

**Spring Independent School District**  
**Cooper Elementary**  
**2023-2024 Improvement Plan**



# Mission Statement

**Cooper Elementary School will be recognized for creating a culture of learning to produce innovative citizens for a global community.**

## Vision

**Cooper Elementary will prepare, empower and  
produce life-long learners that exhibit appropriate social skills  
and achieve academic success.**

## Value Statement

We believe:

A partnership between the home and the school must exist.

There will be success for every student every day.

All students can learn and develop appropriate skills.

All school personnel and students will model positive character traits.

The commitment of each staff member to grow professionally is essential to the development of our students.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Cooper Elementary, a Title 1 campus, is one of 26 elementary campuses in Spring ISD. Cooper opened its doors in 2005 and serves predominantly low to middle income families and has a current enrollment of about 800 students. Spring ISD's 18th elementary school is named after Mr. Milton Cooper. He provided many years of service to Spring ISD including serving as the first principal of Bammel Middle School, director of elementary and middle schools, assistant superintendent of elementary schools, assistant superintendent of curriculum and instruction and principal of Meyer Elementary School.

The current student population is 753 and consists of the following: 468(62%) are Hispanic, 228(30%) are African American, 13 (1.7%) are Asian, 24 (3.2%) are White, 18 (2.4%) are 2 or more races. Cooper Elementary serves 495 students that are Economically Disadvantaged (66%), 351 English Language Learners (ELL), (47%), 92 students in Special Education (12%) and 58 students identified as Gifted and Talented (8%). For the 23-24 school year, there are 8 documented Homeless Students. There are 460 students that are identified as At-Risk students (61%). The ADA for the 22-23 year was 95.7%.

During the Spring semester of 2022, Cooper was selected as one of the Blended Learning Innovator Campuses. The initiative provided a Touchscreen Laptop for every teacher, Touchscreen Chromebook for every student, 5 charging Stations and Priority Campus Coaching/ Training. At this time, we have about 10 teachers that are Google certified, including the principal. Other teachers are receiving the training during the summer. The initiative will enhance the instruction for all students by allowing them to connect to digital platforms such as Schoology, Google Apps, etc.

Our school teacher data indicates that most teachers at Cooper Elementary have between 0-5 years of experience in the classroom. The next largest group are teachers with 5-15 years of experience. During the 2022-2023 school year, Cooper added 5 District of Innovation (DOI) teachers which required the instructional support staff to coach teachers and provide interventions to specific groups of students.

Although the instructional support team was able to provide intensive support to teachers and students, school administrators' primary focus was on developing a framework to address discipline concerns and support teachers with the implementation of social emotional learning strategies.

To promote parental and community involvement, Cooper hosted STEM and Reading Family Nights, Curriculum and Assessment workshops, Fall festival and Valentine's Day dance, a giving tree for Christmas, and gift card disbursements to families in need. Our community partners provided meals for teachers during Teacher Appreciation Week in May. Staff members provided donations to support

Spring ISD educational scholarships.

In the post COVID landscape, the learning need has been to close the achievement gaps in all grade levels and content areas with a focus on our Special Education students. The root causes for the learning gaps were low teacher efficacy to manage student behavior, incomplete implementation of SEL strategies, and in depth knowledge of the Amplify and Eureka curriculum.

### **Demographics Strengths**

Among our greatest strengths are the partnerships that we have nurtured with parents over the years. Our school survey indicates that 95% of parents are satisfied with the quality of the school. We have sustained strong relationships because we have unique ways to stay connected with parents which include monthly home visits, parent-teacher conferences, and family nights.

We had a meaningful partnership with Chuck-E-Cheese and Texas Roadhouse. These partnerships allow Copper Elementary raise funds to support activities for students and staff. At every family night, Cooper provided books for every child to take home.

Over the last two years, our school has provided student teacher opportunities to approximately five college students who were pursuing their teaching certification. Cooper's objective in this endeavor is to provide lasting and successful employment in Spring ISD for these candidates.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** 40% our teachers have between 0-5 years working in education. **Root Cause:** Teacher shortage has increased since COVID and retention of teachers at Cooper has decreased.

## Student Learning

### Student Learning Summary

For the 2022-2023 school year, Spring ISD preliminary reports show the following for Cooper Elementary:

- Domain 1- TBA
- Reading 76% at Approaches, Math 73% at Approaches, and Science 82% at Approaches.
- Our 4th grade Math results decreased from 70% to 63%, as the Math teacher was a DOI teacher.
- Our 4th grade Reading results decreased from 74% to 71%, as the Reading teacher was a DOI teacher..
- In 5th grade Science, our scores improved by 24 percentage points from last year.

On the 2022-2023 STAAR, the following scores for all grades show the percentage *Approaches Grade Level*:

- 3rd Reading - 70%
- 3rd Math - 64%
- 4th Reading - 71%
- 4th Math - 63%
- 5th Reading - 89%
- 5th Math - 91%
- 5th Science - 82%

Our TELPAS Composite ratings are as follow:

Grade Level	Number of Students	B	INT	ADV	ADV High
Kinder	39	52%	43%	3%	3%
First	43	59%	30%	5%	7%
Second	45	21%	58%	21%	0%
Third	54	7%	55%	29%	9%
Fourth	45	15%	26%	49%	11%
Fifth	48	2%	17%	46%	35%

An in-depth study of data from various sources reveals the following:

- STAAR results indicate that Bilingual students in 4th and 5th are performing at a higher level than general education students in Math at 92% and Reading at 88%, and Science 76%.
- End of year mCLASS indicates that Kinder to 2nd grade students met the CIP goal of 65% on/above grade level: KG- 79%, 1st Grade-73%, and 2nd Grade-65%.
- End of Year MAP Reading report indicates that 3rd to 5th grade students met the CIP goal of 65% on/above grade level: 3rd Grade -66%, 4th Grade -71%, and 5th Grade- 85%
- End of Year MAP Math report indicates that all grade levels met the CIP goal of 65% on/above grade level: Kinder-65%, 1st-82%, 2nd- 65%, 3rd- 73%, 4th-71%, and 5th-83%.
- End of Year Circle Assessment for PreK indicates: Math Overall-86% and Reading Overall-91%,
- TELPAS Data indicates the following:
  - First - data shows no change in proficiency rating for 60% of the students from 2022 scores.
  - Second -data shows 27% of students decreased a proficiency level from 2022 scores.
  - Third - data shows 39% of students with no change in proficiency level from 2022 scores.
  - Fourth -data shows 2% of students scored a level higher in their proficiency rating than 2022 scores.
  - Fifth - data shows 46% of students with no change in proficiency level from 2022 scores.

An area of focus for Cooper Elementary this year is reading and math performance for English language learners and special education students, and African American students. Cooper will focus on strengthening the implementation of the Amplify and Eureka curriculum. We will use monthly walk through data to monitor student progress in closing the achievement gaps. Campus intervention team will target small group instruction in reading and math, with focus on targeted groups of students.

Based on our TELPAS data we can conclude that students in 2nd and 3rd grade are crossing thresholds in proficiency levels at a higher rate. Our third grade students are making gains in the area of reading as we now have all of the bilingual students testing in English for STAAR. Data indicates that this particular group of students scored higher than students in general education classes.

We strongly believe that with the implementation of One Way Dual Language, the percentage of our bilingual students making one year's growth by the end of the school year will increase by 10 percentage points.

EOY student attendance was 94.5%. Pre-K was our challenge group as their attendance was below the 90's. For the 2023-2024 school year, the attendance committee will develop a plan of action to target Pre-K attendance and students with attendance below 90%.

During the 2022-2023 school year, we had behavior concerns mainly in 2nd grade and 3rd grade. The infractions included disruption and defiance which hindered the classroom environment. Cooper will implement the restorative discipline strategies to improve school culture as a whole in order to decrease in school suspension and out of school suspension.

### Student Learning Strengths

Our strengths include 4th and 5th grade math and reading STAAR scores. Our campus, when compared to all other elementary campuses, outperformed other Spring ISD campuses.

- 4th Grade Reading - 5th in the district
- 5th Grade Reading- 1st in the district
- 5th Grade Math - 1st in the district
- 5th Grade Science - 1st in the district

Based on 2022-2023 STAAR data, Cooper's focus will be in the following areas: 3rd grade Math and Reading and 4th grade Math. Our plan is to ensure teachers continue with the implementation of Eureka and Amplify curriculum with fidelity. Teachers are fully trained to ensure a successful implementation of these programs. In addition, an Accelerated Instruction block will be implemented across grade levels to close the achievement gaps. Math and Reading interventionists, will work directly with students using district provided resources. Tutoring will be provided for all groups of students to ensure achievement across the curriculum. Teachers and Leadership teams will develop systems to monitor students progress through data-driven action planning and use SpringWay Systems and Routines to engage students in instruction 100% of the time.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Consistent instruction in PRE-K was interrupted for one track of our students due to teacher vacancy. **Root Cause:** The inconsistency of highly effective teachers created a gap in student learning.

**Problem Statement 2 (Prioritized):** STAAR data indicates the following grade levels did not perform as anticipated: 3rd Reading - 31% meets and 9% masters 3rd Math - 30% meets and 5% masters 4th Reading- 37% meets and 12% masters 4th Math- 27% meets and 7% masters **Root Cause:** DOI Teachers were not fully equipped to implement the new reading and math curriculum. Teachers were providing instruction while concurrently learning about Amplify and Eureka.

**Problem Statement 3:** Teachers were challenged with managing student behaviors. Therefore, instructional time was lost to address and resolve student behaviors. **Root Cause:** Teachers have not received training on deescalating strategies. As a result, teachers lack the ability to effectively resolve discipline issues within the classroom setting, without breaking the flow of instruction.



## School Processes & Programs

### School Processes & Programs Summary

- Cooper Elementary employs 44 Teachers, 11 Professional Support and 9 Educational Aides. Faculty and staff members are highly qualified, including a certified Bilingual Teacher in every Bilingual classroom. All but seven staff members are ESL certified. Title III funds are allocated to hire retired teachers as part-time interventionists that provide extra support with a focus on LEP students. Title I funds are allocated to hire 2 FTEs to provide student intervention and instructional support to staff.
- Weekly Grade level PLCs are held with an administrator and an Instructional Coach or Intervention Specialist. These learning communities address lesson planning, strategic planning, data review and professional learning.
- Student *Decision Point Meetings* are held every six weeks to review intervention data and student progress. Parents are invited to attend as their student goes through the RtI process.
- Staff members are trained in the implementation of Teach Like a Champion strategies.

### School Processes & Programs Strengths

- Through an active Campus Advisory Committee, teachers participate in decisions regarding instruction, STAAR support, student management, school culture, and hiring of staff. It is a campus expectation that continuous on-site staff development is offered throughout the year including: Blended Learning sessions, New Teacher Mentor Meetings and Vertical Meetings across content areas.
- Math and Reading Interventionists differentiate their support for teachers based on need for instructional support.
- Administrative Team (A-Team) meets weekly to discuss student progress as well as teacher progress. A-Team has assigned weekly grade level walk troughs with an identified focus.
- RTI is being utilized successfully with students being referred to the appropriate special population.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Professional Learning Communities (PLC) were held consistently on a weekly basis. Though the team had a strong start, the A-team was not able to facilitate these meetings consistently throughout the school year. **Root Cause:** The primary focus of the A-team was student discipline and individualized staff social/emotional needs.

**Problem Statement 2 (Prioritized):** Instructional teams did not intentionally plan for full internalization and implementation of new curriculum. **Root Cause:** Teachers did not

follow the curriculum pacing calendars with fidelity. Additionally, the administrative team did not provide consistent oversight of this process.

# Perceptions

## Perceptions Summary

Cooper Elementary opened in 2005. We have created a culture of family and team support. We believe that teachers need to have a passion for working with children. We value coaching teachers so that they grow professionally and deliver effective instruction. We believe that all children can learn, but not in the same way. We do our best to have students experience some form of success every day. We want our children and families to feel that Cooper is their home and this is where they belong. Our campus is driven by data, and we do what is best for ALL students as we monitor systems, expectations, instruction, achievement, and follow-through. If there are areas of concern, we have been trained in the implementation of the *Continuous Improvement Process* to reflect, consult, plan, and act. We have built a culture where all teachers believe all students can learn and achieve and students know they are valued and loved.

Our campus has a strong focus on health and wellness. Our students are scheduled for physical education class and structured recess. We participate in activities for Social and Emotional Learning in partnership with the district. Our counselor was able to provide SEL classes for all grade levels.

Cooper Elementary is very intentional in establishing a family-friendly school environment. Staff have been trained in Teach Like a Champion strategies to provide a structure, safe, and positive classroom environment. Sixty two percent of families at Cooper are Spanish speakers, therefore, written and oral communication is delivered in English and Spanish. Our campus website is another tool of communication to keep parents informed of upcoming events allowing them to plan ahead to participate in activities. Our district has provided every campus with funds for a Parent Liaison to help strengthen connections between home and school. Cooper routines include sending home a Thursday Folder every week. We take pride in the fact that parents and district visitors report our office staff is friendly & accommodating and our ambience is warm and inviting.

## Perceptions Strengths

According to survey from 2022-2023, parents expressed the desire for the school to provide more opportunities for them to become actively involved in school related activities, such as Coffee with the Principal, Fall Festival, Field Trips, and Spring Carnival. Parents also want to see more opportunities for extra-curricular activities to engage students in other areas that are non-academic.

Cooper provides the following opportunities to foster student engagement: MyOn reading and ST Math competitions, ethnic celebrations (Hispanic, African American, Asian Month Activities), Spelling Bee, Career Day, Odyssey of the Mind, UIL academic competition, GT projects, cafeteria art contest, rising writers competition, and arts integration.

According to survey from 2022-2023, one of the major concerns for teachers is student discipline. During this school year, we faced many student behavioral challenges which interrupted the school learning; specifically in kindergarten and second grade. Our goal is to provide

student-responsive and least restrictive consequences in order to minimize time out of the classroom.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** Although we have strong parent/staff relationships, we do not have 100% parent involvement. **Root Cause:** Cooper Elementary has not consistently provided opportunities for parents to actively participate in the school setting.

**Problem Statement 2 (Prioritized):** Extra curricular activities are very limited for students. **Root Cause:** Our campus has traditionally focused on academics and interventions to close achievement gaps.

# Priority Problem Statements

**Problem Statement 1:** STAAR data indicates the following grade levels did not perform as anticipated: 3rd Reading - 31% meets and 9% masters 3rd Math - 30% meets and 5% masters 4th Reading- 37% meets and 12% masters 4th Math- 27% meets and 7% masters

**Root Cause 1:** DOI Teachers were not fully equipped to implement the new reading and math curriculum. Teachers were providing instruction while concurrently learning about Amplify and Eureka.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Instructional teams did not intentionally plan for full internalization and implementation of new curriculum.

**Root Cause 2:** Teachers did not follow the curriculum pacing calendars with fidelity. Additionally, the administrative team did not provide consistent oversight of this process.

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

**Problem Statement 3:** Professional Learning Communities (PLC) were held consistently on a weekly basis. Though the team had a strong start, the A-team was not able to facilitate these meetings consistently throughout the school year.

**Root Cause 3:** The primary focus of the A-team was student discipline and individualized staff social/emotional needs.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Consistent instruction in PRE-K was interrupted for one track of our students due to teacher vacancy.

**Root Cause 4:** The inconsistency of highly effective teachers created a gap in student learning.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** Extra curricular activities are very limited for students.

**Root Cause 5:** Our campus has traditionally focused on academics and interventions to close achievement gaps.

**Problem Statement 5 Areas:** Perceptions

**Problem Statement 6:** Although we have strong parent/staff relationships, we do not have 100% parent involvement.

**Root Cause 6:** Cooper Elementary has not consistently provided opportunities for parents to actively participate in the school setting.

**Problem Statement 6 Areas:** Perceptions

**Problem Statement 7:** 40% our teachers have between 0-5 years working in education.

**Root Cause 7:** Teacher shortage has increased since COVID and retention of teachers at Cooper has decreased.

**Problem Statement 7 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

## **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
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

**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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals

**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students

**Performance Objective 1:** By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Reading assessment will increase performance by 3% at the Approaches and Meets performance levels.


By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters level on the 2024 Spring STAAR Reading assessment.






Performance Level 2023 %      2024 %

Approaches	76%	to	79%
Meets	44%	to	47%
Masters	18%	to	21%

**Evaluation Data Sources:** STAAR Data  
Benchmark Data  
BOY/MOY/EOY MAP Assessments



Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Teachers in Grades Kinder-5 will reach full implementation of the Amplify curriculum. The emphasis will be on these three areas: Reading Language Arts, Literacy Across The Curriculum and Literacy Intervention. <b>Strategy's Expected Result/Impact:</b> Q1 - 100% of teacher will complete Amplify training levels as indicated on their individual learning passports. Q2 - 100% of teachers will be at the Initial Implementation stage according to the Amplify Implementation Matrix. Q3 - 75% of teachers will be at the Full Operation stage according to the Amplify Implementation Matrix. Q4 - 100% of teachers will be at the Full Operation stage according to the Amplify Implementation Matrix. <b>Staff Responsible for Monitoring:</b> Amplify coach, Administration Team, Instructional Team and Teachers.  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> Instructional Materials, supplies - 211 Title I, Part A - \$20,000, Instructional Materials and supplies - 199 General Fund - \$5,000		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Amplify coach led PLCs will include teachers modeling best practices using At-Bats to target specific skills. Assistant Principal will monitor PreK-2 PLCs and Principal will lead 3-5 PLCs. <b>Strategy's Expected Result/Impact:</b> Teachers will gain an understanding of differentiated teaching strategies to		Formative			Summative
		Oct	Jan	Mar	June

<p>target all students academic needs.</p> <p>Q1 - Amplify coach will lead four PLC sessions where teacher will be able to receive instant feedback to improve lesson delivery.</p> <p>Q2 - Instructional coaches will lead weekly PLC sessions where teacher will be able to receive instant feedback to improve lesson delivery.</p> <p>Q3 - Administrators will perform weekly walkthroughs to monitor the implementation of best practices targeted at the At-Bats sessions.</p> <p>Q4 - Administrators and Instructional team will calibrate during walkthrough and observations to monitor the implementation of best practices.</p> <p><b>Staff Responsible for Monitoring:</b> Amplify coach, Administrators and Instructional Team.</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p>				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

School Processes & Programs
<p><b>Problem Statement 1:</b> Professional Learning Communities (PLC) were held consistently on a weekly basis. Though the team had a strong start, the A-team was not able to facilitate these meetings consistently throughout the school year. <b>Root Cause:</b> The primary focus of the A-team was student discipline and individualized staff social/emotional needs.</p> <p><b>Problem Statement 2:</b> Instructional teams did not intentionally plan for full internalization and implementation of new curriculum. <b>Root Cause:</b> Teachers did not follow the curriculum pacing calendars with fidelity. Additionally, the administrative team did not provide consistent oversight of this process.</p>

**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students


**Performance Objective 2:** By June 2024, students enrolled in Grades 3-5 participating in the 2024 Spring STAAR Math Assessment will increase performance by 3% at the Approaches and Meets performance level.


By June 2024, students enrolled in Grades 3-5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Math Assessment.





Performance Level 2023 %    2024 %

Approaches	73%	to	76%
Meets	42%	to	45%
Masters	13%	to	16%

**Evaluation Data Sources:** STAAR Data  
Benchmark  
BOY/MOY/EOY MAP Data

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Teachers in Grades Kinder-5 will reach full implementation of the Eureka curriculum. The emphasis on problem solving skills that are required to answer multi-step problems  <b>Strategy's Expected Result/Impact:</b> Q1 - 100% of teacher will complete Eureka training levels as indicated on their individual learning passports. Q2 - 100% of teachers will be at the Instructional Habits stage according to the Eureka's Implementation Support Tool.  Q3 - 75% of teachers will be at the Adaptive Implementation stage according to the Eureka's Implementation Support Tool. Q4 - 100% of teachers will be at the Adaptive Implementation stage according to the Eureka's Implementation Support Tool.  <b>Staff Responsible for Monitoring:</b> Administrators, Instructional Team, Eureka coach, and Teachers  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - School Processes & Programs 2 <b>Funding Sources:</b> Instructional Materials and supplies - 211 Title I, Part A - \$10,000		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Eureka coach led PLCs will include teachers modeling best practices using At-Bats to target specific skills. Assistant Principal will monitor PreK-2 PLCs and Principal will lead 3-5 PLCs. <b>Strategy's Expected Result/Impact:</b> Teachers will gain an understanding of differentiated teaching strategies to target all students academic needs. Q1 - Eureka coach will lead four PLC sessions where teacher will be able to receive instant feedback to improve lesson delivery. Q2 - Instructional coaches will lead weekly PLC sessions where teacher will be able to receive instant feedback to improve lesson delivery. Q3 - Administrators will perform weekly walkthroughs to monitor the implementation of best practices targeted at the At-Bats sessions. Q4 - Administrators and Instructional team will calibrate during walkthrough and observations to monitor the implementation of best practices. <b>Staff Responsible for Monitoring:</b> Eureka Coach, Administrators, Instructional Team, and Teachers  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 2		Formative			Summative
		Oct	Jan	Mar	June
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 2 Problem Statements:

Demographics
<b>Problem Statement 1:</b> 40% our teachers have between 0-5 years working in education. <b>Root Cause:</b> Teacher shortage has increased since COVID and retention of teachers at Cooper has decreased.
School Processes & Programs
<b>Problem Statement 2:</b> Instructional teams did not intentionally plan for full internalization and implementation of new curriculum. <b>Root Cause:</b> Teachers did not follow the curriculum pacing calendars with fidelity. Additionally, the administrative team did not provide consistent oversight of this process.

**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students


**Performance Objective 3:** By June 2024, students enrolled in Grade 5 participating in the 2024 Spring STAAR Science Assessment will increase performance by 3% at the Approaches and Meets performance level.

By June 2024, students enrolled in Grade 5 and participating in the Gifted and Talented program will increase performance by 3% at the Masters performance level on the Spring STAAR Science Assessment.

Performance Level 2023 %    2024 %

Approaches	82%	to	85%
Meets	56%	to	59%
Masters	28%	to	31%

**Evaluation Data Sources:** STAAR DATA  
District BOY

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will reteach and retest on objectives below mastery after formative check points. Teachers will also spiral review previous skills taught and will include these skills in all assessments to ensure mastery.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will reteach and spiral concepts that students have not mastered. Students will demonstrate mastery on tested objectives on district assessments.</p> <p>Q1 - Administer district BOY Assessment, analyze data and reteach low performing TEKS.</p> <p>Q2 - Administer district benchmark, analyze data, reteach low performing TEKS and retest. 50% of students will show mastery of the low performing TEKS after retesting.</p> <p>Q3 - Administer campus based assessment, analyze data, reteach low performing TEKS and retest. 75% of students will show mastery of the low performing TEKS after retesting.</p> <p>Q4 - Administer district benchmark, analyze data, reteach low performing TEKS and retest. 85% of students will show mastery of the low performing TEKS after retesting.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Instructional Team and Teachers</p> <p><b>Title I:</b> 2.4</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Instructional Resources and supplies - 211 Title I, Part A - \$3,970</p>	Formative			Summative
	Oct	Jan	Mar	June
				

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 3 Problem Statements:


School Processes & Programs
<b>Problem Statement 1:</b> Professional Learning Communities (PLC) were held consistently on a weekly basis. Though the team had a strong start, the A-team was not able to facilitate these meetings consistently throughout the school year. <b>Root Cause:</b> The primary focus of the A-team was student discipline and individualized staff social/emotional needs.






**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students

**Performance Objective 4:** By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the areas of Phonological Awareness, Letter-Sound Correspondence, and Early Writing.

	2023 Percentages
Phonological Awareness	89%
Letter-Sound Correspondence	94%
Early Writing	96%

**Evaluation Data Sources:** Circle Assessment Data  
Teacher Observations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All PK teachers will implement the updated Frog Street curriculum with 100% fidelity. <b>Strategy's Expected Result/Impact:</b> Coaches and administrators will conduct weekly walk throughs to monitor the level of implementation. PK students will master EOY circle assessment in the area of literacy Wave 1 - 100% of teacher will complete Frog Street training as indicated on their individual learning passports. Wave 2 - 100% of teachers will be utilizing Frog Street as their main curriculum 70% of the time. Wave 4-100% of teachers will be utilizing Frog Street as their main curriculum 90% of the time. <b>Staff Responsible for Monitoring:</b> Administrator, Instructional Team, and Teachers  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teachers will receive training and support on creating and effectively using literacy centers. <b>Strategy's Expected Result/Impact:</b> Coaches, administrators and teachers will utilize PLC session to plan differentiated and meaningful literacy centers. Coaches and administrator will monitor the effectiveness of the implementation. Wave 1 - Teachers will implement at least 2 differentiated effective literacy centers focused on phonological awareness, letter-sound correspondence and early writing. Wave 2 - Teachers will implement at least 3 differentiated effective literacy centers focused on phonological awareness, letter-sound correspondence and early writing.. Wave 3 - Teachers will implement at least 5 differentiated effective literacy centers focused on phonological awareness, letter-sound correspondence and early writing.. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Team, and Teachers.  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> Instructional Resources and materials - 211 Title I, Part A - \$2,000		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

#### Performance Objective 4 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Consistent instruction in PRE-K was interrupted for one track of our students due to teacher vacancy. <b>Root Cause:</b> The inconsistency of highly effective teachers created a gap in student learning.
School Processes & Programs
<b>Problem Statement 1:</b> Professional Learning Communities (PLC) were held consistently on a weekly basis. Though the team had a strong start, the A-team was not able to facilitate these meetings consistently throughout the school year. <b>Root Cause:</b> The primary focus of the A-team was student discipline and individualized staff social/emotional needs.









**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students

**Performance Objective 5:** By June 2024 (Wave 3), 90% of students enrolled in Prekindergarten will reach "On Target" on CLI Engage/CIRCLE in the area of Overall Math.

Overall Math      2023 Percentage  
87%

**Evaluation Data Sources:** Circle Assessment  
Teacher Observations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teacher will get training in Frog Street math curriculum with focus on numbers and operations and classification and patterning.  <b>Strategy's Expected Result/Impact:</b> Coaches and administrators will conduct weekly walk throughs to monitor the level of implementation. PK students will master EOY circle assessment in the area of math. Wave 1 - 100% of teacher will complete Frog Street training as indicated on their individual learning passports. Wave 2 - 100% of teachers will be utilizing Frog Street as their main curriculum 70% of the time. Wave 3 -100% of teachers will be utilizing Frog Street as their main curriculum 90% of the time. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Team, and Teachers  <b>Title I:</b> 2.4, 2.5 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teachers will utilize centers to target math concepts and use data to drive instruction. <b>Strategy's Expected Result/Impact:</b> Coaches, administrators and teachers will utilize PLC session to plan differentiated and meaningful math centers. Coaches and administrator will monitor the effectiveness of the implementation. Wave 1 - Teachers will implement at least 2 differentiated effective math centers focused on numbers and operations and classification and patterning. Wave 2 - Teachers will implement at least 3 differentiated effective math centers focused on numbers and operations and classification and patterning. Wave 3 - Teachers will implement at least 5 differentiated effective math centers focused on numbers and operations and classification and patterning. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Team, and Teachers  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

### Performance Objective 5 Problem Statements:


Student Learning
<b>Problem Statement 1:</b> Consistent instruction in PRE-K was interrupted for one track of our students due to teacher vacancy. <b>Root Cause:</b> The inconsistency of highly effective teachers created a gap in student learning.
School Processes & Programs
<b>Problem Statement 1:</b> Professional Learning Communities (PLC) were held consistently on a weekly basis. Though the team had a strong start, the A-team was not able to facilitate these meetings consistently throughout the school year. <b>Root Cause:</b> The primary focus of the A-team was student discipline and individualized staff social/emotional needs.






**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students

**Performance Objective 6:** By June 2024 (EOY), 60% of students enrolled in Grades K-2 will score "On/Above Grade Level" on mCLASS.

2023 % On/Above Grade Level: 68%

**Evaluation Data Sources:** mCLASS report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> Grades KG-2nd will implement 100% of the Amplify curriculum for 120 minutes. Small group instruction will be provided to students using the mCLASS skills break down and groupings to address deficits and accelerate instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show progress through mCLASS data to target EOY district goal. BOY - 55% of KG-2nd grade students will be "on grade level" as measured by mCLASS. MOY - 62 % of KG-2nd grade students will be "on grade level" as measured by mCLASS. EOY - 71% of KG-2nd grade students will be "on grade level" as measured by mCLASS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Team and Teachers</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Instructional Materials and supplies/Tutorials - 211 Title I, Part A - \$5,000, Instructional Materials - 263 Title III, LEP - \$5,508</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Provide identified students with individualized small group pull-out and in-class learning sessions for reading based on ongoing assessments. Teachers will utilize mCLASS reports to identify and target instruction. <b>Strategy's Expected Result/Impact:</b> BOY - 55% of KG-2nd grade students will be "on grade level" as measured by mCLASS. MOY - 62 % of KG-2nd grade students will be "on grade level" as measured by mCLASS. EOY - 71% of KG-2nd grade students will be "on grade level" as measured by mCLASS. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Staff and Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> Instructional Materials and supplies - 211 Title I, Part A - \$2,000, Instructional Materials - 263 Title III, LEP - \$2,000		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

#### Performance Objective 6 Problem Statements:


School Processes & Programs
<b>Problem Statement 1:</b> Professional Learning Communities (PLC) were held consistently on a weekly basis. Though the team had a strong start, the A-team was not able to facilitate these meetings consistently throughout the school year. <b>Root Cause:</b> The primary focus of the A-team was student discipline and individualized staff social/emotional needs.
<b>Problem Statement 2:</b> Instructional teams did not intentionally plan for full internalization and implementation of new curriculum. <b>Root Cause:</b> Teachers did not follow the curriculum pacing calendars with fidelity. Additionally, the administrative team did not provide consistent oversight of this process.


**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students





**Performance Objective 7:** By June 2024 (EOY), 68% of students enrolled in Grades 3-5 participating in the NWEA MAP Reading assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Reading Met Growth Goal: 59%

**Evaluation Data Sources:** BOY/MOY/EOY Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide identified students with individualized small group pull-out learning sessions for reading based on ongoing assessments. Teachers will use MAP reports to identify and target instructional skills. STAAR Review will be provided during these sessions</p> <p><b>Strategy's Expected Result/Impact:</b> Students will show progress as measured by MAP testing to reach district goal.            BOY - 69% of 3rd-5th grade students will exceed their growth expectations on MAP Reading.            MOY - 72% of 3rd-5th grade students will exceed their growth expectations on MAP Reading.            EOY - 75% of 3rd-5th grade students will exceed their growth expectations on MAP Reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Staff and Teachers</p> <p><b>Title I:</b>            2.4  <b>- TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Instructional Materials - 211 Title I, Part A - \$5,000, Tutorials - 199 General Fund - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teachers and interventionists will provide before and after-school tutorials to target identified students using pre-approved resources from district. Teachers will use MAP reports to identify and target instructional skills. The school will provide snack for students during these tutorials and STAAR testing dates. <b>Strategy's Expected Result/Impact:</b> Students will show progress as measured by MAP testing to reach district goal. BOY - 69% of 3rd-5th grade students will exceed their growth expectations on MAP Reading. MOY - 72% of 3rd-5th grade students will exceed their growth expectations on MAP Reading. EOY - 75% of 3rd-5th grade students will exceed their growth expectations on MAP Reading. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Staff and Teachers  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2		Formative			Summative
		Oct	Jan	Mar	June
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

### Performance Objective 7 Problem Statements:


Student Learning
<b>Problem Statement 2:</b> STAAR data indicates the following grade levels did not perform as anticipated: 3rd Reading - 31% meets and 9% masters 3rd Math - 30% meets and 5% masters 4th Reading- 37% meets and 12% masters 4th Math- 27% meets and 7% masters <b>Root Cause:</b> DOI Teachers were not fully equipped to implement the new reading and math curriculum. Teachers were providing instruction while concurrently learning about Amplify and Eureka.






**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students

**Performance Objective 8:** By June 2024 (EOY), 74% of students enrolled in Grades K - 5 participating in the NWEA MAP Math assessment will obtain "Met Growth Goal".

2023 % NWEA MAP Math Met Growth Goal: 68%

**Evaluation Data Sources:** BOY/MOPY/EOY Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Map Growth data will be used to plan initial instruction and interventions to address students' deficits. Teachers and students will create and track MAP Growth reading goals in K-5 based on individual data talks with students. <b>Strategy's Expected Result/Impact:</b> Students will show progress as measured by campus and district assessments to reach district goal. BOY - 61% of KG-5th grade students will exceed their growth expectations on MAP Math. MOY - 66% of KG-5th grade students will exceed their growth expectations on MAP Math. EOY - 80% of KG-5th grade students will exceed their growth expectations on MAP Math. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Staff and Teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> A 3-5 math interventionist and KG-2 math interventionist will provide identified students with individualized small group pull-out learning sessions for math based on ongoing assessment. Interventionists will use MAP reports to identify and target instructional skills. <b>Strategy's Expected Result/Impact:</b> Students will show progress as measured by campus and district assessments to reach district goal. BOY - 61% of KG-5th grade students will exceed their growth expectations on MAP Math. MOY - 66% of KG-5th grade students will exceed their growth expectations on MAP Math. EOY - 80% of KG-5th grade students will exceed their growth expectations on MAP Math. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Staff and Teachers  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Instructional Materials/Tutorials - 199 State SCE - State Compensatory Education (PIC - \$10,000)		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

### Performance Objective 8 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> STAAR data indicates the following grade levels did not perform as anticipated: 3rd Reading - 31% meets and 9% masters 3rd Math - 30% meets and 5% masters 4th Reading- 37% meets and 12% masters 4th Math- 27% meets and 7% masters <b>Root Cause:</b> DOI Teachers were not fully equipped to implement the new reading and math curriculum. Teachers were providing instruction while concurrently learning about Amplify and Eureka.
School Processes & Programs
<b>Problem Statement 2:</b> Instructional teams did not intentionally plan for full internalization and implementation of new curriculum. <b>Root Cause:</b> Teachers did not follow the curriculum pacing calendars with fidelity. Additionally, the administrative team did not provide consistent oversight of this process.

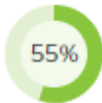



**Goal 1:** Student Outcomes - Achieve excellent, equitable outcomes for all students





**Performance Objective 9:** By June 2024, the campus will maintain a 98% attendance rate.

2023 Attendance Rate: 94.5%

**Evaluation Data Sources:** PEIMS Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> The attendance clerk and counselor will track attendance daily using Certify. If a student is listed on the 90% or less attendance Certify report, an attendance conference will be scheduled with an administrator and the attendance clerk the following week.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be encouraged to attend school 100% daily to be part of the positive Cooper environment.</p> <p>Quarter 1 - 95.5%</p> <p>Quarter 2 - 96%</p> <p>Quarter 3 - 97.5%</p> <p>Quarter 4 - 98%</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Staff and Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 2</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> The Attendance Committee will meet every three weeks to review attendance data, classroom/campus incentives, celebrations and areas of concern. One staff member from each grade level will be on the Attendance Committee (led by the Principal) and one staff member from each grade level will be on the Discipline Committee (led by the Assistant Principal). The Spring ISD Attendance Guide and Attendance Works will be used to support the campus all year. <b>Strategy's Expected Result/Impact:</b> The committees will develop extrinsic incentives to help motivate students to come to school on a daily basis. Quarter 1 - 96.5% Quarter 2 - 97% Quarter 3 - 97.5% Quarter 4 - 98% <b>Staff Responsible for Monitoring:</b> Principal, Instructional Staff and Teachers  <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> Incentives for student attendance - 199 General Fund - \$5,000		Formative			Summative
		Oct	Jan	Mar	June
					


 No Progress
 Accomplished
 Continue/Modify
 Discontinue






### Performance Objective 9 Problem Statements:

School Processes & Programs
<b>Problem Statement 1:</b> Professional Learning Communities (PLC) were held consistently on a weekly basis. Though the team had a strong start, the A-team was not able to facilitate these meetings consistently throughout the school year. <b>Root Cause:</b> The primary focus of the A-team was student discipline and individualized staff social/emotional needs.
Perceptions
<b>Problem Statement 2:</b> Extra curricular activities are very limited for students. <b>Root Cause:</b> Our campus has traditionally focused on academics and interventions to close achievement gaps.

**Goal 2:** Equity - Remove unacceptable barriers to student and staff success

**Performance Objective 1:** By June 2024, the achievement gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of reading.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> Hire effective and highly qualified interventionists in reading to target small group instruction for targeted student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted students will gain at least one year's growth on the reading and math assessments by the end of the year. Targeted students groups will be placed in intervention based on mCLASS and MAP scores. Students will show progress as measured by campus and district assessments to reach district goal.</p> <p>MCLASS BOY - 55% of KG-2nd grade students will be "on grade level" as measured by mCLASS. MOY - 62 % of KG-2nd grade students will be "on grade level" as measured by mCLASS. EOY - 71% of KG-2nd grade students will be "on grade level" as measured by mCLASS.</p> <p>MAP Reading BOY - 69% of 3rd-5th grade students will exceed their growth expectations on MAP Reading. MOY - 72% of 3rd-5th grade students will exceed their growth expectations on MAP Reading. EOY - 75% of 3rd-5th grade students will exceed their growth expectations on MAP Reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Staff and Teachers</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Tutorials, instructional resources - 199 State SCE - State Compensatory Education (PIC - \$5,980</p>				


Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Train teachers and interventionists on how to use MAP achievement reports and mCLASS intervention to drive interventions.  <b>Strategy's Expected Result/Impact:</b> Targeted students will gain at least one year's growth on the reading and math assessments by the end of the year. Targeted students groups will be placed in intervention based on mCLASS and MAP scores. Students will show progress as measured by campus and district assessments to reach district goal.  MCLASS BOY - 55% of KG-2nd grade students will be "on grade level" as measured by mCLASS. MOY - 62 % of KG-2nd grade students will be "on grade level" as measured by mCLASS. EOY - 71% of KG-2nd grade students will be "on grade level" as measured by mCLASS.  MAP Reading BOY - 69% of 3rd-5th grade students will exceed their growth expectations on MAP Reading. MOY - 72% of 3rd-5th grade students will exceed their growth expectations on MAP Reading. EOY - 75% of 3rd-5th grade students will exceed their growth expectations on MAP Reading. <b>Staff Responsible for Monitoring:</b> Mayra Garcia Christen Siddiq Lana Kennedy  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Tutorials - 199 State SCE - State Compensatory Education (PIC - \$4,000		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					


### Performance Objective 1 Problem Statements:





Student Learning
<b>Problem Statement 2:</b> STAAR data indicates the following grade levels did not perform as anticipated: 3rd Reading - 31% meets and 9% masters 3rd Math - 30% meets and 5% masters 4th Reading- 37% meets and 12% masters 4th Math- 27% meets and 7% masters <b>Root Cause:</b> DOI Teachers were not fully equipped to implement the new reading and math curriculum. Teachers were providing instruction while concurrently learning about Amplify and Eureka.

**Goal 2:** Equity - Remove unacceptable barriers to student and staff success

**Performance Objective 2:** By June 2024, the gap between African American and Hispanic student groups will decrease by 5% from the 2022-23 academic year in the area of mathematics.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> Hire effective and highly qualified interventionists in math to target small group instruction for all student groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Targeted students will gain at least one year's growth on the reading and math assessments by the end of the year. Targeted students groups will be placed in intervention based on MAP scores. Students will show progress as measured by campus and district assessments to reach district goal.</p> <p>MAP MATH BOY - 61% of KG-5th grade students will exceed their growth expectations on MAP Math. MOY - 66% of KG-5th grade students will exceed their growth expectations on MAP Math. EOY - 80% of KG-5th grade students will exceed their growth expectations on MAP Math.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Staff and Teachers</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> Instructional Materials - 263 Title III, LEP - \$3,000</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Train teachers and interventionists on how to use MAP achievement reports to drive interventions. <b>Strategy's Expected Result/Impact:</b> Targeted students will gain at least one year's growth on the reading and math assessments by the end of the year. Targeted students groups will be placed in intervention based on MAP scores. Students will show progress as measured by campus and district assessments to reach district goal.  MAP MATH BOY - 61% of KG-5th grade students will exceed their growth expectations on MAP Math. MOY - 66% of KG-5th grade students will exceed their growth expectations on MAP Math. EOY - 80% of KG-5th grade students will exceed their growth expectations on MAP Math. <b>Staff Responsible for Monitoring:</b> Mayra Garcia Christen Siddiq Lana Kennedy  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2		Formative			Summative
		Oct	Jan	Mar	June
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue


### Performance Objective 2 Problem Statements:


Student Learning
<b>Problem Statement 2:</b> STAAR data indicates the following grade levels did not perform as anticipated: 3rd Reading - 31% meets and 9% masters 3rd Math - 30% meets and 5% masters 4th Reading- 37% meets and 12% masters 4th Math- 27% meets and 7% masters <b>Root Cause:</b> DOI Teachers were not fully equipped to implement the new reading and math curriculum. Teachers were providing instruction while concurrently learning about Amplify and Eureka.

**Goal 3:** Engagement - Empower family and student voices in support of positive student outcomes

**Performance Objective 1:** By June 2024, the campus will implement a minimum of two high leverage strategies to engage families and communities that meet the needs of the stakeholders with a 50% rate .

**Evaluation Data Sources:** Sign In Sheets

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> School will hold family a literacy and math/science nights during the school year. Math/Science night will be held in the Fall Semester. Literacy night will be held during the Spring Semester. <b>Strategy's Expected Result/Impact:</b> Building strong relationship and partnerships with parents, stakeholders and community members to increase parental involvement. Fall Semester- The number of parents attending our first family night will be 100. Spring Semester-The number of parents attending our second family night will be 150. <b>Staff Responsible for Monitoring:</b> Principal, Instructional Team and Teachers  <b>Title I:</b> 4.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> Instructional Resources, supplies - 211 Title I, Part A - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The Family and Community Engagement department will provide training for parents on academic strategies they can use at home to support their children. The strategies will be in the area of reading and math. <b>Strategy's Expected Result/Impact:</b> Parent trainings will better equip parents with the knowledge and skills to	Formative			Summative
	Oct	Jan	Mar	June

<p>support students learning to achieve academic growth.</p> <p>Fall Semester - The number of parents attending parent training will be 10-20.</p> <p>Spring Semester -The number of parents attending parent training will be 21-30.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Instructional Team and Teachers</p> <p><b>Title I:</b> 4.1</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Resources and materials - 199 General Fund - \$2,000</p>				
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0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue


Performance Objective 1 Problem Statements:






Perceptions
<p><b>Problem Statement 1:</b> Although we have strong parent/staff relationships, we do not have 100% parent involvement. <b>Root Cause:</b> Cooper Elementary has not consistently provided opportunities for parents to actively participate in the school setting.</p>



**Goal 4:** Well-Being - Ensure all schools are welcoming, safe environments where social and emotional needs are met

**Performance Objective 1:** By June 2024, the campus will implement a minimum of two high leverage social-emotional learning (SEL) strategies that meet the needs of the students, staff, and community. The campus will determine the measure of success for participation and impact.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will implement the Quaver SEL curriculum, which is integrated with our SISD curriculum. The master schedule will have a designated time built in for the 20 minute daily SEL activity. Administrators have access to subjective survey data to inform decision making. The counselor will real time coach while observing classes and planning sessions.  <b>Strategy's Expected Result/Impact:</b> Q1 - 100% of teachers will have access to the Quaver lessons and implement daily routine. Q2 - 100% of the teachers will complete at least 40 lessons and provide an artifact showing mastery of a SEL objective. Q3 - 100% of the teachers will complete at least 60 lessons and provide an artifact showing mastery of a SEL objective. Q4 - 100% of the teachers will complete at least 80 lessons and provide an artifact showing mastery of a SEL objective.  <b>Staff Responsible for Monitoring:</b> Principal, Instructional Team and Teachers  <b>Title I:</b> 2.5 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Parent Liaison will work with the Parent Engagement Center to provide trainings for parents to learn instructional strategies to support their child's learning at home.  <b>Strategy's Expected Result/Impact:</b> Increase participation at parent meetings to develop strong school-home	Formative			Summative
	Oct	Jan	Mar	June


<p>relationships.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison - Lermas</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Instructional Resources, supplies - 263 Title III, LEP - \$2,000</p>				
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

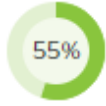




Performance Objective 1 Problem Statements:

Perceptions
<p><b>Problem Statement 1:</b> Although we have strong parent/staff relationships, we do not have 100% parent involvement. <b>Root Cause:</b> Cooper Elementary has not consistently provided opportunities for parents to actively participate in the school setting.</p> <p><b>Problem Statement 2:</b> Extra curricular activities are very limited for students. <b>Root Cause:</b> Our campus has traditionally focused on academics and interventions to close achievement gaps.</p>

**Goal 5:** Opportunities - Expand academic offerings so students can explore, learn, and excel

**Performance Objective 1:** To main/increase campus enrollment established at the PEIMS October Snapshot date (10/27/23), the campus will outreach apartment home management, homeowners' associations, construction management, realtors, and other external stakeholders a minimum of two times per semester to increase awareness of campus events. The campus will determine the type of communication, logistics (date, time, and location), and measure of success for participation and impact.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Counselor will lead communication with community businesses to share school initiatives and programs with an intent to increase our enrollment.</p> <p><b>Strategy's Expected Result/Impact:</b> Cooper will meet/exceed our projected enrollment.  1st 9 weeks enrollment will be at 703.  2nd 9 weeks enrollment will increase to 730.  3rd 9 weeks enrollment will increase to 750.  4th 9 weeks enrollment will increase to 780.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, SIMS clerk and Attendance clerk.</p> <p><b>Title I:</b>  4.1</p> <p><b>- ESF Levers:</b>  Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Resources and supplies - 199 General Fund - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				






Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Invite community businesses to participate in school events throughout the school year. <b>Strategy's Expected Result/Impact:</b> By May 2023, 3 out of the 5 business contacts, will participate in at least two events at Cooper such as Career Day, Field Day and Family Nights. Cooper will meet/exceed our projected enrollment. 1st 9 weeks enrollment will be at 703. 2nd 9 weeks enrollment will increase to 730. 3rd 9 weeks enrollment will increase to 750. 4th 9 weeks enrollment will increase to 780. <b>Staff Responsible for Monitoring:</b> Counselor, SIMS clerk and Attendance clerk.  <b>Title I:</b> 4.1 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> Incentives - 199 General Fund - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> Although we have strong parent/staff relationships, we do not have 100% parent involvement. <b>Root Cause:</b> Cooper Elementary has not consistently provided opportunities for parents to actively participate in the school setting.

**Goal 6:** Leadership - Identify and support all leaders across every level of the organization

**Performance Objective 1:** By June 2024, 100% of staff assigned to Learning Passports A, B, C, and D will complete professional learning requirements.






Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p><b>Strategy 1:</b> Provide opportunity for teachers to attend PD to complete passports during school in-service days and PLC's. Teachers will also have an opportunity to attend Professional Development through Region IV.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will complete their assigned passport to ensure they have the tools necessary to implement district programs with fidelity.</p> <p>By September 2 , 33% of staff will have completed their assigned passport.</p> <p>By January 12 , 66% of staff will have completed their assigned passport.</p> <p>By April 1 , 100% of staff will have completed their assigned passport.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and AP.</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Region IV training/out of district PD - 199 General Fund - \$2,000</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<p><b>Problem Statement 1:</b> Professional Learning Communities (PLC) were held consistently on a weekly basis. Though the team had a strong start, the A-team was not able to facilitate these meetings consistently throughout the school year. <b>Root Cause:</b> The primary focus of the A-team was student discipline and individualized staff social/emotional needs.</p>

**Goal 6: Leadership** - Identify and support all leaders across every level of the organization

**Performance Objective 2:** By June 2024, campus leaders assigned to conduct T-TESS observations will attend 100% of the required training and calibration sessions.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Principal and AP will also have an opportunity to attend Professional Development through Region IV to complete required T-TESS training <b>Strategy's Expected Result/Impact:</b> Complete training prior to conducting walkthroughs and observations. <b>Staff Responsible for Monitoring:</b> Principal and AP  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> PD opportunities outside the district - 199 General Fund - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> Professional Learning Communities (PLC) were held consistently on a weekly basis. Though the team had a strong start, the A-team was not able to facilitate these meetings consistently throughout the school year. <b>Root Cause:</b> The primary focus of the A-team was student discipline and individualized staff social/emotional needs.

# State Compensatory

## Budget for Cooper Elementary

**Total SCE Funds:** \$19,980.00

**Total FTEs Funded by SCE:** 0

### Brief Description of SCE Services and/or Programs

The SCE funds will be use to target tutorials for students who are At-Risk based on mclass and MAP reports. Staff will use BOY data to target specific skills not mastered.

# Title I

## 1.1: Comprehensive Needs Assessment

The Title I, Part A Campus Improvement Plan is based on a Comprehensive Needs Assessment (CNA) for the school. The CNA reflects the status of academic achievement of our students in relation to the challenging academic standards focusing on students who are not on grade level or at-risk of not meeting state standards on state assessments. The CNA includes all groups which includes, At-Risk, Special Education, English Language Learners, Gifted and Talented and Economically Disadvantaged.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan (CIP) is developed in collaboration with parents, community members, district representatives, and campus personnel including teachers, paraprofessionals and administration. The list of the committee members can be found in Plan4Learning in the Committees section.

## 2.2: Regular monitoring and revision

The CIP is in effect for the duration of the school year. The plan and its implementation is regularly monitored and revised as necessary, based on students' needs to ensure that all students are provided opportunities to meet the state academic standards. The campus monitors all groups of students to ensure all their needs are met with interventions and tutorials.

The CIP committee meets several times in the summer to develop the CIP. During the school year, the CIP meets three to four times a year to review/revise/modify the plan if necessary.

## 2.3: Available to parents and community in an understandable format and language

The CIP is readily available to parents and the community on our campus website. Upon request, an electronic or paper copy will be provided to interested stakeholders. The CIP is translated into Spanish and both versions are posted on our webpage. Communication will be provided to families at the beginning of the year and during the Open House to address this option.

## 2.4: Opportunities for all children to meet State standards

Cooper Elementary established campus-wide strategies based upon formative and summative student achievement data. The CIP includes a description of how these strategies will provide opportunities for all students including At-Risk, English Language Learners, Special Education, Gifted and Talented and Economically Disadvantage to meet the state academic standards.



## **2.5: Increased learning time and well-rounded education**

Cooper Elementary will use instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum through programs, activities, and instructional resources to provide a well-rounded education.

## **2.6: Address needs of all students, particularly at-risk**

Cooper Elementary will address the needs of all students it serves with a focus on the needs of students identified as "At-Risk" of unsuccessfully demonstrating mastery of the state academic standards. In our CIP, Within the Goals, Performance Objectives and Strategies section in Plan4Learning, Cooper has identified how it will address the needs of all students including a focus on students deemed "At-Risk" of not meeting State standards. Cooper has identified at least one instructional strategy addressing the needs of all students especially the needs of "At-Risk" students.

## **3.1: Annually evaluate the schoolwide plan**

The Campus Advisory Committee (CAC) meets at the end of the school year to review data and determine school goals for all group of students. The CAC meets regularly throughout the school year to monitor the progress of these goals and make adjustments if needed.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

The school jointly developed a written parent and family engagement policy and a school parent compact with parents and family members of our students. The policy describes the ways Cooper fulfills the requirements for partnering with parents and families as we provide a high quality education. Our school believes that this partnership is essential for students to succeed.

## **4.2: Offer flexible number of parent involvement meetings**

Cooper provides a flexible number of meetings with parents. At the district level, the parents meet 4 times annually and serve on a Parent Advisory Council. At the school level we encourage our parents to participate in all enrichment activities as well as academic focused training and workshops such as computer training, homework skills and many academic and social/emotional focused workshops. We also have a volunteer program in place where parents may donate their time and their talents in the school, such as reading in the classroom, participating in College and career Days and Family Nights.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
TBD	Teacher	Title I	1
Toscia Arvie	Teacher	Title I	1