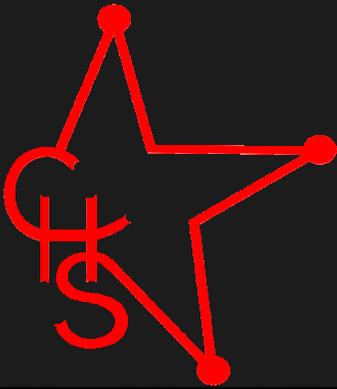


Spring 2008



COPPELL HIGH SCHOOL

Strategic Plan Update

Background

Historical Background

During October 2006, Coppell High School began the Strategic Planning process facilitated by CISD Associate Superintendent Shannon Buerk and under the leadership of CHS Principal Brad Hunt. A team of thirty staff members followed the Cambridge model of strategic planning development, writing a new mission statement for CHS and developing the framework for the campus strategic plan. In the Spring of 2007, over 250 staff members, parents, students, central office administration and community members served on action teams to help write the specific plan. The following tactics were developed as a means to deploy resources to achieve our mission and objectives.

We will...

- Have students develop and implement a character-driven culture.
- Establish a culture that demands accountability, positive attitude, and respect among staff, students, parents and the community.
- Develop and implement effective systems of communication among students, staff, parents, and the community
- Identify and utilize community resources to strengthen educational experiences.
- Create a flexible schedule that meets the needs of all students and optimizes the use of campus, staff, and community.
- Limit curriculum, instruction, student work, and assessments to relevant and rigorous experiences based on student needs.
- Develop systems that build positive connections among students, staff, and the community.
- Establish a climate that values student input at the classroom and campus levels.

MISSION STATEMENT

The mission of Coppell High School, a unified educational community embracing a common vision, is to develop self-reliant learners who maximize their potential in an ever-changing global society through the utilization of community resources and relevant, customized educational opportunities that foster problem solving, critical thinking and character development.

Fall 2007 Full Implementation

Because of the hard work of the students, staff and parents, some exciting changes have already been made at CHS. The following actions plans under each tactic were implemented during the fall semester.

TACTIC 2: Establish a culture that demands accountability, positive attitude, and respect among staff, students, parents and community.

- A communication system has been implemented that outlines the correct protocol for resolving student or parent concerns. A comprehensive recognition system for students and staff has been implemented.

TACTIC 3: Develop and implement effective systems of communication among students, staff, parents and community.

- Methods of delivery have been improved and expanded. Daily announcements are posted to the CHS website, a staggered PA announcement system has been implemented, flat

panel monitors have been purchased to be installed in the common areas for announcements and video streaming, an electronic marquee has been purchased to be constructed at the entrance to the campus off Parkway Blvd. and a staff portal has been created to keep staff members abreast of school information.

- Thirty students in grades 9-12 participated in an overnight retreat, giving the campus administration student input on student life activities such as pep rallies, dress code and campus culture, along with more serious topics such as teenage drug and alcohol abuse, multicultural sensitivity and mentoring our incoming freshmen to assist with the transition to high school from middle school.

TACTIC 4: Identify and utilize community resources to strengthen educational experiences.

- Implement a model of parental and community involvement.
- Utilize a Student Advisory Committee to solicit the resources of our student body and provide administration with student input in the decision making process.



Members of the Principals Advisory Committee meet with campus administration to provide student input.

Fall 2007/Spring 2008 Pilot Implementation

Eight different action plans are being piloted this year. Because of the broad scope of these action plans, they require further study and development of project plans to ensure a smooth implementation. A leader (s) has been assigned to each team and they meet weekly to work on the project.

Highlights from these teams include:

TACTIC 5: Flexible scheduling

Members of the World Geography team have been studying a “college-style” schedule, looking at several models from schools nation-wide to determine how this schedule benefits students, staff and facility use. Although it will not be a full implementation of the model, this spring the team will pilot the schedule utilizing a variety of grouping formats which is a hallmark of this type of schedule.

TACTIC 6: Limit curriculum to relevant and rigorous experiences

- The Algebra I team is narrowing the curriculum to high priority standards, allowing teachers to drill deeper into

mastery; making school-wide curriculum recommendations at the end of the year.

- The implementation of a “homework audit” and a teacher survey which is examining the student, staff and parent response to assigned work outside of the school day and looking for a balance for student workload without jeopardizing the rigor and relevance of the curriculum.
- Using a more student-driven approach to course of study in physics; the teachers are asking students to choose a “conceptual lens” and completing portfolio assessments based on the students response to a pre/post survey.
- English II teachers are piloting a standards-based reporting tool for the research unit. Rubrics have been developed that are aligned to the standards for each skill involved in the project.

TACTIC 7: Develop systems that build positive connections

- In an effort to “reduce” the size of CHS, a mentor and advisory program is being created to make certain each student has a connection to the school community.
- A group of teachers is starting a student intramural program this spring with an ultimate frisbee competition, based on a survey of over 350 students.
- A team has been researching small learning communities as a proven way of reducing negative impacts that might occur from a large high school setting. The group hopes to be awarded a federal grant and plans to continue to gather input through the spring in preparation to implement this fall. Part of the plan is to create some time and opportunity within the school day for students to engage in team-building activities in multi-age groups.