

Coppell Independent School District
Victory Place @ Coppell
2019-2020 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 03, 2019

Demographics

Demographics Summary

Comprehensive Needs Assessment Narrative

Victory Place @ Coppell (VP@C) is in Coppell ISD, a suburban district with 11 elementary schools, 3 middle schools, a freshman center and 2 high schools. VP@C is an alternative campus housing the district's DAEP Compass Program as well as the AEP Turning Point Program. It is affiliated with Coppell High School and New Tech High @ Coppell as an alternative campus for credit recovery and advancement. Turning Point acceptance is based on the learner's level of academic, social and emotional need. Turning Point is a predominantly on-line, accelerated, and highly structured environment.

STAFF 2018-2019:

Victory Place@ Coppell employed 6 educators and 1 instructional aide in the 2018-19 school year. The number of teachers and aides remained the same from the prior year. 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 66.6% of the educators and males represented 33.3%.

Overall, our educators had a varying level of professional experience: 0% (0) were new to teaching with 0-1 years of experience, 33.3% (2) had 2-5 years, 16.6% (1) had 6-10 years, 50% (3) had 11-15 years, 0% (0) 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, 33.3% had 2-5 years, 0% 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 9.5 with 5 years in the district.

Advanced degrees were held by 50% of our teachers: 2 with master's degrees and 1 with doctorates. Our campus principal had 22 years of career experience in a professional position (not necessarily as a principal) and 12 years in Coppell. Our assistant principal had 29 years of professional experience and 9 years in the district.

Our educator and aide retention rate from 2017-18 to 2018-19 was 100% with all employees returning.

STUDENTS:

Victory Place @ Coppell interviews and accepts into the AEP Turning Point Program a wide variety of learners from diverse ethnic backgrounds and

special population groups including those with low socio-economic status, limited English proficiencies, and IDEA disabilities (Special Education and Section 504). Turning Point acceptance is based on level of academic, social, and emotional needs on a case-by-case basis and dependent upon seat availability. The ethnic breakdown for learners in 2018-2019 was 14% Asian, 46% White, 25% Hispanic, 10% African American, 0% Native Hawaiian/Pacific Islander, 1% American Indian/Alaskan Native and 1% Two or More ethnicities. Learners were identified as 18% economically disadvantaged, 5% English Limited Learners (ELL/ESL), 6% Special Education, 20% Section 504, 0% Gifted & Talented and 68% At-Risk.

Learners also completed graduation requirements (7or earned credits towards graduation requirements at rates which allowed them to remain eligible for the program.

Learners are placed in the Compass DAEP Program as a result of the due process disciplinary procedures based upon the Coppell ISD Student Code of Conduct. Protocols for standardization of placement times have been established based upon Discretionary or Mandatory offenses to provide consistency and guidance for campuses.

Demographics Strengths

- * Staff Retention Rate from 2017-18 to 2018-19 (100%)
- * 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: There is a need to continually review strategies to support ESL/ELL, SpEd and 504 identified learners within an accelerated, alternative, academic environment while meeting Great Expectations standards. **Root Cause:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

Problem Statement 2: There is a need to remain culturally aware of our current learner needs. **Root Cause:** Barriers exist due to a dynamic and continually

changing learner roster and respective needs as new learners are accepted and courses are completed.

Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause:** Barriers exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs and social-emotional wellness.

Student Academic Achievement

Student Academic Achievement Summary

Turning Point learners demonstrated overall high passing rates on STAAR End-Of-Course exams of Algebra 1 (100%), Biology (100%), English 1 (100%), English 2 (80%), and US History (100%). Current area of focus remains similar to Coppell High School in the areas of English 1 & 2. Two of the three learners unsuccessful on English 2 were identified as either ELL/LEP or Section 504. 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. 71 learners met graduation requirements (73%), an increase in 13% from last year (60). resulting in 8% of the CHS Senior Class of 2019 from Turning Point. Approximately 2200 courses were completed by 98 learners during the year.

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 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.

Student Academic Achievement 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 71 learners in the Class of 2019.
- * 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 Academic Achievement Needs

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 UbD 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 instructional focus in ELA via High Priority Learning Standards. **Root Cause:** Continued ELA development and identification of HPLS.

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 2018-19 were certified additionally in Special Education and English as a Second Language to support all learners. New staff members will be requested to obtain these additional certification prior to next school year. 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 UbD lesson units supplement the Edgenuity coursework to provide learners opportunities to collaborate and work together in designing projects in a variety of different areas such as computational thinking, Perot museum exhibits, career preparation and service opportunities. Physical Wellness opportunities are provided daily in both programs including yoga twice a week 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 UbD, 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 weekly 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 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 4 (2015-16 to 2018-19) with focus on 17 Classroom Practices and Life Principles.
- * WhyTry character and resiliency curriculum/UbD 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 in math, science & social studies content areas.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need for the implementation of Professional Learning Communities practices utilizing collaborative processing to address deficits to increase learner achievement **Root Cause:** District and campus focus towards the development and implementation of Professional Learning Communities and teams.

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 "You Matter" and our belief is the help learners to 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.

We also value our partnership with Denton Creek Elementary located one block up the street. Turning Point learners create Escape Rooms and Perot Museum exhibits for their learners to experience as a part of the Genius Hour UbD projects. Our learners also visit their Entrepreneurship store and assist with their Jump Rope for Heart drive.

Perceptions Strengths

* Great Expectations Model School designation - Year 4 (2015-16 to 2018-19) 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.
- * Collaboration with Denton Creek Elementary.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to continue the intentional use of Restorative practices and Social-Emotional learning experiences in both Turning Point AEP and Compass DAEP. **Root Cause:** District and campus focus to a more restorative approach/philosophy.

Problem Statement 2: There is a need to develop and utilize data collection in the area of connectedness for learners in Compass DAEP to evaluate beginning and ending levels. **Root Cause:** Lack of emphasis in this area as a means to measure growth and effectiveness of supports and interventions.

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 for the implementation of Professional Learning Communities practices utilizing collaborative processing to address deficits to increase learner achievement

Root Cause 2: District and campus focus towards the development and implementation of Professional Learning Communities and teams.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: 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 3: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

Problem Statement 3 Areas: Demographics

Problem Statement 4: There is a need to remain culturally aware of our current learner needs.

Root Cause 4: 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 Areas: Demographics

Problem Statement 6: There is a need to continue the intentional use of Restorative practices and Social-Emotional learning experiences in both Turning Point AEP and Compass DAEP.

Root Cause 6: District and campus focus to a more restorative approach/philosophy.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: There is a need to develop and utilize data collection in the area of connectedness for learners in Compass DAEP to evaluate beginning and ending levels.

Root Cause 7: Lack of emphasis in this area as a means to measure growth and effectiveness of supports and interventions.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: 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 8: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

Problem Statement 8 Areas: Student Academic Achievement

Problem Statement 9: There is a need to continually refine the rigor and learning outcomes of the Genius Hour UbD lessons to ensure they meets the level of need for current learners.

Root Cause 9: 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 9 Areas: Student Academic Achievement

Problem Statement 10: There is a need to support the instructional focus in ELA via High Priority Learning Standards.

Root Cause 10: Continued ELA development and identification of HPLS.

Problem Statement 10 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Dyslexia 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
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

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
- Communications data
- Capacity and resources data
- 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: Multiple modalities of qualitative and quantitative data will be analyzed and utilized to respond to the needs all learners.

Evaluation Data Source(s) 1: VP@C Weekly Reports/Course completions, Edgenuity Reports Documentation Logs, STAAR/TELPAS data, Panorama, Naviance, Professional Learning Community data, Genius Hour UbD projects, T-TESS Walk-Throughs, SLO Rubric/Tracker, TP Learner Applications & Profiles, Compass Profiles, Attendance.

Summative Evaluation 1:

Next Year's Recommendation 1: Continue investigation and implementation of data collection tools

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Feb | Apr | June |
| 1) Investigation, implementation, and utilization of diagnostic tools such as learning styles inventories, post-secondary interest inventories, strengths finders and Connectedness Surveys to provide additional data for analysis of learner needs and to enhance student learning outcomes. | Principal, Asst. Principal, Counselor, Campus Educators | - Professional Learning Community data -Successful learner academic achievement - Healthy learner social-emotional skills | | | | |
| Problem Statements: Demographics 1, 2, 3 - School Processes & Programs 1 | | | | | | |
| 2) Continued review & refinement of data analysis protocols to identify learner needs (academic, social, and emotional). | Principal, Asst. Principal, Campus Educators | - Data analysis protocols - Professional Learning Community data - Successful learner academic achievement - Healthy learner social-emotional skills | | | | |
| Problem Statements: Demographics 1, 2 - Student Academic Achievement 1 - School Processes & Programs 1 - Perceptions 1, 2 | | | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | |

Performance Objective 1 Problem Statements:

Demographics

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

Problem Statement 2: There is a need to remain culturally aware of our current learner needs. **Root Cause 2:** Barriers exist due to a dynamic and continually changing learner roster and respective needs as new learners are accepted and courses are completed.

Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 3:** 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 Academic Achievement

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 1:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

School Processes & Programs

Problem Statement 1: There is a need for the implementation of Professional Learning Communities practices utilizing collaborative processing to address deficits to increase learner achievement **Root Cause 1:** District and campus focus towards the development and implementation of Professional Learning Communities and teams.

Perceptions

Problem Statement 1: There is a need to continue the intentional use of Restorative practices and Social-Emotional learning experiences in both Turning Point AEP and Compass DAEP. **Root Cause 1:** District and campus focus to a more restorative approach/philosophy.

Problem Statement 2: There is a need to develop and utilize data collection in the area of connectedness for learners in Compass DAEP to evaluate beginning and ending levels. **Root Cause 2:** Lack of emphasis in this area as a means to measure growth and effectiveness of supports and interventions.

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

Evaluation Data Source(s) 2: VP@C Weekly Reports/Course completions, Edgenuity Reports Documentation Logs, STAAR/TELPAS data, Professional Learning Community data, Genius Hour UbD projects, T-TESS Walk-Throughs, SLO Rubric/Tracker, TP Learner Applications & Profiles, Compass Profiles, Attendance.

Summative Evaluation 2:

Next Year's Recommendation 2: Relationships remain a top core value.

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Feb | Apr | June |
| 1) Continue implementation of Great Expectations practices and strategies that promote meaningful relationships (#1, #2, #6, #9, #12, #13, #14 & #17). | Principal, Asst. Principal, Campus Educators | - Increased attendance and engagement in school activities - Connectedness between learner & educator for a climate conducive to productivity and healthy living - Decrease in unhealthy choices - Improved interpersonal relationships | | | | |
| Problem Statements: Demographics 1, 3 - School Processes & Programs 1 - Perceptions 1, 2 | | | | | | |
| 2) Design and implement additional Turning Point Mentor Time experiences to enhance learner connectedness. | Principal, Asst. Principal, Counselor, Campus Educators | - Increase Mentor/Learner connectedness and confidence to support goal-setting and growth mindset activities | | | | |
| Problem Statements: Demographics 2, 3 - School Processes & Programs 1 - Perceptions 1 | | | | | | |
| 3) Continue review, refinement & implementation of Restorative Practices within the Compass program to improve self efficacy and interpersonal relationships. | Principal, Asst. Principal, Counselor, Campus Educators | - Increase Educator/Learner connectedness and confidence to support goal-setting and growth mindset activities - Improve interpersonal relationships | | | | |
| Problem Statements: Demographics 3 - Perceptions 1 | | | | | | |
| = Accomplished = Continue/Modify = No Progress = 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 1:** Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.

Problem Statement 2: There is a need to remain culturally aware of our current learner needs. **Root Cause 2:** Barriers exist due to a dynamic and continually changing learner roster and respective needs as new learners are accepted and courses are completed.

Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. **Root Cause 3:** Barriers exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs and social-emotional wellness.

School Processes & Programs

Problem Statement 1: There is a need for the implementation of Professional Learning Communities practices utilizing collaborative processing to address deficits to increase learner achievement **Root Cause 1:** District and campus focus towards the development and implementation of Professional Learning Communities and teams.

Perceptions

Problem Statement 1: There is a need to continue the intentional use of Restorative practices and Social-Emotional learning experiences in both Turning Point AEP and Compass DAEP. **Root Cause 1:** District and campus focus to a more restorative approach/philosophy.

Problem Statement 2: There is a need to develop and utilize data collection in the area of connectedness for learners in Compass DAEP to evaluate beginning and ending levels. **Root Cause 2:** Lack of emphasis in this area as a means to measure growth and effectiveness of supports and interventions.

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 Source(s) 3: STAAR/TELPAS data, Learning Walks, STAR-tested Course Assessment Data

Summative Evaluation 3:

Next Year's Recommendation 3: Refine PLC processes and protocols to enhance data review opportunities.

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|--|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Feb | Apr | June |
| 1) Provide resources and training to campus educators in supporting all learners through Professional Learning Communities (PLCs) and Response to Intervention process (RTI). | Principal, Asst. Principal | Educators will use data to design targeted interventions for all learners. Educators will identify learners that meet the criteria for additional, targeted intervention The RTI process will be a fluid process that is timely and targeted. Educators will use campus protocols to address the four critical questions of professional learning communities Campus will collaboratively develop professional learning aligned to campus needs and goals. | | | | |
| | | | Problem Statements: Demographics 1 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 1 | | | |
| 2) Provide resources and training to campus educators in supporting and providing appropriate interventions for specific learner groups (English Learners, Special Education 504, Economically Disadvantaged, and GT) as a Professional Learning Community for their academic/social emotional needs. | Principal, Asst. Principal | -Strategies to support learners in an accelerated, rigorous online environment - Increased academic achievement and growth for specific learner groups | | | | |
| | | | Problem Statements: Demographics 1 - Student Academic Achievement 1 | | | |
| 3) Use previous testing data trends and course assessment data to anticipate skills needing interventions and proactively providing accelerated instruction and deeper learning experiences. | Principal, Asst. Principal, Campus Educators | - Increase in learners skills in traditional areas of deficiency - Increase in skills areas specifically identified in each individual learner from these populations. | | | | |
| | | | Problem Statements: Student Academic Achievement 1, 2 | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|-----------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Feb | Apr | June |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue | | | | | | |

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 1: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines.</p> |
| Student Academic Achievement |
| <p>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 1: 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 continually refine the rigor and learning outcomes of the Genius Hour UbD lessons to ensure they meets the level of need for current learners. Root Cause 2: 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.</p> |
| <p>Problem Statement 3: There is a need to support the instructional focus in ELA via High Priority Learning Standards. Root Cause 3: Continued ELA development and identification of HPLS.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: There is a need for the implementation of Professional Learning Communities practices utilizing collaborative processing to address deficits to increase learner achievement Root Cause 1: District and campus focus towards the development and implementation of Professional Learning Communities and teams.</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 1: All VP@C Turning Point learners will participate in at least two courses/activities focused on career, college and life readiness.

Evaluation Data Source(s) 1: TP Learner Applications and Profiles, Genius Hour UbD Career Unit results, Post-HS Learner/Parent Meeting Data

Summative Evaluation 1:

Next Year's Recommendation 1: Continue focus and supports of learner future interests.

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Feb | Apr | June |
| 1) Refine and implement a "Career Exploration Pathway" UbD Unit discovering and utilizing learner passions, strengths and future goal-setting. | Principal, Asst. Principal, Counselor, Campus Educators | - Increase in learner identification and goal-setting towards a post-secondary pathway - Increase learner preparedness for employment-seeking skills (resumes, interviews, digital portfolio) | | | | |
| Problem Statements: School Processes & Programs 1 | | | | | | |
| 2) Continue providing opportunities for learner experiences which provide information regarding a variety of post-secondary pathways (speakers, field trips, Naviance, & post-HS planning meetings). | Principal, Counselor | - Increase learner awareness of career opportunities and selection of a pathway | | | | |
| Problem Statements: Student Academic Achievement 2 | | | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | |

Performance Objective 1 Problem Statements:

| Student Academic Achievement |
|---|
| <p>Problem Statement 2: There is a need to continually refine the rigor and learning outcomes of the Genius Hour UbD lessons to ensure they meets the level of need for current learners.</p> <p>Root Cause 2: 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.</p> |

School Processes & Programs

Problem Statement 1: There is a need for the implementation of Professional Learning Communities practices utilizing collaborative processing to address deficits to increase learner achievement **Root Cause 1:** District and campus focus towards the development and implementation of Professional Learning Communities and teams.

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: VP@C will investigate, explore and create tools/strategies that will quantitatively and qualitatively measure academic and social emotional growth.

Evaluation Data Source(s) 2: SLO Tracker, TP Parent/Learner Exit Surveys, Compass Transition Meetings, Attendance, Discipline, Course Completions, Semester Reviews

Summative Evaluation 2:

Next Year's Recommendation 2: Continue with increased utilization of Panorama.

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Feb | Apr | June |
| 1) Identify/Create tools and measurements that allow learners to have more ownership in their academic and social-emotional learning. | Principal, Asst Principal, Campus Educators | - Increase in learner identification and advocacy of academic & social-emotional needs - Embedded rubrics that provide learner feedback | | | | |
| Problem Statements: Perceptions 1 | | | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | |

Performance Objective 2 Problem Statements:

| Perceptions |
|---|
| Problem Statement 1: There is a need to continue the intentional use of Restorative practices and Social-Emotional learning experiences in both Turning Point AEP and Compass DAEP. Root Cause 1: District and campus focus to a more restorative approach/philosophy. |

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 3: 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 Source(s) 3: Learner digital portfolios, Goal setting forms

Summative Evaluation 3:

Next Year's Recommendation 3: Continue seeking ways to implement Bulb portfolios to align with district goals.

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---|-----------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Feb | Apr | June |
| 1) Continue utilizing digital portfolios (Bulb platform) to provide opportunities for highlighting and showcasing post-secondary planning and exploration. | Principal, Asst Principal, Campus Educators | Learner digital portfolios | | | | |
| Problem Statements: Student Academic Achievement 2 | | | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | |

Performance Objective 3 Problem Statements:

| Student Academic Achievement |
|---|
| <p>Problem Statement 2: There is a need to continually refine the rigor and learning outcomes of the Genius Hour UbD lessons to ensure they meets the level of need for current learners.</p> <p>Root Cause 2: 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.</p> |

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

Performance Objective 1: VP@C will provide training for all stakeholders in order to eliminate bias in instruction, assessment, and communication.

Evaluation Data Source(s) 1: Achievement data by diverse populations, Unconscious Bias resources and attendees,

Summative Evaluation 1:

Next Year's Recommendation 1: Trends need continual review

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Feb | Apr | June |
| 1) Provide diversity awareness opportunities, including Unconscious Bias training, to educators as needed. | Principal (Trainer), Counselor (Trainer) | - Positive impact of increased awareness of unconscious biases | | | | |
| Problem Statements: Demographics 2, 3 | | | | | | |
| 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. | Principal Asst Principal | - Equitable DAEP placements across diverse populations | | | | |
| Problem Statements: Demographics 2 - Perceptions 1, 2 | | | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| Problem Statement 2: There is a need to remain culturally aware of our current learner needs. Root Cause 2: Barriers exist due to a dynamic and continually changing learner roster and respective needs as new learners are accepted and courses are completed. |
| Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. Root Cause 3: 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. |

Perceptions

Problem Statement 1: There is a need to continue the intentional use of Restorative practices and Social-Emotional learning experiences in both Turning Point AEP and Compass DAEP.

Root Cause 1: District and campus focus to a more restorative approach/philosophy.

Problem Statement 2: There is a need to develop and utilize data collection in the area of connectedness for learners in Compass DAEP to evaluate beginning and ending levels. **Root**

Cause 2: Lack of emphasis in this area as a means to measure growth and effectiveness of supports and interventions.

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 provide structures and/or strategies to support the social emotional well-being of learners.

Evaluation Data Source(s) 2: 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

Summative Evaluation 2:

Next Year's Recommendation 2: Social Emotional focal point for 2020-21

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|---|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Feb | Apr | June |
| 1) Continued utilization of strategies and best practices of the Classroom Management Framework and Great Expectations with a focus on social-emotional well-being such as #6 Non-threatening, risk-taking environment, #14 Learners experience success, & #17 Celebrate the success of others. | Principal, Asst. Principal, Counselor, Campus Educators | - Increase in positive learner behaviors - Successful demonstration of Great Expectation Life Principles (i.e. Gratitude, Resiliency, Fortitude). | | | | |
| Problem Statements: Demographics 1, 2 - Student Academic Achievement 2 - School Processes & Programs 1 - Perceptions 1 | | | | | | |
| 2) Continued implementation of Restorative Discipline Practices within the Compass DAEP Program. | Principal, Asst. Principal, Campus Educators | - 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. | | | | |
| Problem Statements: Demographics 3 - Perceptions 1 | | | | | | |
| 3) Identify & provide tools, resources and supports such as Panorama to help with strengthening student levels of social emotional learning core competencies. | Principal, Asst Principal, Counselor, Campus Educators | -Targeted intervention strategies - 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. | | | | |
| Problem Statements: Demographics 3 - School Processes & Programs 1 - Perceptions 1, 2 | | | | | | |

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|-----------------------------------|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Feb | Apr | June |
|  = Accomplished  = Continue/Modify  = No Progress  = Discontinue | | | | | | |

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 1: 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 2: 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 3: 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 Academic Achievement |
| <p>Problem Statement 2: There is a need to continually refine the rigor and learning outcomes of the Genius Hour UbD lessons to ensure they meets the level of need for current learners. Root Cause 2: 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.</p> |
| School Processes & Programs |
| <p>Problem Statement 1: There is a need for the implementation of Professional Learning Communities practices utilizing collaborative processing to address deficits to increase learner achievement Root Cause 1: District and campus focus towards the development and implementation of Professional Learning Communities and teams.</p> |
| Perceptions |
| <p>Problem Statement 1: There is a need to continue the intentional use of Restorative practices and Social-Emotional learning experiences in both Turning Point AEP and Compass DAEP. Root Cause 1: District and campus focus to a more restorative approach/philosophy.</p> |
| <p>Problem Statement 2: There is a need to develop and utilize data collection in the area of connectedness for learners in Compass DAEP to evaluate beginning and ending levels. Root Cause 2: Lack of emphasis in this area as a means to measure growth and effectiveness of supports and interventions.</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 continue to implement safety procedures and protocols throughout all facilities.

Evaluation Data Source(s) 3: Discipline Behavior Incident Logs, Lockdown/Fire Drill/Safety Drill Logs, Campus supervision protocols

Summative Evaluation 3:

Next Year's Recommendation 3: Maintaining school safety remains focal point for 2020-21.

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Feb | Apr | June |
| 1) Provide comprehensive staff training on Standard Response Protocol & Civilian Response to Active Shooter Events (CRASE). | Principal, School Resource Officer | - Awareness of SRP & CRASE - Effective preparedness drills and experiences | | | | |
| Problem Statements: Demographics 3 - School Processes & Programs 1 | | | | | | |
| 2) Provide comprehensive staff training for awareness and focus on mental health issues and needs of learners and peers. | Principal, Counselor, CISD Crisis Counselors | - Increase in mental health awareness and identification of needs _ Increase awareness of Employee Assistance Program | | | | |
| Problem Statements: Demographics 1, 3 - School Processes & Programs 1 - Perceptions 1, 2 | | | | | | |
| 3) Continue implementation of the crisis incident management software, NaviGate. | Principal, Asst Principal | -Increase communication regarding drills and crisis management plans/information | | | | |
| Problem Statements: Demographics 3 | | | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | |

Performance Objective 3 Problem Statements:

| Demographics |
|--|
| Problem Statement 1: There is a need to continually review strategies to support ESL/ELL, SpEd and 504 identified learners within an accelerated, alternative, academic environment while meeting Great Expectations standards. Root Cause 1: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. |
| Problem Statement 3: There is a need to establish and maintain strong, positive relationships for all learners. Root Cause 3: Barriers exist in which relationships need to be established and sustained with all learners due to continual new enrollments, learner needs and social-emotional wellness. |

School Processes & Programs

Problem Statement 1: There is a need for the implementation of Professional Learning Communities practices utilizing collaborative processing to address deficits to increase learner achievement **Root Cause 1:** District and campus focus towards the development and implementation of Professional Learning Communities and teams.

Perceptions

Problem Statement 1: There is a need to continue the intentional use of Restorative practices and Social-Emotional learning experiences in both Turning Point AEP and Compass DAEP.

Root Cause 1: District and campus focus to a more restorative approach/philosophy.

Problem Statement 2: There is a need to develop and utilize data collection in the area of connectedness for learners in Compass DAEP to evaluate beginning and ending levels. **Root Cause 2:** Lack of emphasis in this area as a means to measure growth and effectiveness of supports and interventions.

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 professional learning and calibrate the implementation of a Professional Learning Community (PLC).

Evaluation Data Source(s) 1: PLC training and implementation data/feedback, PLC meeting agendas

Summative Evaluation 1:

Next Year's Recommendation 1: Continue to develop PLC processes.

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Feb | Apr | June |
| 1) Continue to embed PLC structures into educator planning and program evaluations. | Principal, Asst Principal, Campus PLC Leadership Team | - Effective and Intentional evidence-based decisions/strategies to support learner achievement | | | | |
| Problem Statements: School Processes & Programs 1 | | | | | | |
| = Accomplished = Continue/Modify = No Progress = Discontinue | | | | | | |

Performance Objective 1 Problem Statements:

| School Processes & Programs |
|--|
| Problem Statement 1: There is a need for the implementation of Professional Learning Communities practices utilizing collaborative processing to address deficits to increase learner achievement Root Cause 1: District and campus focus towards the development and implementation of Professional Learning Communities and teams. |

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 create an aligned system for professional learning informed by qualitative and quantitative data sources.

Evaluation Data Source(s) 2: Campus Professional Learning Plan, T-TESS data, Weekly Reports, Edgenuity Reports, Educator Feedback, Schoology Resources

Summative Evaluation 2:

Next Year's Recommendation 2: Schoology focus for warehousing training for staff and learners.

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Nov | Feb | Apr | June |
| 1) Utilize data to determine campus professional learning needs. | Principal, Assistant Principal, Campus PLC Leadership Team | - Intentional planning for Educator learning designed to meet needs and Strive goals | | | | |
| Problem Statements: Demographics 1 - Student Academic Achievement 1, 3 - Perceptions 2 | | | | | | |
| 2) Utilize Schoology as a campus source of professional learning experiences. | Principal | -Accessibility to trainings and resources for educators professional learning | | | | |
| Problem Statements: Demographics 1 - School Processes & Programs 1 | | | | | | |
| = Accomplished = Continue/Modify = No Progress = 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 1: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. |
| Student Academic Achievement |
| 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 1: Barriers exist due to significant learning gaps or impairments in learners identified by program qualification guidelines. |

Student Academic Achievement

Problem Statement 3: There is a need to support the instructional focus in ELA via High Priority Learning Standards. **Root Cause 3:** Continued ELA development and identification of HPLS.

School Processes & Programs

Problem Statement 1: There is a need for the implementation of Professional Learning Communities practices utilizing collaborative processing to address deficits to increase learner achievement **Root Cause 1:** District and campus focus towards the development and implementation of Professional Learning Communities and teams.

Perceptions

Problem Statement 2: There is a need to develop and utilize data collection in the area of connectedness for learners in Compass DAEP to evaluate beginning and ending levels. **Root Cause 2:** Lack of emphasis in this area as a means to measure growth and effectiveness of supports and interventions.

A Site Based Committee

| Committee Role | Name | Position |
|-----------------------------|-------------------|-----------------------------|
| Administrator | Jeff Minn | Principal |
| Administrator | Camille Porter | Asst. Principal |
| Classroom Teacher | Jennie Allison | Educator |
| Classroom Teacher | Allison Stephens | Educator |
| Non-classroom Professional | Rochelle Williams | Counselor |
| Classroom Teacher | Henry Todwong | Educator |
| Classroom Teacher | Ryan Smits | Educator |
| Classroom Teacher | John Harris | Educator |
| Classroom Teacher | Linda Fielder | Educator |
| Student | Mya Huff | Student/2017 Graduate |
| Parent | Ginger Franks | Parent |
| Community Representative | Karen Nix | Community Representative |
| Business Representative | Reggie Norman | Business Rep |
| District-level Professional | Jennifer Villines | District-level Professional |
| Student | Garrett MacKenna | Student |