

Coppell Independent School District
CHS 9th Grade Campus
2025-2026 Campus Improvement Plan



Mission Statement

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

Vision

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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	23
Perceptions	25
Priority Problem Statements	27
Comprehensive Needs Assessment Data Documentation	31
Goals	32
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.	32
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.	43
Goal 3: Well-Being and Mindfulness: We, as CHS9, will learn, engage, and work in a safe and responsive environment.	47
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.	52
Campus Funding Summary	62
Policies, Procedures, and Requirements	63

Comprehensive Needs Assessment

Demographics

Demographics Summary

DEMOGRAPHICS

CHS 9th Grade Center is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. For the 2025-2026 school year, Coppell ISD will have 10 elementary schools. CHS9 serves a majority Asian student population in grade 9. In the 2024-25 school year, total enrollment was 1,018 which represents an increase of 3.7% since 2020-21 (981 learners).

In 2024-25, the student population was 58.2% Asian, 19.8% White, 12.6% Hispanic, 4.7% African American, 0.2% American Indian/Alaskan Native, 0.1% Native Hawaiian/Pacific Islander and 4.2% multi-racial. Females made up 49.1% of the learners and males represented 50.9%. Our economically disadvantaged percentage was 10.3%.

Our Emergent Bilingual (EB) population consisted of 81 learners that made up 7.9% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (34.5%), Telugu (17.2%), Tamil (13.5%), Arabic (8.6%), and Hindi (3.7%). Additionally, 29.6% of our EBs were also economically disadvantaged.

Our 141 gifted and talented learners constituted 13.8% of our population. Our gender split in the GT group was 50.3% female and 49.7% male. Of the four major ethnic groups, our GT learners were 70.9% Asian, 16.3% White, 8.5% Hispanic and 1.4% African American.

We had 79 learners that qualified for special education services, which represented 7.7% of our population. There were 72 learners with 504 accommodations, which was 7% of the total enrollment.

The average daily attendance for our campus in 2024-25 was 97.22%, which increased by 0.95% from the prior year.

STAFFING

CHS9 employed 65 educators and 5 instructional aides in the 2024-25 school year. The number of teachers decreased by 2 from the prior year while the number of aides decreased by 1. The ethnic breakdown for the teaching staff was 10.7% Asian, 67.6% White, 13.8% Hispanic, 6.1% African American, and 1.5% multi-racial. Females made up 63% of the educators and males represented 37%.

Overall, our educators had a varying level of professional experience: 10.7% (7) were new to teaching with 0-1 years of experience, 13.8% (9) had 2-5 years, 32.3% (21) had 6-10 years, 16.9% (11) had 11-15 years, 10.7% (7) had 16-20 years, and 15.3% (10) had more than 20 years. Looking at longevity within the district, 33.8% of our teachers had 0-1 years in district, 38.4% had 2-5 years, 16.9% had 6-10 years, 3% had 11-15 years, and 7.6% had 16-20 years. The average years of professional experience was 10.8 with 4.4 years in the district.

Advanced degrees were held by 40% of our teachers: 26 with master's degrees. Our campus principal had 16 years of career experience in a professional position (not necessarily as a principal) and 7 years in Coppell. Our assistant principals had an average of 12.5 years of professional experience and 9 years in the district.

We hired 11 new teachers in 2024-25. The characteristics of our new teachers were as follows: 18.1% Asian, 72.7% White,, 9% African American, 72.7% female, 27.3% male, 18.1% new to teaching, 63.6% with 6-10 years, 18.1% with 16-20 years, and 16.9% new to the campus. The average years of professional experience was 8.4 with 1 year in the

district. 72.7% 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

Problem Statement 5 (Prioritized): There is a need to focus on the areas in the district identified with significant disproportionality.

Root Cause: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners

Problem Statement 6 (Prioritized): There is a need to strengthen current practices that prepare all learners for secondary course/program selection.

Root Cause: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD.

Problem Statement 7 (Prioritized): There is a need to analyze and review data for Gifted and Talented, Honors courses, AP courses and Career Technical Education courses/ certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning.

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

Student Learning

Student Learning Summary

NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 24 to Spring 25. Click [HERE](#) for an explanation if needed.

	0325 TELPAS Grade 9
Coppell High School	
Total Students	92
Date Taken	03/01/25
Lower/Same Level	44.57%
1 Level Higher	29.35%
2 Levels Higher	0%
3 Levels Higher	0%
TELPAS Composite Score	2.99
No Rating	0%
Beginning	2.17%
Intermediate	19.57%
Advanced	46.74%
Advanced High	31.52%
Listening Raw Score	19.78
Listening Scale Score	1530.24
Speaking Raw Score	28.8
Speaking Scale Score	1539.59
Writing Raw Score	28.1
Writing Scale Score	1498.86
Reading Raw Score	24.57

	0325 TELPAS Grade 9
Reading Scale Score	1552.32
Economic Disadvantage	
Total Students	26
Date Taken	03/01/25
Lower/Same Level	53.85%
1 Level Higher	26.92%
2 Levels Higher	0%
3 Levels Higher	0%
TELPAS Composite Score	3.1
No Rating	0%
Beginning	3.85%
Intermediate	15.38%
Advanced	50%
Advanced High	30.77%
Listening Raw Score	19.5
Listening Scale Score	1453.85
Speaking Raw Score	28.46
Speaking Scale Score	1465.92
Writing Raw Score	26.5
Writing Scale Score	1413.65
Reading Raw Score	23.38
Reading Scale Score	1465.04
American Indian/Alaskan Native	
Total Students	1
Date Taken	03/01/25
Lower/Same Level	0%
1 Level Higher	0%

	0325 TELPAS Grade 9
2 Levels Higher	0%
3 Levels Higher	0%
TELPAS Composite Score	3.5
No Rating	0%
Beginning	0%
Intermediate	0%
Advanced	0%
Advanced High	100%
Listening Raw Score	20
Listening Scale Score	1549
Speaking Raw Score	32
Speaking Scale Score	1597
Writing Raw Score	38
Writing Scale Score	1614
Reading Raw Score	31
Reading Scale Score	1639
Asian	
Total Students	49
Date Taken	03/01/25
Lower/Same Level	32.65%
1 Level Higher	32.65%
2 Levels Higher	0%
3 Levels Higher	0%
TELPAS Composite Score	3.1
No Rating	0%
Beginning	2.04%
Intermediate	14.29%

	0325 TELPAS Grade 9
Advanced	42.86%
Advanced High	40.82%
Listening Raw Score	20.39
Listening Scale Score	1567.43
Speaking Raw Score	29.9
Speaking Scale Score	1577.53
Writing Raw Score	30.27
Writing Scale Score	1548.78
Reading Raw Score	26.63
Reading Scale Score	1604.08
Hispanic	
Total Students	30
Date Taken	03/01/25
Lower/Same Level	56.67%
1 Level Higher	30%
2 Levels Higher	0%
3 Levels Higher	0%
TELPAS Composite Score	2.94
No Rating	0%
Beginning	3.33%
Intermediate	20%
Advanced	53.33%
Advanced High	23.33%
Listening Raw Score	19.13
Listening Scale Score	1462.47
Speaking Raw Score	27.6
Speaking Scale Score	1470.43

	0325 TELPAS Grade 9
Writing Raw Score	26.03
Writing Scale Score	1424.8
Reading Raw Score	22.87
Reading Scale Score	1475.17
White	
Total Students	12
Date Taken	03/01/25
Lower/Same Level	66.67%
1 Level Higher	16.67%
2 Levels Higher	0%
3 Levels Higher	0%
TELPAS Composite Score	2.63
No Rating	0%
Beginning	0%
Intermediate	41.67%
Advanced	50%
Advanced High	8.33%
Listening Raw Score	18.92
Listening Scale Score	1546.25
Speaking Raw Score	27.08
Speaking Scale Score	1552.75
Writing Raw Score	23.58
Writing Scale Score	1470.58
Reading Raw Score	19.83
Reading Scale Score	1526.58
Currently Emergent Bilingual	
Total Students	92

	0325 TELPAS Grade 9
Date Taken	03/01/25
Lower/Same Level	44.57%
1 Level Higher	29.35%
2 Levels Higher	0%
3 Levels Higher	0%
TELPAS Composite Score	2.99
No Rating	0%
Beginning	2.17%
Intermediate	19.57%
Advanced	46.74%
Advanced High	31.52%
Listening Raw Score	19.78
Listening Scale Score	1530.24
Speaking Raw Score	28.8
Speaking Scale Score	1539.59
Writing Raw Score	28.1
Writing Scale Score	1498.86
Reading Raw Score	24.57
Reading Scale Score	1552.32
Special Ed Indicator	
Total Students	20
Date Taken	03/01/25
Lower/Same Level	80%
1 Level Higher	20%
2 Levels Higher	0%
3 Levels Higher	0%
TELPAS Composite Score	2.45

	0325 TELPAS Grade 9
No Rating	0%
Beginning	5%
Intermediate	35%
Advanced	60%
Advanced High	0%
Listening Raw Score	16.25
Listening Scale Score	1511
Speaking Raw Score	27.05
Speaking Scale Score	1548.25
Writing Raw Score	24.2
Writing Scale Score	1492.5
Reading Raw Score	20.35
Reading Scale Score	1533.7

	Spring 2025 STAAR EOC, English I	Spring 2025 STAAR EOC, Algebra I	Spring 2025 STAAR EOC, Biology
Coppell High School			
Total Students	1041	479	1010
Raw Score	49	35	38
Scale Score	4521	4180	4549
Percent Score	76.55%	59.75%	71.55%
Approaches Grade Level (TX)	92.03%	89.14%	98.51%
Meets Grade Level (TX)	85.88%	62.42%	90.30%
Masters Grade Level (TX)	46.49%	36.74%	52.48%

	Spring 2025 STAAR EOC, English I	Spring 2025 STAAR EOC, Algebra I	Spring 2025 STAAR EOC, Biology
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	4.23%	4.18%	0.40%
Did Not Meet High	3.75%	6.68%	1.09%
Approaches Low	2.40%	13.15%	2.18%
Approaches High	3.75%	13.57%	6.04%
Meets	39.39%	25.68%	37.82%
Masters	46.49%	36.53%	52.48%
Economic Disadvantage			
Total Students	124	95	107
Raw Score	39	30	32
Scale Score	4156	3944	4239
Percent Score	61.48%	50.47%	59.57%
Approaches Grade Level (TX)	73.39%	80%	92.52%
Meets Grade Level (TX)	59.68%	38.95%	67.29%
Masters Grade Level (TX)	23.39%	22.11%	27.10%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	17.74%	5.26%	1.87%
Did Not Meet High	8.87%	14.74%	5.61%
Approaches Low	4.03%	21.05%	8.41%
Approaches High	9.68%	20%	16.82%
Meets	36.29%	16.84%	40.19%
Masters	23.39%	22.11%	27.10%
American Indian/Alaskan Native			
Total Students	3	2	3
Raw Score	44	23	31

	Spring 2025 STAAR EOC, English I	Spring 2025 STAAR EOC, Algebra I	Spring 2025 STAAR EOC, Biology
Scale Score	4226	3688	4209
Percent Score	68.75%	38.98%	59.12%
Approaches Grade Level (TX)	100%	50%	100%
Meets Grade Level (TX)	100%	0%	66.67%
Masters Grade Level (TX)	0%	0%	0%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	50%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	50%	33.33%
Meets	100%	0%	66.67%
Masters	0%	0%	0%
Asian			
Total Students	591	173	586
Raw Score	53	41	40
Scale Score	4691	4431	4673
Percent Score	82.68%	69.40%	76.09%
Approaches Grade Level (TX)	96.45%	97.11%	99.32%
Meets Grade Level (TX)	94.08%	80.92%	96.59%
Masters Grade Level (TX)	61.25%	56.07%	64.51%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	1.69%	1.73%	0.34%
Did Not Meet High	1.86%	1.16%	0.34%
Approaches Low	0.51%	6.94%	0.17%
Approaches High	1.86%	9.25%	2.56%

	Spring 2025 STAAR EOC, English I	Spring 2025 STAAR EOC, Algebra I	Spring 2025 STAAR EOC, Biology
Meets	32.83%	24.86%	32.08%
Masters	61.25%	56.07%	64.51%
Black/African American			
Total Students	54	43	47
Raw Score	38	30	30
Scale Score	4089	3941	4179
Percent Score	59.98%	50.57%	57.49%
Approaches Grade Level (TX)	74.07%	83.72%	87.23%
Meets Grade Level (TX)	64.81%	44.19%	74.47%
Masters Grade Level (TX)	11.11%	16.28%	14.89%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	14.81%	9.30%	2.13%
Did Not Meet High	11.11%	6.98%	10.64%
Approaches Low	3.70%	18.60%	2.13%
Approaches High	5.56%	20.93%	10.64%
Meets	53.70%	27.91%	59.57%
Masters	11.11%	16.28%	14.89%
Hispanic			
Total Students	141	104	128
Raw Score	41	30	33
Scale Score	4202	3942	4292
Percent Score	64.31%	50.36%	61.81%
Approaches Grade Level (TX)	78.01%	81.73%	99.22%
Meets Grade Level (TX)	66.67%	43.27%	71.09%
Masters Grade Level (TX)	21.99%	16.35%	28.12%
Date Taken	05/01/25	05/01/25	05/01/25

	Spring 2025 STAAR EOC, English I	Spring 2025 STAAR EOC, Algebra I	Spring 2025 STAAR EOC, Biology
Excluded	0%	0%	0%
Did Not Meet Low	10.64%	6.73%	0%
Did Not Meet High	11.35%	11.54%	0.78%
Approaches Low	5.67%	23.08%	8.59%
Approaches High	5.67%	15.38%	19.53%
Meets	44.68%	26.92%	42.97%
Masters	21.99%	16.35%	28.12%
Native Hawaiian/Pacific Islander			
Total Students	1	1	1
Raw Score	47	35	29
Scale Score	4320	4127	4109
Percent Score	73.44%	59.32%	54.72%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	100%	100%	100%
Masters Grade Level (TX)	0%	0%	0%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	0%	0%
Meets	100%	100%	100%
Masters	0%	0%	0%
Two or More Races			
Total Students	43	25	43
Raw Score	48	37	38
Scale Score	4481	4254	4567

	Spring 2025 STAAR EOC, English I	Spring 2025 STAAR EOC, Algebra I	Spring 2025 STAAR EOC, Biology
Percent Score	75.36%	62.44%	71.57%
Approaches Grade Level (TX)	100%	92%	97.67%
Meets Grade Level (TX)	86.05%	56%	93.02%
Masters Grade Level (TX)	37.21%	48%	53.49%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	8%	2.33%
Approaches Low	11.63%	20%	0%
Approaches High	2.33%	16%	4.65%
Meets	48.84%	8%	39.53%
Masters	37.21%	48%	53.49%
White			
Total Students	208	131	202
Raw Score	46	34	36
Scale Score	4381	4111	4444
Percent Score	72.10%	57.28%	68.12%
Approaches Grade Level (TX)	91.83%	86.26%	98.51%
Meets Grade Level (TX)	80.77%	61.07%	87.62%
Masters Grade Level (TX)	33.17%	32.82%	42.57%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	5.29%	4.58%	0.50%
Did Not Meet High	2.88%	9.16%	0.99%
Approaches Low	3.37%	10.69%	4.46%
Approaches High	7.69%	14.50%	6.44%
Meets	47.60%	28.24%	45.05%

	Spring 2025 STAAR EOC, English I	Spring 2025 STAAR EOC, Algebra I	Spring 2025 STAAR EOC, Biology
Masters	33.17%	32.06%	42.57%
Currently Emergent Bilingual			
Total Students	104	75	92
Raw Score	32	31	29
Scale Score	3876	3989	4114
Percent Score	49.58%	51.82%	54.61%
Approaches Grade Level (TX)	56.73%	80%	93.48%
Meets Grade Level (TX)	38.46%	42.67%	55.43%
Masters Grade Level (TX)	4.81%	22.67%	14.13%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	26.92%	8%	2.17%
Did Not Meet High	16.35%	12%	4.35%
Approaches Low	5.77%	21.33%	11.96%
Approaches High	12.50%	16%	26.09%
Meets	33.65%	20%	41.30%
Masters	4.81%	22.67%	14.13%
First Year of Monitoring			
Total Students	35	18	34
Raw Score	51	39	37
Scale Score	4516	4301	4464
Percent Score	79.06%	66.20%	69.53%
Approaches Grade Level (TX)	97.14%	100%	100%
Meets Grade Level (TX)	94.29%	88.89%	94.12%
Masters Grade Level (TX)	34.29%	44.44%	44.12%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%

	Spring 2025 STAAR EOC, English I	Spring 2025 STAAR EOC, Algebra I	Spring 2025 STAAR EOC, Biology
Did Not Meet Low	0%	0%	0%
Did Not Meet High	2.86%	0%	0%
Approaches Low	0%	5.56%	0%
Approaches High	2.86%	5.56%	5.88%
Meets	60%	44.44%	50%
Masters	34.29%	44.44%	44.12%
Fourth Year of Monitoring			
Total Students	104	20	104
Raw Score	54	36	40
Scale Score	4728	4179	4669
Percent Score	84.93%	60.68%	76.34%
Approaches Grade Level (TX)	100%	95%	100%
Meets Grade Level (TX)	98.08%	65%	96.15%
Masters Grade Level (TX)	66.35%	30%	65.38%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	5%	0%
Approaches Low	0.96%	10%	0%
Approaches High	0.96%	20%	3.85%
Meets	31.73%	35%	30.77%
Masters	66.35%	30%	65.38%
Second Year of Monitoring			
Total Students	17	9	17
Raw Score	50	38	38
Scale Score	4507	4312	4516
Percent Score	78.31%	64.60%	71.59%

	Spring 2025 STAAR EOC, English I	Spring 2025 STAAR EOC, Algebra I	Spring 2025 STAAR EOC, Biology
Approaches Grade Level (TX)	94.12%	88.89%	94.12%
Meets Grade Level (TX)	94.12%	66.67%	94.12%
Masters Grade Level (TX)	47.06%	44.44%	64.71%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	5.88%	0%	5.88%
Did Not Meet High	0%	11.11%	0%
Approaches Low	0%	11.11%	0%
Approaches High	0%	11.11%	0%
Meets	47.06%	22.22%	29.41%
Masters	47.06%	44.44%	64.71%
Third Year of Monitoring			
Total Students	4	2	4
Raw Score	53	36	39
Scale Score	4785	4186	4572
Percent Score	83.20%	60.17%	73.58%
Approaches Grade Level (TX)	100%	100%	100%
Meets Grade Level (TX)	100%	50%	100%
Masters Grade Level (TX)	50%	50%	50%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	50%	0%
Approaches High	0%	0%	0%
Meets	50%	0%	50%
Masters	50%	50%	50%

	Spring 2025 STAAR EOC, English I	Spring 2025 STAAR EOC, Algebra I	Spring 2025 STAAR EOC, Biology
Special Ed Indicator			
Total Students	79	67	72
Raw Score	32	26	27
Scale Score	3891	3802	4049
Percent Score	49.58%	43.44%	51.57%
Approaches Grade Level (TX)	56.96%	64.18%	86.11%
Meets Grade Level (TX)	36.71%	31.34%	50%
Masters Grade Level (TX)	7.59%	14.93%	16.67%
Date Taken	05/01/25	05/01/25	05/01/25
Excluded	0%	0%	0%
Did Not Meet Low	24.05%	14.93%	4.17%
Did Not Meet High	18.99%	20.90%	9.72%
Approaches Low	8.86%	14.93%	13.89%
Approaches High	11.39%	17.91%	22.22%
Meets	29.11%	16.42%	33.33%
Masters	7.59%	13.43%	16.67%

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 utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners.

Root Cause: Inconsistencies with implementation of PLC/MTSS processes/training across the district.

Problem Statement 4 (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 5 (Prioritized): There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth.

Root Cause: Inconsistencies with implementation curriculum, professional learning and resource usage across the district.

Problem Statement 6 (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 and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth.

Problem Statement 7 (Prioritized): There is a need for more training for teachers on integrating technology in a way that enhances the learning and a need for students to be taught how to appropriately and effectively use the technology tools at their fingertips.

Root Cause: Technology can be a wonderful tool but is not always necessary when providing high quality instruction.

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 Learning 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 (Prioritized): 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 (Prioritized): 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 continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.

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

Problem Statement 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

Problem Statement 8 (Prioritized): There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)

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

Problem Statement 9 (Prioritized): There is a need to continue revisiting and improving efforts with safety and security for the district.

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

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 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 3 (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 4 (Prioritized): There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district.

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

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 advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners.

Root Cause 2: Inconsistencies with implementation of PLC/MTSS processes/training across the district.

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 ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.

Root Cause 6: 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 Areas: School Processes & Programs

Problem Statement 7: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.

Root Cause 7: Lack of aligned resources and systemic structures for counseling needs

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

Root Cause 8: Barriers still exist with understanding/supporting/providing resources for all needs

Problem Statement 8 Areas: Perceptions

Problem Statement 9: There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.

Root Cause 9: Lack of focus on the whole child and using multiple measures to show evidence of growth

Problem Statement 9 Areas: Perceptions

Problem Statement 10: There is a need for additional professional learning for staff members to eliminate potential bias, while addressing equity and inclusivity deficits.

Root Cause 10: Barriers exist within our educational system due to lack of empathy/understanding

Problem Statement 10 Areas: Demographics

Problem Statement 11: There is a need to establish and maintain strong, positive relationships with all learners.

Root Cause 11: Barriers exist in which relationships have not been established and sustained with all learners

Problem Statement 11 Areas: Demographics

Problem Statement 12: There is a need to enhance communication and engagement for families.

Root Cause 12: Barriers exist within the current system with communication and engagement opportunities

Problem Statement 12 Areas: Demographics

Problem Statement 13: There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs.

Root Cause 13: Continued need to build/expand resources/programs.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: 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 14: Lack of individuals choosing to work in public education.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: There is a need to continue revisiting and improving efforts with safety and security for the district.

Root Cause 15: Continued requirements per the state and safety needs of learners, staff, facilities, etc.

Problem Statement 15 Areas: School Processes & Programs

Problem Statement 16: 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 16: Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

Problem Statement 16 Areas: School Processes & Programs

Problem Statement 17: There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district.

Root Cause 17: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities.

Problem Statement 17 Areas: Perceptions

Problem Statement 18: 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 18: Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

Problem Statement 18 Areas: Demographics

Problem Statement 19: There is a need to focus on the areas in the district identified with significant disproportionality.

Root Cause 19: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs Percentage of Hispanic and African-American learners identified with discipline incidents Percentage of achievement and growth for economically disadvantaged learners

Problem Statement 19 Areas: Demographics

Problem Statement 20: There is a need to analyze and review data for Gifted and Talented, Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning.

Root Cause 20: Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications.

Problem Statement 20 Areas: Demographics

Problem Statement 21: There is a need to strengthen current practices that prepare all learners for secondary course/program selection.

Root Cause 21: Inconsistencies in communication, training and support for all staff, learners and families to gain a full understanding of the many opportunities available to them in CISD.

Problem Statement 21 Areas: Demographics

Problem Statement 22: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth.

Root Cause 22: Inconsistencies with implementation curriculum, professional learning and resource usage across the district.

Problem Statement 22 Areas: Student Learning

Problem Statement 23: 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 23: Inconsistencies in usage and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth.

Problem Statement 23 Areas: Student Learning

Problem Statement 24: There is a need to focus on attendance of learners. (monitoring, intervention plans, attendance incentives/promotion)

Root Cause 24: Loss of instruction time for learners and loss of funding from the state.

Problem Statement 24 Areas: School Processes & Programs

Problem Statement 25: There is a need to provide systematic intervention within the school day for our learners.

Root Cause 25: 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 25 Areas: School Processes & Programs

Problem Statement 26: There is a need to maintain and improve structures and expectations for the work of collaborative teams on campus.

Root Cause 26: Inconsistency in achieving the desired outcomes from collaborative teams, and varying degrees of efficiency of collaborative teams.

Problem Statement 26 Areas: School Processes & Programs

Problem Statement 27: There is a need for more training for teachers on integrating technology in a way that enhances the learning and a need for students to be taught how to appropriately and effectively use the technology tools at their fingertips.

Root Cause 27: Technology can be a wonderful tool but is not always necessary when providing high quality instruction.

Problem Statement 27 Areas: Technology - Student Learning

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. 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 - Additions to curriculum documents for small group instruction/formative assessment - Additional training focus areas in project based learning, problem based learning, Kagan strategies to use within instruction, Universal Design for learning (focus on all learners) - By the end of the 2025-2026 school year, all core content teams will use common formative assessments during every instructional unit to drive instruction and interventions. - By the end of the 2025-2026 school year, all core content teams will receive training related to small group instruction as part of their instructional unit planning professional learning. Staff Responsible for Monitoring: Campus Administrators, Learning Coach, Department Heads, Teachers Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: 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. 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, 5 Funding Sources: Substitute Teachers for Collaborative Team Design Days - 199 - State Comp Ed - \$3,161	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers will select high yield Tier I strategies based on evidence presented through data analysis within collaborative teams. Strategy's Expected Result/Impact: - Consistent implementation of high yield Tier I instructional strategies - Improved Tier I instruction - Improved student learning outcomes Staff Responsible for Monitoring: Campus Administrators, Learning Coach, Team Leads, Teachers Problem Statements: Student Learning 1, 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 3: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. Root Cause: Inconsistencies with implementation of PLC/MTSS processes/training across the district.
Problem Statement 5: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. Root Cause: Inconsistencies with implementation curriculum, professional learning and resource usage 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.

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: Continue building on our established district-wide framework for Professional Learning Communities (PLCs) that includes clear guidelines and expectations for collaboration, data analysis, and action planning. This framework will include biweekly meetings where educators analyze both qualitative and quantitative data to identify student needs and develop targeted interventions or enrichments for academic, behavioral or social emotional needs. Strategy's Expected Result/Impact: - Aligned PLC (collaborative team time) structures across the district - PLC resources for campuses captured in one common area that is accessible for all staff - Campus leaders and district support staff pushing in for support and guiding campuses on their needs - Intentional data digs with aligned district assessment platforms and state assessments and district survey tools - Intentional use of Panorama Student Success Platform for capturing data/documentation for learner growth and progress monitoring - Targeted data protocols in use across all campuses for varying types of data - Review current schedules in use for PLC/MTSS collaboration time and audit what is working for staff/learners and sustainability of structures if changes are needed due to lack of funds - Continued utilization and ongoing, job embedded training for effectively using data analysis protocols (including using NWEA MAP, AWARE, Panorama, etc.) will be provided in order for educators to share best practices and success stories. Result/Impact - Training and Implementation of AWARE assessment creation and data analysis tool (supporting creation of common formative assessments and long-range data analysis) - Increased student achievement (academic, social emotional and behavioral) - Use of NWEA MAP data, STAAR/EOC data, TELPAS, mClass and other district/classroom assessments to review growth of learners - By the end of the 2025-2026 school year, all core content teams will create summative assessments in which all test questions and rubrics are tagged to state standards in order for teams to collaboratively analyze student learning data and implement the appropriate targeted interventions and instructional adjustments. Staff Responsible for Monitoring: Campus Administrators, Learning Coach, Department Heads Problem Statements: Demographics 7 - Student Learning 3 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June

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. 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, Learning Coach, Department Heads Problem Statements: Demographics 4 - Student Learning 6	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers and collaborative teams will provide additional support and targeted intervention during regularly scheduled sessions within the Flex Time period. 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, Learning Coach, Department Heads, Teachers Problem Statements: School Processes & Programs 1, 2 Funding Sources: Flexible Intervention Scheduling Software - 199 - State Comp Ed - \$6,430	Formative			Summative
	Nov	Feb	Apr	June
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. 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, Learning Coach Problem Statements: Student Learning 3 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:





Demographics
<p>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</p> <p>Problem Statement 7: There is a need to analyze and review data for Gifted and Talented, Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning. Root Cause: Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications.</p>
Student Learning
<p>Problem Statement 3: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. Root Cause: Inconsistencies with implementation of PLC/MTSS processes/training across the district.</p> <p>Problem Statement 6: 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 and the implementation of district resources/tools for monitoring learner academic, behavioral and social emotional growth.</p>
School Processes & Programs
<p>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.</p> <p>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.</p> <p>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.</p>
Perceptions
<p>Problem Statement 2: 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</p>

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. 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, Learning Coach, Teachers Problem Statements: Student Learning 3		Formative			Summative
		Nov	Feb	Apr	June
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. 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, Learning Coach, Counselors, Librarian, Language Acquisition Specialist, Intervention Services, Department Heads Problem Statements: Student Learning 3		Formative			Summative
		Nov	Feb	Apr	June

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, including Saturday "boot camps" and math intervention software to support these students and plans. 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, Learning Coach Problem Statements: Student Learning 1, 3, 5 - School Processes & Programs 1 Funding Sources: Bus Transportation for Saturday Intervention Boot Camps - 199 - State Comp Ed - \$2,100, Extra Duty Pay for Teachers to Facilitate Saturday Intervention Boot Camps - 199 - State Comp Ed - \$2,400	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: 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. 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: Student Learning 1, 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. Root Cause: Lack of knowledge and understanding of evidence based learning strategies and targeted interventions
Problem Statement 3: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. Root Cause: Inconsistencies with implementation of PLC/MTSS processes/training across the district.

Student Learning
Problem Statement 5: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. Root Cause: Inconsistencies with implementation curriculum, professional learning and resource usage 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.

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

Evaluation Data Sources: - Curriculum documents

- Instructional plans for each course

- Course syllabi

- Training documentation

Strategy 1 Details	Reviews			
Strategy 1: Provide trainings and lesson design ideas focused on intentional use of digital learning tools, embedding the updated Technology TEKS for learning, and creating a shared balance of technology with intentional hands-on learning experiences. Strategy's Expected Result/Impact: - Increased teacher ability to use digital learning tools that enhance student learning - New and creative use of hands-on learning experiences Staff Responsible for Monitoring: Campus administrators, Learning Coach, District Curriculum Directors Problem Statements: Student Learning 7 - Technology 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: - Improved student fluency with digital tools - Increased student understanding of digital citizenship Problem Statements: Student Learning 7 - Technology 1	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Learning

Problem Statement 7: There is a need for more training for teachers on integrating technology in a way that enhances the learning and a need for students to be taught how to appropriately and effectively use the technology tools at their fingertips. **Root Cause:** Technology can be a wonderful tool but is not always necessary when providing high quality instruction.





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 have opportunities to participate in learning that is relationship driven, real world, engaging, allowing for choice and individual learning styles, hands-on, service oriented, and creating a sense of community.

- Evaluation Data Sources:**
- Curriculum documents, Panorama Survey data
 - Data gathered from families and learners on 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			
<p>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.</p> <p>Strategy's Expected Result/Impact:</p> <ul style="list-style-type: none"> - 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 - The percentage of CISD annual graduates earning College, Career, and Military Readiness credit will increase from 83% from the 2023 annual graduates to 93% for 2028 annual graduates (2029 Accountability Year). - Continued professional learning for multiple stakeholder groups on CCMR to raise awareness. - Annual Post High School Fair in September: representatives from various businesses, trade schools, colleges, and the military. - Collaboration and communication with families in middle school when creating learner four year plans for high school and helping the learners and families understand future opportunities for after high school. - Continued collaboration with secondary counselors on CCMR in proactively identifying CCMR needs for their students. - Identify current 12th graders who have not yet earned CCMR credit and enroll in College Prep Math and/or Reading. - Offer the TSIA to the students who completed College Prep. This will directly tie to the CCMR Outcome Bonus - Increase the number of aligned industry based certifications (IBCs) offered to students. - Offer at least one IBC for all CTE programs of study. - Identify current 12th graders who are on track to be CTE completers that have not earned an IBC. - CISD CTE Learning Academies provide opportunities for teachers to engage in professional learning targeted to the current needs of our students based on current data. <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers, Learning Coach, CTE Director, Curriculum Directors</p> <p>Problem Statements: Demographics 7 - Student Learning 2 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details		Reviews			
<p>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.</p> <p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, CTE Teachers</p> <p>Problem Statements: Student Learning 2 - Perceptions 4</p>		Formative			Summative
		Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Demographics
<p>Problem Statement 7: There is a need to analyze and review data for Gifted and Talented, Honors courses, AP courses and Career Technical Education courses/certifications to ensure all CISD learners are given opportunities to reach their fullest potential in learning. Root Cause: Inconsistencies in learner groups taking advanced level courses and/or receiving CTE certifications.</p>
Student Learning
<p>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</p>
Perceptions
<p>Problem Statement 4: There is a need to continue building a stronger understanding of CTE for all CISD stakeholders and showcasing programs of study in the district. Root Cause: Lack of understanding for how CTE programs of study can benefit/support learners with future college/career opportunities.</p>

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 focusing on expectations for Bulb Digital Portfolio usage and implementation in supporting staff goal setting/evidence collection, highlighting learner processes and products of through experiences learning and tracking learner growth. 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, Learning Coach Problem Statements: Demographics 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through hands-on experiences, using digital tools, and/or innovative and creative practices which includes a focus on communicating these experiences to families and the community. 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, Learning Coach, Teachers Problem Statements: Demographics 1 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Identify and communicate campus strengths and student success across a variety of experiences derived from the framework provided by the Texas Public Accountability Consortium district team for the purpose of Community Based Accountability. 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 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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
Perceptions
Problem Statement 2: 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 and responsive environment.

Performance Objective 1: CHS9 will continue to review and curate curriculum documents and implement specific programs for needed support/resources for counseling, social emotional learning, mental health and drug/alcohol awareness.

Evaluation Data Sources: - 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: Continue implementation of Character Strong curriculum for all learners during Advisory classes Strategy's Expected Result/Impact: - Learner growth as indicated through survey/learner goals (academic and social emotional) - Resources available for students Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers Problem Statements: Student Learning 4	Formative			Summative
	Nov	Feb	Apr	June
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) 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: School Processes & Programs 6	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Continue peer-to-peer suicide prevention program, known as Hope Squad. 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: Student Learning 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: We will highlight and celebrate students each month according to demonstration of excellence in the skills outlined in the CHS9 Learner Profile. 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: Campus administrators & teachers Problem Statements: Demographics 3 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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
Student Learning
Problem Statement 4: 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 6: There is a need to continue focusing on health enrichment curriculum with health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. Root Cause: Continued need to build/expand resources/programs.

Perceptions





Problem Statement 2: 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 and responsive environment.

Performance Objective 2: CHS9 will continue to communicate systems and provide intentional training on the importance of relationships, mental health, behavior, and aligned discipline 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. Strategy's Expected Result/Impact: - Threat Assessment process being utilized and strengthening supports for learners in need <ul style="list-style-type: none">- 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: School Processes & Programs 7	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Develop and incorporate elements of Positive Behavioral Interventions and Supports (PBIS) campus-wide. Strategy's Expected Result/Impact: - Increased clarity on campus behavior expectations for all unique settings - 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: School Processes & Programs 7	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

School Processes & Programs
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

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: Complete a transformational design process aimed at identifying campus needs, developing the campus vision, and designing the campus professional learning plan each school year. Strategy's Expected Result/Impact: - Professional learning plan aligned to campus needs & vision - Increase use of data to support evidence-based decisions for professional learning - Department meetings, campus meetings, campus intervention/enrichment times Staff Responsible for Monitoring: Campus Administrators, Counselors, Learning Coach, Department Heads Problem Statements: Student Learning 5 - School Processes & Programs 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct an annual needs assessment to identify areas of needed growth for the campus, including surveys, staff feedback, observations, and student performance data. Strategy's Expected Result/Impact: - Development of a targeted campus improvement plan - Involvement of all staff in the annual process Staff Responsible for Monitoring: Campus Administrators, Learning Coach, District Professional Learning Staff Problem Statements: Student Learning 5 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 5: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. Root Cause: Inconsistencies with implementation curriculum, professional learning and resource usage across the district.

School Processes & Programs
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 2: 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: Review student performance data on STAAR and MAP each year to identify areas of high achievement and low achievement. Strategy's Expected Result/Impact: - Campus improvement plan targeted at areas of need - Celebrations of success - Professional learning plan designed to meet the needs of the campus Staff Responsible for Monitoring: Campus Administrators, District TPAC Core Team Problem Statements: Student Learning 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement the state's Teacher Incentive Allotment program, including tracking learner growth via the Student Learning Objective. Strategy's Expected Result/Impact: - Tracking learning growth - Supporting teacher growth - Teacher engagement in the T-TESS process Problem Statements: Student Learning 3, 5	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Mentoring for beginning educators, including teachers in their first and second years in the profession. Strategy's Expected Result/Impact: - Increased awareness of district and campus resources available for educators - Increased knowledge of campus systems and tools - Increased professional network and connections to other educators Staff Responsible for Monitoring: Learning Coach Problem Statements: Perceptions 3	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:**Student Learning**

Problem Statement 3: There is a need to utilize both qualitative and quantitative data to advance learners toward meeting targeted goals; specific emphasis on at-risk, special education, 504, emergent bilingual and economically disadvantaged learners. **Root Cause:** Inconsistencies with implementation of PLC/MTSS processes/training across the district.

Problem Statement 5: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. **Root Cause:** Inconsistencies with implementation curriculum, professional learning and resource usage 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.

Perceptions

Problem Statement 3: 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 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: CHS9 will continue to review and maintain district policies and practices for safety, behavior, cell phones, discipline, and will implement any additional strategies/protocols put in place by the state.

Evaluation Data Sources: - Safety and security drills

- Door sweeps
- Safety and security training for all staff
- Safety and security training for learners
- Continued Implementation of Raptor
- Communication for families
- Implementation of personal communication devices legislation for learners

Strategy 1 Details	Reviews			
Strategy 1: Implement door sweeps on campus at least once each week during instructional days. 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: School Processes & Programs 9	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 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 - 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, All Staff Problem Statements: School Processes & Programs 9	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: 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: School Processes & Programs 9	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: 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 9	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 9: There is a need to continue revisiting and improving efforts with safety and security for the district. Root Cause: Continued requirements per the state and safety needs of learners, staff, facilities, etc.

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. 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, Learning Coach, Department Heads Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: The Instructional Leadership Team, consisting of administrators, learning coaches, and department heads, will meet periodically to engage in planning to support the campus model as a PLC. 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, Learning Coach, Department Heads Problem Statements: Student Learning 5 - School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 5: There is a need to consistently monitor and measure the impact of curriculum, professional learning and resource implementation tied to learner growth. Root Cause: Inconsistencies with implementation curriculum, professional learning and resource usage across the district.





School Processes & Programs	
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.

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. 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 - Ensure all Coppell ISD parents and guardians, teachers and staff, students and community members receive timely and relevant information that enhances their experience as a CISD stakeholder. Staff Responsible for Monitoring: Campus Administrators, Counselors, Staff Problem Statements: Demographics 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Leverage multimedia platforms to enhance communication for all stakeholders 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	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: We will send regular parent/family communication and weekly staff newsletters to maintain high levels of communication and engagement with the campus. 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	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Enhance community engagement by increasing staff participation in extracurricular events on a monthly basis, partnering with teachers identified as community engagement partners. Strategy's Expected Result/Impact: - Increased staff attendance at student games and performances - Increased staff/parent interactions & communication - Development of staff morale - Improved staff-parent-student relationships Staff Responsible for Monitoring: Campus administration, Community Engagement Partners Problem Statements: Demographics 1, 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Substitute Teachers for Collaborative Team Design Days		\$3,161.00
1	2	3	Flexible Intervention Scheduling Software		\$6,430.00
1	3	3	Extra Duty Pay for Teachers to Facilitate Saturday Intervention Boot Camps		\$2,400.00
1	3	3	Bus Transportation for Saturday Intervention Boot Camps		\$2,100.00
Sub-Total					\$14,091.00

Policies, Procedures, and Requirements

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

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