

Abilene Independent School District
Cooper High School
2021-2022 Campus Improvement Plan



Mission Statement

AISD engages and empowers each student to be contributing, responsible citizens who reach their full potential through relevant, innovative and rigorous learning experiences.

Vision

Inspired, skilled, engaged and empowered students make a difference in the world.

Core Beliefs

- Deep learning involves critical thinking, collaboration and problem solving.
- Relevant and meaningful student experiences are the core of the modern classroom.
- Initiative, innovation, a strong work ethic and entrepreneurial spirit are life skills each student needs.
- The cultivation of each student's strengths and passions leads to success.
- Respect, care and having high expectations for each student is the foundation for learning.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 4
 - School Processes & Programs 6
 - Perceptions 7
- Priority Problem Statements 9
- Goals 10
 - Goal 1: Abilene ISD will develop a strong literacy and numeracy foundation for every student. 11
 - Goal 2: Abilene ISD will advance character development by nurturing habits of mind and ethical, principle-based leadership. 14
 - Goal 3: Abilene ISD will prepare all students for success in college and the workforce. 17
 - Goal 4: Abilene ISD will fully integrate student-led technology and develop innovative learning environments and facilities for the purpose of high student engagement, safety and academic success. 21
 - Goal 5: Abilene ISD will secure high quality, effective staff who embrace diversity, are reflective of and responsive to the district's student body, utilize best practices and understand the importance of student engagement, rigorous and relevant learning environments and the significance of connecting with students to foster a desire to learn. 22
- Comprehensive Support Strategies 25
- Targeted Support Strategies 26
- Campus Funding Summary 27
- Addendums 28

Comprehensive Needs Assessment

Revised/Approved: June 10, 2021

Demographics

Demographics Summary

Cooper High School currently serves approximately 1,770 students. Of those students, 38% are White, 40.5% are Hispanic, and 13% are African American. Special Education consists of 13.3% of students and 2.5% of students are ELL. 63% of our population is classified economically disadvantaged. One of the biggest challenges we face is the attendance of economically disadvantaged and at-risk students. Our staff is primarily White which does not correlate with our student population.

Demographics Strengths

- Attendance officers play a key role in tracking student attendance and communicating with families
- Attendance officers and campus administration work together in developing attendance plans for students with poor attendance
- Activity bus is available for after school tutorials
- Final exam exemptions have served as a motivator in attendance
- Communities in Schools targets high risk students with attendance issues
- Class sizes are kept low which allows teachers to better know their students and build relationships

Problem Statements Identifying Demographics Needs

Problem Statement 1: In previous years, attendance has been at approximately 95%. Attendance rates need to be closer to 95% post-Covid-19. **Root Cause:** Successfully communicating and connecting with the families of economically disadvantaged students in becoming increasingly more difficult.

Problem Statement 2: There is little diversity in our professional staff. **Root Cause:** We have very few diverse applicants for teaching positions.

Student Learning

Student Learning Summary

The following information is based on the most recent Accountability Report, taking into account that no tests were administered in 2020 due to Covid-19.

Cooper High School's 2019 Accountability Rating was "B." CHS received a "B" rating in Domains I and II, and a "C" rating in Domain III, Closing the Gaps. CHS also earned 2 Distinction Designations in ELA/Reading and in Postsecondary Readiness.

Based on Cooper's 2019-2020 Preliminary School Report Card, CHS performed as follows:

English I

- Overall 65% were at Approaches grade level, 45% Meets grade level, and 7% Masters grade level
- State average was 68%/50%/11% respectively
- Cooper out-performed the state average in the following sub-pops: White, Asian
- Lowest scoring sub-category for CHS relative to state average was African American students at 46%/27%/4%

English II

- Overall 65% were at Approaches grade level, 44% Meets grade level, and 4% Masters grade level
- State average was 68%/49%/8% respectively
- Lowest scoring sub-category for CHS relative to state average was Hispanic students at 56%/34%/2%

Math

- Overall 79% were at Approaches grade level, 49% Meets grade level, and 19% Masters grade level
- State average was 85%/61%/37% respectively
- Lowest scoring sub-category for CHS relative to state average was Hispanic students at 74%/45%/15%
- Cooper LEP students out-performed the state average significantly 96%/57%/30%

Biology

- Overall 88% were at Approaches grade level, 51% Meets grade level, and 16% Masters grade level
- State average was 88%/62%/25% respectively
- Lowest scoring sub-category for CHS relative to state average was Hispanic students at 85%/45%/8%

US History

- Overall 90% were at Approaches grade level, 67% Meets grade level, and 32% Masters grade level
- State Average was 93%/73%/45% respectively
- Lowest scoring sub-category for CHS relative to state average was Hispanic students at 85%/57%/23%

Student Learning Strengths

The following student academic achievement strengths have been identified:

- English I EOC scores increased from 62%/36%/2% to 65%/45%/7% in the Approaches/Meets/Masters levels in 2019.
- CHS students identified as Economically Disadvantaged out-performed the state-wide ED students at all levels in English I and at the Approaches level in Algebra I and Biology.
- The % of students that reached the "Masters Grade Level" increased from 2018 to 2019 in English I, Algebra I, Biology, and US History.
- The % of students that reached the "Meets Grade Level" increased from 2018 to 2019 in English I, Algebra I and US History.
- English I, Algebra I, and Biology teachers all have a common meeting/planning period to collaborate and evaluate benchmark and common assessment data. They meet with an administrator 3 days a week.
- Cooper LEP students out-performed the state average in Algebra I significantly (96%/50%/6% to 73%/43%/22%)
- The Pre-AP/AP courses offered continue to produce high participation and percentages of passing scores.

This information is based on the most recent Accountability Report, taking into account that no tests were administered in 2020 due to Covid-19.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: A significantly large number of students need additional remediation in math and reading, as well as credit recovery. **Root Cause:** Current and incoming students have acquired large learning gaps over the course of the Covid-19 pandemic.

Problem Statement 2: We have not seen any huge gains on the Algebra I EOC and US History EOC over the past few years. **Root Cause:** We need to look at changes to instructional strategies and resources to better meet the interests of our students. More guidance and assurance from the district level will continue to be beneficial.

Problem Statement 3: Students who need intensive interventions in multiple content areas are difficult to serve appropriately. **Root Cause:** Limited staffing options, scheduling conflicts, and graduation requirements keep students from being able to enroll in everything possible intervention course.

Problem Statement 4: The economically disadvantaged population continues to be below the campus, district and state averages on the Algebra I EOC. **Root Cause:** Reading comprehension on word problems, low attendance, and motivation are all challenges many of our economically disadvantaged students.

Problem Statement 5: Students who are heavily involved in extra-curricular activities, as well as students who are economically disadvantaged, who need additional time with teachers struggle to stay before or after school to get additional instruction. **Root Cause:** Loss of tutoring time during the instructional day

School Processes & Programs

School Processes & Programs Summary

Cooper High School offers students a wide variety of courses and programs including CTE courses, extra-curricular activities, service organizations, and clubs. Students have the opportunity to be involved in areas of interest to them. These opportunities are expanding with the opening of the new CTE facility in the Fall of 2021.

Great efforts go into hiring and retaining a staff who is motivated to grow students academically and socially. Collaboration takes place on a weekly basis between administrators, teachers, and support staff to ensure students are successful. With a large number of faculty and staff, we are always looking for ways to improve communication on campus.

School Processes & Programs Strengths

- Professional Learning Communities (team planning) provide opportunities for teachers to collaborate and plan for students success on a daily basis
- CTE and Pre-AP/AP course offerings
- Department heads meet on a weekly basis with principal and departmental meetings take place once a week
- Several teachers have worked at Cooper for many years and provide support and guidance to new teachers
- Student Council serves the campus in a variety of ways to increase student awareness and involvement
- Teachers have access to technology (iPads, computer labs, mile carts, Promethean Boards) for instructional use
- Edgenuity, Reading classes, and blocked math courses are used to remediate students and allow them to catch up on credits
- Multiple core Freshman courses (Eng 1, Biology, Algebra 1) use common assessment data to track student progress and target areas of weakness for reteaching/remediation purposes. They use two common assessments per grading period.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Effective communication is always a challenge no matter how intentional we are in ensuring we follow the same procedures and routines in getting information to teachers. **Root Cause:** At times there is a lot of information to disseminate and it can be overwhelming on a large campus.

Problem Statement 2: English 2 teachers are not as effective as the English 1 teachers in communicating, planning, assessing, and reviewing data as a team. **Root Cause:** English 2 teachers are not afforded the extra time with a common team period to go through the processes the English 1 teachers are able to follow.

Problem Statement 3: Teachers and administrators have a difficult time setting T-TESS goals that are measurable. Overall, we are still working on having teachers truly reflect on their goal on a regular basis. **Root Cause:** More T-TESS training and clarification is needed for teachers and appraisers.

Perceptions

Perceptions Summary

We strive for Cooper High School to be a place where all our students, families, and community partners feel welcomed and safe. Many of our students come from split or one parent homes and lack the support they need to be successful. Support staff at Cooper strive to fill in the gaps to ensure students are safe and taken care of. Communities in Schools provides for students at Cooper and helps them seek out needed resources. The Abilene Education Foundation COOL Counselor is also a major resource for students wanting to go to college but not exactly sure how to get there and be successful. Cooper's website is kept up-to-date to help inform students and parents about the expectations at Cooper, upcoming events, and other important information they may need.

Our goal is to "Build Character-Build Unity-Build Relationships," and we truly strive for this on a daily basis. Teachers focus on building healthy, professional relationships with students, which in turn helps students be more successful in school. A large percentage of our students find ways to make positive connections at school, mostly through participation in athletics, ROTC, fine arts programs, spirit groups, CTE programs and student council. There is a place for everyone to get plugged in. Adding an additional period to our schedule for next year increases these opportunities for students.

Many of our clerical staff members are cross trained in multiple areas which helps in communicating quickly and effectively with parents. They are informed on procedures and events and are always will to step in to help parents when administrators and/or other support staff is not available.

The most common disciplinary infractions are disruption and defiance in the classroom. We are still working toward fully implementing CHAMPs but not all teachers are using it with fidelity.

Perceptions Strengths

The following school perceptions strengths have been identified:

- Panorama surveys were conducted and the following areas identified as being strengths: Assistance with bullying, feeling safe, staff being respectful to students, communication with parents, valuing diversity, activities offered.
- Clear communication of educational opportunities, expectations and goals coupled with teacher and student evaluations provide valued feedback for success.
- School staff are keenly aware and embrace ethnic, social-economic and cultural diversity of students and families, which they serve.
- A well written Student Code of Conduct and Parents Handbook inform, set expectations, and establish rules for conduct, good order and discipline.
- Use technology to enhance the learning environment, while also promoting internet safety.
- Students have access to support services whenever needed (CIS, SIS Counselor, Academic Counselors, COOL Advisor, SRO, Attendance Officers)
- High student involvement in extra-curricular activities.
- Foundations Team has taken an active role in improving behavior and procedures in the common areas on campus.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: CHAMPs is not being utilized to its full potential to improve classroom behavior and performance. **Root Cause:** More training specific to high school teachers may be needed. Teachers have not bought in to it and tried implementing it with fidelity.

Problem Statement 2: Procedures and expectations outside of the classroom are not clearly communicated and enforced by staff members. **Root Cause:** Not all procedures and expectations were clearly communicated to new staff because so much of the focus at the beginning of the year was on the transition to remote learning. Much of the focus went to enforcing Covid-19 procedures and needs to be transitioned back to the plan put in place by the Foundations team.

Problem Statement 3: Some teachers still do not contact parents with concerns on a regular basis. **Root Cause:** Teachers have so many things to do and this gets overlooked because of lack of time in the school day to "get it all done." Teachers sometimes lack the confidence and tools needed to have effective conversations with parents.







Priority Problem Statements

Goals

Goal 1: Abilene ISD will develop a strong literacy and numeracy foundation for every student.

Performance Objective 1: Increase the 2022 English 1 scores to 67% approaches grade level, English II scores to 69% approaches, Algebra 1 scores 72% approaches grade level, and US History scores to 90% approaches.







Evaluation Data Sources: EOC scores; 2021 Performance and Participation Data Table, teacher lesson plans, common assessment and benchmark data

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide common planning/meeting opportunities to English 1, English II, Algebra 1, and Biology teachers. Increase opportunity for US History Teachers to collaborate and use common assessments. Teachers will have the opportunity to plan lessons, create common assessments, and share best practices with one another, as well as use data from common assessments, benchmarks, and past EOC results to guide their teaching practices.</p> <p>Strategy's Expected Result/Impact: Increase in student success on English I, English II Algebra I, and US History EOCs.</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Associate Principal, Lead Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
	 75%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Use common assessment and district benchmark data to guide teaching and reteaching on a consistent basis.</p> <p>Strategy's Expected Result/Impact: Data-driven instruction and decision making becomes an integral part of teachers' lesson planning and reteaching methods.</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Associate Principal, Lead Teachers</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
	 50%			
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Goal 1: Abilene ISD will develop a strong literacy and numeracy foundation for every student.

Performance Objective 2: Utilize Engage2Learn Unit Design process and coaching practices with English I and Algebra I teams to drive lesson planning and implementation of best practices, content standards, and changes within the specific content area.





Evaluation Data Sources: EOC scores, teacher feedback, unit design agendas and progress






Strategy 1 Details	Reviews			
<p>Strategy 1: Content specialist will train and present strategies to increase rigor in the core areas. Team planning time will be utilized on a regular basis.</p> <p>Strategy's Expected Result/Impact: Implementation of strategies in the classroom from trainings/professional development.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Instructional Specialist, Content Specialists, Assoc Superintendent of Curriculum and Instructions, Exec Director of C&I</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Teachers in English and math will receive Engage2Learn coaching from campus administration and content specialists.</p> <p>Strategy's Expected Result/Impact: Implementation of best practices, closing the gap on student performance</p> <p>Staff Responsible for Monitoring: Principal, Dean of Instruction, Associate Principal, Content Specialist, Assoc Superintendent of Curriculum and Instruction</p> <p>TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
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Goal 1: Abilene ISD will develop a strong literacy and numeracy foundation for every student.

Performance Objective 3: Provide double blocked or intervention math, science, and English classes for students who have previously failed or are in danger of failing the STAAR EOC exams in one or more areas. Programs for students who are English Language Learners are provided to ensure their needs are being met. English SOL and ELL Content Mastery are all used to ensure ELL students are successful. Inclusion classes are available to support our Special Educations students in their efforts to be successful on STAAR courses.

Evaluation Data Sources: EOC scores, class rosters









Strategy 1 Details	Reviews			
<p>Strategy 1: Enroll students in Read 1/2/3 for English EOC intervention. Students in danger of failing the Algebra 1, Biology, or US History EOC are placed in an intervention class with teachers who are trained to work with at-risk, lower performing students.</p> <p>Utilize tutors through HB 4545 initiative to provide small group intervention for students who were not successful in a prior year STAAR.</p> <p>Strategy's Expected Result/Impact: Low performing students passing the EOC exams at a higher rate on the 1st or 2nd administrations.</p> <p>common assessments, benchmarks, EOC scores, grades</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Dean of Instruction, Counselors</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Accurate course placement is accomplished using testing data (STAAR, EOC, TELPAS). The Associate Principal, ELL counselor, LPAC committee, and ESL teachers are a part of this process.</p> <p>Strategy's Expected Result/Impact: Percent of ELL students passing core subjects; number of students participating in CTE courses.</p> <p>Staff Responsible for Monitoring: Associate Principal, Dean of Instruction, ELL teachers, District administration</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Edgenuity will be used to allow students to recover credits to ensure they have the ability to graduate on time when they fall behind in credits. Associate Principal will work with the Edgenuity teacher to implement progress monitoring strategies to keep students on task and actively monitor student growth.</p> <p>Strategy's Expected Result/Impact: Students placed in Edgenuity recover credits in a reasonable time to ensure they will graduate.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Edgenuity teacher</p> <p>TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p> <p>Funding Sources: - State Comp Ed</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Abilene ISD will advance character development by nurturing habits of mind and ethical, principle-based leadership.

Performance Objective 1: Ensure 100% of teachers and staff are trained in Discipline in the Secondary Classroom/CHAMPS and follow at least the minimum requirements set by the district.






Evaluation Data Sources: All staff members trained in DSC

Strategy 1 Details	Reviews			
<p>Strategy 1: Follow through with ensuring teachers are following the minimum requirements through regular walk-thrus, checking documentation, and having teachers attend the monthly DSC check-ins, as needed.</p> <p>Strategy's Expected Result/Impact: Lower incidences of referrals for Level 1 infractions.</p> <p>Staff Responsible for Monitoring: All campus administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize the district CHAMPS Coach to coach teachers in implementing best practices and CHAMPS strategies as needed.</p> <p>Strategy's Expected Result/Impact: decreased student referrals, increased student engagement and performance</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Dean of Instruction, CHAMPS Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Abilene ISD will advance character development by nurturing habits of mind and ethical, principle-based leadership.

Performance Objective 2: Fully implement bullying prevention guided by campus and district expectations.

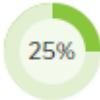






Evaluation Data Sources: Data collection on bullying incidences; bully committee meeting documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Educate and encourage students to report bullying anonymously through the district website or to a trusted adult on campus. Continue using the bullying committee and bullying report form.</p> <p>Strategy's Expected Result/Impact: Decrease in bullying incidents and increase in student awareness of bullying</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Assistant Principals</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Abilene ISD will advance character development by nurturing habits of mind and ethical, principle-based leadership.

Performance Objective 3: Increase daily attendance rate.





Evaluation Data Sources: attendance data

Strategy 1 Details	Reviews			
<p>Strategy 1: Promote daily attendance using semester exam exemption policy. Strategy's Expected Result/Impact: Increase in daily attendance rate Staff Responsible for Monitoring: Principal, Associate Principal, Attendance Officers</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to use campus attendance officers, Communities in Schools representative, campus administration, and Student Assistant Services counselor to intervene with students who are chronically absent. Ensure teachers are accurate in taking attendance and following campus procedures for marking absences and tardies. Strategy's Expected Result/Impact: Increase in daily attendance rate and decrease in the number of students who are chronically absent from school. Staff Responsible for Monitoring: Principal, Associate Principal, Attendance Officers</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Plan attendance incentives on days prior to and after holidays when our ADA tends to decrease based on data from the past two years. This will also be a focus for the 4th six weeks where there is also typically a decrease in ADA. Strategy's Expected Result/Impact: Increased ADA on days prior to and after holidays and during the 4th six weeks. Staff Responsible for Monitoring: Administrators, campus attendance officers, CIS</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Abilene ISD will prepare all students for success in college and the workforce.

Performance Objective 1: Promote participation in campus and district CTE opportunities and coordinate with LIFT director to maximize student opportunities for participation.







Evaluation Data Sources: CTE course enrollment

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide CTE teachers with opportunities to promote their programs to current and incoming students. Also, allow students to promote the programs they are participating in.</p> <p>Strategy's Expected Result/Impact: Increase in CTE enrollment</p> <p>Increase in industry certifications earned.</p> <p>Staff Responsible for Monitoring: Director of CTE, Director of the LIFT, Dean of Instruction, CTE Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
	0%			
Strategy 2 Details	Reviews			
<p>Strategy 2: Highlight student successes within CTE programs.</p> <p>Strategy's Expected Result/Impact: Increase in CTE enrollment</p> <p>Staff Responsible for Monitoring: Director of CTE, Director of the LIFT, Dean of Instruction, CTE Teachers</p>	Formative			Summative
	Oct	Jan	Apr	June
	0%			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Abilene ISD will prepare all students for success in college and the workforce.

Performance Objective 2: Ensure all students have the opportunity to review their 6-8 year plan with their counselor on a yearly basis.








Evaluation Data Sources: 4 year plans, choice of subjects, guidance calendar

Strategy 1 Details	Reviews			
<p>Strategy 1: Throughout the year counselors will meet with students in groups and individually to review the College and Career Planning Guide, individual 6-8 year plans, and new and ongoing opportunities within the school district related to college and career readiness to include enrollment in AP, dual credit and CTE courses.</p> <p>Strategy's Expected Result/Impact: Complete, well thought out 6-8 year plans for every Cooper student.</p> <p>Increased enrollment in CTE and dual credit courses.</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Counselors, Director of Counselors</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Counselors will be trained in and utilize Xello when meeting with students and tracking 6-8 year plans.</p> <p>Strategy's Expected Result/Impact: Complete, well thought out 6-8 year plans for every Cooper student.</p> <p>Increased enrollment in CTE and dual credit courses.</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Counselors, Director of Counselors</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Abilene ISD will prepare all students for success in college and the workforce.

Performance Objective 3: Increase the number of students participating in Advanced Placement and dual credit courses, specifically those offered through Angelo State on the Cooper campus. Focus on student retention in these programs.






Evaluation Data Sources: Course enrollment

Strategy 1 Details	Reviews			
<p>Strategy 1: Counselors, dual credit coordinator, and instructors provide clear, specific expectations and procedures for enrolling in AP and dual credit courses. Educate students on the opportunities available while reviewing their EOC, ACT, PSAT, SAT, and TSI scores to ensure proper course placement.</p> <p>Strategy's Expected Result/Impact: Increased enrollment in dual credit courses, on and off campus.</p> <p>Decrease in the number of students who have to drop a dual credit course due to failing/lack of success in the course.</p> <p>Staff Responsible for Monitoring: Counselors, Dual Credit Coordinator, University/College personnel</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: AP and Pre-AP teachers will take part in at least 43 hours (14 for Pre-AP) of year long training that focuses on helping teachers build capacity in content knowledge, assessment and data analysis, instructional strategies, student understanding, equity and inclusion. Key leaders on campus will also take part in a 2-day NMSI leadership training aimed to support these teachers and their students in this endeavor.</p> <p>Strategy's Expected Result/Impact: Increase in AP enrollment and total tests passed. Increasing the diversity of students enrolled in AP courses.</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Associate Principal, Lead Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Highlight student successes within Advanced Placement and dual credit programs.</p> <p>Strategy's Expected Result/Impact: Increase enrollment and retain student enrollment.</p> <p>Staff Responsible for Monitoring: Dean of Instruction, Counselors</p> <p>TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Abilene ISD will prepare all students for success in college and the workforce.

Performance Objective 4: All required students will complete the Fitness Gram, and all seniors will receive basic CPR training. Students are guided to participate in athletics, PE, and band to promote a healthy life style.










Evaluation Data Sources: Fitness Gram data, class enrollment/participation

Strategy 1 Details	Reviews			
<p>Strategy 1: All required students will complete the Fitness Gram, and all seniors will receive basic CPR training.</p> <p>Strategy's Expected Result/Impact: All students will receive, at a minimum, basic CPR training prior to graduating from high school.</p> <p>Staff Responsible for Monitoring: PE teachers/Coaches,Administrators</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Abilene ISD will fully integrate student-led technology and develop innovative learning environments and facilities for the purpose of high student engagement, safety and academic success.

Performance Objective 1: Provide regular, ongoing training to teachers on how to best utilize technology to engage students.






Evaluation Data Sources: training materials, teacher surveys/feedback






Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize the campus technology liaisons and district instructional technology staff to provide relevant training on technology resources that can be used in the classroom and to safely communicate with students (Remind 101, Google Classroom, Apple and Google Certified Teachers, online textbook resources, etc).</p> <p>Strategy's Expected Result/Impact: Increased use of proper use of technology as an instructional tool.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Technology, Technology Liaisons</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Make technology readily available and accessible for teacher use whenever needed.</p> <p>Strategy's Expected Result/Impact: Increased use of proper use of technology as an instructional tool.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Technology, Technology Liaisons</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Highlight teacher successes of implementation of best practices and technology programs.</p> <p>Strategy's Expected Result/Impact: Increased use of proper use of technology as an instructional tool.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Technology, Technology Liaisons</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Abilene ISD will secure high quality, effective staff who embrace diversity, are reflective of and responsive to the district's student body, utilize best practices and understand the importance of student engagement, rigorous and relevant learning environments and the significance of connecting with students to foster a desire to learn.

Performance Objective 1: All teachers will participate in professional development related to instructional planning, campus/district expectations, best practices, grading policy, and instructional technology.

Evaluation Data Sources: Professional development plans, sign in sheets, teacher feedback







Strategy 1 Details	Reviews			
<p>Strategy 1: Provide ongoing T-TESS training to all new and returning teachers. Strategy's Expected Result/Impact: 100% of teachers know the T-TESS expectations and how to use STRIVE. Staff Responsible for Monitoring: Campus Administration Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All teachers are given the opportunity to and encouraged to seek out professional development opportunities and request to attend conferences and workshops outside of the district. Strategy's Expected Result/Impact: teachers will have broad professional development opportunities/experiences. Staff Responsible for Monitoring: Principal, Curriculum & Instruction Staff, Associate Principal Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: All new teachers are paired with a mentor teacher who they can connect with throughout their first year of teaching. Mentor teachers are carefully and thoughtfully chosen based on the new teacher's personality, content area, and specific needs. Strategy's Expected Result/Impact: No new teacher is ever isolated and without help Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Departmental meetings take place on a weekly basis. This allows teachers to get information quickly and efficiently and provides another opportunity where teachers can connect and communicate with one another in a fairly small group.</p> <p>Strategy's Expected Result/Impact: Informed teachers who are able to effectively communicate information to one another and to their students.</p> <p>Staff Responsible for Monitoring: Principal, Associate Principal, Department Chairs</p>	Formative			Summative
	Oct	Jan	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Abilene ISD will secure high quality, effective staff who embrace diversity, are reflective of and responsive to the district's student body, utilize best practices and understand the importance of student engagement, rigorous and relevant learning environments and the significance of connecting with students to foster a desire to learn.

Performance Objective 2: By Spring 2022, make schools more inclusive and increase student favorable reports of school belonging by at least 5% over Spring 2019 at the campus-wide level.

Evaluation Data Sources: Panorama Survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher and leadership training through NMSI that focuses on increasing Pre-AP and AP access and success for students who are furthest from opportunity.</p> <p>Strategy's Expected Result/Impact: Increased enrollment in Pre-AP and AP courses, especially Hispanic and African American students</p> <p>Staff Responsible for Monitoring: Associate Principal, Instructional Specialist, Pre-AP and AP teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Assess membership in teams, clubs and groups for proximity to cohort demographics.</p> <p>Strategy's Expected Result/Impact: Increased awareness of disproportionate rates of enrollment in extra-curricular activities that will be beneficial to targeting populations that are underrepresented.</p> <p>Staff Responsible for Monitoring: Directors, Head Coaches, Sponsors, Principal, Associate Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide common planning/meeting opportunities to English 1, English II, Algebra 1, and Biology teachers. Increase opportunity for US History Teachers to collaborate and use common assessments. Teachers will have the opportunity to plan lessons, create common assessments, and share best practices with one another, as well as use data from common assessments, benchmarks, and past EOC results to guide their teaching practices.
1	1	2	Use common assessment and district benchmark data to guide teaching and reteaching on a consistent basis.
1	2	1	Content specialist will train and present strategies to increase rigor in the core areas. Team planning time will be utilized on a regular basis.
1	3	1	Enroll students in Read 1/2/3 for English EOC intervention. Students in danger of failing the Algebra 1, Biology, or US History EOC are placed in an intervention class with teachers who are trained to work with at-risk, lower performing students. Utilize tutors through HB 4545 initiative to provide small group intervention for students who were not successful in a prior year STAAR.
1	3	2	Accurate course placement is accomplished using testing data (STAAR, EOC, TELPAS). The Associate Principal, ELL counselor, LPAC committee, and ESL teachers are a part of this process.
1	3	3	Edgenuity will be used to allow students to recover credits to ensure they have the ability to graduate on time when they fall behind in credits. Associate Principal will work with the Edgenuity teacher to implement progress monitoring strategies to keep students on task and actively monitor student growth.
2	3	1	Promote daily attendance using semester exam exemption policy.
2	3	2	Continue to use campus attendance officers, Communities in Schools representative, campus administration, and Student Assistant Services counselor to intervene with students who are chronically absent. Ensure teachers are accurate in taking attendance and following campus procedures for marking absences and tardies.
5	1	1	Provide ongoing T-TESS training to all new and returning teachers.
5	1	2	All teachers are given the opportunity to and encouraged to seek out professional development opportunities and request to attend conferences and workshops outside of the district.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	2	2	Teachers in English and math will receive Engage2Learn coaching from campus administration and content specialists.
2	1	2	Utilize the district CHAMPS Coach to coach teachers in implementing best practices and CHAMPS strategies as needed.
3	3	3	Highlight student successes within Advanced Placement and dual credit programs.
4	1	2	Make technology readily available and accessible for teacher use whenever needed.
4	1	3	Highlight teacher successes of implementation of best practices and technology programs.

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
1	3	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums