Coppell Independent School District

Victory Place @ Coppell

2022-2023 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

Demographics

Demographics Summary

STAFFING

VP@C employed 6 educators and 1 instructional aide in the 2021-22 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 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 83.3% of the educators and males represented 16.6%.

Overall, our educators had a varying level of professional experience: 0% (0) were new to teaching with 0-1 years of experience, 16.6% (1) had 2-5 years, 16.6% (1) had 6-10 years, 33.3% (2) had 11-15 years, 33.3% (2) had 16-20 years, and 0% (0) had more than 20 years. Looking at longevity within the district, 16.6% of our teachers had 0-1 years in district, 33.3% had 2-5 years, 0% had 6-10 years, 33.3% had 11-15 years, 16.6% had 16-20 years and 0% had more than 20 years. The average years of professional experience was 12.5 with 8.2 years in the district.

 Advanced degrees were held by 33.3% of our teachers: 2 with master's degrees. 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.

Demographics Strengths

* Staff Retention Rate from 2020-21 to 2021-22 (82%)

* 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 continually review strategies to support ESL/ELL, SpEd and 504 identified learners within an accelerated, alternative, academic environment while meeting Great Expectations standards. **Root Cause:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

Problem Statement 2 (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.

Problem Statement 3 (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.

Student Learning

Student Learning Summary

Turning Point learners demonstrated overall above average passing rates on STAAR End-Of-Course exams of Algebra 1 (2 of 3 passed), Biology (2 of 3 passed), English 1 (2 of 2 passed), English 2 (4 of 6 passed), and US History (14 of 16 passed). Of the 30 EOC exams administered to Turning Point learners, 24 (80%) received passing scores. Current area of focus are with our learners identified as EB or SpEd, as they made up all non-passers. The majority of learners that had unsuccessful attempts at other campuses, but were able to pass with remediation.

Course completion totals and graduation rates are significant in the accelerated environment. 68 (84%) learners met graduation requirements resulting in 7.5% of the CHS Senior Class of 2022 from Turning Point. Five student withdrew or returned to CHS and 8 students will continue as seniors next year. Approximately 584 courses were completed by 75 learners during the year. Breakdown of learners include: 7 EB (9%), 10 SpEd (13%), 22 Sec 504 (29%), 39 total learners EB/SpEd/504 (52%). 53 (71%) learner were considered At-Risk and 29 (39%) 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 and grades 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 2021-2022, 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 for House Bill 4545 - 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 has a high graduation total of 68 learners in the Class of 2022.

* Compass DAEP has a high success rate of 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 reduce STAAR End-of-Course failures in English 1 & English 2 in all groups, but particularly those identified ESL/LEP, Special Education and Section 504. **Root Cause:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

Problem Statement 2 (Prioritized): There is a need to support the needs of students/families with extraordinary needs (student parenthood, students with extreme health issues, family dysfunction). **Root Cause:** Barriers exist in providing connection of student/family needs with possible community and area resources.

Problem Statement 3 (Prioritized): There is a need to continually refine the rigor and learning outcomes of the Genius Hour lessons to ensure they meets the level of need for current learners. **Root Cause:** Barriers exist in setting challenging and rigorous learning targets meaningful to most learners due to the varying abilities, prior knowledge and constant roster changes of a dynamic population.

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 2021-2022 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 and strategize learner progress and another to clarify and communicate professional learning and/or daily operations 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 WhyTry Resilience Program also serves as a basis for social-emotional and character education lesson development. Restorative Practices 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. Compass educators customize courses for DAEP learners according to directives by the home campus educator. 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.

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 daily 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, WhyTry, Physical Wellness, Counseling and brain breaks to allow 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 2021-22) with focus on 17 Classroom Practices and Life Principles.

* WhyTry character and resiliency curriculum and Genius Hour lessons

* Restorative Practices Relationship Centered Learning strategies

* Learner access 24/7 to rigorous Edgenuity coursework which includes CISD High Priority Learning Standards (where available)

* 100% of staff was highly qualified and certified additionally in Special Education and ESL. New staff will be required to compete in 1 year.

* Strong intervention responses and adjustments to struggling learners.

* High Priority Learning Standards all core content areas.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a continual need to assess the safety practices, procedures, and protocols on our campus. **Root Cause:** Due to the nature of our campus and the programs we serve (i.e. DAEP).

Problem Statement 2 (Prioritized): There is a continued need for the implementation of post-secondary goal setting: career, college and military readiness **Root Cause:** The need for re-adjusted learner priorities in an accelerated setting where graduation is imminent

Problem Statement 3 (Prioritized): Due to the impact of COVD-19 there is a need to design and create processes and learning experiences that help our learners remain engaged, connected, and learning at high levels. **Root Cause:** COVID-19 impact to instruction

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 any social-emotional or academic needs. Compass DAEP establishes an extremely structured environment for safety and as a consequence for learner 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. Our motto is "Every day is an opportunity to RESET" and our belief is to help learners believe in themselves.

Following completion of graduation requirements in Turning Point or a disciplinary placement in Compass DAEP, EXIT/Transition meetings are held with learner, parent and administration to receive feedback regarding effectiveness of VP@C strategies. Compass learners are further supported with a meeting at their home campus with administrators 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 6 (2015-16 to 2021-22) 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.

* Parent participation with Counselor and learner in Post High School planning meetings.

* 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 the social emotional wellness of learners. **Root Cause:** Greater focus on academic learning instead of focusing on the whole child.

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

Priority Problem Statements

Problem Statement 2: There is a need to continually review strategies to support ESL/ELL, SpEd and 504 identified learners within an accelerated, alternative, academic environment while meeting Great Expectations standards.

Root Cause 2: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

Problem Statement 2 Areas: Demographics

Problem Statement 6: There is a need to reduce STAAR End-of-Course failures in English 1 & English 2 in all groups, but particularly those identified ESL/LEP, Special Education and Section 504.

Root Cause 6: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

Problem Statement 6 Areas: Student Learning

Problem Statement 8: There is a continual need to assess the safety practices, procedures, and protocols on our campus.

Root Cause 8: Due to the nature of our campus and the programs we serve (i.e. DAEP).

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 4: There is a need to focus on the social emotional wellness of learners.

Root Cause 4: Greater focus on academic learning instead of focusing on the whole child.

Problem Statement 4 Areas: Perceptions

Problem Statement 3: There is a need to remain culturally aware of our current learner needs.

Root Cause 3: 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 3 Areas: Demographics

Problem Statement 9: There is a need to support the needs of students/families with extraordinary needs (student parenthood, students with extreme health issues, family dysfunction).

Root Cause 9: Barriers exist in providing connection of student/family needs with possible community and area resources.

Problem Statement 9 Areas: Student Learning

Problem Statement 10: There is a continued need for the implementation of post-secondary goal setting: career, college and military readiness

Root Cause 10: The need for re-adjusted learner priorities in an accelerated setting where graduation is imminent

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 5: There is a need to identify and elevate additional measures of success for learners.

Root Cause 5: Lack of focus on the whole child and using multiple measure to show evidence of growth.

Problem Statement 5 Areas: Perceptions

Problem Statement 1: There is a need to establish and maintain strong, positive relationships for all learners.

Root Cause 1: 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 1 Areas: Demographics

Problem Statement 7: There is a need to continually refine the rigor and learning outcomes of the Genius Hour lessons to ensure they meets the level of need for current learners.

Root Cause 7: Barriers exist in setting challenging and rigorous learning targets meaningful to most learners due to the varying abilities, prior knowledge and constant roster changes of a dynamic population.

Problem Statement 7 Areas: Student Learning

Problem Statement 11: Due to the impact of COVD-19 there is a need to design and create processes and learning experiences that help our learners remain engaged, connected, and learning at high levels.

Root Cause 11: COVID-19 impact to instruction

Problem Statement 11 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
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- 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
- 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 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-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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/TELPAS data, TTESS Walks, STAAR-tested Course Assessment Data, Professional Learning opportunities

Strategy 1 Details			Reviews			
Strategy 1: 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.			**Formative**			**Summative**
			Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Through use of Tier I instructional strategies, EOC scores will increase. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Campus Educators **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 3						
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to continually review strategies to support ESL/ELL, SpEd and 504 identified learners within an accelerated, alternative, academic environment while meeting Great Expectations standards. **Root Cause**: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.
Student Learning
Problem Statement 1: There is a need to reduce STAAR End-of-Course failures in English 1 & English 2 in all groups, but particularly those identified ESL/LEP, Special Education and Section 504. **Root Cause**: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.
School Processes & Programs
Problem Statement 3: Due to the impact of COVD-19 there is a need to design and create processes and learning experiences that help our learners remain engaged, connected, and learning at high levels. **Root Cause**: COVID-19 impact to instruction

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 all learners.

Evaluation Data Sources: VP@C Weekly Reports/Course completions, Edgenuity Reports Documentation Logs, STAAR/TELPAS data, Panorama, Professional Learning Community data, Genius Hour lessons, T-TESS Walk-Throughs, TP Learner Applications & Profiles, Compass Profiles, Attendance.

Strategy 1 Details	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Educators will become profecient at the utilization of data to answer the 4 PLC questions. **Staff Responsible for Monitoring:** Principal, Asst. Principal Campus Educators **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
Strategy 2: Continued training and support for understanding and implementing MTSS (Multi-Tiered Systems of Support) will occur.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: As educators become more proficient with understanding and implementing MTSS, learners will show an increase in EOC passing rates and higher completion of required courses for graduation. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Counselor, Campus Educators **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 3				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a need to continually review strategies to support ESL/ELL, SpEd and 504 identified learners within an accelerated, alternative, academic environment while meeting Great Expectations standards. **Root Cause**: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

Student Learning
Problem Statement 1: There is a need to reduce STAAR End-of-Course failures in English 1 & English 2 in all groups, but particularly those identified ESL/LEP, Special Education and Section 504. **Root Cause**: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

School Processes & Programs
Problem Statement 3: Due to the impact of COVD-19 there is a need to design and create processes and learning experiences that help our learners remain engaged, connected, and learning at high levels. **Root Cause**: COVID-19 impact to instruction

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 3: Student achievement and progress levels will exceed state standards/averages for all student groups.

  Evaluation Data Sources: -Increased learner academic achievement.
  - Professional Learning Community data.
  - Healthy learner social-emotional skills development based on Panorama survey data.

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and training to support educators to identify the proficiency levels of Emergent Bilingual Learners and plan appropriate classroom instructional strategies.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Emergent Bilingual Learners will show increase in course completion and EOC scores. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Counselor, Campus Educators **Problem Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 3				

Strategy 2 Details	Reviews			
Strategy 2: Provide resources and specific training emphasizing how we can best help to support and provide appropriate interventions for our Special Education, 504, English Learners, Migrant Learners, Tier II and Tier III learners, and GTI learners with their overall academic/social emotional needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Idenified subpopulations will show an increase in the VP Panorama survey results along with an increase in course completion and EOC passing rates. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Counselor, Campus Educators **Problem Statements:** Demographics 1, 2 - Student Learning 1 - School Processes & Programs 2, 3 - Perceptions 1, 2				

Strategy 3 Details	Reviews			
Strategy 3: Implement specific tutoring plans, per House Bill 4545, that focus on learners who have not met standard on state assessments and are in need of additional learning support.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase passing rate on retesters and first time testers on the EOC STAAR				

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

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

 No Progress   **Accomplished**   **Continue/Modify**   **Discontinue**

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a need to continually review strategies to support ESL/ELL, SpEd and 504 identified learners within an accelerated, alternative, academic environment while meeting Great Expectations standards. **Root Cause**: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.
Problem Statement 2: 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 reduce STAAR End-of-Course failures in English 1 & English 2 in all groups, but particularly those identified ESL/LEP, Special Education and Section 504. **Root Cause**: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

School Processes & Programs
Problem Statement 2: There is a continued need for the implementation of post-secondary goal setting: career, college and military readiness **Root Cause**: The need for re-adjusted learner priorities in an accelerated setting where graduation is imminent
Problem Statement 3: Due to the impact of COVD-19 there is a need to design and create processes and learning experiences that help our learners remain engaged, connected, and learning at high levels. **Root Cause**: COVID-19 impact to instruction

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child.
Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measure to show evidence of growth.

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 4: Meaningful relationships that promote efficacy and achievement of all learners will be established and maintained.

Evaluation Data Sources: VP@C Weekly Reports/Course completions, Edgenuity Reports Documentation Logs, STAAR/TELPAS data, Professional Learning Community data, Genius Hour lessons, T-TESS Walk-Throughs, TP Learner Applications and Profiles, Compass Profiles, Attendance.

Strategy 1 Details	Reviews			
Strategy 1: Continue implementation of Great Expectations practices and strategies that promote meaningful relationships (#1, #2, #6, #12, #13, #14, #17).	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Increased attendance and engagement in school activities -Connectedness between learner & educator for a climate conducive to productivity and healthy living -Decrease in unhealthy choices -Improve interpersonal relationships **Staff Responsible for Monitoring:** Principal, Asst. Principal, Campus Educators **Problem Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3 - Perceptions 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: Provide resources and specific training with focus on Restorative Practices emphasizing how we can best help to support and provide appropriate connectedness for all VP learners increasing their overall academic/social emotional needs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: -Increase Mentor/Learner connectedness and confidence to support engaged and active learning. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Counselor, Campus Educators **Problem Statements:** Demographics 2, 3 - Student Learning 2, 3 - School Processes & Programs 1 - Perceptions 1, 2				

Strategy 3 Details	Reviews			
Strategy 3: Continue implementation, review, & refinement of Why Try lessons through both Compass and Turning Point programs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact:				

-Increase Educator/Learner connectedness and confidence to support goal-setting and growth mindset activities.
-Improve interpersonal relationships
Staff Responsible for Monitoring: Principal, Asst Principal, Counselor, Campus Educators

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

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✗ Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: There is a need to continually review strategies to support ESL/ELL, SpEd and 504 identified learners within an accelerated, alternative, academic environment while meeting Great Expectations standards. **Root Cause**: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.
Problem Statement 2: 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.
Problem Statement 3: 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.
Student Learning
Problem Statement 1: There is a need to reduce STAAR End-of-Course failures in English 1 & English 2 in all groups, but particularly those identified ESL/LEP, Special Education and Section 504. **Root Cause**: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.
Problem Statement 2: There is a need to support the needs of students/families with extraordinary needs (student parenthood, students with extreme health issues, family dysfunction). **Root Cause**: Barriers exist in providing connection of student/family needs with possible community and area resources.
Problem Statement 3: There is a need to continually refine the rigor and learning outcomes of the Genius Hour lessons to ensure they meets the level of need for current learners. **Root Cause**: Barriers exist in setting challenging and rigorous learning targets meaningful to most learners due to the varying abilities, prior knowledge and constant roster changes of a dynamic population.
School Processes & Programs
Problem Statement 1: There is a continual need to assess the safety practices, procedures, and protocols on our campus. **Root Cause**: Due to the nature of our campus and the programs we serve (i.e. DAEP).
Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child.

Perceptions
Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple 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: Provide training and resources to educators enhancing curriculum connections to real world application in learning.

    Evaluation Data Sources: Graduation exit surveys, Genius hour lesson plans, TTESS observations/walks

Strategy 1 Details	Reviews			
Strategy 1: Both Compass and Turning Point learners will participate in at least two courses/activities focused on career, college and life readiness.	**Formative**			**Summative**
Strategy's Expected Result/Impact: - Increase learner awareness of career opportunities and selection of a pathway **Staff Responsible for Monitoring:** Principal, Counselor **Problem Statements:** Demographics 2, 3 - Student Learning 2, 3 - School Processes & Programs 2 - Perceptions 2	**Nov**	**Feb**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 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.
Problem Statement 3: 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.

Student Learning
Problem Statement 2: There is a need to support the needs of students/families with extraordinary needs (student parenthood, students with extreme health issues, family dysfunction). **Root Cause**: Barriers exist in providing connection of student/family needs with possible community and area resources.
Problem Statement 3: There is a need to continually refine the rigor and learning outcomes of the Genius Hour lessons to ensure they meets the level of need for current learners. **Root Cause**: Barriers exist in setting challenging and rigorous learning targets meaningful to most learners due to the varying abilities, prior knowledge and constant roster changes of a dynamic population.

School Processes & Programs
Problem Statement 2: There is a continued need for the implementation of post-secondary goal setting: career, college and military readiness **Root Cause**: The need for re-adjusted learner priorities in an accelerated setting where graduation is imminent

Perceptions
Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple 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 VP@C Turning Point learners will have multiple opportunities to highlight and showcase evidence of academic, social emotional learning and interest/passions. (i.e. digital portfolios, presentations, goal setting tools)

    Evaluation Data Sources: Learner digital portfolios, Goal setting forms, 4B Presentations

Strategy 1 Details		Reviews			

Strategy 1: Educators will assess their learners in a variety of ways while providing opportunities for learners to showcase their understanding through hands-on experiences, using digital tools, and/or innovative and creative practices.
    Strategy's Expected Result/Impact: -Learning goals and reflections
-Formative feedback for learners
-4B Presentations
    Staff Responsible for Monitoring: Principal, Asst Principal, Campus Educators
 	
    Problem Statements: Demographics 2 - Student Learning 3 - School Processes & Programs 2 - Perceptions 2
		Formative			**Summative**

		Nov	Feb	Apr	June

Strategy 2 Details		Reviews			

Strategy 2: Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting the processes and products of learning.
    Strategy's Expected Result/Impact: Learners will have the ability to demonstrate their learning through a collection of artifacts to the community.
    Staff Responsible for Monitoring: Asst Principal, Educators
 	
    Problem Statements: School Processes & Programs 2 - Perceptions 2
		Formative			**Summative**

		Nov	Feb	Apr	June
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 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 3: There is a need to continually refine the rigor and learning outcomes of the Genius Hour lessons to ensure they meets the level of need for current learners. **Root Cause**: Barriers exist in setting challenging and rigorous learning targets meaningful to most learners due to the varying abilities, prior knowledge and constant roster changes of a dynamic population.

School Processes & Programs
Problem Statement 2: There is a continued need for the implementation of post-secondary goal setting: career, college and military readiness **Root Cause**: The need for re-adjusted learner priorities in an accelerated setting where graduation is imminent

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

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: Panorama Survey Data, TP Parent/Learner Surveys & Exit Meetings, TP Learner Profiles and Interview data, Compass Orientation Meeting data, Compass Transition Surveys & meetings, Counseling feedback, CISD Crisis Counselor data

Strategy 1 Details	Reviews			
Strategy 1: 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:	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
- 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:** - Increase in positive learner behaviors - Successful demonstration of Resiliency and Self-Control Life Principles - Increase in learner self-advocacy and communication skills addressing needs - Increased community building in classrooms adopting this practice. - Reduced discipline and behavior incidents, specifically incidents involving student conflict. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Counselor, Campus Educators **Problem Statements:** Demographics 2, 3 - Student Learning 2, 3 - Perceptions 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: Update and integrate curriculum supports for implementation of new 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), through the use of Restorative Practices, Why Try, Great Expectations, Character Strong curriculums and the SOS survey.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Increase in positive learner behaviors - Successful demonstration of Resiliency and Self-Control Life Principles - Increase in learner self-advocacy and communication skills addressing needs - Increased community building in classrooms adopting this practice. - Reduced discipline and behavior incidents, specifically incidents involving student conflict. **Staff Responsible for Monitoring:** Principal, Asst Principal, Counselor, Campus Educators **Problem Statements:** Demographics 2, 3 - Student Learning 2 - Perceptions 1, 2				

Strategy 3 Details	Reviews			
Strategy 3: Align implementation of social emotional support structures: class meetings, check-ins and restorative practices through the use of the Restorative Practices, Why Try, Great Expectations, Character Strong curriculum.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: - Increase in positive learner behaviors - Successful demonstration of Resiliency and Self-Control Life Principles - Increase in learner self-advocacy and communication skills addressing needs - Increased community building in classrooms adopting this practice. - Reduced discipline and behavior incidents, specifically incidents involving student conflict. **Staff Responsible for Monitoring:** Principal, Asst Principal, Counselor, Campus Educators **Problem Statements:** Demographics 2, 3 - Student Learning 2 - Perceptions 1, 2				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 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.
Problem Statement 3: 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.

Student Learning
Problem Statement 2: There is a need to support the needs of students/families with extraordinary needs (student parenthood, students with extreme health issues, family dysfunction). **Root Cause**: Barriers exist in providing connection of student/family needs with possible community and area resources.
Problem Statement 3: There is a need to continually refine the rigor and learning outcomes of the Genius Hour lessons to ensure they meets the level of need for current learners. **Root Cause**: Barriers exist in setting challenging and rigorous learning targets meaningful to most learners due to the varying abilities, prior knowledge and constant roster changes of a dynamic population.
Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child.
Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measure to show evidence of growth.

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: Achievement and placement data by diverse populations, Training resources and attendees, Discipline data, Panorama Survey data

Strategy 1 Details	Reviews			
Strategy 1: 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.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in equitable practices and interventions/supports for diverse learners. **Staff Responsible for Monitoring:** Principal, Asst Principal, Counselor **Problem Statements:** Demographics 2, 3 - Student Learning 2 - Perceptions 1				
Strategy 2 Details	**Reviews**			
Strategy 2: Review and analyze discipline data for the CISD COMPASS DAEP program to evaluate equitable practices for placements resulting in removal from campus for all learners.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in equitable practices and interventions/supports for diverse learners **Staff Responsible for Monitoring:** Principal Asst Principal **Problem Statements:** Demographics 2, 3 - Student Learning 2 - Perceptions 1, 2				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 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.
Problem Statement 3: 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.

Student Learning
Problem Statement 2: There is a need to support the needs of students/families with extraordinary needs (student parenthood, students with extreme health issues, family dysfunction). **Root Cause**: Barriers exist in providing connection of student/family needs with possible community and area resources.

Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners. **Root Cause**: Greater focus on academic learning instead of focusing on the whole child.
Problem Statement 2: There is a need to identify and elevate additional measures of success for learners. **Root Cause**: Lack of focus on the whole child and using multiple measure to show evidence of growth.

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 training and implementation data/feedback, PLC meeting agendas

Strategy 1 Details	Reviews			
Strategy 1: Continue embedding Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the campus including within professional learning opportunities.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - Increase use of data to support evidence-based decisions for professional learning.
-Effective and intentional evidence-based decisions/strategies to support learner achievement.
    Staff Responsible for Monitoring: Principal, Asst Principal, Campus PLC Leadership Team
 	
    Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Calibrate, align and provide support for our district departments and campuses concerning needs for professional learning.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: - Increase use of data to support evidence-based decisions for professional learning.
-Effective and intentional evidence-based decisions/strategies to support learner achievement.
    Staff Responsible for Monitoring: Principal, Asst Principal, Campus PLC Leadership Team
 	
    Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a need to continually review strategies to support ESL/ELL, SpEd and 504 identified learners within an accelerated, alternative, academic environment while meeting Great Expectations standards. **Root Cause**: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

Student Learning
Problem Statement 1: There is a need to reduce STAAR End-of-Course failures in English 1 & English 2 in all groups, but particularly those identified ESL/LEP, Special Education and Section 504. **Root Cause**: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

School Processes & Programs
Problem Statement 1: There is a continual need to assess the safety practices, procedures, and protocols on our campus. **Root Cause**: Due to the nature of our campus and the programs we serve (i.e. DAEP).

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 and provide tools/strategies in order to create a comprehensive, balanced assessment system as a means to monitor student growth and to inform instructional practices.

    Evaluation Data Sources: Campus data on CBAS dashboard.

Strategy 1 Details				Reviews			
Strategy 1: Continue researching, developing and implementing a CISD Community Based Accountability System.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Implemented practices in all core areas that become the pillars that all campus decisions are filtered through. **Staff Responsible for Monitoring:** Principal, Asst. Principal, Campus Educators				**Nov**	**Feb**	**Apr**	**June**
0% No Progress		100% Accomplished		→ Continue/Modify		✗ Discontinue	

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 work to implement any additional strategies/protocols put in place by the state.

> **Evaluation Data Sources:** Saftey audits, Effectiveness data from Raptor Alert, Campus walks/door checks, Discipline Behavior Incident Logs, Lockdown/Fire Drill/Safety Drill Logs, Campus supervision protocols

Strategy 1 Details	Reviews			
Strategy 1: Ensure all safety drills take place within the district and specific training for staff and learners concerning safety practices occurs.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Safe and secure campus for all stakeholders. **Staff Responsible for Monitoring:** Principal, Asst. Principal **Problem Statements:** Demographics 3 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Implement door sweeps on campuses and district buildings at least once each week during instructional days.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Safe and secure campus for all stakeholders.	**Nov**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Asst. Principal **Problem Statements:** Demographics 3 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
Strategy 3: Ensure both Compass DAEP and Turning Point AEP safety protocol and procedures are enforced and adapted as required.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Safe and secure campus for all stakeholders. **Staff Responsible for Monitoring:** Principal, Asst. Principal **Problem Statements:** Demographics 3 - School Processes & Programs 1				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: 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.

School Processes & Programs
Problem Statement 1: There is a continual need to assess the safety practices, procedures, and protocols on our campus. **Root Cause**: Due to the nature of our campus and the programs we serve (i.e. DAEP).