

Coppell Independent School District
CHS 9th Grade Campus
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

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

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

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

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

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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. CHS9 serves a majority Asian student population in grades 9. In the 2023-24 school year, total enrollment was 1029 which represents an increase of 4.8% since 2019-20 (981 learners).

In 2023-24, the student population was 57.6% Asian, 20.5% White, 13.6% Hispanic, 5.7% African American, 0% American Indian/Alaskan Native, 0.1% Native Hawaiian/Pacific Islander and 2.3% multi-racial. Females made up 49.1% of the learners and males represented 50.9%. Our economically disadvantaged percentage was 11.7%.

Our Emergent Bilingual (EB) population consisted of 74 learners that made up 7.1% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (44.5%), Hindi (12.1%), Telugu (9.4%), Arabic (9.4%), and Tamil (4%). Additionally, 54% of our EBs were also economically disadvantaged.

Our 145 gifted and talented learners constituted 14% of our population. Our gender split in the GT group was 43.4% female and 56.6% male. Of the four major ethnic groups, our GT learners were 68.2% Asian, 19.3% White, 7.5% Hispanic and 0.6% African American.

We had 67 learners that qualified for special education services, which represented 6.5% of our population. There were 93 learners with 504 accommodations, which was 9% of the total enrollment.

The average daily attendance for our campus in 2023-24 was 96.27%, which increased by 0.09% from the prior year.

STAFFING

CHS9 employed 67 educators and 6 instructional aides in the 2023-24 school year. The number of teachers increased by 7 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 7.4% Asian, 68.6% White, 13.4% Hispanic, 7.4% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 2.9% multi-racial. Females made up 64.1% of the educators and males represented 35.9%.

Overall, our educators had a varying level of professional experience: 10.4% (7) were new to teaching with 0-1 years of experience, 22.3% (15) had 2-5 years, 31.3% (21) had 6-10 years, 16.4% (11) had 11-15 years, 7.4% (5) had 16-20 years, and 11.9% (8) had more than 20 years. Looking at longevity within the district, 41.7% of our teachers had 0-1 years in district, 37.3% had 2-5 years, 13.4% had 6-10 years, 1.4% had 11-15 years, 5.9% had 16-20 years and 0% had more than 20 years. The average years of professional experience was 9.8 with 3.6 years in the district.

Advanced degrees were held by 32.8% of our teachers: 20 with master's degrees and 2 with doctorates. Our campus principal had 18 years of career experience in a professional position (not necessarily as a principal) and 6 years in Coppell. Our assistant principal(s) had an average of 11.5 years of professional experience and 8 years in the district.

We hired 20 new teachers in 2023-24. The characteristics of our new teachers were as follows: 5% Asian, 75% White, 10% Hispanic, 5% African American, 45% female, 55% male, 25% new to teaching, 20% with 2-5 years of professional experience, 25% with 6-10 years, 25% with 11-15 years, 0% with 16-20 years, 5% with more than 20 years and 29.8% new to the campus. The average years of professional experience was 6.8 with 0.8 years in the district. 35% 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

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

NWEA MAP:

Click [HERE](#) for the Student Growth Summary Report which shows aggregate growth from Fall 23 to Spring 24. Click [HERE](#) for an explanation if needed.

March 2024 TELPAS Grade 9	
Coppell High School Ninth Grade Campus	
Total Students	112
Date Taken	03/01/24
Lower/Same Level	47.83%
1 Level Higher	52.17%
2 Levels Higher	0%
3 Levels Higher	0%
No Rating	0.89%
Beginning	0%
Intermediate	7.14%
Advanced	47.32%
Advanced High	44.64%
Economic Disadvantage	
Total Students	40
Date Taken	03/01/24
Lower/Same Level	69.23%
1 Level Higher	30.77%

March 2024 TELPAS Grade 9

2 Levels Higher	0%
3 Levels Higher	0%
No Rating	2.50%
Beginning	0%
Intermediate	7.50%
Advanced	67.50%
Advanced High	22.50%

Asian

Total Students	64
Date Taken	03/01/24
Lower/Same Level	33.33%
1 Level Higher	66.67%
2 Levels Higher	0%
3 Levels Higher	0%
No Rating	0%
Beginning	0%
Intermediate	4.69%
Advanced	34.38%
Advanced High	60.94%

Black/African American

Total Students	1
Date Taken	03/01/24
Lower/Same Level	100%
1 Level Higher	0%
2 Levels Higher	0%
3 Levels Higher	0%
No Rating	0%
Beginning	0%
Intermediate	0%
Advanced	100%
Advanced High	0%

Hispanic

March 2024 TELPAS Grade 9

Total Students	33
Date Taken	03/01/24
Lower/Same Level	64.52%
1 Level Higher	35.48%
2 Levels Higher	0%
3 Levels Higher	0%
No Rating	3.03%
Beginning	0%
Intermediate	9.09%
Advanced	63.64%
Advanced High	24.24%

Native Hawaiian/Pacific Islander

Total Students	1
Date Taken	03/01/24
Lower/Same Level	0%
1 Level Higher	100%
2 Levels Higher	0%
3 Levels Higher	0%
No Rating	0%
Beginning	0%
Intermediate	100%
Advanced	0%
Advanced High	0%

White

Total Students	13
Date Taken	03/01/24
Lower/Same Level	63.64%
1 Level Higher	36.36%
2 Levels Higher	0%
3 Levels Higher	0%
No Rating	0%
Beginning	0%

March 2024 TELPAS Grade 9

Intermediate	7.69%
Advanced	69.23%
Advanced High	23.08%
Currently Emergent Bilingual	
Total Students	112
Date Taken	03/01/24
Lower/Same Level	47.83%
1 Level Higher	52.17%
2 Levels Higher	0%
3 Levels Higher	0%
No Rating	0.89%
Beginning	0%
Intermediate	7.14%
Advanced	47.32%
Advanced High	44.64%
Section 504	
Total Students	9
Date Taken	03/01/24
Lower/Same Level	50%
1 Level Higher	50%
2 Levels Higher	0%
3 Levels Higher	0%
No Rating	0%
Beginning	0%
Intermediate	0%
Advanced	55.56%
Advanced High	44.44%
Special Ed Indicator	
Total Students	15
Date Taken	03/01/24
Lower/Same Level	66.67%
1 Level Higher	33.33%

March 2024 TELPAS Grade 9

2 Levels Higher	0%
3 Levels Higher	0%
No Rating	0%
Beginning	0%
Intermediate	33.33%
Advanced	60%
Advanced High	6.67%

	Spring 2024 STAAR EOC English 1	Spring 2024 STAAR EOC Algebra I	Spring 2024 STAAR EOC Biology
Coppell High School Ninth Grade Campus			
Total Students	1023	483	1018
Did Not Meet Low	2.15%	2.48%	0.49%
Did Not Meet High	3.23%	6.42%	0.79%
Approaches Low	2.35%	12.22%	2.95%
Approaches High	2.15%	13.25%	6.19%
Meets	36.17%	25.26%	33.20%
Masters	53.96%	40.37%	56.39%
Special Ed Indicator			
Total Students	63	57	63
Did Not Meet Low	23.81%	12.28%	3.17%
Did Not Meet High	20.63%	21.05%	7.94%
Approaches Low	12.70%	28.07%	25.40%
Approaches High	3.17%	15.79%	19.05%
Meets	33.33%	17.54%	33.33%
Masters	6.35%	5.26%	11.11%
Section 504			
Total Students	91	72	91

	Spring 2024 STAAR EOC English 1	Spring 2024 STAAR EOC Algebra I	Spring 2024 STAAR EOC Biology
Did Not Meet Low	1.10%	1.39%	1.10%
Did Not Meet High	3.30%	5.56%	0%
Approaches Low	5.49%	13.89%	5.49%
Approaches High	7.69%	19.44%	15.38%
Meets	52.75%	30.56%	40.66%
Masters	29.67%	29.17%	37.36%
Currently Emergent Bilingual			
Total Students	112	84	112
Did Not Meet Low	2.68%	4.76%	0.89%
Did Not Meet High	10.71%	10.71%	2.68%
Approaches Low	10.71%	13.10%	5.36%
Approaches High	7.14%	14.29%	15.18%
Meets	56.25%	23.81%	48.21%
Masters	12.50%	33.33%	27.68%
First Year of Monitoring			
Total Students	7	3	7
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	33.33%	0%
Approaches High	0%	0%	0%
Meets	28.57%	0%	42.86%
Masters	71.43%	66.67%	57.14%
Second Year of Monitoring			
Total Students	26	13	26
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%

	Spring 2024 STAAR EOC English 1	Spring 2024 STAAR EOC Algebra I	Spring 2024 STAAR EOC Biology
Approaches High	0%	7.69%	3.85%
Meets	46.15%	30.77%	53.85%
Masters	53.85%	61.54%	42.31%
Third Year of Monitoring			
Total Students	30	12	30
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	0%	0%
Approaches High	0%	16.67%	0%
Meets	36.67%	25%	36.67%
Masters	63.33%	58.33%	63.33%
Fourth Year of Monitoring			
Total Students	88	20	88
Did Not Meet Low	0%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	1.14%	15%	0%
Approaches High	0%	10%	1.14%
Meets	30.68%	35%	29.55%
Masters	68.18%	40%	69.32%
Asian			
Total Students	591	179	587
Did Not Meet Low	0%	0.56%	0%
Did Not Meet High	1.18%	0.56%	0%
Approaches Low	0.85%	1.68%	0.34%
Approaches High	1.02%	8.94%	2.21%
Meets	30.80%	20.67%	24.36%
Masters	66.16%	67.60%	73.08%

	Spring 2024 STAAR EOC English 1	Spring 2024 STAAR EOC Algebra I	Spring 2024 STAAR EOC Biology
Black/African American			
Total Students	59	48	59
Did Not Meet Low	11.86%	6.25%	1.69%
Did Not Meet High	5.08%	16.67%	3.39%
Approaches Low	5.08%	22.92%	6.78%
Approaches High	6.78%	16.67%	18.64%
Meets	57.63%	27.08%	57.63%
Masters	13.56%	10.42%	11.86%
Hispanic			
Total Students	139	107	139
Did Not Meet Low	2.16%	1.87%	0.72%
Did Not Meet High	7.91%	7.48%	1.44%
Approaches Low	7.91%	25.23%	7.19%
Approaches High	3.60%	18.69%	14.39%
Meets	46.04%	28.04%	51.80%
Masters	32.37%	18.69%	24.46%
Native Hawaiian/Pacific Islander			
Total Students	2	2	2
Did Not Meet Low	50%	0%	0%
Did Not Meet High	0%	0%	0%
Approaches Low	0%	50%	0%
Approaches High	0%	50%	50%
Meets	50%	0%	50%
Masters	0%	0%	0%
Two or More Races			
Total Students	23	12	23
Did Not Meet Low	4.35%	0%	4.35%

	Spring 2024 STAAR EOC English 1	Spring 2024 STAAR EOC Algebra I	Spring 2024 STAAR EOC Biology
Did Not Meet High	4.35%	8.33%	0%
Approaches Low	0%	8.33%	4.35%
Approaches High	4.35%	16.67%	8.70%
Meets	43.48%	58.33%	30.43%
Masters	43.48%	8.33%	52.17%
White			
Total Students	209	135	208
Did Not Meet Low	4.78%	4.44%	0.96%
Did Not Meet High	5.26%	9.63%	1.92%
Approaches Low	2.39%	11.85%	6.25%
Approaches High	2.87%	12.59%	7.69%
Meets	37.80%	25.93%	38.94%
Masters	46.89%	35.56%	44.23%
Economic Disadvantage			
Total Students	119	96	119
Did Not Meet Low	6.72%	7.29%	0.84%
Did Not Meet High	11.76%	15.62%	1.68%
Approaches Low	7.56%	22.92%	13.45%
Approaches High	7.56%	17.71%	20.17%
Meets	48.74%	23.96%	48.74%
Masters	17.65%	12.50%	15.13%

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.

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

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.


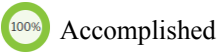
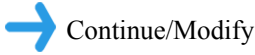

HB3 Goal

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			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators, Learning Coach, Department Heads, Teachers</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: House Bill 3 implementation of college, career, and military readiness goals supporting alignment and growth in certifications will occur.</p> <p>Strategy's Expected Result/Impact: -Strengthen understanding of CCMR goals in education at CHS9 -Learner growth in certifications taken and achieved at CHS9 -Aligned certifications offered with programs of studies in CTE - Monitoring through Major Clarity database</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, CTE Educators</p> <p>Problem Statements: Demographics 7 - Student Learning 2 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Educators will work in collaborative teams to utilize district-developed curriculum documents to design learning experiences focusing first on the revised high priority learning standards, and to evaluate and incorporate best practices in Tier 1 instruction for all learners.</p> <p>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.</p> <p>Consistent implementation of Coppell ISD Curriculum.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Team Leads</p> <p>Problem Statements: Student Learning 1, 5, 6</p> <p>Funding Sources: Substitute Teachers for Collaborative Team Design Days - 199 - State Comp Ed - \$3,161</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will conduct learning walks to observe one another and share best practices for Tier I instruction.</p> <p>Strategy's Expected Result/Impact: Improved teacher efficacy in designing and delivering high quality Tier I instruction.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Team Leads, Individual Teachers</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Teachers will select high yield Tier I strategies based on evidence presented through data analysis within collaborative teams.</p> <p>Strategy's Expected Result/Impact: - Consistent implementation of high yield Tier I instructional strategies</p> <ul style="list-style-type: none"> - Improved Tier I instruction - Improved student learning outcomes <p>Staff Responsible for Monitoring: Campus Administrators, Learning Coach, Team Leads, Teachers</p> <p>Problem Statements: Student Learning 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Partner with district leadership and departments to conduct intentional learning walks with various instructional leaders and educators across the district that focus on observing and evaluating strategies supporting academic and social emotional growth.</p> <p>Strategy's Expected Result/Impact: - Growth in educators, administrators and staff as far as the understanding of CISD systems and structures and specific strategies that support learning - Sustainability and support by providing aligned resources/training for educators, administrators and staff - Growth in aligned instructional practices being implemented across the district and campus</p> <p>Staff Responsible for Monitoring: Administrators, Learning Coach, Language Acquisition Specialist, Department Heads</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

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 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</p>
<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>
<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 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.</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>

Perceptions

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





Problem Statement 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.

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			
<p>Strategy 1: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes.</p> <p>Strategy's Expected Result/Impact: - Development of data analysis protocols - Awareness, training and implementation of data analysis protocols - Growth and alignment in structures for Professional Learning Communities -Collaborative Team Times across the campus - Increased student achievement (academic, social emotional and behavioral)</p> <p>Staff Responsible for Monitoring: Campus Administrators, Learning Coach, Department Heads</p> <p>Problem Statements: Student Learning 3, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continued training and support for understanding, implementing, and evaluating the effectiveness of MTSS (Multi-Tiered Systems of Support) will occur.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators, Learning Coach, Department Heads</p> <p>Problem Statements: Demographics 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and collaborative teams will provide additional support and targeted intervention during regularly scheduled sessions within the Hour Block Lunch period.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Learning Coach, Department Heads, Teachers</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: Flexible Intervention Scheduling Software - 199 - State Comp Ed - \$6,430</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: We will administer the NWEA MAP Assessment to support a proactive approach to collecting data to identify students' individual learning needs.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, MTSS Team, Learning Coach</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training and align structures for data review/documentation of behavioral growth.</p> <p>Strategy's Expected Result/Impact: - Accurate early identification of learners needing intervention in all areas. - Increased communication and understanding of learner progress by teachers. - Improved student behavior - Consistency in student discipline</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Department Heads, Campus MTSS Team</p> <p>Problem Statements: School Processes & Programs 7</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

Demographics

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

Student Learning

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

Problem Statement 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 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			
<p>Strategy 1: Provide resources and training to support educators to identify the proficiency levels of Emergent Bilingual learners and plan appropriate classroom instructional strategies.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Language Acquisition Specialist, Learning Coach, Teachers</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>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.)</p> <p>Staff Responsible for Monitoring: Campus Administrators, Learning Coach, Counselors, Librarian, Language Acquisition Specialist, Intervention Services, Department Heads</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, MTSS Team, Learning Coach</p> <p>Problem Statements: School Processes & Programs 1, 2</p> <p>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</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide professional learning and resources to all teachers on best practices for instructional design and delivery for Emergent Bilingual learners.</p> <p>Strategy's Expected Result/Impact: - Improved teacher efficacy regarding instruction for Emergent Bilingual learners. - Reduced learning gaps due to higher quality lesson design and delivery.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Language Acquisition Specialist, Teachers</p> <p>Problem Statements: Demographics 2 - Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Special Education teachers will work with collaborative teams to identify student needs, assist with development of appropriate content objectives, and plan best practices and interventions for students receiving special education services.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Special Education Teachers, Team Leads, Teachers</p> <p>Problem Statements: Student Learning 3 - School Processes & Programs 5</p>	Formative			Summative
	Nov	Feb	Apr	June

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias, while addressing equity and inclusivity deficits. Root Cause: Barriers exist within our educational system due to lack of empathy/understanding</p>
Student Learning
<p>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</p>
<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>
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 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</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 1: All CHS9 learners will participate in at least two courses/activities focused on career, college and life readiness.

- Evaluation Data Sources:**
- Curriculum documents, Panorama Survey data
 - Data gathered from families and learners on 6-12 course/certification interest
 - Data gathered on 6-12 course requests and analyzed for specific areas of learning
 - Training documentation
 - Opportunities for learners to express their future interests built into the learning design

Strategy 1 Details	Reviews			
<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 <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers, Learning Coach, CTE Director, Curriculum Directors</p> <p>Problem Statements: 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:</p> <ul style="list-style-type: none"> - 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>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:

Student Learning

Problem Statement 2: There is a need to focus on more coherent sequences within CTE endorsements/enrichment opportunities allowing for stronger ties to career, life readiness and increased certifications for learners. **Root Cause:** Lack of alignment/sustainability within our CTE program and the focus on career, life readiness and certifications offered

Perceptions





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.

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			
<p>Strategy 1: Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning.</p> <p>Strategy's Expected Result/Impact: - Learner digital portfolios - CISD staff digital portfolios - Digital Portfolio continued training and implementation</p> <p>Staff Responsible for Monitoring: Campus Administrators, Teachers, Learning Coach</p> <p>Problem Statements: Demographics 1 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through innovative and creative practices.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators, Team Leads, Learning Coach, Teachers</p> <p>Problem Statements: Student Learning 3, 5, 6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: We will highlight and celebrate students as Everyday Champions each month according to demonstration of excellence in the skills outlined in the CHS9 Learner Profile.</p> <p>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</p> <p>Staff Responsible for Monitoring: Teachers, Campus Administrators</p> <p>Problem Statements: Demographics 3 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Identify and communicate campus strengths and areas of growth derived from the framework provided by the Texas Public Accountability Consortium district team for the purpose of Community Based Accountability.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators</p> <p>Problem Statements: School Processes & Programs 3, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 2 Problem Statements:

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

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, inclusive, and responsive environment.

Performance Objective 1: CHS9 will continue to review current and create new curriculum documents, training and implement specific programs to provide needed support/resources for counseling and social emotional learning.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Revise, update and implement current curriculum documents and purchase any needed resources to include learning supports for social emotional learning and character education. Including the following character traits per TEA:</p> <ul style="list-style-type: none"> - Courage - Trustworthiness, including honesty, reliability, punctuality, and loyalty - Integrity - Respect and courtesy - Responsibility, including accountability, diligence, perseverance, and self-control - Fairness, including justice and freedom from prejudice - Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity - Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law - School pride - Gratitude <p>Strategy's Expected Result/Impact:</p> <ul style="list-style-type: none"> - Utilization of social-emotional curriculum supports within lesson design - Learner growth as indicated through survey/learner goals (academic and social emotional) - Resources available for supports in learning - Scope and Sequence and curriculum documents of support implemented - CISD Strategic Design Work <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 4, 6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p>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)</p> <p>Strategy's Expected Result/Impact: - Utilization of health curriculum supports for mental health within lesson design</p> <ul style="list-style-type: none"> - Learner growth as indicated through survey/learner goals - Educator training on embedded supports - Partnership with SHAC district committee in developing supports <p>Staff Responsible for Monitoring: Campus Administrators, Counselors</p> <p>Problem Statements: Student Learning 4 - School Processes & Programs 4, 6</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Pilot a peer-to-peer suicide prevention program, known as Hope Squad. Hope Squad members are nominated by their classmates and trained by advisors.</p> <p>Strategy's Expected Result/Impact: - Hope Squad members gain valuable training through the Hope Squad class with their advisors</p> <ul style="list-style-type: none"> - 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 <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, Hope Squad Advisors</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p>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</p>
School Processes & Programs
<p>Problem Statement 4: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. Root Cause: Lack of aligned resources and systemic structures for counseling needs</p>

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

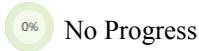
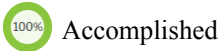
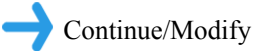

Goal 3: Well-Being and Mindfulness: We, as CHS9, will learn, engage, and work in a safe, inclusive, and responsive environment.

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

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: - Threat Assessment process being utilized and strengthening supports for learners in need</p> <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 <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers</p> <p>Problem Statements: Demographics 2, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
	Empty review cells			

Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and incorporate elements of Positive Behavioral Interventions and Supports (PBIS) campus-wide.</p> <p>Strategy's Expected Result/Impact: - Increased clarity on campus behavior expectations for all unique settings</p> <ul style="list-style-type: none"> - 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 <p>Staff Responsible for Monitoring: Campus Administration, Counselors, Teachers, Paraprofessional Staff</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 7</p>	Formative			Summative
	Nov	Feb	Apr	June





Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: There is a need for additional professional learning for staff members to eliminate potential bias, while addressing equity and inclusivity deficits. Root Cause: Barriers exist within our educational system due to lack of empathy/understanding</p>
<p>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</p>
<p>Problem Statement 5: 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</p>
School Processes & Programs
<p>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</p>

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue providing training and supports for digital learning tools with a focus on academic integrity, digital safety, digital citizenship, and cyberbullying</p> <p>Strategy's Expected Result/Impact: - Students gain increased understanding of digital citizenship and create a positive digital footprint</p> <ul style="list-style-type: none"> - Implementation and documentation of access and usage of resources - Increase appropriate use of digital resources - Apple classroom and tools to support academic integrity - Learner feedback and educator feedback - Fewer discipline referrals in this focus area <p>Staff Responsible for Monitoring: Campus Administrators, Librarian, Learning Coach, Department Heads</p> <p>Problem Statements: School Processes & Programs 7, 9</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The librarian will partner with teachers to develop and deliver information literacy lessons to learners.</p> <p>Strategy's Expected Result/Impact: - Learners will increase proficiency in information literacy and will be able to apply those skills in different contexts.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Librarian, Teachers, Learning Coach</p> <p>Problem Statements: School Processes & Programs 1, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

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>

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.





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

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 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			
<p>Strategy 1: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the campus including within professional learning opportunities.</p> <p>Strategy's Expected Result/Impact: - Evidence of PLC/MTSS structures in professional learning - Increase use of data to support evidence-based decisions for professional learning - Department meetings, campus meetings, campus intervention/enrichment times - Support for new educators to the district with mentoring and building blocks for PLC/MTSS</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, MTSS Team, Learning Coach, Department Heads, Teachers</p> <p>Problem Statements: Demographics 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Calibrate, align and provide support for our campus departments concerning needs for professional learning.</p> <p>Strategy's Expected Result/Impact: - Create repository of trainings within PowerSchool Professional Learning - Promote CHS9 educators presenting and sharing their knowledge both at the campus and district levels - Streamline training and gathering of information from various stakeholders - 3-5 year plan for professional learning needs and target specific federal and local funds to ensure continuity and sustainability in the planning process</p> <p>Staff Responsible for Monitoring: Campus Administrators, Learning Coach, District Professional Learning Staff</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 5</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

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

Student Learning

Problem Statement 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

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			
<p>Strategy 1: Continue researching, developing and implementing a CISD Community Based Accountability System.</p> <p>Strategy's Expected Result/Impact: - Online campus pamphlet created with quantitative and qualitative data</p> <ul style="list-style-type: none"> - District dashboard showcasing various pieces of data - TPAC (Texas Performance Assessment Consortium) participation - Update and evaluate Learner and Leadership Profile - Showcase learner growth of the whole child <p>Staff Responsible for Monitoring: Campus Administrators, District TPAC Core Team</p> <p>Problem Statements: Demographics 1 - Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:





Demographics
<p>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</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>

Goal 4: Organizational Improvement and Strategic Design: We, as CHS9, will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 3: CISD will continue to review and maintain safety and security practices and will work to implement any additional strategies/ protocols put in place by the state.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all safety drills take place within the campus, specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements/ recommendations.</p> <p>Strategy's Expected Result/Impact: - Aligned practices for safety and security across the campus</p> <ul style="list-style-type: none"> - 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 <p>Staff Responsible for Monitoring: Campus Administrators, SROs, District Coordinator of Safety and Security</p> <p>Problem Statements: School Processes & Programs 9</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement door sweeps on campus at least once each week during instructional days.</p> <p>Strategy's Expected Result/Impact: Ensuring the security and restricted access to the building from the outside</p> <p>Staff Responsible for Monitoring: Campus Administrators, SROs, All Staff</p> <p>Problem Statements: School Processes & Programs 9</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will share with staff, learners and families the Standard Response Protocol for Safety in our school. We will continue to practice lockout, lock-down, shelter in place, evacuation, and hold in place drills to ensure our staff and learners know how to react in an emergency situation.</p> <p>Strategy's Expected Result/Impact: - Improved communication regarding emergency procedures - Improved school safety and security campus-wide</p> <p>Staff Responsible for Monitoring: Campus Administrators, SROs, All Staff</p> <p>Problem Statements: School Processes & Programs 9</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p>Strategy 4: CHS9 will conduct monthly meetings following safety drills to analyze data, debrief performance, and make necessary adjustments.</p> <p>Strategy's Expected Result/Impact: - Improved effectiveness of all safety procedures and processes - Increased campus safety and security measures</p> <p>Staff Responsible for Monitoring: Campus Administrators, SROs, Emergency Team Members</p> <p>Problem Statements: School Processes & Programs 9</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p>Strategy 5: We will develop and implement an Emergency Operation Plan to address any and all emergency and crisis procedures.</p> <p>Strategy's Expected Result/Impact: - CHS9 Staff will understand and be able to execute all emergency/crisis procedures for the campus</p> <p>Staff Responsible for Monitoring: All Campus Staff</p> <p>Problem Statements: School Processes & Programs 9</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				





Performance Objective 3 Problem Statements:

School Processes & Programs
<p>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.</p>

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			
<p>Strategy 1: We will continue to monitor, support, and evaluate the effectiveness of collaborative teams on campus.</p> <p>Strategy's Expected Result/Impact: - Increased collective capacity to guide collaborative teams in the PLC model</p> <ul style="list-style-type: none"> - Improved student learning campus-wide - Improved instruction in all classrooms <p>Staff Responsible for Monitoring: Campus Administrators, Learning Coach, Department Heads</p> <p>Problem Statements: School Processes & Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: The Instructional Leadership Team, consisting of administrators, learning coaches, and department heads, will meet at least once a month to engage in professional learning to support the campus model as a PLC.</p> <p>Strategy's Expected Result/Impact: - Increase collective capacity of department heads to foster growth of collaborative teams</p> <ul style="list-style-type: none"> - Improved teaching and learning as a result of the PLC process <p>Staff Responsible for Monitoring: Campus Administrators, Learning Coach, Department Heads</p> <p>Problem Statements: Student Learning 5 - School Processes & Programs 3, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 4 Problem Statements:

Student Learning
<p>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.</p> <p>Root Cause: Inconsistencies with implementation curriculum, professional learning and resource usage across the district.</p>

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.





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

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			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administrators, Counselors, Staff</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Leverage multimedia platforms to enhance communication for all stakeholders</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Staff</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p>Strategy 3: We will send parent/family newsletters and staff newsletters every two weeks to maintain high levels of communication and engagement with the campus.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Principal, Counselors, Librarian, Nurse, Language Acquisition Specialist</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Performance Objective 5 Problem Statements:

Demographics
<p>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</p>

Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	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