

Coppell Independent School District



Victory Place @ Coppell

2026-2027 Campus Improvement Plan

Mission Statement

At Victory Place @ Coppel, we hold high expectations for academics and character as we prepare, support, and mentor students to achieve their goals.

Vision

Victory Place @ Coppel: Where every student reaches their full potential to become the best version of themselves.

Value Statement

Coppel ISD Values:

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

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

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

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

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Comprehensive Needs Assessment

Demographics

Summary

DEMOGRAPHICS

Victory Place is in Coppell ISD, a suburban district with 10 elementary schools, 3 middle schools, 2 high schools, a freshman campus and an alternative education campus. VP@C serves a variety of students with various demographic characteristics on a revolving basis.

STAFFING

VP@C employed 6 educators and 1 instructional aide in the 2025-26 school year. The number of teachers remained the same from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 16.7% Asian, 83.3% White. Females made up 66.7% of the educators and males represented 33.3%.

Overall, our educators had a varied level of professional experience: 0% (0) were new to teaching with 0-1 years of experience, 33.3% (2) had 2-5 years, 16.7% (1) had 6-10 years, 33.3% (2) had 11-15 years, 0% (0) had 16-20 years, and 16.7% (1) had more than 20 years. Looking at longevity within the district, 33.3% of our teachers had 0-1 years in district, 50% had 2-5 years, 16.7% had 6-10 years, 0% had 11-15 years, 0% had 16-20 years and 0% had more than 20 years. The average years of professional experience was 11.3 with 2.8 years in the district.

Advanced degrees were held by 33.3% of our teachers: 2 with master's degrees and 0 with doctorates. Our campus principal had 28 years of career experience in a professional position (not necessarily as a principal) and 2 years in Coppell. Our assistant principal had an average of 15 years of professional experience and 15 years in the district.

Our educator retention rate from 2024-25 to 2025-26 was 83.3%. For educational aides it was 100%. We hired 1 new teacher in 2025-26. The characteristics of our new teachers were as follows: 100% White, 100% male, 100% with 2-5 years of professional experience and 16.7% new to the campus. The average years of professional experience was 3 with 2 years in the district. 100% of our new teachers had advanced degrees.

STUDENTS:

In 25-26, the Turning Point program (AEP) served 59 students. The demographics of these students is as follows: 8% Black or African American, 19% Asian, 41% Hispanic or Latino, 2% Native Hawaiian or Other Pacific Islander, and 25% White. Further demographic data indicates the following of the Turning Point Student Population: 54% female and 46% male, 14% Special Education, 20% 504, 20% Emergent Bilingual, 31% Economically Disadvantaged, and 81% At-Risk.

In 25-26, the Compass program (DAEP) had 38 student placements. The demographics of these students is as follows: 21% Black or African American, 13% Asian, 36% Hispanic or Latino, 3% More than one race, and 26% White. Further demographic data indicates the following of the Compass Student Population: 26% female and 74% male, 29% Special Education, 5% 504, 24% Emergent Bilingual, 32% Economically Disadvantaged, and 100% At-Risk. 27 students were from high schools (CHS, CHS9, New Tech and VP@C), 10 were from middle schools, and 1 placement from elementary school. Placements in DAEP were 68% Mandatory and 32% Discretionary. The most common reason for placement (34%) fell in the category of drugs and alcohol.

Strengths

- * 100% of staff was highly qualified and are certified in core content area as well as ESL & Special Education. New staff was required to obtain ESL & Special Education certification within 1 year.
- * Campus staff is equipped to serve students with diverse needs.
- * High teacher and paraprofessional retention rate.
- * Balance of varying years of experience among staff members.
- * Strong diversity of learners accepted into Turning Point AEP Program and their completion of graduation requirements.
- * Acceptance rates into Turning Point for learners identified within special population groups (SpEd, 504, ESL, At Risk, EconDis) and completion of graduation requirements.
- * Assistance and support provided to low socio-economic learners in Turning Point AEP & Compass DAEP.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ There is a need to establish and maintain strong, positive relationships for all learners.	Barriers exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs and social-emotional wellness.
2 ★ There is a need to remain culturally aware of our current learner needs.	Barriers exist due to a dynamic and continually changing learner roster and respective needs as new learners are accepted and courses are completed.
3 ★ There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs	Lack of focus on data collection when making decisions for professional learning.
4 There is a need to strengthen recruiting, hiring, mentoring, and retention systems to keep individuals in public education.	Lack of individuals choosing to work in public education.
5 ★ There is a need for structured systems and resources to establish instructional baselines, interventions, and monitor progress.	Highly mobile and continually changing student population.

★ = Priority

Student Learning

Summary

Turning Point learners demonstrated excellent passing rates on STAAR End-Of-Course exams. For Algebra 1 we had 2/2 learners pass (100%), for Biology 1/1 learner passed (100%), for USHistory 14/14 learners passed (100%), and for English II 7/9 learners passed (78%). 4 learners who took the English 2 EOC were EB learners, 2 passed, 2 did not.

Course completion totals and graduation rates are significant in the accelerated environment. In the 2025-2026 school year Turning Point had 59 students and 47 graduates. Of the 12 remaining students, one returned to CHS, 8 are returning to students for the 26-27 school year (7 to Turning Point and 1 to CHS), 1 returned to home country, and 2 withdrew from CISD. In Turning Point, we also had a total of 397 course completions, for a total of 198.5 high school credits earned.

Compass DAEP learners utilize the online learning environment to complete coursework designated by their home campus teachers during their temporary placement at Victory Place. Compass educators communicate weekly with home campus teachers regarding assignments to individualize each learner's pathway of instruction. Compass learners received proactive instruction and remediation as needed when assessments are below expectations and opportunities for reassessment are provided as needed. Upon placement in DAEP, multiple sources of data are reviewed including but not limited to: Panorama data, STAAR/TELPAS data, Grades, and attendance. During placement, teachers monitor assignments and engagement levels of learners, Edgenuity deadlines and assignment completion, Transition meetings are held upon the learner's return to their home campus to communicate learner needs and identify possible supports.

Strengths

- * Turning Point AEP has a high success rate of course completions, earning credits towards meeting graduation requirements.
- * Turning Point AEP had a graduation total of 47 learners in the Class of 2026, accounting for approximately 4.7% of the CHS graduation class.
- * Compass DAEP has a high success rate providing academic instruction at standards set forth by home campus teachers bridging the transition during their temporary placement.
- * Compass DAEP has a strong focus of social-emotional instruction and restorative practices to support learner resiliency, growth, and successful return to home campus.

Problem Statements Identifying Student Learning Needs

Problem Statement	Root Cause
1 ★ There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted growth; with emphasis on at risk, special education, 504, emergent bilingual, and economically disadvantaged learners.	Lack of multiple data sources across the district used to show evidence of learner growth.
2 ★ There is a need to continue seeking and analyzing new sources of data in order to accurately identify current strengths and needs in order to target instruction.	Lack of current student academic performance data through Edgenuity.
3 ★ There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.	Continual need to serve high-risk students and continually changing/transient student population.
4 ★ There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.	Lack of knowledge and implementation of evidence based learning strategies and targeted interventions as a supplement to an online curriculum.
5 ★ There is a need to continue focusing on attendance of learners, (monitoring, intervention plans, attendance incentives/promotion).	Lack of understanding of importance by some stakeholders. Need for additional motivation to attend school for some learners. Funding tied to ADA.

★ = Priority

School Processes & Programs

Summary

All staff members in 2025-26 were certified in their content area, as well as Special Education and English as a Second Language to support the wide range of students at our campus. Campus staff meet weekly to review learner progress and to clarify and communicate professional learning and/or student needs or celebrations.

Victory Place has many highly structured processes in place in order to meet student needs. Prior to arrival at Victory Place at Coppell, student records are gathered and analyzed in order to prepare appropriately to meet individualized student needs. Records reviewed include but are not limited to attendance, transcripts, EOCs, CCMR criteria, grades, accommodations (SpEd, 504, and/or EB), survey input, discipline, and threat assessments. Upon entering Victory Place, a campus administrator and counselor meet with the students and a parent to review specific expectations and additional needs for Compass (Orientation) or Turning Point (Interview). Both programs require uniforms, and have clearly defined expectations for both work and behavior. Furthermore, teachers have structured accountability practices in place and communicate with parents daily (Compass) or weekly (Turning Point). As a campus, attendance is monitored daily, and home contact is initiated for every absence. Campus protocols include a high-level of supervision of learners in both programs to ensure a safe climate of learning. The starting and ending times of both programs are staggered by an hour and break times are structured to provide separation of learners between Compass DAEP and Turning Point AEP. Learners are supervised at all times including restroom breaks and lunch. Cameras are also located in all classrooms for added supervision.

Instruction and classroom activities are planned with the Great Expectations 17 Classroom Practices as a centerpiece. Each week specific classroom practices are designated by the GE organization as the focus practices to support teacher growth and scaffold the implementation of the full model of practices. The Why Try Resilience Program also serves as a basis for social-emotional and character education lesson development. Restorative practices are embedded in daily routines to promote relationship building and strong character. Physical Wellness opportunities are provided in both programs. The Master Schedule of both programs has been analyzed to provide the most efficient allocation of time towards completion of coursework while supplementing additional time to address SEL, Why Try, Physical Wellness, Counseling and brain breaks which provide an effective balance of activities and needs.

Edgenuity provides the instructional centerpiece for online academic instruction which is TEKS aligned. Turning Point online courses are customized with the support of CISD Curriculum Directors to include CISD's High Priority Learning Standards in a concentrated format allowing for acceleration via 24/7 access at home for learners to widen access beyond the typical school building. Edgenuity provides many components that support struggling learners or those with identified accommodations such as academic vocabulary development, an oral reader, the ability to pause and replay lectures to allow learners note-taking time, assignment calendars, and immediate feedback regarding quiz and test assessments. Additionally, Turning Point Educators provide some targeted proactive mini-lessons or reteach lessons as needed to supplement the Edgenuity curriculum as needed. Learners may work at home in the evening or weekends to review material that was challenging or make additional progress to complete coursework ahead of schedule which can be motivating to learners looking for an alternative format. Upon completion of each Nine-Week grading period, Turning Point learners lead a Nine-Weeks Celebration where graduates are recognized and learner accomplishments are celebrated in front of an audience utilizing professional dress and speaking opportunities.

Post-secondary individual planning meetings are held with all 12th grade learners with the Counselor to establish plans for next-steps in pursuit towards learner desires. Speakers in a variety of post-secondary areas of interest are scheduled periodically as well as multiple field trips to include post-secondary options, ideas and opportunities for learners in both Turning Point and Compass.

Compass educators work directly with home campus educators to facilitate instruction through Edgenuity or Schoology based on the lessons provided by the home campus. Compass teachers work diligently and monitor grades in order to understand student needs and accommodate according by giving individualized interventions, tutoring, mini-lessons, or reteach lessons. Highly structured processes for entry into and transition out of Compass are strictly adhered to in order for both compliance as well as clarity and structure.

Post-secondary individual planning meetings are held with all 12th grade learners with the Counselor to establish plans for next-steps in pursuit towards learner desires. Speakers in a variety of post-secondary areas of interest are scheduled periodically as well as multiple field trips to include post-secondary options, ideas and opportunities for learners in both Turning Point and Compass.

Upon completion of each Nine-Week grading period, Turning Point learners lead a Nine-Weeks Celebration where graduates are recognized and learner accomplishments are celebrated in front of an audience utilizing professional dress and speaking

opportunities.

Strengths

- * Highly structured environment and very clear and explicit expectations.
- * Great Expectations weekly implementation with focus on 17 Classroom Practices and Life Principles.
- * Why Try character and resiliency curriculum and Genius Hour lessons
- * Restorative Practices and Relationship Centered Learning strategies
- * Turning Point learner access 24/7 to rigorous Edgenuity coursework
- * 100% of staff are highly qualified and certified additionally in Special Education and ESL.
- * Strong intervention responses and adjustments to struggling learners.
- * High Priority Learning Standards for all core content areas.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.	Concentration of students with elevated risk factors.
2 ★ There is a need to focus on our support systems for behavior and engagement (PBIS - Positive Behavior Interventions and Supports), MTSS (Multi-Tiered Systems of Support) and align and strengthen restorative and behavior support practices.	Significant proportion of at-risk students requiring individualized supports both academically and behaviorally.
3 ★ There is a need to focus on student success and celebrations as a campus, and in professional learning communities (PLCs) in order to recognize student achievements academically, as well as socially/emotionally.	Significant proportion of at-risk students requiring individualized supports academically as well as socially/emotionally.
4 ★ There is a need to continue efforts with CCMR including CTE enrichment opportunities and increase TSIA participation through Texas College Bridge Opportunities.	Building stronger programs for all learners and passing rates of TSIA.
5 ★ There is a need to continue revisiting and improving efforts with safety and security for the campus.	Continued requirements per the state and safety needs of learners, staff, facilities, etc.

6



There is a need to focus on health enrichment curriculum with Health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including suicide-related risk factors and warning signs.

Need to build and expand resources and programs

 = Priority

Perceptions

Summary

We believe in providing a dedicated, client-first approach to our learners, families and fellow campuses. We value our partnership with the high schools throughout the referral and acceptance processes of Turning Point learners and communicate at high levels regarding learner needs. Home campus staff are supported by Compass DAEP from the beginning of the disciplinary process in making recommendations that align with district practices. Communication to transition learners to and from VP@C is essential to our success.

Learners apply to Turning Point AEP due to varying needs. Expectations/values and beliefs are clearly outlined during the interview process (which includes learner and a parent) to ensure transparency and understanding of the Great Expectations culture and workplace-model philosophy as learners accept enrollment offers. Demonstration of the Great Expectations Life Principles is central to the core of the values of Victory Place @ Coppel. Distractions are limited, including technology, and classroom environments are structured to promote a conducive setting for learners to complete their coursework and interact with others. Incentives are available for learners demonstrating responsibility and effort as they earn privileges. Upon Completion of graduation criteria, Turning Point hosts a student-led Celebration Ceremony (graduation) each nine weeks, inviting families, teachers, and district personnel.

Individual orientation meetings are held for learners in Compass DAEP with learners & parents to review the expectations of the program and discuss all social-emotional and academic needs. Compass DAEP establishes an extremely structured environment for safety and as a consequence for a learner's serious misconduct. Early Release opportunities are also available to eligible learners who demonstrate growth and responsibility. Compass learners are further supported with a meeting with their home campus administrators/counselors to support a smooth transition and allow learners the opportunity to address any social-emotional or academic concerns upon their return.

A Restorative Discipline approach to behavior choices and social-emotional growth is the preferred model of skill building for both programs. We promote a growth mindset for our learners. As they begin to believe in themselves, their academics and social emotional skills also increase. Community members, local businesses and agencies regularly visit our campus and enhance the student experience beyond academics. Some examples may include: TWU go center, mini career fairs, guest speakers, and Teen Life.

We value our partnership with the high schools throughout the referral and acceptance processes of Turning Point learners and communicate at high levels regarding learner needs. Home campus staff are supported by Compass DAEP from the beginning of the disciplinary process in making recommendations that align with district practices. Communication to transition learners to and from VP@C is essential to our success.

Strengths

- * Great Expectations implementation with focus on 17 Classroom Practices and Life Principles.
- * High level of supervision and campus practices/protocols for consistent implementation and low incidents of serious learner misconduct.
- * Parent/learner participation in Turning Point interviews and Compass orientation meetings as well as EXIT/Transition meetings and surveys.
- * Community involvement and guests at the campus.
- * Learner-led Turning Point Nine-Weeks Celebrations with parent and district personnel attendance.
- * Collaboration with fellow district peers supporting learner transition to and from either program.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ There is a need to collect relevant survey and perceptions data at Victory Place	Current lack of perceptions data due to regularly changing student population and early graduation.
2 ★ There is a need to educate important stakeholders and increase awareness about Victory Place and the Turning Point Program within the CISD community in order to increase enrollment and understanding.	There is a lack knowledge and awareness in the CISD community, some remaining misconceptions regarding who can be served at Victory Place, and how curriculum is delivered.
3 ★ There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.	Barriers still exist with implementing resources, training fully, and understanding/supporting/ providing resources for the vide variety of needs.
4 ★ There is a need to identify, communicate and evaluate additional measures of success for learners.	Lack of focus on the whole child and using multiple measure to show evidence of growth.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

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

Lack of knowledge and implementation of evidence based learning strategies and targeted interventions as a supplement to an online curriculum.

2
★

There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted growth; with emphasis on at risk, special education, 504, emergent bilingual, and economically disadvantaged learners.

Lack of multiple data sources across the district used to show evidence of learner growth.

3
★

There is a need to establish and maintain strong, positive relationships for all learners.

Barriers exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs and social-emotional wellness.

4
★

There is a need to identify, communicate and evaluate additional measures of success for learners.

Lack of focus on the whole child and using multiple measure to show evidence of growth.

5
★

There is a need to remain culturally aware of our current learner needs.

Barriers exist due to a dynamic and continually changing learner roster and respective needs as new learners are accepted and courses are completed.

6
★

There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

Barriers still exist with implementing resources, training fully, and understanding/supporting/ providing resources for the wide variety of needs.

7
★

There is a need to focus on our support systems for behavior and engagement (PBIS - Positive Behavior Interventions and Supports), MTSS (Multi-Tiered Systems of Support) and align and strengthen restorative and behavior support practices.

Significant proportion of at-risk students requiring individualized supports both academically and behaviorally.

8
★

There is a need to focus on health enrichment curriculum with Health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including suicide-related risk factors and warning signs.

Need to build and expand resources and programs

9
★

There is a need to continue focusing on attendance of learners, (monitoring, intervention plans, attendance incentives/promotion).

Lack of understanding of importance by some stakeholders. Need for additional motivation to attend school for some learners. Funding tied to ADA.

10
★

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

Concentration of students with elevated risk factors.

11
★

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.

Continual need to serve high-risk students and continually changing/transient student population.

12
★

There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs

Lack of focus on data collection when making decisions for professional learning.

13
★

There is a need to collect relevant survey and perceptions data at Victory Place

Current lack of perceptions data due to regularly changing student population and early graduation.

14
★

There is a need to continue revisiting and improving efforts with safety and security for the campus.

Continued requirements per the state and safety needs of learners, staff, facilities, etc.

15
★

There is a need to continue seeking and analyzing new sources of data in order to accurately identify current strengths and needs in order to target instruction.

Lack of current student academic performance data through Edgenuity.

16
★

There is a need to continue efforts with CCMR including CTE enrichment opportunities and increase TSIA participation through Texas College Bridge Opportunities.

Building stronger programs for all learners and passing rates of TSIA.

17
★

There is a need for structured systems and resources to establish instructional baselines, interventions, and monitor progress.

Highly mobile and continually changing student population.

18
★

There is a need to focus on student success and celebrations as a campus, and in professional learning communities (PLCs) in order to recognize student achievements academically, as well as socially/emotionally.

Significant proportion of at-risk students requiring individualized supports academically as well as socially/emotionally.

19



There is a need to educate important stakeholders and increase awareness about Victory Place and the Turning Point Program within the CISD community in order to increase enrollment and understanding.

There is a lack knowledge and awareness in the CISD community, some remaining misconceptions regarding who can be served at Victory Place, and how curriculum is delivered.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ 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
- ☒ Closing the Gaps 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 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
- ☒ Student failure and/or retention rates
- ☒ Observation Survey results

- ☒ Grades that measure student performance based on the TEKS
- ☒ Other

Edgenuity course completion data

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
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Section 504 data
- ☒ Pregnancy and related services data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ 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
- ☒ T-P ESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Budgets/entitlements and expenditures data



Goals

Goal 1

Accountability for Learning: We as CISD will achieve our full potential by learning at high levels, taking ownership of our learning, and stay focused on our commitment of continuous growth and evidence-based outcomes for all.

Performance Objective 1 HB3 Goal

All Victory Place @ Coppell learners will be provided high quality Tier I and Tier 2 instruction that is aligned to the TEKS.

Evaluation Data Source: STAAR data, EOC data, Response to Intervention Data and progress monitoring in Student Success Platform, Multi-Tiered Systems of Support, TELPAS data, Professional Learning opportunities.

Strategy 1

Instructional leaders will provide professional learning and support for classroom educators in implementing Tier I and Tier 2 instructional strategies with a specific focus on high levels of engagement, hands-on learning, and small group instruction so that 100% of VP@C teachers are implementing pre-planned, targeted lessons to individuals/small groups a minimum of 3 times per week.

Strategy's Expected Result/Impact: - High quality Tier I instruction for learners

- High quality Tier 2 instruction
- Checklist of look-fors highlighting specific instructional strategies in all content areas
- Aligned strategies being implemented that impact learner growth
- Growth in differentiated scaffolding opportunities within the classroom environments
- Predominantly tech-free genius hour lessons
- Professional learning provided by district and campus
- Additions to curriculum documents for small group instruction/formative assessment
- Additional training focus areas in small group, 1:1 instructional strategies.

Staff Responsible for Monitoring: Principal, Asst. Principal, Campus Educators, Learning Coach

Problem Statements: Student Learning 4, 5

Formative Reviews

November

February

April

June

Strategy 2

Continue building capacity to effectively and efficiently provide accommodations and additional supports for special populations including: Special Education, Emergent Bilingual, Low SES, 504, Dyslexia and related disorders, and social and emotional needs.

Strategy's Expected Result/Impact: - Consistent and effective application of accommodations

- Regular and consistent differentiation based on student needs in both Edgenuity and teacher-led mini-lessons and interventions.
- Increased course completion
- Increase in course deadlines met
- Increase in student achievement and progress.
- Improvement in attendance
- Decreased re-takes on assignments and/or assessments

Staff Responsible for Monitoring: Principal, AP, Counselor, Coach, Teachers,

Problem Statements: Demographics 2, 3, 5 - Student Learning 1, 2

Formative Reviews

November

February

April

June

Strategy 3

Implement structures and processes for intentional learning walks with various instructional leaders and educators across the campus or district that focus on observing and evaluating strategies supporting academic and social emotional growth.

Strategy's Expected Result/Impact: - Growth in educators, administrators and staff as far as the understanding of CISD systems and structures and specific strategies that support learning

- 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.
- Sustainability and support for campuses by providing aligned resources/training for educators, administrators and staff
- Growth in aligned instructional practices being implemented throughout our campus

Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Campus Educators, Learning Coach

Problem Statements: Demographics 2 - Student Learning 3, 4 - School Processes & Programs 2 - Perceptions 3, 4

Formative Reviews

November

February

April

June

Strategy 4

The percentage of annual graduates earning College, Career, and Military Readiness credit will increase from 84% from the 2023 annual graduates to 94% for the class of 2028 annual graduates (2029 Accountability Year).

Strategy's Expected Result/Impact: - Individualized sheet for tracking each Turning Point student upon entering Victory Place @ Coppel

- Secondary counselors proactively identifying CCMR needs for their students.
- Individualized Plan for each student to attain CCMR credit
- Continued professional learning for multiple stakeholder groups on CCMR to raise awareness.
- Guest speakers and mini career fairs which may include representatives from various businesses, trade schools, colleges, and the military.
- Students have access to support in post-secondary readiness, and field trips to increase interest.
- Identify current 12th graders who have not yet earned CCMR credit and enroll in College Prep Math and/or Reading, and administer TSIA as applicable

Staff Responsible for Monitoring: Counselor, Asst. Principal, Principal, Campus Educators

Problem Statements: School Processes & Programs 4

Formative Reviews

November

February

April

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

There is a need to remain culturally aware of our current learner needs.

Barriers exist due to a dynamic and continually changing learner roster and respective needs as new learners are accepted and courses are completed.

3

There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs

Lack of focus on data collection when making decisions for professional learning.

5

There is a need for structured systems and resources to establish instructional baselines, interventions, and monitor progress.

Highly mobile and continually changing student population.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted growth; with emphasis on at risk, special education, 504, emergent bilingual, and economically disadvantaged learners.	Lack of multiple data sources across the district used to show evidence of learner growth.
2 There is a need to continue seeking and analyzing new sources of data in order to accurately identify current strengths and needs in order to target instruction.	Lack of current student academic performance data through Edgenuity.
3 There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.	Continual need to serve high-risk students and continually changing/transient student population.
4 There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.	Lack of knowledge and implementation of evidence based learning strategies and targeted interventions as a supplement to an online curriculum.
5 There is a need to continue focusing on attendance of learners, (monitoring, intervention plans, attendance incentives/promotion).	Lack of understanding of importance by some stakeholders. Need for additional motivation to attend school for some learners. Funding tied to ADA.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 There is a need to focus on our support systems for behavior and engagement (PBIS - Positive Behavior Interventions and Supports), MTSS (Multi-Tiered Systems of Support) and align and strengthen restorative and behavior support practices.	Significant proportion of at-risk students requiring individualized supports both academically and behaviorally.

4

There is a need to continue efforts with CCMR including CTE enrichment opportunities and increase TSIA participation through Texas College Bridge Opportunities.

Building stronger programs for all learners and passing rates of TSIA.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

Barriers still exist with implementing resources, training fully, and understanding/supporting/providing resources for the wide variety of needs.

4

There is a need to identify, communicate and evaluate additional measures of success for learners.

Lack of focus on the whole child and using multiple measure to show evidence of growth.

Performance Objective 2

Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs of all learners.

Evaluation Data Source: STAAR data, TELPAS data, Response to Intervention data-Multi-Tiered Systems of Support, Professional Learning Community data (common formative assessments), Learning Walks (photos, evidence of learning, walk-throughs), Panorama VPC survey data

Strategy 1

Our campus PLC structure will include weekly collaborative team meetings with 90% of meetings including documented discussions of data analysis, lesson and assessment development, social/emotional/behavioral needs, and appropriate Tier 2 and 3 Intervention documentation.

Strategy's Expected Result/Impact: - Training and implementation of assessment creation and data analysis tools.

- Learning and implementing new Edgenuity data platforms to drive instructional decisions.
- Increased student achievement (academic, social emotional and behavioral)
- Using NWEA MAP data, STAAR/EOC data, TELPAS, Edgenuity, and other district or classroom assignments and assessments to review growth of learners.
- Application of data for creation of Tier 1 and intervention lessons.
- Use of pre- and post- assessments

Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Campus Educators, Learning Coach

Problem Statements: Demographics 2, 3 - Student Learning 1, 2, 5 - Perceptions 3

Formative Reviews

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Strategy 2

Victory Place @ Coppell will pursue at least 3 new sources of measurable data in order to accurately determine campus needs, set measurable goals, and more effectively meet student needs.

Strategy's Expected Result/Impact: - Definitive perceptions and other data in order to celebrate success and set growth goals.
- Increased knowledge of educators in areas of data analysis and differentiation of instruction
- Embedded data discussions in PLCs.
- Increased monitoring of growth of learners in all content areas and social emotional skills (academic, social emotional, behavioral)

Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Campus Educators, Learning Coach

Problem Statements: Demographics 3 - Student Learning 1, 2 - Perceptions 1

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	There is a need to remain culturally aware of our current learner needs.	Barriers exist due to a dynamic and continually changing learner roster and respective needs as new learners are accepted and courses are completed.
3	There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs	Lack of focus on data collection when making decisions for professional learning.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted growth; with emphasis on at risk, special education, 504, emergent bilingual, and economically disadvantaged learners.	Lack of multiple data sources across the district used to show evidence of learner growth.
2	There is a need to continue seeking and analyzing new sources of data in order to accurately identify current strengths and needs in order to target instruction.	Lack of current student academic performance data through Edgenuity.
5	There is a need to continue focusing on attendance of learners, (monitoring, intervention plans, attendance incentives/promotion).	Lack of understanding of importance by some stakeholders. Need for additional motivation to attend school for some learners. Funding tied to ADA.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	There is a need to collect relevant survey and perceptions data at Victory Place	Current lack of perceptions data due to regularly changing student population and early graduation.
3	There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.	Barriers still exist with implementing resources, training fully, and understanding/supporting/providing resources for the wide variety of needs.

Goal 2

Organization that Cultivates Excellence: We at Victory Place @ Coppell will maintain high standards as we reimagine how we teach, learn, and define success to adapt, innovate, and meet the unique needs of all learners.

Performance Objective 1

Victory Place @ Coppell will intentionally integrate a balanced approach with technology, emphasizing reduced screen time, hands-on engagement, and interactive 2-way dialogue.

Strategy 1

Victory Place @ Coppell will have ongoing professional learning and PLC work in order that staff will proactively supplement online curriculum with individualized mini-lessons incorporating non-tech lessons and interactive teaching and learning daily.

- Strategy's Expected Result/Impact:**
- Increased student performance,
 - Increased course deadlines met
 - Decreased need for intervention and re-takes
 - Increased student engagement
 - Increased course completions
 - Improved student grades
 - Increased content understanding

Staff Responsible for Monitoring: Teachers, Coach, AP, Principal, counselor

Problem Statements: Demographics 1 - Student Learning 4

Formative Reviews

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Strategy 2

Professional Learning Committees will integrate non-tech and interactive lesson discussions in order to deliver interventions and extensions with minimal technology.

- Strategy's Expected Result/Impact:**
- Increased student performance,
 - Increased course deadlines met
 - Successful retakes
 - Improved EOC scores and passing rates
 - Increased student engagement
 - Increased course completions
 - Improved student grades
 - Increased content understanding

Problem Statements: Demographics 1, 3 - Student Learning 4 - School Processes & Programs 2

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

There is a need to establish and maintain strong, positive relationships for all learners.

Barriers exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs and social-emotional wellness.

3

There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs

Lack of focus on data collection when making decisions for professional learning.

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

4

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

Lack of knowledge and implementation of evidence based learning strategies and targeted interventions as a supplement to an online curriculum.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

There is a need to focus on our support systems for behavior and engagement (PBIS - Positive Behavior Interventions and Supports), MTSS (Multi-Tiered Systems of Support) and align and strengthen restorative and behavior support practices.

Significant proportion of at-risk students requiring individualized supports both academically and behaviorally.

Performance Objective 2

We, at Victory Place at Coppell, will provide deliberate integration of programs and processes in order to meet the needs of our unique student population.

- Evaluation Data Source:** - Curriculum embedded resources
- Behavior supports/resources
 - Discipline data
 - Feedback from district Panorama survey data learners, staff and families
 - Trainings provided
 - Student demographic data

Strategy 1

Strengthen and focus on support systems for behavior (including Positive Behavioral Interventions & Supports, and Restorative Practices) and align/strengthen discipline practices, provide training and align structures for data review/documentation of behavioral growth.

- Strategy's Expected Result/Impact:** - Maintain a highly structured environment with clear expectations.
- Increased student achievement academic, social emotionally and behaviorally
 - Training for classroom management and restorative practices
 - Continued implementation of Great Expectations, Why Try and other programs to help support PBIS
 - Documented progress monitoring for T2 and T3 interventions
 - Increased communication between schools, learners and families

Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Campus Educators

Problem Statements: Demographics 2 - Student Learning 1, 3 - School Processes & Programs 2

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Strategy 2

Create and implement effective and efficient systems to apply during student entry, placement, and exit in order to understand student needs and implement

- Strategy's Expected Result/Impact:** - Organized processes
- Teacher and staff understanding of student needs
 - Consistent application of student accommodations
 - Smooth transitions from one campus to another
 - Clear understanding of expectations, including IGC and CCMR

Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers and staff

Problem Statements: Demographics 2, 5

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	There is a need to remain culturally aware of our current learner needs.	Barriers exist due to a dynamic and continually changing learner roster and respective needs as new learners are accepted and courses are completed.
5	There is a need for structured systems and resources to establish instructional baselines, interventions, and monitor progress.	Highly mobile and continually changing student population.

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted growth; with emphasis on at risk, special education, 504, emergent bilingual, and economically disadvantaged learners.	Lack of multiple data sources across the district used to show evidence of learner growth.
3	There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.	Continual need to serve high-risk students and continually changing/transient student population.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	There is a need to focus on our support systems for behavior and engagement (PBIS - Positive Behavior Interventions and Supports), MTSS (Multi-Tiered Systems of Support) and align and strengthen restorative and behavior support practices.	Significant proportion of at-risk students requiring individualized supports both academically and behaviorally.

Performance Objective 3

Victory Place @ Coppell will continue to leverage a variety of communication tools and community partnerships to increase clarity and consistency of campus and district information and processes for stakeholders.

- Evaluation Data Source:** - Implementation and feedback on Parent Square
- Communication for families
 - Newsletters, Website
 - Turning Point and Compass systematic emails
 - Edgenuity family access

Strategy 1

Identify new opportunities and maintain current communication systems that reach students, families, staff, and community in a way that is meaningful.

Strategy's Expected Result/Impact: - Increased student and family participation at the campus and district level

- Positive engagement and belonging results in surveys.
- Referrals to our Turning Point Choice program

Staff Responsible for Monitoring: District Communications, Campus Administrators, Counselor, and Educators.

Problem Statements: Demographics 1 - Perceptions 2

Formative Reviews

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Strategy 2

Drive collaboration between Victory Place @ Coppell and strategic allies to develop opportunities, experiences, and skill sets that prepare learners for their next steps.

Strategy's Expected Result/Impact: - Partnerships with local businesses

- Partnerships with local community colleges and universities
- Partnerships with community members and employers who invest time and interest in our students' futures.

Problem Statements: School Processes & Programs 4 - Perceptions 2

Formative Reviews

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Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 There is a need to establish and maintain strong, positive relationships for all learners.	Barriers exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs and social-emotional wellness.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
4 There is a need to continue efforts with CCMR including CTE enrichment opportunities and increase TSIA participation through Texas College Bridge Opportunities.	Building stronger programs for all learners and passing rates of TSIA.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 There is a need to educate important stakeholders and increase awareness about Victory Place and the Turning Point Program within the CISD community in order to increase enrollment and understanding.	There is a lack knowledge and awareness in the CISD community, some remaining misconceptions regarding who can be served at Victory Place, and how curriculum is delivered.

Performance Objective 4

Increase both enrollment and graduates from Victory Place @ Coppel

Evaluation Data Source: - Demographic data

- Enrollment data
- Graduation data

Strategy 1

Investigate opportunities to present information in CISD and community in order to increase awareness and understanding of programs offered and students served at Victory Place @ Coppel.

Strategy's Expected Result/Impact: - Increased enrollment

- Increased graduation totals
- Increased understanding of Turning Point Program
- Understanding of students served
- Increased referrals and applications

Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers and staff

Problem Statements: Perceptions 2

Formative Reviews

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Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

2

There is a need to educate important stakeholders and increase awareness about Victory Place and the Turning Point Program within the CISD community in order to increase enrollment and understanding.

There is a lack knowledge and awareness in the CISD community, some remaining misconceptions regarding who can be served at Victory Place, and how curriculum is delivered.

Goal 3

Safety, Wellness, and Belonging: We at Victory Place @ Coppell will create physically secure and emotionally safe environments which allow everyone to be seen, valued, and supported within a culture of belonging and engagement.

Performance Objective 1

All Victory Place @ Coppell learners will have multiple opportunities to highlight and showcase evidence of academic, social emotional learning and interest/passions. (i.e. service learning, digital portfolios, presentations, goal setting tools, etc.)

Strategy 1

Daily Genius Hour lessons will include opportunities for students to present or participate in passion projects/lessons.

Strategy's Expected Result/Impact: - Improved campus culture

- Improved student:student and student:teacher relationships
- Increased positivity
- Increased student motivation and engagement

Problem Statements: Demographics 1 - School Processes & Programs 3 - Perceptions 4

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Strategy 2

Victory Place @ Coppell focus on celebrations by analyzing current practices, as well as researching and implementing new ways to celebrate student successes including: academic, behavioral, and social/emotional.

Strategy's Expected Result/Impact: - Improved campus culture

- Improved student:student and student:teacher relationships
- Increased positivity
- Increased student motivation and engagement

Problem Statements: School Processes & Programs 3 - Perceptions 4

Formative Reviews

November

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement	Root Cause
1 There is a need to establish and maintain strong, positive relationships for all learners.	Barriers exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs and social-emotional wellness.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
3 There is a need to focus on student success and celebrations as a campus, and in professional learning communities (PLCs) in order to recognize student achievements academically, as well as socially/emotionally.	Significant proportion of at-risk students requiring individualized supports academically as well as socially/emotionally.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
4 There is a need to identify, communicate and evaluate additional measures of success for learners.	Lack of focus on the whole child and using multiple measure to show evidence of growth.

Performance Objective 2

Victory Place @ Coppell will review specific training and programs that offer needed supports and/or resources for counseling, social emotional learning, mental health, and drug & alcohol awareness.

Evaluation Data Source: - Threat assessment data

- Survey data and student feedback
- Training resources
- Demographic data
- Discipline data

Strategy 1

Continue revising, updating, implementing and evaluating Restorative Practices, Why Try, and Great Expectations programs to include learning supports for social emotional learning and character education. Including the following positive character traits as outlined by TEA:

- Courage
- Trustworthiness, including honesty, reliability, punctuality, and loyalty
- Integrity
- Respect and courtesy

- Responsibility, including accountability, diligence, perseverance, and self-control
- Fairness, including justice and freedom from prejudice
- Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity
- Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law
- School pride
- Gratitude

Strategy's Expected Result/Impact: - Utilization of social-emotional curriculum supports within lesson design

- Learner growth as indicated through survey/learner goals (academic and social emotional)
- Implementation of social emotional support structures: class meetings, check-ins and restorative practices.

Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Campus Educators

Problem Statements: Student Learning 3 - School Processes & Programs 1, 3 - Perceptions 3

Formative Reviews

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Strategy 2

Review and analyze discipline referrals, behaviors, bullying and threat assessments and implement consistent and effective interventions and supports for learners.

Strategy's Expected Result/Impact: - Threat Assessment process being utilized and strengthening supports for learners in need

- Increase awareness and action plans in order to support all learners with behavior needs
- Aligned practices across the district for DAEP placements
- Training focus on areas such as bullying, cyberbullying, academic dishonesty, digital safety and citizenship, and restorative discipline practices
- Team approach when looking at behavior data and specific intervention plans for learners
- Learner growth in behavioral needs
- Adherence to CISD Discipline Matrix
- Online Truancy course required for learners
- District surveys focused on data collection for learner engagement, climate and culture, learner social emotional needs and learner concerns with bullying and cyberbullying

Staff Responsible for Monitoring: Principal, AP, Counselor, Teachers

Problem Statements: Student Learning 2 - School Processes & Programs 1, 2

Formative Reviews

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Strategy 3

Continue 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. Also to include human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content)

Strategy's Expected Result/Impact: - Utilization of health curriculum supports for mental health within lesson design

- Learner growth as indicated through survey/learner goals
- Educator training on embedded supports for both students and staff
- Well prepared and informed students

Staff Responsible for Monitoring: Principal, Asst Principal, Counselor, Campus Educators

Problem Statements: School Processes & Programs 5, 6 - Perceptions 3

Formative Reviews

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Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 There is a need to continue seeking and analyzing new sources of data in order to accurately identify current strengths and needs in order to target instruction.	Lack of current student academic performance data through Edgenuity.
3 There is a need to focus on state required character traits, specific social emotional skills, and mental health needs which impacts lesson design, curriculum resources and training for staff.	Continual need to serve high-risk students and continually changing/transient student population.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.	Concentration of students with elevated risk factors.

2

There is a need to focus on our support systems for behavior and engagement (PBIS - Positive Behavior Interventions and Supports), MTSS (Multi-Tiered Systems of Support) and align and strengthen restorative and behavior support practices.

Significant proportion of at-risk students requiring individualized supports both academically and behaviorally.

3

There is a need to focus on student success and celebrations as a campus, and in professional learning communities (PLCs) in order to recognize student achievements academically, as well as socially/emotionally.

Significant proportion of at-risk students requiring individualized supports academically as well as socially/emotionally.

5

There is a need to continue revisiting and improving efforts with safety and security for the campus.

Continued requirements per the state and safety needs of learners, staff, facilities, etc.

6

There is a need to focus on health enrichment curriculum with Health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including suicide-related risk factors and warning signs.

Need to build and expand resources and programs

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

Barriers still exist with implementing resources, training fully, and understanding/supporting/providing resources for the wide variety of needs.

Performance Objective 3

Victory Place @ Coppell will continue to review and maintain district policies and practices for safety, behavior, cell phones, and discipline, and will implement any additional strategies or protocols put in place by the state.

- Evaluation Data Source:** - Safety and security drills
- Door Sweeps
 - Safety and security training for staff
 - Use of Raptor
 - Communication to students, families, and stakeholders
 - Trainings for staff and students regarding personal communication devices
 - Compliance with CISD Discipline Matrix
 - Compliance with DAEP documentation for all placements
 - Threat Assessment training for administrators

Strategy 1

Ensure all safety drills take place, 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.

Strategy's Expected Result/Impact: - Aligned campus practices for safety and security with the district

- Aligned training for staff and learners
- Safety of learners and staff
- Communication to all stakeholders about safety and practices
- Continued implementation of door sweeps on campus at least once each week during instructional days

Staff Responsible for Monitoring: Principal, Asst. Principal, SRO, Counselor

Problem Statements: School Processes & Programs 5

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Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
5 There is a need to continue revisiting and improving efforts with safety and security for the campus.	Continued requirements per the state and safety needs of learners, staff, facilities, etc.



State Compensatory Education

State Compensatory

Budget for Victory Place @ Coppell

Total SCE Funds: \$895,201.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

A program specifically designed to serve students at risk of dropping out of school, as defined by the TEC, §29.081, is considered to be a program supplemental to the regular education program, and a school district may use its compensatory education allotment for such a program. In accordance with TEC, §29.081, the direct SCE program funds are used to meet the costs of providing: • compensatory programs and services under the TEC, §29.081; or • supplemental programs and services, including services provided by an instructor coach, designed to eliminate any disparity in performance in assessment instruments administered under the TEC, Chapter 39, Subchapter B, or disparity rates in the high school completion rate between students who are educationally disadvantaged and students who were not educationally disadvantaged and at-risk students and all other students; • the expenses related to reducing the dropout rate and increasing the rate of high school completion including expenses related to: programs that build skills related to managing emotions, establishing and maintain positive relationships, and making responsible decisions. In meeting the requirements of providing compensatory, intensive, or accelerated instruction program under the TEC, §48.104(l)(2), the VP@C compensatory education allotment is used for costs supplementary to the regular education program, such as: • costs for the SCE program and student evaluation, • instructional materials and equipment and other supplies required for quality instruction of identified at-risk students, • supplemental services expenses, • salary for teachers of at-risk students, • smaller class size, and • individualized instruction of identified at-risk students. Specifically, the SCE allotment at VP@C is used for the following allowable supplemental expenses: • 6100s = \$835,575(salaries/benefits subs) • 6200s = \$6,950 (campus budgeted) • 6300s = \$30,051 (campus budgeted supplies) • 6400s = \$22,625 (campus budgeted) • TOTAL: \$895,201



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student and Staff Services and Campus Administrators	7/24/2023	Carrie Boyle	8/17/2026
Child Abuse and Neglect	Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Campus Counselors	12/15/2025	Carrie Boyle	8/17/2026
Coordinated Health Program	Coordinator of Health Services and Director of Child Nutrition, Campus Administrators	11/12/2025	Carrie Boyle	8/17/2026
Decision-Making and Planning Policy Evaluation	Superintendent	7/5/2023	Carrie Boyle	8/17/2026
Disciplinary Alternative Education Program (DAEP)	Director of Student and Staff Services and Campus Administrators	1/30/2023	Carrie Boyle	8/17/2026
Dropout Prevention	Assistant Superintendent of C&I	11/12/2025	Carrie Boyle	8/19/2026
Dyslexia Treatment Program	Executive Director of Intervention Services and Campus Administrators	11/12/2025	Carrie Boyle	8/17/2026
Pregnancy Related Services	Assistant Superintendent of C&I and Campus Counselors	4/1/2025	Carrie Boyle	8/19/2026
Post-Secondary Preparedness	Assistant Superintendent of C&I	11/12/2025	Carrie Boyle	8/17/2026
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of C&I and Assistant Superintendent of Administrative Services	11/12/2025	Carrie Boyle	8/19/2026
Student Welfare: Crisis Intervention Programs and Training	Assistant Superintendent of C&I and Support Counselors	11/12/2025	Carrie Boyle	8/19/2026
Student Welfare: Discipline/Conflict/Violence Management	Assistant Superintendent of C&I and Support Counselors	11/12/2025	Carrie Boyle	8/19/2026
Technology Integration	Assistant Superintendent of C&I and Executive Director of Technology	11/12/2025	Carrie Boyle	8/19/2026
Job Description for Peace Officers, Resource				

Officers & Security Personnel				
Texas Behavior Support Initiative (TBSI)	Executive Director of Intervention Services	11/12/2025	Carrie Boyle	8/19/2026