Coppell Independent School District

New Tech High

2023-2024 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 plurality White student population in grades 9-12. In the 2022-23 school year, total enrollment was 375 which represents an increase of 19.4% since 2018-19 (314 learners).

In 2022-23, the student population was 32% Asian, 40.5% White, 17% Hispanic, 4.5% African American, 0.5% American Indian/Alaskan Native, 0.5% Native Hawaiian/Pacific Islander and 4.8% multi-racial. Females made up 50.6% of the learners and males represented 49.4%. Our economically disadvantaged percentage was 11.7%.

Our Emergent Bilingual (EB) population consisted of 19 learners that made up 5% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (26.3%), Telugu (21%), Arabic (10.5), Urdu (5.2%), and Malayalam (5.2%). Additionally, 15.7% of our EBs were also economically disadvantaged.

Our 49 gifted and talented learners constituted 13% of our population. Our gender split in the GT group was 59.1% female and 40.9% male. Of the four major ethnic groups, our GT learners were 34.6% Asian, 48.9% White, 12.2% Hispanic and 0% African American.

We had 35 learners that qualified for special education services, which represented 9.3% of our population. There were 69 learners with 504 accommodations, which was 18.4% of the total enrollment.

The average daily attendance for our campus in 2022-23 was 95.69%, which decreased by 0.5% from the prior year.

STAFFING

NTH@C employed 23 educators and 1 instructional aides in the 2022-23 school year. The number of teachers decreased by 5 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 8.7% Asian, 69.5% White, 8.7% Hispanic, 8.7% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 4.3% multi-racial. Females made up 56.5% of the educators and males represented 43.5%.

Overall, our educators had a varying level of professional experience: 8.7% (2) were new to teaching with 0-1 years of experience, 13% (3) had 2-5 years, 34.7% (8) had 6-10 years, 21.7% (5) had 11-15 years, 4.3% (1) had 16-20 years, and 17.3% (4) had more than 20 years. Looking at longevity within the district, 13% of our teachers had 0-1 years in district, 60.8% had 2-5 years, 13% had 6-10 years, 8.7% had 11-15 years, 0% had 16-20 years and 4.3% had more than 20 years. The average years of professional experience was 11.1 with 5.1 years in the district.

Advanced degrees were held by 47.8% of our teachers: 11 with master's degrees and 0 with doctorates. Our campus principal had 10 years of career experience in a professional position (not necessarily as a principal) and 7 years in Coppell. Our assistant principals had an average of 12 years of professional experience and 12 years in the district.

Our educator retention rate from 2021-22 to 2022-23 was 85.71%. For educational aides it was 100%. We hired 3 new teachers in 2022-23. The characteristics of our new teachers were as follows: 0% Asian, 66.6% White, 0% Hispanic, 0% African American, 33.3% female, 66.7% male, 33.3% new to teaching, 0% with 2-5 years of professional experience, 33.3% with 6-10 years, 33.3% with 11-15 years, 0% with 16-20 years, 0% with more than 20 years and 13% new to the campus. The average years of professional experience was

7.3 with 2 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.

With regard to 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 Universal Design of Learning (UDL) 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 for increased training of learners in understanding themselves, their own needs, and the gifts, abilities, and needs of others. **Root Cause:** District demographics have shifted in recent years and learners also need to develop skills in personal understanding.

Problem Statement 3: There is a need to enhance communication and engagement for families. **Root Cause:** Barriers exist within the current system with communication and engagement opportunities

Problem Statement 4: There is a need for additional professional learning for staff members to eliminate potential bias while addressing equity and inclusivity deficits. **Root Cause:** Barriers exist within our educational system due to lack of empathy/understanding

Student Learning

Student Learning Summary

Algebra 1	STAAR - Number Tested	STAAR - Average Scale Score	STAAR - Did Not Meet - %	STAAR - Approaches - %	STAAR - Meets - %	STAAR - Masters - %
Spring 2022	77	4197	9	91	65	42
Spring 2023	58	4275	5	95	69	41
Biology	STAAR - Number Tested	STAAR - Average Scale Score	STAAR - Did Not Meet - %	STAAR - Approaches - %	STAAR - Meets - %	STAAR - Masters - %
Spring 2022	122	4426	2	98	85	35
Spring 2023	94	4393	0	100	80	40
English 1	STAAR - Number Tested	STAAR - Average Scale Score	STAAR - Did Not Meet - %	STAAR - Approaches - %	STAAR - Meets - %	STAAR - Masters - %
Spring 2022	124	4492	3	97	90	33
Spring 2023	93	4542	2	98	92	44
English 2	STAAR - Number Tested	STAAR - Average Scale Score	STAAR - Did Not Meet - %	STAAR - Approaches - %	STAAR - Meets - %	STAAR - Masters - %
Spring 2022	89	4511	4	96	92	21
Spring 2023	108	4473	3	97	88	25
US History	STAAR - Number Tested	STAAR - Average Scale Score	STAAR - Did Not Meet - %	STAAR - Approaches - %	STAAR - Meets - %	STAAR - Masters - %
Spring 2022	86	4642	0	100	93	69
Spring 2023	77	4590	0	100	99	68

	TELPAS 2023														
Grade	Listening - Number Tested	Listening - Beginning - %	Listening - Intermediate - %	Listening - Advanced - %	Listening - Advanced High - %	Speaking - Number Tested	Speaking - Beginning - %	Speaking - Intermediate - %	Speaking - Advanced - %	Speaking - Advanced High - %	Reading - Number Tested	Reading - Beginning - %	Reading - Intermediate - %	Reading - Advanced - %	Reading - Advanced High - %

TELPAS 2023																
9	6		17	50	33	6		17	17	67	6		17		8
10	6			17	83	6			50	50	6				10
11	4	-	-	-	-	4	-	-	-	-	4	-	-	-	-
12	3	-	-	-	-	3	-	-	-	-	3	-	-	-	-

2019, 2020, 2021, 2022 and 2023 Dual Credit report for New Tech H S At Coppell

Summer	18-19	19-20	20-21	21-22	22-23
Students in 10th grade	0	0	0	2	0
Students in 11th grade	19	24	15	10	9
Students in 12th grade	36	26	22	14	10
Total Students	55	50	37	26	19
Extended	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**
Students in 9th grade	5	2	4	9	0
Students in 10th grade	20	18	15	23	0
Students in 11th grade	17	20	21	21	0
Students in 12th grade	0	0	2	0	0
Total Students	42	40	42	53	0
Summer and Extended	**18-19**	**19-20**	**20-21**	**21-22**	**22-23**
Students in 9th grade	5	2	4	9	0
Students in 10th grade	20	18	15	23	0
Students in 11th grade	26	36	31	25	9
Students in 12th grade	36	26	24	14	10
Total Students	87	82	74	71	19

2023 AP						
Score	**1**	**2**	**3**	**4**	**5**	**Total Exams**
Number of Exams	51	83	87	60	43	324
Percentage of Total Exams	16%	26%	27%	19%	13%	100%

2023 AP						
Number of AP Students	47	69	67	50	34	

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: 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 utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause:** There have been limited instruments to collect data or to analyze it in qualitative areas.

Problem Statement 2 (Prioritized): There is a need to improve learner performance on nationally normed tests like the PSAT, SAT, ACT. **Root Cause:** Lack of an emphasis on preparation for these assessments in previous years.

Problem Statement 3 (Prioritized): There is a need to focus on state required character traits and specific social emotional skills in our lesson design, curriculum resources and training for staff. **Root Cause:** Lack of alignment on campus for the support provided for character traits/social emotional skills of learners and specific resources/curriculum/ training.

Problem Statement 4: There is a need to focus on specific learning loss that may have occurred due to the pandemic **Root Cause:** COVID-19 and the impact it had on learners.

Problem Statement 5 (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.

School Processes & Programs

School Processes & Programs Summary

Our campus utilizes an instructional leadership team to identify areas of 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 Tuesday for our Praise, Questions, and Suggestions (PQS) protocol. Our staff meet weekly to discuss our projects with the support and 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 offered as needed throughout the year, driven by our Instructional Coach
- Design Days - Educators meet once per semester to design and revise their content's upcoming projects.
- Response to Intervention - Learner Support Teams meet once monthly to discuss concerns for specific learners who are at-risk
- Accelerated Instruction - Learners who have not been successful on STAAR/EOC exams will receive 30 hours of Accelerated Instruction before the next administration of the assessment.

School Processes & Programs Strengths

The campus utilizes an instructional leadership team to identify needs and answer questions for the whole staff. Two other systems are utilized to support educators in their work: department teams for their curricular vertical alignment and grade level teams for their support of learners. Programs we have or belong to:

- New Tech Network campus (with Spotlight School Distinction)
- Networking groups for learners
- PQS for project ideation and refinement
- FLEX Friday for learner SEL and pursuing passions
- Capstone graduation requirement
- Community service hour graduation requirement
- Job shadowing and Internship hour graduation requirement

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): We have a need to continue to gather data and analyze it as a campus to improve learner outcomes. **Root Cause:** Evolving needs of learners and future demands in college and workplace.

Problem Statement 2 (Prioritized): There is a need to create and maintain systems to support high levels of learning for all. **Root Cause:** There is a need to provide a coordinated approach among our various interventions and offerings.

Problem Statement 3 (Prioritized): 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 4 (Prioritized): We have a need to develop consistent safety and security protocols to assure every learner's safety. **Root Cause:** The recognition of TEA's increased security audits and protocols.

Problem Statement 5 (Prioritized): We have 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 together to create rigorous, cross-curricular projects that focus on authenticity and are 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 experiences and provide learners with both rigorous content knowledge as well as valuable soft skills necessary for college and career success. New Tech High @ Coppell has a strong partnership with both Coppell High School and Coppell High School's 9th-grade campus, and our learners shuttle to these campuses for a variety of UIL activities and sports.

New Tech High @ Coppell is focusing on social-emotional learning and support for both students and staff. Additionally, we will 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. Our vision for this year is to establish our theme of NTHC Inspire. We will work to develop projects, supports, and clear barriers between our learners and their passions.

New Tech High @ Coppell has built its professional learning community based on 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 digital learning coaches. With the support of our Instructional Coach and our Instructional 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, collaboration, and allows learners to pursue their passions
- A multi-tiered intervention system that promotes acceleration and extension that is available to all learners
- Professional growth opportunities for staff through our weekly PQS protocol, professional development by our Instructional team, and the support of the New Tech Network.

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 a number of 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 having community partnership and business tours that are 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:** We have had less emphasis on professional learning in this area.

Problem Statement 2 (Prioritized): We have a need to increase teaching in 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 3 (Prioritized): We have a need to continue to increase enrollment on the campus. **Root Cause:** Program availability and district level marketing decreased in previous years.

Problem Statement 4 (Prioritized): There is a need to enhance communication and engagement with families. **Root Cause:** Most parent engagement opportunities filter through the PTO board and need to be offered to more families on the campus.

Problem Statement 5 (Prioritized): 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.

Priority Problem Statements

Problem Statement 1: We have a need to continue to increase enrollment on the campus.
Root Cause 1: Program availability and district level marketing decreased in previous years.
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: We have had less emphasis on professional learning in this area.
Problem Statement 2 Areas: Perceptions

Problem Statement 3: We have a need to increase teaching in social and emotional learning for all students and staff.
Root Cause 3: Needs of learners are evolving and both staff and learners need to gain knowledge about those changing needs.
Problem Statement 3 Areas: Perceptions

Problem Statement 4: There is a need for increased training of learners in understanding themselves, their own needs, and the gifts, abilities, and needs of others.
Root Cause 4: District demographics have shifted in recent years and learners also need to develop skills in personal understanding.
Problem Statement 4 Areas: Demographics

Problem Statement 5: There is a need to enhance communication and engagement with families.
Root Cause 5: Most parent engagement opportunities filter through the PTO board and need to be offered to more families on the campus.
Problem Statement 5 Areas: Perceptions

Problem Statement 6: There is a need to create and maintain systems to support high levels of learning for all.
Root Cause 6: There is a need to provide a coordinated approach among our various interventions and offerings.
Problem Statement 6 Areas: School Processes & Programs

Problem Statement 8: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals.
Root Cause 8: There have been limited instruments to collect data or to analyze it in qualitative areas.
Problem Statement 8 Areas: Student Learning

Problem Statement 9: Stewardship of instructional materials and facilities are necessary and require systems to inventory and care for each item.
Root Cause 9: The need for instructional materials and facilities.
Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: We have a need to remain in alignment with the CISD's Core Values and Mission Statement.

Root Cause 10: 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 10 Areas: Perceptions

Problem Statement 12: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.

Root Cause 12: Lack of knowledge and understanding of evidence-based learning strategies and targeted interventions.

Problem Statement 12 Areas: Student Learning

Problem Statement 13: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning (UDL) to ensure we are meeting the wide variety of needs within specific learner populations.

Root Cause 13: 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 13 Areas: Demographics

Problem Statement 14: We have a need to continue to gather data and analyze it as a campus to improve learner outcomes.

Root Cause 14: Evolving needs of learners and future demands in college and workplace.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: There is a need to improve learner performance on nationally normed tests like the PSAT, SAT, ACT.

Root Cause 15: Lack of an emphasis on preparation for these assessments in previous years.

Problem Statement 15 Areas: Student Learning

Problem Statement 16: There is a need to focus on state required character traits and specific social emotional skills in our lesson design, curriculum resources and training for staff.

Root Cause 16: Lack of alignment on campus for the support provided for character traits/social emotional skills of learners and specific resources/curriculum/training.

Problem Statement 16 Areas: Student Learning

Problem Statement 17: We have a need to support learners in understanding post-secondary options and processes.

Root Cause 17: The need to develop strong programs to support College, Career, and Military Readiness (CCMR)

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 18: We have a need to develop consistent safety and security protocols to assure every learner's safety.

Root Cause 18: The recognition of TEA's increased security audits and protocols.

Problem Statement 18 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 PK-12th grade learners will be provided high quality Tier I instruction that is aligned to the TEKS.

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 systems of feedback and implement a curriculum that is aligned with the High Priority Learning Standards and NTH@C learner outcomes and address areas of needed improvement. **Staff Responsible for Monitoring:** Admin, Instructional Coach **Problem Statements:** Student Learning 1, 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: New NTH@C staff will receive yearlong training through a PBL 101 model that will continue through the end of the 2022-2023 school year. **Strategy's Expected Result/Impact:** New staff members will learn the CISD values, 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 admin and Instructional Coach **Problem Statements:** Student Learning 5 - School Processes & Programs 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 Admin, Counselor **Problem Statements:** Demographics 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need for increased training of learners in understanding themselves, their own needs, and the gifts, abilities, and needs of others. **Root Cause**: District demographics have shifted in recent years and learners also need to develop skills in personal understanding.
Student Learning
Problem Statement 1: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause**: There have been limited instruments to collect data or to analyze it in qualitative areas.
Problem Statement 5: 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 2: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: There is a need to provide a coordinated approach among our various interventions and offerings.

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 give district approved surveys to evaluate needs of learners at the campus and individual learner level. **Strategy's Expected Result/Impact:** Areas of growth will be identified for the campus to support increased student engagement and performance. **Staff Responsible for Monitoring:** Campus Admin **Problem Statements:** Demographics 2 - School Processes & Programs 2 - Perceptions 4, 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: 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 Instructional Coach **Problem Statements:** Demographics 2 - School Processes & Programs 2 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: 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 Instructional Coach **Problem Statements:** Demographics 1 - Student Learning 1, 5 - School Processes & Programs 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: 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:** 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:** Admin **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5: Strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training and align structures for data review/documentation of behavioral growth. **Strategy's Expected Result/Impact:** Increased student achievement 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:** Admin and Counselor **Problem Statements:** Demographics 1 - School Processes & Programs 1, 2 - Perceptions 2				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6: 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:** Admin, Language Acquisition Specialist **Problem Statements:** Demographics 1, 2 - Student Learning 1, 5 - School Processes & Programs 1, 2				

 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 Universal Design of Learning (UDL) 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 for increased training of learners in understanding themselves, their own needs, and the gifts, abilities, and needs of others. **Root Cause**: District demographics have shifted in recent years and learners also need to develop skills in personal understanding.

Student Learning

Problem Statement 1: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause**: There have been limited instruments to collect data or to analyze it in qualitative areas.

Problem Statement 5: 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: We have a need to continue to gather data and analyze it as a campus to improve learner outcomes. **Root Cause**: Evolving needs of learners and future demands in college and workplace.

Problem Statement 2: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: There is a need to provide 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**: We have had less emphasis on professional learning in this area.

Problem Statement 2: We have a need to increase teaching in 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 4: There is a need to enhance communication and engagement with families. **Root Cause**: Most parent engagement opportunities filter through the PTO board and need to be offered to more families on the campus.

Problem Statement 5: 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.

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 3: Student achievement and progress levels will exceed state standards/averages for all student groups.

Evaluation Data Sources: District committee created resources (curriculum, assessment tools and trainings), Strategic design strategies for redefining success and engagement

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: NTH@C Facilitators will utilize Echo as a platform that provides learners a project toolkit and provides facilitators the ability to collaborate school wide and throughout the New Tech Network. **Strategy's Expected Result/Impact:** Equitable instruction for all learners and ability to demonstrate their learning. **Staff Responsible for Monitoring:** Campus admin **Problem Statements:** Student Learning 5 - School Processes & Programs 2, 3 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Provide resources and training to support educators to identify the proficiency levels of Emergent Bilingual Learners and plan appropriate classroom instructional strategies. **Strategy's Expected Result/Impact:** Through partnerships with our Campus Language Support Specialist, we will implement interventions for EB learners in all salient courses. **Staff Responsible for Monitoring:** Campus admin, Language Support Specialist **Problem Statements:** Demographics 1 - Student Learning 1, 5 - School Processes & Programs 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3: Provide resources and specific training emphasizing how we can best help to support and provide appropriate interventions for our Special Education, 504, English Learners, Migrant Learners, Tier II and Tier III learners, and GTI learners with their overall academic/social emotional needs. **Strategy's Expected Result/Impact:** Improve Learner academic progress and support all learner's unique academic/ social emotional needs. **Staff Responsible for Monitoring:** Campus admin **Problem Statements:** Demographics 1 - Student Learning 1, 5 - School Processes & Programs 1, 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Implement specific tutoring plans, per House Bill 1416, that focus on learners who have not met standard on state assessments and are in need of additional learning support. **Strategy's Expected Result/Impact:** Improve Learner academic progress and reduce learning loss. **Staff Responsible for Monitoring:** Campus admin **Problem Statements:** Demographics 1 - Student Learning 1, 5 - School Processes & Programs 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: There is a need to focus on Multi-Tiered Systems of Support (MTSS) and Universal Design of Learning (UDL) 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 utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause**: There have been limited instruments to collect data or to analyze it in qualitative areas.

Problem Statement 5: 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: We have a need to continue to gather data and analyze it as a campus to improve learner outcomes. **Root Cause**: Evolving needs of learners and future demands in college and workplace.

Problem Statement 2: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: There is a need to provide a coordinated approach among our various interventions and offerings.

Problem Statement 3: 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.

Perceptions

Problem Statement 1: We have a need to increase community partnerships on the campus to support student learning and learning outcomes. **Root Cause**: We have had less emphasis on professional learning in this area.

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 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. **Strategy's Expected Result/Impact:** Learners will deepen their learning about different pathways and also develop possible areas for internship and job shadowing. **Staff Responsible for Monitoring:** Campus Admin and Club Sponsors **Problem Statements:** School Processes & Programs 5 - Perceptions 1				

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 2023 **Strategy's Expected Result/Impact:** More learners will sign up to take the SAT than have in subsequent years. **Staff Responsible for Monitoring:** Campus admin **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1, 5				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need for increased training of learners in understanding themselves, their own needs, and the gifts, abilities, and needs of others. **Root Cause**: District demographics have shifted in recent years and learners also need to develop skills in personal understanding.

Student Learning
Problem Statement 2: There is a need to improve learner performance on nationally normed tests like the PSAT, SAT, ACT. **Root Cause**: Lack of an emphasis on preparation for these assessments in previous years.

School Processes & Programs
Problem Statement 1: We have a need to continue to gather data and analyze it as a campus to improve learner outcomes. **Root Cause**: Evolving needs of learners and future demands in college and workplace.
Problem Statement 5: We have 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
Problem Statement 1: We have a need to increase community partnerships on the campus to support student learning and learning outcomes. **Root Cause**: We have had less emphasis on professional learning in this area.

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 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) to provide opportunities for highlighting the processes and products of learning. **Strategy's Expected Result/Impact:** Learners will have multiple entries in their bulb portfolio and should be able to start comparing different years. **Staff Responsible for Monitoring:** Campus admin and instructional coach **Problem Statements:** Demographics 2 - School Processes & Programs 1 - Perceptions 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: NTH@C will implement the senior level capstone course in alignment with goals from the NTH@C capstone program. **Strategy's Expected Result/Impact:** Learners will graduate with an AP capstone diploma or certificate **Staff Responsible for Monitoring:** Campus admin **Problem Statements:** Demographics 2 - School Processes & Programs 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 on both academic areas as well as learning outcomes (Agency, Collaboration, Knowledge and Thinking, Written Communication, Oral Communication). Flex Fridays will also allow for extensions beyond classroom learning and will provide real world learning opportunities. **Staff Responsible for Monitoring:** Campus admin **Problem Statements:** Demographics 2 - School Processes & Programs 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need for increased training of learners in understanding themselves, their own needs, and the gifts, abilities, and needs of others. **Root Cause**: District demographics have shifted in recent years and learners also need to develop skills in personal understanding.
School Processes & Programs
Problem Statement 1: We have a need to continue to gather data and analyze it as a campus to improve learner outcomes. **Root Cause**: Evolving needs of learners and future demands in college and workplace.
Problem Statement 2: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: There is a need to provide a coordinated approach among our various interventions and offerings.
Perceptions
Problem Statement 4: There is a need to enhance communication and engagement with families. **Root Cause**: Most parent engagement opportunities filter through the PTO board and need to be offered to more families on the campus.

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 global community.

Performance Objective 3: 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 at all levels will receive workshops on college admissions, financial aid, and exploration. **Strategy's Expected Result/Impact:** Learners will learn processes that allow them to begin the college application and financial aid investigation earlier. **Staff Responsible for Monitoring:** Campus counselor **Problem Statements:** School Processes & Programs 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: 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:** School Processes & Programs 5				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 5: We have 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)

Goal 3: Well-Being and Mindfulness: NTH@C will learn, engage, and work in a safe, inclusive and 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 admin and counselor **Problem Statements:** Demographics 2 - Perceptions 2				

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, instructional coach, and counselor **Problem Statements:** Demographics 2 - Student Learning 3 - Perceptions 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, 2 - Student Learning 1 - School Processes & Programs 1, 2				

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:** Student Learning 3 - Perceptions 4, 5				

0% No Progress 100% 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 Universal Design of Learning (UDL) 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 for increased training of learners in understanding themselves, their own needs, and the gifts, abilities, and needs of others. **Root Cause**: District demographics have shifted in recent years and learners also need to develop skills in personal understanding.
Student Learning
Problem Statement 1: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause**: There have been limited instruments to collect data or to analyze it in qualitative areas.
Problem Statement 3: There is a need to focus on state required character traits and specific social emotional skills in our lesson design, curriculum resources and training for staff. **Root Cause**: Lack of alignment on campus for the support provided for character traits/social emotional skills of learners and specific resources/curriculum/training.
School Processes & Programs
Problem Statement 1: We have a need to continue to gather data and analyze it as a campus to improve learner outcomes. **Root Cause**: Evolving needs of learners and future demands in college and workplace.

School Processes & Programs

Problem Statement 2: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: There is a need to provide a coordinated approach among our various interventions and offerings.

Perceptions

Problem Statement 2: We have a need to increase teaching in 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 4: There is a need to enhance communication and engagement with families. **Root Cause**: Most parent engagement opportunities filter through the PTO board and need to be offered to more families on the campus.

Problem Statement 5: 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.

Goal 3: Well-Being and Mindfulness: NTH@C will learn, engage, and work in a safe, inclusive and 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: Learner Leadership Council will increase the promotion of cultural awareness and events including: 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, 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 4, 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: NTH@C will utilize the Learner Leadership Counsel and flexible Friday scheduling to provide an increase in 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, instructional coach, language acquisition specialist **Problem Statements:** Demographics 2 - Perceptions 2, 4, 5				

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

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: NTH@C will continue building awareness and processes supporting accessibility under the Americans with Disabilities Act (ADA) and promoting access to resources, training, facility needs, and overall responsiveness regarding equity with interventions/supports for individuals with disabilities. **Strategy's Expected Result/Impact:** Faculty and facilities will align with ADA expectations, affording every learner equal access to the curriculum and facility. **Staff Responsible for Monitoring:** Campus admin **Problem Statements:** Demographics 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need for increased training of learners in understanding themselves, their own needs, and the gifts, abilities, and needs of others. **Root Cause**: District demographics have shifted in recent years and learners also need to develop skills in personal understanding.
Student Learning
Problem Statement 3: There is a need to focus on state required character traits and specific social emotional skills in our lesson design, curriculum resources and training for staff. **Root Cause**: Lack of alignment on campus for the support provided for character traits/social emotional skills of learners and specific resources/curriculum/training.
School Processes & Programs
Problem Statement 1: We have a need to continue to gather data and analyze it as a campus to improve learner outcomes. **Root Cause**: Evolving needs of learners and future demands in college and workplace.
Perceptions
Problem Statement 2: We have a need to increase teaching in 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 4: There is a need to enhance communication and engagement with families. **Root Cause**: Most parent engagement opportunities filter through the PTO board and need to be offered to more families on the campus.
Problem Statement 5: 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.

Goal 4: Organizational Improvement and Strategic Design: NTH@C 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: 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 Instructional Coach **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2				

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 1, 5 - School Processes & Programs 1, 2 - Perceptions 5				

 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 Universal Design of Learning (UDL) 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 utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals. **Root Cause**: There have been limited instruments to collect data or to analyze it in qualitative areas.
Problem Statement 5: 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: We have a need to continue to gather data and analyze it as a campus to improve learner outcomes. **Root Cause**: Evolving needs of learners and future demands in college and workplace.
Problem Statement 2: There is a need to create and maintain systems to support high levels of learning for all. **Root Cause**: There is a need to provide a coordinated approach among our various interventions and offerings.
Perceptions
Problem Statement 5: 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.

Goal 4: Organizational Improvement and Strategic Design: NTH@C 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 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:** Perceptions 4				

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 admin **Problem Statements:** School Processes & Programs 4				

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 4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4: Continue researching, developing, and implementing a CISD Community Based Accountability System. **Problem Statements:** School Processes & Programs 4 - Perceptions 4, 5				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 4: We have a need to develop consistent safety and security protocols to assure every learner's safety. **Root Cause**: The recognition of TEA's increased security audits and protocols.
Perceptions
Problem Statement 4: There is a need to enhance communication and engagement with families. **Root Cause**: Most parent engagement opportunities filter through the PTO board and need to be offered to more families on the campus.
Problem Statement 5: 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.

Goal 4: Organizational Improvement and Strategic Design: NTH@C 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 further the goals of the CISD Strategic Design Advocacy work surrounding the district core values.

Evaluation Data Sources: participation in advocacy days, use of advocacy deck, scores on district surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: NTH@C will use the district advocacy deck to promote the values of CISD with staff and the community. **Strategy's Expected Result/Impact:** Increased awareness of CISD core values. **Staff Responsible for Monitoring:** Campus admin **Problem Statements:** Perceptions 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2: Continue centering campus work around the Core Values - Great Teaching, Redefining Success, Relationships & Engagement - and refine the filter used to measure progress in these areas. **Strategy's Expected Result/Impact:** Greater alignment with district vision and mission. **Staff Responsible for Monitoring:** Campus admin **Problem Statements:** Perceptions 5				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 5: 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.

Goal 4: Organizational Improvement and Strategic Design: NTH@C will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 4: NTH@C will continue to review and maintain safety and security practices and will work to implement any additional strategies/ protocols put in place by the state.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
Strategy 1: Ensure all safety drills take place within the district, and specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements/ recommendations. **Problem Statements:** School Processes & Programs 4				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 4: We have a need to develop consistent safety and security protocols to assure every learner's safety. **Root Cause**: The recognition of TEA's increased security audits and protocols.