

Coppell Independent School District
Victory Place @ Coppell
2025-2026 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

Coppel ISD Values:

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

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

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

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

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Comprehensive Needs Assessment

Demographics

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. For the 2025-2026 school year, Coppell ISD will have 10 elementary schools.

STAFFING

Victory Place @ Coppell employed 6 educators and 1 instructional aide in the 2024-25 school year. The number of teachers decreased by 1 from the prior year while the number of aides remained the same. The ethnic breakdown for the teaching staff was 16.7% Asian and 83.3% White. Females made up 83.3% of the educators and males represented 16.7%.

Overall, our educators had a varying level of professional experience: 16.7% (1) had 2-5 years, 16.7% (1) had 6-10 years, 33.3% (2) had 11-15 years, and 33.3% (2) had more than 20 years. Looking at longevity within the district, 50% of our teachers had 0-1 years in district and 50% had 2-5 years. The average years of professional experience was 14 with 2 years in the district.

Advanced degrees were held by 33.3% of our teachers: 2 with master's degrees and 0 with doctorates. Our campus principal had 27 years of career experience in a professional position (not necessarily as a principal) and 1 year in Coppell. Our assistant principal had an average of 14 years of professional experience and 14 years in the district.

We hired 2 new teachers in 2024-25. The characteristics of our new teachers were as follows: 50% Asian, 50% White, 50% female, 50% male, 50% with 2-5 years of professional experience, 50% with 11-15 years and 100% new to the campus. The average years of professional experience was 7.5 with 0 years in the district. 50% of our new teachers had advanced degrees.

Demographics Strengths

- * 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.

Problem Statement 4 (Prioritized): There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs

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

Problem Statement 5 (Prioritized): There is a need to strengthen recruiting, hiring, mentoring, and retention systems to keep individuals in public education.

Root Cause: Lack of individuals choosing to work in public education.

Student Learning

Student Learning Summary

Turning Point learners demonstrated excellent passing rates on STAAR End-Of-Course exams for Algebra 1 (5/5 passed: 100%) and US History (13/13 passed: 100%). Passing rates for English I and English II were less than average with non-passers being predominantly EB learners. In English I, 3/7 passed (42.8%) with 100% of non-passers being EB students. In English II, 5/14 students passed (37.5%) with 5/8 (62.5%) of non-passers being EB students. Our current area of focus will be EB learners. Non-passers were able to meet graduation requirements through the IGC process.

Course completion totals and graduation rates are significant in the accelerated environment. 47/55 learners met graduation requirements. Three students withdrew or returned to CHS and five students will continue as seniors in fall of 2025. 491 courses were completed by 55 learners during the year for a total of 209.5 credits. Of the 55 learners the following are included: 6 EB (10.9%), 4 SpEd (7.2%), 17 Sec 504 (31%) . 40 (73%) of learners were considered At-Risk and 9 (16.3%) 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. This year, Compass served 40 students in DAEP with 33 Mandatory placements and 7 discretionary placements ranging from 15-60 days. 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. Of the 40 learners in Compass, the following are included: 6 EB (15%%), 10 SpEd (25%), 4 Sec 504 (10%), 15 (38%) qualified for free/reduced lunch and 15 (38%) placements were Drug-Alcohol related.

As we go into 2025-2026, 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
- Edgenuity Course Completion and timeline data
- 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 graduation total of 47 learners in the Class of 2025.

- * 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.

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 growth; with emphasis on at risk, special education, 504, emergent bilingual, and economically disadvantaged 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 implementation of evidence based learning strategies and targeted interventions.

Problem Statement 4 (Prioritized): There is a need to continue focusing on attendance of learners, (monitoring, intervention plans, attendance incentives/promotion).

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

Problem Statement 5 (Prioritized): There is a need to continue seeking and analyzing new sources of data in order to accurately identify current strengths and needs in order to target instruction.

Root Cause: Lack of current student academic performance data through Edgenuity.

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 2024-2025 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 weekly to review learner progress and 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 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 Edgenuity or Schoology 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 as well as multiple field trips to include post-secondary options, ideas and opportunities 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 weekly implementation 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 focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying, communicating, and evaluating additional measures of success for learners (academic, behavioral, social/emotional).

Root Cause: Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral, and social emotional health.

Problem Statement 2 (Prioritized): There is a need to focus on health enrichment curriculum with Health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including suicide-related risk factors and warning signs.

Root Cause: Need to build and expand resources and programs

Problem Statement 3 (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 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: Need for full implementation with current systems of behavior support, restorative practices, and classroom and building expectations.

Problem Statement 5 (Prioritized): There is a need to continue revisiting and improving efforts with safety and security for the campus.

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

Problem Statement 6 (Prioritized): There is a need to continue efforts with CCMR including CTE enrichment opportunities and increase TSIA participation through oTexas College Bridge Opportunities.

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

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 implementation with focus on 17 Classroom Practices and Life Principles.
- * High level of supervision and campus practices/protocols for consistent implementation and low incidents of serious learner misconduct.
- * Parent/learner participation in Turning Point interviews and Compass orientation meetings as well as EXIT/Transition meetings and surveys.
- * 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 and staff.

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

Problem Statement 3 (Prioritized): There is a need to educate important stakeholders regarding special programs provided.

Root Cause: There are some remaining misconceptions regarding students who can be served at Victory Place and how curriculum is delivered in our special programs

Problem Statement 4 (Prioritized): There is a need to collect relevant survey and perceptions data at Victory Place

Root Cause: Surveys for students who attend Victory Place are often administered prior to their arrival at our campus, and/or we are not able to accurately collect ending data due to early graduations.

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 implementation of evidence based learning strategies and targeted interventions.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: There is a need to utilize both qualitative and quantitative data to establish evidence of learning to advance learners toward meeting targeted growth; with emphasis on at risk, special education, 504, emergent bilingual, and economically disadvantaged learners.

Root Cause 2: Lack of multiple data sources across the district used to show evidence of learner growth.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying, communicating, and evaluating additional measures of success for learners (academic, behavioral, social/emotional).

Root Cause 3: Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral, and social emotional health.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a need to establish and maintain strong, positive relationships for all learners.

Root Cause 4: 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 4 Areas: Demographics

Problem Statement 5: There is a need to identify/elevate, communicate and evaluate 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 6: There is a need to remain culturally aware of our current learner needs.

Root Cause 6: 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 6 Areas: Demographics

Problem Statement 7: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff.

Root Cause 7: Barriers still exist with implementing resources, training fully, and understanding/supporting/providing resources for the wide variety of needs.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There is a need to focus on the areas identified with significant dis-proportionality.

Root Cause 8: Percentage of Hispanic and African-American learners identified with discipline incidents. Percentage of achievement and growth for economically disadvantaged learners.

Problem Statement 8 Areas: Demographics

Problem Statement 9: 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 9: Need for full implementation with current systems of behavior support, restorative practices, and classroom and building expectations.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a need to focus on health enrichment curriculum with Health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including suicide-related risk factors and warning signs.

Root Cause 10: Need to build and expand resources and programs

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: There is a need to continue focusing on attendance of learners, (monitoring, intervention plans, attendance incentives/promotion).

Root Cause 11: Lack of understanding of importance by some stakeholders. Need for additional motivation to attend school for some learners. Funding tied to ADA.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: There is a need to ensure we are providing consistent counseling supports for all learners, staff and families.

Root Cause 12: Lack of aligned resources and system structures for counseling needs.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: 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 13: Inconsistencies with implementation and monitoring the impact of curriculum supports/training for character traits/social emotional needs of learners.

Problem Statement 13 Areas: Student Learning

Problem Statement 14: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs

Root Cause 14: Lack of focus on data collection when making decisions for professional learning.

Problem Statement 14 Areas: Demographics

Problem Statement 15: There is a need to educate important stakeholders regarding special programs provided.

Root Cause 15: There are some remaining misconceptions regarding students who can be served at Victory Place and how curriculum is delivered in our special programs

Problem Statement 15 Areas: Perceptions

Problem Statement 16: There is a need to collect relevant survey and perceptions data at Victory Place

Root Cause 16: Surveys for students who attend Victory Place are often administered prior to their arrival at our campus, and/or we are not able to accurately collect ending data due to early graduations.

Problem Statement 16 Areas: Perceptions

Problem Statement 17: There is a need to continue revisiting and improving efforts with safety and security for the campus.

Root Cause 17: Continued requirements per the state and safety needs of learners, staff, facilities, etc.

Problem Statement 17 Areas: School Processes & Programs

Problem Statement 18: There is a need to continue seeking and analyzing new sources of data in order to accurately identify current strengths and needs in order to target instruction.

Root Cause 18: Lack of current student academic performance data through Edgenuity.

Problem Statement 18 Areas: Student Achievement - Student Learning

Problem Statement 19: There is a need to continue efforts with CCMR including CTE enrichment opportunities and increase TSIA participation through oTexas College Bridge Opportunities.

Root Cause 19: Building stronger programs for all learners and passing rates of TSIA.

Problem Statement 19 Areas: School Processes & Programs

Problem Statement 20: There is a need to strengthen recruiting, hiring, mentoring, and retention systems to keep individuals in public education.

Root Cause 20: Lack of individuals choosing to work in public education.

Problem Statement 20 Areas: Demographics

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student failure and/or retention rates
- Observation Survey results
- Grades that measure student performance based on the TEKS

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

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 Victory Place @ Coppell 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			
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 so that 100% of VP@C teachers are implementing pre-planned, targeted lessons to individuals/small groups a minimum of 3 times per week. Strategy's Expected Result/Impact: - High quality Tier I instruction for learners - Checklist of look fors highlighting specific instructional strategies in all content areas - Aligned strategies being implemented that impact learner growth - Growth in differentiated scaffolding opportunities within the classroom environments - Professional learning provided by district and campus - Additions to curriculum documents for small group instruction/formative assessment - Additional training focus areas in small group, 1:1 instructional strategies. Staff Responsible for Monitoring: Principal, Asst. Principal, Campus Educators, Learning Coach Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: The percentage of annual graduates earning College, Career, and Military Readiness credit will increase from 84% from the 2023 annual graduates to 94% for the class of 2028 annual graduates (2029 Accountability Year). Strategy's Expected Result/Impact: - Continued professional learning for multiple stakeholder groups on CCMR to raise awareness. - Guest speakers and mini career fairs which may include representatives from various businesses, trade schools, colleges, and the military. - Students have access to support in post-secondary readiness, and field trips to increase interest. - Secondary counselors proactively identifying CCMR needs for their students. - Identify current 12th graders who have not yet earned CCMR credit and enroll in College Prep Math and/or Reading. - Offer the TSIA to the students who completed College Prep. This will directly tie to the CCMR Outcome Bonus Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Campus Educators Problem Statements: School Processes & Programs 6	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Implement structures and processes for intentional learning walks with various instructional leaders and educators across the campus or district that focus on observing and evaluating strategies supporting academic and social emotional growth. Strategy's Expected Result/Impact: - Growth in educators, administrators and staff as far as the understanding of CISD systems and structures and specific strategies that support learning - Alignment with TIS (Teacher Incentive Allotment) and administrators, support positions, and educators all seeing the focus on what we are looking for within instruction and learner growth. -Sustainability and support for campuses by providing aligned resources/training for educators, administrators and staff - Growth in aligned instructional practices being implemented throughout our campus Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Campus Educators, Learning Coach Problem Statements: Demographics 4 - Student Learning 1, 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Continue building on mentor training and structures of support for new educators, administrators, and staff. Strategy's Expected Result/Impact: - Sustainability and support for new teachers by providing aligned training, regular checkins, and targeted support. Staff Responsible for Monitoring: Principals, APs, TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Demographics 5	Formative			Summative
	Nov	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Demographics**

Problem Statement 4: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs. **Root Cause:** Lack of focus on data collection when making decisions for professional learning.

Problem Statement 5: There is a need to strengthen recruiting, hiring, mentoring, and retention systems to keep individuals in public education. **Root Cause:** Lack of individuals choosing to work in public education.

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 growth; with emphasis on at risk, special education, 504, emergent bilingual, and economically disadvantaged 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 implementation of evidence based learning strategies and targeted interventions.

School Processes & Programs

Problem Statement 1: There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying, communicating, and evaluating additional measures of success for learners (academic, behavioral, social/emotional). **Root Cause:** Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral, and social emotional health.





Problem Statement 6: There is a need to continue efforts with CCMR including CTE enrichment opportunities and increase TSIA participation through oTexas College Bridge Opportunities. **Root Cause:** Building stronger programs for all learners and passing rates of TSIA.

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			
Strategy 1: Our campus PLC structure will include weekly collaborative team meetings with 90% of meetings including documented discussions of data analysis, lesson and assessment development, social/emotional/behavioral needs, and Panorama and MTSS documentation. Strategy's Expected Result/Impact: - Training and implementation of assessment creation and data analysis tools. - Learning and implementing new Edgenuity data platforms to drive instructional decisions. - Increased student achievement (academic, social emotional and behavioral) - Using NWEA MAP data, STAAR/EOC data, TELPAS, Edgenuity, and other district or classroom assignments and assessments to review growth of learners. - Application of data for creation of Tier 1 and intervention lessons. - Use of pre- and post- assessments Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Campus Educators, Learning Coach Problem Statements: Demographics 4 - Student Learning 1, 2, 3, 4, 5 - Student Achievement 1 - School Processes & Programs 1 - Perceptions 1, 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: One time monthly, MTSS and Panorama documentation will be the focus of the Collaborative Team meetings so that 90% or more of Panorama entries include all required fields and follow-up. Strategy's Expected Result/Impact: - Training on Student Success Platform in Panorama and aligned implementation through One Stop Shops of each program - Increased monitoring of growth of learners in all content areas and social emotional skills (academic, social emotional, behavioral) - Increased knowledge of educators in areas of data analysis and differentiation of instruction - Ease on educators for viewing various pieces of data in one location Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Campus Educators, Learning Coach Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Continued focus to support Emergent Bilingual Learners by enhancing teaching strategies and accommodations in professional learning for educators with mentoring, coaching and resources. Strategy's Expected Result/Impact: - Training for educators on specific classroom strategies to support English Learners, with an emphasis on Sheltered Instruction Strategies and usage of Content and Language Objectives. - Resources for educators including embedded accommodations within the Edgenuity curriculum - Continued focus on oral proficiency levels and spiraling this learning in training throughout the year - Increased utilization of appropriate classroom strategies for Emergent Bilingual Learners - Increased student achievement and progress levels Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Campus Educators, Language Acquisition Specialist, Learning Coach Problem Statements: Student Learning 1, 5 - Student Achievement 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: 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. Strategy's Expected Result/Impact: - Maintain a highly structured environment with clear expectations. - Increased student achievement academic, social emotionally and behaviorally - Training for classroom management and restorative practices - Continued implementation of Character Strong, Great Expectations, Why Try and other programs to help support PBIS - Use of Panorama Student Success Platform for progress monitoring - Increased communication between schools, learners and families Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Campus Educators Problem Statements: Demographics 1 - School Processes & Programs 4	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 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 4: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs Root Cause: Lack of focus on data collection when making decisions for professional learning.

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 growth; with emphasis on at risk, special education, 504, emergent bilingual, and economically disadvantaged 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 implementation of evidence based learning strategies and targeted interventions.

Problem Statement 4: There is a need to continue focusing on attendance of learners, (monitoring, intervention plans, attendance incentives/promotion). **Root Cause:** Lack of understanding of importance by some stakeholders. Need for additional motivation to attend school for some learners. Funding tied to ADA.

Problem Statement 5: There is a need to continue seeking and analyzing new sources of data in order to accurately identify current strengths and needs in order to target instruction. **Root Cause:** Lack of current student academic performance data through Edgenuity.

School Processes & Programs

Problem Statement 1: There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying, communicating, and evaluating additional measures of success for learners (academic, behavioral, social/emotional). **Root Cause:** Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral, and social emotional health.

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:** Need for full implementation with current systems of behavior support, restorative practices, and classroom and building expectations.

Perceptions

Problem Statement 1: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. **Root Cause:** Barriers still exist with implementing resources, training fully, and understanding/supporting/providing resources for the wide variety of 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 Victory Place @ Coppell learners will have opportunities to participate in learning that is relationship driven, real world, engaging, allowing for choice, hands-on, service oriented and creating a sense of community.


- Evaluation Data Sources:**
- Curriculum documents
 - Panorama Survey data
 - Opportunities for learners to express their future interests built into the learning design
 - Participation in community based and service activities
 - Participation in campus based groups

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and opportunities for educators and students to enhance curriculum and real world connections in learning and strengthen understanding and implementation of Career Technical Education, College, and Military Readiness. Strategy's Expected Result/Impact: - Provide training that highlights real world application in Genius Hour lesson design - Increase use of business partners, community members, and resident experts to support curriculum connections - Increase learner awareness of career, college and life readiness opportunities - Counselor support for learners in selecting courses at the secondary level - Counselor support for learners in making post high school connections - Partnership with Dallas College and other entities for post graduation options and planning Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Classroom Educators Problem Statements: Demographics 1, 3 - School Processes & Programs 6 - Perceptions 2, 3	Formative			Summative
	Nov	Feb	Apr	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: 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 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.

School Processes & Programs
Problem Statement 6: There is a need to continue efforts with CCMR including CTE enrichment opportunities and increase TSIA participation through oTexas College Bridge Opportunities. Root Cause: Building stronger programs for all learners and passing rates of TSIA.
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. Problem Statement 3: There is a need to educate important stakeholders regarding special programs provided. Root Cause: There are some remaining misconceptions regarding students who can be served at Victory Place and how curriculum is delivered in our special programs

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

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

Strategy 1 Details	Reviews			
Strategy 1: Establish clear expectation for Bulb Digital Portfolio usage in supporting staff goal setting/evidence collection, highlighting learner process and products, or experiential learning, and tracking learner growth. Strategy's Expected Result/Impact: - Learner digital portfolios - CISD staff digital portfolios and specific evidence for goals. - Digital Portfolio continued training and implementation - Aligned expectations across campus throughout the year Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Educators, Learning Coach Problem Statements: Student Learning 1, 5 - Student Achievement 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to grow enrollment in our current choice program (Turning Point) and explore ways which allow for possible expansion of the program. Strategy's Expected Result/Impact: - Increased communication and understanding for staff, learners, families and the community to help understanding of the programs and increase enrollment and consider expansion of program - Long range budgeting needs/plans for district choice programs - Feedback from staff, learners and families on programs offered in CISD - Increased communication regarding VP@C successes Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Educators Problem Statements: Demographics 3 - Student Learning 3 - Perceptions 2, 3	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

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 growth; with emphasis on at risk, special education, 504, emergent bilingual, and economically disadvantaged 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 implementation of evidence based learning strategies and targeted interventions.

Problem Statement 5: There is a need to continue seeking and analyzing new sources of data in order to accurately identify current strengths and needs in order to target instruction. **Root Cause:** Lack of current student academic performance data through Edgenuity.

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.

Problem Statement 3: There is a need to educate important stakeholders regarding special programs provided. **Root Cause:** There are some remaining misconceptions regarding students who can be served at Victory Place and how curriculum is delivered in our special programs





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

Performance Objective 1: Victory Place @ Coppell will review specific training and programs for needed support/resources for counseling, social emotional learning, mental health, an drug/alcohol awareness

- Evaluation Data Sources:** - Training resources
- Threat Assessment Data
- Panorama survey data

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	Apr	June
<p>Strategy 1: Continue revising, updating, implementing and evaluating Restorative Practices, Why Try, Great Expectations and Character Strong programs to include learning supports for social emotional learning and character education. Including the following positive character traits as outlined by TEA:</p> <ul style="list-style-type: none">- 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 <p>Strategy's Expected Result/Impact: - Utilization of social-emotional curriculum supports within lesson design</p> <ul style="list-style-type: none">- Learner growth as indicated through survey/learner goals (academic and social emotional)- Implementation of social emotional support structures: class meetings, check-ins and restorative practices. <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Campus Educators</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 2, 3 - Perceptions 1</p>				

Strategy 2 Details		Reviews			
Strategy 2: Continue implementation of Health TEKS and specific requirements set by the state for selection and training (mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including recognizing suicide related risk factors and warning signs. Also to include human sexuality, child abuse, family violence, dating violence and sex trafficking and specific opt-in procedures for this content) Strategy's Expected Result/Impact: - Utilization of health curriculum supports for mental health within lesson design - Learner growth as indicated through survey/learner goals - Educator training on embedded supports for both students and staff - Well prepared and informed students Staff Responsible for Monitoring: Principal, Asst Principal, Counselor, Campus Educators Problem Statements: Student Learning 2 - School Processes & Programs 2 - Perceptions 1		Formative			Summative
		Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 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 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.
School Processes & Programs
Problem Statement 2: There is a need to focus on health enrichment curriculum with Health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including suicide-related risk factors and warning signs. Root Cause: Need to build and expand resources and programs Problem Statement 3: 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.
Perceptions
Problem Statement 1: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. Root Cause: Barriers still exist with implementing resources, training fully, and understanding/supporting/providing resources for the wide variety of needs.

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

Performance Objective 2: Victory Place @ Coppell will continue to communicate systems and provide intentional training on the importance of relationships, mental health, behavior and aligned discipline 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			
Strategy 1: Review and analyze discipline, behavior, bullying and threat assessment data to look at equitable practices and interventions/supports for learners. Strategy's Expected Result/Impact: - Threat Assessment process being utilized and strengthening supports for learners in need - Increase awareness and action plans in order to support all learners with behavior needs - Aligned practices across the district for DAEP placements - Training focus on areas such as bullying, cyberbullying, academic dishonesty, digital safety and citizenship, and restorative discipline practices - Team approach when looking at behavior data and specific intervention plans for learners - Learner growth in behavioral needs - CISD Discipline Matrix being utilized - Online Truancy course required for learners - District surveys focused on data collection for learner engagement, climate and culture, learner social emotional needs and learner concerns with bullying and cyberbullying Staff Responsible for Monitoring: Principal, Asst Principal, Counselor Problem Statements: Demographics 2 - Student Learning 4 - School Processes & Programs 1, 4 - Perceptions 4	Formative			Summative
	Nov	Feb	Apr	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 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.
Student Learning
Problem Statement 4: There is a need to continue focusing on attendance of learners, (monitoring, intervention plans, attendance incentives/promotion). Root Cause: Lack of understanding of importance by some stakeholders. Need for additional motivation to attend school for some learners. Funding tied to ADA.
School Processes & Programs
<p>Problem Statement 1: There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying, communicating, and evaluating additional measures of success for learners (academic, behavioral, social/emotional). Root Cause: Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral, and social emotional health.</p> <p>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: Need for full implementation with current systems of behavior support, restorative practices, and classroom and building expectations.</p>
Perceptions
Problem Statement 4: There is a need to collect relevant survey and perceptions data at Victory Place Root Cause: Surveys for students who attend Victory Place are often administered prior to their arrival at our campus, and/or we are not able to accurately collect ending data due to early graduations.

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: Victory Place @ Coppell 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			
Strategy 1: Integrate Professional Learning Community (PLC)/Multi-Tiered Systems of Support (MTSS) structures throughout the campus including within professional learning opportunities. Strategy's Expected Result/Impact: - 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 Staff Responsible for Monitoring: Principal, Asst Principal, Campus Educators, Learning Coach. Problem Statements: Student Learning 3, 5 - Student Achievement 1 - School Processes & Programs 1, 4	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Calibrate, align, and provide support for our district departments and campuses concerning needs for professional learning Strategy's Expected Result/Impact: -Add to repository of training in PowerSchool PL -Promote CISD educators presenting and sharing their knowledge in varying capacities. - 3 - 5 year plan for professional learning needs and target specific federal and local funds to ensure continuity and sustainability in the planning process. Staff Responsible for Monitoring: Director of Professional Learning, Principal, AP, Learning coaches. Problem Statements: Demographics 4	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 4: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs **Root Cause:** Lack of focus on data collection when making decisions for professional learning.

Student Learning

Problem Statement 3: There is a need to provide a stronger focus on high quality Tier I instruction and research-based classroom interventions. **Root Cause:** Lack of knowledge and implementation of evidence based learning strategies and targeted interventions.

Problem Statement 5: There is a need to continue seeking and analyzing new sources of data in order to accurately identify current strengths and needs in order to target instruction. **Root Cause:** Lack of current student academic performance data through Edgenuity.

School Processes & Programs





Problem Statement 1: There is a need to focus on full implementation with district systems and resources supporting Professional Learning Communities and Multi-Tiered Systems of Support - including identifying, communicating, and evaluating additional measures of success for learners (academic, behavioral, social/emotional). **Root Cause:** Inconsistencies exist with full implementation of district systems and resources for monitoring learners' academic, behavioral, and social emotional health.

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:** Need for full implementation with current systems of behavior support, restorative practices, and classroom and building expectations.

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: Victory Place @ Coppell 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			
Strategy 1: Implement the CISD Community Based Accountability System and use the pillars as a guide for organizational growth. Strategy's Expected Result/Impact: - Meaningful accountability aligned to community expectations - Alignment in understanding of district priorities - Showcase learner growth of the whole child Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Campus Educators Problem Statements: Student Learning 5 - Student Achievement 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Implement an aligned system at all campuses for the CISD Teacher Incentive Allotment (TIA) Strategy's Expected Result/Impact: -Alignment within evaluation practices across the district - Provide additional funding to educators who meet standards through the TIA - Onboarding training created for staff about the TIA - Approval from the state for TIA - Increase efforts concerning recruitment with the implementation of TIA -Common understanding and implementation of of SLO goals, rubrics, and monitoring systems Staff Responsible for Monitoring: Principal, AP, District Coaches, District Admin. Problem Statements: Demographics 4, 5	Formative			Summative
	Nov	Feb	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 4: There is a need to ensure that professional learning decisions are evidence-based and focused on sustainability for future needs **Root Cause:** Lack of focus on data collection when making decisions for professional learning.

Problem Statement 5: There is a need to strengthen recruiting, hiring, mentoring, and retention systems to keep individuals in public education. **Root Cause:** Lack of individuals choosing to work in public education.

Student Learning

Problem Statement 5: There is a need to continue seeking and analyzing new sources of data in order to accurately identify current strengths and needs in order to target instruction. **Root Cause:** Lack of current student academic performance data through Edgenuity.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Identify and develop communication systems that reach students, families, staff, and community in a way that is meaningful. Strategy's Expected Result/Impact: - Increased student and family participation at the campus and district level - Positive engagement and belonging results in surveys. - Referrals to our Turning Point Choice program Staff Responsible for Monitoring: District Communications, Campus Administrators, Counselor, and Educators. Problem Statements: Demographics 1 - Perceptions 2, 3	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Drive collaboration between Victory Place @ Coppell and strategic allies to develop opportunities, experiences, and skill sets that prepare learners for their next steps. Strategy's Expected Result/Impact: - Partnerships with local businesses - Partnerships with local community colleges and universities - Partnerships with community members and employers who invest time and interest in our students' futures. Problem Statements: School Processes & Programs 2, 3, 6 - Perceptions 1, 2	Formative			Summative
	Nov	Feb	Apr	June
<div><div></div>No Progress</div> <div><div></div>Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: 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 2: There is a need to focus on health enrichment curriculum with Health TEKS, mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision making; as well as suicide prevention, including suicide-related risk factors and warning signs. **Root Cause:** Need to build and expand resources and programs

Problem Statement 3: 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 6: There is a need to continue efforts with CCMR including CTE enrichment opportunities and increase TSIA participation through oTexas College Bridge Opportunities. **Root Cause:** Building stronger programs for all learners and passing rates of TSIA.

Perceptions

Problem Statement 1: There is a need to focus on mental health needs, social emotional and wellness needs for learners and staff. **Root Cause:** Barriers still exist with implementing resources, training fully, and understanding/supporting/providing resources for the wide variety of 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.

Problem Statement 3: There is a need to educate important stakeholders regarding special programs provided. **Root Cause:** There are some remaining misconceptions regarding students who can be served at Victory Place and how curriculum is delivered in our special programs





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

Evaluation Data Sources: - Safety and security drills

- Door Sweeps
- Safety and security training for staff
- Use of Raptor
- Communication to students, families, and stakeholders
- Trainings for staff and students regarding personal communication devices
- Compliance with DAEP documentation
- Threat Assessment training for administrators

Strategy 1 Details		Reviews			
Strategy 1: Ensure all safety drills take place, specific training for staff and learners concerning safety practices occurs and identify any additional needs of safety support to be implemented based on state requirements/recommendations. Strategy's Expected Result/Impact: - Aligned campus practices for safety and security with the district - Aligned training for staff and learners - Safety of learners and staff - Communication to all stakeholders about safety and practices - Continued implementation of door sweeps on campus at least once each week during instructional days Staff Responsible for Monitoring: Principal, Asst. Principal, SRO, Counselor Problem Statements: School Processes & Programs 5		Formative			Summative
		Nov	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

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

State Compensatory

Budget for Victory Place @ Coppel

Total SCE Funds: \$895,201.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

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

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Director of Student and Staff Services and Campus Administrators	7/24/2023	Robyn Webb	8/21/2025
Child Abuse and Neglect	Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Campus Counselors	1/8/2025	Robyn Webb	8/21/2025
Coordinated Health Program	Coordinator of Health Services and Director of Child Nutrition, Campus Administrators	1/8/2023	Robyn Webb	8/21/2025
Decision-Making and Planning Policy Evaluation	Superintendent	7/5/2023	Robyn Webb	8/21/2025
Disciplinary Alternative Education Program (DAEP)	Director of Student and Staff Services and Campus Administrators	1/30/2023	Robyn Webb	8/21/2025
Dropout Prevention	Assistant Superintendent of C&I	1/8/2025	Robyn Webb	8/21/2025
Dyslexia Treatment Program	Executive Director of Intervention Services and Campus Administrators	1/8/2025	Robyn Webb	8/21/2025
Pregnancy Related Services	Assistant Superintendent of C&I and Campus Counselors	4/1/2025	Robyn Webb	8/21/2025
Post-Secondary Preparedness	Assistant Superintendent of C&I		Robyn Webb	8/21/2025
Recruiting Teachers and Paraprofessionals	Assistant Superintendent of C&I and Assistant Superintendent of Administrative Services	1/30/2023	Robyn Webb	8/21/2025
Student Welfare: Crisis Intervention Programs and Training	Assistant Superintendent of C&I and Support Counselors	6/10/2025	Robyn Webb	8/21/2025
Student Welfare: Discipline/Conflict/Violence Management	Assistant Superintendent of C&I and Support Counselors	9/21/2023	Robyn Webb	8/21/2025
Technology Integration	Assistant Superintendent of C&I and Executive Director of Technology	5/30/2025	Robyn Webb	8/21/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Operations Officer	6/24/2024	Robyn Webb	8/21/2025