

**Coppell Independent School District**  
**Victory Place @ Coppell**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

The mission of Victory Place @ Coppell, as an individualized and structured learning community in Coppell ISD, is to cultivate self-directed, resourceful, and responsible problem-solvers with the courage to persevere and adapt to meet global challenges through safe, rigorous, and engaging educational experiences facilitated by supportive, committed, and innovative professionals.

# Value Statement

Coppell 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

Revised/Approved: August 21, 2023

## Demographics

### Demographics Summary

Victory Place@Coppell 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.

### STAFFING

VP@C employed 6 educators and 1 instructional aides in the 2022-23 school year. The number of teachers remained the same. The ethnic breakdown for the teaching staff was 0% Asian, 100% White, 0% Hispanic, 0% African American, 0% American Indian/Alaskan Native, 0% Native Hawaiian/Pacific Islander and 0% multi-racial. Females made up 85.7% of the educators and males represented 14.3%.

Overall, our educators had a varying level of professional experience: 0% (0) were new to teaching with 0-1 years of experience, 0% (0) had 2-5 years, 42.8% (3) had 6-10 years, 28.5% (2) had 11-15 years, 14.2% (1) had 16-20 years, and 14.2% (1) had more than 20 years. Looking at longevity within the district, 14.2% of our teachers had 0-1 years in district, 28.5% had 2-5 years, 28.5% had 6-10 years, 28.5% had 11-15 years, 0% had 16-20 years and 0% had more than 20 years. The average years of professional experience was 13.6 with 6.3 years in the district.

Advanced degrees were held by 42.8% of our teachers: 3 with master's degrees and 0 with doctorates. Our campus principal had 26 years of career experience in a professional position (not necessarily as a principal) and 5 years in Coppell. Our assistant principal(s) had an average of 13 years of professional experience and 0 years in the district.

Our educator retention rate from 2021-22 to 2022-23 was 86%. For educational aides it was 100%. We hired 1 new teacher in 2022-23 and added a shared Language Acquisition Specialist (LAS). The characteristics of our new teachers were as follows: 0% Asian, 100% White, 0% Hispanic, 0% African American, 100% female, 0% male, 0% new to teaching, 0% with 2-5 years of professional experience, 0% with 6-10 years, 0% with 11-15 years, 0% with 16-20 years, 100% with more than 20 years and 100% new to the campus. The average years of professional experience was 23 with 0 years in the district. 100% of our new teachers had advanced degrees.

### Demographics Strengths

- \* Staff Retention Rate from 2021-22 to 2022-23 (86%)
- \* 100% of staff was highly qualified and are certified in core content area as well as ESL & Special Education. New staff will be required to obtain ESL & Special Education certification within 1 year.
- \* Balance of varying years of experience among staff members.
- \* Strong diversity in culture of learners accepted into Turning Point AEP Program and their completion of graduation requirements.
- \* Equity in acceptance to 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 1 (Prioritized):** There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause:** 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.

**Problem Statement 2 (Prioritized):** There is a need to focus on the areas identified with significant dis-proportionality. **Root Cause:** Percentage of Hispanic and African-American learners identified with discipline incidents. Percentage of achievement and growth for economically disadvantaged learners.

**Problem Statement 3 (Prioritized):** There is a need to remain culturally aware of our current learner needs. **Root Cause:** Barriers exist due to a dynamic and continually changing learner roster and respective needs as new learners are accepted and courses are completed.

# Student Learning

## Student Learning Summary

Turning Point learners demonstrated overall above average passing rates on STAAR End-Of-Course exams of Algebra 1 (6 of 7 passed), Biology (0 of 1 passed), English 1 (5 of 5 passed), English 2 (7 of 8 passed), and US History (25 of 25 passed). Of the 46 EOC exams administered to Turning Point learners, 43 (94%) received passing scores. Three students graduated with IGC completions. Current area of focus are with our learners identified as EB or SpEd, as they made up all non-passers, however they completed IGC. The majority of learners that had unsuccessful attempts at other campuses, but were able to pass with Turning Point remediation.

Course completion totals and graduation rates are significant in the accelerated environment. 76 (88%) learners met graduation requirements resulting in 8.4% of the CHS Senior Class of 2023 from Turning Point. Six students withdrew or returned to CHS and 2 students will continue as seniors in fall of 2023. Approximately 701 courses were completed by 86 learners during the year. Breakdown of learners include: 15 EB (17.4%), 13 SpEd (15.2%), 17 Sec 504 (19.8%), 45 total learners EB/SpEd/504 (59.21%). 59 (69%) learner were considered At-Risk and 22 (26%) qualified for free/reduced lunch.

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 remediation as needed when assessments are below expectations and ample opportunities for reassessment are provided as needed. Transition meetings are held upon the learner's return to their home campus to communicate learner needs and identify possible supports.

As we go into 2023-2024, we will continue to use various data collection tools that help support and track learner growth and specific areas of need:

- Panorama Data
- STAAR/TELPAS data
- Grades
- Assignments and Engagement Levels of Learners
- Observations from Educators
- Progress Monitoring Tools
- Data Collection to include tutoring/documentation of learner growth

## Student Learning Strengths

- \* Turning Point AEP has a high success rate of credit recovery and original credit courses completions towards meeting graduation requirements.
- \* Turning Point AEP had a high graduation total of 76 learners in the Class of 2023.
- \* 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 to support learner growth, resiliency and capacity.
- \* High success rate of passing STAAR End-Of-Course assessments.

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

**Problem Statement 1 (Prioritized):** There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district used to show evidence of learner growth.

**Problem Statement 2 (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 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.

# School Processes & Programs

## School Processes & Programs Summary

Staff members are selected based upon certification areas, technology adaptability, experience in best practices with struggling learners and relationship building skills. All staff members in 2022-2023 were certified additionally in Special Education and English as a Second Language to support all learners. Protocols and practices have been developed that assist educators in organization to a classroom co-teach model in multiple classrooms to work efficiently utilizing technology and communication channels. Campus staff meet at least twice weekly, once as a PLC to review learner progress and another to clarify and communicate professional learning and/or daily operational needs.

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. Character Strong strategies and lessons provides specific strategies for educators in making direct, meaningful connections with the learners and also between the learners. Edgenuity (e2020) 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 disabilities such as academic vocabulary development, an oral reader, the ability to pause and replay lectures to allow learners the opportunity for individualized VP@C educator reteach and note-taking time, assignment calendars, and immediate feedback regarding quiz and test assessments. 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. Compass educators work directly with home campus educators to facilitate instruction through Schoology/Echo based on the lessons provided by the home campus.

Included in the master schedule is daily Genius Hour where social emotional and academic skill lesson units supplement the Edgenuity coursework to provide learners opportunities to collaborate and work together. Physical Wellness opportunities are provided in both programs. Mindfulness strategies are also provided to learners. 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.

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 to provide ideas and opportunities for exploration for learners in both Turning Point and Compass.

Restorative Practice approaches are utilized when possible allowing educators and learners to collaborate and process areas of concern regarding the implementation of the Great Expectations Life Principles. Lunch learning, mentor groups and restorative circles are utilized to facilitate opportunities for growth discussions and it's social-emotional effects. Compass DAEP learners, parents and home campus staff also participate in a Restorative Transition Meeting upon completion of placements to facilitate the learner's return.

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.

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.

## School Processes & Programs Strengths

\* Great Expectations Model School designation - Year 7 (2015-16 to 2022-23) with focus on 17 Classroom Practices and Life Principles.

\* Why Try character and resiliency curriculum and Genius Hour lessons



- \* Restorative Practices Relationship Centered Learning strategies
- \* Character Strong lessons and 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. New staff will be required to compete within 1 year.
- \* 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 1 (Prioritized):** There is a need to create and maintain systems to support high levels of learning for all. **Root Cause:** Barriers exist within the current system for learning for all.

**Problem Statement 2 (Prioritized):** There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause:** Lack of aligned resources and system structures for counseling needs.

**Problem Statement 3 (Prioritized):** There is a need to continue revisiting and improving efforts with safety and security for the campus. **Root Cause:** Alignment with any new state requirements and possible areas identified as needs by leadership and safety/security personnel.

**Problem Statement 4 (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 behavior growth. **Root Cause:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the campus with new personnel.

# Perceptions

## Perceptions Summary

We believe that we are service providers to our learners, families and fellow campuses. 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 @ Coppell. 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.

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.

A Restorative Discipline approach to behavior choices and social-emotional growth is the preferred model of skill building in a culture of a healthy growth mindset. We promote a growth mindset for our learners. As they begin to believe in themselves, their academics and social emotional skill also increase.

Following completion of graduation requirements in Turning Point or a disciplinary placement in Compass DAEP, EXIT/Transition surveys are completed with each learner, parent and administration to receive feedback regarding effectiveness of VP@C strategies. 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.

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. Educators facilitate assignments requested by home campus teachers and believe their role is key to support both the home campus teacher and learner.

## Perceptions Strengths

- \* Great Expectations Model School designation - Year 7 (2015-16 to 2022-23) 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.
- \* 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 1 (Prioritized):** There is a need to focus on mental health needs, social emotional and wellness needs for learners. **Root Cause:** Barriers still exist with understanding/supporting/providing resources for all needs.

**Problem Statement 2 (Prioritized):** There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measure to show evidence of growth.

# Priority Problem Statements

**Problem Statement 1:** There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions.

**Root Cause 1:** Lack of knowledge and understanding of evidence based learning strategies and targeted interventions.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** There is a need to create and maintain systems to support high levels of learning for all.

**Root Cause 2:** Barriers exist within the current system for learning for all.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** 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 served through special education and English learners.

**Root Cause 3:** Lack of multiple data sources across the district used to show evidence of learner growth.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** 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 4:** Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.

**Root Cause 5:** Lack of aligned resources and system structures for counseling needs.

**Problem Statement 5 Areas:** School Processes & Programs

**Problem Statement 6:** There is a need to focus on mental health needs, social emotional and wellness needs for learners.

**Root Cause 6:** Barriers still exist with understanding/supporting/providing resources for all needs.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** There is a need to identify/elevate, communicate and evaluate additional measures of success for learners.

**Root Cause 7:** Lack of focus on the whole child and using multiple measure to show evidence of growth.

**Problem Statement 7 Areas:** Perceptions

**Problem Statement 8:** There is a need to remain culturally aware of our current learner needs.

**Root Cause 8:** Barriers exist due to a dynamic and continually changing learner roster and respective needs as new learners are accepted and courses are completed.

**Problem Statement 8 Areas:** Demographics

**Problem Statement 9:** There is a need to establish and maintain strong, positive relationships for all learners.

**Root Cause 9:** 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.

**Problem Statement 9 Areas:** Demographics

**Problem Statement 10:** There is a need to focus on the areas identified with significant dis-proportionality.

**Root Cause 10:** Percentage of Hispanic and African-American learners identified with discipline incidents. Percentage of achievement and growth for economically disadvantaged learners.

**Problem Statement 10 Areas:** Demographics

**Problem Statement 11:** There is a need to continue revisiting and improving efforts with safety and security for the campus.

**Root Cause 11:** Alignment with any new state requirements and possible areas identified as needs by leadership and safety/security personnel.

**Problem Statement 11 Areas:** School Processes & Programs

**Problem Statement 12:** 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 behavior growth.

**Root Cause 12:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the campus with new personnel.

**Problem Statement 12 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- 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
- 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

## 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 data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- 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
- Study of best practices

# Goals

Revised/Approved: September 1, 2023

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





**Performance Objective 1:** All PK-12th grade learners will be provided high quality Tier I instruction that is aligned to the TEKS.

## HB3 Goal

**Evaluation Data Sources:** 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 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 I instruction for learners                      - Aligned strategies being implemented that impact learner growth                      - Growth in differentiated experiences and scaffolding opportunities within the classroom environments                      - Professional learning provided by district and campus</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Campus Educators</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 3 - School Processes &amp; Programs 1</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 continue to occur.</p> <p><b>Strategy's Expected Result/Impact:</b> - Strengthen CCMR scores through learners prepping and then taking TSIA2 at CHS</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Counselor, Campus Educators</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1, 2 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</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            -Sustainability and support for campuses by providing aligned resources/training for educators, administrators and staff            - Growth in aligned instructional practices being implemented across the district</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Counselor, Campus Educators</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 3 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**





Demographics
<p><b>Problem Statement 2:</b> There is a need to focus on the areas identified with significant dis-proportionality. <b>Root Cause:</b> Percentage of Hispanic and African-American learners identified with discipline incidents. Percentage of achievement and growth for economically disadvantaged learners.</p>
<p><b>Problem Statement 3:</b> There is a need to remain culturally aware of our current learner needs. <b>Root Cause:</b> Barriers exist due to a dynamic and continually changing learner roster and respective needs as new learners are accepted and courses are completed.</p>
Student Learning
<p><b>Problem Statement 1:</b> There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. <b>Root Cause:</b> Lack of multiple data sources across the district used to show evidence of learner growth.</p>
<p><b>Problem Statement 3:</b> There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. <b>Root Cause:</b> Lack of knowledge and understanding of evidence based learning strategies and targeted interventions.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> There is a need to create and maintain systems to support high levels of learning for all. <b>Root Cause:</b> Barriers exist within the current system for learning for all.</p>
<p><b>Problem Statement 2:</b> There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. <b>Root Cause:</b> Lack of aligned resources and system structures for counseling needs.</p>
Perceptions
<p><b>Problem Statement 2:</b> There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. <b>Root Cause:</b> Lack of focus on the whole child and using multiple measure to show evidence of growth.</p>

**Goal 1: Personal Growth and Experiences:** We as VP@C 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 of all learners.

**Evaluation Data Sources:** 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 Details	Reviews			
<p><b>Strategy 1:</b> Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes through our Professional Learning Communities (PLCs) structures and processes.</p> <p><b>Strategy's Expected Result/Impact:</b> - Awareness, training and implementation of data analysis protocols                      - Growth and alignment in structures for Professional Learning Communities                      - Increased student achievement (academic, social emotional and behavioral)</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Counselor, Campus Educators</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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 through One Stop Shops of each program                      - Increased knowledge of educators with data analysis and differentiation of instruction                      - Ease on educators for viewing various pieces of data in one location                      - Increased monitoring of growth of learners in all content areas and social emotional skills (academic, social emotional, behavioral)</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Counselor, Campus Educators</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 1, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continued 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</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> Principal, Asst. Principal, Counselor, Campus Educators, Language Acquisition Specialist</p> <p><b>Problem Statements:</b> Demographics 2, 3 - Student Learning 1, 3 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</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 Strong, Great Expectations, Why Try 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> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Counselor, Campus Educators</p> <p><b>Problem Statements:</b> Demographics 1, 2, 3 - Student Learning 2, 3 - School Processes &amp; Programs 2, 3, 4 - Perceptions 1, 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:**

Demographics
<p><b>Problem Statement 1:</b> There is a need to establish and maintain strong, positive relationships for all learners. <b>Root Cause:</b> 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.</p>
<p><b>Problem Statement 2:</b> There is a need to focus on the areas identified with significant dis-proportionality. <b>Root Cause:</b> Percentage of Hispanic and African-American learners identified with discipline incidents. Percentage of achievement and growth for economically disadvantaged learners.</p>
<p><b>Problem Statement 3:</b> There is a need to remain culturally aware of our current learner needs. <b>Root Cause:</b> Barriers exist due to a dynamic and continually changing learner roster and respective needs as new learners are accepted and courses are completed.</p>

### Student Learning

**Problem Statement 1:** 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 served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district used to show evidence of learner growth.

**Problem Statement 2:** 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 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.

### School Processes & Programs

**Problem Statement 1:** There is a need to create and maintain systems to support high levels of learning for all. **Root Cause:** Barriers exist within the current system for learning for all.

**Problem Statement 2:** There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause:** Lack of aligned resources and system structures for counseling needs.

**Problem Statement 3:** There is a need to continue revisiting and improving efforts with safety and security for the campus. **Root Cause:** Alignment with any new state requirements and possible areas identified as needs by leadership and safety/security personnel.

**Problem Statement 4:** 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 behavior growth. **Root Cause:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the campus with new personnel.

### Perceptions

**Problem Statement 1:** There is a need to focus on mental health needs, social emotional and wellness needs for learners. **Root Cause:** Barriers still exist with understanding/supporting/providing resources for all needs.


**Problem Statement 2:** There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measure to show evidence of growth.


**Goal 2: Authentic Contributions:** We as VP@C 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 Pre-K through 12th grade learners will participate in at least two courses/activities focused on career, college and life readiness.


- Evaluation Data Sources:**
- Curriculum documents
  - Panorama Survey data
  - Opportunities for learners to express their future interests built into the learning design

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, College, and Military Readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> - Provide training that highlights real world application in Genius Hour lesson design</p> <ul style="list-style-type: none"> <li>- Increase use of business partners and resident experts to support curriculum connections</li> <li>- Increase learner awareness of career, college and life readiness opportunities</li> <li>- Counselor support for learners in selecting courses at the secondary level</li> <li>- Counselor support for learners in making post high school connections</li> <li>- Partnership with Dallas College and other entities for post graduation options and planning</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Classroom Educators</p> <p><b>Problem Statements:</b> Demographics 3 - School Processes &amp; Programs 1, 2 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 3:</b> There is a need to remain culturally aware of our current learner needs. <b>Root Cause:</b> Barriers exist due to a dynamic and continually changing learner roster and respective needs as new learners are accepted and courses are completed.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> There is a need to create and maintain systems to support high levels of learning for all. <b>Root Cause:</b> Barriers exist within the current system for learning for all.</p> <p><b>Problem Statement 2:</b> There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. <b>Root Cause:</b> Lack of aligned resources and system structures for counseling needs.</p>

## Perceptions

**Problem Statement 2:** There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. **Root Cause:** Lack of focus on the whole child and using multiple measure to show evidence of growth.





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

**Performance Objective 2:** All Pre-K through 12th grade 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.)

**Evaluation Data Sources:** Learner digital portfolios, digital resources, rubrics, goal setting forms/templates, learner presentations

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning.</p> <p><b>Strategy's Expected Result/Impact:</b> - Learner digital portfolios</p> <ul style="list-style-type: none"> <li>- CISD staff digital portfolios</li> <li>- Digital Portfolio continued training and implementation</li> <li>- Aligned expectations across campus throughout the year</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Classroom Educators, Digital Learning Coach</p> <p><b>Problem Statements:</b> Student Learning 1, 3 - Perceptions 2</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 and will provide opportunities for learners to showcase their understanding through hands-on experiences, using digital tools, and/or innovative and creative practices.</p> <p><b>Strategy's Expected Result/Impact:</b> - Performance Tasks in learning</p> <ul style="list-style-type: none"> <li>- Rubrics for academic and social-emotional growth</li> <li>- Goal setting forms/reflections</li> <li>- Digital presentations (video, media, etc.)</li> <li>- More intentional and detailed feedback for learners</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Classroom Educators, Digital Learning Coach, Language Acquisition Specialist</p> <p><b>Problem Statements:</b> Student Learning 1, 3</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 program (Turning Point) and explore ways which allow for possible expansion of the programs of study.</p> <p><b>Strategy's Expected Result/Impact:</b> - Targeted communication for staff, learners, families and the community to help build on understanding of the programs and increase enrollment</p> <ul style="list-style-type: none"> <li>- Long range budgeting needs/plans for district choice programs</li> <li>- Feedback from staff, learners and families on programs offered in CISD</li> <li>- District committee focused on efforts with exploring possible expansion, building programs, identifying needs</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There is a need to establish and maintain strong, positive relationships for all learners. <b>Root Cause:</b> 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.</p>
Student Learning
<p><b>Problem Statement 1:</b> There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. <b>Root Cause:</b> Lack of multiple data sources across the district used to show evidence of learner growth.</p>
<p><b>Problem Statement 3:</b> There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. <b>Root Cause:</b> Lack of knowledge and understanding of evidence based learning strategies and targeted interventions.</p>
Perceptions
<p><b>Problem Statement 2:</b> There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. <b>Root Cause:</b> Lack of focus on the whole child and using multiple measure to show evidence of growth.</p>



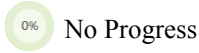
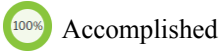
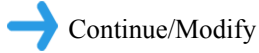

**Goal 3: Well-Being and Mindfulness:** We as VP@C will learn, engage, and work in a safe, inclusive and responsive environment.

**Performance Objective 1:** VP@C will continue to review current and create new curriculum documents, training and implement specific programs to provide needed support/resources for counseling and social emotional learning.

- Evaluation Data Sources:**
- Training resources
  - Threat Assessment Data
  - Panorama survey data
  - Teen Life Small Group evaluation

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Revise, update and implement Restorative Practices, Why Try, Great Expectations and Character Strong programs to include learning supports for social emotional learning and character education. Including the following character traits per TEA:</p> <ul style="list-style-type: none"> <li>- Courage</li> <li>- Trustworthiness, including honesty, reliability, punctuality, and loyalty</li> <li>- Integrity</li> <li>- Respect and courtesy</li> <li>- Responsibility, including accountability, diligence, perseverance, and self-control</li> <li>- Fairness, including justice and freedom from prejudice</li> <li>- Caring, including kindness, empathy, compassion, consideration, patience, generosity, and charity</li> <li>- Good citizenship, including patriotism, concern for the common good and the community, and respect for authority and the law</li> <li>- School pride</li> <li>- Gratitude</li> </ul> <p><b>Strategy's Expected Result/Impact:</b></p> <ul style="list-style-type: none"> <li>- Utilization of social-emotional curriculum supports within lesson design</li> <li>- Learner growth as indicated through survey/learner goals (academic and social emotional)</li> <li>- Implementation of social emotional support structures: class meetings, check-ins and restorative practices.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Counselor, Counselors, Campus Educators</p> <p><b>Problem Statements:</b> Demographics 1, 3 - Student Learning 1, 2, 3 - School Processes &amp; Programs 2 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue building on our 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            - Utilization of health curriculum supports for mental health within lesson design            - Learner growth as indicated through survey/learner goals            - Educator training on embedded supports</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst Principal, Counselor, Campus Educators</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June





**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> There is a need to establish and maintain strong, positive relationships for all learners. <b>Root Cause:</b> 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.</p>
<p><b>Problem Statement 3:</b> There is a need to remain culturally aware of our current learner needs. <b>Root Cause:</b> Barriers exist due to a dynamic and continually changing learner roster and respective needs as new learners are accepted and courses are completed.</p>
Student Learning
<p><b>Problem Statement 1:</b> There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. <b>Root Cause:</b> Lack of multiple data sources across the district used to show evidence of learner growth.</p>
<p><b>Problem Statement 2:</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 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.</p>
School Processes & Programs
<p><b>Problem Statement 2:</b> There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. <b>Root Cause:</b> Lack of aligned resources and system structures for counseling needs.</p>
Perceptions
<p><b>Problem Statement 1:</b> There is a need to focus on mental health needs, social emotional and wellness needs for learners. <b>Root Cause:</b> Barriers still exist with understanding/supporting/providing resources for all needs.</p>

**Goal 3: Well-Being and Mindfulness:** We as VP@C will learn, engage, and work in a safe, inclusive and responsive environment.

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</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>- District surveys focused on data collection for learner engagement, climate and culture, learner social emotional needs and learner concerns with bullying and cyberbullying</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst Principal, Counselor</p> <p><b>Problem Statements:</b> Demographics 2, 3 - Student Learning 1, 2, 3 - School Processes &amp; Programs 2, 3, 4</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:**

Demographics
<p><b>Problem Statement 2:</b> There is a need to focus on the areas identified with significant dis-proportionality. <b>Root Cause:</b> Percentage of Hispanic and African-American learners identified with discipline incidents. Percentage of achievement and growth for economically disadvantaged learners.</p>

### Demographics

**Problem Statement 3:** There is a need to remain culturally aware of our current learner needs. **Root Cause:** Barriers exist due to a dynamic and continually changing learner roster and respective needs as new learners are accepted and courses are completed.

### Student Learning

**Problem Statement 1:** 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 served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district used to show evidence of learner growth.

**Problem Statement 2:** 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 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.

### School Processes & Programs

**Problem Statement 2:** There is a need to ensure we are providing consistent counseling supports for all learners, staff and families. **Root Cause:** Lack of aligned resources and system structures for counseling needs.





**Problem Statement 3:** There is a need to continue revisiting and improving efforts with safety and security for the campus. **Root Cause:** Alignment with any new state requirements and possible areas identified as needs by leadership and safety/security personnel.

**Problem Statement 4:** 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 behavior growth. **Root Cause:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the campus with new personnel.

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

**Evaluation Data Sources:** PLC implementation rubric, Administrator/Educator feedback, Mentoring Supports and training, PL courses, Feedback surveys on training

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the campus including within professional learning opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> - Evidence of PLC/MTSS structures in professional learning                      - Increase use of data to support evidence-based decisions for professional learning                      - Department meetings, campus meetings, campus intervention/enrichment times                      - Support for new educators to the district with mentoring and building blocks for PLC/MTSS                      - Full implementation of Student Success Platform in Panorama using One Stop Shop from programs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst Principal, Campus Educators</p> <p><b>Problem Statements:</b> Demographics 2, 3 - Student Learning 1, 3 - School Processes &amp; Programs 4</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Calibrate, align and provide support for our district departments and campuses concerning needs for professional learning.</p> <p><b>Strategy's Expected Result/Impact:</b> -Continue building use of training within PowerSchool Professional Learning                      - Promote CISD 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 to ensure continuity and sustainability in the planning process</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst Principal, Campus Educators</p> <p><b>Problem Statements:</b> Demographics 3 - Student Learning 3 - School Processes &amp; Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> There is a need to focus on the areas identified with significant dis-proportionality. <b>Root Cause:</b> Percentage of Hispanic and African-American learners identified with discipline incidents. Percentage of achievement and growth for economically disadvantaged learners.</p>

### Demographics

**Problem Statement 3:** There is a need to remain culturally aware of our current learner needs. **Root Cause:** Barriers exist due to a dynamic and continually changing learner roster and respective needs as new learners are accepted and courses are completed.

### Student Learning

**Problem Statement 1:** 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 served through special education and English learners. **Root Cause:** Lack of multiple data sources across the district used to show evidence of learner growth.

**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.

### School Processes & Programs





**Problem Statement 1:** There is a need to create and maintain systems to support high levels of learning for all. **Root Cause:** Barriers exist within the current system for learning for all.

**Problem Statement 4:** 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 behavior growth. **Root Cause:** Lack of alignment in current systems of behavior support, classroom and building expectations and restorative practices across the campus with new personnel.

**Goal 4:** Organizational Improvement and Strategic Design: We as VP@C 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:** VP@C will continue to investigate, implement and evaluate tools/resources/assessments that monitor growth within the educational system.

**Evaluation Data Sources:** Utilization of aligned resources purchased by the district, District/Campus common formative assessments, Online district pamphlet created with quantitative/qualitative data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue researching, developing and implementing a CISD Community Based Accountability System.</p> <p><b>Strategy's Expected Result/Impact:</b> - Online campus website content created with quantitative and qualitative data - Showcase learner growth of the whole child</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, Counselor, Campus Educators</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1 - School Processes &amp; Programs 3 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Problem Statements:**





<b>Demographics</b>
<p><b>Problem Statement 2:</b> There is a need to focus on the areas identified with significant dis-proportionality. <b>Root Cause:</b> Percentage of Hispanic and African-American learners identified with discipline incidents. Percentage of achievement and growth for economically disadvantaged learners.</p>
<b>Student Learning</b>
<p><b>Problem Statement 1:</b> There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted goals, with emphasis on learners who are served through special education and English learners. <b>Root Cause:</b> Lack of multiple data sources across the district used to show evidence of learner growth.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 3:</b> There is a need to continue revisiting and improving efforts with safety and security for the campus. <b>Root Cause:</b> Alignment with any new state requirements and possible areas identified as needs by leadership and safety/security personnel.</p>
<b>Perceptions</b>
<p><b>Problem Statement 2:</b> There is a need to identify/elevate, communicate and evaluate additional measures of success for learners. <b>Root Cause:</b> Lack of focus on the whole child and using multiple measure to show evidence of growth.</p>

**Goal 4:** Organizational Improvement and Strategic Design: We as VP@C 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:** VP@C will continue to review and maintain safety and security practices and will implement any additional strategies/protocols put in place by the state.

- Evaluation Data Sources:** - Safety and security drills
- Door sweeps
  - Safety and security training for all staff
  - Safety and security training for learners
  - Continued implementation of Raptor
  - Communication for families

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> - Aligned campus practices for safety and security with the district</p> <ul style="list-style-type: none"> <li>- Aligned training for staff and learners</li> <li>- Safety of learners and staff</li> <li>- Communication to all stakeholders about safety and practices</li> <li>- Continued implementation of door sweeps on campus at least once each week during instructional days</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal, Asst. Principal, SRO, Counselor</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 3:</b> There is a need to continue revisiting and improving efforts with safety and security for the campus. <b>Root Cause:</b> Alignment with any new state requirements and possible areas identified as needs by leadership and safety/security personnel.</p>
Perceptions
<p><b>Problem Statement 1:</b> There is a need to focus on mental health needs, social emotional and wellness needs for learners. <b>Root Cause:</b> Barriers still exist with understanding/supporting/providing resources for all needs.</p>



# State Compensatory

## Budget for Victory Place @ Coppel

**Total SCE Funds:** \$872,429.00

**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 instructional coach, designed to eliminate any disparity in performance in on 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 a compensatory, intensive, or accelerated instruction program under the TEC, §48.104(1)(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 staff 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 = \$809,504 (salaries/benefits/subs) • 6200s = \$7,150 (campus budgeted) • 6300s = \$32,400 (campus budgeted supplies) • 6400s = \$23,375 (campus budgeted) • TOTAL: 872,429

# A Site Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Cindi Osborne	Principal
Administrator	Juli Springer	Asst. Principal
Classroom Teacher	Stephanie Turner	Educator
Classroom Teacher	Allison Stephens	Educator
Non-classroom Professional	LaQueena Garcia	Counselor
Classroom Teacher	Diane de Waal	Educator
Classroom Teacher	Britany Galiger	Educator
Classroom Teacher	Josh Sonnenberg	Educator
Classroom Teacher	Barbara Smith	Educator
Parent	Kenneth Schwantner	Parent
Community Representative	Karen Nix	Community Representative
Business Representative	Juan Rodriguez	Business Rep
District-level Professional	Annelise Ford	District-level Professional