Georgetown Independent School District

Cooper Elementary School

2022-2023 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

School Population (2021 - 2022 Fall PEIMS file loaded 01/25/2022)	Count	Percent
Student Total	589	100%
Early Education Grade	6	1.02%
Pre-Kindergarten Grade	44	7.47%
Kindergarten Grade	95	16.13%
1st Grade	87	14.77%
2nd Grade	97	16.47%
3rd Grade	100	16.98%
4th Grade	85	14.43%
5th Grade	75	12.73%

Student Demographics (2021 - 2022 Fall PEIMS file loaded 01/25/2022)	Count	Percent
Gender		
Female	289	49.07%
Male	300	50.93%
Ethnicity		
Hispanic-Latino	353	59.93%
Race		
American Indian - Alaskan Native	0	0.00%
Asian	0	0.00%
Black - African American	24	4.07%
Native Hawaiian - Pacific Islander	0	0.00%
White	183	31.07%
Two-or-More	29	4.92%

Student Programs (2021 - 2022 Fall PEIMS file loaded 01/25/2022)	Count	Percent
Dyslexia	44	7.47%
Gifted and Talented	18	3.06%
Regional Day School Program for the Deaf	1	0.17%

Student Programs (2021 - 2022 Fall PEIMS file loaded 01/25/2022)	Count	Percent
Section 504	24	4.07%
Special Education (SPED)	91	15.45%
Bilingual/ESL		
Emergent Bilingual (EB)	161	27.33%
Bilingual	136	23.09%
English as a Second Language (ESL)	21	3.57%
Alternative Bilingual Language Program	28	4.75%
Alternative ESL Language Program	0	0.00%
Title I Part A		
Schoolwide Program	589	100.00%
Targeted Assistance	0	0.00%
Targeted Assistance Previously Participated	0	0.00%
Title I Homeless	0	0.00%
Neglected	0	0.00%

Student Indicators (2021 - 2022 Fall PEIMS file loaded 01/25/2022)	Count	Percent
At-Risk	373	63.33%
Foster Care	1	0.17%
IEP Continuer	0	0.00%
Immigrant	3	0.51%
Intervention Indicator	158	26.83%
Migrant	0	0.00%
Military Connected	39	6.62%
Transfer In Students	1	0.1698%
Unschooled Asylee/Refugee	0	0%
Economic Disadvantage		
Economic Disadvantage Total	367	62.31%
Free Meals	324	55.01%
Reduced-Price Meals	41	6.96%
Other Economic Disadvantage	2	0.34%
Homeless and Unaccompanied Youth		
Homeless Status Total	1	0.17%
Shelter	0	0.00%
Doubled Up	0	0.00%
Unsheltered	0	0.00%

Student Indicators (2021 - 2022 Fall PEIMS file loaded 01/25/2022) **Count** **Percent**

	Count	Percent
Hotel/Motel	1	0.17%
Not Unaccompanied Youth	1	0.17%
Is Unaccompanied Youth	0	0.00%

Special Education Services (2021 - 2022 Fall PEIMS file loaded 01/25/2022) **Count** **Percent**

Primary Disabilities

	Count	Percent
No Disability	0	0.00%
Orthopedic impairment	1	1.10%
Other health impairment	7	7.69%
Auditory impairment	2	2.20%
Visual impairment	0	0.00%
Deaf-Blind	0	0.00%
Intellectual disability	5	5.49%
Emotional disturbance	2	2.20%
Learning disability	24	26.37%
Speech impairment	38	41.76%
Autism	10	10.99%
Developmental delay	0	0.00%
Traumatic brain injury	0	0.00%
Noncategorical early childhood	2	2.20%

Instructional Settings

	Count	Percent
Speech Therapy	33	36.26%
Homebound	1	1.10%
Hospital Class	0	0.00%
Mainstream	9	9.89%
Resource Room	38	41.76%
VAC	0	0.00%
Off Home Campus	0	0.00%
State School	0	0.00%
Residential Care	0	0.00%
Self Contained	1	1.10%
Full-Time Early Childhood	9	9.89%
Nonpublic Day School	0	0.00%

Year	Attendance	Percent	Flag	Goal	Absentees	Absentees Trend
21-22	Sixth six weeks	93.48%	🚩	96%	1,254	⬇
21-22	Fifth six weeks	92.19%	🚩	96%	1,433	⬇
21-22	Fourth six weeks	81.49%	🚩	96%	2,638	⬆
21-22	Third six weeks	92.15%	🚩	96%	1,115	⬆
21-22	Second six weeks	93.38%	🚩	96%	999	⬇
21-22	First six weeks	89.14%	🚩	96%	1,506	⬆

Year	Discipline	Stat
21-22	Sixth six weeks	4.23%
21-22	Fifth six weeks	0.98%
21-22	Fourth six weeks	0%
21-22	Third six weeks	0.17%
21-22	Second six weeks	0.17%
21-22	First six weeks	0%

2022-23 Cooper Elementary School is home to 630 students --

2 ECSE students, 53 PreK, 11 Bilingual Program PreK

76 Kindergartners, 21 Dual Language Program Kindergartners

96 1st graders, 39 Dual Language Program 1st Graders

97 2nd graders, 29 Dual Language Program 2nd Graders

102 3rd graders, 34 Dual Language Program 3rd Graders

114 4th graders, 22 Dual Language Program 4th Graders

90 5th graders, 25 Dual Language Program 5th Graders

Our campus demographic report indicates that 60% of our student population is Hispanic, while 31% is White. 161 of our students are English Language Learners, 18 students are identified as Gifted/Talented, 91 students receive services through Special Education, and 373 students are identified as At-Risk.

Cooper Elementary School is home to 77 staff members -- 51 of which are teachers.

Cooper serves a population with specific support for Bilingual, Dual Language, English as Second Language (ESL), Gifted & Talented, Special Education, and Economically Disadvantaged students. Our average daily attendance rate is 93.5%.

Student Learning

Student Learning Summary

Texas Education Agency
2022 STAAR Performance
PAT COOPER EL (246904104) - GEORGETOWN ISD - WILLIAMSON COUNTY

Calculation Report

STAAR Performance	Reading	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	246	247	70	-	563	
Approaches GL or Above	156	144	37	-	337	60%
Meets GL or Above	87	64	10	-	161	29%
Masters GL	42	31	2	-	75	13%
Total Percentage Points						102%
Component Score						**34**

Texas Education Agency
2022 STAAR Performance
PAT COOPER EL (246904104) - GEORGETOWN ISD - WILLIAMSON C

Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	M
					All Subjects						
Percent of Tests											

At Approaches GL Standard or Above	60%	71%	53%	70%	-	-	-	62%	58%	50%
At Meets GL Standard or Above	29%	35%	22%	40%	-	-	-	21%	22%	24%
At Masters GL Standard	13%	12%	9%	23%	-	-	-	0%	9%	12%
Number of Tests										
At Approaches GL Standard or Above	337	12	166	141	-	-	-	18	183	74
At Meets GL Standard or Above	161	6	69	80	-	-	-	6	71	35
At Masters GL Standard	75	2	27	46	-	-	-	0	28	18
Total Tests	563	17	316	201	-	-	-	29	318	147
Participation										
% participation 2020-21	92%	90%	94%	92%	*	-	-	76%	94%	99%
% participation 2021-22	100%	100%	100%	100%	-	-	-	100%	100%	100%
ELA/Reading										
Percent of Tests										
At Approaches GL Standard or Above	63%	86%	55%	75%	-	-	-	67%	61%	48%
At Meets GL Standard or Above	35%	57%	26%	52%	-	-	-	17%	26%	24%
At Masters GL Standard	17%	14%	11%	29%	-	-	-	0%	9%	15%
Number of Tests										
At Approaches GL Standard or Above	156	6	77	65	-	-	-	8	85	32
At Meets GL Standard or Above	87	4	36	45	-	-	-	2	37	16
At Masters GL Standard	42	1	16	25	-	-	-	0	13	10
Total Tests	246	7	140	87	-	-	-	12	140	67
Participation										
% participation 2020-21	93%	90%	95%	92%	*	-	-	75%	95%	100%
% participation 2021-22	100%	100%	100%	99%	-	-	-	100%	100%	100%
Mathematics										
Percent of Tests										
At Approaches GL Standard or Above	58%	57%	54%	66%	-	-	-	58%	56%	57%
At Meets GL Standard or Above	26%	29%	21%	35%	-	-	-	17%	22%	25%
At Masters GL Standard	13%	14%	7%	23%	-	-	-	0%	10%	10%
Number of Tests										
At Approaches GL Standard or Above	144	4	75	58	-	-	-	7	79	38

At Approaches GL Standard or Above	144	4	73	58	-	-	-	7	79	58
At Meets GL Standard or Above	64	2	29	31	-	-	-	2	31	17
At Masters GL Standard	31	1	10	20	-	-	-	0	14	7

TEA | School Programs | Assessment and Reporting | Performance Reporting

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EB/EL (Current)	
Total Tests	247	7	140	88	-	-	-	12	140	67	
Participation											
% participation 2020-21	92%	90%	95%	92%	*	-	-	75%	95%	100%	
% participation 2021-22	100%	100%	100%	100%	-	-	-	100%	100%	100%	
					Science						
Percent of Tests											
At Approaches GL Standard or Above	53%	*	39%	69%	-	-	-	60%	50%	31%	
At Meets GL Standard or Above	14%	*	11%	15%	-	-	-	40%	8%	15%	
At Masters GL Standard	3%	*	3%	4%	-	-	-	0%	3%	8%	
Number of Tests											
At Approaches GL Standard or Above	37	*	14	18	-	-	-	**	19	4	
At Meets GL Standard or Above	10	*	4	4	-	-	-	**	3	2	
At Masters GL Standard	2	*	1	1	-	-	-	**	1	1	
Total Tests	70	*	36	26	-	-	-	**	38	13	
Participation											
% participation 2020-21	92%	88%	95%	93%	-	-	-	*	95%	100%	
% participation 2021-22	99%	*	98%	100%	-	-	-	100%	98%	100%	

\- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked r

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students performance is inconsistent across multiple data sources. **Root Cause:** There were not systems in place to use data to inform instruction.

School Processes & Programs

School Processes & Programs Summary

Cooper Elementary utilizes a variety of structures and systems to collaborate, problem solve and make decisions. These include:

- Professional Learning Communities - campus grade level teams collaborate together on a routine basis to disaggregate data, review student learning results, and design engaging work.
- Mult-Tiered Systems of Success - campus teams collaborate on ensuring that students who are struggling and being identified and appropriate interventions are being implemented.
- Instructional Leadership Team - Cooper Administrators, Learning Design Coaches, Counselor, & Interventionists have time to collaborate and problem solve.
- Leadership Team Meetings - Cooper administration meeting routinely to analyze behavioral, attendance, and academic trends and needs.

Cooper Elementary is exploring a "House" model where staff and students will build learning communities and earn incentives for attendance goals, behavior goals, and culture building.

School Processes & Programs Strengths

Cooper Elementary has added staff capacity budgeted in the way of an additional learning design coach and clarified roles, and expectations. Professional Learning Communities and Multi-Tiered System of Success structures are in place and operational.

Priority Problem Statements

Problem Statement 1: Students performance is inconsistent across multiple data sources.

Root Cause 1: There were not systems in place to use data to inform instruction.

Problem Statement 1 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning

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
- 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

Student Data: Student Groups

- 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
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 1: All students will receive targeted feedback, set goals, and track progress on Learner Profile growth (5 year goal).

 Evaluation Data Sources: Board Target Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Teachers will set goals and conference with students on their progress both academically and towards learner profile attainment every nine weeks.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Students will make at least one academic year's growth in reading and math as measured by mClass, iReady, and NWEA MAP. **Staff Responsible for Monitoring:** Teachers, administrators, interventionist **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **- Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: Teachers will use several assessment types, iReady, NWEA, mClass Amplify, to progress monitor students, set goals, and conference on their progress.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Data (methods listed above) will inform the instructional needs of all students.				

Teachers will target student needs to ensure growth for all.
Staff Responsible for Monitoring: Teachers, interventionist, administration

Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
 - **Targeted Support Strategy**

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

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 2: Implementation of the phase-in plan toward the development of SEL competencies for all GISD students.

Evaluation Data Sources: Board Target Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Cooper's SEL committee will meet monthly to discuss and ensure SEL practices are implemented in the classrooms. The team will develop an ongoing plan to roll out systematic SEL supports, such as Peace Corners.	Formative			Summative
	Dec	Mar	May	Aug
Strategy's Expected Result/Impact: Students will use SEL strategies to develop self-awareness and efficacy. **Staff Responsible for Monitoring:** Teachers, counselor, administration **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				
Strategy 2 Details	Reviews			
Strategy 2: Cooper will consistently implement CKH practices to build positive relationships with all stakeholders.	Formative			Summative
Strategy's Expected Result/Impact: Promote positive relationships amongst students and staff so that everyone feels	Dec	Mar	May	Aug
welcomed, safe, and acknowledged as part of the Cooper community. We will see an increase in the overall student belonging from the Student Experience Survey. **Staff Responsible for Monitoring:** Process Champions, Administration **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 3: All students will meet College, Career, & Military Readiness (as defined by TEA indicators) by 2025.

HB3 Goal

Strategy 1 Details	Reviews			
Strategy 1: According to district guidelines, students who meet qualifications will enroll in Pathway 2 math as a 5th grader. Parents will be notified and offered information sessions about Pathway 2 math annually.	Formative			Summative
	Dec	Mar	May	Aug
Strategy's Expected Result/Impact: Based on data, students will be placed into an advanced math class starting 5th grade, covering 5/6 grade math standards. **Staff Responsible for Monitoring:** Teachers, administration, & district personnel **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Results Driven Accountability**				

Strategy 2 Details	Reviews			
Strategy 2: Cooper will have a Career Day in the Spring that will include community support so that students can explore multiple professions.	Formative			Summative
	Dec	Mar	May	Aug
Strategy's Expected Result/Impact: Students will have exposure to multiple career options and build community partnerships. **Staff Responsible for Monitoring:** Teachers, Counselor, Administration **Title I:** 2.5, 2.6, 4.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 4: 100% of GISD students will demonstrate grade level numeracy (number sense, patterns & relationships, problem-solving) by the end of 3rd grade.

Early Numeracy: Grade level numeracy determined by multiple measures including, but not limited to NWEA MAP, STAAR, and Standards Based Teacher Assessments).

HB3 Goal

Evaluation Data Sources: NWEA MAP, STAAR, Skyward Standards Based Grade Book, Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: Teachers will have protected time to meet as a grade-level team, during PLCs, and vertical teams to ensure alignment of standards to mastery and plan engaging lessons tailored to student needs.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Teachers will have a deeper understanding of the standards. They will look at data trends to determine how to target student needs. **Staff Responsible for Monitoring:** Teachers, LDCs, administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1 - Student Learning 1 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
Strategy 2: Cooper will incorporate a second Learning Design Coaches to support teachers. Responsibilities for both LDCs include ensuring alignment of lesson planning, instructional coaching, modeling, supporting new teachers, and designing engaging work. Progress of LDCs in this role will be monitored through weekly touchdowns with administrative staff. LDCs will also attend biweekly PLCs at the district.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Increase the instructional capacity of teaching staff to ensure student engagement and growth. **Staff Responsible for Monitoring:** LDCs, district, administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1 - Student Learning 1 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will use data from multiple sources utilizing the math workshop framework to align whole group instruction, small group instruction, and intervention and extension opportunities for all students to ensure achievement.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Title I: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Student Learning 1 - Curriculum, Instruction, and Assessment 1				

Strategy 4 Details	Reviews			
Strategy 4: Campus will use Title 3 funds to target Emergent Bilingual students in need of support in literacy or math and will provide focused tutorials after school or on Saturdays.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Campus will close performance gaps between Emergent Bilingual students and				

non Emergent Bilingual students. Students will make at least a year's growth or more on various assessment instruments.
Staff Responsible for Monitoring: Principal/Assistant Principal; Learning Design Coach, Bilingual Support Staff

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

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

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 1: Students performance is inconsistent across multiple data sources. **Root Cause**: There were not systems in place to use data to inform instruction.

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 5: 100% of GISD students will demonstrate grade level literacy (phonics, phonological awareness, vocabulary, fluency, oral & reading comprehension, writing) by the end of 3rd grade by August 2025.

Early Literacy: Grade level literacy determined by multiple measures including but not limited to NWEA MAP, STAAR, DRA & Standard Based Teacher Assessments.

HB3 Goal

Evaluation Data Sources: NWEA MAP, STAAR, Skyward Standards Based Grades, Eduphoria (DRA)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will have protected time to meet as a grade-level team, during PLCs, and vertical teams to ensure alignment of standards to mastery and plan engaging lessons tailored to student needs.	**Formative**			**Summative**
	Dec	Mar	May	Aug
Strategy's Expected Result/Impact: Teachers will have a deeper understanding of the standards. They will look at data trends to determine how to target student needs. **Staff Responsible for Monitoring:** Teachers, LDCs, administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Achievement 1 - Student Learning 1 - Curriculum, Instruction, and Assessment 1				

Strategy 2 Details	Reviews			
Strategy 2: Cooper will utilize two Learning Design Coaches to support teachers with lesson planning, instructional coaching, modeling, and design.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: LDCs will support and mentor all teachers, especially those new to teaching. They will model effective instructional practices, provide instructional coaching and feedback, and provide professional learning. **Staff Responsible for Monitoring:** Administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1 - Student Learning 1 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
Strategy 3: Teachers will use data from multiple sources to align whole group instruction, small group instruction, and intervention and extension opportunities for all students to ensure achievement.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Instruction will be personalized to individual student needs to ensure at least one year's growth for all students. **Staff Responsible for Monitoring:** LDCs, administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1 - Student Learning 1 - Curriculum, Instruction, and Assessment 1				

Strategy 4 Details	Reviews			
Strategy 4: Campus will use Title 3 funds to target Emergent Bilingual students in need of support in literacy or math and will provide focused tutorials after school or on Saturdays.	Formative			Summative
	Dec	Mar	May	Aug

Strategy's Expected Result/Impact: Campus will close performance gaps between Emergent Bilingual students and non Emergent Bilingual students. Students will make at least a year's growth or more on various assessment instruments.
    Staff Responsible for Monitoring: Principal/Assistant Principal; Learning Design Coach, Bilingual Support Staff
 	
    TEA Priorities:
Build a foundation of reading and math				

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

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Students performance is inconsistent across multiple data sources. **Root Cause**: There were not systems in place to use data to inform instruction.

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 6: GISD provides learning experiences that are personalized to the learner's unique academic and social and emotional needs.

Evaluation Data Sources: Observational data obtained via campus visits, classroom walk throughs, and results from Student Experience Survey

Strategy 1 Details	Reviews			
Strategy 1: Teachers will assist students in setting ongoing academic goals and conference with them every nine weeks about their progress.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Students will understand and take ownership of their learning and outcomes. **Staff Responsible for Monitoring:** Administration, LDCs **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy**				

Strategy 2 Details	Reviews			
Strategy 2: There is WIN (What I Need) time built into the master schedule daily. This is a protected time for enrichment, intervention, and tutorials.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Targeted student growth **Staff Responsible for Monitoring:** Teachers, LDCs, administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Achievement 1 - Student Learning 1 - Curriculum, Instruction, and Assessment 1				

Strategy 3 Details	Reviews			
Strategy 3: Campus teachers will leverage the support of Special Education LDCs to set, address and monitor goals related to academic progress, social emotional learning, and the Learner Profile attributes.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Students will improve academic growth over time, utilizing a goal-setting tracker ____x a week that consists of grade snapshots, setting priorities, and action steps towards goals. Students develop agency in their own learning by helping to track improvement. **Staff Responsible for Monitoring:** Teachers, Learning Design Coaches, Interventionists, Administrators, Counselors				

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

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 1: Students performance is inconsistent across multiple data sources. **Root Cause**: There were not systems in place to use data to inform instruction.

Goal 1: Student-Centered: Develop a future-ready learning experience that reflects student voice, choice, and ownership.

Performance Objective 7: GISD will develop an education system focused on demonstrating mastery of academic, social and emotional, and learner profile competencies.

Strategy 1 Details				Reviews			
Strategy 1: During PLC, teachers will unpack standards, review learning progressions, align to mastery, and review student data. **Strategy's Expected Result/Impact:** See PO 5 Strategy 1				**Formative**			**Summative**
				Dec	**Mar**	**May**	**Aug**
Strategy 2 Details				**Reviews**			
Strategy 2: Teachers will use student data folders to collect artifacts, goal-setting and conferencing, and data to track student growth. **Strategy's Expected Result/Impact:** Instruction will be personalized to individual student needs to ensure at least one year's growth for all students. **Staff Responsible for Monitoring:** Teachers, LDCs, Administration **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy** **Problem Statements:** Student Achievement 1 - Student Learning 1 - Curriculum, Instruction, and Assessment 1				**Formative**			**Summative**
				Dec	**Mar**	**May**	**Aug**

Strategy 3 Details	Reviews			
Strategy 3: Cooper will implement a campus-wide house system to build a positive climate and culture. Students will be assigned houses where they will earn points for being Safe, Responsible, and Respectful.	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**

Strategy's Expected Result/Impact: Improve student behavior and increase the instructional time as measured by discipline referrals and the Student Experience Survey.
    Staff Responsible for Monitoring: All staff
 	
    Title I:
2.4, 2.5, 2.6
 - **TEA Priorities:**
Improve low-performing schools
 - **ESF Levers:**
Lever 3: Positive School Culture				

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

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 1: Students performance is inconsistent across multiple data sources. **Root Cause**: There were not systems in place to use data to inform instruction.

Goal 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.

Performance Objective 1: Community-Based Accountability System: Develop and implement the pilot community-based accountability system.(BT5)

    Evaluation Data Sources: Board Dashboard

Strategy 1 Details		Reviews			
Strategy 1: Cooper will continue to develop a CBAS plan aligned to the district priorities.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Create aligned and measures for CBAS. **Staff Responsible for Monitoring:** Admin **Title I:** 2.4, 2.5, 2.6, 4.1, 4.2		Dec	Mar	May	Aug
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Goal 2: Communication: Engage the community to become champions and advocates for student success and the future of the District.

Performance Objective 2: Invite deeper participation and gather input in decision-making through recurring engagement opportunities that connect students, parents, teachers/staff and community members.

Strategy 1 Details	Reviews			
Strategy 1: Cooper has multiple ways to welcome community participation: Title Family Nights, Career Day, Community Heros Day, Veterans Day assemblies, WatchDogs, Education Connection, Coffee w/the Principals, Site-Based Decision Making, parent surveys, weekly parent newsletters, campus volunteers (mentors, PALS, teacher helpers, grade-level performances, Southwestern Teacher Candidates, University of Texas, Folklorico Dancers, Williamson County Museum, Kiwanis...)	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Increase in family and community involvement **Staff Responsible for Monitoring:** All staff **Title I:** 4.2 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 1: GISD will function as a learning organization in which collaboration and involvement with key stakeholders drive decision making and work flow processes.

Evaluation Data Sources: Design Team and Action team rosters; stakeholder feedback

Strategy 1 Details	Reviews			
Strategy 1: Cooper functions as a learning organization in a variety of ways: PLCs, vertical teams, data meetings, and ongoing adult learning. Also, through teams such as design, leadership, sunshine, Social Emotional Learning, Process Champs, Multi-Tiered Support Systems (MTSS).	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Improvement in campus climate based on staff surveys. **Staff Responsible for Monitoring:** all staff **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 2: Create, implement, and utilize systems and opportunities to develop leadership skills and competencies at multiple levels of leadership.

Strategy 1 Details		Reviews			
Strategy 1: Teachers have the opportunities to lead campus professional learning, teams, and committees. Teachers also participate in learning walks and observations of other classrooms. **Strategy's Expected Result/Impact:** See Goal 3 PO 2 Strategy 1		**Formative**			**Summative**
		Dec	**Mar**	**May**	**Aug**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 3: Leadership: Cultivate an adaptive system of empowered leadership where collaboration and problem-solving are our natural behaviors.

Performance Objective 3: Create, implement, and utilize systems and opportunities for leaders to collaborate and problem solve.

Strategy 1 Details	Reviews			
Strategy 1: Cooper functions as a learning organization in a variety of ways: PLCs, vertical teams, data meetings, and ongoing adult learning. Also, through teams such as design, leadership, sunshine, Social Emotional Learning, Process Champs, Multi-Tiered Support Systems (MTSS).	**Formative**			**Summative**
	Dec	**Mar**	**May**	**Aug**
Strategy's Expected Result/Impact: Teacher leaders on campus, more ownership, and buy-in increase school culture and climate. **Staff Responsible for Monitoring:** LDCs, administration **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy**				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

Performance Objective 1: Mission driven (lead, grow, serve) and aligned work in GISD is highlighted, recognized, and celebrated at all levels.

Goal 4: Establish an innovative culture that encourages risk-taking, diverse thinking, and meaningful exploration.

Performance Objective 2: GISD will continue to support personalized learning and continuous improvement needs through quality and aligned professional learning that includes voice, choice, and ownership.

Strategy 1 Details		Reviews			
Strategy 1: See Goal 1 PO 6 Strategy 1		**Formative**			**Summative**
		Dec	**Mar**	**May**	**Aug**
0% No Progress	100% Accomplished	→ Continue/Modify		✖ Discontinue	

Title I Personnel

Name	Position	Program	FTE
Kim Knauth	Math Interventionist		