

Activities for August**Goal 1: Instruction and Resources**

Strategy 1: Strengthen Tier I Instruction

Leader	Person Responsible	Activity
D Hohenberger	Assistant Supt	Continue C-Scope for core subjects (required courses in Reading/Language Arts/English, Mathematics, Science, and Social Studies)
	Assistant Supt, Elem Principal	Continue Voyager reading curriculum with emphasis on processes of reading instruction for five components.
	Elem Principal	Improve mathematics instruction in elementary grades (ex. SWells math for grades 2nd through 5th- this program is an extension of total mathematics curriculum in grades kindergarten through Algebra 2)
	high school principal	Cooper ISD will offer an array of Career and Technology Education classes including: agricultural science, technology, business education, and family & consumer sciences. CTE course choices will be rotated so that students will have the broadest possible selection of options; student course selection numbers will determine specific courses offered for the school year.
	campus principal	Each campus will continue to provide necessary materials to teachers to implement the district curriculum
	campus principals	Each campus will encourage student participation in technology classes and support technology instruction. Technology will also be incorporated and utilized in each classroom. See district technology plan for more details.
	campus principals	Each campus shall annually review and evaluate overall student performance as measured by testing data including TAKS, ACT/SAT, INOVA value-based data, and ADM data to determine possible weaknesses in core curriculum areas and

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Strategy 1: Strengthen Tier I Instruction

Leader	Person Responsible	Activity
		suggest Scope & Sequence revisions to be investigated by the Vertical Alignment teams
	campus principals, assistant supt	Student performance on curriculum objectives will be evaluated through ongoing benchmarking (2 to 4 week intervals) with the use of portfolio assessments. The curriculum contains Student Performance Indicators which are being refined to allow tracking per student and are usually measured at two to four week intervals.
	assistant supt, TAKS coordinators	The district will develop a uniform system of delivery for Mock TAKS. Student performance in TAKS tested subjects will be evaluated in grades 3 through 12 and results will be utilized in tutorials and a range of TAKS preparation strategies. This will be in addition to the ongoing informal benchmarking that will take place in each core classroom.
	Secondary principal	The secondary campus will utilize an 8 period day in order to satisfy 4x4 requirements and allow opportunities for student course selection
	Elementary Principal	Expand preschool services by implementing a new Pre-K class for students not being served by HeadStart
	secondary principal	Secondary campus will investigate options for updating Career and Technology course selections in order to prepare students for future career goals
	secondary principal	Secondary campus will explore ways to expand and encourage student participation in college level course offerings such as Dual Credit and AP

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Strategy 2: Timely, additional assistance

Leader	Person Responsible	Activity
D Hohenberger	assistant supt, campus principals	Teachers will work with administrators to disaggregate data and match student needs (particularly low SES and African American student populations) with specific strategies as contained in this section.
	assistant supt, curric director, principals	Teachers will be involved in the disaggregation of the previous year's TAKS data, using ADM software, to determine which students are in need of timely, additional assistance
	principals	Campuses will use individual student's multi-year testing history (INOVA) to determine the most beneficial means of assistance with emphasis on student populations (African American & low SES)
	principals	Campuses will design and implement programs focused on remediation of identified individual student academic needs (examples: ARI, AMI, MTA, Rdg Recovery, library services, Mentoring programs, tutorials, summer school, small class size, counseling services, learning lab). For each service provided, campuses will analyze teacher/student ratio and provide appropriate assistance for program success.
	principals	Campus vertical alignment teams will review student performance products and data every other six weeks and work as a team to identify student instructional needs and reteaching suggestions
	campus counselors	Campuses will annually identify students At Risk of dropping out of school and implement strategies targeting individual student needs
	campus principals	Each campus will annually review student progress on ACT/SAT and implement strategies to boost student performance

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Strategy 2: Timely, additional assistance

Leader	Person Responsible	Activity
D Hohenberger	secondary principal	The secondary campus will annually provide information to students and parents regarding higher education admissions, financial aid opportunities, and grant programs including: TEXAS grants & the Teach for Texas grant
	Test coordinator, teachers	Administration of TAKS test will be given according to student need utilizing year long implemented strategies and grouping
	principal	As data management tool, implement intervention folders for each student in kindergarten through fifth grade- will contain intervention log, testing history, and current intervention or strategy materials
	campus principals	Cooper ISD will implement a flex week in which students will receive additional assistance and tutoring to strengthen identified weaknesses. Students required to attend flex week will include those who have not met testing and promotion requirements including passing TAKS tests, passing course work for promotion to next grade, and meeting attendance requirements.
	assistant supt, principals, coordinators	The district will continue to utilize 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. RTI coordination will be strengthened in the elementary campus, and a focus will be made on expansion of services on the junior high campus

Strategy 3: Alignment of Special Programs

Leader	Person Responsible	Activity
D Hohenberger	Tri County Director	Cooper ISD will offer a full continuum of special education

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Strategy 3: Alignment of Special Programs

Leader	Person Responsible	Activity
		services including: mainstreaming, resource classes, content mastery, and other services as deemed necessary by the student's ARD committee
	Assistant Supt	Cooper ISD utilizes a Special Education Core team to designate campus activities to address program issues including: special education overidentification, African American overrepresentation, SDAA gap closure, and Least Restrictive environment. See PBM CIP for more information and activity details.
	campus coord	Cooper ISD will utilize procedures for Special Education identification as developed in our School Wide Assistance Team processes.
	campus coord	Gifted and Talented students will be identified and served annually through an array of services in grades kindergarten through 12th. GT services will be reviewed annually with input from parents on each campus for program effectiveness. Improvements and program modifications will be made as deemed necessary by annual review.
	campus coord	Improve services for English Language Learners by moving to sheltered instruction within the regular classrooms provided by a certified ESL teacher. This instruction will be blended within the core instruction so that no regular ed instruction or time is lost for the student (as would be the case during pull out ESL).
	campus coord	Cooper ISD will continue to prepare staff for identification of Migrant students and services will be provided as required
	campus coord	Cooper ISD will use SWAT procedures for identification of 504 students and a full continuum of services will be provided including: MTA, educational technology, and classroom

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Strategy 3: Alignment of Special Programs

Leader	Person Responsible	Activity
		accomodations
	head start director	Operate 1/2 day Pre-Kindergarten and 1/2 day Headstart program to assist pre-schoolers with reading, math, and writing readiness
	PBM LRE campus committees	Cooper ISD will strive to serve students in their Least Restrictive Environment by making appropriate ARD committee 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 in their new regular education setting.
	assistant supt, principals	Cooper ISD will continue to monitor areas targeted in the Special Education (SpEd) Performance Based Monitoring (PBM) to ensure steady progress is made. The four areas currently addressed include: increasing percentage of SpEd students served in their Least Restrictive Environment, reduction in percentage of overall identified SpEd students, reduction in percentage of African American students identified for SpEd, and increase the percentage of special education students who meet grade level TAKS standards.

Goal 2: Highly Qualified Staff

Strategy 1: Training in curriculum areas

Leader	Person Responsible	Activity
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Strategy 1: Training in curriculum areas

Leader	Person Responsible	Activity
D Hohenberger	principals	Capacity Team members will continue to provide training and assistance as needed by teachers during the school year.
	Assistant Supt	All teaching staff will attend an update training in use of Curriculum Developer (web based lesson plan tool) and each of the curriculum components
	Campus Principals	Campuses will identify and train teachers to meet the needs of students in core instruction areas including: Literacy coaches will provide training in 5 reading instructional components, and in coaching strategies for working with fellow teachers on elementary campus 2nd through 5th grade teachers will complete mathematics instruction training for S Wells program
	assistant supt, campus principals	Vertical Alignment team members will be trained in processes of evaluating Scope & Sequence progress and measurement of student progress
	secondary principal	Career & Technology Ed teachers will be trained annually, including updates from HDH consortium and the Northeast Texas Tech Prep coalition

Strategy 2: Training in student assistance areas

Leader	Person Responsible	Activity
D Hohenberger	assistant supt, campus principals	Campuses will train core teachers in use of data tools and concepts including ADM and INOVA (during flexible delivery staff development module).

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Strategy 2: Training in student assistance areas

Leader	Person Responsible	Activity
D Hohenberger	campus principals	Campuses will train teachers in areas as identified by student needs such as: ARI/AMI strategies (elem reading & math teachers), Tier I large group instruction (incorporated in curriculum training for core teachers), and/or Tier 2/Tier 3 intervention team training (for special programs teachers, and core teachers as necessary)
	special programs coord, assistant supt	Training will be provided on the Response To Intervention process during the flexible delivery staff development module

Strategy 3: Training in special program areas

Leader	Person Responsible	Activity
D Hohenberger	Tri County Director	Special Education teachers will be trained annually in identified areas including legal updates, student assistance, and inclusion practices
	assistant supt	All staff will be informed of our new PBM progress and ratings. If new areas of need are identified through the PBM system, staff will be trained to address those needs.
	campus coord	Core teachers will receive annual GTupdates, this year's training will include strategies for tiered teaching strategies. GT training will be made available to all teachers.
	campus coord	ESL teachers will receive annual training to include legal updates, student assistance areas, and student identification/testing information

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Strategy 4: Recruit & retain highly qualified staff

Leader	Person Responsible	Activity
D Hohenberger	Superintendent	The district and each campus will use local hiring procedures that include committee interviewing processes to help identify certified, highly qualified staff
	campus principal	Continue efforts of collaboration with TAMU-C to place interns and residents, as interviewed and approved by building principal or designee, for teaching in our school
	campus principal	Mentor new teachers by placing them with experienced staff members in order to retain new teachers in our school

Strategy 5: Train and support administrative staff

Leader	Person Responsible	Activity
D Hohenberger	assistant supt	Principals and Assistant Principals will be mentored in effective teacher observation and evaluation strategies with emphasis and training on 5E implementation of instruction. Follow up discussions for group observations and ongoing observations will be incorporated in ALT meetings throughout the school year.
	assistant supt, superintendent	During ALT the administrative team will explore campus leader performance areas with a focus on ongoing improvement of leadership skills for the entire administrative team

Goal 3: Partnership

Strategy 1: Communications and partnership with parents

Leader	Person Responsible	Activity
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Strategy 1: Communications and partnership with parents

Leader	Person Responsible	Activity
D Hohenberger	campus principal	Each campus will host at least one Open House activity
	campus principal	Each campus will continue to grow an active PTO organization
	campus principal	Teachers will provide ongoing communications with parents as necessary to keep them informed of their student's activities and accomplishments
	campus principal	Parent conferences will be conducted to address individual student issues regarding grades, discipline and attendance
	assistant supt	Scope & Sequence information will be posted on the district website and sent to parents for the entire year at the beginning of the school year.
	ARD committees; diagnosticians	Parents of special education students will be provided copies of Procedural Safeguards and Rights & 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.

Strategy 2: Communications and partnership with community

Leader	Person Responsible	Activity
D Hohenberger	organization sponsors	Continue to grow active Booster organizations
	Superintendent	District staff will coordinate with Maroon & Gray Foundation to organize fundraising efforts and support the foundations mission to fund scholarships for selected Cooper ISD graduates
	Assistant Superintendent	The district shall hold at least one annual public meeting to discuss district/campus performance including AEIS measures

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Strategy 3: Improve staff communications

Leader	Person Responsible	Activity
D Hohenberger	Principals	New employee orientation will be conducted prior to August inservice dates
	Superintendent	The Administrative Leadership Team will meet regularly to discuss and coordinate district/campus needs and activities
	assistant supt, campus principals	Vertical team meetings will be held to discuss curriculum implementation including student performance and make suggestions for reteaching efforts.
	Assistant Supt	Vertical team meetings will be cotinued during the summer 2009 to address instructional needs and possible adjustments to the scope and sequence for each subject to begin the next school year
	Assistant Supt	The Capacity Team will provide ongoing support and communication regarding curriculum implementation with and between campus staff and assistant superintendent

Goal 4: Facilities, Technology, and Resources

Strategy 1: Supply & maintain necessary facilities & equipment

Leader	Person Responsible	Activity
D Hohenberger	building principal	Maintenance and cleaning activities will be conducted on a daily basis
	building principal	Maintenance and cleaning activities will be continuously evaluated for effectiveness and improvement
	transportation director	The district will annually evaluate and update the bus and van fleets to ensure safe transportation of all students
	campus principals	Each campus will provide the equipment and supplies needed

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Strategy 1: Supply & maintain necessary facilities & equipment

Leader	Person Responsible	Activity
		to meet students instructional needs including special education students and CTE needs

Strategy 2: Supply and maintain current technology

Leader	Person Responsible	Activity
D Hohenberger	Director of Technology	The district will make efforts to supply and maintain current technology. See Technology Plan for details

Goal 5: Healthy, Safe, & Drug-Free Environment

Strategy 1: Promote Safe and Orderly environment

Leader	Person Responsible	Activity
D Hohenberger	campus principals	Each campus will annually review and implement handbooks and discipline policy procedures in order to promote a safe and orderly environment including AEP disciplinary procedures
	campus principals	Campus administrators 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 campus administrators and teachers is a core goal.
	campus principals	Each campus will annually review (and implement as necessary) plans for crisis management, evacuation, and lock down procedures
	campus counselors	Each campus will annually review and utilize methods for addressing conflict resolution and violence prevention

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Strategy 1: Promote Safe and Orderly environment

Leader	Person Responsible	Activity
	campus principals	Each campus will follow the student Behavior Intervention Plans for special needs students and will utilize as deemed necessary by ARD committees the Behavior Adjustment Unit
	transportation director	Each campus will promote bus and transportation safety measures including measures for the safety of special education students

Strategy 2: Promote Drug Free environment

Leader	Person Responsible	Activity
D Hohenberger	campus counselors	Each campus will implement and participate in activities designed to support students in selecting and living drug free lifestyles
	campus principals	State law and school policies regarding the prohibition of possession/ use of drugs shall be strictly enforced

Strategy 3: Promote healthy behaviors

Leader	Person Responsible	Activity
D Hohenberger	campus principals	Each campus will implement the procedures and guidance as contained in the newly adopted District wellness policy. See policy for more details.
	cafeteria manager	Cooper ISD will receive guidance and assistance in proper menu preparation from ESC8 and will follow all cafeteria procedures as outlined in District Wellness Policy.
	campus counselors	Each campus will annually review methods for addressing student mental health issues including suicide prevention

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Strategy 3: Promote healthy behaviors

Leader	Person Responsible	Activity
D Hohenberger	campus counselor	Cooper ISD will implement the newly developed Dating Violence policy in order to promote healthy and safe student behaviors.