

**Coppell Independent School District**  
**Coppell High School**  
**2024-2025 Campus Improvement Plan**



# Mission Statement

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

## Vision

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 2023-24 school year, total enrollment was 2924 which represents an increase of 8.7% since 2019-20 (2689 learners).

In 2023-24, the student population was 55.8% Asian, 22.5% White, 12.4% Hispanic, 5.3% African American, 0.1% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 3.6% multi-racial. Females made up 48.7% of the learners and males represented 51.3%. Our economically disadvantaged percentage was 9%.

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 (39%), Telugu (7.8%), Mandarin (Chinese) (4.9%), Tamil (4.2%), and Arabic (4.2%). Additionally, 29.7% of our EBs were also economically disadvantaged.

Our 544 gifted and talented learners constituted 18.6% of our population. Our gender split in the GT group was 43% female and 57% male. Of the four major ethnic groups, our GT learners were 73.5% Asian, 18.2% White, 5.1% Hispanic and 0.9% African American.

We had 187 learners that qualified for special education services, which represented 6.4% of our population. There were 270 learners with 504 accommodations, which was 9.2% of the total enrollment.

The average daily attendance for our campus in 2023-24 was 94.85%, which decreased by 0.48% from the prior year.

### STAFFING

CHS employed 193 educators and 32 instructional aides in the 2023-24 school year. The number of teachers increased by 2 from the prior year while the number of aides increased by 3. The ethnic breakdown for the teaching staff was 8.2% Asian, 76.1% White, 8.8% Hispanic, 5.7% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 1% multi-racial. Females made up 47.1% of the educators and males represented 52.9%.

Overall, our educators had a varying level of professional experience: 8.2% (16) were new to teaching with 0-1 years of experience, 19.6% (38) had 2-5 years, 19.1% (37) had 6-10 years, 12.9% (25) had 11-15 years, 17.6% (34) had 16-20 years, and 22.2% (43) had more than 20 years. Looking at longevity within the district, 33.6% of our teachers had 0-1 years in district, 24.8% had 2-5 years, 19.6% had 6-10 years, 8.2% had 11-15 years, 6.7% had 16-20 years and 6.7% had more than 20 years. The average years of professional experience was 12.9 with 6.5 years in the district.

Advanced degrees were held by 38.3% of our teachers: 65 with master's degrees and 9 with doctorates. Our campus principal had 42 years of career experience in a professional position (not necessarily as a principal) and 38 years in Coppell. Our assistant principal(s) had an average of 14.8 years of professional experience and 3.5 years in the district.

Our educator retention rate from 2022-23 to 2023-24 was 83.79%. For educational aides it was 80.6%. We hired 39 new teachers in 2023-24. The characteristics of our new teachers were as follows: 5.1% Asian, 79.4% White, 5.1% Hispanic, 10.2% African American, 43.5% female, 56.5% male, 20.5% new to teaching, 25.6% with 2-5 years of professional experience, 15.3% with 6-10 years, 15.3% with 11-15 years, 12.8% with 16-20 years, 10.2% with more than 20 years and 20.2% new to the campus. The average years of professional experience was 9.1 with 1.7 years in the district. 33.3% 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.
- 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

	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
<b>Coppell High School</b>			
Total Students	79	55	26
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	62.50%	60%	56.52%
1 Level Higher	37.50%	36%	43.48%
2 Levels Higher	0%	4%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	3.80%	0%	0%
Intermediate	27.85%	27.27%	26.92%
Advanced	31.65%	40%	30.77%
Advanced High	36.71%	32.73%	42.31%
<b>Economic Disadvantage</b>			
Total Students	20	15	5
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	73.68%	42.86%	40%
1 Level Higher	26.32%	57.14%	60%
2 Levels Higher	0%	0%	0%

	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	10%	0%	0%
Intermediate	35%	26.67%	40%
Advanced	35%	26.67%	0%
Advanced High	20%	46.67%	60%
<b>Asian</b>			
Total Students	42	29	13
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	57.58%	55.56%	50%
1 Level Higher	42.42%	37.04%	50%
2 Levels Higher	0%	7.41%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	14.29%	13.79%	7.69%
Advanced	38.10%	41.38%	46.15%
Advanced High	47.62%	44.83%	46.15%
<b>Black/African American</b>			
Total Students	1	-	-
Date Taken	03/01/24	-	-
Lower/Same Level	100%	-	-
1 Level Higher	0%	-	-

	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
2 Levels Higher	0%	-	-
3 Levels Higher	0%	-	-
No Rating	0%	-	-
Beginning	0%	-	-
Intermediate	100%	-	-
Advanced	0%	-	-
Advanced High	0%	-	-
<b>Hispanic</b>			
Total Students	30	20	10
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	65.38%	63.16%	60%
1 Level Higher	34.62%	36.84%	40%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	10%	0%	0%
Intermediate	43.33%	35%	40%
Advanced	23.33%	40%	20%
Advanced High	23.33%	25%	40%
<b>Two or More Races</b>			
Total Students	1	-	-
Date Taken	03/01/24	-	-
Lower/Same Level	100%	-	-



	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
1 Level Higher	0%	-	-
2 Levels Higher	0%	-	-
3 Levels Higher	0%	-	-
No Rating	0%	-	-
Beginning	0%	-	-
Intermediate	100%	-	-
Advanced	0%	-	-
Advanced High	0%	-	-
<b>White</b>			
Total Students	5	6	3
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	66.67%	75%	66.67%
1 Level Higher	33.33%	25%	33.33%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	20%	66.67%	66.67%
Advanced	40%	33.33%	0%
Advanced High	40%	0%	33.33%
<b>Currently Emergent Bilingual</b>			
Total Students	79	55	26
Date Taken	03/01/24	03/01/24	03/01/24

	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
Lower/Same Level	62.50%	60%	56.52%
1 Level Higher	37.50%	36%	43.48%
2 Levels Higher	0%	4%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	3.80%	0%	0%
Intermediate	27.85%	27.27%	26.92%
Advanced	31.65%	40%	30.77%
Advanced High	36.71%	32.73%	42.31%
<b>Section 504</b>			
Total Students	4	2	2
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	100%	100%	100%
1 Level Higher	0%	0%	0%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	50%	0%	0%
Intermediate	25%	50%	50%
Advanced	25%	50%	50%
Advanced High	0%	0%	0%
<b>Special Ed Indicator</b>			
Total Students	8	12	4

	0324 TELPAS Grade 10	0324 TELPAS Grade 11	0324 TELPAS Grade 12
Date Taken	03/01/24	03/01/24	03/01/24
Lower/Same Level	75%	100%	50%
1 Level Higher	25%	0%	50%
2 Levels Higher	0%	0%	0%
3 Levels Higher	0%	0%	0%
No Rating	0%	0%	0%
Beginning	0%	0%	0%
Intermediate	62.50%	66.67%	25%
Advanced	25%	33.33%	25%
Advanced High	12.50%	0%	50%

	Spring 2024 STAAR EOC, US History	Spring 2024 STAAR EOC, English II	Spring 2024 STAAR EOC, English I	Spring 2024 STAAR EOC, Algebra I	Spring 2024 STAAR EOC, Biology
<b>Coppell High School</b>					
Total Students	638	1042	25	24	22
Did Not Meet Low	0.47%	3.74%	36%	4.17%	0%
Did Not Meet High	1.10%	2.98%	32%	54.17%	13.64%
Approaches Low	3.45%	2.59%	8%	20.83%	9.09%
Approaches High	6.74%	2.88%	0%	16.67%	9.09%
Meets	27.74%	57.97%	20%	0%	50%
Masters	60.50%	29.85%	4%	4.17%	18.18%

	Spring 2024 STAAR EOC, US History	Spring 2024 STAAR EOC, English II	Spring 2024 STAAR EOC, English I	Spring 2024 STAAR EOC, Algebra I	Spring 2024 STAAR EOC, Biology
<b>Special Ed Indicator</b>					
Total Students	46	60	5	7	4
Excluded	0%	0%	0%	0%	0%
Did Not Meet Low	6.52%	25%	60%	0%	0%
Did Not Meet High	6.52%	10%	20%	85.71%	0%
Approaches Low	19.57%	15%	0%	0%	25%
Approaches High	15.22%	3.33%	0%	14.29%	25%
Meets	36.96%	45%	20%	0%	50%
Masters	15.22%	1.67%	0%	0%	0%
<b>Section 504</b>					
Total Students	79	88	6	8	1
Excluded	0%	0%	0%	0%	0%
Did Not Meet Low	0%	7.95%	33.33%	12.50%	0%
Did Not Meet High	0%	5.68%	33.33%	25%	0%
Approaches Low	2.53%	5.68%	16.67%	37.50%	0%
Approaches High	13.92%	6.82%	0%	25%	0%
Meets	36.71%	60.23%	16.67%	0%	100%
Masters	46.84%	13.64%	0%	0%	0%
<b>Currently Emergent Bilingual</b>					
Total Students	53	90	13	9	7

	Spring 2024 STAAR EOC, US History	Spring 2024 STAAR EOC, English II	Spring 2024 STAAR EOC, English I	Spring 2024 STAAR EOC, Algebra I	Spring 2024 STAAR EOC, Biology
Did Not Meet Low	0%	18.89%	38.46%	11.11%	0%
Did Not Meet High	9.43%	16.67%	38.46%	44.44%	42.86%
Approaches Low	16.98%	8.89%	7.69%	22.22%	0%
Approaches High	28.30%	7.78%	0%	22.22%	14.29%
Meets	33.96%	47.78%	15.38%	0%	42.86%
Masters	11.32%	0%	0%	0%	0%
<b>First Year of Monitoring</b>					
Total Students	5	6	-	-	-
Did Not Meet Low	0%	0%	-	-	-
Did Not Meet High	0%	0%	-	-	-
Approaches Low	0%	0%	-	-	-
Approaches High	0%	0%	-	-	-
Meets	80%	66.67%	-	-	-
Masters	20%	33.33%	-	-	-
<b>Second Year of Monitoring</b>					
Total Students	3	6	-	-	-
Did Not Meet Low	0%	0%	-	-	-
Did Not Meet High	0%	0%	-	-	-

	Spring 2024 STAAR EOC, US History	Spring 2024 STAAR EOC, English II	Spring 2024 STAAR EOC, English I	Spring 2024 STAAR EOC, Algebra I	Spring 2024 STAAR EOC, Biology
Approaches Low	0%	0%	-	-	-
Approaches High	0%	16.67%	-	-	-
Meets	33.33%	66.67%	-	-	-
Masters	66.67%	16.67%	-	-	-
<b>Fourth Year of Monitoring</b>					
Total Students	66	113	-	1	-
Did Not Meet Low	0%	0.88%	-	0%	-
Did Not Meet High	0%	0%	-	100%	-
Approaches Low	3.03%	0%	-	0%	-
Approaches High	3.03%	0%	-	0%	-
Meets	30.30%	66.37%	-	0%	-
Masters	63.64%	32.74%	-	0%	-
<b>Third Year of Monitoring</b>					
Total Students	10	25	-	-	-
Did Not Meet Low	0%	0%	-	-	-
Did Not Meet High	0%	0%	-	-	-
Approaches Low	0%	0%	-	-	-
Approaches High	0%	4%	-	-	-
Meets	40%	80%	-	-	-

	Spring 2024 STAAR EOC, US History	Spring 2024 STAAR EOC, English II	Spring 2024 STAAR EOC, English I	Spring 2024 STAAR EOC, Algebra I	Spring 2024 STAAR EOC, Biology
Masters	60%	16%	-	-	-
<b>Black/African American</b>					
Total Students	41	57	4	3	4
Did Not Meet Low	2.44%	7.02%	25%	0%	0%
Did Not Meet High	0%	10.53%	50%	66.67%	0%
Approaches Low	7.32%	3.51%	25%	33.33%	25%
Approaches High	7.32%	8.77%	0%	0%	0%
Meets	43.90%	59.65%	0%	0%	50%
Masters	39.02%	10.53%	0%	0%	25%
<b>White</b>					
Total Students	184	218	4	10	10
Did Not Meet Low	1.09%	5.50%	50%	0%	0%
Did Not Meet High	0%	1.83%	0%	60%	20%
Approaches Low	2.17%	3.67%	0%	20%	10%
Approaches High	7.61%	2.29%	0%	20%	0%
Meets	30.43%	70.64%	50%	0%	50%
Masters	58.70%	16.06%	0%	0%	20%
<b>Asian</b>					
Total Students	284	585	5	3	6
Did Not Meet Low	0%	0.68%	0%	0%	0%

	Spring 2024 STAAR EOC, US History	Spring 2024 STAAR EOC, English II	Spring 2024 STAAR EOC, English I	Spring 2024 STAAR EOC, Algebra I	Spring 2024 STAAR EOC, Biology
Did Not Meet High	1.06%	1.37%	20%	33.33%	0%
Approaches Low	1.76%	1.37%	0%	0%	0%
Approaches High	4.93%	1.88%	0%	33.33%	33.33%
Meets	18.31%	53.50%	60%	0%	66.67%
Masters	73.94%	41.20%	20%	33.33%	0%
<b>Hispanic</b>					
Total Students	105	135	11	7	1
Did Not Meet Low	0%	13.33%	45.45%	14.29%	0%
Did Not Meet High	3.81%	8.15%	45.45%	57.14%	100%
Approaches Low	8.57%	6.67%	9.09%	28.57%	0%
Approaches High	10.48%	5.93%	0%	0%	0%
Meets	37.14%	50.37%	0%	0%	0%
Masters	40%	15.56%	0%	0%	0%
<b>Native Hawaiian/Pacific Islander</b>					
Total Students	-	1	-	-	-
Did Not Meet Low	-	0%	-	-	-
Did Not Meet High	-	0%	-	-	-
Approaches Low	-	0%	-	-	-



	Spring 2024 STAAR EOC, US History	Spring 2024 STAAR EOC, English II	Spring 2024 STAAR EOC, English I	Spring 2024 STAAR EOC, Algebra I	Spring 2024 STAAR EOC, Biology
Approaches High	-	0%	-	-	-
Meets	-	100%	-	-	-
Masters	-	0%	-	-	-
<b>Two or More Races</b>					
Total Students	24	46	1	1	1
Did Not Meet Low	0%	2.17%	100%	0%	0%
Did Not Meet High	0%	4.35%	0%	0%	0%
Approaches Low	4.17%	0%	0%	0%	0%
Approaches High	4.17%	2.17%	0%	100%	0%
Meets	50%	73.91%	0%	0%	0%
Masters	41.67%	17.39%	0%	0%	100%
<b>Economic Disadvantage</b>					
Total Students	63	118	10	8	2
Did Not Meet Low	1.59%	11.02%	60%	0%	0%
Did Not Meet High	1.59%	7.63%	20%	62.50%	0%
Approaches Low	11.11%	5.93%	0%	12.50%	0%
Approaches High	11.11%	5.93%	0%	25%	50%
Meets	39.68%	61.02%	20%	0%	50%
Masters	34.92%	8.47%	0%	0%	0%

## 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. For our retesters, the purchase of FEV Tutor has supported individualized tutorials designed by need for learners who need accelerated instruction to show success.

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
- 48 National Merit Semi-Finalists
- 47 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. The need to develop and embed supports for our learners in all areas.

**Problem Statement 4 (Prioritized):** There is a need to leverage the use of current technology tools 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:** Teacher preparation and alt-cert programs are not providing deep learning in pedagogy for our new staff members.

**Problem Statement 8 (Prioritized):** Continue to support and grow our IB , AP and CTE programs to enhance the critical thinking, problem solving and creative nature of the educational environment for those learners needing a challenge. **Root Cause:** A one size fits all education does not fit the needs of today's learners.

**Problem Statement 9 (Prioritized):** There is a need to train all educators on the implementation of Universal Design for Learning to encourage critical thinking, problem solving, and innovation. **Root Cause:** There are inconsistencies in the levels of student engagement present throughout the building.

**Problem Statement 10 (Prioritized):** There is a need to provide focus on meeting the instructional need of Tier 2 and Tier 3 learners through the digital tools of FEV and Edgenuity. **Root Cause:** Learning gaps are present in Tier 2 and Tier 3 students that prevent their success in their classwork.

# 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):** Regular attendance is crucial for student success, academic achievement, and overall development. However, Coppell High School has been experiencing a notable increase in student absences, which has become a significant concern for educators, administrators, and the community. This trend impacts not only the individual student's academic performance but also the overall school environment. **Root Cause:** A large number of learner travel overseas to visit family, they plan these trips at the start and end of semesters, leading to high truancy rates. Additionally many learners show avoidance behaviors and miss school unnecessarily, parents often write notes to excuse learners from school when they are able to attend.

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

**Problem Statement 3 (Prioritized):** There is a 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 4 (Prioritized):** There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause:** Student Mental health needs continue to rise, as needs continue to expand, building and supporting aligned resources and systemic structures for counseling needs in our building is required to ensure learners have well-rounded supports available to them and their families.

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

**Problem Statement 6:** 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 acute mental health crisis continues to climb.

**Problem Statement 7 (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 8 (Prioritized):** Continue to use and build common assessments and formative assessment data to meet our instructional needs. We need user friendly data platforms to easily monitor learner mastery and progress of standards and curriculum. **Root Cause:** Lack of common formative assessment data to educate our practices and instructional focus prevents teachers from making targeted intervention plans as well as determine most effective teaching practices/lessons

**Problem Statement 9 (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 10 (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:** Low pay, high work load, and lack of respect leads to individuals exiting public education or prevents others from entering the profession.

**Problem Statement 11 (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 12 (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 13 (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. Too many different programs creates barriers to usage and full implementation.

**Problem Statement 14 (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:** Teachers continue to need support in integrating wholistic, portfolio based understanding of learners' growth and strengths/weakness to support a deeper understanding of learner needs.

**Problem Statement 15 (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 16 (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 17 (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.

**Problem Statement 18 (Prioritized):** There is a need to provide learners with more exposure and education around their options for College, Career, and Military Readiness. **Root Cause:** There is a lack of understanding for learners about their options beyond high school.

**Problem Statement 19 (Prioritized):** There is a need to provide educators with incentives to continue their professional growth, and to reward distinguished educators with financial incentives that reflect their performance in the classroom and their impact on student growth and achievement. **Root Cause:** There are not currently any programs in CISD that reward teachers with financial incentives for teaching at high levels.

# 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 #CHSGrace, Gratitude, and Grit 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 three learning coaches dedicated to supporting the needs of our Coppell High School staff. These learning 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 has two full time Language Acquisition Specialists to support Emergent Bilingual learners as well as a full time 504 Coordinator to support effective support plans for learners with diverse needed.

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

**Problem Statement 2 (Prioritized):** 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 3:** 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 4 (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 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 Character Counts 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 2023-2024 - 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. The need to develop and embed supports for our learners in all areas.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** There is a need to leverage the use of current technology tools 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:** Teacher preparation and alt-cert programs are not providing deep learning in pedagogy for our new staff members.

**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, drugs 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. Too many different programs creates barriers to usage and full implementation.

**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:** Teachers continue to need support in integrating wholistic, portfolio based understanding of learners' growth and strengths/weakness to support a deeper understanding of learner needs.

**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 Character Counts 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 2023-2024 - 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 CTE programs to enhance the critical thinking, problem solving and creative nature of the educational environment for those learners needing a challenge.

**Root Cause 25:** A one size fits all education does not fit the needs of today's learners.

**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:** Student Mental health needs continue to rise, as needs continue to expand, building and supporting aligned resources and systemic structures for counseling needs in our building is required to ensure learners have well-rounded supports available to them and their families.

**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:** Low pay, high work load, and lack of respect leads to individuals exiting public education or prevents others from entering the profession.

**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

**Problem Statement 36:** Continue to use and build common assessments and formative assessment data to meet our instructional needs. We need user friendly data platforms to easily monitor learner mastery and progress of standards and curriculum.

**Root Cause 36:** Lack of common formative assessment data to educate our practices and instructional focus prevents teachers from making targeted intervention plans as well as determine most effective teaching practices/lessons

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

**Problem Statement 37:** Regular attendance is crucial for student success, academic achievement, and overall development. However, Coppell High School has been experiencing a notable increase in student absences, which has become a significant concern for educators, administrators, and the community. This trend impacts not only the individual student's academic performance but also the overall school environment.

**Root Cause 37:** A large number of learner travel overseas to visit family, they plan these trips at the start and end of semesters, leading to high truancy rates. Additionally many learners show avoidance behaviors and miss school unnecessarily, parents often write notes to excuse learners from school when they are able to attend.

**Problem Statement 37 Areas:** School Processes & Programs

**Problem Statement 38:** There is a need to focus on social-emotional skills including leadership, grit, perseverance, and self-advocacy.

**Root Cause 38:** 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 38 Areas:** Perceptions

**Problem Statement 39:** There is a need to provide learners with more exposure and education around their options for College, Career, and Military Readiness.

**Root Cause 39:** There is a lack of understanding for learners about their options beyond high school.

**Problem Statement 39 Areas:** School Culture and Climate - School Processes & Programs

**Problem Statement 40:** There is a need to train all educators on the implementation of Universal Design for Learning to encourage critical thinking, problem solving, and innovation.

**Root Cause 40:** There are inconsistencies in the levels of student engagement present throughout the building.

**Problem Statement 40 Areas:** Curriculum, Instruction, and Assessment - Student Learning

**Problem Statement 41:** There is a need to provide educators with incentives to continue their professional growth, and to reward distinguished educators with financial incentives that reflect their performance in the classroom and their impact on student growth and achievement.

**Root Cause 41:** There are not currently any programs in CISD that reward teachers with financial incentives for teaching at high levels.

**Problem Statement 41 Areas:** School Context and Organization - School Processes & Programs

**Problem Statement 42:** There is a need to provide focus on meeting the instructional need of Tier 2 and Tier 3 learners through the digital tools of FEV and Edgenuity.

**Root Cause 42:** Learning gaps are present in Tier 2 and Tier 3 students that prevent their success in their classwork.

**Problem Statement 42 Areas:** Student Achievement - Student Learning

# 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> 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> - High quality Tier 1 instruction for learners                      - Checklist of look fors highlighting specific instructional strategies in all content areas                      - Aligned strategies being implemented across the district that impact learner growth                      - Growth in differentiated experiences and scaffolding opportunities within the classroom environments                      - Professional learning provided by district and campuses                      - Additions to curriculum documents for small group instruction/formative assessment                      - Additional training focus areas in project based learning, problem based learning, Kagan strategies to use within instruction, Universal Design for learning (focus on all learners)</p> <p><b>Staff Responsible for Monitoring:</b> Principal                      Associate Principal                      Assistant Principals                      Learning Coaches                      District Directors                      Team Leads</p> <p><b>Problem Statements:</b> Student Learning 3</p>	Formative			Summative
	Nov	Feb	Apr	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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> Student Learning 8 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue building on mentor training and structures of support for new educators, administrators and staff to CHS.</p> <p><b>Strategy's Expected Result/Impact:</b> - Growth in new educators, administrators, and staff as far as their understanding of CISD systems and structures and specific strategies to support their role - Sustainability and support for campuses by providing aligned training for new educators, administrators, and staff</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration Instructional Coaches District curriculum directors Professional Learning Director Learning Coaches Team Leads</p> <p><b>Problem Statements:</b> Student Learning 7 - School Processes &amp; Programs 10</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</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> - Growth in educators, administrators, and staff as far as the understanding of CISD systems and structures and specific strategies that support learning</p> <ul style="list-style-type: none"> <li>- Alignment with TIA (Teacher Incentive Allotment) and administrators, support positions, and educators all seeing the focus on what we are looking for within instruction and learner growth</li> <li>- Sustainability and support for campuses by providing aligned resources/training for educators, administrators, and staff</li> <li>- Growth in aligned instructional practices being implemented across the district</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Learning Coaches District Content Directors Curriculum and Instruction Leaders</p> <p><b>Problem Statements:</b> Student Learning 3, 7 - School Processes &amp; Programs 9</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</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 Learning Coaches Counselors Educators</p> <p><b>Problem Statements:</b> Student Learning 2, 5 - School Processes &amp; Programs 8</p> <p><b>Funding Sources:</b> Tutoring - 199 - State Comp Ed - 199-11-6118-00-001-24-000- - \$12,000, Supplies and Materials - 199 - State Comp Ed - 199-11-6399-00-001-24-000- - \$2,492</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 1 Problem Statements:**

## Student Learning

**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. The need to develop and embed supports for our learners in all areas.

**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:** Teacher preparation and alt-cert programs are not providing deep learning in pedagogy for our new staff members.

**Problem Statement 8:** Continue to support and grow our IB , AP and CTE programs to enhance the critical thinking, problem solving and creative nature of the educational environment for those learners needing a challenge. **Root Cause:** A one size fits all education does not fit the needs of today's learners.

## School Processes & Programs

**Problem Statement 2:** 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 8:** Continue to use and build common assessments and formative assessment data to meet our instructional needs. We need user friendly data platforms to easily monitor learner mastery and progress of standards and curriculum. **Root Cause:** Lack of common formative assessment data to educate our practices and instructional focus prevents teachers from making targeted intervention plans as well as determine most effective teaching practices/lessons

**Problem Statement 9:** 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 10:** 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:** Low pay, high work load, and lack of respect leads to individuals exiting public education or prevents others from entering the profession.

**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 and training of data analysis protocols (including using NWEA MAP, AWARE, Panorama, etc.) 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> - Training and implementation of AWARE assessment creation and data analysis tool (supporting creation of common formative assessments and long-range data analysis)            - Growth and alignment in structures for Professional Learning Communities - Collaborative Team Times across the district            - Increased student achievement (academic, social emotional, and behavioral)            - Using NWEA MAP data, STAAR/EOC data, TELPAS, mClass, and other district/classroom assessments to review growth of learners            - Creation of pre-post assessments, rubric creation</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration            Learning Coaches            District curriculum directors            Professional Learning Director            Team Leads</p> <p><b>Problem Statements:</b> Student Learning 2 - School Processes &amp; Programs 5, 14</p>	Formative			Summative
	Nov	Feb	Apr	June
	Empty review cells			

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> - Training on Student Success Platform in Panorama and aligned implementation at campuses (supporting day to day supports for all learners)</p> <ul style="list-style-type: none"> <li>- Alignment across the district of data tools being used throughout the year to find strengths and needs of learners</li> <li>- Increased knowledge of educators with data analysis and differentiation of instruction</li> <li>- Ease on educators for viewing various pieces of data in one location</li> <li>- Increased monitoring of growth of learners in all content areas and social emotional skills (academic, social emotional, behavioral)</li> <li>- Training for evaluation staff regarding culturally responsive evaluation practices</li> <li>- Increase family and parent engagement with MTSS processes and Special Education processes</li> <li>- Strengthen family engagement of MTSS process</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Director of MTSS Campus Administration Learning Coaches Counselors</p> <p><b>Problem Statements:</b> Student Learning 6 - School Processes &amp; Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</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 1, 2, 6 - School Processes &amp; Programs 3, 4</p> <p><b>Funding Sources:</b> Substitute Teachers - 199 - State Comp Ed - 199-11-6399-00-001-24-000- - \$8,000</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</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> - Training for educators on specific classroom strategies to support English Learners, with an emphasis on Sheltered Instruction Strategies and the usage of Content and Language Objectives</p> <ul style="list-style-type: none"> <li>- Resources for educators (including embedded items within curriculum documents for English Learners)</li> <li>- Continued focus on oral proficiency levels and spiraling this learning in training throughout the year</li> <li>- Increased utilization of appropriate classroom strategies for Emergent Bilingual Learners</li> <li>- Increased student achievement and progress levels</li> <li>- Use of Success Ed for system of housing learner needs</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administration ESL Campus Coordinators Learning Coaches District ESL Coordinator</p> <p><b>Problem Statements:</b> Student Learning 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</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> - Increased student achievement academic, social emotionally and behaviorally</p> <ul style="list-style-type: none"> <li>- Training for classroom management and restorative practices</li> <li>- Continued implementation of Character Ed programs to help support PBIS</li> <li>- Use of Panorama Student Success Platform for progress monitoring</li> <li>- Increased communication between schools, learners and families</li> <li>- Focus on Panorama Playbook resources for intentional support for learners</li> <li>- Focus on additional behavior resources/tools collection - CISD Curriculum Documents</li> </ul> <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 3, 7</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Strengthen monitoring systems for attendance of learners, communication to families and focused efforts on the creation of intentional attendance intervention plans as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> - Increased attendance rates for campuses            - Increased learner growth due to being present for instruction            - Stronger relationships with learners and families            - Use of Panorama Student Success Platform for monitoring progress/needs with attendance            - Increased communication between schools, learners and families            - Increased funding from the state due to attendance growth</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration            Campus Counselors            Attendance Clerk            Director of Student and Staff Services</p> <p><b>Problem Statements:</b> Student Learning 6 - School Processes &amp; Programs 1, 3, 5 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Implement the required district Equity Plan focused on intentional training and monitoring practices for targeted growth.</p> <p><b>Strategy's Expected Result/Impact:</b> - Growth across the district in academic performance for economically disadvantaged learners            - Focus on Universal Design for Learning and Training opportunities for campus leaders and educators            - Focus on Professional Learning Communities and monitoring campus growth of implementation of collaborative teams, data analysis protocols and measuring learner growth through progress monitoring (academic, behavioral, social emotional, attendance)            - Implement Poverty Simulation training for campuses            - BEAM training focus for new educators</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration            Learning Coaches            District curriculum directors            Professional Learning Director            Team Leads</p> <p><b>Problem Statements:</b> Student Learning 2, 7 - School Processes &amp; Programs 16</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Continue implementation of plan for significant disproportionality of learners in identified areas per the state: Percentage of Asian learners meeting special education eligibility in the area of autism and placement of Asian learners in specialized programs, Percentage of Hispanic and African-American learners identified with discipline incidents, Percentage of achievement and growth for economically disadvantaged learners.</p> <p><b>Strategy's Expected Result/Impact:</b> - Growth across the district in academic performance for economically disadvantaged learners</p> <ul style="list-style-type: none"> <li>- Intentional interventions to support discipline (classroom management and PBIS implementation across campuses, restorative practices, monitoring interventions for learners)</li> <li>- Focus on Universal Design for Learning and Training opportunities for campus leaders and educators</li> <li>- Focus on Professional Learning Communities and monitoring campus growth of implementation of collaborative teams, data analysis protocols and measuring learner growth through progress monitoring (academic, behavioral, social emotional, attendance)</li> <li>- Implement Poverty Simulation training for campuses</li> <li>- BEAM training focus for new educators</li> <li>- Continue monitoring referral processes and training for individuals making referrals and completing evaluations for Special Education</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus administration Learning Coaches Professional Learning Director Team Leads</p> <p><b>Problem Statements:</b> Student Learning 2, 6 - School Processes &amp; Programs 3, 7, 16</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**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>
<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 6:</b> 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. <b>Root Cause:</b> Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth</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> Teacher preparation and alt-cert programs are not providing deep learning in pedagogy for our new staff members.</p>



## School Processes & Programs

**Problem Statement 1:** Regular attendance is crucial for student success, academic achievement, and overall development. However, Coppell High School has been experiencing a notable increase in student absences, which has become a significant concern for educators, administrators, and the community. This trend impacts not only the individual student's academic performance but also the overall school environment. **Root Cause:** A large number of learner travel overseas to visit family, they plan these trips at the start and end of semesters, leading to high truancy rates. Additionally many learners show avoidance behaviors and miss school unnecessarily, parents often write notes to excuse learners from school when they are able to attend.

**Problem Statement 3:** 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 4:** There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause:** Student Mental health needs continue to rise, as needs continue to expand, building and supporting aligned resources and systemic structures for counseling needs in our building is required to ensure learners have well-rounded supports available to them and their families.

**Problem Statement 5:** 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, drugs or social media.

**Problem Statement 7:** 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 14:** 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:** Teachers continue to need support in integrating wholistic, portfolio based understanding of learners' growth and strengths/weakness to support a deeper understanding of learner needs.

**Problem Statement 16:** 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 2:** 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> - Provide training that highlights real world application in lesson design</p> <ul style="list-style-type: none"> <li>- Provide training on course selection and opportunities</li> <li>- Increase use of business partners and resident experts to support curriculum connections (tracking data on career clusters and industry professional participation)</li> <li>- Increase learner awareness of career, college, and life readiness opportunities</li> <li>- Texas College Prep via Texas College Bridge for High School</li> <li>- Focus on transition for special education learners concerning Work Force Readiness and Advanced Diploma Plan</li> <li>- Counselor support for learners in selecting courses at the secondary level</li> <li>- Training on 4 year plans for staff, learners, and families</li> <li>- Partnership with Dallas College Dual Credit participation</li> <li>- Partnership with Tarleton participation</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administration            Learning Coaches            CTE Department Head            CTE Director            Counselors</p> <p><b>Problem Statements:</b> Student Learning 2, 8 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Strengthen STEAM (Science, Technology, Engineering, Art, and Mathematics) implementation and alignment between elementary, middle, and Coppell High School.</p> <p><b>Strategy's Expected Result/Impact:</b> - Growth in learner engagement levels            - Building stronger problem solving and design thinking skills            - Building understanding of CTE and career connections            - Increasing ways for learners to show success in learning            - Usage of coding and digital tools            - Usage of goal setting tools, presentations, created products to show understanding and growth</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration            Learning Coaches            CTE Department Head            CTE Director</p> <p><b>Problem Statements:</b> Student Learning 4, 8 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Coppell High School will host College Night in the Fall and a Spring Club/Organization Event in the Spring to showcase possible pathways to future success for our learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Learners will make knowledgeable decisions for their future endeavors.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration            Counselors            Campus Educators</p> <p><b>Problem Statements:</b> School Culture and Climate 5 - School Processes &amp; Programs 18 - Perceptions 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</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> Student Learning 8 - School Processes &amp; Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 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 4:** There is a need to leverage the use of current technology tools 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 8:** Continue to support and grow our IB , AP and CTE programs to enhance the critical thinking, problem solving and creative nature of the educational environment for those learners needing a challenge. **Root Cause:** A one size fits all education does not fit the needs of today's learners.

### School Processes & Programs

**Problem Statement 2:** 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 18:** There is a need to provide learners with more exposure and education around their options for College, Career, and Military Readiness. **Root Cause:** There is a lack of understanding for learners about their options beyond high school.

### Perceptions

**Problem Statement 5:** 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.





**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> Establish clear expectations for Bulb Digital Portfolio usage in supporting staff goal setting/evidence collection, highlighting learner processes and products of through experiences learning and tracking learner growth with Student Learning Objective (SLO) goals for Teacher Incentive Allotment (TIA).</p> <p><b>Strategy's Expected Result/Impact:</b> - Learner digital portfolios and specific expectations for capturing evidence                      - CISD staff digital portfolios and specific evidence for goals including Teacher Incentive Allotment evidence of learner growth                      - Digital Portfolio continued training and implementation                      - Aligned expectations for CHS throughout the year tied to Community Based Accountability</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators                      Learning Coaches                      Campus Educators</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 14</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            - Digital presentations (video, media, etc.)            - More intentional and detailed feedback for learners</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            Learning Coaches            Librarians            Counselors            ESL Facilitators</p> <p><b>Problem Statements:</b> Student Learning 9 - Perceptions 4 - Curriculum, Instruction, and Assessment 7</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 - School Processes &amp; Programs 2</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 4:</b> There is a need to leverage the use of current technology tools 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 8:</b> Continue to support and grow our IB , AP and CTE 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> A one size fits all education does not fit the needs of today's learners.</p>

### Student Learning

**Problem Statement 9:** There is a need to train all educators on the implementation of Universal Design for Learning to encourage critical thinking, problem solving, and innovation. **Root Cause:** There are inconsistencies in the levels of student engagement present throughout the building.

### School Processes & Programs

**Problem Statement 2:** 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 14:** 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:** Teachers continue to need support in integrating wholistic, portfolio based understanding of learners' growth and strengths/weakness to support a deeper understanding of learner needs.

### Perceptions

**Problem Statement 4:** 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 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 3:** Instructional leaders will have an intentional focus on using digital learning at Coppell High School to ensure the following: full implementation of the state Technology TEKS, innovative ways to embed technologies, balance of technology with hands-on learning activities, and using technology to promote critical thinking and differentiated learning experiences for all.

**Evaluation Data Sources:** Digital Portfolios - Bulb  
 District Curriculum Documents  
 Educator Schoology Courses  
 CISD Digital Resources

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Investigate, explore, and create guidelines for Artificial Intelligence (AI) tools/resources for effective and innovative usage within instruction and learning.</p> <p><b>Strategy's Expected Result/Impact:</b> - CISD District Committee for Artificial Intelligence planning and implementation</p> <ul style="list-style-type: none"> <li>- Training focused on AI for CHS Staff</li> <li>- Partnership with support personnel across the district - librarians, digital learning coaches, instructional coaches, language acquisitions specialists, curriculum team, etc. to review ways to train and explore AI tools/resources</li> <li>- Review district policies and regulations including academic integrity, technology usage and digital citizenship</li> <li>- Training on assessing differently within instruction (content, process, product, and learning environment)</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators            District Leadership            Learning Coaches            Content Directors            Librarians</p> <p><b>Problem Statements:</b> Student Learning 4</p>	Formative			Summative
	Nov	Feb	Apr	June
	Empty review cells			



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training and lesson design ideas focused on intentional use of digital learning tools, embedding the updated Technology TEKS for learning, and creating a shared balance of technology tools with intentional hands-on learning experiences.</p> <p><b>Strategy's Expected Result/Impact:</b> - Training for CHS on updated Technology TEKS and using technology effectively and in innovative ways to promote problem solving, application in learning</p> <ul style="list-style-type: none"> <li>- Training on how to access platforms to help inform families about learning in the classroom (Schoology, eSchool, Mackinvia)</li> <li>- Review digital citizenship trainings and resources for learners, families and staff</li> <li>- Trainings to support balance of technology for hands-on learning</li> <li>- Training on assessing differently within instruction through the use of technologies (content, process, product, and learning environment)</li> <li>- Family training for digital learning, parent university sessions, Lunch Byte, information on Parent Hub</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators District Leadership Learning Coaches Librarians</p> <p><b>Problem Statements:</b> Student Learning 3, 4 - School Processes &amp; Programs 13</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 3:</b> There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. <b>Root Cause:</b> Lack of knowledge and understanding of evidence based learning strategies and targeted interventions such as small group instruction. The need to develop and embed supports for our learners in all areas.</p>
<p><b>Problem Statement 4:</b> There is a need to leverage the use of current technology tools 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>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 13:</b> 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 . <b>Root Cause:</b> Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth. Too many different programs creates barriers to usage and full implementation.</p>

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


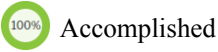
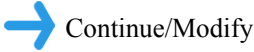

**Performance Objective 1:** Coppell High School will continue to review current and create new curriculum documents, training, and implement specific programs to provide needed supports/resources for counseling and social emotional learning.

**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> Coppell High School will 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> - Utilization of social-emotional curriculum supports within lesson design</p> <ul style="list-style-type: none"> <li>- Learner growth as indicated through survey/learner goals (academic and social emotional)</li> <li>- Secondary resources available for supports in learning</li> <li>- Scope and Sequence and curriculum documents of support implemented</li> <li>- Implementation of social emotional support structures: class meetings, check-ins, and restorative practices</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administration                      Counselors                      Support Counselors                      Teachers</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 4, 5, 7 - Perceptions 1, 2, 6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Coppell High School will 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> - Utilization of social-emotional curriculum supports within lesson design</p> <ul style="list-style-type: none"> <li>- Learner growth as indicated through survey/learner goals</li> <li>- Educator training on embedded supports</li> <li>- Aligned, integrated curriculum that allows for counseling supports (academic and social emotional) throughout the 10-12 learning system</li> <li>- Requirements per the state for 80/20 for counselors (tracking learner support)</li> <li>- Stronger communication with families of academic, social emotional, mental health resources (building on Coppell High School website)</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Counselors Campus Administration District Coordinators of Health Services Educators</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 4, 7</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Coppell High School will continue building health curriculum supports for implementation of health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide related risk factors and warning signs) including human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content.</p> <p><b>Strategy's Expected Result/Impact:</b> - Continued partnership with SHAC</p> <ul style="list-style-type: none"> <li>- Utilization of health curriculum supports for mental health within lesson design</li> <li>- Learner growth as indicated through survey/learner goals</li> <li>- Educator training on embedded supports</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Learning Coaches Campus Educators Counselors</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 4 - Perceptions 6</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement Hope Squad courses/curriculum to Coppell High School in order to strengthen our focus on suicide awareness, mentorship, and the important of mental health and well being.</p> <p><b>Strategy's Expected Result/Impact:</b> - Empowering mentors with learners and supporting mental health needs  - Ending the stigma with mental health and providing interventions and supports across the district for learners  - Supporting inclusiveness within the school community and establishing ways to increase sense of belonging growth within the school environment</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Learning Coaches  Campus Educators  Counselors  Hope Squad Educators</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 4 - Perceptions 6</p>	Formative			Summative
	Nov	Feb	Apr	June

**Performance Objective 1 Problem Statements:**

Student Learning
<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
<p><b>Problem Statement 4:</b> There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. <b>Root Cause:</b> Student Mental health needs continue to rise, as needs continue to expand, building and supporting aligned resources and systemic structures for counseling needs in our building is required to ensure learners have well-rounded supports available to them and their families.</p>
<p><b>Problem Statement 5:</b> The increased need for implementing, understanding and practicing safety procedures in our building to enhance physical and emotional support for all. <b>Root Cause:</b> The changes in our society that brings threats to our schoolhouse doors through violence, drugs or social media.</p>
<p><b>Problem Statement 7:</b> 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. <b>Root Cause:</b> We need to do more to support our ever diverse population of learners and focus on restorative practices and not punitive discipline or procedures.</p>
Perceptions
<p><b>Problem Statement 1:</b> There is a need to focus on social-emotional skills including leadership, grit, perseverance, and self-advocacy. <b>Root Cause:</b> 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.</p>

## Perceptions

**Problem Statement 2:** 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 6:** There is a need to strengthen our Character Counts 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 2023-2024 - Data shows high need for mental health supports





**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 that supports a focus on mental health, trauma, well being, restorative practices, behavior supports, and drug/alcohol/vaping awareness/supports.</p> <p><b>Strategy's Expected Result/Impact:</b> - Implement required state training (and others) at Coppell High School</p> <ul style="list-style-type: none"> <li>- Analyze training impact through reflection tools</li> <li>- Feedback from learners, families and staff (Panorama survey and PL feedback)</li> <li>- Parent University sessions throughout the year</li> <li>- Counselor Connections at Coppell High School for updates and training</li> <li>- Tracking training required in Professional Learning - Powerschool</li> <li>- Training on attendance - monitoring in Panorama</li> <li>- Training on Panorama Playbook strategies and monitor implementation</li> <li>- Investigate additional resources/training for drug and alcohol awareness</li> <li>- Training and resources provided for CISD staff on their mental health (review current supports, mental health sick day, continued training for ways to find balance work/life)</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administration                      Counselors                      Learning Coaches                      Educators</p> <p><b>Problem Statements:</b> Student Learning 6 - School Processes &amp; Programs 3, 5 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

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> - Threat Assessment process being utilized and strengthening supports for learners in need</p> <ul style="list-style-type: none"> <li>- Increase awareness and action plans in order to support all learners with behavior needs</li> <li>- Training focus on areas such as bullying, cyberbullying, academic dishonesty, digital safety and citizenship, and restorative discipline practices</li> <li>- Team approach when looking at behavior data and specific intervention plans for learners</li> <li>- Learner growth in behavioral needs</li> <li>- CISD Discipline Matrix being utilized</li> <li>- Online Truancy course required for learners</li> <li>- Campus committees established in the focus area of bullying - focus on prevention efforts and health and wellness initiatives</li> <li>- Campus surveys focused on data collection for learner engagement, climate and culture, learner social emotional needs and learner concerns with bullying and cyberbullying</li> <li>- Use Panorama Student Success Platform to monitor interventions and positive behavior support plans for learners</li> <li>- Bringing in legal guidance training concerning discipline or campus/district administrators</li> </ul> <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 3, 7</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

<b>Student Learning</b>
<p><b>Problem Statement 6:</b> 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 . <b>Root Cause:</b> Inconsistencies in usage of district resources/tools for monitoring learner academic, behavioral and social emotional growth</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 3:</b> 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. <b>Root Cause:</b> Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the district</p>
<p><b>Problem Statement 5:</b> The increased need for implementing, understanding and practicing safety procedures in our building to enhance physical and emotional support for all. <b>Root Cause:</b> The changes in our society that brings threats to our schoolhouse doors through violence, drugs or social media.</p>

**School Processes & Programs**

**Problem Statement 7:** 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 2:** 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.</p> <ul style="list-style-type: none"> <li>- Professional learning to support growing towards campus goal and growing our PLC's.</li> <li>- Increase use of data to support evidence-based decisions for professional learning</li> <li>- Department meetings, campus meetings, campus intervention/enrichment times</li> <li>- Support for new educators to the district with mentoring and building blocks for PLC/MTSS</li> <li>- BEAM support for 1-2 year educators</li> <li>- Full implementation of Student Success Platform in Panorama</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Learning Coaches Department Leads</p> <p><b>Problem Statements:</b> Student Learning 6 - School Processes &amp; Programs 3, 8, 9, 13</p>	Formative			Summative
	Nov	Feb	Apr	June

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> - Continue building repository of training within PowerSchool Professional Learning  - Promote Coppell High School educators presenting and sharing their knowledge both in district, locally in the state and nationally  - Streamline training and gathering of information from various stakeholders  - 3-5 year plan for professional learning needs and target specific federal and local funds to ensure continuity and sustainability in the planning process</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Learning Coaches  District Professional Learning Director</p> <p><b>Problem Statements:</b> Student Learning 3, 4, 6, 7 - School Processes &amp; Programs 3, 9</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 leverage learning walks to ensure that classrooms are student centered and instructional supports are embedded in the daily learning.</p> <p><b>Strategy's Expected Result/Impact:</b> Learning walks provide administrators and instructional leaders with direct insights into classroom practices. Observing teachers in action allows for the identification of effective teaching strategies and areas for improvement.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration  Learning Coaches  Department Heads</p> <p><b>Problem Statements:</b> Student Learning 3, 9 - Curriculum, Instruction, and Assessment 7</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> 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  Learning Coaches</p> <p><b>Problem Statements:</b> Student Learning 3, 9 - School Processes &amp; Programs 7 - Curriculum, Instruction, and Assessment 7</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>



No Progress



Accomplished



Continue/Modify



Discontinue

### 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. The need to develop and embed supports for our learners in all areas.

**Problem Statement 4:** There is a need to leverage the use of current technology tools 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 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

**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:** Teacher preparation and alt-cert programs are not providing deep learning in pedagogy for our new staff members.

**Problem Statement 9:** There is a need to train all educators on the implementation of Universal Design for Learning to encourage critical thinking, problem solving, and innovation. **Root Cause:** There are inconsistencies in the levels of student engagement present throughout the building.

#### School Processes & Programs

**Problem Statement 3:** 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 7:** Continue to train on our threat assessment system and implement discipline guidelines that are in the best interest of all of or learners with equity and respect at the core of our practices. **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 8:** Continue to use and build common assessments and formative assessment data to meet our instructional needs. We need user friendly data platforms to easily monitor learner mastery and progress of standards and curriculum. **Root Cause:** Lack of common formative assessment data to educate our practices and instructional focus prevents teachers from making targeted intervention plans as well as determine most effective teaching practices/lessons

**Problem Statement 9:** 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 13:** 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. Too many different programs creates barriers to usage and full implementation.

**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.

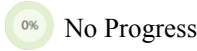
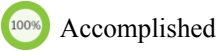
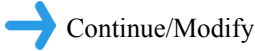

**Performance Objective 2:** Coppell High School will continue to investigate, implement and evaluate tools/strategies in order to create a comprehensive, balanced assessment system as a means to monitor student growth and to inform instructional practices.

**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 Learning Coaches</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 8</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 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 Counselors</p> <p><b>Problem Statements:</b> Student Learning 2, 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 continue implementing a Community Based Accountability System and using the pillars as a guide for organizational growth.</p> <p><b>Strategy's Expected Result/Impact:</b> - Strategic plan advocacy deck - focused on the 7 pillars</p> <ul style="list-style-type: none"> <li>- Online district pamphlet created with quantitative and qualitative data</li> <li>- District dashboard showcasing various pieces of data</li> <li>- TPAC (Texas Performance Assessment Consortium) participation</li> <li>- Update and evaluate Learner and Leadership Profile</li> <li>- Showcase learner growth of the whole child</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Counselors Educators District Directors</p> <p><b>Problem Statements:</b> Student Learning 1, 2 - School Processes &amp; Programs 7, 11 - Perceptions 4, 5</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement an aligned system at all campuses for the CISD Teacher Incentive Allotment (TIA).</p> <p><b>Strategy's Expected Result/Impact:</b> - Alignment within evaluation practices across the district</p> <ul style="list-style-type: none"> <li>- Provide additional funding to educators who meet standards through the TIA</li> <li>- Onboarding training created for staff about the TIA</li> <li>- Approval from the state for TIA</li> <li>- Increase efforts concerning recruitment with the implementation of TIA</li> </ul> <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 10, 19 - School Context and Organization 1</p>	Formative			Summative
	Nov	Feb	Apr	June

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>Problem Statements:</b> Student Achievement 2 - Student Learning 2, 5, 10</p> <p><b>Funding Sources:</b> FEV Tutor Licensing for 2023-24 - 199 - State Comp Ed - 199-11-6399-00-001-24-000- - \$8,000</p>	Formative			Summative
	Nov	Feb	Apr	June

**Performance Objective 2 Problem Statements:**

Student Learning
<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>
<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 5:</b> Learners are retesting STAAR EOC exams they did not meet standards for, but passed the course in a previous school year. <b>Root Cause:</b> Learners must receive in class interventions for areas of weakness in each content area as needed to be successful on the reassessment of the STAAR EOC. An Accelerated Instruction program is needed to design individualized interventions to support the skills as needed by each individual learner. There must also be targeted small group instruction during these interventions.</p>
<p><b>Problem Statement 10:</b> There is a need to provide focus on meeting the instructional need of Tier 2 and Tier 3 learners through the digital tools of FEV and Edgenuity. <b>Root Cause:</b> Learning gaps are present in Tier 2 and Tier 3 students that prevent their success in their classwork.</p>
School Processes & Programs
<p><b>Problem Statement 7:</b> Continue to train on our threat assessment system and implement discipline guidelines that are in the best interest of all of or learners with equity and respect at the core of our practices. <b>Root Cause:</b> We need to do more to support our ever diverse population of learners and focus on restorative practices and not punitive discipline or procedures.</p>

## School Processes & Programs

**Problem Statement 8:** Continue to use and build common assessments and formative assessment data to meet our instructional needs. We need user friendly data platforms to easily monitor learner mastery and progress of standards and curriculum. **Root Cause:** Lack of common formative assessment data to educate our practices and instructional focus prevents teachers from making targeted intervention plans as well as determine most effective teaching practices/lessons

**Problem Statement 10:** 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:** Low pay, high work load, and lack of respect leads to individuals exiting public education or prevents others from entering the profession.

**Problem Statement 11:** 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 19:** There is a need to provide educators with incentives to continue their professional growth, and to reward distinguished educators with financial incentives that reflect their performance in the classroom and their impact on student growth and achievement. **Root Cause:** There are not currently any programs in CISD that reward teachers with financial incentives for teaching at high levels.

## Perceptions

**Problem Statement 4:** 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 5:** 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.

**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:** 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> - Aligned practices for safety and security across the district</p> <ul style="list-style-type: none"> <li>- Aligned training for staff and learners in CHS</li> <li>- Safety of learners and staff in CHS</li> <li>- Communication to all stakeholders about safety and practices of CHS</li> <li>- Continued implementation of door sweeps of CHS at least once each week during instructional days</li> <li>- Review of current campus practices and staff hired to help support safety</li> </ul> <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 5, 15</p>	Formative			Summative
	Nov	Feb	Apr	June

 0% No Progress     
  100% Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 5:</b> The increased need for implementing, understanding and practicing safety procedures in our building to enhance physical and emotional support for all. <b>Root Cause:</b> The changes in our society that brings threats to our schoolhouse doors through violence, drugs or social media.</p> <p><b>Problem Statement 15:</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>







**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:** 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 11 - Perceptions 5</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 4 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 11:</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>

# Campus Funding Summary

199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Tutoring	199-11-6118-00-001-24-000-	\$12,000.00
1	1	5	Supplies and Materials	199-11-6399-00-001-24-000-	\$2,492.00
1	2	3	Substitute Teachers	199-11-6399-00-001-24-000-	\$8,000.00
4	2	5	FEV Tutor Licensing for 2023-24	199-11-6399-00-001-24-000-	\$8,000.00
<b>Sub-Total</b>					<b>\$30,492.00</b>