Abilene Independent School District

Cooper High School

2023-2024 Campus Improvement Plan

Public Presentation Date: July 10, 2023

Mission Statement

AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.

Vision

Equipped Learners. Brighter Futures.

Core Beliefs

Belief Statements

Connect

- Each child, staff member and parent needs positive personal connections within the district.
- Respect, care and having high expectations for each student is the foundation for learning.

Lead

- Initiative, innovation, and a strong work-ethic are important life skills for students and staff.
- Developing partnerships throughout the Abilene community builds connections for future leaders to give back to the community.

Succeed

- Intellectual, emotional, and physical safety are crucial components to a successful school environment.
- Critical thinking, collaboration and problem solving are essential for deep learning.

Strategic Priorities

- Establish a culture of collaboration between students, teachers, administrators and the AISD community.
- Learners will be actively engaged in classrooms.
- Abilene ISD will develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.
- Tell the AISD story of being a school district of choice that provides unparalleled opportunities for all students, staff, and parents.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Cooper High School"s enrollment is approximately 1600 students. Student demographics are as followings:

Hispanic: 43%

White: 34.7%

African American: 15.7%

Other: 6.6%

Our special programs consist of the following number of students:

Special Education: 241

504: 107

RTI: 12

ESL: 95

Gifted and Talented: 119

At Risk: 944

Demographics Strengths

- Diversity of student population
- Student involvement across demographic groups in extra curricular activities
- Rage of services provided at Cooper HS and in Abilene ISD for special populations
- Programming/services for at-risk population

Student Achievement

Student Achievement Summary

Spring 2023 EOC Data:

Algebra 1: 62% approaches; 16% meets, 3% masters

Biology: 85% approaches; 46% meets, 13% masters

English 1: 62% approaches, 42% meets, 8% masters

English 2: 73% approaches, 54% meets, 3% masters

US History: 98% approaches, 76% meets, 37% masters

Student Achievement Strengths

- Abilene ISD offered a wide variety of CTE programs to prepare students for future careers and post-secondary opportunities
- School day ACT offered in the Spring
- School day PSAT at no cost to students enrolled in honors/AP courses
- Multiple supports in place for struggling students (Math and English remediation courses, content mastery, Edgenuity, tutorials)
- Common planning time for EOC teachers
- Benchmarks/common assessments used in tested subjects

School Culture and Climate

School Culture and Climate Summary

Cooper High School provides an array of services and programs to support the needs and interests of all students. Athletics, fine arts programs, student council, and CTE programs/ organizations all have a strong presence on campus. Communities in Schools and counseling services are available to help meet students physical and mental health needs. Our goal is to provide opportunities to students that ensure they feel connected, cared for, and safe at school.

School Culture and Climate Strengths

- Strong athletics, fine arts, and CTE programing
- Student led effort to provide Cooper families with food through Table 20
- Counseling services available at the campus and district level
- AP and dual credit offerings
- Communities in Schools
- Attendance staff to help track and improve student attendance

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Cooper HS has several teachers on staff who have served for many years. Turnover is relatively low from year to year. The administration team has been together for four years and the counseling team has changed very little over the past few years. Overall, despite the challenges we face at Cooper, people enjoy working at Cooper and show little desire to leave. We are intentional about working with local universities to have clinical teachers placed at our campus.

Staff Quality, Recruitment, and Retention Strengths

- Teachers are overall happy at Cooper.
- Teachers, administrators, and counselors support one another.
- Positive relationships with local universities.
- Effective/open communication due to department head meetings with admin and departments meetings
- Little turnover from year to year considering the challenges we face
- Lose little to no teachers to neighboring school districts; typically teachers either change professions or are having to relocate for various personal reasons

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Cooper has a wide variety of course offerings that allow us to place students in the best academic setting based on their strengths and weaknesses. All teachers are trained and expected to follow the district's DDCD for their content area.

Special education offerings include ADAPT, PALS, Modified, Mainstream, Jobs training, and Adult transition programs/courses.

Teachers in EOC tested areas have a common planning time where they focus on data disaggregation, lesson planning, creating common assessments, and looking at best practices to implement in their classrooms.

Curriculum, Instruction, and Assessment Strengths

- Intentional placement of students in Read, paired math classes, IPC, and US HIstory/Biology EOC courses for those who are not successful on EOCs
- Common planning period for EOC teachers allows them built in time to plan for student success
- Honors and AP course offerings
- Benchmarking/common assessment
- ELL programming combined with effective teachers

Parent and Community Engagement

Parent and Community Engagement Summary

Parents and families of some students are highly involved and support the efforts of the school. This is one of our biggest challenge areas.

Parent and Community Engagement Strengths

- Remind, School Messenger, and Sports You are used to communicate with parents.
- Parents are contacted quickly and regularly when their child is not being successful behaviorally.
- Parents are able to track their child's progress through Frontline Parent Portal.
- There is great effort by faculty and staff to establish positive relationships with parents and families when working through difficult situations.
- Freshman Orientation is effective in getting parents on campus early and for a positive reason.

School Context and Organization

School Context and Organization Summary

Cooper prides itself on having open, clear communication amongst administrators, teachers, and staff. Department head meetings with the campus principal are used to help communicate district and campus expectations, events, and news to the staff. This provides the opportunity for discussion in smaller settings. A weekly newsletter is also used to communicate information with all staff.

Each member of the administrative team is responsible for certain areas required to ensure we have smooth processes in place and expectations are clear.

Efforts are made to ensure decision making is shared and everyone's opinions and ideas are acknowledged.

The district provides multiples opportunities to professional development to all staff.

The master schedule is built on student needs with some teacher input.

School Context and Organization Strengths

- Clear, regular communication
- Professional development opportunities
- Master schedule is based on student needs; schedule changes are considered on an individual basis
- Shared decision making
- Clear processes and expectations are in place

Technology

Technology Summary

Technology is readily available for use in classrooms. The number of chromebook carts on campus has increased, and every EOC teacher has a chromebook cart stationed in their classroom. All chromebook carts are assigned to classrooms, so they are readily available for teacher use. There are also multiple updated computer labs available for class use on campus. Teachers are on year two of having the Promethean panels in their classroom and are equipped to use them effectively for instruction. Multiple online resources are used to enhance learning.

Technology Strengths

- Ample number of Chromebook carts on campus
- District processes allow teachers to use online resources and various software to enhance instruction
- Updated computers in computer labs
- Support the campus technology liaisons provide
- Professional development offered related to technology use in the classroom

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 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.

Goals

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 1: Increase EOC scores in all subject areas by 5% in approaches, meets, and masters.

All Emergent Bilinguals will demonstrate growth by at least one performance level in at least one of the four domains of TELPAS.

    Evaluation Data Sources: EOC scores; 2022 Performance and Participation Data Table, teacher lesson plans, common assessment and benchmark data

Strategy 1 Details	Reviews			
Strategy 1: Provide common planning/meeting opportunities to English 1, English II, Algebra 1, Biology, and US History teachers. 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.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Increase in student success on English I, English II Algebra I, Biology and US History EOCs.
    Staff Responsible for Monitoring: Principal, Dean of Instruction, Associate Principal, Lead Teachers
 	
    TEA Priorities:
Build a foundation of reading and math
	50%	50%		

Strategy 2 Details	Reviews			
Strategy 2: Use common assessment and district benchmark data to guide teaching and reteaching on a consistent basis.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Data-driven instruction and decision making becomes an integral part of teachers' lesson planning and reteaching methods.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Dean of Instruction, Associate Principal, Lead Teachers	50%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 2: Provide intervention math, science, social studies and English classes for students who have previously failed or are in danger of failing the STAAR EOC exams in one or more areas. English SOL and Emergent Bilingual Content Mastery are all used to ensure EB students are successful. Inclusion classes are available to support our Special Educations students in their efforts to be successful in English and Math.

    Evaluation Data Sources: EOC scores, class rosters

Strategy 1 Details		Reviews		
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.		**Formative**		**Summative**
		Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Low performing students passing the EOC exams at a higher rate on the 1st or 2nd administrations. common assessments, benchmarks, EOC scores, grades **Staff Responsible for Monitoring:** Principal, Associate Principal, Dean of Instruction, Counselors **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Supplemental Tutoring Funds - State Comp Ed - $10,000		75%	75%		

Strategy 2 Details		Reviews		
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.		**Formative**		**Summative**
		Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Percent of EB students passing core subjects; number of students participating in CTE courses. **Staff Responsible for Monitoring:** Associate Principal, Dean of Instruction, ELL teachers, District administration		75%	75%		

Strategy 3 Details	Reviews			
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. While in Edgenuity, students will receive small group tutoring to target skills needed to improve STAAR EOC performance. **Strategy's Expected Result/Impact:** Students placed in Edgenuity recover credits in a reasonable time to ensure they will graduate. Increased passing rate on STAAR. **Staff Responsible for Monitoring:** Administrators, Counselors, Edgenuity teacher **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** - State Comp Ed	Formative			Summative
	Oct	Jan	Apr	June
	50%	75%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 1: Establish a culture of collaboration between students, teachers, administrators and the AISD community.

Performance Objective 3: Implement Grow Your Own Program in the CTE Education and Training pathway to increase interest in the teaching field among Abilene ISD students at all levels.

Evaluation Data Sources: events supporting efforts in K-8 students; program enrollment; training opportunities

Strategy 1 Details	Reviews			
Strategy 1: Coordinate with elementary and middle school campuses opportunities to identify students who might be interested in becoming teachers in the future.	**Formative**			**Summative**
Strategy's Expected Result/Impact: increased number of students in Education and Training classes at the high school level; involvement opportunities for K-8 students during summer activities hosted by Education and Training teachers and students.	**Oct**	**Jan**	**Apr**	**June**
	50%	50%		

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 1: 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			
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.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increased enrollment in dual credit courses, on and off campus. Decrease in the number of students who have to drop a dual credit course due to failing/lack of success in the course. **Staff Responsible for Monitoring:** Counselors, Dual Credit Coordinator, University/College personnel	50%	75%		

Strategy 2 Details	Reviews			
Strategy 2: Meet 3 times/year with honors and AP teachers to discuss vertical alignment and strategies to recruit and retain students in challenging academic courses.	**Formative**			**Summative**
	Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increased enrollment and retainment; increased college readiness through AP/DC opportunities. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, C&I	25%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Expect and support active learner engagement in classrooms.

Performance Objective 2: Provide regular/ongoing training to teachers on how to best utilize instructional strategies to engage students.

    Evaluation Data Sources: training logs/agendas; sign in sheets

Strategy 1 Details	Reviews			

Strategy 1: Provide and encourage lead4ward training during the summer. Highlight and encourage use of Instructional Strategies Playlist.
     Strategy's Expected Result/Impact: increased student engagement
     Staff Responsible for Monitoring: Campus Administrators
	Formative			**Summative**

	Oct	Jan	Apr	June
	25%	50%		
Strategy 2 Details	Reviews			

Strategy 2: Focused walkthrough feedback on student engagement with an emphasis on use of high quality instructional strategies.
     Strategy's Expected Result/Impact: increased student engagement
     Staff Responsible for Monitoring: Campus Administrators
	Formative			**Summative**

	Oct	Jan	Apr	June
	25%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 3: Develop intentional strategic partnerships which capitalize on the strengths, resources, and talents of all stakeholders.

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			

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.
    Strategy's Expected Result/Impact: Increase in CTE enrollment
 	
Increase in industry certifications earned.
    Staff Responsible for Monitoring: Director of CTE, Director of the LIFT, Dean of Instruction, CTE Teachers
		Formative			**Summative**

		Oct	Jan	Apr	June
		25%	50%		

Strategy 2 Details		Reviews			

Strategy 2: Highlight student successes within CTE programs.
    Strategy's Expected Result/Impact: Increase in CTE enrollment
    Staff Responsible for Monitoring: Director of CTE, Director of the LIFT, Dean of Instruction, CTE Teachers
		Formative			**Summative**

		Oct	Jan	Apr	June
		25%	25%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

Performance Objective 1: Increase activity on Cooper's social media pages to at least one "tweet" highlighting campus celebrations each week.

    Evaluation Data Sources: Campus Twitter Feed

Strategy 1 Details			Reviews		
Strategy 1: Administrators share observed celebrations with associate principal to tweet in real time.			**Formative**		**Summative**
Strategy's Expected Result/Impact: Increased community following and involvement, overall impact **Staff Responsible for Monitoring:** Associate Principal		**Oct**	**Jan**	**Apr**	**June**
		20%	50%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 4: Tell the AISD story of being the school district of choice that provides unparalleled opportunities in Abilene and the Big Country.

Performance Objective 2: Increase highlights of campus-wide celebrations through the "kudos" section in campus newsletter

Evaluation Data Sources: Campus Newsletter

Strategy 1 Details		Reviews			
Strategy 1: Administrators will meet each week to discuss celebrations that they've observed through walkthroughs and staff interactions. Principal will highlight these celebrations in the campus newsletter each week.		**Formative**			**Summative**
		Oct	Jan	Apr	June
Strategy's Expected Result/Impact: Increased staff morale, overall health and wellness of teachers, staff, and students **Staff Responsible for Monitoring:** Principal		50%	65%		

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

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			
Strategy 1: Follow through with ensuring teachers are following the minimum requirements through regular walk-thrus with focused feedback, checking documentation, and having teachers attend the monthly DSC check-ins, as needed. **Strategy's Expected Result/Impact:** Lower incidences of referrals for Level 1 infractions. **Staff Responsible for Monitoring:** All campus administrators		**Formative**			**Summative**
		Oct	Jan	Apr	June
		25%	50%		

Strategy 2 Details		Reviews			
Strategy 2: Utilize the district CHAMPS Coach to coach teachers in implementing best practices and CHAMPS strategies as needed. **Strategy's Expected Result/Impact:** decreased student referrals, increased student engagement and performance **Staff Responsible for Monitoring:** Principal, Associate Principal, Dean of Instruction, CHAMPS Coach **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**		**Formative**			**Summative**
		Oct	Jan	Apr	June
		50%	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

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			
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 anonymous bullying report form. **Strategy's Expected Result/Impact:** Decrease in bullying incidents and increase in student awareness of bullying **Staff Responsible for Monitoring:** Principal, Associate Principal, Assistant Principals	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
	50%	50%		
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 3: 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			
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.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Complete, well thought out 6-8 year plans for every Cooper student. Increased enrollment in CTE and dual credit courses. **Staff Responsible for Monitoring:** Dean of Instruction, Counselors, Director of Counselors		N/A	75%		

Strategy 2 Details		Reviews			
Strategy 2: Counselors will be trained in and utilize Xello when meeting with students and tracking 6-8 year plans.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Complete, well thought out 6-8 year plans for every Cooper student.		**Oct**	**Jan**	**Apr**	**June**
Increased enrollment in CTE and dual credit courses. **Staff Responsible for Monitoring:** Dean of Instruction, Counselors, Director of Counselors		N/A	50%		

0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue	

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

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			
Strategy 1: All required students will complete the Fitness Gram, and all seniors will receive basic CPR training.		**Formative**			**Summative**
Strategy's Expected Result/Impact: All students will receive, at a minimum, basic CPR training prior to graduating from high school. **Staff Responsible for Monitoring:** PE teachers/Coaches,Administrators		**Oct**	**Jan**	**Apr**	**June**
		N/A	50%		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue		

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 5: 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			
Strategy 1: Provide ongoing T-TESS training to all new and returning teachers.		**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of teachers know the T-TESS expectations and how to use STRIVE.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administration		50%	60%		

Strategy 2 Details		Reviews			
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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: teachers will have broad professional development opportunities/experiences.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Curriculum & Instruction Staff, Associate Principal		25%	25%		

Strategy 3 Details		Reviews			
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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: No new teacher is ever isolated and without help		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal		50%	60%		

Strategy 4 Details		Reviews			
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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Informed teachers who are able to effectively communicate information to one another and to their students.		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Associate Principal, Department Chairs		50%	60%		

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.
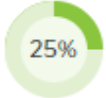
Performance Objective 6: Meet all required safety expectations.

High Priority

Evaluation Data Sources: Audit reports, on-site inspections, incident reports

Strategy 1 Details		Reviews			
Strategy 1: Complete door audits, secure exterior doors, complete regular safety drills and document through CrisisGo.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Maintaining safety and security for all staff and students. **Staff Responsible for Monitoring:** Principal, Campus Administrators		**Oct**	**Jan**	**Apr**	**June**
		50%	75%		
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 5: Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 7: Increase daily attendance rate to 95%.

Strategy 1 Details		Reviews			
Strategy 1: Promote daily attendance using semester exam exemption policy.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in daily attendance rate		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Principal, Associate Principal, Attendance Officers		N/A	15%		
Strategy 2 Details		**Reviews**			
Strategy 2: The Cooper Care Team (consisting of Principal, Dean of Instruction, Associate Principal, Attendance Officers, SAS Counselor, CIS, and Campus Equity Specialist) will meet one time per week to determine best ways to support students based on their circumstances. A referral form is available for teachers to submit the names of students they are concerned about for the team to determine who is best equipped to support the student. Attendance concerns are a priority of this team.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in daily attendance rate and decrease in the number of students who are chronically absent from school; better equipped students and use of campus supports **Staff Responsible for Monitoring:** Principal, Associate Principal, Attendance Officers		N/A	50%		
Strategy 3 Details		**Reviews**			
Strategy 3: Plan attendance incentives and celebrations based on 3rd period classes.		**Formative**			**Summative**
Strategy's Expected Result/Impact: increased attendance rate		**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Administrators, campus attendance officers, CIS		N/A	N/A		
Strategy 4 Details		**Reviews**			
Strategy 4: Administrators will conduct attendance conferences on a regular basis to support students with attendance problems.		**Formative**			**Summative**
		Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved attendance in chronically absent students. **Staff Responsible for Monitoring:** Campus administration; attendance officers		25%	50%		

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

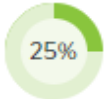**Goal 5:** Demonstrate excellence in district practices in order to enhance outcomes for stakeholders.

Performance Objective 8: Teachers will utilize Character Strong to support student social emotional learning.

    Evaluation Data Sources: Student/teacher feedback; discipline data

Strategy 1 Details			Reviews			
Strategy 1: Teachers will conduct 1 grade appropriate SEL lesson one time/week through the Character Strong curriculum.			**Formative**			**Summative**
Strategy's Expected Result/Impact: positive relationships/connections between staff and students; decreased discipline referrals/placements **Staff Responsible for Monitoring:** Campus administrator			**Oct**	**Jan**	**Apr**	**June**
			25%	50%		

       0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Targeted Support Strategies

Goal	Objective	Strategy	Description
5	1	2	Utilize the district CHAMPS Coach to coach teachers in implementing best practices and CHAMPS strategies as needed.

Campus Funding Summary

			State Comp Ed		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Supplemental Tutoring Funds		$10,000.00
1	2	3			$0.00
				Sub-Total	$10,000.00