Cooper Independent School District

District Improvement Plan

2021-2022

Mission Statement

Our mission is to graduate all students with the necessary educational and social skills to maximize and attain personal and professional goals.

Vision

Our vision is to take Cooper ISD from good to great in becoming the best school district in the state of Texas.

Belief Statements

We believe all students possess the capacity to learn at a higher standard.

We believe leadership is the responsibility and reflection of all stakeholders. As fair and impartial leaders we will develop strategies to problem solve, energize, and motivate for the greater good of all.

We believe in the practice and modeling of continuous lifelong adult learning through the collaboration and development of professional relationships resulting in greater student success.

We believe that it is the responsibility of CISD stakeholders to create a united partnership to be accountable for lifelong student success.

We believe in the diligent pursuit of continuous improvement with a willingness to adapt and make changes for the success of our students.

We believe that collaboration and inclusion by a committed group of stakeholders will assure that students progress and succeed as responsible citizens. We believe the values and opinions of all stakeholders should be treated with respect and dignity thus providing a quality education for all students.

We believe that the stakeholders will provide a comprehensive system of effective processes and behaviors which will promote growth in our students as systems thinkers and enable them to succeed as they progress through their educational pursuits and into a global society.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Cooper ISD is a rural 2-A district. The secondary campus currently serves students grades 6 - 12. Campus enrollment had a slight decrease from 2020-2021 to 791. The teaching staff is made up of 57.6% Caucasians, and 3.0% African Americans. Interventions are in place to deter absences, such as making up days in the summer. With the attendance rate decreasing over the past few years due to the pandemic, campus committees are looking at various alternatives to improve that rate with incentives. The local communities in the area are small with very few large businesses. Some residents are farmers, some commute to nearby larger towns, and others have a small local business. English is the predominant language spoken with Spanish coming in second. The school is in a low income area, and many parent and community expectations for students is to work after high school. The graduation rate holds steady at 97%-100%. Approximately 60% of the students meet college course entrance requirements (without remediation) and ultimately 40% graduate with some college credit. There is a high level of involvement in school activities. With very little crime; this community is viewed as a safe place to live and raise children. The philosophy and beliefs of our teachers and administrators align with our mission and goals that all students will be prepared for college and certificate areas on industry upon graduation. College readiness at all grade levels for ALL is the aligned vision and mindset at each campus.

Ethnic Distribution:

African American	9.9%
Hispanic	13.6%
White	70.8%
American Indian	0.9%
Asian	0.6%
Pacific Islander	0.0%
Two or More Races	4.3%

Economically Disadvantaged	58.3%
Non-Educationally Disadvantaged	41.7%
Section 504 Students	14.7%
English Learners (EL)	2.1%
Students w/ Disciplinary Placements (2018-19)	0.8%
Students w/ Dyslexia	9.2%
Foster Care	0.4%
Homeless	0.4%
Immigrant	0.0%
	0.0%

Migrant	99.9%
Title I	1.1%
Military Connected	36.5%
At-Risk	

Demographics Strengths

- Number of students who scored meets or above in sub pops (White, African American, SPED and Non-Continuously Enrolled)

- Number of students meeting the CCMR standard in all sub pops (TSI/DC/CTE Certifications)

- Number of students demonstrating growth from one year to the next.

- Those who previously grew two years(in one year)

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Number of students who scored meets or above in sub pops (White, African American, SPED and Non-Continuously Enrolled) **Root Cause:** Explicit and individualized targeted instructon needed to close acadmic gaps.

Student Achievement

Student Achievement Summary

2021 CISD SPRING 3-5 STAAR REPORT

3rd Grade Reading	State	Regional	CISD
Approaches	68%	72%	71%
Meets	38%	41%	30%
Masters	19%	21%	16%

3rd Grade Math	State	Regional	CISD
Approaches	61%	69%	61%
Meets	30%	35%	18%
Masters	14%	16%	7%

4th Grade Reading	State	Regional	CISD
Approaches	63%	64%	64%
Meets	36%	36%	39%
Masters	18%	16%	13%

4th Grade Math	State	Regional	CISD
Approaches	58%	64%	50%
Meets	35%	39%	25%
Masters	21%	21%	16%

4th Grade Writing	State	Regional	CISD
Approaches	53%	55%	46%
Meets	26%	26%	18%
Masters	8%	7%	1%

5th Grade Math	State	Regional	CISD
Approaches	69%	78%	59%
Meets	43%	50%	28%
Masters	24%	28%	9%

5th Grade Reading	State	Regional	CISD
Approaches	72%	75%	76%
Meets	45%	46%	41%
Masters	30%	29%	30%

5th Grade Science	State	Regional	CISD
Approaches	61%	69%	72%
Meets	30%	36%	24%
Masters	12%	13%	6%

2021 CISD SPRING 6-8 STAAR REPORT

6th Grade Reading	State	Regional	CISD
Approaches	61%	60%	68%
Meets	31%	29%	30%
Masters	14%	11%	13%

6th Grade Math	State	Regional	CISD
Approaches	66%	70%	70%
Meets	34%	35%	23%
Masters	15%	12%	7%

7th Grade Reading	State	Regional	CISD

7th Grade Math	State	Regional	CISD

7th Grade Reading	State	Regional	CISD		7th Grade Math	State	Regional	CISD
Approaches	68%	71%	73%		Approaches	54%	65%	68%
Meets	44%	47%	39%		Meets	24%	31%	25%
Masters	25%	24%	23%		Masters	11%	11%	7%

7th Grade Writing	State	Regional	CISD		8th Grade Math	State	Regional	CISD
Approaches	61%	64%	59%		Approaches	60%	70%	69%
Meets	31%	31%	20%		Meets	35%	44%	44%
Masters	9%	8%	2%		Masters	10%	11%	7%

8th Grade Reading	State	Regional	CISD		8th Grade Science	State	Regional	CISD
Approaches	72%	75%	83%		Approaches	67%	71%	74%
Meets	45%	46%	55%		Meets	42%	43%	31%
Masters	21%	21%	23%		Masters	23%	21%	9%

8th Grade Social Studies	State	Regional	CISD
Approaches	56%	59%	63%
Meets	27%	26%	32%
Masters	13%	11%	10%

2021 CISD EOC STAAR REPORT

English I	State	Regional	CISD		Biology	State	Regional	CISD
Approaches	66%	70%	73%		Approaches	81%	85%	83%
Meets	50%	50%	58%		Meets	54%	56%	52%
Masters	12%	11%	8%		Masters	22%	17%	15%

English II	State	Regional	CISD		US History	State	Regional	CISD
Approaches	70%	73%	73%		Approaches	88%	90%	90%
Meets	57%	60%	58%		Meets	69%	70%	71%
Masters	11%	9%	14%		Masters	43%	42%	50%

Algebra I	State	Regional	CISD
Approaches	72%	81%	86%
Meets	41%	51%	50%
Masters	23%	30%	21%

Student Achievement Strengths

Glows includes -

HS EOC performance in all subject areas of Meets and Masters compared to State and Regional Data.

JH Staar performance in Meets for Math grade 7, Reading and Social Studies grade 8.

Elementary Staar Performance in 4th & 5th grade Reading in all categories.

Growth Includes -

EOC performance in Masters Category across the board.

ACT performance in comparison to state avg.

STAAR performance in Meets and Masters for JH & Elementary in all categories as well as growth goals for each student from one year to the next.

- Note: Accountability rating did not occur in 20-21 due to COVID. Target Support Labels still stand for all campuses in 21-22

- DDI Calendar holding staff and admin accountable to data analysis frequently with adjustment to instruction accordingly.

- Data analysis drives personalized RTI/Tutoring needs year-round

- Monitoring implementation of all components of balanced literacy adoption to insure implementation is being done with fidelity.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): STAAR performance in meets for JH and Elementary Math and Reading. **Root Cause:** Below grade level intervention needed in the areas of Math and Reading for JH and Elementary grades.
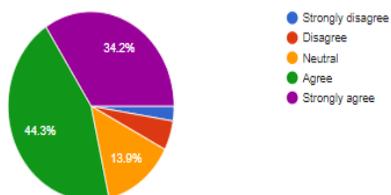
District Culture and Climate

District Culture and Climate Summary

With the implementation of AVID we have seen a sharp uptake in our student and staff culture & climate.

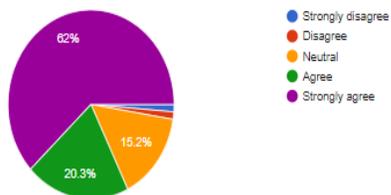Student perception about college and the belief of staff in student's going to college is increasing each year.

I believe my teachers think I can go to college or a trade school upon HS graduation?
79 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

34.2%
44.3%
13.9%

Going to college or a trade school is important to me.
79 responses

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

62%
20.3%
15.2%

District Culture and Climate Strengths

- Requiring all graduates to complete the FASFA and Industry Based Certification

- Exposing all students to college tours and providing a go center available for individualized college research.

- Implement personalized student tracking journals in every binder for student accountability of data and CCMR progress.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): Parent engagement and understanding of skills necessary for grade level and college readiness **Root Cause:** Lack of parent involvement, planned activities that encourage participation.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

 AVID training helps ensure staff are equipped with research based inquiry strategies to increase critical thinking and guide discourse in instruction.

The campus focus will be to continue to train on AVID implementation in all subject areas. Increase training in culturally relevant areas to address the needs of our sub pop groups. Increase training in data analysis to where teachers feel comfortable reviewing data and driving instruction to fill gaps in all levels of RTI along with creating an awareness of what are we doing with those students who were meets the year before.

- Monitoring all previously meets and masters groups in Eduphoria to ensure continued growth with each checkpoint.

- Bringing additional CTE certification opportunities to all students and monitoring closely our CCMR tracker to ensure we are at best CTE certifying those who are not meeting TSI/Dual Credit criteria by Junior year.

- Continued PD in AVID strategies for rigorous questioning, reflection through note taking and reading strategies.

- Conduct self-audit of culturally relevant classroom and PD in Culturally Relevant Teaching offered through AVID to increase relationships and academic success in subpop areas of concern.

Staff Quality, Recruitment, and Retention Strengths

Each campus has spent a great amount of time recruiting high quality staff members. In the candidate search, principals have looked for individuals with a growth mindset, competent in their content area and those willing to work in collaboration such as PLCs to accomplish student learning outcomes.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1 (Prioritized): Instructional staff will need year-long support in AVID non-negotiable strategies. **Root Cause:** Pause in professional development and implementation of AVID due to pandemic in recent years.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Assessment with checkpoints has proven to be effective on knowing where students stand in performance at each milestone which instruction is driven based upon analysis of data. Research based Bridges, LLI, IXL and Study Island used to bridge gaps in instruction for response to intervention.

To strengthen the effectiveness of DDI, coaching meetings will need to be more specific in asking teachers to take a look beyond approaches at each milestone and create RTI groups for those who previously met and mastered and are not growing.

- DDI Calendar holding staff and admin accountable to data analysis frequently with adjustment to instruction accordingly.

- Data analysis drives personalized RTI/Tutoring needs year-round, this area needs strong focus due to pandemic learning loss.

- Monitoring implementation of all components of balanced literacy adoption to insure implementation is being done with fidelity.

Curriculum, Instruction, and Assessment Strengths

Strengths include implementation in balanced literacy programs and implementation of Fountas & Pinnell.

Gradual release model to instruction with Guided Discourse Questioning

Data Driven Instructional Calendar with use of campus checkpoints and MAPs NWEA BOY, MOY, and EOY assessments.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Student self tracking systems need strengthen to allow students to monitor their own progress and celebrate achievements in area of growth. **Root Cause:** Student tracking system design and implementation plans needs emphasis on intentional student / class celebrations when outcomes are met.

Problem Statement 2 (Prioritized): Grade level essential standards and student expectations of artifacts need to be identified to allow for targeted, effective instruction. **Root Cause:** Pandemic learning loss creates individualized challenges. Essential standards allows a starting point in each grade/subject to fill below grade level gaps while teaching on grade level.

Parent and Community Engagement

Parent and Community Engagement Summary

Great deal of parent engagement at the Elementary campus. Strong PTO which provides ongoing support to staff and students.

All Parent and Family Engagement Activites have an opporutnity to review AVID non-negotiables prior to each parent and community event to increase awareness and train parents on how to help students be successful with remote learning, and AVID strategies. One are to expand upon for the coming year would be to offer social and emotional support to parents of at-risk students and provide training for recognizing social behaviors while continuing to review AVID non-negotiables and offer breakout sessions at each Title I event to support and train parents.

- Host parent university

- Continue STEM / Reading events as an extension in learning and offering support to parents & community.

- Social / Emotional Behavior intervention training to parents and students.

- Training in Bridges and Guided Math for Elem

- Master Schedule review to provide explicit instructional time needed.

- AVID Site Team Meetings

Parent and Community Engagement Strengths

Feedback from stakeholders have been positive in that they feel the programs offered are relevant and offer qaulity enrichment. Would like to see increased involvement from Secondary families. Planning for activities will be inclusive of Secondary parents and the needs of secondary students.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Lack of parent involvement at Secondary Campus outside of extracurricular student activities. **Root Cause:** Activities offered have not been communicated well or designed to offer something parents feel they may need to support their child.

Problem Statement 2: Offer social and emotional support to parents of at-risk students and provide training for recognizing social behaviors to parents. **Root Cause:** Lack of activities designed to support student's social emotional learning for parents.

District Context and Organization

District Context and Organization Summary

Staff and Stakeholders play a vital role in shaping change. This can range from an AVID site plan of action to committee work at the elem campus. As we look at the master schedule in the spring our focus will be to monitor alignment of needed courses and CTE options to allow all students to participate in both Dual credit and their CTE interests. Safety layers added annually to ensure a safe and secure educational environment for all students. Counseling support services weekly to address social emotional needs of our students. To meet HB 4545 requirements, there will be an RTI revamp to close achievement gaps in both JH and Elem with EOC course adding a reading recovery section.

District Context and Organization Strengths

- Training in Bridges and Guided Math for Elem

- Master Schedule Review

- Committee & AVID Site Team Action plans

- Safety Training (ongoing)

- Counseling Services weekly

- At-risk Student Monitoring Team

Problem Statements Identifying District Context and Organization Needs

Problem Statement 1 (Prioritized): Interventionist team needed to track and monitor progress of SEL and academic plans for targeted intervention. **Root Cause:** Staff not perviously allocated to this much needed work.

Technology

Technology Summary

Technology supports include 1:1 chromebook or chromepads for every classroom. Large interactive panel provided in each classroom to increase instruction. Training in Google and instructional apps have been successful for both students and staff.

Priority Problem Statements

Problem Statement 1: Number of students who scored meets or above in sub pops (White, African American, SPED and Non-Continuously Enrolled)
Root Cause 1: Explicit and individualized targeted instructon needed to close acadmic gaps.
Problem Statement 1 Areas: Demographics

Problem Statement 2: STAAR performance in meets for JH and Elementary Math and Reading.
Root Cause 2: Below grade level intervention needed in the areas of Math and Reading for JH and Elementary grades.
Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Parent engagement and understanding of skills necessary for grade level and college readiness
Root Cause 3: Lack of parent involvement, planned activities that encourage participation.
Problem Statement 3 Areas: District Culture and Climate

Problem Statement 4: Instructional staff will need year-long support in AVID non-negotiable strategies.
Root Cause 4: Pause in professional development and implementation of AVID due to pandemic in recent years.
Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Student self tracking systems need strengthen to allow students to monitor their own progress and celebrate achievements in area of growth.
Root Cause 5: Student tracking system design and implementation plans needs emphasis on intentional student / class celebrations when outcomes are met.
Problem Statement 5 Areas: Curriculum, Instruction, and Assessment

Problem Statement 6: Grade level essential standards and student expectations of artifacts need to be identified to allow for targeted, effective instruction.
Root Cause 6: Pandemic learning loss creates individualized challenges. Essential standards allows a starting point in each grade/subject to fill below grade level gaps while teaching on grade level.
Problem Statement 6 Areas: Curriculum, Instruction, and Assessment

Problem Statement 7: Interventionist team needed to track and monitor progress of SEL and academic plans for targeted intervention.
Root Cause 7: Staff not perviously allocated to this much needed work.
Problem Statement 7 Areas: District Context and Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- 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 released test questions

- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: June 21, 2021

Goal 1: CULTURE
Beliefs and behaviors shift resulting in an increase of students meeting college readiness and career certification requirements.

Performance Objective 1: The percentage of graduates that meet the criteria for CCMR will increase from 80% to 83% by August 2024.

HB3 Goal

Evaluation Data Sources: Campus goals
Quantifiable goals for measures of CCMR(HB 3)
Current and/or prior year(s) campus and/or district improvement plans
Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Strategy 1 Details	Reviews			
Strategy 1: Milestone data reviewed BOY, MOY, and EOY to monitor progress toward student CCMR Outcome goals.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Targeted student learning objectives set and tracked for each senior student. Celebrations designed for individuals successfully reaching CCMR goals.	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Academic Advisor Social Worker Admin Team DC Instructors CTE Instructors **Title I Schoolwide Elements:** 2.5, 2.6, 3.2 **Problem Statements:** District Culture and Climate 1 - Curriculum, Instruction, and Assessment 1				
Strategy 2 Details	Reviews			
Strategy 2: Increase CTE certifications by: Reviewing coursework and grad plans for all students to align all CTE courses with anticipated careers. Ensure every pathway leads to a CTE certification. Meeting the needs of certification standards by aligning instruction to include practice questions that tie to data for analysis and monitoring of progress. CTE certifications paid for with state funds.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase % of CCMR graduates for 21-22. **Staff Responsible for Monitoring:** CTE Instructors Academic Advisors Leadership Team				

Strategy 3 Details	Reviews			
Strategy 3: Host College and Career Day for all students to meet and interact with professionals from many organizations and careers.	**Formative**			**Summative**
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Increased awareness of potential careers and what college requirements include.				
Staff Responsible for Monitoring: AVID Site Team Academic Advisors Counselors Admin Team CTE Instructors				
Title I Schoolwide Elements: 2.5, 3.2				

Strategy 4 Details	Reviews			
Strategy 4: TSI, ACT and PSAT Assessments given on campus with preparation included as enrichment opportunities to increase access to Associate's Degree Program.	**Formative**			**Summative**
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Increase number of students participating in Associate's Degree & Dual Credit Programs.				
Staff Responsible for Monitoring: Academic Advisors Interventionists, Testing Coordinator Admin Team				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				

Strategy 5 Details	Reviews			
Strategy 5: CTE Advisory Board	**Formative**			**Summative**
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Input from CTE advisory board to drive instruction and identify needs for our CTE program to better the outcomes of student performance.				
Staff Responsible for Monitoring: CTE Team Admin Team Academic Advisor				
Title I Schoolwide Elements: 2.4, 2.6				
Problem Statements: District Culture and Climate 1 - Curriculum, Instruction, and Assessment 1				

Performance Objective 1 Problem Statements:

District Culture and Climate
Problem Statement 1: Parent engagement and understanding of skills necessary for grade level and college readiness **Root Cause**: Lack of parent involvement, planned activities that encourage participation.

Curriculum, Instruction, and Assessment
Problem Statement 1: Student self tracking systems need strengthen to allow students to monitor their own progress and celebrate achievements in area of growth. **Root Cause** : Student tracking system design and implementation plans needs emphasis on intentional student / class celebrations when outcomes are met.

Goal 1: CULTURE

Beliefs and behaviors shift resulting in an increase of students meeting college readiness and career certification requirements.

Performance Objective 2: Campus leaders and staff take responsibility for the performance of all students as evidenced in student outcomes, artifacts and student celebrations at all levels.

Targeted or ESF High Priority

Evaluation Data Sources: 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
Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
SAT and/or ACT assessment data
Student Success Initiative (SSI) data for Grades 5 and 8
SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
Student failure and/or retention rates
Local benchmark or common assessments data
Running Records results

Strategy 1 Details	Reviews			
Strategy 1: Milestone data utilized to progress measure AVID implementation, and student success toward district literacy, math and CCMR goals.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Tracking SLO progress, set new goals each quarter and assign targeted interventions to teams as needed. Plan celebrations as goals are attained. **Staff Responsible for Monitoring:** Admin Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
Strategy 2: Student Celebrations such as RTI Rally, Bulldog Bash, College Signing Day, Student class goals are planned.	**Formative**			**Summative**
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Celebrate student learning goals achieved. Accolades and positive affirmations given public when students set goals and reach milestones toward those goals. **Staff Responsible for Monitoring:** Academic Advisors Counseling Team Social Workers Admin Team Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2 **Problem Statements:** Demographics 1 - Student Achievement 1 - District Culture and Climate 1 - Curriculum, Instruction, and Assessment 1				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Number of students who scored meets or above in sub pops (White, African American, SPED and Non-Continuously Enrolled) **Root Cause**: Explicit and individualized targeted instructon needed to close acadmic gaps.

Student Achievement
Problem Statement 1: STAAR performance in meets for JH and Elementary Math and Reading. **Root Cause**: Below grade level intervention needed in the areas of Math and Reading for JH and Elementary grades.

District Culture and Climate
Problem Statement 1: Parent engagement and understanding of skills necessary for grade level and college readiness **Root Cause**: Lack of parent involvement, planned activities that encourage participation.

Curriculum, Instruction, and Assessment
Problem Statement 1: Student self tracking systems need strengthen to allow students to monitor their own progress and celebrate achievements in area of growth. **Root Cause** : Student tracking system design and implementation plans needs emphasis on intentional student / class celebrations when outcomes are met.

Goal 1: CULTURE

Beliefs and behaviors shift resulting in an increase of students meeting college readiness and career certification requirements.

Performance Objective 3: AVID Schoolwide culture is evident in the environment, mindset, and practices that encourage students and families to obtain information, tools, and perspective to enhance access and success in post-secondary education.

Evaluation Data Sources: Parent/Community Data

Parent surveys and/or other feedback

Parent Involvement Rate

Support Systems and Other Data

Organizational structure data

Processes and procedures for teaching and learning, including program implementation

Study of best practices

Strategy 1 Details	Reviews			
Strategy 1: Planned Family Engagements at campus levels to inform parents of successful AVID instructional strategies.	**Formative**			**Summative**
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Articulation between elementary, middle, and high schools is seamless. The college and career readiness is constant as students move through their educational journey. **Staff Responsible for Monitoring:** Staff Admin Team AVID Site Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6, 3.2 **Problem Statements:** District Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1				

Performance Objective 3 Problem Statements:

District Culture and Climate
Problem Statement 1: Parent engagement and understanding of skills necessary for grade level and college readiness **Root Cause**: Lack of parent involvement, planned activities that encourage participation.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Instructional staff will need year-long support in AVID non-negotiable strategies. **Root Cause**: Pause in professional development and implementation of AVID due to pandemic in recent years.

Goal 2: LEADERSHIP & SYSTEMS

Systems are in place to support curriculum and instruction, data analysis, professional learning and for improved academic performance for all students.

Performance Objective 1: Use of AVID non negotiable strategies as witnessed in classroom observations and student artifacts 60% of the time by May 2022.

> **Evaluation Data Sources:** WICOR Submissions, and Classroom Observations
> 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
> Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
> SAT and/or ACT assessment data
> Student Success Initiative (SSI) data for Grades 5 and 8
> SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
> Student failure and/or retention rates
> Local benchmark or common assessments data
> Running Records results

Strategy 1 Details	Reviews			
Strategy 1: Professional Development to include AVID instructional strategies in Costa's Questioning, Organization and Focus Note Taking.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Implement AVID proven instructional strategies with fidelity. **Staff Responsible for Monitoring:** Admin Team AVID site team Instructional Staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Staff Quality, Recruitment, and Retention 1				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Number of students who scored meets or above in sub pops (White, African American, SPED and Non-Continuously Enrolled) **Root Cause**: Explicit and individualized targeted instructon needed to close acadmic gaps.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Instructional staff will need year-long support in AVID non-negotiable strategies. **Root Cause**: Pause in professional development and implementation of AVID due to pandemic in recent years.

Goal 2: LEADERSHIP & SYSTEMS

Systems are in place to support curriculum and instruction, data analysis, professional learning and for improved academic performance for all students.

Performance Objective 2: Collaborate in effective PLCs 80% of the time to create systems and resources targeted to provide assessment, data analysis, and intervention to close the academic gap.

Targeted or ESF High Priority

Evaluation Data Sources: Planning Observation, Data Analysis, Student Learning Objectives, Artifacts and Celebrations.
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
Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
SAT and/or ACT assessment data
Student Success Initiative (SSI) data for Grades 5 and 8
SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
Student failure and/or retention rates
Local benchmark or common assessments data
Running Records results

Strategy 1 Details	Reviews			
Strategy 1: Student goal setting and tracking practices in place for each tested area.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Utilize explicit teaching and data reflective practices with students for goal setting and tracking of progress on student learning objectives.	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Admin Team Intervention Team Instructional Staff				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Curriculum, Instruction, and Assessment 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: New teachers with 0-2 years experience will be paired with a Mentor to serve as a guide for content growth as well as attitude and leadership	**Formative**			**Summative**
Strategy's Expected Result/Impact: Maintain Highly Qualified teachers and paraprofessionals through professional development in AVID instructional strategies, PLCs at work, and Lesson Plan Cycle	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Admin Team AVID site Team				
Title I Schoolwide Elements: 2.4, 2.5, 2.6				
Problem Statements: Demographics 1 - Student Achievement 1 - Staff Quality, Recruitment, and Retention 1				

Strategy 3 Details		Reviews			
Strategy 3: Teachers will collaboratively plan using a PLC protocol that is guided by the 4 PLC questions to promote the development of an aligned lesson objective. (CSF 1,2, 3,4, 6, 7)		**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus PLC self-reflections Embedded the 4 questions into daily practices: 1. What do we expect our students to learn? 2. How will you know they are learning? 3. How will we respond when they don't learn? 4. How will we respond if they already know it? **Staff Responsible for Monitoring:** Admin Team Instructional Staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 2		**Oct**	**Dec**	**Mar**	**June**

Strategy 4 Details		Reviews			
Strategy 4: Vertical collaborative teams will plan and align grade level strategies so that we use best practices consistently to address the essential standards.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide intervention with identified essential standards below grade level while sharing a common language. **Staff Responsible for Monitoring:** Admin Team Instructional Staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 2		**Oct**	**Dec**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Teachers make data-driven instructional decisions to provide personalized student support.	**Formative**			**Summative**
Teachers will track student data after each assessment to help determine if students are on track to meet grade level expectations	**Oct**	**Dec**	**Mar**	**June**
Implement data walls in each classroom, along with personal data growth charts housed in student binders. Maintain common language focused on best practices ensuring learning for all students. PLC leadership and structure to focus discussions on the use of WICOR strategies in lessons and unit design. TTESS pre conferences with teachers to set growth goals monitored by data obtained from observations and walkthroughs to guide instructional practices: reflective practices and progress on SLOs. Communicate PLC goals and materials needed prior to PLC meetings. **Strategy's Expected Result/Impact:** Impactful Professional Learning Communities. **Staff Responsible for Monitoring:** Admin Team AVID site Team Instructional Staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 2				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Number of students who scored meets or above in sub pops (White, African American, SPED and Non-Continuously Enrolled) **Root Cause**: Explicit and individualized targeted instructon needed to close acadmic gaps.

Student Achievement
Problem Statement 1: STAAR performance in meets for JH and Elementary Math and Reading. **Root Cause**: Below grade level intervention needed in the areas of Math and Reading for JH and Elementary grades.

Staff Quality, Recruitment, and Retention
Problem Statement 1: Instructional staff will need year-long support in AVID non-negotiable strategies. **Root Cause**: Pause in professional development and implementation of AVID due to pandemic in recent years.

Curriculum, Instruction, and Assessment
Problem Statement 1: Student self tracking systems need strengthen to allow students to monitor their own progress and celebrate achievements in area of growth. **Root Cause**: Student tracking system design and implementation plans needs emphasis on intentional student / class celebrations when outcomes are met.
Problem Statement 2: Grade level essential standards and student expectations of artifacts need to be identified to allow for targeted, effective instruction. **Root Cause**: Pandemic learning loss creates individualized challenges. Essential standards allows a starting point in each grade/subject to fill below grade level gaps while teaching on grade level.

Goal 2: LEADERSHIP & SYSTEMS

Systems are in place to support curriculum and instruction, data analysis, professional learning and for improved academic performance for all students.

Performance Objective 3: Increase campus parent participation in programs and activities designed to promote and support the home/school partnership by 20% Spring 2022.

Evaluation Data Sources: Parent/Community Data
Parent surveys and/or other feedback
Parent Involvement Rate
Support Systems and Other Data
Organizational structure data
Processes and procedures for teaching and learning, including program implementation
Study of best practices

Strategy 1 Details	Reviews			
Strategy 1: Parent University - Series of informative meetings designed to involve parents and increase understanding of strategies and activities to increase their child's success.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent and community involvement. **Staff Responsible for Monitoring:** Admin Team AVID Site Team Instructional Staff **Title I Schoolwide Elements:** 2.5, 2.6, 3.1 **Problem Statements:** District Culture and Climate 1	**Oct**	**Dec**	**Mar**	**June**

Performance Objective 3 Problem Statements:

District Culture and Climate
Problem Statement 1: Parent engagement and understanding of skills necessary for grade level and college readiness **Root Cause**: Lack of parent involvement, planned activities that encourage participation.

Goal 3: STUDENT CENTERED INSTRUCTION

AVID strategies, best practices and 21st century learning tools are used to ensure college and career readiness and improve academic performance for all students.

Performance Objective 1: The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 18% to 31% by June 2024.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR, MAPS and BAS Data
Professional Learning Community Data
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
Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
SAT and/or ACT assessment data
Student Success Initiative (SSI) data for Grades 5 and 8
SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
Student failure and/or retention rates
Local benchmark or common assessments data

Strategy 1 Details				Reviews			
Strategy 1: Teachers will provide high quality instruction in math by using the math workshop model.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Instructional strategies and research-based initiatives to increase the quality and quantity of learning time, and address the learning needs of all students on each campus.				**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Admin Team Instructional Team Intervention Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 1							
Strategy 2 Details				Reviews			
Strategy 2: Increase and implement systems of support to improve grade numeracy including: Guided Math, Number Talks & Math Fluency				**Formative**			**Summative**
				Oct	**Dec**	**Mar**	**June**

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Number of students who scored meets or above in sub pops (White, African American, SPED and Non-Continuously Enrolled) **Root Cause**: Explicit and individualized targeted instructon needed to close acadmic gaps.

Student Achievement
Problem Statement 1: STAAR performance in meets for JH and Elementary Math and Reading. **Root Cause**: Below grade level intervention needed in the areas of Math and Reading for JH and Elementary grades.

Goal 3: STUDENT CENTERED INSTRUCTION

AVID strategies, best practices and 21st century learning tools are used to ensure college and career readiness and improve academic performance for all students.

Performance Objective 2: The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 29% to 31% by June 2024.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR, MAPS and BAS Data
Professional Learning Community Data
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
Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
SAT and/or ACT assessment data
Student Success Initiative (SSI) data for Grades 5 and 8
SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
Student failure and/or retention rates
Local benchmark or common assessments data

Strategy 1 Details	Reviews			
Strategy 1: Instructional strategies and research-based initiatives to increase the quality and quantity of learning time, and address the learning needs of all students on each campus.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Teachers will implement a comprehensive balanced literacy approach during their ELAR block. The model will ensure specific components such as phonics, interactive read aloud, Shared Reading, Mini Lessons, Guided Reading, Modeled Writing, Shared/Interactive Writing, Independent Writing are addressed everyday.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase and implement systems of support to improve grade level literacy including: Guided Reading, Phonics.
     Staff Responsible for Monitoring: Instructional Team
     Intervention Team
     Admin Team
     Title I Schoolwide Elements: 2.4, 2.5, 2.6
     Problem Statements: Demographics 1 - Student Achievement 1				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will focus on intentionally teaching critical vocab and background knowledge through WICOR Instructional strategies so that students acquire a deeper understanding of the concept.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase and implement systems of support to improve grade level literacy **Staff Responsible for Monitoring:** Instructional Team Intervention Team Admin Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 1				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Number of students who scored meets or above in sub pops (White, African American, SPED and Non-Continuously Enrolled) **Root Cause**: Explicit and individualized targeted instructon needed to close acadmic gaps.
Student Achievement
Problem Statement 1: STAAR performance in meets for JH and Elementary Math and Reading. **Root Cause**: Below grade level intervention needed in the areas of Math and Reading for JH and Elementary grades.

Goal 3: STUDENT CENTERED INSTRUCTION

AVID strategies, best practices and 21st century learning tools are used to ensure college and career readiness and improve academic performance for all students.

Performance Objective 3: Students receive effective and timely intervention and resources to accelerate learning and ensure all student groups achieve their full potential

> **Evaluation Data Sources:** STAAR, MAPS and BAS Data
> Professional Learning Community Data
> 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
> Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
> SAT and/or ACT assessment data
> Student Success Initiative (SSI) data for Grades 5 and 8
> SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
> Student failure and/or retention rates
> Local benchmark or common assessments data

Strategy 1 Details	Reviews			
Strategy 1: Staff will meet the needs of the students who have ELPs, IEPs, RtI plans, 504 plans, and Dyslexia service through intervention in core areas.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Federal, state, and local services and programs are coordinated and integrated with the aim of helping all students reach proficient and advanced levels of achievement **Staff Responsible for Monitoring:** Admin Team Intervention Team Instructional Staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 2				

Strategy 2 Details	Reviews			
Strategy 2: Summer School and Tutoring Opportunities for Intervention / STEM Camp for Enrichment	**Formative**			**Summative**
Strategy's Expected Result/Impact: Teacher design and implement planning protocol which utilizes gap data to design lessons which close gaps while addressing grade level content	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Admin Team AVID Site Team Instructional Staff **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 2				

Strategy 3 Details	Reviews			
Strategy 3: Formative Assessments used to drive instruction and set student learning objectives. (NWEA Maps and Six Weeks Checkpoints)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Close academic gaps and provide explicit intervention.	**Oct**	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: Admin Team Instructional Team Intervention Team **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Problem Statements:** Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 2				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Number of students who scored meets or above in sub pops (White, African American, SPED and Non-Continuously Enrolled) **Root Cause**: Explicit and individualized targeted instructon needed to close acadmic gaps.
Student Achievement
Problem Statement 1: STAAR performance in meets for JH and Elementary Math and Reading. **Root Cause**: Below grade level intervention needed in the areas of Math and Reading for JH and Elementary grades.
Curriculum, Instruction, and Assessment
Problem Statement 2: Grade level essential standards and student expectations of artifacts need to be identified to allow for targeted, effective instruction. **Root Cause**: Pandemic learning loss creates individualized challenges. Essential standards allows a starting point in each grade/subject to fill below grade level gaps while teaching on grade level.

Goal 4: CLIMATE & SAFE LEARNING ENVIRONMENT

Provide a quality learning environment that is safe, protective and supportive for all students and staff.

Performance Objective 1: Provide increased intervention and support for student's social emotional and academic learning needs by May of 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Student service referrals BOY, MOY, and EOY
Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
Economically disadvantaged / Non-economically disadvantaged performance and participation data
Completion rates and/or graduation rates data
Annual dropout rate data
Student surveys and/or other feedback
Class size averages by grade and subject
School safety data

Strategy 1 Details	Reviews			
Strategy 1: Counseling Plan includes student social lessons and curriculum addressing conflict resolutions, positive relationships and decision making.	**Formative**			**Summative**
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Student development **Staff Responsible for Monitoring:** Counseling Team Academic Advisor Social Worker Admin Team **Title I Schoolwide Elements:** 2.5 **Problem Statements:** District Context and Organization 1				

Strategy 2 Details	Reviews			
Strategy 2: Student emotional and social support team. Utilized to identify at-risk students, offer support with services, staff connection and monitoring done by way of weekly checks and progress monitoring. Use of Rhythm App and Online Counseling Sessions.	**Formative**			**Summative**
	Oct	Dec	Mar	June
Strategy's Expected Result/Impact: Increase opportunities and systems to address physical, mental, and emotional wellness. **Staff Responsible for Monitoring:** Counseling Team Academic Advisor Social Worker Admin Team **Title I Schoolwide Elements:** 2.5, 2.6 **Problem Statements:** District Context and Organization 1				

Strategy 3 Details	Reviews			
Strategy 3: Positive behavioral interventions and support programs designed for encouraging attendance, decreasing dropout rates, and reducing instructional time lost to discipline. Use of Energy Bus Curriculum and Rachel's Challenge	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**
Strategy's Expected Result/Impact: Support SEL and increase attendance rates while decreasing student discipline issues and lost instruction. **Staff Responsible for Monitoring:** Admin Team Counseling Team **Title I Schoolwide Elements:** 2.5 **Problem Statements:** District Context and Organization 1				

Performance Objective 1 Problem Statements:

District Context and Organization
Problem Statement 1: Interventionist team needed to track and monitor progress of SEL and academic plans for targeted intervention. **Root Cause**: Staff not perviously allocated to this much needed work.

Goal 4: CLIMATE & SAFE LEARNING ENVIRONMENT

Provide a quality learning environment that is safe, protective and supportive for all students and staff.

Performance Objective 2: Addressing student needs through training and special programs to include a comprehensive awareness, prevention and response.

Evaluation Data Sources: tudent service referrals BOY, MOY, and EOY

Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

Strategy 1 Details	Reviews			
Strategy 1: Provide student, staff and parent training in the following areas: Bullying Intervention and Response Training Staff & Admin Team (see addendum) Conflict Resolutions Crisis Response - Stop the Bleed Dropout Prevention Grief Informed/Trauma Informed Care Positive Behavior Interventions Training and Awareness of sexual abuse, sex trafficking and maltreatment of children with disabilities. Suicide Prevention & Crisis Training Violence Prevention Program Child Abuse Mental Health Awareness	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Increase awareness, prevention and response.
    Staff Responsible for Monitoring: Admin Team
    Counseling Team
    Intervention Team
    Title I Schoolwide Elements: 2.5, 3.1				

Strategy 2 Details	Reviews			
Strategy 2: Discipline Management program and transition plan in place to decrease the number of students returning to AEP while providing character ed in AEP.	**Formative**			**Summative**
	Oct	**Dec**	**Mar**	**June**

Strategy's Expected Result/Impact: Policy and Procedures aligned and planned to include proactive and reactive responses for discipline management
    Staff Responsible for Monitoring: Admin Team
    Title I Schoolwide Elements: 2.5
    Problem Statements: District Context and Organization 1				

Performance Objective 2 Problem Statements:

District Context and Organization
Problem Statement 1: Interventionist team needed to track and monitor progress of SEL and academic plans for targeted intervention. **Root Cause**: Staff not perviously allocated to this much needed work.

District Improvement Committee

Committee Role	Name	Position
District-level Professional	Amber Norris	Assistant Superintendent
Classroom Teacher	Derrick Robinson	Teacher
Community Representative	Cortney Stewart	Business Owner
Classroom Teacher	Neely Kelley	Teacher
Business Representative	Lori Burgin	Business Representative
Administrator	PJ Knickerbocker	Academic Advisor
Community Representative	Jacey Blevins	Community Member
Classroom Teacher	Cortney Worden	Elementary Teacher
Classroom Teacher	Stephanie Thornton	HS ELAR Teacher
Classroom Teacher	Sharon Johnson	HS Math Teacher
Classroom Teacher	Benita Woods	SPED Teacher
District-level Professional	Beth Preas	Head Start - Curriculum Director
Classroom Teacher	Kameron Carmon	CTE Teacher
Classroom Teacher	Tate Arthur	Elem Teacher
Parent	Katie Goodson	Parent
Paraprofessional	Tracey Blish	HS Paraprofessional
Parent	Amy Hoskinson	Elem Parent
Parent	Maggie Ramos	JH Parent
Business Representative	Cayson Slakey	Business Owner

Addendums

District Improvement Plan Requirements

The detailed strategies of the 2021-2022 District Improvement Plan reflect the identified areas of focus
for the school year. While some of the following areas are detailed in the DIP, most are processes that
are a part of the daily operations of the district and can be found on the district's website and/or in the

Requirments	CISD Actions
1. Instructional methods for all student groups not achieving their full potential, [TEC 11.252(a)(3)(A)]	EOC Courses & Math Lab courses will provide students with an additional intervention time. Teachers of these classes will have additional professional development to meet the needs of these students, set goals, and progress monitor to best identify the needs and next steps for students that are struggling.
2. Methods for addressing needs of students for special programs: a. suicide prevention including a parental or guardian notification procedure [TEC 11.252(3)(B)(i)] b. conflict resolution programs [TEC 11.252(3)(B)(ii)] c. violence prevention programs [TEC 11.252(3)(B)(iii)] d. dyslexia treatment programs [TEC 11.252(a)(3)(B)(iv)] e. Accelerated [TEC 11.252(c)(3)(H)]	Student Services a. Suicide prevention - CISD utilizes the evidence-based, SOS Signs of Suicide® Prevention Program including Training Trusted Adults, SOS for junior high school students, and SOS for high school students. A parent letter is provided and parents can access the parent portal at https://sossignsofsuicide.org Counselors follow the CISD Suicide Intervention protocol which requires notifying a parent/guardian and providing resources. b. Conflict resolution - CISD administrators, school counselors, and intervention

	counselors conduct mediation for students as needed. SISD adopted Social-Emotional Learning (SEL) competencies in 2018: self-awareness, self-management, social awareness, relationship skills, responsible decision-making, and personal well-being. These competencies promote prosocial behavior and conflict resolution.
	c. Violence prevention - CISD students and staff are trained in bullying and cyber-bullying: prevention, identification, responding to, and reporting incidences of bullying, violence, etc. Students are taught, "See Something, Say Something," and how to use the district's anonymous tip line reporting system to report undesired or suspicious activity on district website.
	Administrators conduct Violent Risk Assessments utilizing a campus-based threat assessment team. Parents are notified and resources are provided.
	d. Dyslexia support - All interventionists and/or teachers that support students identified with dyslexia will receive training in Reading by Design. Continued job-embedded support with continue throughout the year to ensure fidelity of the program and provide additional professional learning for teachers.

	e. Accelerated education - ● At-risk students will be identified at all grade levels and will receive appropriate compensatory, intensive or accelerated instructional services through the RTI process. ● Support for students accelerating across school levels (i.e. elementary to junior hgh school) will be supported by a remote math teacher. This teacher will provide a blended approach for their math instruction that will involve online instruction as well as face-to-face interaction. This will allow students to receive instruction at their current level with ongoing support from an instructor as well as work with peers from across the district.
3. Dropout reduction [TEC 11.255]	High school counselors conduct individual planning meetings with each high school student. Students are advised according to their graduation plan and needs. Students who are lacking credits are offered opportunities for credit acceleration and/or recovery through programs such as: ● CISD's online Edmentum program ● Board approved correspondence courses (Texas Tech K-12 or UT K-12) ● Texas Virtual School Network (TXVSN) ● Credit by exams (Texas Tech K-12 or UT K-12)

	● Summer school
	High school students at greater risk of dropping out may be referred for a higher level of services to the intervention counselor for any one of the following reasons:
	● Excessive academic struggles
	● Returning from DAEP/probation/parole
	● Returning from inpatient/outpatient facility
	● Behavioral risk factors including drugs/alcohol
	● Conflict resolution/anger management
	● Qualifies for McKinney-Vento
	● In the custody or care of DFPS
	● Follow-up care for suicidal ideation, suicidal attempt, or self-harm
	Intervention counselors provide further opportunity for individual counseling, group counseling, or peer support programs. CISD high school counselors also inform parents/students, as requested, of other opportunities such as the General Education Development (GED) testing and Job Corps.
4. Integration of technology in instructional and administrative programs [TEC 11.252(a)(3)(D)]	CISD is a 1 to 1 district in grades PK-12. Each student is provided a device or the option to bring their own.
	Teacher training and technology is provided annually.
5. Discipline management including unwanted	● CISD has adopted the TASB Model for

physical or verbal aggression and sexual harassment [TEC 11.252(3)(E) and TEC 37.083(a)]	SCOC ● Staff training for Behavior Response to Intervention and Restorative Practices
	● FFI (LEGAL) Student Welfare Freedom from Bullying & FFI (LOCAL) Student Welfare Freedom from Bullying
	● SB 2432 Harassment of a District Employee
	● Transition plans for students returning from DAEP or JJAEP
	● New mitigating factors to consider whether a student is homeless or in DFPS conservatorship in decision to suspend, expel, or place a student in DAEP. (HB 811)
6. Dating violence [TEC 37.0831]	CISD staff are trained in dating violence:
	● Statistics and information
	● CISD local policy, harassment
	● Definition and examples
	● Reporting procedures
	● Safety planning
	CISD students are trained in dating violence:
	● Healthy relationships vs. unhealthy relationships
	● Examples of abuse
	● Requesting help
	CISD administrators utilize an CISD stay-away agreement for students, when necessary.
7. Sexual abuse, sex trafficking, and other maltreatment of children, including methods for increasing staff, student and parent awareness	CISD provided training to all professional employees regarding child sexual abuse and other maltreatment (abuse, neglect).

and staff training [TEC 38.0041], [TEC 11.252(c)(9)]; Policy addressing sexual abuse and other maltreatment of students [TEC 11.252(a)(9)] and [TEC 38.0041]	As required, the training included: -factors indicating a child is at risk for sexual abuse or other maltreatment -likely warning signs indicating a child may be a victim of sexual abuse or other maltreatment -internal procedures for seeking assistance for a child who is at risk for sexual abuse or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional -techniques for reducing a child's risk of sexual abuse or other maltreatment -community organizations that have relevant existing research-based programs that are able to provide training or other education for school district or open-enrollment charter school staff members, students, and parents ● All new employees also complete an additional 2-hour, Darkness to Light training specific to child sexual abuse ● CISD campuses post the state mandated, "It's OK To Tell!" posters in English and Spanish ● CISD provides anti-victimization programming for elementary students through Alliance For Children's, P.S. It's My Body. ● Elementary parents receive a letter regarding the P.S. It's My Body Program

	with resources on the district website.
	● ALL parents have access to the following Child/Sexual Abuse resources on the district website:
	-Statistics
	-Prevention techniques
	-Warning signs of possible sexual abuse
	-Myths about child sexual abuse
	-How to respond to an outcry of abuse
	-Child/sexual abuse resources
	● CISD campuses raise awareness and recognize the national child abuse prevention month, April
	●CISD secondary students receive guidance on types of abuse, signs, and how to report abuse or request help
	● CISD will be researching educational materials to provide to parents to help with their identification of sex trafficking.
	● See Addendum - Cooper ISD Board Policy BBD, BJCB, BQ, DMA, and FFG.
8. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities [TEC 11.252(3)(G)]	Actions:
	● All students grades 8-12 will have completed a Chocie 360 interest survey.
	● All Professional Communications instructors will have taken Texas OnCourse Training.
	● All 8th grade students will complete professional communications or AVID and receive career education in these courses.

	● All district communication concerning programs of studies is made available to the public.
	● All programs of studies are aligned to postsecondary opportunities and workforce expectations.
	● All students in grades 9-12 have access to Career and Technical education.
	● Students are provided opportunities to earn dual credit in 4 CTE programs of study.
	A secondary Career Resource Center beyond the Counseling Go Centers has been established at the high-school campus with a variety of career interest materials.
9. Strategies for recruiting highly effective teachers	HR
	● University job fairs
	● Host District job fair
	● Competitive salaries and insurance benefits
	CCR:
	● Strategically seek applicants who meet current requirements for dual credit through EFC/PJC and TAMU-C.
	● Advertise career opportunities with Career and Technical Teacher organizations i.e. VATAT, CTAT, ACTE etc.
	● All students complete a 4 year plan
10. Information for junior high,	● College and Career Facilitators have been

and high school students, their teachers and counselors and their parents about a. higher education admissions and financial aid opportunities b. the TEXAS grant program and the Teach for Texas grant program c. the need for students to make informed curriculum choices to be prepared for success beyond high school d. sources of information on higher education admissions and financial aid [TEC 11.252(c)(4)(A-D)]	added to help assist the number of students enrolling and pursuing post secondary opportunities in high school. ● All secondary students are afforded information, assistance and advisement concerning FASFA. ● University College Counselor will work directly with students concerning postsecondary opportunities. ● All secondary students will have access to Choices 360.
11. Staff development for professional staff of the district [TEC 11.252(3)(F)]	Ensure all Math and Science CTE teachers have completed Texas Gateway Courses. Establish Industry advisory boards for all CISD Programs of Study
12. Freedom from bullying policy	● CISD students and staff are trained in bullying and cyber-bullying: prevention, identification, responding to, and reporting incidences of bullying, violence, etc. Students are taught, "See Something, Say Something," and how to use the District's anonymous tip line reporting system to report undesired or suspicious activity on website. ● See Addendum - Cooper ISD Board Policy FFI (Legal) and FFI (Local)

13. Law enforcement duties of peace officers, school resource officers, and security personnel [TEC 38.081	● CISD provide school resource officer.
14. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care [TEC 11.252(a)(3)(E); Trauma-informed care policy (Senate Bill 11)	● CISD staff are required to complete annual trauma-informed care & grief training ● See Addendum - Cooper ISD Board Policy BQ, DMA, and FFBA.
15. State Compensatory Education Program	● Provide opportunities for struggling students, special populations, or students not meeting standards on state assessments, to include RtI strategies, coordination with general education instruction, Reading Recovery, accelerated instruction, homebound services, and summer school opportunities. ● Staff to work directly with at-risk students: at-risk counselor, intervention counselors, Reading Recovery teachers, At-risk teachers, RtI teachers, truancy intervention counselor, Family & Pregnancy Outreach Facilitator, at-risk paraprofessional and intervention specialists
16. Pregnancy-Related Services (PRS)[Student Attendance Accounting Handbook, Section 9.5]	● Provide 100% eligible pregnant/parenting students with Compensatory Education Home Instruction (CEHI) by last of day of

	academic school year as required by the Texas Education Agency. ● Eligible students participating in the Pregnancy, Education and Parenting Program will receive the opportunity for case management to include individual/group support, child care assistance, community referral and college/career exploration in addition to Compensatory Education Home Instruction. ● Compensatory Education allotments support personnel in maintaining home instruction and documentation as required by the Texas Education Agency.
Title 1A	● District level parental involvement activities, training and support through Parents As Teachers program ● Additional staff provided to Title 1 campuses (CIT, intervention specialist, and aides) ● Parenting education
Title II	● New teacher induction program ● Professional development and training for instructional leaders ● RtI coordinator salary ● ESL certification reimbursement ● Private non-profit school partnership

	● New district wide dyslexia program training and materials
Title III	● ESL Instruction
Title IV	Hot spots to increase at-risk students accessibility to credit recovery
	SEL staff training
Addendums to include	FFI Local
	BBD Local
	BBD Legal
	BQ Legal
	DMA Legal
	FFG Legal
	FFG Local
	FFG Exhibit
	BQ Legal
	FFBA Legal

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

Reporting Procedures

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.
	The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action Bullying	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
Discipline	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.