

Cooper Elementary School

Campus Improvement Plan

2008-09

Cooper Elementary Mission Statement: The staff members of Cooper Elementary School believe we serve this community through our dedication to its children. We believe that it is our responsibility to teach all of our children the essential skills needed to become productive adults and leaders of our society. We know we make a difference in the lives of our children and accept without hesitation the challenge of educating all of them in a positive environment we have created based on the traditions, values, and high moral character our society demands.

Goal 1: Cooper Elementary will provide the instruction and resources necessary for every student to meet or exceed challenging academic standards.

Correlates with:

District Goals		
1) Exemplary status	3) Increase ACT/SAT testing	4) 100% in grades 3, 5, 8, and exit
Effective School Correlates		
2) Climate of High Expectations for Success	5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress

Strategies

Goal 1 - Strategy 1 Strengthen Tier I Instruction			
<i>There are no Indicators/Objectives that support this Strategy</i>			
Leader(s): D Wicks	Brief Description: Using newly developed curriculum, staff will improve instruction by focusing on TEKS, teaching developed units, and requiring student products.	Evaluation Benchmark: Lesson plans and student products will reflect unit teaching and performances.	
Leader Progress Report Dates: PDAS and analysis of instruction and/or student performance products per unit			
Resources Required:	FTE's Required:	Source of Funds:	Amount
School Library	Number of FTE's: None	None	\$0.00
Campus Admin. Staff	None		\$0.00
CAT Team	Cost: None		
Computers			
Contract Service			
District Admin. Staff			
Library			
ADM software/score disks			
Region VIII ESC			
Time			
Staff			
Students			
Sub fees			
Supplies			
Teachers			
Teaching Aids			
Team Leaders			
Mentor Teachers			

Goal 1 - Strategy 1 Strengthen Tier I Instruction													
Timeline													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	n	g	e	c	v	e	a	e	a	r	a
Continue C-Scope for core subjects in kindergarten through 5th grade classrooms.	D Wicks, D Hohenberger, J Martinez	X		X	X	X	X	X	X	X	X	X	X
Improve mathematics instruction in elementary grades (ex. Sharon Wells math for grades 2nd through 5th- this program is an extension of C-Scope mathematics curriculum.	D Wicks, Teachers	X		X	X	X	X	X	X	X	X	X	X
Continue technology instruction in the computer lab. Work with teacher to help staff integrate technology into curriculum. Update staff on SBEC standards. Establish portfolios for student products.	D Wicks, D Stowers	X		X	X	X	X	X	X	X	X	X	X
Communicate curriculum standards, TEKS-based assessment criterion, reading program (ARI) standards, and learning topics/units/strands to parents in a variety of ways: letters, newsletters in Monday folders, teacher meetings, memos, grade level meetings, campus improvement team.	D Wicks, Homeroom Teachers	X		X	X	X	X	X	X	X	X	X	X
Purchase needed reading resources including curriculum supplies.	Teachers, D Wicks	X		X	X	X	X	X	X	X	X	X	X
Purchase needed math resources including math manipulatives and supplies.	Teachers, D Wicks	X		X	X	X	X	X	X	X	X	X	X
Maintain stock science closet to prepare students for science skills by allowing teachers to have materials needed for deeper teaching and experiments.	D Wicks, C Slakey	X		X	X	X	X	X	X	X	X	X	X
Teachers disaggregate data from TPRI and TAKS Reading, Writing, Math, and Science. Make adjustments and recommendations to curriculum framework based on this data. TAKS study of testing results by questions and target.	D Wicks, D Hohenberger, Teachers	X		X	X	X	X	X	X	X	X	X	X
Benchmarking (2 to 4 week intervals) will be used to better analyze progress of students. TPRI, Voyager embedded	D Wicks, J Martinez	X		X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 1		Strengthen Tier I Instruction											
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	r	a
		n	i	g	p	t	v	c	n	b	r	p	y
benchmarks such as Dibels, FAKS Online, released TAKS tests, and A+ are some of the instruments that will be used. Portfolio assessments will be used to evaluate student performance on curriculum objectives.													
Continue the Voyager Universal Literacy core reading program grades Kindergarten through 3rd.	D Wicks, D Hohenberger, J. Martinez, Teachers	X		X	X	X	X	X	X	X	X	X	X
Continue to provide necessary materials to teachers to implement the district curriculum.	D Wicks	X		X	X	X	X	X	X	X	X	X	X
Student performance in TAKS tested subjects will be evaluated through a uniform system of Mock TAKS testing in addition to the ongoing informal benchmarking that will take place in each core classroom. Results of both formal and informal benchmarking will be measured and used for remedial strategies for TAKS.	J Martinez			X					X	X	X		
Expand pre-school services by implementing a new Pre-K class for students not being served by Head Start	Doug Wicks			X				X					

Goal 1 - Strategy 2		Timely, additional assistance											
<i>There are no Indicators/Objectives that support this Strategy</i>													
Leader(s): D Wicks	Brief Description: Cooper Elementary School will provide supplemental services to students in need of timely, additional assistance in order to meet state proficiency standards.	Evaluation Benchmark: Student performance data and Title program survey											
Leader Progress Report Dates: Spring survey and annual performance data													
Resources Required:	FTE's Required:	Source of Funds:										Amount	
Title Teachers	Number of FTE's: 11.20	Title II, Part A										\$55,388.00	
Teaching Aids	CompEd, Title I&2 teachers/aide	Title I Funds										\$196,487.00	
Teachers	Cost: None	Compensatory Ed. Budget										\$188,164.00	
Students												<hr/>	
Staff												\$440,039.00	
School Nurse													
School Library													
Parent Support													
Library													
Head Start Directors													
District Admin. Staff													
Counselor													
Computers													
Campus Admin. Staff													
Timeline													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	p	a
		n	i	g	p	t	v	c	n	b	r	r	y
Teachers will work with administrators to disaggregate data and	D Wicks, D Hohenberger,			X								X	

Goal 1 - Strategy 2		Timely, additional assistance											
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	r	a
		n	l	g	p	t	v	c	n	b	r	p	y
match student needs for TAKS, promotion, and dropout prevention (particularly At Risk, low SES and African American student populations) with specific strategies as contained in this section. The campus team has elected to combine Title I and comp ed funding sources to better serve student needs.	J Martinez												
Continue to operate Head Start program under federal guidelines. Provide in-kind services, building, cafeteria, nurse, library, counseling, and transportation for program. See Head Start guidelines and plans for more information on Head Start program. Students count as 1/2 day Pre-K and 1/2 day Head Start. Operates full-day program.	D Wicks, J Walker, Head Start Staff	X		X	X	X	X	X	X	X	X	X	X
Continue to provide the learning lab for students needing timely, additional assistance for academic improvement or success. Content mastery services provided through this lab setting.	D Wicks, J Burnett	X		X	X	X	X	X	X	X	X	X	X
Continue to provide Reading Recovery program through Title 1 funds to students in need of reading intervention in grade 1. Students meet reading level goal of 16 by end of 1st grade, and are reading at least 40 words per minute.	D Wicks, P Ainsworth, C Weets	X		X	X	X	X	X	X	X	X	X	X
Provide instruction for struggling readers and those struggling in math through Accelerated Reading Instruction and Accelerated Math Instruction Program. This instruction will occur during school, in after school tutoring, and summer school.	D Wicks, Teachers	X		X	X	X	X	X	X	X	X	X	X
Have teacher available as reading remediation instructor to work with ARI groups. Use Title IIA funds to ensure student success through more timely assistance from teacher. This teacher will be able to provide additional ARI small-group instruction for students that are at-risk for reading.	D Wicks, S Pittman	X		X	X	X	X	X	X	X	X	X	X
Maintain A+ software as a resource to be used for student remediation, reinforcement, benchmarking, etc.	D Wicks, C Rutledge	X		X	X	X	X	X	X	X	X	X	X
Teachers will disaggregate previous year's TAKS data, using	Teachers	X		X	X	X	X	X	X	X	X	X	X

Goal 1 - Strategy 2		Timely, additional assistance											
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
ADM software, to determine which students are in need of timely, additional assistance with particular emphasis on African American and economically disadvantaged students.													
A campus vertical alignment team will review student performance products and data each six weeks and work as a team to identify student instructional needs and reteaching suggestions.	D Wicks	X		X	X	X	X	X	X	X	X	X	X
Administration of TAKS test will be done according to student need using year-long implemented strategies and grouping.	J Martinez, Teachers			X	X	X	X	X	X	X	X	X	X
As data management tool, implement intervention folders for each student which will contain an intervention log and current intervention activity or strategy.	D Wicks	X		X	X	X	X	X	X	X	X	X	X
Implement a flex week in which students will receive additional tutoring for TAKS re-testing and class failures near the end of the school year.	Doug Wicks												X
Continue the Response to Intervention (RTI) process in order to target specific academic weaknesses and improve the skills of all students to reach grade level standards. Coordination will be strengthened at the elementary campus for this process.	Doug Wicks			X				X					

Goal 1 - Strategy 3		Alignment of Special programs												
<i>There are no Indicators/Objectives that support this Strategy</i>														
Leader(s): None	Brief Description: Coordinate federal, state, and local programs, funding, and services to meet individual student needs.	Evaluation Benchmark: Student performance data program evaluation												
Leader Progress Report Dates: Annual review														
Resources Required:	FTE's Required:	Source of Funds:										Amount		
Title Teachers	Number of FTE's: 7.20	Special Education										\$163,635.00		
Teaching Aids	SpEd, ESL & GT teachers/aides	GT Budget										\$13,173.00		
Teachers	Cost: None	ESL funds										\$576.00		
Students												<hr/>		
Staff												\$177,384.00		
ESL funds														
District Admin. Staff														
Counselor														
Campus Admin. Staff														
Timeline														
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	
		u	u	u	e	c	o	e	a	e	a	p	a	
		n	i	g	p	t	v	c	n	b	r	r	y	
Cooper Elementary will offer a full continuum of special education services including mainstreaming, resource classes, content mastery, and other services deemed necessary by the student's ARD committee	J Martinez	X		X	X	X	X	X	X	X	X	X	X	
Cooper Elementary will implement special education activities as designated by the PBM core team. See PBM continuous improvement plan for more details.	D Hohenberger	X		X	X	X	X	X	X	X	X	X	X	

Goal 1 - Strategy 3		Alignment of Special programs											
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	r	a
		n	l	g	p	t	v	c	n	b	r	p	y
Cooper Elementary will utilize procedures for special education identification as developed in our school wide assistance team processes.	J Martinez	X		X	X	X	X	X	X	X	X	X	X
Provide GT services through pull-out program in grades K-5. Teachers tie skills and learning into content and provide real-world application of skills. One teacher with core GT hours teaches program.	D Wicks, J Martinez, G Harris	X		X	X	X	X	X	X	X	X	X	X
Continue services for ELL students by moving to sheltered instruction within the regular classrooms with instruction from a certified ESL teacher. ESL instruction will support students in gaining language skills, reading readiness, and writing skills as needed for grade level advancement. LPAC committee will annually review progress of these students.	D Wicks, J Martinez	X		X	X	X	X	X	X	X	X	X	X
Continue to prepare staff for identifying and serving Migrant students. Coordinate efforts with Region VIII ESC. Students will be identified each year as appropriate.	J Martinez, R Arthur				X								
Continue to provide dyslexia services at Cooper Elementary School. Instruction by a certified Scottish Rites teacher. Master Reading Teacher continues to screen and place students.	D Wicks, M Deatherage (MRT), D Scott	X		X	X	X	X	X	X	X	X	X	X
Cooper Elementary will strive to serve students in their Least Restrictive Environment by making appropriate ARD recommendations. These recommendations will be based on student's individual needs and can include a reduction in special education time (with an increase in regular education time). For each student who is ARDed from a special education course to a regular education course, careful attention will be paid to student progress. Prompt attention will be paid to these students if any struggle with their new regular education setting.	PBM LRE committee	X		X	X	X	X	X	X	X	X	X	X
Continue monitoring of the four PBM areas: least restrictive environment, testing of special education students on grade level	Doug Wicks				X			X					

Goal 1 - Strategy 3		Alignment of Special programs											
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
TAKS, lowering number of identified special education students, and lowering the percentage of identified African-American special education students.													

Goal 2: Cooper Elementary will ensure that all students receive instruction from highly qualified staff.

Correlates with:

District Goals			
1) Exemplary status	2) Increase partnership opportunities	3) Increase ACT/SAT testing	4) 100% in grades 3, 5, 8, and exit
Effective School Correlates			
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	3) Instructional Leadership	4) Clear and Focused Mission
5) Opportunity to Learn and Student Time on Task	6) Frequent Monitoring of Student Progress	7) Home-School Relations	

Strategies

Goal 2 - Strategy 1 Training in curriculum areas

There are no Indicators/Objectives that support this Strategy

Leader(s): D Wicks	Brief Description: Cooper Elementary will provide opportunities and resources for all staff to become effectively trained in specific curriculum areas.	Evaluation Benchmark: Review of staff development records and highly qualified survey
Leader Progress Report Dates: Summer, 2007		

Resources Required:	FTE's Required:	Source of Funds:	Amount
Teaching Aids	Number of FTE's: None	None	\$0.00
Teachers	None		\$0.00
Students	Cost: None		
Staff			
Region VIII ESC			
Reading Recovery Teachers			
Counselor			
Contract Service			
Computers			
Campus Admin. Staff			
ADM software/score disks			

Timeline

Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	p	a
		n	n	g	p	t	v	c	n	b	r	r	y
Reading program training continues- study data results and train teachers to use and implement use of ADM data disaggregation software in order to better analyze TAKS data	D Wicks, J Martinez, Reading Teachers	X	X	X									
Continue implementation of Sharon Wells math program and	D Wicks, Teachers	X		X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 1		Training in curriculum areas											
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	r	a
		n	l	g	p	t	v	c	n	b	r	r	y
provide training for teachers and provide materials and resources.													
Conduct walk-throughs to evaluate and promote growth of teachers.	D Wicks, D Hohenberger				X	X	X	X		X		X	X
Communicate expectations to faculty regarding continued implementation of C-Scope this year.	D Wicks, J Martinez, D Hohenberger												
All staff will continue to receive updated training in use of Curriculum Developer by campus Capacity Team members.	D Hohenberger				X								
Core subject teachers in grades K-5 will be trained in utilization of curriculum components.	J Martinez, D Hohenberger				X								
Vertical Alignment team members will be trained in processes of evaluating Scope and Sequence progress and measurement of student progress.	D Hohenberger, D Wicks				X	X							
Teachers will be identified and trained to meet the needs of students in core instruction areas including: Literacy coaches that are trained in 5 reading instructional components, and in coaching strategies for working with fellow teachers will continue to be utilized. 2nd through 5th grade teachers will complete mathematics instruction training for Sharon Wells program.	D Wicks, J Martinez	X		X	X	X	X	X	X	X	X	X	X
Staff development will be utilized in a flexible delivery process that will include a variety of topics that will educate and motivate staff.	Doug Wicks				X			X					

Goal 2 - Strategy 2		Training in student assistance areas												
<i>There are no Indicators/Objectives that support this Strategy</i>														
Leader(s): D Wicks	Brief Description: Cooper Elementary will provide opportunities and resources for relevant staff to become effectively trained in student assistance areas.	Evaluation Benchmark: Review of staff development records.												
Leader Progress Report Dates: Annual														
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: Title I Funds	Amount \$23,192.00 \$23,192.00											
Timeline														
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	
		u	u	u	e	c	o	e	a	e	a	p	a	
		n	l	g	p	t	v	c	n	b	r	r	y	
Teachers will be trained in areas as identified by students' needs such as intervention strategies, instructing the hard-to-reach student, Tier 1 large group instruction, and/or Tier2/Tier 3 intervention team training.	D Wicks, J Matinez	X		X	X	X	X	X	X	X	X	X	X	
Training will be provided on the RTI process during the flexible delivery module during staff development.	Doug Wicks			X				X						

Goal 2 - Strategy 3		Training in special program areas															
<i>There are no Indicators/Objectives that support this Strategy</i>																	
Leader(s): D Wicks	Brief Description: Cooper Elementary will provide opportunities and resources for relevant staff to become effectively trained in special program areas.	Evaluation Benchmark: Review of staff development records															
Leader Progress Report Dates: Annual																	
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: Special Education GT Budget ESL funds	Amount														
			<table border="0"> <tr> <td>\$745.00</td> </tr> <tr> <td>\$293.00</td> </tr> <tr> <td>\$415.00</td> </tr> <tr> <td style="border-top: 1px solid black;">\$1,453.00</td> </tr> </table>											\$745.00	\$293.00	\$415.00	\$1,453.00
\$745.00																	
\$293.00																	
\$415.00																	
\$1,453.00																	
Timeline																	
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M				
		u	u	u	e	c	o	e	a	e	a	r	a				
		n	i	g	p	t	v	c	n	b	r	r	y				
Special Education teachers will be trained annually in identified areas including legal updates, student assistance, and inclusion practices.	Anne Mills			X													
All staff will be trained in Special Education areas including: inclusion practices, student assistance and intervention (SWAT), and other areas as identified by PBM Core Team.	D Hohenberger			X			X										
Core teachers will receive a GT update which will include strategies for tiered teaching strategies. GT training will be made available to all teachers.	D Wicks, D Hohenberger, J Martinez			X					X								
The ESL coordinator will receive training to include legal updates, student assistance areas, and student identification/testing information.	J Martinez	X	X	X	X	X	X	X	X	X	X	X	X				

Goal 2 - Strategy 4		Recruit and retain highly qualified staff											
<i>There are no Indicators/Objectives that support this Strategy</i>													
Leader(s): D Wicks	Brief Description: Cooper Elementary will establish and implement procedures and processes for recruiting and retaining qualified staff members in order to impact student performance.	Evaluation Benchmark: Highly qualified survey and staff longevity on AEIS											
Leader Progress Report Dates: Summer, 2007, annual AEIS report													
Resources Required:	FTE's Required:	Source of Funds:										Amount	
Teachers	Number of FTE's: None	None										\$0.00	
TAMU-C Program	None											\$0.00	
Mentor Teachers	Cost: None												
CAT Team													
Campus Admin. Staff													
Timeline													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	r	a
		n	l	g	p	t	v	c	n	b	r	p	y
Interview possible staff members with a hiring committee in order to select certified, highly qualified staff with input from current staff members.	D Wicks	X	X	X									
Continue efforts of collaboration with Texas A&M- Commerce to place interns and residents for teaching in our school.	D Wicks, Teachers			X	X	X	X	X	X	X	X	X	X
Assign teachers to maximize strengths and improve meeting the needs of students.	D Wicks		X	X									
Mentor new teachers by placing them with experienced staff members in order to retain new teachers in our school.	D Wicks, Mentor Teachers	X		X	X	X	X	X	X	X	X	X	X

Goal 2 - Strategy 5		Train and support administrative staff												
<i>There are no Indicators/Objectives that support this Strategy</i>														
Leader(s): D Wicks	Brief Description: Cooper Elementary will provide opportunities and resources for campus administrators to become effectively trained in leadership areas.	Evaluation Benchmark: Review of staff development records and campus performance data.												
Leader Progress Report Dates: Quarterly														
Resources Required:	FTE's Required:	Source of Funds:										Amount		
District Admin. Staff	Number of FTE's: None	None										\$0.00		
Campus Admin. Staff	None Cost: None											\$0.00		
Timeline														
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	
		u	u	g	e	c	o	e	a	e	a	r	a	
		n	l		p	t	v	c	n	b	r	p	y	
Principals will attend professional development trainings to foster leadership skills and knowledge regarding curriculum implementation and classroom evaluation as available. Campus leader performance areas will be examined.	D Wicks	X		X	X	X	X	X	X	X	X	X	X	
Principals will be mentored in effective teacher observation and evaluation strategies including 5E components. Follow up discussions will be incorporated in administrative meetings.	D Hohenberger			X	X	X	X	X	X					
Administrative Leadership Team (ALT) meetings will be held to explore campus leader performance areas in order to improve administrative performance	Doug Wicks			X				X						

Goal 3: Cooper Elementary will provide improved and effective communication between and among parents, community, and school staff so that all members of the partnership will be involved in the educational process.

Correlates with:

District Goals		
2) Increase partnership opportunities		
Effective School Correlates		
1) Safe and Orderly Environment	6) Frequent Monitoring of Student Progress	7) Home-School Relations

Strategies

Goal 3 - Strategy 1 **Communication and partnerships with parents**

There are no Indicators/Objectives that support this Strategy

Leader(s): None	Brief Description: Cooper Elementary will increase partnership opportunities and communication with all parents.	Evaluation Benchmark: Parent involvement survey
Leader Progress Report Dates: Spring, 2007		

Resources Required:	FTE's Required:	Source of Funds:	Amount
Teaching Aids	Number of FTE's: None	None	\$0.00
Teachers	None		\$0.00
Supplies	Cost: None		
Students			
Staff			
Parent Support			
Counselor			
Campus Admin. Staff			

Timeline

Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
Continue Awards Assembly every year for academics, citizenship, and perfect attendance.	D Wicks, J Martinez			X									X
Continue Monday folders with campus-wide consistency to communicate weekly and provide behavior progress reports to parents. Newsletters printed every two weeks and sent in Monday folders.	D Wicks, Teachers	X		X	X	X	X	X	X	X	X	X	X
A TAKS parent night will be held for grades 3, 4, and 5 to discuss	Teachers			X						X			

Goal 3 - Strategy 1		Communication and partnerships with parents											
Activity	Person(s) Responsible	J u n	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y
the TAKS tests and strategies.													
Scope and Sequence information for the entire year will be posted to the district web site and sent to parents at the beginning of the school year.	D Hohenberger			X									
Parent conferences will be held to address individual student issues regarding grades, discipline, and attendance.	D Wicks	X		X	X	X	X	X	X	X	X	X	X
Parents of special education students will be provided copies of Procedural Safeguards and Rights and Responsibilities annually. An ARD meeting will be held at least once per year for each student in which individual needs will be addressed and copies of the above information will be provided.	ARD committees, Janie McMackin	X		X	X	X	X	X	X	X	X	X	X

Goal 3 - Strategy 2		Communication and partnerships with community											
<i>There are no Indicators/Objectives that support this Strategy</i>													
Leader(s): D Wicks	Brief Description: Cooper Elementary will increase partnership opportunities and communication with community members.	Evaluation Benchmark: Committee involvement											
Leader Progress Report Dates: Ongoing													
Resources Required:	FTE's Required:	Source of Funds:										Amount	
Volunteer Support	Number of FTE's: None	None										\$0.00	
Teaching Aids	None											\$0.00	
Teachers	Cost: None												
Students													
Staff													
PTO													
Parent Support													
Head Start Directors													
Counselor													
Computers													
CAT Team													
Campus Admin. Staff													
Timeline													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
Continue parent and community involvement on the Campus Improvement Team (Site-based decision making team)	D Wicks, Campus Improvement Team	X	X	X	X	X	X	X	X	X	X	X	X
Web page will be maintained to better serve and inform	C Rutledge	X	X	X	X	X	X	X	X	X	X	X	X

Goal 3 - Strategy 2		Communication and partnerships with community											
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	r	a
		n	l	g	p	t	v	c	n	b	r	p	y
community and parents.													
Elect advisors in grades 4 and 5 to be given leadership roles/responsibilities: flag duty, new student mentors, greeters, errands.	R Arthur, D Wicks			X					X				
Students lead pledge daily on morning announcements. Rotate grades beginning with 5 and working backwards to K, then starting again.	Homeroom Teachers, D Wicks	X		X	X	X	X	X	X	X	X	X	X
Continue to grow an active PTO Organization at the Cooper Elementary Campus.	D Wicks and PTO President	X		X	X	X	X	X	X	X	X	X	X
Provide multiple opportunities for parents to come to the school: Open House, Book Fairs, Read Across America, Veteran's Day Program, Awards Assembly, Texas Public Schools Week activities, Christmas Extravaganza (Music Program), Puppies Play Day, Meet the Teachers.	D Wicks, Teachers	X		X	X	X	X	X	X	X	X	X	X
Transition activities with HS-K families new to Cooper ISD in April and May of current school year. Parent meeting to present our program and answer questions. Kindergarten Round-up to register new Kindergarten students.	Transition Team			X								X	X
Volunteer programs will be promoted to increase parent and community involvement in the education of students.	D Wicks	X		X	X	X	X	X	X	X	X	X	X
Conduct make and take workshop for parents of students in grades K-5.	D Wicks			X		X							
Conduct surveys in the following areas annually: Parent Involvement, GT, Climate, Site-Based Decision Making, Title I Program/Services.	D Wicks, Campus Improvement Team			X								X	
Continue implementation of Pinnacle internet Viewer which allows parents to view their child's grades on the internet.	C Rutledge	X		X	X	X	X	X	X	X	X	X	X

Goal 3 - Strategy 3		Improve staff communication												
<i>There are no Indicators/Objectives that support this Strategy</i>														
Leader(s): D Wicks	Brief Description: Develop positive relationships through communication and empowerment.	Evaluation Benchmark: Committee involvement												
Leader Progress Report Dates: Monthly														
Resources Required:	FTE's Required:	Source of Funds:										Amount		
Volunteer Support	Number of FTE's: None	None										\$0.00		
Team Leaders	None											\$0.00		
Teaching Aids	Cost: None													
Teachers														
Staff														
Parent Support														
Counselor														
CAT Team														
Campus Admin. Staff														
Timeline														
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	
		u	u	u	e	c	o	e	a	e	a	a	a	
		n	i	g	p	t	v	c	n	b	r	p	y	
Quarterly meetings of Campus Improvement Team with required staff members.	D Wicks, Campus Improvement Team			X			X			X			X	
Continue grade-level planning during conference periods for effective planning, communication, and decision making.	Teachers	X		X	X	X	X	X	X	X	X	X	X	
Hold study team meetings with parents for academic, behavior or attendance concerns. Work together for solutions to improve	D Wicks, J Martinez, Teachers	X		X	X	X	X	X	X	X	X	X	X	

Goal 3 - Strategy 3		Improve staff communication											
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	p	a
		n	l	g	p	t	v	c	n	b	r	r	y
student performance or attendance.													
Recognize service and retirees annually at staff gathering.	D Wicks, Hospitality Committee			X									X
Monthly faculty and staff appreciation events.	D Wicks, PTO			X	X	X	X	X	X	X	X	X	X
Meet with teachers and staff regularly to evaluate programs and adjust program to meet needs of identified students within programs. Teachers will provide leadership to grade levels on program effectiveness in all areas.	D Wicks, Teachers, Staff	X		X	X	X	X	X	X	X	X	X	X
Vertical team meetings will be held every other six weeks to discuss curriculum implementation including student performance and make suggestions for reteaching efforts.	D Wicks, J Martinez, D Hohenberger			X			X				X		
Vertical team will meet during the summer of 2009 to address instructional needs and possible adjustments to the scope and sequence for each subject to begin the next school year.	D Hohenberger			X									
The Capacity Team will provide ongoing support and communication regarding curriculum implementation with and between campus staff and curriculum director.	D Hohenberger	X		X	X	X	X	X	X	X	X	X	X
New employee orientation will be conducted prior to August inservice dates.	D Wicks			X									

Goal 4: Cooper Elementary will provide the facilities, technology, and resources necessary to promote student learning.

Correlates with:

District Goals	
1) Exemplary status	2) Increase partnership opportunities
Effective School Correlates	
2) Climate of High Expectations for Success	5) Opportunity to Learn and Student Time on Task

Strategies

Goal 4 - Strategy 1		Supply and maintain necessary facilities											
<i>There are no Indicators/Objectives that support this Strategy</i>													
Leader(s): D Wicks	Brief Description: Cooper Elementary will supply and maintain facilities to promote student learning.	Evaluation Benchmark: Observation by administrators and maintenance staff and completion of maintenance ticket requests											
Leader Progress Report Dates: Ongoing													
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: Special Education	Amount										
			\$2,000.00										
			\$2,000.00										
Timeline													
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	a	a
		n	l	g	p	t	v	c	n	b	r	p	y
Maintenance and cleaning activities will be conducted on a daily basis.	D Wicks	X	X	X	X	X	X	X	X	X	X	X	X
Maintenance and cleaning activities will be continuously evaluated for effectiveness and improvement.	D Wicks	X	X	X	X	X	X	X	X	X	X	X	X
Equipment and supplies will be provided to meet students' instructional needs.	D Wicks	X		X	X	X	X	X	X	X	X	X	X

Goal 4 - Strategy 2		Supply and maintain current technology												
<i>There are no Indicators/Objectives that support this Strategy</i>														
Leader(s): D Wicks	Brief Description: Cooper Elementary will supply and maintain current technology to promote student learning.	Evaluation Benchmark: Observation by technology staff and technology support ticket completion												
Leader Progress Report Dates: Ongoing														
Resources Required: None	FTE's Required: Number of FTE's: None None Cost: None	Source of Funds: None												Amount \$0.00 \$0.00
Timeline														
Activity	Person(s) Responsible	J u n	J u l	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	
The campus will supply and maintain current technology.	C Rutledge	X	X	X	X	X	X	X	X	X	X	X	X	

Goal 5: Cooper Elementary will promote a safe and drug free environment to encourage healthy behaviors and highly quality instruction.

Correlates with:

District Goals		
1) Exemplary status		
Effective School Correlates		
1) Safe and Orderly Environment	2) Climate of High Expectations for Success	5) Opportunity to Learn and Student Time on Task

Strategies

Goal 5 - Strategy 1		Promote safe environment												
<i>There are no Indicators/Objectives that support this Strategy</i>														
Leader(s): D Wicks	Brief Description: Cooper Elementary will promote a safe and orderly environment that is conducive to student learning.	Evaluation Benchmark: Discipline referrals and incident reports												
Leader Progress Report Dates: Summer, 2007														
Resources Required:	FTE's Required:	Source of Funds:										Amount		
Team Leaders	Number of FTE's: None	None										\$0.00		
Teaching Aids	None											\$0.00		
Teachers	Cost: None													
Staff														
OEYP funds														
Counselor														
Campus Admin. Staff														
Timeline														
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	
		u	u	u	e	c	o	e	a	e	a	r	a	
		n	i	g	p	t	v	c	n	b	r	p	y	
Character First program in classrooms as part of conflict management strategy.	K Ingram	X		X	X	X	X	X	X	X	X	X	X	
In order to create a learning environment that encourages productive student behavior and to maintain a safe, orderly educational atmosphere where all students can reach their potential, a school-wide discipline plan will be implemented.	D Wicks, Teachers, Staff	X		X	X	X	X	X	X	X	X	X	X	
A crisis intervention plan will be in place with a crisis intervention team and plans in the event of a fire, disaster/tornado, or	D Wicks	X		X	X	X	X	X	X	X	X	X	X	

Goal 5 - Strategy 1		Promote safe environment											
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M
		u	u	u	e	c	o	e	a	e	a	r	a
		n	l	g	p	t	v	c	n	b	r	r	y
emergency evacuation. The crisis intervention team is the core team for restraint use or if a crisis is in progress or imminent.													
Principal will compile, analyze, and discuss data regarding student disciplinary activities in order that trends and directions will become quickly and readily apparent. Consistency, fairness, and appropriateness of disciplinary responses for all students and student groups by administrators and teachers are core goals.	D Wicks	X		X		X	X		X		X	X	
Methods for addressing conflict resolution and violence prevention will be reviewed and activities implemented annually.	D Wicks	X	X	X									X
Behavior Intervention Plans for special needs students will be followed as deemed necessary by ARD committees.	D Wicks	X		X	X	X	X	X	X	X	X	X	X
To provide extra incentive for students to have perfect attendance, a drawing for prizes will be conducted each semester.	D Wicks	X		X					X				

Goal 5 - Strategy 2		Promote drug free environment												
<i>There are no Indicators/Objectives that support this Strategy</i>														
Leader(s): D Wicks	Brief Description: Cooper Elementary will promote a drug free environment that is conducive to student learning.	Evaluation Benchmark: Incident reports												
Leader Progress Report Dates: Summer, 2007														
Resources Required:	FTE's Required:	Source of Funds:										Amount		
Teachers	Number of FTE's: None	None										\$0.00		
Library	None											\$0.00		
Guest Speaker	Cost: None													
Counselor														
Campus Admin. Staff														
Timeline														
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	
		u	u	u	e	c	o	e	a	e	a	r	a	
		n	l	g	p	t	v	c	n	b	r	p	y	
Red Ribbon Week activities for drug education to include: plant the promise tulips, guidance lessons, assembly, poster contest.	J Martinez, G Harris, C Davis			X		X								
State law and school policies regarding the prohibition/use of drugs shall be strictly enforced.	D Wicks	X		X	X	X	X	X	X	X	X	X	X	

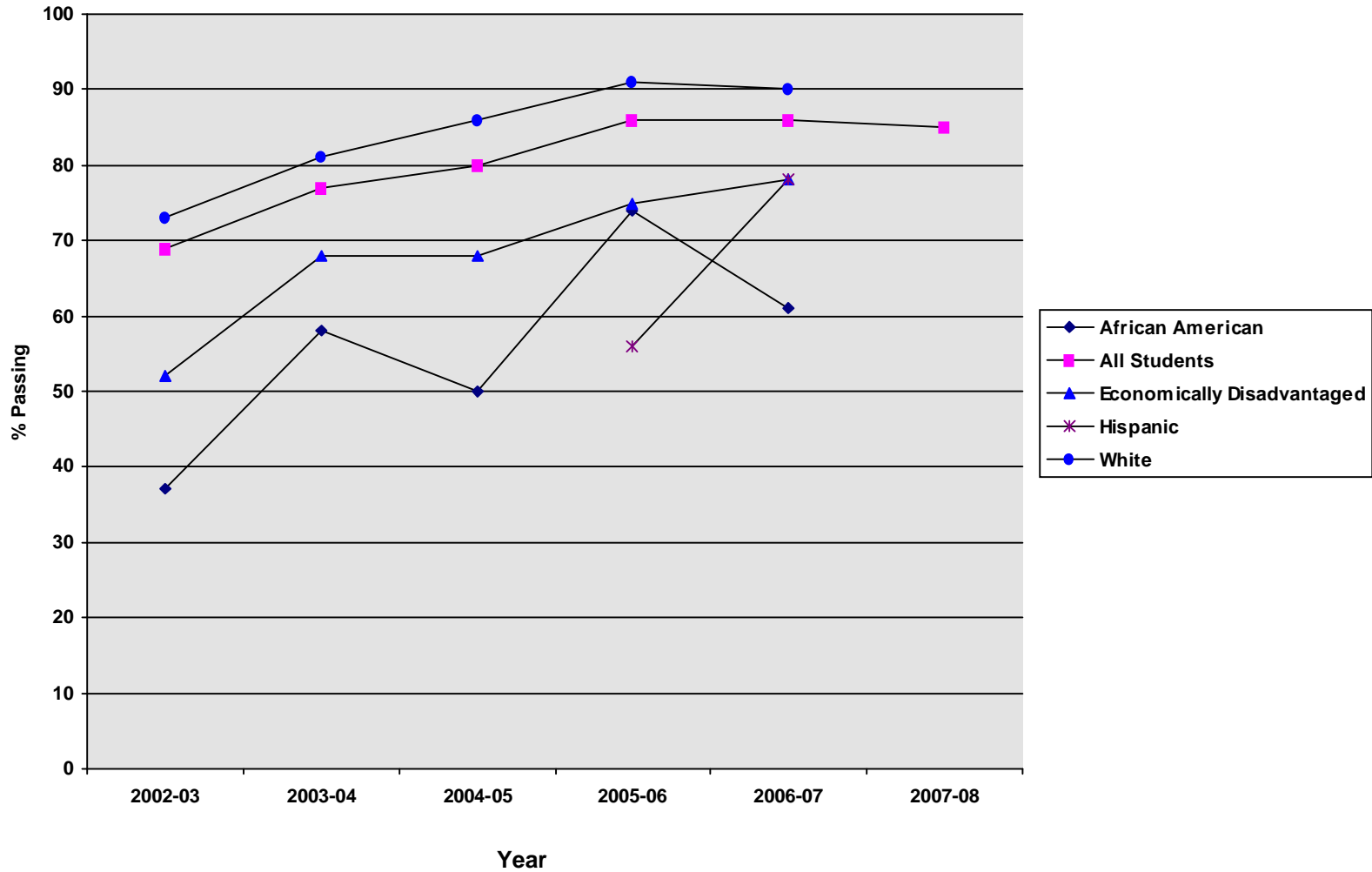
Goal 5 - Strategy 3		Promote healthy behaviors												
<i>There are no Indicators/Objectives that support this Strategy</i>														
Leader(s): D Wicks	Brief Description: Cooper Elementary will promote healthy behaviors related to the nutritional and physical well-being of students and staff.	Evaluation Benchmark: Evaluation of wellness policy implementation												
Leader Progress Report Dates: Summer, 2007														
Resources Required:	FTE's Required:	Source of Funds:										Amount		
Teachers	Number of FTE's: None	None										\$0.00		
Students	None											\$0.00		
Staff	Cost: None													
Campus Admin. Staff														
Cafeteria staff														
Timeline														
Activity	Person(s) Responsible	J	J	A	S	O	N	D	J	F	M	A	M	
		u	u	u	e	c	o	e	a	e	a	r	a	
		n	l	g	p	t	v	c	n	b	r	p	y	
Continue a universal-serve breakfast program for all students in the classroom.	D Wicks, Cafeteria Staff, Teachers	X		X	X	X	X	X	X	X	X	X	X	
Cooper Elementary will implement the procedures and guidance as contained in the newly adopted District wellness policy. See policy for more details.	D Wicks	X		X	X	X	X	X	X	X	X	X	X	
Cooper Elementary will receive guidance and assistance in proper menu preparation from ESC8 and will follow all cafeteria procedures as outlined in District Wellness.	Joy Woodall	X		X	X	X	X	X	X	X	X	X	X	
Methods for addressing student mental health issues will be reviewed annually.	L Delapena	X	X	X									X	

APPENDIX III

AEIS GRAPHS

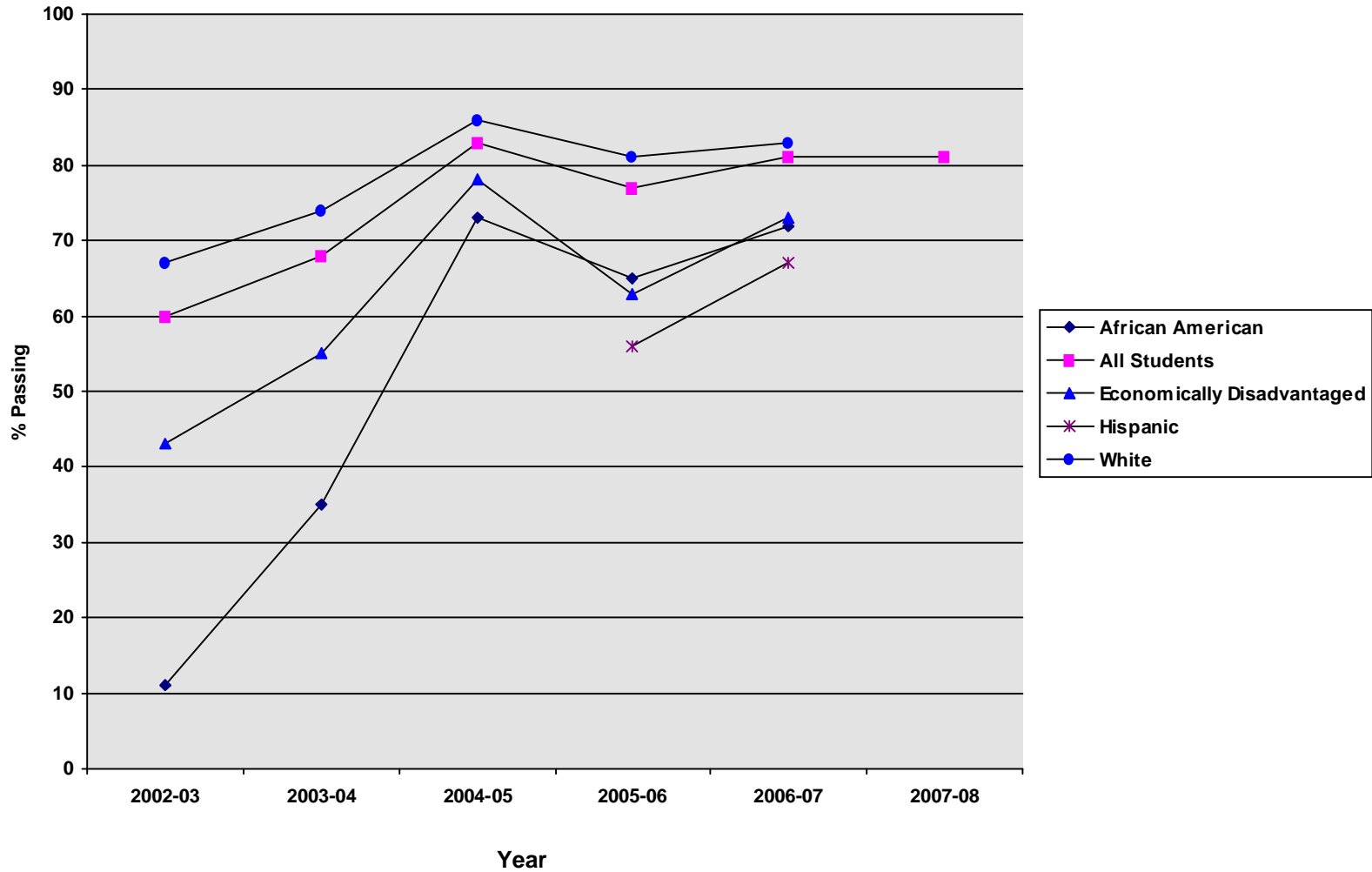
Report of TAKS Reading

Graph of Current Performance by Analysis Group



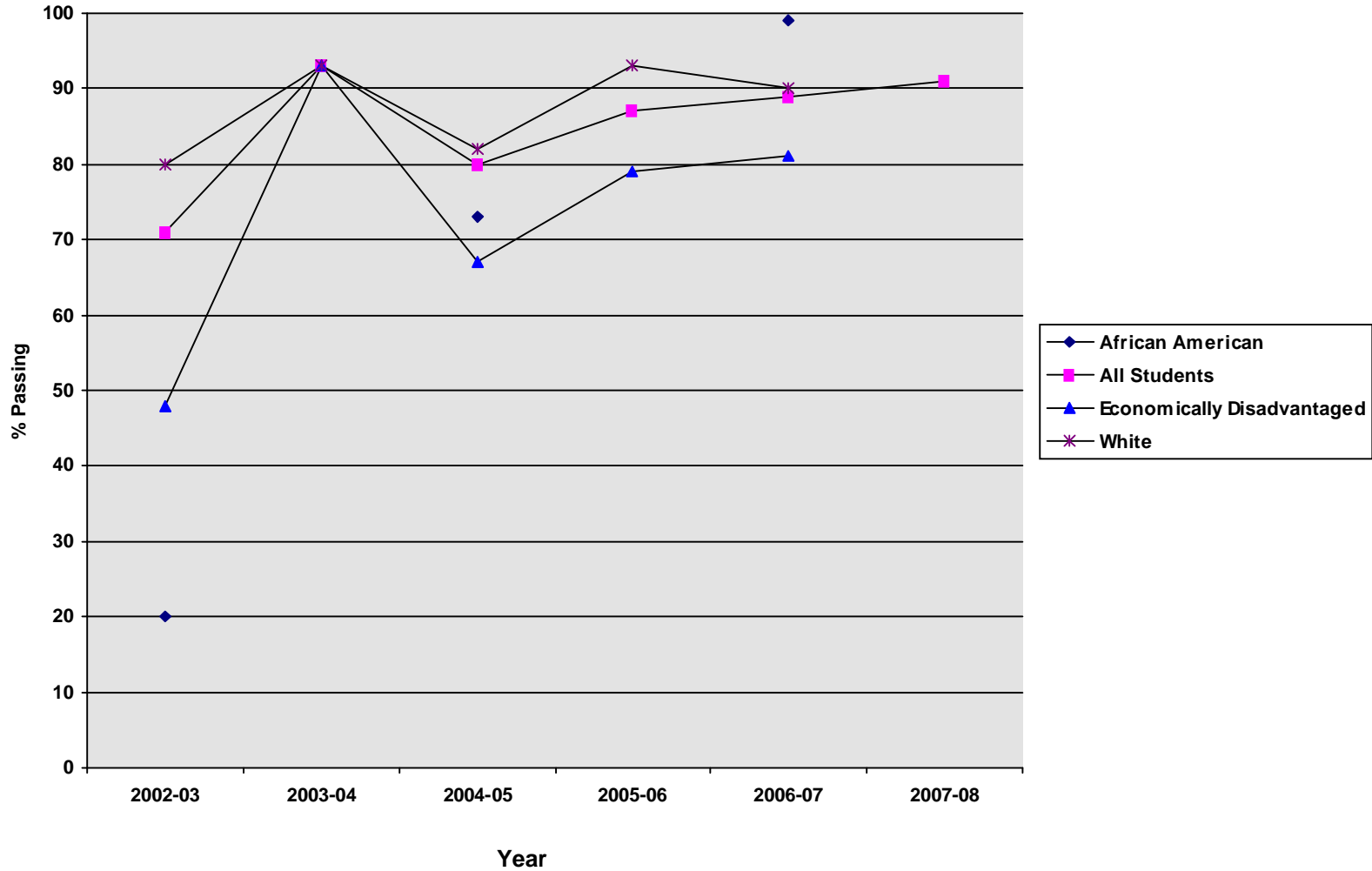
Report of TAKS Math

Graph of Current Performance by Analysis Group



Report of TAKS Writing

Graph of Current Performance by Analysis Group



Report of TAKS Science

Graph of Current Performance by Analysis Group

