

**Coppell Independent School District**  
**Coppell High School**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

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

## Vision

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

#### DEMOGRAPHICS

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 2022-23 school year, total enrollment was 2,888 which represents an increase of 9.7% since 2018-19 (2,632 learners).

In 2022-23, the student population was 53.9% Asian, 24.9% White, 12.9% Hispanic, 4.7% African American, 0.2% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 3% multi-racial. Females made up 48.1% of the learners and males represented 51.9%. Our economically disadvantaged percentage was 8.6%.

Our Emergent Bilingual (EB) population consisted of 141 learners that made up 4.8% of our campus. The top 5 foreign languages spoken by this student group were: Spanish (36.8%), Telugu (14.8%), Hindi (4.9), Arabic (4.9%), and Gujarati (4.2%). Additionally, 28.3% of our EBs were also economically disadvantaged.

Our 604 gifted and talented learners constituted 20.9% of our population. Our gender split in the GT group was 42.5% female and 57.5% male. Of the four major ethnic groups, our GT learners were 69.5% Asian, 22.1% White, 5.9% Hispanic and 0.5% African American.

We had 180 learners that qualified for special education services, which represented 6.2% of our population. There were 261 learners with 504 accommodations, which was 9% of the total enrollment.

The average daily attendance for our campus in 2022-23 was 95.33%, which decreased by 0.03% from the prior year.

#### STAFFING

CHS employed 191 educators and 29 instructional aides in the 2022-23 school year. The number of teachers increased by 11 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 7.8% Asian, 78% White, 8.9% Hispanic, 4.1% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 1% multi-racial. Females made up 51.3% of the educators and males represented 48.7%.

Overall, our educators had a varying level of professional experience: 9.4% (18) were new to teaching with 0-1 years of experience, 15.7% (30) had 2-5 years, 22.5% (43) had 6-10 years, 13.6% (26) had 11-15 years, 17.2% (33) had 16-20 years, and 21.4% (41) had more than 20 years. Looking at longevity within the district, 32.9% of our teachers had 0-1 years in district, 25.1% had 2-5 years, 18.3% had 6-10 years, 8.3% had 11-15 years, 8.3% had 16-20 years and 6.8% had more than 20 years. The average years of professional experience was 13.2 with 6.9 years in the district.

Advanced degrees were held by 38.7% of our teachers: 66 with master's degrees and 8 with doctorates. Our campus principal had 41 years of career experience in a professional position (not necessarily as a principal) and 37 years in Coppell. Our assistant principal(s) had an average of 13 years of professional experience and 4.4 years in the district.

Our educator retention rate from 2021-22 to 2022-23 was 72.73%. For educational aides it was 78.38%. We hired 62 new teachers in 2022-23. The characteristics of our new teachers were as follows: 6.4% Asian, 72.5% White, 11.2% Hispanic, 8% African American, 58% female, 42% male, 22.5% new to teaching, 17.7% with 2-5 years of professional experience, 24.1% with 6-10 years, 16.1% with 11-15 years, 11.2% with 16-20 years, 8% with more than 20 years and 32.4% new to the campus. The average years of professional

experience was 8.8 with 1.9 years in the district. 30.6% 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:** There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. **Root Cause:** Retention rates have lowered in public education and in Coppell in the past few years due to the lack of respect for public educators and quality pay for educators.

# Student Learning

## Student Learning Summary

<b>2019, 2020, 2021, 2022 and 2023 Dual Credit report for Coppell H S</b>					
<b>Summer</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
Students in 10th grade	3	2	6	3	2
Students in 11th grade	143	172	172	101	137
Students in 12th grade	187	230	222	168	213
<b>Total Students</b>	<b>333</b>	<b>404</b>	<b>400</b>	<b>272</b>	<b>352</b>
<b>Extended</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
Students in 9th grade	109	138	188	225	0
Students in 10th grade	243	259	271	372	0
Students in 11th grade	171	176	194	358	0
Students in 12th grade	2	1	0	2	0
<b>Total Students</b>	<b>525</b>	<b>574</b>	<b>653</b>	<b>957</b>	<b>0</b>
<b>Summer and Extended</b>	<b>18-19</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
Students in 9th grade	109	138	188	225	0
Students in 10th grade	244	260	275	372	2
Students in 11th grade	276	296	315	423	137
Students in 12th grade	189	231	222	169	213
<b>Total Students</b>	<b>818</b>	<b>925</b>	<b>1,000</b>	<b>1,189</b>	<b>352</b>

<b>2023 AP</b>						
<b>Score</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Total Exams</b>
Number of Exams	222	676	1,076	1,011	890	3,875
Percentage of Total Exams	6%	17%	28%	26%	23%	100%

<b>2023 AP</b>					
Number of AP Students	193	509	770	708	483

<b>TELPAS 2023</b>															
Grade	Listening - Beginning - %	Listening - Intermediate - %	Listening - Advanced - %	Listening - Advanced High - %	Speaking - Beginning - %	Speaking - Intermediate - %	Speaking - Advanced - %	Speaking - Advanced High - %	Reading - Beginning - %	Reading - Intermediate - %	Reading - Advanced - %	Reading - Advanced High - %	Writing - Beginning - %	Writing - Intermediate - %	Writing - Advanced - %
10	3	16	44	37	10	17	57	16		37	20	43	9	29	41
11		25	39	36	8	25	58	8		39	33	28	6	28	44
12		22	53	25	8	14	67	11	3	33	33	31	6	33	47

<b>Algebra 1</b>						
Admin	STAAR - Number Tested	STAAR - Average Scale Score	STAAR - Did Not Meet - %	STAAR - Approaches - %	STAAR - Meets - %	STAAR - Masters - %
Spring 2022	485	4227	14	86	62	40
Spring 2023	481	4156	12	88	60	36
<b>Biology</b>						
Admin	STAAR - Number Tested	STAAR - Average Scale Score	STAAR - Did Not Meet - %	STAAR - Approaches - %	STAAR - Meets - %	STAAR - Masters - %
Spring 2022	977	4594	5	95	86	55
Spring 2023	1029	4613	2	98	89	59
<b>English 1</b>						
Admin	STAAR - Number Tested	STAAR - Average Scale Score	STAAR - Did Not Meet - %	STAAR - Approaches - %	STAAR - Meets - %	STAAR - Masters - %
Spring 2022	988	4508	10	90	83	39
Spring 2023	1041	4512	5	95	88	45
<b>English 2</b>						
Admin	STAAR - Number Tested	STAAR - Average Scale Score	STAAR - Did Not Meet - %	STAAR - Approaches - %	STAAR - Meets - %	STAAR - Masters - %
Spring 2022	1029	4548	7	93	87	28

Algebra 1						
Spring 2023	999	4499	6	94	87	34
US History						
Admin	STAAR - Number Tested	STAAR - Average Scale Score	STAAR - Did Not Meet - %	STAAR - Approaches - %	STAAR - Meets - %	STAAR - Masters - %
Spring 2022	872	4696	2	98	90	72
Spring 2023	618	4512	1	99	87	59

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

**Problem Statement 2 (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 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):** There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause:** Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

**Problem Statement 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):** Continue to support and grow our IB , AP and choice programs to enhance the critical thinking, problem solving and creative nature of the educational environment for those learners needing a challenge. **Root Cause:** It is imperative that we continue to seek growth for each learner and allow them choices other than a traditional pathway of education.

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

**Problem Statement 3 (Prioritized):** There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause:** Continue building and supporting aligned resources and systemic structures for counseling needs in our building.

**Problem Statement 4 (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 5:** 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 6 (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 7:** 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):** There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

**Problem Statement 9 (Prioritized):** There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. **Root Cause:** Lack of individuals choosing to work in public education

**Problem Statement 10 (Prioritized):** There is a need to create and facilitate a CISD Strategic Planning Committee to build on the previous work done with CISD Visioning and put action plans in place to move the work forward. **Root Cause:** Continued need to align work, focus areas and assign individuals to help lead the various charges of the district

**Problem Statement 11 (Prioritized):** There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with bond funds. **Root Cause:** Lack of funding from the state and sustainability for future needs

**Problem Statement 12 (Prioritized):** There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs. **Root Cause:** Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

**Problem Statement 13 (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 14 (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 15 (Prioritized):** Continue to use research based programs that bridge the gaps of our learners and allow them to achieve academic success and social emotional support. **Root Cause:** We have learners that struggle with the content and have fallen behind due to missing too much school or being moved from home to home.

**Problem Statement 16 (Prioritized):** Provide a digital depository for our records and data that will ensure safe storage of documents and the ability to access data when needed. **Root Cause:** The storage space for our paper documents has exceeded safe storage capabilities and denial of access to documents in a timely manner.

# 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 two digital literacy coaches dedicated to supporting the needs of our Coppell High School staff. Our Instructional Coaches and Digital Literacy Coaches 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:** 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 for success. **Root Cause:** Needing to change the focus on content coverage and content focus to learner focused relationships for their growth and emotional health.

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

# Priority Problem Statements

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

**Root Cause 2:** 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 Areas:** Student Learning

**Problem Statement 3:** There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.

**Root Cause 3:** Lack of knowledge and understanding of evidence based learning strategies and targeted interventions such as small group instruction.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** There is a need to focus on technology integration in each classroom at CHS resulting in increased learner achievement.

**Root Cause 4:** 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 4 Areas:** Student 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 5:** 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 5 Areas:** Student Learning

**Problem Statement 6:** 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 6:** Learners struggling with gaps in their core classes and their reluctance to take upper level classes.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** The increased need for implementing, understanding and practicing safety procedures in our building to enhance physical and emotional support for all.

**Root Cause 7:** The changes in our society that brings threats to our schoolhouse doors through violence, disease or social media.

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

**Problem Statement 9:** There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .

**Root Cause 9:** Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

**Problem Statement 9 Areas:** School Processes & Programs

**Problem Statement 10:** 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 10:** 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 10 Areas:** School Processes & Programs

**Problem Statement 11:** There is a need to identify and elevate additional measures of success for learners.

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

**Problem Statement 11 Areas:** Perceptions

**Problem Statement 12:** 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 for success.

**Root Cause 12:** Needing to change the focus on content coverage and content focus to learner focused relationships for their growth and emotional health.

**Problem Statement 12 Areas:** Perceptions

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

**Root Cause 13:** Continued need to build/expand resources/programs implemented in 2022-2023 - Data shows high need for mental health supports

**Problem Statement 13 Areas:** Perceptions

**Problem Statement 14:** 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 14:** 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 14 Areas:** School Processes & Programs

**Problem Statement 18:** Continue to train and implement clear protocols for safety to our staff and students to be prepared for any crisis situation.

**Root Cause 18:** 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 18 Areas:** School Processes & Programs

**Problem Statement 21:** 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 21:** Lack of parental communication and understanding of the educational decisions that need to be made for their learners.

**Problem Statement 21 Areas:** Perceptions



**Problem Statement 22:** Continue to use research based programs that bridge the gaps of our learners and allow them to achieve academic success and social emotional support.

**Root Cause 22:** We have learners that struggle with the content and have fallen behind due to missing too much school or being moved from home to home.

**Problem Statement 22 Areas:** School Processes & Programs

**Problem Statement 25:** Continue to support and grow our IB , AP and choice programs to enhance the critical thinking, problem solving and creative nature of the educational environment for those learners needing a challenge.

**Root Cause 25:** It is imperative that we continue to seek growth for each learner and allow them choices other than a traditional pathway of education.

**Problem Statement 25 Areas:** Student Learning

**Problem Statement 26:** There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.

**Root Cause 26:** Continue building and supporting aligned resources and systemic structures for counseling needs in our building.

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

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

**Problem Statement 28:** There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth.

**Root Cause 28:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

**Problem Statement 28 Areas:** School Processes & Programs

**Problem Statement 29:** There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.

**Root Cause 29:** Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners

**Problem Statement 29 Areas:** Student Learning

**Problem Statement 30:** There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs .

**Root Cause 30:** Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

**Problem Statement 30 Areas:** Student Learning

**Problem Statement 31:** There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs.

**Root Cause 31:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

**Problem Statement 31 Areas:** School Processes & Programs

**Problem Statement 32:** There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with bond funds.

**Root Cause 32:** Lack of funding from the state and sustainability for future needs

**Problem Statement 32 Areas:** School Processes & Programs

**Problem Statement 33:** There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education.

**Root Cause 33:** Lack of individuals choosing to work in public education

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

**Problem Statement 34:** There is a need to create and facilitate a CISD Strategic Planning Committee to build on the previous work done with CISD Visioning and put action plans in place to move the work forward.

**Root Cause 34:** Continued need to align work, focus areas and assign individuals to help lead the various charges of the district

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

**Problem Statement 35:** Provide a digital depository for our records and data that will ensure safe storage of documents and the ability to access data when needed.

**Root Cause 35:** The storage space for our paper documents has exceeded safe storage capabilities and denial of access to documents in a timely manner.

**Problem Statement 35 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, and teacher evaluations, and student learning objective work.

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 (PLCs) 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 Academic Deans Team Leads Instructional Coaches</p> <p><b>Problem Statements:</b> Student Learning 3, 7</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 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 - 199-11-6112-00-001-24-000- - \$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 Lead Counselor</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</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 3, 4, 7</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continue building on mentor training and structures of support for new educators, administrators and staff to CISD.</p> <p><b>Strategy's Expected Result/Impact:</b> Our new educators will be supported in their classrooms to be able to implement instructional strategies that will impact the learning of their students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration Instructional Coaches Digital Learning Coaches District Curriculum Leaders</p> <p><b>Problem Statements:</b> Student Learning 3, 7</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Implement structures and processes for intentional learning walks with various instructional leaders and educators across the district that focus on observing and evaluating strategies supporting academic and social emotional growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Educators will receive needed feedback from the learning walks that will help them improve instruction and their strategies in their classrooms to meet the academic and SEL needs of their learners.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Instructional Coaches Digital Learning Coaches District Content Directors Curriculum and Instruction Leaders</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 12</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> CHS will continue to use our FNL, Saturday School, Specialty tutoring days for EOCs 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 4 - School Processes &amp; Programs 15 - Perceptions 4</p> <p><b>Funding Sources:</b> Intervention Materials - 199 - State Comp Ed - 199-11-6399-00-001-24-000- - \$15,000</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;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

**Student Learning**

**Problem Statement 3:** 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:** 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 7:** 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.

**School Processes & Programs**

**Problem Statement 1:** 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 12:** There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause:** Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

**Problem Statement 15:** Continue to use research based programs that bridge the gaps of our learners and allow them to achieve academic success and social emotional support. **Root Cause:** We have learners that struggle with the content and have fallen behind due to missing too much school or being moved from home to home.

**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 for success. **Root Cause:** Needing to change the focus on content coverage and content focus to learner focused relationships for their growth and emotional health.







**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 products  
 Bulb learner samples  
 Presentations of learning in class and in the greater school environment.

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 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continued training and support for understanding, implementing, and evaluating the effectiveness of 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 12, 15</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Specific areas of learning loss will be addressed through the use of ESSER funds to target academic and social emotional needs of learners through targeted learning academies with learning walks, curriculum writing and staffing needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide needed support through ESSER funds for our learners with learning needs and social emotional needs to help them achieve the success that will allow them to lead a full and productive life.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  District Esser Fund Coordinator  Campus Counselors  Instructional Coaches  Digital Learning Coaches  Director of Secondary Education</p> <p><b>Problem Statements:</b> Student Learning 3, 5, 7</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Specific areas of learning needs will be addressed through the use of State Compensatory Education Funds to target academic, social emotional and behavioral supports as a district, specific focus on at-risk learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Continue to use our State Comp. Ed. Funds to target the learning needs of our at-risk learners to support them both for academic and social emotional success. To graduate learners that are able to compete in a job market with life skills that drive their success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration\  District Special Funding Director  Campus Counselors  Accelerated Instruction Assistant Principals  Accelerated Instruction Educators  Director of Secondary MTSS Leader</p> <p><b>Problem Statements:</b> Student Learning 3 - School Processes &amp; Programs 12, 15</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Continued focus to support Emergent Bilingual Learners by enhancing academic vocabulary in professional learning for educators with mentoring, coaching and resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Our goal is to grow our educators skills and resources so that they are able to provide the needed academic vocabulary to our EB learners for their academic success.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration ESL Campus Coordinators Instructional Coaches Digital Learning Coaches District ESL Coordinator</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 7</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Strengthen and focus on support systems for behavior (PBIS - Positive Behavior Interventions and Supports) and align/strengthen discipline practices, provide training and align structures for data review/documentation of behavioral growth.</p> <p><b>Strategy's Expected Result/Impact:</b> Educators, counselors and administrators will work together to grow learners in their behavior modification so that they will achieve the success academically and social emotionally in all their endeavors.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Counselors District Behavior/Discipline Specialist District MTSS support personnel</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 12 - Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</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 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>

### Student 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.

**Problem Statement 7:** 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.

### School Processes & Programs

**Problem Statement 12:** There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause:** Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

**Problem Statement 15:** Continue to use research based programs that bridge the gaps of our learners and allow them to achieve academic success and social emotional support. **Root Cause:** We have learners that struggle with the content and have fallen behind due to missing too much school or being moved from home to home.

### 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 for success. **Root Cause:** Needing to change the focus on content coverage and content focus to learner focused relationships for their growth and emotional health.

**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 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 strengthen understanding and implementation of Career Technical Education and Career College and Military Readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> This will allow our learners to experience courses/activities that will provide the knowledge and desire to pursue a technical education, a college education or enlist into the military to serve our country.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration            Instructional Coaches            Digital Learning Coaches            CTE Department Head            CTE Director</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1 - Perceptions 3</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 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> School Processes &amp; Programs 1 - Perceptions 3, 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 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> Perceptions 4, 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 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</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>
<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 4:</b> 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 for success. <b>Root Cause:</b> Needing to change the focus on content coverage and content focus to learner focused relationships for their growth and emotional health.</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>





**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
- Many Club Activities

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 13 - Perceptions 3</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> Student Learning 3, 7 - School Processes &amp; Programs 15</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to build on enrollment in our current choice programs such as: IB, AP and CTE programs and explore ways which allow for possible expansion of these programs/programs of study.</p> <p><b>Strategy's Expected Result/Impact:</b> Allowing choice in our learners pathways and future endeavors which will grow these programs for the good of our learners.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration            CTE, IB and AP Educators            CTE,IB and AP Directors            Campus Counselors            District Curriculum leaders            Secondary Curriculum Leader</p> <p><b>Problem Statements:</b> Student Learning 8</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

**Performance Objective 2 Problem Statements:**

Student Learning
<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> <p><b>Problem Statement 8:</b> Continue to support and grow our IB , AP and choice programs to enhance the critical thinking, problem solving and creative nature of the educational environment for those learners needing a challenge. <b>Root Cause:</b> It is imperative that we continue to seek growth for each learner and allow them choices other than a traditional pathway of education.</p>



### School Processes & Programs

**Problem Statement 13:** 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 15:** Continue to use research based programs that bridge the gaps of our learners and allow them to achieve academic success and social emotional support. **Root Cause:** We have learners that struggle with the content and have fallen behind due to missing too much school or being moved from home to home.

### Perceptions

**Problem Statement 3:** 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.





**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> Continue Revising, updating and implementing current 10-12 curriculum documents and purchase any needed resources to include learning supports for social emotional learning and character education.</p> <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> Perceptions 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Coppell High School will continue building supports for implementation of 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> Perceptions 6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue building, implementing and evaluating an aligned comprehensive counseling program that includes support for secondary campuses. (TEA Model - Guidance curriculum, Responsive Services, Individual Planning, and System Support)</p> <p><b>Strategy's Expected Result/Impact:</b> Provide a well educated and informed counseling program and plan that will support all learners in their quest for balance and well-being. A program that will allow informed decisions and support for each learners future plans.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Counselors Campus Admin District Coordinators of Health Services Educators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</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 3:</b> There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. <b>Root Cause:</b> Continue building and supporting aligned resources and systemic structures for counseling needs in our building.</p>
Perceptions
<p><b>Problem Statement 4:</b> 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 for success. <b>Root Cause:</b> Needing to change the focus on content coverage and content focus to learner focused relationships for their growth and emotional health.</p>
<p><b>Problem Statement 6:</b> There is a need to strengthen our health enrichment curriculum , including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide-related risk factors and warning signs. <b>Root Cause:</b> Continued need to build/expand resources/programs implemented in 2022-2023 - Data shows high need for mental health supports</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 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 continue to offer training (district and state required training) that support mental health and well being.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide our staff with the tools to help improve the mental and social/emotional health of our learners.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Counselors, Educators</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 3 - Perceptions 4</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> 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 2, 3, 6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 1:</b> There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff. <b>Root Cause:</b> Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners</p>

### School Processes & Programs

**Problem Statement 2:** There is a need to focus on our support systems for behavior (PBIS - Positive Behavior Interventions and Supports) MTSS (Multi-Tiered Systems of Support) and align/strengthen discipline practices, review training needs and data/documentation of behavioral growth. **Root Cause:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district

**Problem Statement 3:** There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause:** Continue building and supporting aligned resources and systemic structures for counseling needs in our building.

**Problem Statement 6:** 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.

### 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 for success. **Root Cause:** Needing to change the focus on content coverage and content focus to learner focused relationships for their growth and emotional health.

**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 2 - School Processes &amp; Programs 15</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 3, 4, 7, 8 - 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> Coppell High School will use audio and video recordings of educators who are strong leaders in their pedagogy to share with our staff to grow as educators.</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> Campus Administration Instructional Coaches Digital Learning Coaches Department Heads</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 8, 15 - Perceptions 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Create a system focused on growing the capacity of individuals in our digital learning walks and instructional walk-throughs feedback as to help with sustainability of our educational campus staff.</p> <p><b>Strategy's Expected Result/Impact:</b> A system that will help us retain great staff members and support each staff member into becoming pedagogically strong and efficient.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Director of Staff Development Instructional Coaches Digital Learning Coaches.</p> <p><b>Problem Statements:</b> Student Learning 3, 7 - School Processes &amp; Programs 9</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:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</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 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>

### Student Learning

**Problem Statement 8:** Continue to support and grow our IB , AP and choice programs to enhance the critical thinking, problem solving and creative nature of the educational environment for those learners needing a challenge. **Root Cause:** It is imperative that we continue to seek growth for each learner and allow them choices other than a traditional pathway of education.

### School Processes & Programs

**Problem Statement 8:** There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection (from learner and staff needs, and impact/growth on the learning provided) when making decisions for professional learning

**Problem Statement 9:** There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. **Root Cause:** Lack of individuals choosing to work in public education

**Problem Statement 15:** Continue to use research based programs that bridge the gaps of our learners and allow them to achieve academic success and social emotional support. **Root Cause:** We have learners that struggle with the content and have fallen behind due to missing too much school or being moved from home to home.

### Perceptions

**Problem Statement 3:** 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.







**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, implement and evaluate 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> Student Learning 2, 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> At Risk Learners will have access to customized instruction to support their individual needs.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in meeting standard on retesting 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 2, 3, 5</p> <p><b>Funding Sources:</b> Tutoring for our at risk learners. - 199 - State Comp Ed - 199-11-6118-00-001-24-000- - \$6,000</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> Perceptions 3, 4</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 exploring, developing and implementing an aligned system for the CISD Teacher Incentive Allotment (TIA).</p> <p><b>Strategy's Expected Result/Impact:</b> An incentive plan that will allow our educators to be paid an amount that will help us retain educators in the public school system.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration District HR Leader Director of Curriculum and Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 9</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</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>Funding Sources:</b> FEV Tutor Licensing for 2023-24 - 199 - State Comp Ed - 199-11-6399-00-001-24-000- - \$15,109</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 2 Problem Statements:**

### Student Learning

**Problem Statement 2:** There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are 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 3:** 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 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.

**Problem Statement 6:** There is a need to focus on full implementation of district resources /tools which support Multi-Tiered Systems of Support - including academic, behavior, and social emotional needs . **Root Cause:** Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth

### School Processes & Programs

**Problem Statement 9:** There is a need to strengthen our recruiting, hiring, mentoring and retention systems to keep individuals wanting to work and stay in public education. **Root Cause:** Lack of individuals choosing to work in public education

### Perceptions





**Problem Statement 3:** 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:** 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 for success. **Root Cause:** Needing to change the focus on content coverage and content focus to learner focused relationships for their growth and emotional health.

**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 continue to be strategic, systemic and reflective in focusing on the overall future needs of the campus.

**Evaluation Data Sources:** Panorama Surveys  
 CISD Strategic Design  
 Campus polls and feedback from Department Heads

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to use our Site-based Committee to analyze and evaluate focus areas, CHS programs and stakeholder feedback to establish plans/strategies to meet the needs of our campus and move us forward.</p> <p><b>Strategy's Expected Result/Impact:</b> A campus that is not stagnant and is willing to look at data and evaluate needed changes for growth opportunities.</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 15 - Perceptions 3</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> Explore and evaluate ways to support long-range budgeting needs for the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> To enable us as a campus to spend money wisely and efficiently to help support the district needs and campus needs.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration            District financial leader            Department Heads</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 11</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 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 2:</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>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 11:</b> There is a need to review, analyze and evaluate district expenses to support long range budgeting needs and specific needs moving forward that would be supported with bond funds. <b>Root Cause:</b> Lack of funding from the state and sustainability for future needs</p>

### School Processes & Programs

**Problem Statement 15:** Continue to use research based programs that bridge the gaps of our learners and allow them to achieve academic success and social emotional support.  
**Root Cause:** We have learners that struggle with the content and have fallen behind due to missing too much school or being moved from home to home.





### Perceptions

**Problem Statement 3:** 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.

**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:** Expand use of digital tools to support systems within the campus.

**Evaluation Data Sources:** Use digital tools that will enable us as a campus to support each educator and learner for their educational benefit.  
Learning Coach Input/Reflection

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize Laserfiche to increase efficiency and minimize manual repetitive tasks: Migrate paper documents into an electronic repository that can be easily searched and eliminate potential loss of data due to disasters.</p> <p><b>Strategy's Expected Result/Impact:</b> Having an electronic repository allows us to store documents and access them for each learner without data loss disasters.</p> <p><b>Staff Responsible for Monitoring:</b> District Technology Department Campus Registrar and Data Specialist Educators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 16</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> Implement systems to help support staff and/or learner data privacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Ensures data privacy for our staff and students as there are hackers consistently trying to invade our systems.</p> <p><b>Staff Responsible for Monitoring:</b> District Technology Department District Staff Development Coordinator Campus Administration Educators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 16</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Performance Objective 4 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 16:</b> Provide a digital depository for our records and data that will ensure safe storage of documents and the ability to access data when needed. <b>Root Cause:</b> The storage space for our paper documents has exceeded safe storage capabilities and denial of access to documents in a timely manner.</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 5:** CHS will continue to leverage a variety of communication tools to increase clarity and consistency of campus information and processes for stakeholders.

**Evaluation Data Sources:** Panorama data from parent and student surveys  
Informal observation and data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue efforts with communication to all staff, families and community members as we work through processes with sharing the learning happening across the district, the CISD Strategic Design Committee and working through upcoming CISD bond projects.</p> <p><b>Strategy's Expected Result/Impact:</b> This will keep our families and learners informed on our progress with bond projects on campus and of our learners success and achievements on our campus.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus Lead Counselor District Asst. Supt. for Facilities</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 10 - Perceptions 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 5 Problem Statements:**





School Processes & Programs
<p><b>Problem Statement 10:</b> There is a need to create and facilitate a CISD Strategic Planning Committee to build on the previous work done with CISD Visioning and put action plans in place to move the work forward. <b>Root Cause:</b> Continued need to align work, focus areas and assign individuals to help lead the various charges of the district</p>
Perceptions
<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>

**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 6:** CHS 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:** Panorama Parent Survey  
 District Safety Coordinator  
 Safety Assistant Principal  
 MAT Team

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Ensure all safety drills take place for the campus, specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements/ recommendations.</p> <p><b>Strategy's Expected Result/Impact:</b> Keeping our campus and our staff/students safe and secure according to the protocols implemented during our drills.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration                      Educators                      MAT Team on Campus                      District Safety Director</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4, 14</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 6 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 4:</b> The increased need for implementing, understanding and practicing safety procedures in our building to enhance physical and emotional support for all.  <b>Root Cause:</b> The changes in our society that brings threats to our schoolhouse doors through violence, disease or social media.</p> <p><b>Problem Statement 14:</b> Continue to train and implement clear protocols for safety to our staff and students to be prepared for any crisis situation. <b>Root Cause:</b> 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.</p>



# 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.	199-11-6112-00-001-24-000-	\$10,000.00
1	1	7	Intervention Materials	199-11-6399-00-001-24-000-	\$15,000.00
4	2	2	Tutoring for our at risk learners.	199-11-6118-00-001-24-000-	\$6,000.00
4	2	5	FEV Tutor Licensing for 2023-24	199-11-6399-00-001-24-000-	\$15,109.00
<b>Sub-Total</b>					<b>\$46,109.00</b>