, an average score of 3.75 on the AP Literature and Composition Exam, an average score of 3.72 on the AP Human Geography exam, and an average score of 3.28 for the AP World History exam.

Additionally, 34 learners earned a total of 243 college credit hours through the dual enrollment program.

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: 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 4: 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 5: 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 6: 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 7: 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 8: 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 9: There is a need to strengthen current practices that prepare all learners for secondary course/program 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

School Processes & Programs

School Processes & Programs Summary

Our campus utilizes a campus leadership team to identify areas of needed growth and provide support to educators.

At New Tech High @ Coppell, educators engage in the following activities to support our professional learning community:

- Collaborative Planning Time - Educators meet every throughout the week for our Praise, Questions, and Suggestions (PQS) protocol. Our staff meets weekly to discuss our projects and school initiatives, using feedback from learners, curriculum directors, the district senior leadership team, and digital learning coaches.
- Campus Professional Learning - Educators learn together through professional development offered every Friday morning for our whole staff and as needed throughout the year. Learning is coordinated by our Instructional and Digital Learning Coaches.
- Design Days - Educators meet about once per semester to design and revise their upcoming projects and leverage community partners.
- Response to Intervention - Learner Success Teams meet monthly to discuss concerns and create action plans for at-risk learners and learners needing extra support.
- Accelerated Instruction - Learners who have not been successful on STAAR/EOC exams receive accelerated instruction support during independent study, on Flex-Fridays, and outside of school hours.

School Processes & Programs Strengths

The campus utilizes a campus leadership team to identify areas of needed growth and provide support to educators. Other instructional team systems include departmental teams, grade-level teams, and PQS groups. Departmental teams are the primary PLC (Professional Learning Community) for their curricular vertical alignment. They meet twice a week during a common planning time. Grade-level teams meet primarily for whole-grade initiatives and learning and Learner Success Meetings. PQS Groups consistently modify membership and meet weekly in various capacities. Programs include

- New Tech Network campus (with Spotlight School Distinction)
- Networking groups for learners
- PQS for project ideation and refinement
- FLEX Friday for learner choice, leadership, pursuit of passions, and social-emotional learning
- Capstone graduation requirement
- Community Service graduation requirement
- Job Shadowing and Internship graduation requirement

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 @ Coppell is a project-based learning (PBL) choice high school in Coppell ISD that values diversity, inclusion, and strong staff and student relationships. Our facilitators collaborate to create rigorous, cross-curricular projects that focus on authenticity, based on our 5 learning outcomes: Knowledge and Thinking, Oral Communication, Written Communication, Agency, and Collaboration. The majority of our courses are at the honors level and above, focus on real-world problems/experiences, and provide learners with both rigorous content knowledge and soft skills necessary for college and career success. New Tech High @ Coppell has a strong partnership with both Coppell High School and the 9th-Grade campus, and our learners shuttle to these campuses for a variety of UIL activities and sports and limited LOTE offerings.

New Tech High @ Coppell focuses on social-emotional learning and support for both learners and staff. Additionally, focus on identifying and overcoming learning loss that may have developed for learners as a result of the virtual learning environment during the COVID-19 pandemic and previous learning experiences. Our vision is to establish our theme of NTHC Legacy. We work to develop projects and initiatives to secure transferable learning that allows learners to pursue their passions, collaborate to solve real-world problems, and practice leadership in their communities. NTH@C seeks to partner with alumni and the community, locally and at large, building a community where others value us and see NTH@C as an integral member of the Coppell and Coppell ISD community.

New Tech High @ Coppell has built its professional learning community based on vertical academic teaming and the New Tech Network's Praise, Questions, and Suggestions (PQS) protocol. Our staff meets weekly to discuss our projects with the support and feedback from learners, coordinators, the district senior leadership team, and instructional/digital learning coaches. With the support of our Instructional Coach and our Campus Leadership Team, New Tech High @ Coppell works collaboratively with all stakeholders to ensure a rigorous, collaborative learning environment.

Perceptions Strengths

- Project-based learning that focuses on real-world, authentic learning experiences
- Learning Outcomes that include soft skills such as agency and collaboration
- A vibrant community of staff and students who celebrate diversity, inclusion, and relationships
- Flexible scheduling incorporates authentic learning, and collaboration, and allows learners to pursue their passions
- A multi-tiered intervention system, promoting acceleration and extension as appropriate for all learners
- Professional growth opportunities for staff through our weekly PQS protocol, professional development, New Tech Network supports, and community partners.

School culture and climate data as reported by both the New Tech Network and the school district indicate that the culture of the campus is strong. 89.5% of learners report that they are proud of the academics at the campus, 68.7% of learners feel like they help to create campus rules, 94.6% of learners feel they have an adult that they can talk to in the building.

100% of staff agree that their work at the school is fulfilling, 92% of staff agree or strongly agree that the school has a clear purpose, 100% of staff agree or strongly agree that the staff respects diversity. At the time of the most recent staff survey which was October 2017, the staff indicated a concern around retention of quality staff members. At the end of the school year, only 2 classroom educators left the campus.

We have a very active PTSO for the size of our campus community and also have several community partnerships that have been developed over the years. We need additional community partnerships to increase the amount of cross-curricular projects. Learner surveys indicate that we need to increase the number of outside experts in the project process. The priority will be on incorporating community partnerships and business tours focused on increasing the number of external experts, evaluators, and mentors on our campus.

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

Root Cause 6: The recognition of TEA's increased security audits and protocols.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: 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 7: 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 7 Areas: Demographics

Problem Statement 8: There is a need to enhance communication, engagement, and perceptions for NTH@C families, all other secondary families, and the local community.

Root Cause 8: Barriers exist within the current system with communication and engagement desires and opportunities.

Problem Statement 8 Areas: Demographics

Problem Statement 9: There is a need to provide a stronger focus on high-quality Tier I instruction and research-based classroom interventions.

Root Cause 9: Lack of knowledge and understanding of evidence-based learning strategies and targeted interventions

Problem Statement 9 Areas: Student Learning

Problem Statement 10: There is a need to consistently monitor and measure the impact of curriculum, professional learning, and resource implementation tied to learner growth.
Root Cause 10: Limited instruments are currently implemented to monitor and collect quality data and to analyze it in qualitative areas.
Problem Statement 10 Areas: Student Learning

Problem Statement 11: There is a need to focus on the attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)
Root Cause 11: Loss of instruction time for learners and loss of funding from the state
Problem Statement 11 Areas: School Processes & Programs

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			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom. **Strategy's Expected Result/Impact:** Staff will utilize professional learning opportunities to develop feedback systems and implement a curriculum aligned with the High Priority Learning Standards and NTH@C learning outcomes to address areas of needed improvement. **Staff Responsible for Monitoring:** Administration, Learning Coach **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: New NTH@C staff will receive yearlong mentoring and training through a PBL 101 model. **Strategy's Expected Result/Impact:** New staff members will learn the CISD values, the NTN model, and the priorities of the NTH@C campus. Additionally, we will use PBL 101 to provide support for intervention strategies that will benefit Tier 1 instruction. **Staff Responsible for Monitoring:** Campus Administration and Learning Coach **Problem Statements:** Demographics 1 - Student Learning 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: House Bill 3 implementation of career, college and military readiness goals supporting alignment and growth in certifications will occur. **Strategy's Expected Result/Impact:** Learners will be given the opportunity to learn viable ways of pursuing career and/or post-secondary degrees and/or credentials. We will be offering Flex Sessions that introduce learners to different pathways, increase awareness of STEM opportunities through clubs and competitions. Additional certifications will be implemented within CTE pathways. **Staff Responsible for Monitoring:** Campus Administration, Counselor **TEA Priorities:** Connect high school to career and college **Problem Statements:** Student Learning 1 - Perceptions 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
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. **Strategy's Expected Result/Impact:** Growth in educators, administrators, and staff to provide a common experience and language about where we are in classrooms across the campus and district in order to plan and increase learner outcomes. **Problem Statements:** Student Learning 2 - School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

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

Student Learning
Problem Statement 1: 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: 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.

School Processes & Programs
Problem Statement 1: 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.
Perceptions
Problem Statement 1: 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.

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: STAAR data, TELPAS data, 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			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: NTH@C will continue to develop and implement assessments and opportunities for college and career readiness that include job shadowing, internship, and capstone experiences. **Strategy's Expected Result/Impact:** Staff will be able to analyze results from various sources that are outside of the classroom to measure student learning outcomes. **Staff Responsible for Monitoring:** Campus Administration and Learning Coach **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes. **Strategy's Expected Result/Impact:** Staff will ascertain and sharpen skills related to data analysis and facilitator collaboration. **Staff Responsible for Monitoring:** Admin and Learning Coach **Problem Statements:** Student Learning 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: NTH@C will continue to utilize training and data collection techniques (including NWEA MAP, AWARE, Panorama, etc.) to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes. **Strategy's Expected Result/Impact:** Learner Support Team meetings will continue to provide opportunities for teachers to plan for whole campus support, small group supports, and individual learner supports according to the MTSS criteria. **Staff Responsible for Monitoring:** Administration **Problem Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training and align structures for data review/documentation of behavioral growth. **Strategy's Expected Result/Impact:** Increased student achievement in academic, social emotional, and behavioral outcomes. 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. **Staff Responsible for Monitoring:** Administration and Counselor **Problem Statements:** Demographics 1, 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching, and resources. **Strategy's Expected Result/Impact:** Training for educators on specific classroom strategies to support English Learners, with an emphasis on Sheltered Instruction Strategies and the usage of Content and Language Objectives. Resources for educators (including embedded items within curriculum documents for English Learners). Increased utilization of appropriate classroom strategies for Emergent Bilingual Learners. Increased student achievement and progress levels. Use of Panorama for system of housing learner needs. Continued focus on expressive language proficiency levels and spiraling this learning through training throughout the year. **Staff Responsible for Monitoring:** Administration, Language Acquisition Specialist **Problem Statements:** Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: Continued training and support for understanding, implementing, and evaluating the effectiveness of MTSS (Multi-Tiered Systems of Support) will occur. **Strategy's Expected Result/Impact:** Facilitators will be able to adjust teaching and projects to better meet the needs of every child in the classroom. **Staff Responsible for Monitoring:** Administration, District Curriculum and Instruction Personnel **Problem Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 1, 3				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7: Writing and reading remediation instruction and math intervention curriculum will be incorporated through FLEX Fridays and online resources using State Compensatory Education Funds to target academic, social emotional, and behavioral supports with a specific focus on at-risk learners. **Strategy's Expected Result/Impact:** Learners in ELA and Math will improve and accelerate intervention learning with teacher and digital supports. **Staff Responsible for Monitoring:** Administration, Math and ELA department heads **Problem Statements:** Demographics 1 - Student Learning 1, 2 **Funding Sources:** Get More Math Online Curriculum - 199 - State Comp Ed - $1,800, Teacher Curated ELA Intervention Activities and Intervention Learning - 199 - State Comp Ed - $200				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 8: Strengthen monitoring systems for attendance of learners, communication with families, and focused efforts on the creation of intentional attendance intervention plans as needed. **Strategy's Expected Result/Impact:** Incidents of late and absent learners will be reduced. Documentation for exempt absences will be returned by families with greater consistency. **Staff Responsible for Monitoring:** Administration, Attendance Clerk, District Communication Team **Problem Statements:** School Processes & Programs 3				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 9: Implement the required district Equity Plan focused on intentional training and monitoring practices for targeted growth. **Strategy's Expected Result/Impact:** Growth in academic performance for economically disadvantaged learners; Renewed focus on Professional Learning Communities and monitoring campus growth of implementation of collaborative teams, data analysis protocols, and measuring learner growth through progress monitoring (academic, behavioral, social-emotional, attendance); BEAM training focus for new educators will result in more confident probationary teachers. **Problem Statements:** Student Learning 2				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 10: Continue implementation of the plan for significant disproportionality of learners in identified areas per the state: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs, Percentage of Hispanic and African-American learners identified with discipline incidents, Percentage of achievement and growth for economically disadvantaged learners. **Strategy's Expected Result/Impact:** Identified learners in each demographic mentioned will show improvement in student achievement. **Staff Responsible for Monitoring:** Administration and Counselor **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1				

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 11: NTH@C will continue to provide Thursday Night Tutoring (TNT), tutoring during FLEX days, Independent Study remediation, planning time for facilitators to build responsive lessons, and specialty tutoring days for EOCs and small group instruction to meet the needs of our at-risk learners. **Strategy's Expected Result/Impact:** At-risk learners will see an increase in their performance and projected performance on EOCs and other standardized measures. **Staff Responsible for Monitoring:** Administration **Problem Statements:** Demographics 1 **Funding Sources:** Tutoring Funds (Extra Duty Pay) - 199 - State Comp Ed - $300, Planning Days Subs for Teachers - 199 - State Comp Ed - $703				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and best practices in project-based learning to ensure we are meeting the wide variety of needs within specific learner populations. **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: There is a need to enhance communication, engagement, and perceptions for NTH@C families, all other secondary families, and the local community. **Root Cause**: Barriers exist within the current system with communication and engagement desires and opportunities.

Student Learning
Problem Statement 1: 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

Student Learning
Problem Statement 2: 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.
School Processes & Programs
Problem Statement 1: 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 3: 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
Perceptions
Problem Statement 1: 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.

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 NTH@C learners will participate in at least two courses/activities focused on career, college and life readiness.

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			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Provide training and resources to educators enhancing curriculum connections to real world application in learning and strengthening understanding and implementation of Career Technical Education and Career College and Military Readiness. **Strategy's Expected Result/Impact:** Learners will deepen their learning about different pathways and also develop possible areas for internship and job shadowing. Partnership with Dallas College - Dual Credit - participation Texas College Prep via Texas College Bridge for High School Increase the use of business partners and resident experts to support curriculum connections Provide training on course selection and opportunities Provide training that highlights real-world application in lesson design **Staff Responsible for Monitoring:** Campus Administration and Club Sponsors **Problem Statements:** Perceptions 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: 11th-grade learners will be encouraged to sign up for and take the SAT in March 2024 **Strategy's Expected Result/Impact:** More learners will sign up to take the SAT than have in subsequent years. **Staff Responsible for Monitoring:** Counselor, Testing Coordinator, Counselor **Problem Statements:** School Processes & Programs 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Strengthen STEAM (Science, Technology, Engineering, Art, and Mathematics) implementation and alignment between elementary, middle, and high schools and partner with other schools around STEAM and Leadership. **Strategy's Expected Result/Impact:** Growth in learner engagement levels Building stronger problem-solving and design-thinking skills Building an understanding of CTE and career connections Increasing ways for learners to show success in leading and learning **Staff Responsible for Monitoring:** Administration, Learning Coach **Problem Statements:** Perceptions 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: 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.

Perceptions
Problem Statement 1: 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: 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)

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 NTH@C 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/templates

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Continue utilizing digital portfolios (Bulb platform) in supporting staff goal setting/evidence collection, highlighting learner processes and products of thorough experiences learning, and tracking learner growth with Student Learning Objective (SLO) goals for Teacher Incentive Allotment (TIA). **Strategy's Expected Result/Impact:** Learners will have multiple entries in their bulb portfolio and should be able to start comparing different years and facilitators will be able to show learner growth through their portfolios and the learners'. **Staff Responsible for Monitoring:** Campus administration, Learning Coach, District TIA Representatives **Problem Statements:** Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Create and revamp spaces on campus for experiences that reach outside of the classroom to raise student engagement and provide opportunities for peers to create a sense of belonging. This includes providing spaces and encouraging learners to use spaces outside of the building to explore their passions, capstones, job shadowing, internships, project presentations, etc. **Strategy's Expected Result/Impact:** Learners will be more engaged in the content and feel a greater sense of belonging with one another and the community. **Staff Responsible for Monitoring:** Campus Administration, Learning Coach **Problem Statements:** Demographics 2 - School Processes & Programs 1 - Perceptions 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices. **Strategy's Expected Result/Impact:** Facilitators will continue to assess learners in both academic areas as well as learning outcomes (Agency, Collaboration, Knowledge and Thinking, Written Communication, and Oral Communication). Flex Fridays will also allow for extensions beyond classroom learning and will provide real-world learning opportunities. **Staff Responsible for Monitoring:** Campus administration **Problem Statements:** Student Learning 2 - School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to enhance communication, engagement, and perceptions for NTH@C families, all other secondary families, and the local community. **Root Cause**: Barriers exist within the current system with communication and engagement desires and opportunities.
Student Learning
Problem Statement 2: 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.
School Processes & Programs
Problem Statement 1: 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.
Perceptions
Problem Statement 1: 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**: 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)

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 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: Classroom Observations and PLC Reviews

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Investigate, explore, and create guidelines for Artificial Intelligence (AI) tools/resources for effective and innovative usage within instruction and learning. **Strategy's Expected Result/Impact:** Training focused on AI for NTH@C Staff 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:** Administration and Learning Coach **Problem Statements:** Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide training and lesson design ideas focused on the intentional use of digital learning tools, embedding the updated Technology TEKS for learning, and creating a shared balance of technology tools with intentional hands-on learning experiences. **Strategy's Expected Result/Impact:** Facilitators will implement more iPad dynamic activities in their projects and NTH@C will work toward becoming and Apple Distinguished School while teachers work to become Apple Distinguished Educators. **Staff Responsible for Monitoring:** Administration and Learning Coach **Problem Statements:** Student Learning 1				

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: 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
School Processes & Programs
Problem Statement 1: 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.

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 4: All NTH@C learners will thoroughly research postsecondary options, financial aid, and career paths.

Evaluation Data Sources: course selection sheets, job shadowing and internship logs, college recruitment and admissions data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Learners will be encouraged to participate in college planning and virtual visits. **Strategy's Expected Result/Impact:** Learners will be enrolled in and participate in various college visits and activities. **Staff Responsible for Monitoring:** Campus counselor **Problem Statements:** Demographics 2 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: There is a need to enhance communication, engagement, and perceptions for NTH@C families, all other secondary families, and the local community. **Root Cause**: Barriers exist within the current system with communication and engagement desires and opportunities.

Perceptions
Problem Statement 1: 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.

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

Performance Objective 1: NTH@C will continue to review current and create new curriculum documents, training and implement specific programs to provide needed support/resources for counseling and social-emotional learning.

Evaluation Data Sources: Response to Intervention- MTSS - Multi-Tiered Support Systems for behavioral resources, Social-emotional curriculum PK-12, Action plans from Advisory committee and SHAC, Threat Assessment Data, Panorama survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: NTH@C will align the implementation of social emotional support structures like class meetings, checkins, and restorative practices. **Strategy's Expected Result/Impact:** All learners will have parts of their school day that are focused on social emotional needs as opposed to content. **Staff Responsible for Monitoring:** Campus administration and counselor **Problem Statements:** Demographics 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Update and integrate curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content) **Strategy's Expected Result/Impact:** Increased staff awareness of student needs and equip learners with state mandated training expectations. **Staff Responsible for Monitoring:** Campus admin, learning coach, and counselor **Problem Statements:** Demographics 2 - School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: NTH@C will continue to utilize the Learner Support Team system to address learner concerns and needs. **Strategy's Expected Result/Impact:** Staff will have regular support for identifying and meeting the needs of learners. **Problem Statements:** Demographics 1 - School Processes & Programs 3				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Revise, update and implement current PK-12 curriculum documents and purchase any needed resources to include learning supports for social emotional learning and character education. Including the following character traits per TEA: - Courage - Trustworthiness, including honesty, reliability, punctuality, and loyalty - Integrity - Respect and courtesy - Responsibility, including accountability, diligence, perseverance, and self-control - Fairness, including justice and freedom from prejudice - Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity - Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law - School pride - Gratitude **Strategy's Expected Result/Impact:** Referrals and disciplinary incidents involving digital learning will decrease. **Staff Responsible for Monitoring:** Campus Admin **Problem Statements:** Demographics 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Implement Hope Squad courses/curriculum at all middle school and high school campuses to strengthen our focus on suicide awareness, mentorship, and the importance of mental health and well-being. **Strategy's Expected Result/Impact:** A reduction in anxiety and depression among learners on campus by building support and capacity for self-advocacy and self-coping skills **Staff Responsible for Monitoring:** Counselor, Hope Squad Sponsor, Campus Administration **Problem Statements:** Demographics 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and best practices in project-based learning to ensure we are meeting the wide variety of needs within specific learner populations. **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: There is a need to enhance communication, engagement, and perceptions for NTH@C families, all other secondary families, and the local community. **Root Cause**: Barriers exist within the current system with communication and engagement desires and opportunities.

School Processes & Programs

Problem Statement 1: 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: 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: 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

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

Performance Objective 2: NTH@C will continue to bring clarity, communicate systems and provide intentional training to ensure alignment with practices/ supports across the district.

Evaluation Data Sources: campus calendar and agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Student Council and Newtorking Team Captains will increase the promotion of cultural awareness and events such as Hispanic Heritage Month activities, Breast Cancer Awareness, Bullying Prevention Month, Drunk and Drugged Driving Awareness Month, Red Ribbon Week, Black History Month, Teen Dating Violence Month, and Mental Health Awareness Month. **Strategy's Expected Result/Impact:** Learners will have an appreciation and understanding of diverse cultures and their importance in our society. **Staff Responsible for Monitoring:** Campus Counselor, Language Acquisition Specialist **Problem Statements:** Demographics 2 - Perceptions 1, 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: NTH@C will utilize the Student Council and flexible Friday scheduling to increase opportunities for learners to experience diverse aspects of their community. **Strategy's Expected Result/Impact:** Learners will have increased opportunities to learn about cultures and groups within the school day. **Staff Responsible for Monitoring:** Campus administration, counselor, learning coach, language acquisition specialist **Problem Statements:** Demographics 2 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: NTH@C will continue providing training to align practices and review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners. **Strategy's Expected Result/Impact:** Discipline data will display equity with regard to interventions. **Staff Responsible for Monitoring:** Campus administration **Problem Statements:** Demographics 1 - School Processes & Programs 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Training will be provided for staff and facilitators in order to strengthen engagement, efficiency, equity, communication, and relationships with all stakeholders. **Strategy's Expected Result/Impact:** Strengthened engagement, efficiency, equity, communication, and relationships with all stakeholders. Strengthen the skills of staff members when working with others internally and externally Reduction in grievances or concerns Understanding how to support all learners and families from varying backgrounds Retaining learners and staff on campus **Staff Responsible for Monitoring:** Campus and District Administration **Problem Statements:** Demographics 2 - School Processes & Programs 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and best practices in project-based learning to ensure we are meeting the wide variety of needs within specific learner populations. **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: There is a need to enhance communication, engagement, and perceptions for NTH@C families, all other secondary families, and the local community. **Root Cause**: Barriers exist within the current system with communication and engagement desires and opportunities.
School Processes & Programs
Problem Statement 1: 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: 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.
Perceptions
Problem Statement 1: 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: 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)

Goal 4: Organizational Improvement and Strategic Design: NTH@C will engage in continual improvement for the betterment of the learning community by collecting and utilizing quality data for planning, evaluation, modification, and elevated performance.

Performance Objective 1: NTH@C will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of the training.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district including within professional learning opportunities. **Strategy's Expected Result/Impact:** Data analysis and facilitator collaboration opportunities with increase. **Staff Responsible for Monitoring:** Administration and Learning Coach **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Calibrate, align and provide support for our campus departments concerning needs for professional learning. **Strategy's Expected Result/Impact:** Develop more intentional professional learning opportunities. **Staff Responsible for Monitoring:** Campus Admin **Problem Statements:** Student Learning 2 - School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

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

Student Learning
Problem Statement 2: 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.

School Processes & Programs
Problem Statement 1: 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.

Goal 4: Organizational Improvement and Strategic Design: NTH@C will engage in continual improvement for the betterment of the learning community by collecting and utilizing quality data for planning, evaluation, modification, and elevated performance.

Performance Objective 2: NTH@C will continue to investigate, implement, and evaluate tools/resources/assessments that monitor growth within the educational system.

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			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: NTH@C will increase the usage of communication tools to give parents additional information about campus events, drills, etc. **Strategy's Expected Result/Impact:** Increased community knowledge and involvement in campus events. **Staff Responsible for Monitoring:** Campus administration **Problem Statements:** Demographics 2 - School Processes & Programs 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement door sweeps on campuses and district buildings at least once each week during instructional days. **Strategy's Expected Result/Impact:** Increase safety and security so all learners can learn in a safe environment. **Staff Responsible for Monitoring:** Campus administration **Problem Statements:** School Processes & Programs 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Ensure all safety drills take place within the district and specific training for staff and learners concerning safety practices occurs. **Strategy's Expected Result/Impact:** Increase safety and security so all learners can learn in a safe environment. **Problem Statements:** School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to enhance communication, engagement, and perceptions for NTH@C families, all other secondary families, and the local community. **Root Cause**: Barriers exist within the current system with communication and engagement desires and opportunities.
School Processes & Programs
Problem Statement 2: 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.

Goal 4: Organizational Improvement and Strategic Design: NTH@C will engage in continual improvement for the betterment of the learning community by collecting and utilizing quality data for planning, evaluation, modification, and elevated performance.

Performance Objective 3: NTH@C will continue to investigate, implement, and evaluate tools/resources/assessments that monitor growth within the educational system.

Evaluation Data Sources: Participation and use of reminder cards and focus time during meetings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Continue implementing a CISD Community Based Accountability System and using the pillars as a guide for organizational growth. **Strategy's Expected Result/Impact:** Strategic plan advocacy deck - focused on the 7 pillars Share online district pamphlet created with quantitative and qualitative data Campus dashboard showcasing various pieces of data Update and evaluate Learner and Leadership Profile Showcase learner growth of the whole child **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Implement an aligned system NTH@C for the CISD Teacher Incentive Allotment (TIA). **Strategy's Expected Result/Impact:** Learner success will grow. Retain quality facilitators **Staff Responsible for Monitoring:** Campus Administration **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 2				

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 3 Problem Statements:

Demographics
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Student Learning

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Campus Funding Summary

199 - State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	7	Teacher Curated ELA Intervention Activities and Intervention Learning		$200.00
1	2	7	Get More Math Online Curriculum		$1,800.00
1	2	11	Planning Days Subs for Teachers		$703.00
1	2	11	Tutoring Funds (Extra Duty Pay)		$300.00
				Sub-Total	$3,003.00