Coppell Independent School District

CHS 9th Grade Campus

2023-2024 Campus Improvement Plan

Mission Statement

Working together, we are committed to creating profound learning experiences for each child, while nurturing meaningful relationships, to positively impact our world.

Vision

All learners achieve personal growth and emerge as future-ready learners who positively impact our world.

Value Statement

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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Demographics Summary

DEMOGRAPHICS

CHS 9th Grade Campus 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. CHS9 serves a majority Asian student population in grades 9. In the 2022-23 school year, total enrollment was 1,013 which represents an increase of 11.5% since 2018-19 (908 learners).

In 2022-23, the student population was 57.6% Asian, 20.6% White, 12.7% Hispanic, 5% African American, 0% American Indian/Alaskan Native, 0.1% Native Hawaiian/Pacific Islander and 3.8% multi-racial. Females made up 50.1% of the learners and males represented 49.9%. Our economically disadvantaged percentage was 11.6%.

Our Emergent Bilingual (EB) population consisted of 74 learners that made up 7.3% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (35.1%), Telugu (10.8%), Tamil (8.1), Hindi (8.1%), and Urdu (6.7%). Additionally, 22.9% of our EBs were also economically disadvantaged.

Our 168 gifted and talented learners constituted 16.5% of our population. Our gender split in the GT group was 41.6% female and 58.4% male. Of the four major ethnic groups, our GT learners were 77.9% Asian, 13.1% White, 4.1% Hispanic and 1.1% African American.

We had 64 learners that qualified for special education services, which represented 6.3% of our population. There were 82 learners with 504 accommodations, which was 8% of the total enrollment.

The average daily attendance for our campus in 2022-23 was 96.18%, which decreased by 0.2% from the prior year.

STAFFING

CHS9 employed 60 educators and 6 instructional aides in the 2022-23 school year. The number of teachers decreased by 2 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 6.6% Asian, 66.6% White, 15% Hispanic, 10% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 1.6% multi-racial. Females made up 68.3% of the educators and males represented 31.7%.

Overall, our educators had a varying level of professional experience: 11.6% (7) were new to teaching with 0-1 years of experience, 23.3% (14) had 2-5 years, 30% (18) had 6-10 years, 13.3% (8) had 11-15 years, 13.3% (8) had 16-20 years, and 8.3% (5) had more than 20 years. Looking at longevity within the district, 45% of our teachers had 0-1 years in district, 38.3% had 2-5 years, 8.3% had 6-10 years, 3.3% had 11-15 years, 5% had 16-20 years and 0% had more than 20 years. The average years of professional experience was 9 with 3.5 years in the district.

Advanced degrees were held by 33.3% of our teachers: 19 with master's degrees and 1 with doctorates. Our campus principal had 17 years of career experience in a professional position (not necessarily as a principal) and 5 years in Coppell. Our assistant principals had an average of 12 years of professional experience and 5 years in the district.

We hired 18 new teachers in 2022-23. The characteristics of our new teachers were as follows: 0% Asian, 72.2% White, 11.1% Hispanic, 11.1% African American, 44.4% female, 55.6% male, 27.7% new to teaching, 16.6% with 2-5 years of professional experience, 22.2% with 6-10 years, 11.1% with 11-15 years, 16.6% with 16-20 years, 5.5% with more than 20 years and 30% new to the campus. The average years of professional experience was 8.4 with 0.3 years in the district. 38.8% of our new teachers had advanced degrees.

Demographics Strengths

- Location within Metroplex
- Diversity of the campus
- Learning environments promote inclusion
- Culturally responsive community
- Financially responsive community

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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 2 (Prioritized): 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

Problem Statement 3 (Prioritized): There is a need to establish and maintain strong, positive relationships with all learners.   **Root Cause:** Barriers exist in which relationships have not been established and sustained with all learners

Problem Statement 4 (Prioritized): There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .   **Root Cause:** Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Student Learning

Student Learning Summary

2023 AP						
SCORES	**1**	**2**	**3**	**4**	**5**	**Total Exams**
Number of Exams	48	71	151	249	310	829
Percentage of Total Exams	6%	9%	18%	30%	37%	100%
Number of AP Students	47	64	141	233	281	

Algebra 1					
Admin	STAAR - Number Tested	STAAR - Average Scale Score	STAAR - Did Not Meet - %	STAAR - Approaches - %	STAAR - Meets - %	STAAR - Masters - %
Spring 2022	485	4227	14	86	62	40
Spring 2023	481	4156	12	88	60	36
Biology					
Admin	STAAR - Number Tested	STAAR - Average Scale Score	STAAR - Did Not Meet - %	STAAR - Approaches - %	STAAR - Meets - %	STAAR - Masters - %
Spring 2022	977	4594	5	95	86	55
Spring 2023	1029	4613	2	98	89	59
English 1					
Admin	STAAR - Number Tested	STAAR - Average Scale Score	STAAR - Did Not Meet - %	STAAR - Approaches - %	STAAR - Meets - %	STAAR - Masters - %
Spring 2022	988	4508	10	90	83	39
Spring 2023	1041	4512	5	95	88	45

TELPAS 2023

Grade	Listening - Beginning - %	Listening - Intermediate - %	Listening - Advanced - %	Listening - Advanced High - %	Speaking - Beginning - %	Speaking - Intermediate - %	Speaking - Advanced - %	Speaking - Advanced High - %	Reading - Beginning - %	Reading - Intermediate - %	Reading - Advanced - %	Reading - Advanced High - %	Writing - Beginning - %	Writing - Intermediate - %	Writing - Advanced - %
9		14	50	36		15	55	30	1	22	24	53	3	38	

Student Learning Strengths

- Vast majority of students successful on first administration of STAAR assessments
- The percentage of students at meets and masters levels of achievement exceeded the prior year for English I and Biology STAAR EOC Assessments
- 2023 STAAR results surpassed the state average in all three subjects tested, in almost every student group
- From 2021 to 2022 the average score on the AP Human Geography exam improved from 3.17 to 3.67 and the percentage of students scoring 3+ increased from 65.5% to 80.8%
- From 2020 to 2021 the number of students tested in AP Human Geography decreased slightly from 556 to 544
- Of 641 AP exams taken, 79.7% scored 3 or higher in 2022
- Students at CHS9 exceeded the state and global marks for mean score, and percentage of students scoring 3 or higher for the AP Human Geography exam in 2022

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 focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners.   **Root Cause:** Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered

Problem Statement 3 (Prioritized): There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.   **Root Cause:** Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the district

Problem Statement 4 (Prioritized): There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and Emergent Bilingual learners.   **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth.

Problem Statement 5 (Prioritized): There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. **Root Cause:** Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

Problem Statement 6: There is a need to focus on implementation of digital tools and resources resulting in increased learner achievement, data collection on usage and learner growth. **Root Cause:** Inconsistencies in usage of digital tools resources and monitoring of learner academic and social emotional growth.

School Processes & Programs

School Processes & Programs Summary

Coppell High School Ninth Grade Campus is a stand-alone campus for ninth grade high school students. The curriculum, instruction, and assessment focus at CHS9 is guided by the TEKS and Coppell ISD expectations. Curriculum documents have been developed at the district level by directors and educators and are created within the UbD (Understanding by Design) framework. Our guiding purpose is as follows: All learners achieve personal growth and emerge as future-ready learners who positively impact our world. In addition we have developed a learner profile of skills, which will be developed in every learner during their time with us: Communicates, Solves Problems, Connects, Grows from Reflection, Displays Resilience, Embodies Integrity, Demonstrates Compassion, and Leads by Serving.

School safety and security processes include the expectation that all learners and staff wear their ID badge while on campus. We regularly conduct emergency drills to ensure students and staff are adequately prepared for an emergency situation, and we have purchased Navigate Prepared, a web-based emergency management system to improve our emergency procedures and student accountability practices. We employ a full-time School Resource Officer through the Coppell Police Department, who partners with us on all matters of safety and security.

Educators are organized into collaborative teams as a component of our campus' existence as a Professional Learning Community. Since we operate on a traditional A/B block schedule, our collaborative teams are provided a common planning period every other day, within which they unpack student learning standards, develop assessments and proficiency standards, analyze student achievement data, develop interventions and enrichments, and engage in professional learning with one another. These collaborative teams sit at the heart of our instructional model and our commitment and belief that we have the collective capacity and shared responsibility for ensuring that all of our students learn at high levels. Partnering with educators in this process are our three-person administrative team, a full-time Instructional Coach, our Testing Coordinator with a focus on RtI, and our Language Acquisition Specialist. We have built structures into our master schedule to allow our content and department team leads to exist as a collaborative team as well.

CHS9 provides a flexible learning environment to promote collaboration among engaged learners and educators. These flexible learning spaces can be found throughout our campus to meet the needs of our diverse learners. These include flexible spaces within the building, a Career and Technical Education Center, maker spaces, and specially designed spaces for fine arts and athletics.

School Processes & Programs Strengths

- Learning spaces available
- Structural design for collaborative teams
- Extensive extracurricular and co-curricular opportunities for students
- Use of extensive behavior management practices
- Hour Block Lunch meets student academic, social, and emotional needs

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:** Barriers exist within the current system for learning for all

Problem Statement 2: There is a need to provide systematic intervention within the school day for our learners. **Root Cause:** Due to our location and the nature of our campus, many of our learners are unable to come early or stay late for additional support.

Problem Statement 3: There is a need to maintain and improve structures and expectations for the work of collaborative teams on campus. **Root Cause:** Inconsistency in achieving the desired outcomes from collaborative teams, and varying degrees of efficiency of collaborative teams.

Problem Statement 4 (Prioritized): There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause:** Lack of aligned resources and systemic structures for counseling needs

Problem Statement 5 (Prioritized): There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 6 (Prioritized): There is a need to strengthen our health enrichment curriculum to include new health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. **Root Cause:** Continued need to build/expand resources/programs implemented in 2022-2023 - Data shows high need for mental health supports

Problem Statement 7 (Prioritized): There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. **Root Cause:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

Perceptions

Perceptions Summary

Coppell High School Ninth Grade Campus Guiding Purpose: "All learners achieve personal growth and emerge as future-ready learners who positively impact our world."

In addition to our guiding purpose, we are committed to creating a school culture based on the following three words: Belong, Empower, Challenge. Informally, we characterize that as to Build Everyday Champions.

In order to ensure that we achieve our guiding purpose, we are focused on specific skill development in learners, noted in our Learner Profile: Communicates, Solves Problems, Connects, Grows from Reflection, Displays Resilience, Embodies Integrity, Demonstrates Compassion, and Leads by Serving.

We believe that all students can learn at high levels, and more importantly, we believe that we have the collective capacity and the shared responsibility for ensuring that happens. At CHS9 we are a family, and that family extends to our parents and surrounding community. We know that we can only accomplish our goals to serve our students by doing so as a team.

CHS9 maintains an active presence on Twitter and Instagram and uses numerous platforms to provide a "window" into our school. The hashtag (#CHS9Family) is utilized to build campus pride and communicate photos, events, and announcements that promote our campus and district values.

Perceptions Strengths

- Campus culture - Belong, Empower, Challenge - Build Everyday Champions
- Campus staff is very close - CHS9Family
- Establishing and promoting relationships in the learning environment to meet academic and social-emotional needs of our learners
- Parents and community are very supportive of the campus
- Vision, culture statements, and learner profile were collectively developed by the CHS9 Family
- Students have embraced the culture and committed to the responsibility to take care of the campus

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. **Root Cause:** Barriers still exist with understanding/supporting/providing resources for all needs

Problem Statement 2 (Prioritized): There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause:** Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel

Problem Statement 3 (Prioritized): There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 4 (Prioritized): There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. **Root Cause:** Lack of individuals choosing to work in public education.

Problem Statement 5 (Prioritized): There is a need to build a stronger foundational understanding of CTE for all CISD stakeholders. **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: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.

Root Cause 1: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and Emergent Bilingual learners.

Root Cause 2: Lack of multiple data sources across the district being used to show evidence of learner growth.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.

Root Cause 3: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need to create and maintain systems to support high levels of learning for all.

Root Cause 4: Barriers exist within the current system for learning for all

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners.

Root Cause 5: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered

Problem Statement 5 Areas: Student Learning

Problem Statement 6: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.

Root Cause 6: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the district

Problem Statement 6 Areas: Student Learning

Problem Statement 7: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .

Root Cause 7: Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Problem Statement 7 Areas: Demographics

Problem Statement 8: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.

Root Cause 8: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.

Root Cause 9: Lack of aligned resources and systemic structures for counseling needs

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

Root Cause 10: Barriers still exist with understanding/supporting/providing resources for all needs

Problem Statement 10 Areas: Perceptions

Problem Statement 11: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.

Root Cause 11: Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 11 Areas: Perceptions

Problem Statement 12: There is a need for additional professional learning for staff members to eliminate potential bias, while addressing equity and inclusivity deficits.

Root Cause 12: Barriers exist within our educational system due to lack of empathy/understanding

Problem Statement 12 Areas: Demographics

Problem Statement 13: There is a need to establish and maintain strong, positive relationships with all learners.

Root Cause 13: Barriers exist in which relationships have not been established and sustained with all learners

Problem Statement 13 Areas: Demographics

Problem Statement 14: There is a need to enhance communication and engagement for families.

Root Cause 14: Barriers exist within the current system with communication and engagement opportunities

Problem Statement 14 Areas: Demographics

Problem Statement 15: There is a need to strengthen our health enrichment curriculum to include new health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.

Root Cause 15: Continued need to build/expand resources/programs implemented in 2022-2023 - Data shows high need for mental health supports

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.

Root Cause 16: Lack of individuals choosing to work in public education.

Problem Statement 16 Areas: Perceptions

Problem Statement 17: There is a need to continue revisiting and improving efforts with safety and security for the district.

Root Cause 17: Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel

Problem Statement 17 Areas: Perceptions

Problem Statement 18: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.

Root Cause 18: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

Problem Statement 18 Areas: School Processes & Programs

Problem Statement 19: There is a need to build a stronger foundational understanding of CTE for all CISD stakeholders.

Root Cause 19: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities

Problem Statement 19 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- 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

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals

Goal 1: Personal Growth and Experiences: We, as CHS9, will achieve our full potential by learning at high levels and taking ownership of our learning.

Performance Objective 1: All CHS9 learners will be provided high quality Tier I instruction that is aligned to the TEKS.
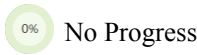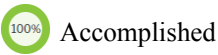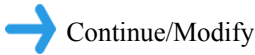
> **HB3 Goal**
>
> **Evaluation Data Sources:** STAAR data, EOC data, MAP data, progress monitoring in Student Success Platform, Multi-Tiered Systems of Support, TELPAS data, Professional Learning opportunities

Strategy 1 Details	Reviews			
Strategy 1: Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I instructional strategies with a specific focus on small group instruction and using formative assessments in the classroom.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - High quality Tier I instruction for learners - Checklist of look fors highlighting specific instructional strategies in all content areas - Aligned strategies being implemented across the campus that impact learner growth - Growth in differentiated experiences and scaffolding opportunities within the classroom environments - Professional learning provided by district and campus **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach, Department Heads, Teachers **Problem Statements:** Student Learning 1, 3 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: House Bill 3 implementation of college, career, and military readiness goals supporting alignment and growth in certifications will occur.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Strengthen understanding of CCMR goals in education at CHS9 -Learner growth in certifications taken and achieved at CHS9 -Aligned certifications offered with programs of studies in CTE - Monitoring through Major Clarity database **Staff Responsible for Monitoring:** Campus Administrators, Counselors, CTE Educators **Problem Statements:** Student Learning 2 - Perceptions 3, 5				

Strategy 3 Details		Reviews			
Strategy 3: Educators will work in collaborative teams to utilize district-developed curriculum documents to design learning experiences focusing first on the revised high priority learning standards, and to evaluate and incorporate best practices in Tier 1 instruction for all learners.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: High quality Tier I instruction will be provided to all learners in alignment with High Priority Learning Standards derived from the TEKS. Consistent implementation of Coppell ISD Curriculum. **Staff Responsible for Monitoring:** Campus Administrators, Team Leads **Problem Statements:** Student Learning 1, 3 - School Processes & Programs 1					

Strategy 4 Details		Reviews			
Strategy 4: Teachers will conduct learning walks to observe one another and share best practices for Tier I instruction.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved teacher efficacy in designing and delivering high quality Tier I instruction.		**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Team Leads, Individual Teachers **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 5 - Perceptions 4					

Strategy 5 Details		Reviews			
Strategy 5: Teachers will select high yield Tier I strategies based on evidence presented through data analysis within collaborative teams.		**Formative**			**Summative**
Strategy's Expected Result/Impact: - Consistent implementation of high yield Tier I instructional strategies		**Nov**	**Feb**	**Apr**	**June**
- Improved Tier I instruction - Improved student learning outcomes **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach, Team Leads, Teachers **Problem Statements:** Demographics 4 - Student Learning 1, 4 - School Processes & Programs 1					

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: Partner with district leadership and departments to conduct 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.	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Growth in educators, administrators and staff as far as the understanding of CISD systems and structures and specific strategies that support learning - Sustainability and support by providing aligned resources/training for educators, administrators and staff - Growth in aligned instructional practices being implemented across the district and campus **Staff Responsible for Monitoring:** Administrators, Instructional Coach, Digital Learning Coach, Language Acquisition Specialist, Department Heads **Problem Statements:** Demographics 4 - Student Learning 1, 3 - School Processes & Programs 1, 7				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 4: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .   **Root Cause**: Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

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
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Perceptions
Problem Statement 3: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.   **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth
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Problem Statement 5: There is a need to build a stronger foundational understanding of CTE for all CISD stakeholders.   **Root Cause**: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities

Goal 1: Personal Growth and Experiences: We, as CHS9, 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, Multi-Tiered Systems of Support, MAP data, Professional Learning Community data (common formative assessments), Learning Walks (photos, evidence of learning, walk-throughs)

Strategy 1 Details	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Development of data analysis protocols - Awareness, training and implementation of data analysis protocols - Growth and alignment in structures for Professional Learning Communities -Collaborative Team Times across the campus - Increased student achievement (academic, social emotional and behavioral) **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach, Department Heads **Problem Statements:** Demographics 4 - Student Learning 1, 4 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Continued training and support for understanding, implementing, and evaluating the effectiveness of MTSS (Multi-Tiered Systems of Support) will occur.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Training on Student Success Platform in Panorama and aligned implementation across campus - Alignment across the campus of data tools being used throughout the year to find strengths and needs of learners - Increased knowledge of educators with data analysis and differentiation of instruction - Ease on educators for viewing various pieces of data in one location - Increased monitoring of growth of learners in all content areas and social emotional skills **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach, Department Heads **Problem Statements:** Demographics 4 - School Processes & Programs 1, 7				

Strategy 3 Details	Reviews			
Strategy 3: Teachers and collaborative teams will provide additional support and targeted intervention during regularly scheduled sessions within the Hour Block Lunch period.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: - Students will receive targeted intervention within the school day to close learning gaps as they are identified through classroom data. - As a result of closing learning gaps, all students will experience increased academic performance. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach, Digital Learning Coach, Department Heads, Teachers **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 1, 7				

Strategy 4 Details	Reviews			
Strategy 4: We will administer the NWEA MAP Assessment to support a proactive approach to collecting data to identify students' individual learning needs.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: - Early identification and intervention for learners with learning needs in math and reading. - Increased growth of learners in content areas assessed. **Staff Responsible for Monitoring:** Campus Administrators, MTSS Team, Instructional Coach, Digital Learning Coach **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 1, 7				

Strategy 5 Details	Reviews			
Strategy 5: Strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training and align structures for data review/documentation of behavioral growth.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: - Accurate early identification of learners needing intervention in all areas. - Increased communication and understanding of learner progress by teachers. - Improved student behavior - Consistency in student discipline **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Department Heads, Campus MTSS Team **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 1, 7 - Perceptions 3				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 4: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause**: Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

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 4: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and Emergent Bilingual learners. **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth.

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**: Barriers exist within the current system for learning for all

Problem Statement 7: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. **Root Cause**: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

Perceptions

Problem Statement 3: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

Goal 1: Personal Growth and Experiences: We, as CHS9, 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: STAAR data, TELPAS data, AP data

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and training to support educators to identify the proficiency levels of Emergent Bilingual learners and plan appropriate classroom instructional strategies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - Emergent Bilingual learners will experience growth in language and content proficiency in all subjects, resulting in improved performance on standardized assessments.
    - Emergent Bilingual learners will receive targeted intervention in the regular classroom setting to address language and content gaps.
    Staff Responsible for Monitoring: Campus Administrators, Language Acquisition Specialist, Instructional Coach, Teachers
 	
    Problem Statements: Demographics 4 - Student Learning 1, 3, 4 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Provide resources and specific training emphasizing how we can best help to support and provide appropriate interventions for our Special Education, 504, Emergent Bilingual Learners, Migrant Learners, Tier II and Tier III learners, and GT learners with their overall academic/social emotional needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - Trainings developed and implemented - MTSS - Multi-Tiered Systems of Support process clearly defined and supported with resources
    - IEP's and Service Plans designed to meet all of learner's needs
    - Specifically target Long Term EBs in high school with data monitoring, specific and targeted interventions and mentoring.
    - Increase academic achievement and growth for all learners
    - Data gathered from aligned resources (MAP, Panorama Student Success Platform, etc.)
    Staff Responsible for Monitoring: Campus Administrators, Instructional Coach, Digital Learning Coach, Counselors, Librarian, Language Acquisition Specialist, Intervention Services, Department Heads
 	
    Problem Statements: Demographics 2, 4 - Student Learning 1, 3, 4 - School Processes & Programs 1, 7				

Strategy 3 Details	Reviews			
Strategy 3: Implement specific accelerated instruction 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Students will receive accelerated instruction to fill academic gaps. - At-risk students will receive appropriate intervention to ensure mastery of academic content and appropriate growth **Staff Responsible for Monitoring:** Campus Administrators, Teachers, MTSS Team, Instructional Coach **Problem Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 1, 7				

Strategy 4 Details	Reviews			
Strategy 4: Provide professional learning and resources to all teachers on best practices for instructional design and delivery for Emergent Bilingual learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Improved teacher efficacy regarding instruction for Emergent Bilingual learners. - Reduced learning gaps due to higher quality lesson design and delivery. **Staff Responsible for Monitoring:** Campus Administrators, Language Acquisition Specialist, Teachers **Problem Statements:** Demographics 2, 4 - Student Learning 3 - School Processes & Programs 1, 5, 7				

Strategy 5 Details	Reviews			
Strategy 5: Special Education teachers will work with collaborative teams to identify student needs, assist with development of appropriate content objectives, and plan best practices and interventions for students receiving special education services.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Learners receiving special education services will experience growth in content proficiency in all subjects, resulting in improved performance on standardized assessments. - Learners receiving special education services will receive targeted intervention in the regular classroom setting to address learning gaps. **Staff Responsible for Monitoring:** Campus Administrators, Special Education Teachers, Team Leads, Teachers **Problem Statements:** Demographics 4 - Student Learning 1, 3 - School Processes & Programs 1, 5, 7				

Strategy 6 Details	Reviews			
Strategy 6: Provide professional learning and resources for Special Education staff and general education teachers on best practices for in-class support and resource instruction.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: - Improved quality of instruction in inclusion and resource settings for all learners. - Reduced learning gaps due to higher quality lesson design and delivery. **Staff Responsible for Monitoring:** Campus Administrators, Special Education Teachers, Team Leads, Teachers **Problem Statements:** Demographics 4 - Student Learning 1, 3 - School Processes & Programs 1, 5, 7				

Strategy 7 Details	Reviews			
Strategy 7: Teachers and collaborative teams will provide additional support and targeted intervention during regularly scheduled sessions within the Hour Block Lunch period.	**Formative**			**Summative**
	Nov	Feb	Apr	June
Additional resources, instructional and human, will be incorporated to address specific needs within English I, Algebra I, and Biology throughout the year, as well as the weeks leading up to STAAR EOC testing. **Strategy's Expected Result/Impact:** - Students will receive targeted intervention within the school day to close learning gaps as they are identified through classroom data. - As a result of closing learning gaps, all students will experience increased performance on standardized assessments. **Staff Responsible for Monitoring:** Campus Administrators, Department Heads, Hour Block Lunch Coordinator, Teachers **Problem Statements:** Demographics 3, 4 - Student Learning 3, 4 - School Processes & Programs 1, 7 - Perceptions 3 **Funding Sources:** Extra Instructional Support - English I - 199 - State Comp Ed - 199-11-6118-00-004-24-000 - $1,500, Extra Instructional Support - Algebra I - 199 - State Comp Ed - 199-11-6118-00-004-24-000 - $2,000, Extra Instructional Support - Biology - 199 - State Comp Ed - 199-11-6118-00-004-24-000 - $1,600, Student Transportation for Tutoring Boot Camp - English I - 199 - State Comp Ed - 199-11-6412-00-004-24-000- - $800, Student Transportation for Tutoring Boot Camp - Algebra I - 199 - State Comp Ed - 199-11-6412-00-004-24-000- - $800, Instructional Materials for Algebra I Tutoring - 199 - State Comp Ed - 199-11-6329-00-004-24-000- - $8,021, Instructional Materials for Biology Tutoring - 199 - State Comp Ed - 199-11-6329-00-004-24-000- - $800, Student Transportation for Tutoring Boot Camp - Biology - 199 - State Comp Ed - 199-11-6412-00-004-24-000- - $800, Instructional Materials for English I Tutoring - 199 - State Comp Ed - 199-11-6329-00-004-24-000- - $700				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: 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

Demographics
Problem Statement 3: There is a need to establish and maintain strong, positive relationships with all learners. **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners
Problem Statement 4: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause**: Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

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 3: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. **Root Cause**: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the district
Problem Statement 4: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and Emergent Bilingual learners. **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth.

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**: Barriers exist within the current system for learning for all
Problem Statement 5: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning
Problem Statement 7: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. **Root Cause**: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

Perceptions
Problem Statement 3: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

Goal 2: Authentic Contributions: We, as CHS9, 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 CHS9 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 6-12 course/certification interest
- Data gathered on 6-12 course requests and analyzed for specific areas of learning
- Training documentation
- Opportunities for learners to express their future interests built into the learning design

Strategy 1 Details	Reviews			
Strategy 1: Provide training and resources to educators enhancing curriculum connections to real world application in learning, and strengthen understanding and implementation of Career and Technical Education and Career, College, and Military Readiness.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Provide training that highlights real world application in lesson design - Increase use of business partners and resident experts to support curriculum connections (tracking data on career clusters and industry professional participation) - Increase learner awareness of career, college and life readiness opportunities **Staff Responsible for Monitoring:** Campus Administrators, Counselors, Teachers, Instructional Coach, CTE Director, Curriculum Directors **Problem Statements:** Demographics 4 - Student Learning 2, 3 - School Processes & Programs 1, 5 - Perceptions 3, 5				

Strategy 2 Details	Reviews			
Strategy 2: Campus leaders, CTE Teachers and Counselors will promote CTE courses through regular interactions with middle school learners, teachers and parents throughout the Spring semester to encouragement registration in CTE courses for the following year at CHS9.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Similarly the same group of stakeholders will promote the continuation of CTE pathways to be continued at Coppell High School as a result of completion of CTE courses at CHS9. **Strategy's Expected Result/Impact:** - Increase in the number of students taking a CTE course at CHS9 in the coming year. - Increased retention of students in a coherent sequence of courses through a CTE pathway at Coppell High School. **Staff Responsible for Monitoring:** Campus Administrators, Counselors, CTE Teachers **Problem Statements:** Demographics 1 - Student Learning 2, 3 - Perceptions 5				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 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 to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .   **Root Cause**: Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Student Learning
Problem Statement 2: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners.   **Root Cause**: Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered
Problem Statement 3: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.   **Root Cause**: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the district

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**: Barriers exist within the current system for learning for all
Problem Statement 5: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.   **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

| Perceptions |
|---|
| **Problem Statement 3**: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.   **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth |
| **Problem Statement 5**: There is a need to build a stronger foundational understanding of CTE for all CISD stakeholders.   **Root Cause**: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities |

Goal 2: Authentic Contributions: We, as CHS9, 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 CHS9 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: Digital Portfolios in Bulb, Performance Assessments, Science Fair, Student Presentations/Expos

Strategy 1 Details	Reviews			
Strategy 1: Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Learner digital portfolios - CISD staff digital portfolios - Digital Portfolio continued training and implementation **Staff Responsible for Monitoring:** Campus Administrators, Teachers, Instructional Coach **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 3				

Strategy 2 Details	Reviews			
Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Students will have regular authentic learning experiences, which lead to multiple opportunities to demonstrate learning in all classes. - All students experience growth in skill proficiency aligned with the CHS9 Learner Profile. - Rubrics for academic and social-emotional growth - Goal setting forms/reflections **Staff Responsible for Monitoring:** Campus Administrators, Team Leads, Instructional Coach, Teachers **Problem Statements:** Student Learning 3, 4 - School Processes & Programs 1 - Perceptions 3				

Strategy 3 Details	Reviews			
Strategy 3: We will highlight and celebrate students as Everyday Champions each month according to demonstration of excellence in the skills outlined in the CHS9 Learner Profile.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Students will demonstrate growth in skills in the CHS9 Learner Profile - A large sampling of students will be positively recognized for outstanding demonstration of skill development **Staff Responsible for Monitoring:** Teachers, Campus Administrators **Problem Statements:** Demographics 1, 3 - Perceptions 3				

Strategy 4 Details	Reviews			
Strategy 4: Identify and communicate campus strengths and areas of growth derived from the framework provided by the Texas Public Accountability Consortium district team for the purpose of Community Based Accountability.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Online/printed pamphlet/handout highlighting specific data points besides STAAR and state based testing accountability -Focused areas of strengths and areas of improvement highlighted as a campus **Staff Responsible for Monitoring:** Campus Administrators **Problem Statements:** Demographics 1 - Perceptions 3, 4				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 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 3: There is a need to establish and maintain strong, positive relationships with all learners.   **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

Student Learning
Problem Statement 3: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.   **Root Cause**: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the district
Problem Statement 4: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and Emergent Bilingual learners.   **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth.

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**: Barriers exist within the current system for learning for all

Perceptions
Problem Statement 3: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.   **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth
Problem Statement 4: There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.   **Root Cause**: Lack of individuals choosing to work in public education.

Goal 3: Well-Being and Mindfulness: We, as CHS9, will learn, engage, and work in a safe, inclusive, and responsive environment.

Performance Objective 1: CISD 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:** - Revised curriculum documents
> - Administrator and educator feedback
> - Training resources
> - Social Emotional Survey data
> - Specific Training for Counselors and implementation of resources purchased
> - Threat Assessment Data
> - Panorama survey data
> - CISD Strategic Design Work

Strategy 1 Details	Reviews			
Strategy 1: Revise, update and implement current curriculum documents and purchase any needed resources to include learning supports for social emotional learning and character education.	**Formative**			**Summative**
Including the following character traits per TEA:	**Nov**	**Feb**	**Apr**	**June**
- 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: - Utilization of social-emotional curriculum supports within lesson design
    - Learner growth as indicated through survey/learner goals (academic and social emotional)
    - Resources available for supports in learning
    - Scope and Sequence and curriculum documents of support implemented
    - CISD Strategic Design Work
    Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers
 	
    Problem Statements: Demographics 4 - Student Learning 3, 5 - Perceptions 1				

Strategy 2 Details	Reviews			
Strategy 2: Continue building on our health curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide related risk factors and warning signs) (including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content)	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: - Utilization of health curriculum supports for mental health within lesson design - Learner growth as indicated through survey/learner goals - Educator training on embedded supports - Partnership with SHAC district committee in developing supports **Staff Responsible for Monitoring:** Campus Administrators, Counselors **Problem Statements:** Student Learning 3, 5 - School Processes & Programs 6				

Strategy 3 Details	Reviews			
Strategy 3: Pilot a peer-to-peer suicide prevention program, known as Hope Squad. Hope Squad members are nominated by their classmates and trained by advisors.	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: - Hope Squad members gain valuable training through the Hope Squad class with their advisors - Students know that their are trusted peers to go to if they or someone they know is experiencing thoughts of self harm - Awareness and support for students experiencing thoughts of self harm improves campus-wide **Staff Responsible for Monitoring:** Campus Administrators, Counselors, Hope Squad Advisors **Problem Statements:** Demographics 3, 4 - School Processes & Programs 4 - Perceptions 1, 2				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: There is a need to establish and maintain strong, positive relationships with all learners.   **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners
Problem Statement 4: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .   **Root Cause**: Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth
Student Learning
Problem Statement 3: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities.   **Root Cause**: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the district

Student Learning

Problem Statement 5: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.   **Root Cause**: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

School Processes & Programs

Problem Statement 4: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.   **Root Cause**: Lack of aligned resources and systemic structures for counseling needs

Problem Statement 6: There is a need to strengthen our health enrichment curriculum to include new health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.   **Root Cause**: Continued need to build/expand resources/programs implemented in 2022-2023 - Data shows high need for mental health supports

Perceptions

Problem Statement 1: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.   **Root Cause**: Barriers still exist with understanding/supporting/providing resources for all needs

Problem Statement 2: There is a need to continue revisiting and improving efforts with safety and security for the district.   **Root Cause**: Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel

Goal 3: Well-Being and Mindfulness: We, as CHS9, will learn, engage, and work in a safe, inclusive, and responsive environment.

Performance Objective 2: CHS9 will continue to bring clarity, communicate systems and provide intentional training to ensure alignment with practices/supports across the campus.

> **Evaluation Data Sources:** - Curriculum embedded resources
> - Behavior supports/resources
> - Discipline data
> - Feedback from Panorama survey data learners, staff and families
> - Trainings provided
> - Threat assessment data

Strategy 1 Details	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Threat Assessment process being utilized and strengthening supports for learners in need - Increase awareness and action plans in order to support all learners with behavior needs - Training focus on areas such as bullying, cyberbullying, academic dishonesty, digital safety and citizenship, and restorative discipline practices - Team approach when looking at behavior data and specific intervention plans for learners - Learner growth in behavioral needs - CISD Discipline Matrix being utilized - Online Truancy course required for learners - Campus committees established in the focus area of bullying - focus on prevention efforts and health and wellness initiatives - District surveys focused on data collection for learner engagement, climate and culture, learner social emotional needs and learner concerns with bullying and cyberbullying **Staff Responsible for Monitoring:** Campus Administrators, Counselors, Teachers **Problem Statements:** Demographics 2, 3, 4 - School Processes & Programs 1, 7 - Perceptions 3				

Strategy 2 Details	Reviews			
Strategy 2: Develop and incorporate elements of Positive Behavioral Interventions and Supports (PBIS) campus-wide.	Formative			Summative
Strategy's Expected Result/Impact: - Increased clarity on campus behavior expectations for all unique settings	**Nov**	**Feb**	**Apr**	**June**
- Increased learner awareness of behavior expectations on campus - Consistent communication and language of behavior expectations within staff - Shifted mindset to focus on the positive behavior expectation as opposed to what not to do - Development of student incentive programs related to positive behavior **Staff Responsible for Monitoring:** Campus Administration, Counselors, Teachers, Paraprofessional Staff **Problem Statements:** Demographics 3, 4 - School Processes & Programs 1, 7 - Perceptions 3				

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 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
Problem Statement 3: There is a need to establish and maintain strong, positive relationships with all learners.   **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners
Problem Statement 4: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .   **Root Cause**: Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

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**: Barriers exist within the current system for learning for all
Problem Statement 7: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.   **Root Cause**: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

Perceptions
Problem Statement 3: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.   **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

Goal 3: Well-Being and Mindfulness: We, as CHS9, will learn, engage, and work in a safe, inclusive, and responsive environment.

Performance Objective 3: All CHS9 learners will be provided instruction on utilizing digital tools in learning focusing on: differentiation, assistive technologies, digital citizenship, digital safety, and information literacy.

    Evaluation Data Sources: Collaborative team meeting agendas, Library logs, Schoology Logs, Survey Data

Strategy 1 Details	Reviews			
Strategy 1: Continue providing training and supports for digital learning tools with a focus on academic integrity, digital safety, digital citizenship, and cyberbullying	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - Students gain increased understanding of digital citizenship and create a positive digital footprint
- Implementation and documentation of access and usage of resources
- Increase appropriate use of digital resources
- Apple classroom and tools to support academic integrity
- Learner feedback and educator feedback
- Fewer discipline referrals in this focus area
    Staff Responsible for Monitoring: Campus Administrators, Librarian, Digital Learning Coach, Department Heads
 	
    Problem Statements: Demographics 4 - Student Learning 5 - School Processes & Programs 1 - Perceptions 3				

Strategy 2 Details	Reviews			
Strategy 2: The librarian will partner with teachers to develop and deliver information literacy lessons to learners.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Learners will increase proficiency in information literacy and will be able to apply those skills in different contexts.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administrators, Librarian, Teachers, Instructional Coach, Digital Learning Coach **Problem Statements:** Student Learning 5 - School Processes & Programs 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 4: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .   **Root Cause**: Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Student Learning
Problem Statement 5: There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.   **Root Cause**: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

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**: Barriers exist within the current system for learning for all

Perceptions
Problem Statement 3: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.   **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

Goal 4: Organizational Improvement and Strategic Design: We, as CHS9, 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: CHS9 will provide aligned professional learning opportunities and gather feedback from participants on their growth and the impact of the training.

    Evaluation Data Sources: Resources district/campus (within Schoology), PLC implementation rubric district/campus, Training documentation, Administrator/Educator feedback, Mentoring Supports and training, PL courses, Feedback surveys on trainings

Strategy 1 Details	Reviews			
Strategy 1: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the campus including within professional learning opportunities.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Evidence of PLC/MTSS structures in professional learning	**Nov**	**Feb**	**Apr**	**June**
- Increase use of data to support evidence-based decisions for professional learning - Department meetings, campus meetings, campus intervention/enrichment times - Support for new educators to the district with mentoring and building blocks for PLC/MTSS **Staff Responsible for Monitoring:** Campus Administrators, Counselors, MTSS Team, Instructional Coach, Digital Learning Coach, Department Heads, Teachers **Problem Statements:** Demographics 4 - Student Learning 1, 3 - School Processes & Programs 1, 5, 7 - Perceptions 3				

Strategy 2 Details	Reviews			
Strategy 2: Calibrate, align and provide support for our campus departments concerning needs for professional learning.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Create repository of trainings within PowerSchool Professional Learning	**Nov**	**Feb**	**Apr**	**June**
- Promote CHS9 educators presenting and sharing their knowledge both at the campus and district levels - Streamline training and gathering of information from various stakeholders - 3-5 year plan for professional learning needs and target specific federal and local funds to ensure continuity and sustainability in the planning process **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach, Digital Learning Coach, District Professional Learning Staff **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1, 5 - Perceptions 3				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: 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

Problem Statement 4: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause**: Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

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 3: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. **Root Cause**: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the district

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**: Barriers exist within the current system for learning for all

Problem Statement 5: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 7: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. **Root Cause**: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

Perceptions

Problem Statement 3: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

Goal 4: Organizational Improvement and Strategic Design: We, as CHS9, 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: CISD will continue to investigate, implement and evaluate tools/resources/assessments that monitor growth within the educational system.

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

Strategy 1 Details	Reviews			
Strategy 1: Continue researching, developing and implementing a CISD Community Based Accountability System.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Online campus pamphlet created with quantitative and qualitative data - District dashboard showcasing various pieces of data - TPAC (Texas Performance Assessment Consortium) participation - Update and evaluate Learner and Leadership Profile - Showcase learner growth of the whole child **Staff Responsible for Monitoring:** Campus Administrators, District TPAC Core Team **Problem Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 3	**Nov**	**Feb**	**Apr**	**June**

0%	No Progress	100%	Accomplished	→	Continue/Modify	✗	Discontinue

Performance Objective 2 Problem Statements:

| Demographics |
|---|
| **Problem Statement 1**: There is a need to enhance communication and engagement for families.   **Root Cause**: Barriers exist within the current system with communication and engagement 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**: Barriers exist within the current system for learning for all |
| **Perceptions** |
| **Problem Statement 3**: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.   **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth |

Goal 4: Organizational Improvement and Strategic Design: We, as CHS9, 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: CISD will continue to review and maintain safety and security practices and will work to implement any additional strategies/ protocols put in place by the state.

Evaluation Data Sources: - Safety and security drills
- Door sweeps
- Safety and security training for all staff
- Safety and security training for learners
- Continued Implementation of Raptor
- Communication for families

Strategy 1 Details	Reviews			
Strategy 1: Ensure all safety drills take place within the campus, specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements/ recommendations.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Aligned practices for safety and security across the campus - Aligned training for staff and learners at CHS9 - Safety of learners and staff in CHS9 - Communication to all stakeholders about safety and practices of CHS9 - Continued implementation of door sweeps on campus at least once each week during instructional days - Review of current campus and district practices **Staff Responsible for Monitoring:** Campus Administrators, SROs, District Coordinator of Safety and Security **Problem Statements:** Demographics 1 - Perceptions 2				

Strategy 2 Details	Reviews			
Strategy 2: Implement door sweeps on campus at least once each week during instructional days.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Ensuring the security and restricted access to the building from the outside **Staff Responsible for Monitoring:** Campus Administrators, SROs, All Staff **Problem Statements:** Perceptions 2	**Nov**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			

Strategy 3: We will share with staff, learners and families the Standard Response Protocol for Safety in our school. We will continue to practice lockout, lock-down, shelter in place, evacuation, and hold in place drills to ensure our staff and learners know how to react in an emergency situation.
 	
    Strategy's Expected Result/Impact: - Improved communication regarding emergency procedures
    - Improved school safety and security campus-wide
    Staff Responsible for Monitoring: Campus Administrators, SROs, All Staff
 	
    Problem Statements: Demographics 1 - Perceptions 2
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			

Strategy 4: CHS9 will conduct monthly meetings following safety drills to analyze data, debrief performance, and make necessary adjustments.
    Strategy's Expected Result/Impact: - Improved effectiveness of all safety procedures and processes
    - Increased campus safety and security measures
    Staff Responsible for Monitoring: Campus Administrators, SROs, Emergency Team Members
 	
    Problem Statements: Perceptions 2
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**

Strategy 5 Details	Reviews			

Strategy 5: We will develop and implement an Emergency Operation Plan to address any and all emergency and crisis procedures.
    Strategy's Expected Result/Impact: - CHS9 Staff will understand and be able to execute all emergency/crisis procedures for the campus
    Staff Responsible for Monitoring: All Campus Staff
 	
    Problem Statements: School Processes & Programs 1 - Perceptions 2
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to enhance communication and engagement for families. **Root Cause**: Barriers exist within the current system with communication and engagement 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**: Barriers exist within the current system for learning for all

Perceptions
Problem Statement 2: There is a need to continue revisiting and improving efforts with safety and security for the district. **Root Cause**: Alignment with any new state requirements and possible areas identified as needs by district leadership and safety/security personnel

Goal 4: Organizational Improvement and Strategic Design: We, as CHS9, 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: CHS9 will provide ongoing professional learning to department heads for implementation and support of collaborative teams using the Professional Learning Communities model.

Evaluation Data Sources: Instructional Leadership Team meetings, Department Head support meetings with administrators

Strategy 1 Details		Reviews			
Strategy 1: We will continue to monitor, support, and evaluate the effectiveness of collaborative teams on campus.		**Formative**			**Summative**
Strategy's Expected Result/Impact: - Increased collective capacity to guide collaborative teams in the PLC model - Improved student learning campus-wide - Improved instruction in all classrooms **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach, Department Heads **Problem Statements:** Demographics 4 - Student Learning 1, 3, 4 - School Processes & Programs 1, 5, 7 - Perceptions 3		**Nov**	**Feb**	**Apr**	**June**

Strategy 2 Details		Reviews			
Strategy 2: The Instructional Leadership Team, consisting of administrators, instructional coaches, and department heads, will meet at least once a month to engage in professional learning to support the campus model as a PLC.		**Formative**			**Summative**
Strategy's Expected Result/Impact: - Increase collective capacity of department heads to foster growth of collaborative teams - Improved teaching and learning as a result of the PLC process **Staff Responsible for Monitoring:** Campus Administrators, Instructional Coach, Digital Learning Coach, Department Heads **Problem Statements:** Demographics 4 - Student Learning 1, 3 - School Processes & Programs 1, 5, 7 - Perceptions 1, 3		**Nov**	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 4: There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .   **Root Cause**: Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

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 3: There is a need to provide equitable access and consistent monitoring of curriculum implementation to ensure growth and consistency with learning opportunities. **Root Cause**: Lack of alignment with full implementation of curriculum and the comprehensive understanding of how to implement certain research-based learning strategies for instruction across the district

Problem Statement 4: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and Emergent Bilingual learners. **Root Cause**: Lack of multiple data sources across the district being used to show evidence of learner growth.

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**: Barriers exist within the current system for learning for all

Problem Statement 5: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause**: Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

Problem Statement 7: There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. **Root Cause**: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

Perceptions

Problem Statement 1: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. **Root Cause**: Barriers still exist with understanding/supporting/providing resources for all needs

Problem Statement 3: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

Goal 4: Organizational Improvement and Strategic Design: We, as CHS9, 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 5: CHS9 will continue to leverage a variety of communication tools to increase clarity and consistency of campus information and processes for stakeholders.

    Evaluation Data Sources: Internal/external (newsletters, blogs, website), Schoology courses and resource management, Video connections, Social Media

Strategy 1 Details	Reviews			
Strategy 1: Continue efforts with communication to all staff, families and community members as we work through processes with sharing the learning happening across the campus, in addition to all other aspects of the student experience and campus activities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: -Streamline communication within the campus
- Increase stakeholder understanding of campus processes, events and procedural systems
- Highlight learning that is happening on campus
    Staff Responsible for Monitoring: Campus Administrators, Counselors, Staff
 	
    Problem Statements: Demographics 1, 3 - School Processes & Programs 1 - Perceptions 3				

Strategy 2 Details	Reviews			
Strategy 2: Leverage multimedia platforms to enhance communication for all stakeholders	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - Usage of multimedia platforms by the campus
- Increased level of communication for stakeholders
- Increase positive Parent Satisfaction Survey results regarding campus communication
    Staff Responsible for Monitoring: Campus Staff
 	
    Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 3				

Strategy 3 Details	Reviews			
Strategy 3: We will send parent/family newsletters and staff newsletters every two weeks to maintain high levels of communication and engagement with the campus.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Improved understanding of campus activities, events, news, and policies				

- Improved engagement between stakeholders and the campus
- Providing a window into the learning and life happening on campus

Staff Responsible for Monitoring: Campus Principal, Counselors, Librarian, Nurse, Language Acquisition Specialist

Problem Statements: Demographics 1, 3 - School Processes & Programs 1 - Perceptions 3

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: 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 3: There is a need to establish and maintain strong, positive relationships with all learners.   **Root Cause**: Barriers exist in which relationships have not been established and sustained with all learners

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**: Barriers exist within the current system for learning for all

Perceptions
Problem Statement 3: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.   **Root Cause**: Lack of focus on the whole child and using multiple measures to show evidence of growth

Campus Funding Summary

			199 - State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	7	Extra Instructional Support - English I	199-11-6118-00-004-24-000	$1,500.00
1	3	7	Extra Instructional Support - Algebra I	199-11-6118-00-004-24-000	$2,000.00
1	3	7	Extra Instructional Support - Biology	199-11-6118-00-004-24-000	$1,600.00
1	3	7	Student Transportation for Tutoring Boot Camp - English I	199-11-6412-00-004-24-000-	$800.00
1	3	7	Student Transportation for Tutoring Boot Camp - Algebra I	199-11-6412-00-004-24-000-	$800.00
1	3	7	Student Transportation for Tutoring Boot Camp - Biology	199-11-6412-00-004-24-000-	$800.00
1	3	7	Instructional Materials for English I Tutoring	199-11-6329-00-004-24-000-	$700.00
1	3	7	Instructional Materials for Algebra I Tutoring	199-11-6329-00-004-24-000-	$8,021.00
1	3	7	Instructional Materials for Biology Tutoring	199-11-6329-00-004-24-000-	$800.00
				Sub-Total	$17,021.00