

Coppell Independent School District
Victory Place @ Coppell
2021-2022 Campus Improvement Plan



Mission Statement

The mission of Victory Place @ Coppel, as an individualized and structured learning community in Coppel 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

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

Revised/Approved: September 24, 2021

Demographics

Demographics Summary

STAFFING

VP@C employed 6 educators and 1 instructional aides in the 2020-21 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, 50% (3) had 11-15 years, 16.6% (1) had 16-20 years, and 0% (0) had more than 20 years. Looking at longevity within the district, 33.3% of our teachers had 0-1 years in district, 16.6% had 2-5 years, 16.6% had 6-10 years, 33.3% had 11-15 years, 0% had 16-20 years and 0% had more than 20 years. The average years of professional experience was 11.5 with 7.2 years in the district.

Advanced degrees were held by 16.6% of our teachers: 0 with master's degrees and 1 with doctorates. Our campus principal had 24 years of career experience in a professional position (not necessarily as a principal) and 13 years in Coppell. Our assistant principal(s) had an average of 30 years of professional experience and 10 years in the district. Our counselor has 8 years of career experience, first year counselor. Our campus secretary has 0 years experience.

Our educator retention rate from 2019-20 to 2020-21 was 73%. For educational aides it was 100%. We hired 2 new teachers, one counselor and one campus secretary in 2020-21. The characteristics of our new teachers were as follows: 0% Asian, 100% White, 0% Hispanic, 0% African American, 100% female, 0% male, 0% new to teaching, 0% with 2-5 years of professional experience, 50% with 6-10 years, 0% with 11-15 years, 50% with 16-20 years, 0% with more than 20 years and 33.3% new to the campus. The average years of professional experience was 12.5 with 5 years in the district. 0% of our new teachers had advanced degrees.

Demographics Strengths

* Staff Retention Rate from 2019-20 to 2020-21 (73%)

* 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 (3 of 5 passed), Biology (2 of 3 passed), English 1 (3 of 7 passed), English 2 (6 of 8 passed), and US History (26 of 31 passed). All failures, but 2 were virtual learners during the 2020-21 school year. Current area of focus remains similar to Coppell High School in the areas of English 1 & 2. The English I and English 2 learners that were unsuccessful were identified as ELL or SpEd and took the test twice. There are no significant discrepancies in learners who are unsuccessful in relations to ethnicity data. The majority of English 2 learners 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. 65 learners met graduation requirements (72%) resulting in 7% of the CHS Senior Class of 2021 from Turning Point. Approximately 927 courses were completed by 90 learners during the year. Breakdown of learners include: 9 ELL (10%), 9 SpEd (10%), 14 Sec 504 (15.5%), 31 total learners ELL/SpEd/504 (34%), and 33 total virtual learners (36%).

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 65 learners in the Class of 2021.
- * 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 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.

Problem Statement 3 (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.

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 2020-2021 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 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. 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 including yoga for mental wellness. 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 and parents 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 Discipline 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 6 (2015-16 to 2020-21) with focus on 17 Classroom Practices and Life Principles.
- * WhyTry character and resiliency curriculum and Genius Hour lessons
- * 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 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 2 (Prioritized): Due to the impact of COVID-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

Problem Statement 3 (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).

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 @ Coppel. Distractions are limited, including technology, and classroom environments are structured to promote a conducive setting for learners to complete their coursework and interact with others. Incentives are available for learners demonstrating responsibility and effort as they earn privileges.

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 2020-21) 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 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 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 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 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 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 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 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 8: 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 8: Barriers exist in providing connection of student/family needs with possible community and area resources.

Problem Statement 8 Areas: Student Learning

Problem Statement 9: There is a continued need for the implementation of post-secondary goal setting: career, college and military readiness

Root Cause 9: The need for re-adjusted learner priorities in an accelerated setting where graduation is imminent

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Due to the impact of COVID-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 10: COVID-19 impact to instruction

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: There is a continual need to assess the safety practices, procedures, and protocols on our campus.

Root Cause 11: Due to the nature of our campus and the programs we serve (i.e. DAEP).

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)

Accountability Data

- Texas Academic Performance Report (TAPR) data

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
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged 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
- EL/non-EL or LEP 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

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

- Evaluation(s) of professional development implementation and impact
- TTESS 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

Revised/Approved: October 1, 2021

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: House Bill 3 implementation of career, college and military readiness goals supporting alignment and growth in certifications will occur. Strategy's Expected Result/Impact: - Increase in skill areas specifically identified in each individual learner certification area of choice Staff Responsible for Monitoring: Principal, Asst. Principal, Campus Educators Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Feb	Apr	June

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: 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

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			
<p>Strategy 1: Continued utilization of data analysis protocols will be provided in order to enhance student learning outcomes (academic, social, and emotional).</p> <p>Strategy's Expected Result/Impact: - Data analysis protocols - Professional Learning Community data - Successful learner academic achievement - Healthy learner social-emotional skills</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Campus Educators</p> <p>Problem Statements: Student Learning 1, 3 - School Processes & Programs 1 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training and support for the implementation and utilization of diagnostic tools such as Panorama to provide additional data for analysis of learner needs and to enhance student learning outcomes.</p> <p>Strategy's Expected Result/Impact: - Professional Learning Community data -Successful learner academic achievement - Healthy learner social-emotional skills -Increased monitoring of growth of learners in all content areas and social emotional skills</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Campus Educators</p> <p>Problem Statements: Demographics 2, 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>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.</p>
<p>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.</p>

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 3: 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.

School Processes & Programs

Problem Statement 1: 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 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

-Stronger learner engagement

- Healthy learner social-emotional skills development

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide resources and training to campus educators in supporting all learners through Professional Learning Communities (PLC's), the Response to Intervention process (RTI), Multi-Tiered Systems of Support (MTSS) and Universal Design for Learning (UDL).</p> <p>Strategy's Expected Result/Impact: -Increased learner academic achievement - Professional Learning Community data -Stronger learner engagement - Healthy learner social-emotional skills development</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Campus Educators</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 1, 2 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: -Increased learner growth in targeted areas of focus -Increased awareness and documentation for specific intervention plans of learners and the success rates and growth shown</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Campus Educators</p> <p>Problem Statements: Demographics 1 - Student Learning 1, 2, 3 - School Processes & Programs 2 - Perceptions 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Demographics
<p>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.</p>

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 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.

Problem Statement 3: 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.

School Processes & Programs

Problem Statement 1: 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 2: Due to the impact of COVID-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 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			
<p>Strategy 1: Continue implementation of Great Expectations practices and strategies that promote meaningful relationships (#1, #2, #6, #12, #13, #14, #17).</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Campus Educators</p> <p>Problem Statements: Demographics 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Design and implement additional Turning Point Mentor Time experiences to enhance learner connectedness.</p> <p>Strategy's Expected Result/Impact: -Increase Mentor/Learner connectedness and confidence to support goal-setting and growth mindset activities.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Campus Educators</p> <p>Problem Statements: Demographics 2, 3 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue implementation, review, & refinement of Restorative Practices within the Compass program to improve self-efficacy an interpersonal relationships.</p> <p>Strategy's Expected Result/Impact: -Increase Educator/Learner connectedness and confidence to support goal-setting and growth mindset activities. -Improve interpersonal relationships</p> <p>Staff Responsible for Monitoring: Principal, Asst Principal, Counselor, Campus Educators</p> <p>Problem Statements: Demographics 2, 3 - Student Learning 3 - Perceptions 1, 2</p>	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Demographics
<p>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.</p>

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.

Student Learning

Problem Statement 3: 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 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 VP@C Turning Point learners will participate in at least two courses/activities focused on career, college and life readiness.

Evaluation Data Sources: TP Learner Applications and Profiles, Genius Hour Unit results, Post-HS Learner/Parent Meeting Data

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue providing opportunities for learner experiences which provide information regarding a variety of post-secondary pathways (speakers, field trips, & post-HS planning meetings).</p> <p>Strategy's Expected Result/Impact: - Increase learner awareness of career opportunities and selection of a pathway</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: 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</p>

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: Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting and showcasing post-secondary planning and exploration. Strategy's Expected Result/Impact: Learner digital portfolios Staff Responsible for Monitoring: Principal, Asst Principal, Campus Educators	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Educators will assess their learners in a variety of ways and will provide opportunities for learners to showcase their understanding through hands-on experiences, using digital tools, and/or innovative and creative practices. Strategy's Expected Result/Impact: -Learning goals and reflections -Formative feedback for learners -4B Presentations Staff Responsible for Monitoring: Asst Principal, Campus Educators Problem Statements: Demographics 1 - School Processes & Programs 2 - Perceptions 2	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  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.
School Processes & Programs
Problem Statement 2: Due to the impact of COVID-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 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			
<p>Strategy 1: Aligned implementation of social emotional support structures: class meetings, check-ins and restorative practices.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Campus Educators</p> <p>Problem Statements: Demographics 2, 3 - Perceptions 1</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue providing training and supports for digital learning with a focus on academic integrity, digital safety, digital citizenship, and cyber-bullying.</p> <p>Strategy's Expected Result/Impact: -Increase in application of GE Life Principles -Increase in positive learner behaviors</p> <p>Staff Responsible for Monitoring: Principal, Asst Principal, Counselor, Campus Educators</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>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.</p>
<p>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.</p>

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 3: 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.

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 provide clarity and understanding of the importance of equity, equality and inclusion for all.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue building awareness and processes supporting accessibility under the American with Disabilities Act (ADA) and promoting access to resources, training, facility needs and overall responsiveness regarding equity with interventions/supports for individuals with disabilities.</p> <p>Strategy's Expected Result/Impact: Increase in equitable practices and interventions/supports for diverse learners.</p> <p>Staff Responsible for Monitoring: Principal Asst Principal</p> <p>Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in equitable practices and interventions/supports for diverse learners</p> <p>Staff Responsible for Monitoring: Principal Asst Principal</p> <p>Problem Statements: Demographics 1 - Student Learning 3 - School Processes & Programs 3</p>	Formative			Summative
	Nov	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Demographics
<p>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.</p>
Student Learning
<p>Problem Statement 3: 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.</p>
School Processes & Programs
<p>Problem Statement 3: 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).</p>

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

Performance Objective 3: VP@C will provide structures and/or strategies to support social emotional needs.

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			
<p>Strategy 1: Continue our focus on social emotional learning/well-being for staff.</p> <p>Strategy's Expected Result/Impact: -Staff interventions and growth for social emotional/mental health needs</p> <ul style="list-style-type: none"> - Staff training focused on social emotional learning/well-being for staff - Increase utilization and implementation of healthy coping strategies - Increase awareness of Employee Assistance Program <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Campus Educators</p> <p>Problem Statements: Demographics 3</p>	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize Panorama tools including: Social emotional learning data, Playbook strategies and Student Success Platform to support social emotional needs</p> <p>Strategy's Expected Result/Impact: -Targeted intervention strategies</p> <ul style="list-style-type: none"> - Increase in positive learner behaviors - Successful demonstration of Resiliency and Self-Control Life Principles - Increase in learner self-advocacy and communication skills addressing needs - Reduced discipline and behavior incidents, specifically incidents involving student conflict. <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Campus Educators</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
<p>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.</p>

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

Performance Objective 4: VP@C will continue to implement safety procedures and protocols throughout all facilities.

Evaluation Data Sources: Discipline Behavior Incident Logs, Lockdown/Fire Drill/Safety Drill Logs, Campus supervision protocols

Strategy 1 Details	Reviews			
Strategy 1: Provide comprehensive staff training on Standard Response Protocol & Civilian Response to Active Shooter Events (CRASE). Strategy's Expected Result/Impact: - Awareness of SRP & CRASE - Effective preparedness drills and experiences Staff Responsible for Monitoring: Principal, School Resource Officer	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Continue implementation of the crisis incident management software, NaviGate. Strategy's Expected Result/Impact: -Increase communication regarding drills and crisis management plans/information Staff Responsible for Monitoring: Principal, Asst Principal	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Ensure both Compass DAEP and Turning Point AEP safety protocol and procedures are enforced and adapted as required. Strategy's Expected Result/Impact: -Increase safety and security of learners and environment. Staff Responsible for Monitoring: Principal, Asst. Principal, Counselor, Campus Educators Problem Statements: School Processes & Programs 3	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 3: 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 1: VP@C will provide aligned professional learning and calibrate the implementation of Professional Learning Communities (PLSs) and a growth mindset for all learners and staff.

Evaluation Data Sources: PLC training and implementation data/feedback, PLC meeting agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue embedding Professional Learning Communities (PLC) structures throughout campus including within professional learning opportunities.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Asst Principal, Campus PLC Leadership Team</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Due to the impact of COVID-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</p>

Goal 4: Organizational Improvement and Strategic Design: We as VP@C will engage in the continuous improvement process for the betterment of the learning community by utilizing data for planning, evaluation and performance needs.

Performance Objective 2: VP@C will continue the CISD Strategic Design Advocacy work surrounding the district core values

Evaluation Data Sources: Implementation of Core Values in daily/weekly activities, Agenda items, etc.

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue centering VP@C's work around the Core Values - Great Teaching, Redefining Success, Relationships & Engagement - and refine the filter used to measure progress in these areas</p> <p>Strategy's Expected Result/Impact: Implemented practices in all core areas that become the pillars that all campus decisions are filtered through.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Campus Educators</p> <p>Problem Statements: Demographics 3 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>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.</p>
School Processes & Programs
<p>Problem Statement 2: Due to the impact of COVID-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</p>