

Wylie Independent School District
Cooper Junior High School
2018-2019 Campus Improvement Plan



Mission Statement

The Cooper Junior High School family will foster a spirit of collaboration and cooperation with parents and the community, to provide a well-rounded educational experience which will ensure that all students possess the necessary tools to become successful citizens of the world.

Vision

Unified for Excellence

Comprehensive Needs Assessment

Demographics

Demographics Summary

Cooper Junior High total campus enrollment 926

- 1) White 39.96%
- 2)Hispanic 23.65%
- 3)Black/Non Hisp. 14.25%
- 4)Asian/Pacific Islander Isl 16.95%
- 5)ECD (Economically Disadvantaged) 28.08%.

The campus enrollment increased from 889 to 926 students this year. Special Education numbers increased from 6.75 % to 6.91 % of the student population. Males continue to out number females in special education. Our bilingual/ESL population is 11.99% of our students. Our GT population is 18.47% . We have a an At-Risk population of 25.49%. LEP and SPED students performance continues to be an area of focus for improvement in all content areas.

Demographics Strengths

ELAR- All groups were above 90% Approaches except El and SPED. All groups were above 50% Meets except El and SPED. All groups were above 40 Masters except Eco Dis, El, and SPED.

Math- All groups were above 90% Approaches except EL(85%) and SPED(76%). All groups were above 50% Meets except EL and SPED. All groups were above 40% Masters except Hispanic, Eco Dis, EL, and SPED

Problem Statements Identifying Demographics Needs

Problem Statement 1: All of our SPED and EL students are not recognizing the necessary gains and achievement. **Root Cause:** We are not effectively meeting the needs of all students in these groups.

Student Achievement

Student Achievement Summary

Cooper Junior High Met Standard, earned As in all three domains, and earned 7 out of 7 distinctions.

We utilize our instructional specialists, teacher leaders, and administrators to identify and support effective instructional practices for our teams. We meet daily in PLC to either plan/design instruction or analyze student performance data.

We utilize MAP testing and common assessment data to monitor and chart student growth. We have utilized very structured agenda and protocols for PLC groups to follow in order to maximize the effectiveness of their PLC time.

Student Achievement Strengths

Student Achievement

- 93 % of students in 7th grade math Approaches, 38% were Meets, and 43% were Masters. 94% of students in the 8th grade Math were Approaches with 75% were Meets, and 26% Masters
- 100 % of students in Algebra were Approaches, 100% were Meets, and 98% were Masters.
- 7th grade Reading 91 % Approaches, 71% Meets, and with 49% Masters. 8th Grade Reading 92% Approaches, 72% Meets, and 45% Masters.
- 7th Grade Writing 88% Approaches, 71% Meets, and 34 % Masters
- 8th Science 96% Approaches, 83% Meets, and 61% Masters. 8th grade Social Studies 92% Approaches, 73% Meets, and 55% Masters

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We have not been able to recognize the appropriate gains in 7th Grade Writing **Root Cause:** We have not effectively met the needs of all of our students.

School Culture and Climate

School Culture and Climate Summary

Cooper Junior High has a diverse student population. We promote the Wylie Way and character education in order to instill the values of our community. We take great pride in successfully modeling "Wylie Way" while going about our business of student learning. We offer a Wylie Way leadership class for our students, as well as providing Wylie Way lessons and activities for our entire student body each nine weeks. The principal values the input of the campus leadership team comprised of 1 to 2 members of each core content team, 1 member of the special services team, and 1 electives team member. The group meets once a month to discuss campus and district initiatives. The campus administration team also recognizes students and staff each nine weeks.

School Culture and Climate Strengths

According to the student climate survey most students responded that they felt physically safe at school; and they felt like they had a positive relationship with at least one adult in the school. Students believed that the principal enjoyed leading the campus. Most students felt that teachers are attentive to students' learning styles, and that there was a positive culture and climate on campus. Some students reported that they did not like coming to school, and that teachers could do a better job of letting them know how they can be their best. Parents felt that the school could do more to celebrate students' achievements. Parents gave Cooper a high rating for administration and teacher communication. Teachers identified principal leadership and communication as a strength for Cooper. They praised the visibility and engagement of the assistant principals as a strength.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We continue to successfully mentor first year teachers and teachers with limited experience. Each of them work closely with their campus mentor, learning specialists, and fellow teachers learn the curriculum and provide rigorous instruction to all students.

Cooper Junior High has as a very low teacher turnover rate. Since opening we have added new positions each year to support the additional student needs.

We have identified two common reasons that teachers leave CJHS, advancement or to relocate with a spouse's work. Many of our staff members opened the campus and they continue to be strong teacher leaders for our campus.

Cooper Junior High core teachers meet daily in PLCs in addition to having an individual conference time to meet the needs of their students and parents.

Staff Quality, Recruitment, and Retention Strengths

We recognize the individual accomplishments of staff members in our staff meetings.

We honor one teacher and para professional per nine weeks as our Crystal Apple award winner for their strengths in the classroom and around the campus.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

We will continue to follow the WISD curriculum or TRS while using formative and summative assessments to monitor student learning.

In our advanced Math classrooms we will continue to use Springboard curriculum while measuring learning from students with the standard assessments that are provided.

We have piloted GT focused instruction in some of our Social Studies and Science classes in 7th and 8th grade.

Cooper Junior High will continue to promote and maintain effective PLCs in order to support teachers with meeting the needs of all students. They will continue to utilize the expertise of the learning specialist to increase learning for all students.

Curriculum, Instruction, and Assessment Strengths

PLCs are in place and have collective commitments for all core teachers. We are utilizing our unit assessments to effectively monitor the learning of students. All four core areas have a Special Education teachers working with the PLC daily.

We will use the district developed Wylie Way curriculum to promote the tenants across the campus to all students.

All of our students have been assigned a chrome book to utilize in each of their classes. They have access to digital textbooks and curriculum resources. Our teachers are trained to teach their classes utilizing their chrome books in manner that effectively addresses the content and engages the students.

We continue implement a STEM elective class that is using the district made curriculum to support our students that will be pursuing careers in science, technology, engineering and math.

Parent and Community Engagement

Parent and Community Engagement Summary

100% of Cooper staff members join and actively support the Cooper Junior High PTA. We will be conducting phone calls home to all of our At Risk students to ensure that the parents know how to access supports for their children.

We are working closely with our PTA and student organizations to increase our level of parent engagement through more effective programming.

In addition to the Christian Care food drive that is held annually, we seek to complete at least one service project per 9 weeks for the community.

Parent and Community Engagement Strengths

Over 85% of our parents attend all school functions that their student is performing in. These functions include athletics, band concert, choir concert, theatre performances, and "Celebrate the Arts" for our visual and performing art students. Our parents actively support our PTA and campus based organizations.

School Context and Organization

School Context and Organization Summary

PLC and intervention sections are built into the master schedule daily. We hold weekly meetings that involve leadership, staff, and curriculum team members.

School Context and Organization Strengths

The District and Cooper Junior High share a common vision and common goals.

Technology

Technology Summary

Wylie ISD has committed to support the use of technology in the classroom by training all teachers to design innovative lessons in their classrooms that provide students with opportunities to think critically and problem solve by collaborating while using the latest technology devices available.

Technology Strengths

We have established expectations, and provided training/on-going support for our teachers to develop instruction that includes the use of technology. All students have chrome books and access to digital textbooks and instructional materials

Additional wireless access points were installed throughout Cooper Junior High to support the increase in student technology use.

All teachers have the instructional materials needed to develop rigorous instruction that allows student to use technology to learn.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals









Revised/Approved: September 13, 2018

Goal 1: Instill community and ethical values in our students

Performance Objective 1: All students will develop a trusting relationship with at least one adult at school.

Evaluation Data Source(s) 1:

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All staff will greet students at the door of their classroom before each class period begins.	Teachers, Staff, Administrators	All adults will be at their classroom door or in the hallway during each transition period between classes to aid in helping students feel welcome and safe.			
2) Each student will identify one adult that he or she has a positive, trusting relationship with on campus.	All staff and administrators	Students will identify one adult that they have a relationship with on campus. They will write the adult's name and a brief sentence explaining why they have a relationship with that adult.			
3) 3) All staff will establish expectations for respectful and responsible behaviors with each of their classes.	all classroom teachers	Classroom expectations will be posted and modeled by everyone in each classroom.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: Instill community and ethical values in our students

Performance Objective 2: Provide bullying and violence prevention lessons through guidance counselor and the Wylie Way classes to ensure bully-free classroom.

Evaluation Data Source(s) 2:

Summative Evaluation 2:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Cooper JH will participate in Unity Day activities to promote anti-bullying.	All staff and administration	There will be a decrease in the number of reports filed that are investigated to be bullying behaviors.	✓	✓	✓
2) Students and staff will wear orange on Unity Day to bring greater awareness to stopping bullying.	All staff and administration	100% of all students and staff wear the color orange on this date to demonstrate their commitment to ending bullying.	✓	✓	✓
3) Cooper JH will display Unity Day posters and make school wide announcement that explains what it means to be unified against bullying.	all staff and administration	There will be a decrease in the number of reports that are filed and investigated as bullying.	✓	✓	✓
4) Students will define respect and identify behaviors that will promote respect for everyone. The definitions and behaviors will be displayed in school hallways to encourage students to pledge to follow them daily.	all staff and administration	All students will sign orange pledge posters that define what respect is and how to demonstrate it.	✓	✓	✓
5) All classrooms will have a poster displayed that says, "Bullying-Not in Our School".	all teaching staff	There will be a decrease in bullying and students and teachers will demonstrate respect to each other.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: Instill community and ethical values in our students

Performance Objective 3: Teachers will recognize students for demonstrating behavior that exemplify Wylie Way on a regular basis.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Students will be participating in classroom activities that will encourage them to model behaviors that support the Wylie Way focus each nine weeks.	Staff, students, and administration	Our school climate will be positive and supportive of all students and staff, and negative behaviors will not tolerated.			
2) Teachers and staff will model the tenants of the Wylie Way daily, and they will leverage opportunities to promote those tenants in their classrooms daily.	Staff, counselor, and administrators	Students will identify at least one adult that they have a positive relationship with at school. Each students will have at least one other student that they can sit with during lunch and privilege time. We will participate in a campus recycle drive during our lunch periods. We will provide information and interesting facts about different colleges and careers on CPN video presentations.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: Instill community and ethical values in our students

Performance Objective 4: By the end of the 2nd 9 weeks, adults and students will have a common understanding regarding the core values of CARING/GIVING

Evaluation Data Source(s) 4:

Summative Evaluation 4:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Participate in district food drive	all staff	We will be able to contribute to the Christian Care Center in order that all members of the community have their basic needs met.			
2) Plan campus Veteran's Day Celebration on November 11th	Social Studies teachers and administration.	Cooper JH will demonstrate appreciation for our American freedoms and those men and women that have served our country to ensure those freedoms.			
3) Students and staff will participate in Relationships Day activities on 12/12	all staff	We will be able to observe students and staff demonstrating care for each other in all classrooms.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 1: Instill community and ethical values in our students

Performance Objective 5: By the end of the 3rd 9 weeks, adults and students will have a common understanding regarding the core values of GRIT/PREPARATION

Evaluation Data Source(s) 5:

Summative Evaluation 5:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Implement all activities on 2/6 Mapping Your Future	all staff	We will be able to observe our students and staff setting goals for success and strategies that provide opportunities for all students to increase their work habits.			
2) Mapping Your Future Follow-up 2/27	all staff	We will apply the lessons learned on our Mapping Your Future Day.			
3) Implement College Week 3/4- thru 3/8	all staff	Various activities will increase the awareness that all students have about how to set goals and what steps need to take to achieve their personal goals beyond high school.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: Instill community and ethical values in our students

Performance Objective 6: By the end of the 4th 9 weeks, adults and students will have a common understanding regarding the core values of GRATITUDE/CELEBRATION

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Ripples of Hope April 3rd	all staff	All staff will write at least 5 ripples of hope notes to students that they select to encourage the student to pursue their dreams. Students will identify staff members who encourage them to use the Wylie Way tenants to achieve their hopes and dreams			
2) Celebrate Teacher Appreciation Week May 6-May 10	campus administration, students, and PTA	Climate survey will reflect that 100% or more feel valued and enjoy their working environment.			
3) Students will participate in Day of Gratitude April 17th	teachers, admin	Students understand the importance of gratitude and how it plays an important role in the their lives and well being.			
4) Students will participate in a Day of Celebration May 17th.	teachers, admin	Students understand the importance of setting goals, achieving those goals, and being recognized for their hard work and dedication.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: Instill community and ethical values in our students

Performance Objective 7: From the results of the campus character survey, we will enhance the value of school pride.

Evaluation Data Source(s) 7:

Summative Evaluation 7:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Cooper JH students and staff will observe VIP (very important Patriot) Day each Tuesday by wearing any CJH spirit shirt to school.	all staff	100% of all students and staff will demonstrate pride in their school by wearing Cooper JH shirts.			
2) Cooper JH Student Council will sell CJHS t-shirts and sweatshirts to all students and family members to increase their opportunity to demonstrate pride in our school.	administration and student council sponsor	All students and staff will be able to wear their school shirts to demonstrate pride in their school.			
3) Cooper JH administration and extra-curricular sponsors will promote all activities and events through morning announcements, social media posts, and the Cooper JH website.	administration, extra-curricular sponsors, and coaches.	Students, staff, and community members' attendance at extra-curricular activities and events will increase by 15%			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 1: Instill community and ethical values in our students

Performance Objective 8: Provide students with the appropriate strategies to address conflicts with others to ensure violence-free classrooms.

Evaluation Data Source(s) 8:

Summative Evaluation 8:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Students will participate in weekly restorative practices (social-emotional focus) check-ins in all of their classes.	classroom teachers, counselor, admin	Teachers and staff will be able to identify students who are struggling with how to manage challenging or stressful situations appropriately.			
2) Teachers will identify students who would benefit from focused restorative circles with the counselor or an administrator to address social/emotional challenges	Teachers, counselor, admin	Students will be provided with the appropriate strategies and resources to assist them with addressing problems that they are facing.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 1: Instill community and ethical values in our students

Performance Objective 9: Cooper Junior High will maintain a weekly student attendance rate of 97% or better.

Evaluation Data Source(s) 9:

Summative Evaluation 9: Met Performance Objective








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Students' daily attendance will be monitored and parent contact will be made after two consecutive absences.	Attendance clerk, campus administrators	Administrators will be able to identify students who are struggling with maintaining compulsory attendance in a timely manner.	✓	✓	✓
2) Skyward attendance letters will be mailed out to parents and guardians based on students' tardies and absences.	Attendance clerk, principal	Parents will be informed of students' attendance record and possible consequences for truancy.	✓	✓	✓
3) Parents and students will meet with a campus representative to develop a plan to address students' attendance challenges prior to truancy being filed	Principal, assistant principals, counselor	School staff, parents, and the student will have an opportunity to ensure that all measures have been taken to support the student with maintaining compulsory attendance.	✓	✓	✓
					

Goal 1: Instill community and ethical values in our students

Performance Objective 10: Encourage parental environment.

Evaluation Data Source(s) 10:

Summative Evaluation 10:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Share weekly campus newsletter with parents and stakeholders(student and staff recognition, campus events, extra-curricular activities).	Principal, campus leaders, PTA	Parents will rate campus communication at 95% or higher on the CJHS climate survey. CJHS will recognize a 20% increase in parents' attendance at extra-curricular events/activities			
2) Increase campus presence on social media (highlight student and staff achievements)	Principal, assistant principal, coaches, and club sponsors	Parents will rate campus climate (school spirit and student recognition) 95% or higher on the CJHS climate survey. CJHS will recognize 20% increase in parents' attendance at extra-curricular events/activities			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 1: Ensure that teachers are following the WISD curriculum and/or Springboard curriculum in all core classrooms.

Evaluation Data Source(s) 1:

Summative Evaluation 1:











Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All core PLCs will use protocols to purposefully plan each unit of study from either WISD curriculum or Springboard curriculum	Teachers and administrators	Lesson plans and classroom instruction will reflect the required WISD curriculum.			
2) Administrators will ensure that each teacher will have at least five walk-throughs per semester and provide effective feedback to all teachers.	Campus administration, learning specialists	Walkthrough data and feedback will reflect that teachers are following the required curriculum.			
3) All campus teachers will receive on going professional learning opportunities to implement Fundamental 5 in all classrooms.	all staff and administrators	Cooper JH will teachers will demonstrate successful implementation of Fundamental 5 as evidenced in collected walk-through data. Lesson frames 100% Teachers in power zone 90 % Students will be engaged in Focused Small Group Purposeful Talk 50% Evidence of critical writing 50 % Evidence of recognition/reinforcement feedback 100%			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 2: Use PLC data disaggregation protocol to target individual students for specific interventions and provide for additional learning opportunities.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Each core PLC will use protocol to determine which SEs are of the greatest need to improve from previous years STAAR data.	Core PLC teachers and administrators	Instructional practices will be modified to better meet the needs of students. Evidence of differentiated instruction.			
2) After each unit assessment the PLC team will disaggregate student performance data in order to plan for any remediation and enrichment that might be needed.	PLC core teams and administration	Students will successfully meet or master the student expectations on all unit re-tests.			
3) Based on unit assessment, teacher developed assessments, and STAAR data students in Math, Reading, Science, and Social Studies, students will be provided after-school and Saturday School interventions.	Core teams (Math, Reading, Science, Social Studies) administrators, and learning specialists	Students' performance on teacher developed assessments, unit assessments, and the STAAR tests.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 3: Provide remediation/support to identified at-risk students through intervention sections and/or Patriot PLUS to increase their performance

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Students who did not meet standard on Reading and Math will be placed in smaller sections.	Reading and Math teachers, administration, Reading and Math PLCs	All students will meet the standard for Approaches or higher on the Reading and Math STAAR tests.			
2) Based on unit assessment data and formative assessment data student will receive remediation or enrichment during Patriot PLUS	Teachers, Staff, and administrators	All students will meet the standard for Approaches or higher on each of their grade level STAAR exams.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 4: Use MAP testing to screen all identified students three times per year and provide effective interventions to ensure student success.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All students will be assessed using MAP testing in Math and Reading.	Math and Reading teachers, administration	Based on students' MAP data, SE specific interventions will be prescribed and a remediation plan will be developed			
2) Students will be assigned to SE specific tutorials to receive interventions needed for success.	Teachers and administrators	100% of students will meet the approaches standard on all STAAR tests . We will recognize a 10% increase in Meets and Masters scores on all STAAR tested areas.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 5: Special Education and ESL teachers will participate in PLCs with core content teams to ensure that instruction is designed to meet the needs of all students.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Master schedule allows for Sped and ESL teachers to participate in the PLCs daily.	Administration	Instruction for students will be based on grade level TEKS with their identified accommodations and/or modifications as evidenced through walk through data.			
2) SPED and ESL teachers provide effective instruction and progress monitoring to ensure that students' needs are being met.	SPED teachers, ESL teacher, instructional specialist, general ed teachers and administration	50% or more of our EL and 50% or more SPED students will meet the approaches standard on the STAAR in all tested areas.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 6: All Gifted and Talented identified students will have challenging learning opportunities through differentiated instruction using a wide variety of instructional strategies, activities, research and enrichment.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Campus G/T facilitators will oversee the identification and course placement for all students coded G/T.	Admin, campus G/T facilitator, counselor	All G/T identified students will be scheduled into WINGS (7th and 8th grade) and Pre-Ap Writing in 7th grade. Students will take one or more additional Pre-Ap courses in Math, Science or Social Studies.			
2) G/T campus facilitators and campus teachers will design rigorous instruction and engaging classroom activities daily.	All teachers and administration	Rigorous instruction will be provided in GT and PAP classrooms as evidenced by assessment data and walk through data			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 7: Provide Dyslexia services for students identified with Dyslexia.

Evaluation Data Source(s) 7:

Summative Evaluation 7:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide training for staff to support the appropriate identification of students with Dyslexia.	Admin, dyslexia teacher	Students will be identified in a timely manner			
2) Provide instructional support for students through Language Science classes. Provide training for teachers on providing the appropriate accommodations for students in general education classroom.	Dyslexia teacher, regular education teachers	Students instructional needs will be met as evidenced through formative and summative assessments.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 8: Campus will increase all advanced percentages in all tested areas by 10%

Evaluation Data Source(s) 8:

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Plan instruction based on the TEKS, TRS curriculum documents, and student data. Learning specialists and district advanced academic learning specialist will participate in PLCs and/or provide guidance and support to our teams.	instructional specialist, advanced academics staff, and administration	10 % gains will be recognized in the masters standard on unit assessments and checkpoints for the STAAR tested areas			
2) Collect TELPAS writing samples in all four core classes three times before TELPAS writing assessment is given and utilize data to provide student specific interventions.	District program director, campus ESL teacher, title III aide, administration and core teachers.	10% increase in EL students meeting the identified standard on TELPAS writing in 2019.			
3) Classroom teachers will use SIOP strategies to differentiate instruction for EL students.	Gen ed. teachers, ESL teacher, Title III aide, administrators, C&I EL coordinator	Formative and summative assessment data will show evidence that SIOP strategies are supporting the success of EL students.			
4) Classroom teachers will follow all SPED students IEPs and utilize SPED teachers and paras to support classroom instruction.	regular ed teachers, SPED staff, SPED learning specialist, admin	10% increase in SPED students meeting the meets and masters standard on all unit assessments and checkpoints.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 9: Provide programs preventing students from dropping out.

Evaluation Data Source(s) 9:









Summative Evaluation 9:

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 10: The district will meet the needs of the McKinney-Vento Act students through the availability of Title I Part A set-aside funds and the TEHCY grant.

Evaluation Data Source(s) 10:

Summative Evaluation 10:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide staff development session for district counselors and teachers.	Director of Special Services, Coordinator of Special Services	The district will be able effectively meet the needs of identified McKinney-Vento Act students.			
2) Utilize data to increase the awareness and needs of the McKinney-Vento Act students.	Director of Special Services, Coordinator of Special Services, and campus admin.	Staff will be able to effectively meet the needs of McKinney-Vento Act students.			
3) Utilize funds to assist with school supplies, standardized clothing, tuition, credit recovery, and other items specific to grant guidance.	Director of Special Services, Coordinator for SPecial Services	Staff will be able to effectively meet the needs of McKinney-Vento Act students.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 11: Campus will ensure compliance with the Local Wellness Policy through implementation of the District Wellness Plan in the areas of nutrition promotion, nutrition education, physical activity, and school-based activities.

Evaluation Data Source(s) 11:

Summative Evaluation 11:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) The campus shall consistently promote healthy nutrition messages, including food and beverage advertisements accessible to students during the school day, and share educational information to promote healthy nutrition choices and positively influence the health of students.	Admin, cafeteria staff, teachers, coaches	All students will meet the required standards on the Fitness Gram			
2) The campus shall deliver nutrition education that fosters a lifestyle of healthy eating behaviors through integration of nutrition education into appropriate curriculum areas and provision of professional development to staff responsible of nutrition education.	Admin, cafeteria staff, teachers, coaches	All students will meet the required standards on the Fitness Gram			
3) The campus shall provide an environment that fosters a lifestyle of physical activity and fitness behaviors through integration into appropriate curriculum areas and provision of professional development to staff responsible for physical activity	Admin, cafeteria staff, teachers, coaches	All students will meet the required standards on the Fitness Gram			
4) The campus shall encourage students, parents, staff, and community members to use the district recreational facilities, such as tracks, playgrounds, and the like, that are available outside of the school day in accordance to district policy.	Admin, cafeteria staff, teachers, coaches	All students will meet the required standards on the Fitness Gram			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: Ensure academic achievement for all students through tight family partnerships, curriculum and programs

Performance Objective 12: Provide programs preventing students from dropping out

Evaluation Data Source(s) 12:

Summative Evaluation 12:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Student attendance will be monitor weekly to ensure that students are not accumulating excessive absences.	attendance clerk, assistant principals and principal	98% of our students will attend school each day			
2) Parents will be notified and plan of action will be developed to ensure that all students are attending school regularly. Attendance clerk will phone all parents of students when they are absent two consecutive days to inquire about how we may assist them in returning to school.	attendance clerk, assistant principals and principal.	98% of our students will attend school each day			
3) Campus registrar will ensure that all student records of transition to high school are accurate and complete.	campus registrar, principal	100% of all 8th grade students will enroll and attend 9th grade.			
4) All students that have attended school for 100% of the time each 9 weeks will receive a recognition and privileges outside of classroom.	attendance clerk and administration	98% of all students will attend school each day			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 3: Prepare students for a successful life beyond high school

Performance Objective 1: Students will be encouraged and challenged to meet their full educational potential.

Evaluation Data Source(s) 1:

Summative Evaluation 1:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All students will complete an career inventory assessment before they select their high school endorsement.	District CTE coordinator, campus administration, campus and high school guidance counselors	Results will be reviewed and referenced to support students to select a high school graduation plan.			
2) Parent meeting will be held before students select courses for the following year to provide information that will ensure that students are aware of all choices available.	campus guidance counselor, administrators	All students will select courses that prepare them to take the graduation tract that they would like to pursue in high school.			
3) 3) Students will participate in campus orientation activities to support their transitions to junior high and high school.	administrators, campus guidance counselor	Results from campus climate surveys and student feedback will reflect students' positive experiences and that their needs were met on the campus.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 3: Prepare students for a successful life beyond high school

Performance Objective 2: Promote career exploration and educate students about high school and post high school opportunities.

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All 8th grade students will complete a 4 year high school plan with the support of their parent, high school guidance counselor and school administration.	campus administration, district CTE coordinator	100% of all 8th grade students entering 9th grade will have a four year plan and selected area of endorsement for high school.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 3: Prepare students for a successful life beyond high school

Performance Objective 3: The campus will ensure that students participate in activities that promote and support good health

Evaluation Data Source(s) 3:

Summative Evaluation 3:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) All students will be enrolled in a physical education class or an athletics class.	campus leadership, guidance counselor	students schedules	✓	✓	✓
2) All students will engage in daily activities in their PE class or athletics class that provides opportunities for physical activity and/or exercise	PE teachers and coaches	Lesson plans, teacher observations/reports, classroom observations	✓	✓	✓
					

Goal 4: Attract, retain, and value a quality staff

Performance Objective 1: Recruiting highly effective teachers

Evaluation Data Source(s) 1:

Summative Evaluation 1:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Collaborate with the HR department (director of recruitment and retention) to participate in district job fairs and recruitment trips.	principal, assistant principals, team leaders	CJHS staff will have the opportunity to recruit some of the best new teachers and veterans teachers to fill positions on our campus.			
2) CJHS will work with the HR department to provide student teaching opportunities on our campus.	principal, assistant principals, team leaders, teachers	CJHS will have the opportunity to develop new teachers and observe their growth and potential on daily basis. CJHS will be able to select some of the best students teachers to fill positions on our campus.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 4: Attract, retain, and value a quality staff

Performance Objective 2: Recruiting, hiring, and retention of highly effective teachers.

Evaluation Data Source(s) 2:

Summative Evaluation 2:










Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Select a Crystal Apple Award winner (1 teacher and 1 para-professional for each nine weeks).	administrators and teachers	Crystal Apple award winners (1 teacher and 1 para-professional will be recognized each nine weeks at the staff meeting for their individual contributions to the campus. They will be recognized on the campus website and Facebook page.			
2) All teachers will be celebrated each nine weeks on scheduled "Tune Up" days.	campus administrators	All staff will receive a special token, lunch or snack on "Tune Up" days just to say thank you for a job well done.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 4: Attract, retain, and value a quality staff

Performance Objective 3: Provide ongoing/embedded professional development for teachers.

Evaluation Data Source(s) 3:

Summative Evaluation 3:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) PLCs utilized for planning/developing engaging lesson and activities that sustain student success.	Team leaders, C&I Instructional Specialist, Admin	Teachers will effectively provide rigorous instruction and students will master the content as evidenced through walkthrough data and unit assessment data			
2) All staff will participate in activities that support their use of the Fundamental 5 instructional practices.	District curriculum specialist and campus administration.	All campus staff will demonstrate successful implementation of Fundamental 5 as evidenced by data collected through walkthroughs.			
3) Teachers will be provided opportunities to participate in campus and district professional development to support effective instruction and classroom management.	Admin, C&I learning specialists, C&I coordinators	Teachers will effectively provide rigorous instruction and students will master the content as evidenced through walkthrough data and unit assessment data			
4) All teachers that teach Pre-Ap will complete 30 hour G/T training, and/or Springboard or Laying the Foundation Training.	administration, WISD staff development department	All teachers will use the teaching practices that challenge and engage all students.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 4: Attract, retain, and value a quality staff

Performance Objective 4: The campus Leadership Team will meet each month to evaluate and assess current belief system, create communication tools to obtain staff feedback, and develop a plan to retool the campus to adhere to the beliefs

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Leadership agenda will include items that addresses the professional learning needs of staff specifically.	Principal	Climate survey will reflect that the majority of our team feels like their professional and personnel needs are being met.			
2) Leadership meeting notes will be communicated with the staff.	Campus leadership, team leaders	Team leaders will share leadership meeting notes with their respective teams in PLCs.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 5: Manage growth in a way that ensures functional equity

Performance Objective 1: Teachers will use instructional technology to enhance instruction and support student learning in all classrooms.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide teachers with training on how to utilize the instructional technology at their disposal.	Admin, instructional technology specialists,	We will be able to observe teachers using technology to support their instruction.			
2) Ensure that instructional support is provided to all teachers to facilitate the use of student chomebooks in the classrooms.	Admin, Librarian/Media Specialist, and content learning specialists	We will be able to observe effective instruction that includes student technology use to support learning.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 5: Manage growth in a way that ensures functional equity

Performance Objective 2: Students will have equitable access to technology and resources across classrooms.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Each student will be assigned a chromebook to use throughout the school year.	Admin, Librarian/Media Specialist	Students will access to their chromebooks in their core classes and elective classes.			
2) Ensure that all students have a clear understanding of how to use chrome books in their classes and that they understand the district's acceptable use policy	core classroom teachers, admin	Students will use chrome books responsibly to support their learning in class.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 5: Manage growth in a way that ensures functional equity

Performance Objective 3: Class sizes will be monitored to support effective instruction and student achievement.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Ensure that all regular sections have less than 30 students in all core classes.	Administration, counselor	Students will recognize gains in achievement and growth.			
2) Ensure that all intervention sections have 18 or less students in the class.	Administration and counselor	Students will recognize gains in achievement and growth.			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue					

Goal 5: Manage growth in a way that ensures functional equity

Performance Objective 4: Provide ongoing/embedded professional development for teachers

Evaluation Data Source(s) 4:

Summative Evaluation 4:








Goal 6: Support student participation in extracurricular activities to promote character and academic achievement

Goal 7: Celebrate our Excellence

Performance Objective 1: Recognize and reward individual accomplishments of staff members.

Evaluation Data Source(s) 1:

Summative Evaluation 1:









Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Select a Crystal Apple Award winner (1 teacher and 1 para-professional for each nine weeks).	administrators and teachers	Crystal Apple award winners (1 teacher and 1 para-professional will be recognized each nine weeks at the staff meeting for their individual contributions to the campus. They will be recognized on the campus website and Facebook page.			
2) All teachers will be celebrated each nine weeks on scheduled "Tune Up" days.	campus administrators	All staff will receive a special token, lunch or snack on "Tune Up" days just to say thank you for a job well done.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 7: Celebrate our Excellence

Performance Objective 2: Recognize and reward the academic successes of students.

Evaluation Data Source(s) 2:

Summative Evaluation 2:








Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Patriot Awards Ceremony will be held each May to recognize students for academic success, perfect attendance, and behavior.	teachers, staff and administrators	Over 80% of our students will be recognized for at least one or more areas.			
2) 3) Students will be recognized each 9 weeks for A honor roll, A/B honor roll, and perfect attendance.	teachers, campus administration, and clerical staff	Students who earn the A honor, A/B honor roll, and perfect attendance recognition will receive awards/certificate each nine weeks.			
3) Ensure that all students that have achieved the district standard of expectations for NJHS will be invited to be inducted into membership and full participation in the organization.	NJHS sponsor and administrators	100 % of the students who achieved the district standard for participation by the membership will be inducted into NJHS.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 7: Celebrate our Excellence

Performance Objective 3: Recognize and reward students that demonstrate the expectations of the Wylie Way.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) The College and Career Readiness (Wylie Way) classes will each adopt a service project that will benefit and include the campus.	Teachers, Students, Administrators	Students will demonstrate the Wylie Way by providing service to others on our campus and in our community.			
2) Student behavior that is reflective of the Wylie Way will be recognized via morning announcements, Social Media, and the campus website.	Teachers and administrators	Our campus character survey will reflect increases in caring, trustworthiness, respect and courtesy, school pride; and decreases in offenses reported for bullying behaviors.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	2	1	Each core PLC will use protocol to determine which SEs are of the greatest need to improve from previous years STAAR data.
2	2	2	After each unit assessment the PLC team will disaggregate student performance data in order to plan for any remediation and enrichment that might be needed.
2	2	3	Based on unit assessment, teacher developed assessments, and STAAR data students in Math, Reading, Science, and Social Studies, students will be provided after-school and Saturday School interventions.
2	3	1	Students who did not meet standard on Reading and Math will be placed in smaller sections.
2	4	1	All students will be assessed using MAP testing in Math and Reading.
2	4	2	Students will be assigned to SE specific tutorials to receive interventions needed for success.
2	5	1	Master schedule allows for Sped and ESL teachers to participate in the PLCs daily.

State Compensatory

Budget for Cooper Junior High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6300 Supplies and Services		
199E11632900045024000	6329 Reading Materials	\$150.00
199E11633900045024000	6339 Testing Materials	\$590.00
199E11639800045024000	6398 Computer Supplies/Software - Locally Defined	\$2,640.00
6300 Subtotal:		\$3,380.00
6400 Other Operating Costs		
199E13641100045024000	6411 Employee Travel	\$75.00
6400 Subtotal:		\$75.00

Personnel for Cooper Junior High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Inez Fisher	Teacher	Alpha Phonics	1.0

District Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$8,320.00
+/- Difference					\$8,320.00
State ELL Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$2,740.00
+/- Difference					\$2,740.00
Grand Total					\$0.00