

**Coppell Independent School District**  
**Coppell High School**  
**2022-2023 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

Coppell High School is a supportive, diverse, and dynamic learning community that celebrates successes and is committed to a culture of integrity. We nurture relationships, foster collaboration, and maximize potential of each and every Cowboy. #CHSRelentless

## Value Statement

We value collective ENGAGEMENT that positively impacts the lives of our children and our world.

We value GREAT TEACHING because we believe it is the key to deep learning.

We value authentic RELATIONSHIPS. When we invest in each other we learn and flourish.

We value each individual's contribution because SUCCESS can be different for everyone.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Coppell High School 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. CHS serves a majority Asian student population in grades 10-12. In the 2021-22 school year, total enrollment was 2,834 which represents a decrease of 18.7% since 2017-18 (3,487 learners).

In 2021-22, the student population was 52.8% Asian, 26.7% White, 13% Hispanic, 4.4% African American, 0.1% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 2.6% multi-racial. Females made up 48.3% of the learners and males represented 51.6%. Our economically disadvantaged percentage was 8.1%.

Our Emergent Bilingual (EB) population consisted of 86 learners that made up 3% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (58.1%), Arabic (5.8%), Telugu (3.4), Japanese (3.4%), and Hindi(3.4%). Additionally, 45.3% of our EBs were also economically disadvantaged.

Our 681 gifted and talented learners constituted 24% of our population. Our gender split in the GT group was 45.5% female and 54.4% male. Of the four major ethnic groups, our GT learners were 68.8% Asian, 21.5% White, 6.6% Hispanic and 1% African American.

We had 163 learners that qualified for special education services, which represented 5.7% of our population. There were 248 learners with 504 accommodations, which was 8.7% of the total enrollment.

The average daily attendance for our campus in 2021-22 was 95.36%, which decreased by 2.28% from the prior year.

## STAFFING

CHS employed 180 educators and 29 instructional aides in the 2021-22 school year. The number of teachers remained the same from the prior year while the number of aides increased by 4. The ethnic breakdown for the teaching staff was 7.2% Asian, 80.5% White, 8.3% Hispanic, 1.6% African American, 0.5% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 1.6% multi-racial. Females made up 51.1% of the educators and males represented 48.8%.

Overall, our educators had a varying level of professional experience: 8.8% (16) were new to teaching with 0-1 years of experience, 16.6% (30) had 2-5 years, 21.6% (39) had 6-10 years, 15% (27) had 11-15 years, 16.1% (29) had 16-20 years, and 21.6% (39) had more than 20 years. Looking at longevity within the district, 22.2% of our teachers had 0-1 years in district, 36.1% had 2-5 years, 16.1% had 6-10 years, 10% had 11-15 years, 8.3% had 16-20 years and 7.2% had more than 20 years. The average years of professional experience was 12.8 with 7 years in the district.

Advanced degrees were held by 41.6% of our teachers: 68 with master's degrees and 7 with doctorates. Our campus principal had 40 years of career experience in a professional position (not necessarily as a principal) and 36 years in Coppell. Our assistant principal(s) had an average of 13 years of professional experience and 8.3 years in the district.

Our educator retention rate from 2020-21 to 2021-22 was 78.95%. For educational aides it was 91.43%. We hired 38 new teachers in 2021-22. The characteristics of our new teachers were as follows: 13.1% Asian, 73.6% White, 7.8% Hispanic, 2.6% African American, 42.1% female, 57.8% male, 31.5% new to teaching, 18.4% with 2-5 years of professional experience, 21% with 6-10 years, 10.5% with 11-15 years, 7.8% with 16-20 years, 10.5% with more than 20 years and 21.1% new to the campus. The average years of professional experience was 7.7 with 1.9 years in the district. 31.5% of our new teachers had advanced degrees.

### **Demographics Strengths**

The following are demographic strengths for Coppell High School -

- The ethnic and racial diversity of our campus is a significant strength, adding to the richness of our campus culture and learning community.
- Our attendance rate is strong and our demographics promote school attendance and academic success.
- Teachers have varying levels of professional experience, providing multiple opportunities for mentorship and development of new and veteran staff.
- Advanced degrees are held by a large portion of our staff and many are currently seeking their master's degree. Being a life-long learner is valued by the majority of our staff.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Our staff demographics are not reflective of our diverse learner population. Currently, 86.7% of our staff members identify as white/caucasian, while our learner population is much more diverse. **Root Cause:** Administrators must improve their efforts in recruiting and retaining diverse teaching candidates.

# Student Learning

## Student Learning Summary

### US History EOC Data-Spring 2021 to Spring 2022:

	Admin	STAAR - Number Tested	STAAR - Did Not Meet - %	STAAR - Approaches - %	STAAR - Meets - %	STAAR - Masters - %
<b>COPPELL H S</b>	Spring 2021	731	3	97	91	72
<b>Economically Disadvantaged</b>	Spring 2021	68	12	88	78	46
<b>Current EB/EL</b>	Spring 2021	32	28	72	59	28
<b>Special Education</b>	Spring 2021	34	24	76	59	26
<b>COPPELL H S</b>	Spring 2022	872	2	98	90	72
<b>Economically Disadvantaged</b>	Spring 2022	68	16	84	63	37
<b>Current EB/EL</b>	Spring 2022	50	26	74	34	18
<b>Special Education</b>	Spring 2022	42	12	88	48	31

### English I EOC Data-Spring 2021 to Spring 2022:

	Admin	STAAR - Number Tested	STAAR - Did Not Meet - %	STAAR - Approaches - %	STAAR - Meets - %	STAAR - Masters - %
<b>COPPELL H S</b>	Spring 2021	968	9	91	84	39
<b>Economically Disadvantaged</b>	Spring 2021	92	21	79	66	11
<b>Current EB/EL</b>	Spring 2021	45	47	53	38	2
<b>Special Education</b>	Spring 2021	58	66	34	22	0

	<b>Admin</b>	<b>STAAR - Number Tested</b>	<b>STAAR - Did Not Meet - %</b>	<b>STAAR - Approaches - %</b>	<b>STAAR - Meets - %</b>	<b>STAAR - Masters - %</b>
<b>COPPELL H S</b>	Spring 2022	988	10	90	83	39
<b>Economically Disadvantaged</b>	Spring 2022	103	27	73	60	13
<b>Current EB/EL</b>	Spring 2022	80	41	59	35	5
<b>Special Education</b>	Spring 2022	73	56	44	25	1

**English II EOC Data-Spring 2021 to Spring 2022:**

	<b>Admin</b>	<b>STAAR - Number Tested</b>	<b>STAAR - Did Not Meet - %</b>	<b>STAAR - Approaches - %</b>	<b>STAAR - Meets - %</b>	<b>STAAR - Masters - %</b>
<b>COPPELL H S</b>	Spring 2021	972	7	93	89	36
<b>Economically Disadvantaged</b>	Spring 2021	71	24	76	59	10
<b>Current EB/EL</b>	Spring 2021	49	45	55	37	2
<b>Special Education</b>	Spring 2021	43	56	44	35	2
<b>COPPELL H S</b>	Spring 2022	1029	7	93	87	28
<b>Economically Disadvantaged</b>	Spring 2022	105	22	78	64	6
<b>Current EB/EL</b>	Spring 2022	59	47	53	32	0
<b>Special Education</b>	Spring 2022	61	56	44	28	0

**Algebra 1 EOC Data Spring 2021 to Spring 2022:**

	<b>Admin</b>	<b>STAAR - Number Tested</b>	<b>STAAR - Did Not Meet - %</b>	<b>STAAR - Approaches - %</b>	<b>STAAR - Meets - %</b>	<b>STAAR - Masters - %</b>
<b>COPPELL H S</b>	Spring 2021	441	14	86	50	30

	<b>Admin</b>	<b>STAAR - Number Tested</b>	<b>STAAR - Did Not Meet - %</b>	<b>STAAR - Approaches - %</b>	<b>STAAR - Meets - %</b>	<b>STAAR - Masters - %</b>
<b>Economically Disadvantaged</b>	Spring 2021	76	18	82	34	20
<b>Current EB/EL</b>	Spring 2021	44	16	84	30	14
<b>Special Education</b>	Spring 2021	57	30	70	26	11
<b>COPPELL H S</b>	Spring 2022	485	14	86	62	40
<b>Economically Disadvantaged</b>	Spring 2022	87	25	75	49	23
<b>Current EB/EL</b>	Spring 2022	65	26	74	51	31
<b>Special Education</b>	Spring 2022	64	34	66	20	14

**Biology EOC Data-Spring 2021 to Spring 2022:**

	<b>Admin</b>	<b>STAAR - Number Tested</b>	<b>STAAR - Did Not Meet - %</b>	<b>STAAR - Approaches - %</b>	<b>STAAR - Meets - %</b>	<b>STAAR - Masters - %</b>
<b>COPPELL H S</b>	Spring 2021	986	4	96	81	48
<b>Economically Disadvantaged</b>	Spring 2021	94	17	83	56	18
<b>Current EB/EL</b>	Spring 2021	51	27	73	27	4
<b>Special Education</b>	Spring 2021	57	35	65	21	5
<b>COPPELL H S</b>	Spring 2022	977	5	95	86	55
<b>Economically Disadvantaged</b>	Spring 2022	101	19	81	60	24
<b>Current EB/EL</b>	Spring 2022	76	25	75	50	21



	<b>Admin</b>	<b>STAAR - Number Tested</b>	<b>STAAR - Did Not Meet - %</b>	<b>STAAR - Approaches - %</b>	<b>STAAR - Meets - %</b>	<b>STAAR - Masters - %</b>
<b>Special Education</b>	Spring 2022	69	32	68	36	9

Our US History STAAR EOC results showed a small drop in approaching, meeting, and mastering grade level amongst all learners with an overall 3% drop in each category. We saw a decrease in scores amongst economically disadvantaged students dropping from 93% to 88% in approaches grade level and a 2% increase in Meets and a steady hold in Masters. Our SPED learners showed a significant growth in all areas of the US History STAAR EOC showing a 14% for approaches, a 17% for meets and a 11% increase for "masters" grade levels. We saw a decrease with our LEP Learners on the US History STAAR EOC with a 20% decrease in "approaches" and a 3% increase in "meets" grade level and a 3% increase in Masters.

Overall all learners showed growth in their percentages in the English 2 STAAR EOC from 2021 to 2020 with a slight growth of 2% in approaches grade level and a 6% in meets grade level and a 8% growth in Masters grade level. Our economically disadvantaged learners showed a 5% growth in "approaches" grade level with 3% more learners meeting grade level. Our Sped Learners had growth in both approaches and meets grade level. Our LEP Learners saw a 11% decrease in approaching grade level, but a 23% increase in meets grade level.

For the Alg 1 STAAR EOC, we saw a decrease in all grading categories for all learners with a 23% decrease in "meets" grade level. Breaking down the data into sub-pops we continue to see a decrease with a 9% decrease in "masters" from our economically disadvantaged learners, a 8% growth in "approachers" for our Special Education population, and a 25% decrease in "meets" for our LEP Population.

Learners decreased in all categories on the STAAR Biology EOC. Our economically disadvantaged learners showed a 10% decrease in "approaches" grade levels while our Special Education Population showed a 4% decrease in "approaches" grade level. Our LEP population remained consistent with a slight increase in 2 of the 3 reporting categories, showing a 5% decrease in "meeting" grade level from the previous year.

### **Student Learning Strengths**

Overall we see growth in our US History STAAR EOC Results. Breaking down different sub-pops we see the most significant growth amongst our Special Education Population which is also consistent in our English II STAAR EOC exams showing the in class support model that CHS adopted to replace "co-teaching" supports the needs of our learners.

The consistency amongst all learners in English 2 from 2021 to 2022 show that our educators continue to support the needs of our learners despite on-going curriculum development within the ELAR department.

Algebra 1 shows the least growth amongst all sub-pops as far as approaching and meeting grade level is measured. This shows that the time spent in virtual instruction really showed up hurting our learners in the area of math and biology. For our retesters, the purchase of FEV Tutor has supported individualized tutorials designed by need for learners who need accelerated instruction to show success.

Biology has been another area that our learners with the most needs struggled with this year. The hands-on instruction with our labs were needed to be able to model the learning through the experiments provided. Our SPED and Economically disadvantaged learners continue to struggle in all categories, as well as our LEP learners. Data shows the vocabulary on the Biology exam is one that LEP's struggle with and we see a need for interventions for our learners if we are going to continue to see growth in all reporting categories.

FEV Tutor is being used as a tool for accelerated instruction that has helped to support all our at risk learners at CHS especially those who have retested numerous times. This program supports the growth of our learners in all areas on each of the above mentioned STAAR EOCs.

- Overall performance on SAT, ACT and AP assessments - well above state levels and approaches or exceed the national level of performance
- 70 National Merit Commended
- 39 National Merit Semi-Finalists
- 32 National Merit Finalists
- Participation and success in co-curricular and extra curricular activities
- Successful Athletic Programs and Opportunities Given
- A strong focus on CCMR for our student body.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are Economically Disadvantaged and Emergent Bilingual learners. **Root Cause:** Lack of multiple data sources across the district being used to show evidence of learner growth. Lack of educators adapting their teaching styles to meet the learning needs of their learners.

**Problem Statement 2 (Prioritized):** Learners at CHS in ESL and Economically Disadvantaged categories under perform their peers on the Algebra I and Biology EOC exam. In both categories of learners we saw a lack of growth. **Root Cause:** A lack of intervention time built into the school day; not enough emphasis on the high priority learning standards and instructional strategies for Algebra I and Biology regarding EL and Sped learners; lack of implementation of data from common formative assessments, need high quality staff training regarding interventions and extensions of learning.

**Problem Statement 3 (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 such as small group instruction.

**Problem Statement 4 (Prioritized):** There is a need to focus on technology integration in each classroom at CHS resulting in increased learner achievement. **Root Cause:** We must leverage the use of technology tools and integrate these tools within our strong Tier 1 instruction to increase learner achievement in all sub-populations of learners.

**Problem Statement 5 (Prioritized):** Learners are retesting STAAR EOC exams they did not meet standards for, but passed the course in a previous school year. **Root Cause:** Learners must receive in class interventions for areas of weakness in each content area as needed to be successful on the reassessment of the STAAR EOC. An Accelerated Instruction program is needed to design individualized interventions to support the skills as needed by each individual learner. There must also be targeted small group instruction during these interventions.

**Problem Statement 6 (Prioritized):** We struggle to get buy-in from our parents for their child to attend summer school thus overloading our credit recovery classes. **Root Cause:** Learners opt out of summer school and parents allow them to do so resulting in the need for credit recovery during the school year.

**Problem Statement 7 (Prioritized):** Build and support an in-house mentoring program for our new staff with a focus on our HPLS and how to improve their pedagogy in a manner that prepares learners for future success. **Root Cause:** Learners struggling with gaps in their core classes and their reluctance to take upper level classes.

**Problem Statement 8 (Prioritized):** There is a need for data driven tools, processes and trainings to guide instruction and SEL programs to meet the varying needs of learners. **Root Cause:** Our learners are struggling with SEL issues that are interfering with their success in the learning. Gaps are developing that must be met with instruction that meets all the needs of our learners both academically and mentally.

**Problem Statement 9 (Prioritized):** HB4545 has made it imperative to provide guided instruction and use data driven instructional tools to pinpoint the needs of learners that have learning gaps that must be met. **Root Cause:** Our learners need more small group instruction and our educators must focus on formative assessment data to drive instructional success in each classroom.

# School Processes & Programs

## School Processes & Programs Summary

Coppell High School is a comprehensive high school serving students in grades 10-12. In terms of our instructional programs and processes, our curriculum documents are aligned with state standards (TEKS), Advanced Placement (AP), and International Baccalaureate (IB) standards and developed with the supervision and guidance of our district curriculum directors with support from content-area educators. Learning experiences are designed utilizing the Understanding by Design (UbD) framework and lesson design uses UdL to make sure all curriculum, instruction, and assessment is aligned with the Coppell ISD Learning Framework in order to meet the differentiated needs of our diverse learning population. Coppell High School utilizes an A/B block schedule, and tutorials are offered by all content-area educators before and after school through a learning lab that is supported by NHS learners and educators.

At the beginning of this school year, campus administrators and educators reviewed our campus purpose statement, aligned with district values and mission, to guide our work as a campus professional learning community: Coppell High School is a supportive, diverse, and dynamic learning community that celebrates successes and is committed to a culture of integrity. We nurture relationships, foster collaboration, and maximize potential of each and every learner.

As a professional learning community, educators and administrators work together to build a collaborative culture committed to continuous improvement, improving learning for all students, and focusing on results. We are committed to helping all students achieve at high levels. With our block schedule, collaborative teams are scheduled planning periods every other day, giving teams the opportunity to identify high priority learning standards, plan common assessment, and use data analysis to drive decisions. Educators at CHS are provided with ongoing, targeted professional learning throughout the year to support our work as a professional learning community.

Coppell High School works diligently to recruit, retain, and develop highly qualified educators according to the Texas Education Agency and Coppell ISD educator profile. New teachers, in their 1st or 2nd year of service, attend a district new-hire orientation, are assigned a campus mentor, are put through a program called BEAM to ensure that the pedagogy used is effective and attend professional learning throughout the year to support this program.

School safety and security is a priority at Coppell High School, and updated building improvements and policies reflect our commitment to the safety of our learners, educators, and support staff. Identification badges are worn by all educators and learners, and everyone participates in monthly emergency drills (evacuation, lock-down) with support of our school resource officers, our district Coordinator of Safety and Security and the Coppell Police Department. Additionally, emergency evacuation plans have been developed and implemented, whereby all learners and educators clearly understand how to evacuate the campus in a timely manner. Electronic locks have been installed at several entrance points to enhance school security. We have bullet proof film on all of our major door entrances for added security. We are currently using an app called Raptor Alert to be able to alert the entire campus at once for any threat that occurs during our school day.

## School Processes & Programs Strengths

- A shared mission and vision around the four pillars of great teaching, building authentic relationships, redefining success and collaboration in our professional learning.
- An organizational focus on our development as a professional learning community, working in collaborative teams to improve teaching and learning and learner success.

- Utilization of the ROC (Room of Collaboration), a collaborative space designed for instructional coaches to support collaborative teams, instruction, professional development and improved learner outcomes.
- A focus on improving instructional strategies and support and success for learners through the lens of Universal Design for Learning.
- A focus on increased engagement for all learners.
- A well-rounded Career and Technical Education program, offering multiple pathways (computer programming, graphic design, health sciences, business management, a robust journalism program and KCBY (our student run visual media program).
- A robust AP program, with 3,922 AP exams taken, and 1286 learners with exam scores greater to or equal to 3 (82.86%).
- A robust IB program with many of our learners seeking an IB Diploma and developing international mindedness.
- 1:1 technology program designed to support innovative learning experiences aligned with our curriculum with an apple pencil and keyboard for every learner.
- Multiple opportunities for learners to participate in clubs, fine arts, athletics, and other service learning programs (Student Council, National Honor Society, Red Jacket Ambassadors, DECA, HOSA, TLA and ECO Club).
- Partnership and learning opportunities with the Coppell Police Department to ensure campus safety for all stakeholders.
- Partnership with Dallas County Community Colleges for a strong Dual Credit program for our juniors and seniors.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Continuing to meet the needs and interests of a more and more diverse student and parent population. **Root Cause:** Demographics and graduating class size that continues to change rapidly.

**Problem Statement 2 (Prioritized):** There is a need to focus on sequences of pathways within CTE endorsements/enrichment opportunities allowing for learner interest in CTE courses and stronger ties to career, life readiness and certifications. **Root Cause:** We are in the process of refining and adding CTE programs and pathways and developing staff and student voice in the pathways and certifications at CHS.

**Problem Statement 3 (Prioritized):** There is a low percentage of Economically Disadvantaged learners participating in advanced courses and examinations. **Root Cause:** Lack of support system and a lack of post secondary mentoring and understanding of processes.

**Problem Statement 4 (Prioritized):** There is a need for specific PL to support ongoing intervention/extensions in learning design through a UDL lens as well as PL designed to support digital learning **Root Cause:** We will need more focus on using our "C" days schedule for more PLC time to work on lesson design for UDL and digital learning. We must support our educators through our Instructional Coaches and Digital Learning Coach to provide the tools needed for this time to be successful.

**Problem Statement 5 (Prioritized):** The increased need for implementing, understanding and practicing safety procedures in our building to enhance physical and emotional support for all. **Root Cause:** The changes in our society that brings threats to our schoolhouse doors through violence, disease or social media.

**Problem Statement 6 (Prioritized):** Build processes and programs that support SEL for our learners and staff. **Root Cause:** The rise of mental health issues among teens and adults continues to rise and the suicide rate continues to climb.

**Problem Statement 7 (Prioritized):** Continue to use and build assessments through Schoology resources in order to build common formative assessment data to meet our instructional needs. **Root Cause:** Lack of common formative assessment data to educate our practices and instructional focus.

**Problem Statement 8 (Prioritized):** Continue the use of Panorama to educate our decisions with data on academic and SEL needs of our campus. To improve our learners success in all areas of needed growth. **Root Cause:** We are In need of a program that houses surveys and data to provide needed input on how to ensure our students and parents needs are heard and met. This has been a much needed program.

**Problem Statement 9 (Prioritized):** There is an increased need to educate all staff on the MTSS system and ensure that we are meeting the needs of all learners that need our support. **Root Cause:** Lack of emphasis on training on how to implement a system of support for our learners that identify as needing extra support.

**Problem Statement 10 (Prioritized):** There is a need to continue to use and train faculty on BULB as a portfolio of learning for each child and staff member to support multiple means of representation of growth and learning. **Root Cause:** The need to move from standardized testing as the only means of showcasing gaps for learning in all of our learners. One test on one day does not tell the story.

**Problem Statement 11 (Prioritized):** Continue to explore future programs and learning opportunities for our learners in all academic areas. **Root Cause:** Lack of academic programs and classes to meet the varying needs of a diverse campus.

**Problem Statement 12 (Prioritized):** Continue to train on our threat assessment system and implement discipline guidelines that are in the best interest of all of our learners with equity and respect at the core of our practices. **Root Cause:** We need to do more to support our ever diverse population of learners and focus on restorative practices and not punitive discipline or procedures.

**Problem Statement 13 (Prioritized):** Continue to train and implement clear protocols for safety to our staff and students to be prepared for any crisis situation. **Root Cause:** The amount of learners and staff on our campus and the large turnover of staff each year makes it imperative to be on top of protocols and procedures for the safety of all.

**Problem Statement 14 (Prioritized):** Provide in-house support for all educators and staff through a Podcast (Cowboy Fight) to allow educators to grow and learn academically and emotionally on their time. **Root Cause:** We need to help our educators to grow and seek ways to improve their pedagogy, their classroom culture and their buy-in to our CHS goals.

# Perceptions

## Perceptions Summary

Coppell High School is a supportive, diverse, and dynamic learning community that celebrates success and is committed to a culture of integrity. We believe that relationships matter and drive the learning, we foster collaboration among our learners and our educators, and maximize the potential of each and every learner. Coppell High School is a comprehensive high school serving 3,126 learners in grades 10-12. During the school day, many learners from New Tech High School @ Coppell and Coppell High School 9th grade campus come to CHS for various classes and extra curricular activities. Coppell High School lives out the theme of #CHSLearn,Love,Serve each and every day working together to ensure all CISD Learners receive the experiences needed to be successful. Coppell High School has invested in the theme of serving others for this school year. It is our goal to help them step outside of themselves and focus on others with emotional or physical needs.

Coppell High School is a Professional Learning Community made up of numerous collaborative teams. Coppell High School administration supports the collaborative teams in their quest to ensure engaging learning experiences for each of our students and to identify and act on possible areas for professional and team growth.

Coppell High School has two full time instructional coaches and a digital literacy coach dedicated to supporting the needs of our Coppell High School staff. Our Instructional Coaches and Digital Literacy Coach work closely with our Coppell High School administration to build professional learning that is individualized to support the needs of each and every collaborative team at Coppell High School.

Coppell High School believes in implementing the value statements that has been adopted by our district which are: authentic relationships, great teaching, redefining success and collective engagement.

**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, our community and our world.

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

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

## Perceptions Strengths

- Supportive, Diverse, and Dynamic Learning Community
- Celebrating Successes of Each and Every Cowboy and Cowgirl
- Building and Nurturing Relationships through the Fish Philosophy: Be there, Make Someone's Day, Choose your attitude and Play.
- Commitment to a culture of GRIT - gratitude, respect, integrity and trust.
- Following the theme of Learn, Love and Serve
- Resources available to Staff for Professional Growth and support.
- Value Each Individuals' Contribution
- High Focus on Academics and Expectations for Learning
- High Focus on All learners following their passion or pathway to success as it is redefined.
- High Focus on CCMR - college, career and military readiness

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There is a need to focus on social-emotional skills including leadership, grit, perseverance, and self-advocacy. **Root Cause:** Through many pressures on and off campus, learners are focused on overloading their course load to maximize grade point potential. Lack of balance for our learners in their lives and aspirations.

**Problem Statement 2 (Prioritized):** There is a need to focus on digital learning, digital citizenship, and information literacy resulting in increased learner achievement and social emotional health. **Root Cause:** Learners using technology to help with academic dishonesty, learners using social media in ways that put them at risk and learners overusing technology and needing balance.

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

**Problem Statement 4 (Prioritized):** Increase the processes and procedures for building relationships at our school through deepening the commitment to each learner to know them and support them in all of their endeavors by becoming a mentor to them and have regular check-ins for success. **Root Cause:** Learners are behind in their learning or have given up on the process and need someone to be a support system for them.

**Problem Statement 5 (Prioritized):** Continue to meet the needs of our parents and learners to allow them to make informed decisions and become partners with the campus in their educational decisions. **Root Cause:** Lack of parental communication and understanding of the educational decisions that need to be made for their learners.

**Problem Statement 6 (Prioritized):** Continue to promote our programs, processes and opportunities for involvement with our campus as a parent. **Root Cause:** Lack of parental involvement and input into our campus life.



# Priority Problem Statements

**Problem Statement 14:** There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are Economically Disadvantaged and Emergent Bilingual learners.

**Root Cause 14:** Lack of multiple data sources across the district being used to show evidence of learner growth. Lack of educators adapting their teaching styles to meet the learning needs of their learners.

**Problem Statement 14 Areas:** Student Learning

**Problem Statement 1:** Continuing to meet the needs and interests of a more and more diverse student and parent population.

**Root Cause 1:** Demographics and graduating class size that continues to change rapidly.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 22:** Learners at CHS in ESL and Economically Disadvantaged categories under perform their peers on the Algebra I and Biology EOC exam. In both categories of learners we saw a lack of growth.

**Root Cause 22:** A lack of intervention time built into the school day; not enough emphasis on the high priority learning standards and instructional strategies for Algebra I and Biology regarding EL and Sped learners; lack of implementation of data from common formative assessments, need high quality staff training regarding interventions and extensions of learning.

**Problem Statement 22 Areas:** Student Learning

**Problem Statement 6:** There is a need to focus on sequences of pathways within CTE endorsements/enrichment opportunities allowing for learner interest in CTE courses and stronger ties to career, life readiness and certifications.

**Root Cause 6:** We are in the process of refining and adding CTE programs and pathways and developing staff and student voice in the pathways and certifications at CHS.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 8:** There is a need to focus on digital learning, digital citizenship, and information literacy resulting in increased learner achievement and social emotional health.

**Root Cause 8:** Learners using technology to help with academic dishonesty, learners using social media in ways that put them at risk and learners overusing technology and needing balance.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 2:** There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.

**Root Cause 2:** Lack of knowledge and understanding of evidence based learning strategies and targeted interventions such as small group instruction.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 38:** There is a low percentage of Economically Disadvantaged learners participating in advanced courses and examinations.

**Root Cause 38:** Lack of support system and a lack of post secondary mentoring and understanding of processes.

**Problem Statement 38 Areas:** School Processes & Programs

**Problem Statement 10:** There is a need to identify and elevate additional measures of success for learners.

**Root Cause 10:** Lack of focus on the whole child and using multiple measures to show evidence of growth.

**Problem Statement 10 Areas:** Perceptions

**Problem Statement 3:** There is a need to focus on technology integration in each classroom at CHS resulting in increased learner achievement.

**Root Cause 3:** We must leverage the use of technology tools and integrate these tools within our strong Tier 1 instruction to increase learner achievement in all sub-populations of learners.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 7:** There is a need for specific PL to support ongoing intervention/extensions in learning design through a UDL lens as well as PL designed to support digital learning

**Root Cause 7:** We will need more focus on using our "C" days schedule for more PLC time to work on lesson design for UDL and digital learning. We must support our educators through our Instructional Coaches and Digital Learning Coach to provide the tools needed for this time to be successful.

**Problem Statement 7 Areas:** School Processes & Programs

**Problem Statement 12:** Increase the processes and procedures for building relationships at our school through deepening the commitment to each learner to know them and support them in all of their endeavors by becoming a mentor to them and have regular check-ins for success.

**Root Cause 12:** Learners are behind in their learning or have given up on the process and need someone to be a support system for them.

**Problem Statement 12 Areas:** Perceptions

**Problem Statement 4:** Learners are retesting STAAR EOC exams they did not meet standards for, but passed the course in a previous school year.

**Root Cause 4:** Learners must receive in class interventions for areas of weakness in each content area as needed to be successful on the reassessment of the STAAR EOC. An Accelerated Instruction program is needed to design individualized interventions to support the skills as needed by each individual learner. There must also be targeted small group instruction during these interventions.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 20:** The increased need for implementing, understanding and practicing safety procedures in our building to enhance physical and emotional support for all.

**Root Cause 20:** The changes in our society that brings threats to our schoolhouse doors through violence, disease or social media.

**Problem Statement 20 Areas:** School Processes & Programs

**Problem Statement 31:** Continue to meet the needs of our parents and learners to allow them to make informed decisions and become partners with the campus in their educational decisions.

**Root Cause 31:** Lack of parental communication and understanding of the educational decisions that need to be made for their learners.

**Problem Statement 31 Areas:** Perceptions

**Problem Statement 11:** We struggle to get buy-in from our parents for their child to attend summer school thus overloading our credit recovery classes.

**Root Cause 11:** Learners opt out of summer school and parents allow them to do so resulting in the need for credit recovery during the school year.

**Problem Statement 11 Areas:** Student Learning

**Problem Statement 27:** Build processes and programs that support SEL for our learners and staff.

**Root Cause 27:** The rise of mental health issues among teens and adults continues to rise and the suicide rate continues to climb.

**Problem Statement 27 Areas:** School Processes & Programs

**Problem Statement 32:** Continue to promote our programs, processes and opportunities for involvement with our campus as a parent.

**Root Cause 32:** Lack of parental involvement and input into our campus life.

**Problem Statement 32 Areas:** Perceptions

**Problem Statement 23:** Build and support an in-house mentoring program for our new staff with a focus on our HPLS and how to improve their pedagogy in a manner that prepares learners for future success.

**Root Cause 23:** Learners struggling with gaps in their core classes and their reluctance to take upper level classes.

**Problem Statement 23 Areas:** Student Learning

**Problem Statement 24:** Continue to use and build assessments through Schoology resources in order to build common formative assessment data to meet our instructional needs.

**Root Cause 24:** Lack of common formative assessment data to educate our practices and instructional focus.

**Problem Statement 24 Areas:** School Processes & Programs

**Problem Statement 28:** There is a need for data driven tools, processes and trainings to guide instruction and SEL programs to meet the varying needs of learners.

**Root Cause 28:** Our learners are struggling with SEL issues that are interfering with their success in the learning. Gaps are developing that must be met with instruction that meets all the needs of our learners both academically and mentally.

**Problem Statement 28 Areas:** Student Learning

**Problem Statement 25:** Continue the use of Panorama to educate our decisions with data on academic and SEL needs of our campus. To improve our learners success in all areas of needed growth.

**Root Cause 25:** We are In need of a program that houses surveys and data to provide needed input on how to ensure our students and parents needs are heard and met. This has been a much needed program.

**Problem Statement 25 Areas:** School Processes & Programs

**Problem Statement 29:** HB4545 has made it imperative to provide guided instruction and use data driven instructional tools to pinpoint the needs of learners that have learning gaps that must be met.

**Root Cause 29:** Our learners need more small group instruction and our educators must focus on formative assessment data to drive instructional success in each classroom.

**Problem Statement 29 Areas:** Student Learning

**Problem Statement 26:** There is an increased need to educate all staff on the MTSS system and ensure that we are meeting the needs of all learners that need our support.

**Root Cause 26:** Lack of emphasis on training on how to implement a system of support for our learners that identify as needing extra support.

**Problem Statement 26 Areas:** School Processes & Programs

**Problem Statement 30:** There is a need to continue to use and train faculty on BULB as a portfolio of learning for each child and staff member to support multiple means of representation of growth and learning.

**Root Cause 30:** The need to move from standardized testing as the only means of showcasing gaps for learning in all of our learners. One test on one day does not tell the story.

**Problem Statement 30 Areas:** School Processes & Programs

**Problem Statement 33:** Continue to explore future programs and learning opportunities for our learners in all academic areas.

**Root Cause 33:** Lack of academic programs and classes to meet the varying needs of a diverse campus.

**Problem Statement 33 Areas:** School Processes & Programs

**Problem Statement 34:** Continue to train on our threat assessment system and implement discipline guidelines that are in the best interest of all of our learners with equity and respect at the core of our practices.

**Root Cause 34:** We need to do more to support our ever diverse population of learners and focus on restorative practices and not punitive discipline or procedures.

**Problem Statement 34 Areas:** School Processes & Programs

**Problem Statement 36:** Continue to train and implement clear protocols for safety to our staff and students to be prepared for any crisis situation.

**Root Cause 36:** The amount of learners and staff on our campus and the large turnover of staff each year makes it imperative to be on top of protocols and procedures for the safety of all.

**Problem Statement 36 Areas:** School Processes & Programs

**Problem Statement 37:** Provide in-house support for all educators and staff through a Podcast (Cowboy Fight) to allow educators to grow and learn academically and emotionally on their time.

**Root Cause 37:** We need to help our educators to grow and seek ways to improve their pedagogy, their classroom culture and their buy-in to our CHS goals.

**Problem Statement 37 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
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- T-TESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Goal 1: Personal Growth and Experiences:** We as Coppell High School will achieve our full potential by learning at high levels and taking ownership of our learning.

**Performance Objective 1:** All 10th-12th grade learners will be provided high quality Tier I instruction that is aligned to the TEKS, AP, and IB standards.





**HB3 Goal**

**Evaluation Data Sources:** STAAR data, Common Assessment Data, TELPAS data, AP Test Data, IB Testing Data  
 Professional learning Reflection  
 Walk Through Evaluations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Training aligned to the nine weeks scope and sequence, high priority learning standards (HPLS) and curriculum documents will be provided.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative Teams (PLC's) will design instruction to support the needs of all learners centered around HPLS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Associate Principal            Department Chairs            Team Leads</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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><b>Strategy's Expected Result/Impact:</b> Teachers will grow in the area of lesson design enabling them to design experiences to fit the needs of all learners.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coaches District Directors Team Leads</p> <p><b>Problem Statements:</b> Student Learning 2, 3</p> <p><b>Funding Sources:</b> Subs for our educators to be trained in HPLS supports, best practices and digital learning. - 199 - State Comp Ed - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> House Bill 3 implementation of career, college and military readiness goals supporting alignment and growth in certifications will occur.</p> <p><b>Strategy's Expected Result/Impact:</b> Learners will pursue pathways that will meet their future goals and will have options for their future employment through the certifications earned in CTE classes.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of CTE Director of CTE CTE Educators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Continue building on structures of support and knowledge/implementation of HPLS for new educators and staff to CISD.</p> <p><b>Strategy's Expected Result/Impact:</b> Learners will show an increase in their achievement levels in our core classes. This will enable learners to take higher level of courses during their three years at CHS.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration Instructional Coaches District curriculum directors Professional Learning Director Digital Learning Coaches</p> <p><b>Problem Statements:</b> Student Learning 7</p>	Formative			Summative
	Nov	Feb	Apr	June



Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> CHS will concentrate our training in the area of English 2 EOC's as there will be a new type of assessment for our learners beginning this year.</p> <p><b>Strategy's Expected Result/Impact:</b> All of our learners being prepared to succeed in passing the English 2 EOC, especially the most at-risk learners.</p> <p><b>Staff Responsible for Monitoring:</b> District English Director Campus Administration District Professional Learning Coordinator Campus Educators</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**





Student Learning
<p><b>Problem Statement 2:</b> Learners at CHS in ESL and Economically Disadvantaged categories under perform their peers on the Algebra I and Biology EOC exam. In both categories of learners we saw a lack of growth. <b>Root Cause:</b> A lack of intervention time built into the school day; not enough emphasis on the high priority learning standards and instructional strategies for Algebra I and Biology regarding EL and Sped learners; lack of implementation of data from common formative assessments, need high quality staff training regarding interventions and extensions of learning.</p>
<p><b>Problem Statement 3:</b> There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. <b>Root Cause:</b> Lack of knowledge and understanding of evidence based learning strategies and targeted interventions such as small group instruction.</p>
<p><b>Problem Statement 7:</b> Build and support an in-house mentoring program for our new staff with a focus on our HPLS and how to improve their pedagogy in a manner that prepares learners for future success. <b>Root Cause:</b> Learners struggling with gaps in their core classes and their reluctance to take upper level classes.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> There is a need to focus on sequences of pathways within CTE endorsements/enrichment opportunities allowing for learner interest in CTE courses and stronger ties to career, life readiness and certifications. <b>Root Cause:</b> We are in the process of refining and adding CTE programs and pathways and developing staff and student voice in the pathways and certifications at CHS.</p>
<p><b>Problem Statement 4:</b> There is a need for specific PL to support ongoing intervention/extensions in learning design through a UDL lens as well as PL designed to support digital learning <b>Root Cause:</b> We will need more focus on using our "C" days schedule for more PLC time to work on lesson design for UDL and digital learning. We must support our educators through our Instructional Coaches and Digital Learning Coach to provide the tools needed for this time to be successful.</p>

**Goal 1: Personal Growth and Experiences:** We as Coppell High School 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 all learners.

**Evaluation Data Sources:** Classroom Formative and Summative Data  
 Student IEP goals  
 Samples of student product

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Strategy's Expected Result/Impact:</b> Development of data analysis protocol - Professional Learning Community changes instruction for learners growth - Increased student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches, Digital Learning Coaches</p> <p><b>Problem Statements:</b> Student Learning 1, 9</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training and support for implementation of Panorama - Student Success Platform</p> <p><b>Strategy's Expected Result/Impact:</b> Utilizing a data system that will inform us of school culture, academic and emotional risk levels of our learners and allow us to implement strategies to meet the academic, emotional and social health of all of our learners.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Counselors Instructional Coaches</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 8</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continued training and support for understanding and implementing MTSS (Multi-Tiered Systems of Support) will occur.</p> <p><b>Strategy's Expected Result/Impact:</b> It is our goal to use MTSS to meet the whole needs of each child. We will see our learners grow stronger academically, emotionally and socially so that they are ready for the next step of life once they leave our doorstep.</p> <p><b>Staff Responsible for Monitoring:</b> Director of MTSS Campus Administration Instructional Coaches Counselors</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 9 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**





<b>Student Learning</b>
<p><b>Problem Statement 1:</b> There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are Economically Disadvantaged and Emergent Bilingual learners. <b>Root Cause:</b> Lack of multiple data sources across the district being used to show evidence of learner growth. Lack of educators adapting their teaching styles to meet the learning needs of their learners.</p>
<p><b>Problem Statement 9:</b> HB4545 has made it imperative to provide guided instruction and use data driven instructional tools to pinpoint the needs of learners that have learning gaps that must be met. <b>Root Cause:</b> Our learners need more small group instruction and our educators must focus on formative assessment data to drive instructional success in each classroom.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 8:</b> Continue the use of Panorama to educate our decisions with data on academic and SEL needs of our campus. To improve our learners success in all areas of needed growth. <b>Root Cause:</b> We are In need of a program that houses surveys and data to provide needed input on how to ensure our students and parents needs are heard and met. This has been a much needed program.</p>
<p><b>Problem Statement 9:</b> There is an increased need to educate all staff on the MTSS system and ensure that we are meeting the needs of all learners that need our support. <b>Root Cause:</b> Lack of emphasis on training on how to implement a system of support for our learners that identify as needing extra support.</p>
<b>Perceptions</b>
<p><b>Problem Statement 3:</b> There is a need to identify and elevate additional measures of success for learners. <b>Root Cause:</b> Lack of focus on the whole child and using multiple measures to show evidence of growth.</p>

**Goal 1: Personal Growth and Experiences:** We as Coppell High School 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 Scores  
 TELPAS Data  
 PSAT Scores  
 AP Scores  
 SAT Scores  
 IB Scores  
 Learning Walks

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide resources and training to support educators to identify the proficiency levels of Emergent Bilingual Learners and plan appropriate classroom instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> Our educators will increase their resources and instructional strategies to a point that our EB Learners will thrive in our learning environment.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Instructional Coaches, ESL District Coordinators, Campus EB Coordinators, Counselors, Educators</p> <p><b>Problem Statements:</b> Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide resources and specific training emphasizing how we can best help to support and provide appropriate interventions for our Special Education, 504, English Learners, Migrant Learners, Tier II and Tier III learners, and GTI learners with their overall academic/social emotional needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Our campus will provide for the needs of our population of learners that need our support and they will be successful in their academic pursuits . They will also flourish on our campus in their self-esteem and mental health as they are closing the learning gaps.</p> <p><b>Staff Responsible for Monitoring:</b> Director of SPED, MTSS Director, EB Director and Director of Curriculum and Instruction. Campus Admin., Instructional Coaches, Department Heads.</p> <p><b>Problem Statements:</b> Student Learning 5, 8, 9 - Perceptions 4</p> <p><b>Funding Sources:</b> Training for our staff on instructional strategies and dealing with the underperforming learners. - 199 - State Comp Ed - \$5,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement specific tutoring plans, per House Bill 4545, that focus on learners who have not met standard on state assessments and are in need of additional learning support.</p> <p><b>Strategy's Expected Result/Impact:</b> Close the learning gaps of our learners that struggle to pass their State-mandated EOC's for graduation.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coaches Counselors SPED Campus leaders Educators</p> <p><b>Problem Statements:</b> Student Learning 2, 5, 9 - School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Tutoring Resources and people - 199 - State Comp Ed - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are Economically Disadvantaged and Emergent Bilingual learners. <b>Root Cause:</b> Lack of multiple data sources across the district being used to show evidence of learner growth. Lack of educators adapting their teaching styles to meet the learning needs of their learners.</p> <p><b>Problem Statement 2:</b> Learners at CHS in ESL and Economically Disadvantaged categories under perform their peers on the Algebra I and Biology EOC exam. In both categories of learners we saw a lack of growth. <b>Root Cause:</b> A lack of intervention time built into the school day; not enough emphasis on the high priority learning standards and instructional strategies for Algebra I and Biology regarding EL and Sped learners; lack of implementation of data from common formative assessments, need high quality staff training regarding interventions and extensions of learning.</p> <p><b>Problem Statement 5:</b> Learners are retesting STAAR EOC exams they did not meet standards for, but passed the course in a previous school year. <b>Root Cause:</b> Learners must receive in class interventions for areas of weakness in each content area as needed to be successful on the reassessment of the STAAR EOC. An Accelerated Instruction program is needed to design individualized interventions to support the skills as needed by each individual learner. There must also be targeted small group instruction during these interventions.</p> <p><b>Problem Statement 8:</b> There is a need for data driven tools, processes and trainings to guide instruction and SEL programs to meet the varying needs of learners. <b>Root Cause:</b> Our learners are struggling with SEL issues that are interfering with their success in the learning. Gaps are developing that must be met with instruction that meets all the needs of our learners both academically and mentally.</p> <p><b>Problem Statement 9:</b> HB4545 has made it imperative to provide guided instruction and use data driven instructional tools to pinpoint the needs of learners that have learning gaps that must be met. <b>Root Cause:</b> Our learners need more small group instruction and our educators must focus on formative assessment data to drive instructional success in each classroom.</p>

### School Processes & Programs

**Problem Statement 4:** There is a need for specific PL to support ongoing intervention/extensions in learning design through a UDL lens as well as PL designed to support digital learning **Root Cause:** We will need more focus on using our "C" days schedule for more PLC time to work on lesson design for UDL and digital learning. We must support our educators through our Instructional Coaches and Digital Learning Coach to provide the tools needed for this time to be successful.

### Perceptions





**Problem Statement 4:** Increase the processes and procedures for building relationships at our school through deepening the commitment to each learner to know them and support them in all of their endeavors by becoming a mentor to them and have regular check-ins for success. **Root Cause:** Learners are behind in their learning or have given up on the process and need someone to be a support system for them.

**Goal 2: Authentic Contributions:** We as Coppell High School 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 10th through 12th grade learners will have the opportunity to participate in courses/activities focused on career, college and life readiness.

**Evaluation Data Sources:** CTE Designated Course Enrollment  
 CTSO Membership Rolls  
 Data gathered from families and learners on 10-12 course/certification interest.  
 Data gathered on 10-12 course requests and analyzed for specific areas of learning.  
 AP Course Documentation  
 IB Course Documentation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide training and resources to educators enhancing curriculum connections to real world application in learning and UDL lesson design.</p> <p><b>Strategy's Expected Result/Impact:</b> Lesson design will connect learners with experiences that will provide opportunities for them beyond the four walls of CHS. The UDL lesson design will allow our learners voice and choice in the classroom.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration                      Instructional Coaches                      Digital Learning Coaches                      CTE Department Head                      CTE Director                      Educators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2, 4</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 2:</b> There is a need to focus on sequences of pathways within CTE endorsements/enrichment opportunities allowing for learner interest in CTE courses and stronger ties to career, life readiness and certifications. <b>Root Cause:</b> We are in the process of refining and adding CTE programs and pathways and developing staff and student voice in the pathways and certifications at CHS.</p>
<p><b>Problem Statement 4:</b> There is a need for specific PL to support ongoing intervention/extensions in learning design through a UDL lens as well as PL designed to support digital learning <b>Root Cause:</b> We will need more focus on using our "C" days schedule for more PLC time to work on lesson design for UDL and digital learning. We must support our educators through our Instructional Coaches and Digital Learning Coach to provide the tools needed for this time to be successful.</p>

**Goal 2: Authentic Contributions:** We as Coppell High School will demonstrate personal responsibility and integrity by using our unique passions, gifts, and talents as productive members of the global community.

**Performance Objective 2:** Learners at Coppell High School 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 - Bulb

NHS Service Hours

Red Jacket Service Hours

Stuco Service Learning

Classroom presentations

Choir Performances

Band Performances

Theater Productions

Dance/Drill Performances

Community Service Projects

CTSO Local, State, and National Competitions

KCBY, Yearbook, Sidekick Contest





UIL Competitions - both academic and athletic

VASE Art Showcase

TedX Event at Coppell High

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning</p> <p><b>Strategy's Expected Result/Impact:</b> - Learner digital portfolios - Digital Portfolio continued training</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Digital Learning Coaches and Campus Educators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 10</p>	Formative			Summative
	Nov	Feb	Apr	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Educators will assess their learners in a variety of ways through a UDL lens and will provide opportunities for learners to showcase their understanding through innovative and creative practices.</p> <p><b>Strategy's Expected Result/Impact:</b> - Performance Tasks for all classes            - Rubrics for academic and social-emotional growth            - Goal setting forms/reflections</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators, Instructional Coaches, Digital Learning Coaches, Librarians, Counselors and ESL Facilitators</p> <p><b>Problem Statements:</b> Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**





<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 10:</b> There is a need to continue to use and train faculty on BULB as a portfolio of learning for each child and staff member to support multiple means of representation of growth and learning. <b>Root Cause:</b> The need to move from standardized testing as the only means of showcasing gaps for learning in all of our learners. One test on one day does not tell the story.</p>
<b>Perceptions</b>
<p><b>Problem Statement 3:</b> There is a need to identify and elevate additional measures of success for learners. <b>Root Cause:</b> Lack of focus on the whole child and using multiple measures to show evidence of growth.</p>

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

**Performance Objective 1:** Coppell High School will continue to review and create new curriculum documents, training and implement specific programs to provide needed supports/resources for counseling and social emotional learning.

- Evaluation Data Sources:** Revised Curriculum Documents  
 Formative and Summative Data  
 LPAC Data  
 Educator quantitative and qualitative data  
 Training Resources  
 Social Emotional Survey Data  
 Training of Counselors and implementation of resources purchased.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Revise, update and implement current 10-12 curriculum documents and purchase any needed resources to include learning supports for social emotional learning and character education. Including the following character traits per TEA:</p> <ul style="list-style-type: none"> <li>- Courage</li> <li>- Trustworthiness, including honesty, reliability, punctuality, and loyalty</li> <li>- Integrity</li> <li>- Respect and courtesy</li> <li>- Responsibility, including accountability, diligence, perseverance, and self-control</li> <li>- Fairness, including justice and freedom from prejudice</li> <li>- Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity</li> <li>- Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law</li> <li>- School pride</li> <li>- Gratitude</li> </ul> <p><b>Strategy's Expected Result/Impact:</b> Learners will feel connections with educators and peers resulting in feeling the learning environment is a safe risk free environment.</p> <p><b>Staff Responsible for Monitoring:</b> Administration                      Counselors                      Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 6 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Coppell High School will update and integrate curriculum supports for implementation of new 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><b>Strategy's Expected Result/Impact:</b> Our learners will be informed, supported and taught to stand through life's challenges and trials. Our educators will be able to guide mentally, physically and socially so that each learner has a chance for a bright future.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Digital Learning Coaches, Instructional Coaches, Campus Educators</p> <p><b>Problem Statements:</b> Student Learning 8 - School Processes &amp; Programs 6, 8</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Align implementation of social emotional support structures: class meetings, check-ins and restorative practices.</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<p><b>Problem Statement 8:</b> There is a need for data driven tools, processes and trainings to guide instruction and SEL programs to meet the varying needs of learners. <b>Root Cause:</b> Our learners are struggling with SEL issues that are interfering with their success in the learning. Gaps are developing that must be met with instruction that meets all the needs of our learners both academically and mentally.</p>
School Processes & Programs
<p><b>Problem Statement 6:</b> Build processes and programs that support SEL for our learners and staff. <b>Root Cause:</b> The rise of mental health issues among teens and adults continues to rise and the suicide rate continues to climb.</p>
<p><b>Problem Statement 8:</b> Continue the use of Panorama to educate our decisions with data on academic and SEL needs of our campus. To improve our learners success in all areas of needed growth. <b>Root Cause:</b> We are In need of a program that houses surveys and data to provide needed input on how to ensure our students and parents needs are heard and met. This has been a much needed program.</p>
<p><b>Problem Statement 12:</b> Continue to train on our threat assessment system and implement discipline guidelines that are in the best interest of all of or learners with equity and respect at the core of our practices. <b>Root Cause:</b> We need to do more to support our ever diverse population of learners and focus on restorative practices and not punitive discipline or procedures.</p>

## Perceptions





**Problem Statement 4:** Increase the processes and procedures for building relationships at our school through deepening the commitment to each learner to know them and support them in all of their endeavors by becoming a mentor to them and have regular check-ins for success. **Root Cause:** Learners are behind in their learning or have given up on the process and need someone to be a support system for them.

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

**Performance Objective 2:** Coppell High School will continue to bring clarity, communicate systems and provide intentional training to ensure alignment with practices/supports across the district.

**Evaluation Data Sources:** Schoology Resources  
 Major Clarity  
 Blended Learning  
 MAT Training

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Coppell High School will host and invite our families to events to partner with us and to provide the opportunity for families to engage and explore new ways to enhance their child's learning by understanding the format and content of our academic culture.</p> <p><b>Strategy's Expected Result/Impact:</b> A greater, more diverse population volunteering for organizations such as PTSO, booster organizations, mentor programs, service projects. etc...</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors, Campus Clubs and Organizations, Educators, Communication Directors</p> <p><b>Problem Statements:</b> Perceptions 5, 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Coppell High School will design and host parent meetings that will allow our parents to discover opportunities at Coppell High School that will support their learners success for their future.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in awareness of programs and resources at CHS which could support learners in their future.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 8, 12 - Perceptions 5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Coppell High School will host College Night in the Fall and a Spring Club/Organization Event in the Spring to showcase possible pathways to future success for our learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Learners will make knowledgeable decisions for their future endeavors.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors, Campus Educators</p> <p><b>Problem Statements:</b> Perceptions 3, 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Strategy's Expected Result/Impact:</b> Equitable treatment of all of our learners. Develop a culture of love and respect through restorative discipline.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators District Discipline and Behavior Leaders Counselors</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 2 Problem Statements:**





<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 8:</b> Continue the use of Panorama to educate our decisions with data on academic and SEL needs of our campus. To improve our learners success in all areas of needed growth. <b>Root Cause:</b> We are In need of a program that houses surveys and data to provide needed input on how to ensure our students and parents needs are heard and met. This has been a much needed program.</p>
<p><b>Problem Statement 12:</b> Continue to train on our threat assessment system and implement discipline guidelines that are in the best interest of all of or learners with equity and respect at the core of our practices. <b>Root Cause:</b> We need to do more to support our ever diverse population of learners and focus on restorative practices and not punitive discipline or procedures.</p>
<b>Perceptions</b>
<p><b>Problem Statement 3:</b> There is a need to identify and elevate additional measures of success for learners. <b>Root Cause:</b> Lack of focus on the whole child and using multiple measures to show evidence of growth.</p>
<p><b>Problem Statement 5:</b> Continue to meet the needs of our parents and learners to allow them to make informed decisions and become partners with the campus in their educational decisions. <b>Root Cause:</b> Lack of parental communication and understanding of the educational decisions that need to be made for their learners.</p>
<p><b>Problem Statement 6:</b> Continue to promote our programs, processes and opportunities for involvement with our campus as a parent. <b>Root Cause:</b> Lack of parental involvement and input into our campus life.</p>

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

**Evaluation Data Sources:** Coppell High School Professional Learning Ubd Plan  
Weekly Professional Learning focus with collaborative team time with access to Instructional Coaches

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the district including within professional learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Whole School Campus Goal centered around formative assessment and small group instruction. Professional learning to support growing towards campus goal and growing our PLC's.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and Instructional Coaches</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 4, 9</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Coppell High School will calibrate, align and provide support for our campus departments and individual programs concerning needs for professional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Our campus will meet the needs of our learners through stronger instructional strategies and pedagogy.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coaches Digital Learning Coaches District Professional Learning Director</p> <p><b>Problem Statements:</b> Student Learning 4, 7, 8 - School Processes &amp; Programs 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Coppell High School will sponsor it's own Podcast (Cowboys Fight) from educators to our educators to grow them professionally and inspire them to support our mission at CHS.</p> <p><b>Strategy's Expected Result/Impact:</b> To allow educators to grow within the knowledge of educators in the building that are here to love and support them on this journey.</p> <p><b>Staff Responsible for Monitoring:</b> Zane Porter</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 14</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 3:</b> There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. <b>Root Cause:</b> Lack of knowledge and understanding of evidence based learning strategies and targeted interventions such as small group instruction.</p>
<p><b>Problem Statement 4:</b> There is a need to focus on technology integration in each classroom at CHS resulting in increased learner achievement. <b>Root Cause:</b> We must leverage the use of technology tools and integrate these tools within our strong Tier 1 instruction to increase learner achievement in all sub-populations of learners.</p>
<p><b>Problem Statement 7:</b> Build and support an in-house mentoring program for our new staff with a focus on our HPLS and how to improve their pedagogy in a manner that prepares learners for future success. <b>Root Cause:</b> Learners struggling with gaps in their core classes and their reluctance to take upper level classes.</p>
<p><b>Problem Statement 8:</b> There is a need for data driven tools, processes and trainings to guide instruction and SEL programs to meet the varying needs of learners. <b>Root Cause:</b> Our learners are struggling with SEL issues that are interfering with their success in the learning. Gaps are developing that must be met with instruction that meets all the needs of our learners both academically and mentally.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 4:</b> There is a need for specific PL to support ongoing intervention/extensions in learning design through a UDL lens as well as PL designed to support digital learning <b>Root Cause:</b> We will need more focus on using our "C" days schedule for more PLC time to work on lesson design for UDL and digital learning. We must support our educators through our Instructional Coaches and Digital Learning Coach to provide the tools needed for this time to be successful.</p>
<p><b>Problem Statement 9:</b> There is an increased need to educate all staff on the MTSS system and ensure that we are meeting the needs of all learners that need our support. <b>Root Cause:</b> Lack of emphasis on training on how to implement a system of support for our learners that identify as needing extra support.</p>
<p><b>Problem Statement 14:</b> Provide in-house support for all educators and staff through a Podcast (Cowboy Fight) to allow educators to grow and learn academically and emotionally on their time. <b>Root Cause:</b> We need to help our educators to grow and seek ways to improve their pedagogy, their classroom culture and their buy-in to our CHS goals.</p>







**Goal 4:** Organizational Improvement and Strategic Design: We as Coppell High School 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:** Coppell High School will continue to investigate and provide tools/strategies in order to create a comprehensive, balanced assessment system as a means to monitor student growth and to inform instructional practices.

**Evaluation Data Sources:** Common assessment data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Coppell High School collaborative teams will continue the work of building common assessments during their weekly planning time.</p> <p><b>Strategy's Expected Result/Impact:</b> Every academic team will use a commonly developed assessment to assess learning and then analyze results to make data informed decisions.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration and Instructional Coaches</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 7</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> At Risk Learners will have access to customized instruction to support their individual needs to meet the directives of HB4545.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in meeting standard on retesing for an EOC; opportunity to recover credits lost in previous years</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Educators and Counselors</p> <p><b>Problem Statements:</b> Student Learning 5, 9</p> <p><b>Funding Sources:</b> Tutoring for our at risk learners. - 199 - State Comp Ed - \$10,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Coppell High School will continue researching, developing and implementing a Community Based Accountability System.</p> <p><b>Strategy's Expected Result/Impact:</b> Development of the whole child and not just supporting standardized testing as the only means of growth. Providing a well rounded education for our learners.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Counselors Educators District Directors</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 6, 8, 10</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 5:</b> Learners are retesting STAAR EOC exams they did not meet standards for, but passed the course in a previous school year. <b>Root Cause:</b> Learners must receive in class interventions for areas of weakness in each content area as needed to be successful on the reassessment of the STAAR EOC. An Accelerated Instruction program is needed to design individualized interventions to support the skills as needed by each individual learner. There must also be targeted small group instruction during these interventions.</p> <p><b>Problem Statement 9:</b> HB4545 has made it imperative to provide guided instruction and use data driven instructional tools to pinpoint the needs of learners that have learning gaps that must be met. <b>Root Cause:</b> Our learners need more small group instruction and our educators must focus on formative assessment data to drive instructional success in each classroom.</p>
School Processes & Programs
<p><b>Problem Statement 6:</b> Build processes and programs that support SEL for our learners and staff. <b>Root Cause:</b> The rise of mental health issues among teens and adults continues to rise and the suicide rate continues to climb.</p> <p><b>Problem Statement 7:</b> Continue to use and build assessments through Schoology resources in order to build common formative assessment data to meet our instructional needs. <b>Root Cause:</b> Lack of common formative assessment data to educate our practices and instructional focus.</p> <p><b>Problem Statement 8:</b> Continue the use of Panorama to educate our decisions with data on academic and SEL needs of our campus. To improve our learners success in all areas of needed growth. <b>Root Cause:</b> We are In need of a program that houses surveys and data to provide needed input on how to ensure our students and parents needs are heard and met. This has been a much needed program.</p> <p><b>Problem Statement 10:</b> There is a need to continue to use and train faculty on BULB as a portfolio of learning for each child and staff member to support multiple means of representation of growth and learning. <b>Root Cause:</b> The need to move from standardized testing as the only means of showcasing gaps for learning in all of our learners. One test on one day does not tell the story.</p>

**Goal 4: Organizational Improvement and Strategic Design:** We as Coppell High School 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:** Coppell High School will calibrate and streamline the RTI System to integrate with our Professional Learning Community practices to provide additional supports for all learners at each campus.

**Evaluation Data Sources:** Professional Learning Community Calendar and Notes  
RTI forms in AWARE  
Campus schedules (intervention/enrichment)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Coppell High School will actively monitor and support learners who have been identified as needing Tier 2 or Tier 3 support for RTI and will implement digital tools such as Edgenuity and FEV Tutoring</p> <p><b>Strategy's Expected Result/Impact:</b> - With an increase in connections with learners who have a history of academic struggles, multiple levels of support</p> <ul style="list-style-type: none"> <li>- Increase effectiveness of tiered interventions</li> <li>- Increase usage of data to make evidence-based decisions</li> <li>- Increase use of aligned resources to monitor learner progress</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors and Intervention Educators</p> <p><b>Problem Statements:</b> Student Learning 5 - School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Programs to assist our At-Risk Learners in regaining credits or getting original credit: Edgenuity and FEV Tutor - 199 - State Comp Ed - \$15,000</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> CHS will continue to use our FNL, Saturday School, Specialty tutoring days or EOC's and small group instruction to meet the needs of our at-risk learners.</p> <p><b>Strategy's Expected Result/Impact:</b> This strategy will enable our learners that are at-risk to be academically supported by our educators with just- in-time instruction for their success in all areas.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coaches Digital Learning Coaches Counselors Educators</p> <p><b>Problem Statements:</b> Student Learning 2, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

### Performance Objective 3 Problem Statements:

#### Student Learning

**Problem Statement 2:** Learners at CHS in ESL and Economically Disadvantaged categories under perform their peers on the Algebra I and Biology EOC exam. In both categories of learners we saw a lack of growth. **Root Cause:** A lack of intervention time built into the school day; not enough emphasis on the high priority learning standards and instructional strategies for Algebra I and Biology regarding EL and Sped learners; lack of implementation of data from common formative assessments, need high quality staff training regarding interventions and extensions of learning.

**Problem Statement 5:** Learners are retesting STAAR EOC exams they did not meet standards for, but passed the course in a previous school year. **Root Cause:** Learners must receive in class interventions for areas of weakness in each content area as needed to be successful on the reassessment of the STAAR EOC. An Accelerated Instruction program is needed to design individualized interventions to support the skills as needed by each individual learner. There must also be targeted small group instruction during these interventions.





#### School Processes & Programs

**Problem Statement 4:** There is a need for specific PL to support ongoing intervention/extensions in learning design through a UDL lens as well as PL designed to support digital learning **Root Cause:** We will need more focus on using our "C" days schedule for more PLC time to work on lesson design for UDL and digital learning. We must support our educators through our Instructional Coaches and Digital Learning Coach to provide the tools needed for this time to be successful.

**Goal 4:** Organizational Improvement and Strategic Design: We as Coppell High School 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:** Coppell High School 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:** Raptor Alert Data from Drills performed.  
 MAT Team meeting notes.  
 Campus Safety and Security Administrators data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure all safety drills take place and specific training for staff and learners concerning safety practices occurs.</p> <p><b>Strategy's Expected Result/Impact:</b> The safety of our staff and students will be enhanced with the knowledge learned through these drills.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration            MAT Team            District Safety Director</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5, 13</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Coppell High School will implement door sweeps on our campus at least once daily each week during instructional days.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased safety for our campus staff and students.</p> <p><b>Staff Responsible for Monitoring:</b> Our safety and security staff that patrol our campus and parking lot perimeter of the school.            Campus Admin Security and Safety Director</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 5, 13</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 4 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 5:</b> The increased need for implementing, understanding and practicing safety procedures in our building to enhance physical and emotional support for all.</p> <p><b>Root Cause:</b> The changes in our society that brings threats to our schoolhouse doors through violence, disease or social media.</p>

## School Processes & Programs

**Problem Statement 13:** Continue to train and implement clear protocols for safety to our staff and students to be prepared for any crisis situation. **Root Cause:** The amount of learners and staff on our campus and the large turnover of staff each year makes it imperative to be on top of protocols and procedures for the safety of all.

# Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Subs for our educators to be trained in HPLS supports, best practices and digital learning.		\$10,000.00
1	3	2	Training for our staff on instructional strategies and dealing with the underperforming learners.		\$5,000.00
1	3	3	Tutoring Resources and people		\$10,000.00
4	2	2	Tutoring for our at risk learners.		\$10,000.00
4	3	1	Programs to assist our At-Risk Learners in regaining credits or getting original credit: Edgenuity and FEV Tutor		\$15,000.00
<b>Sub-Total</b>					<b>\$50,000.00</b>