Wylie Independent School District



Cooper Junior High School

2026-2027 Campus Improvement Plan

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Mission Statement

Our mission is to partner with the community to create an inclusive environment that empowers all students grow in academic excellence and character development.

Vision

Cooper Sets the Standard

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Goals 13

Goal 1 : Foster a strong sense of community & ethical values in our students. 14

Goal 2 : Maximize academic achievement for every student by cultivating collabor... 15

Goal 3 : Encourage involvement in extracurricular activities to enhance character d... 18

Goal 4 : Attract, retain, develop, and value a quality staff. 19

Goal 5 : Manage growth in a way that provides functional equity, financial responsi... 20

Goal 6 : Prepare students for a successful life beyond high school through experie... 21

Goal 7 : Continuously improve and prioritize safety measures to ensure the well-be... 22

Goal 8 : Celebrate our excellence. 23

Committees 24

Site Based Decision Making Committee 25

Members 25

Comprehensive Needs Assessment

Demographics

Summary

Cooper serves a highly diverse student population, providing an opportunity to build a strong culture of inclusion, representation, and belonging.

- 35.3% White
- 26.3% Asian
- 19.2% Hispanic
- 15.4% African American
- 3.4% Two or More Races

Male/Female

- 53% male
- 47% female

Special Programs

- 8.1% Mobile
- 16.5% EB/EL
- 25% Eco Dis
- 11.3% Special Education
- 14.5% 504

Strengths

Students at meets and above

- All students: 73%
- African American: 62%
- Hispanic: 53%
- White: 71%
- Asian: 84%
- Two or more:79%

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Although Cooper demonstrates strong overall academic performance, significant achievement gaps persist among demographic and programmatic student groups, particularly for African American, Hispanic, economically disadvantaged, Special Education, and EB/EL students.	Students who require additional scaffolding, language support, accommodations, or targeted intervention may not consistently receive the intensity and precision of support needed to reach Meets and Masters performance.

★ = Priority

Student Learning

Summary

Cooper demonstrated strong overall achievement on the 2026 STAAR assessments. Across 2,967 tests, 87% achieved Approaches Grade Level or above, 73% achieved Meets Grade Level or above, and 47% achieved Masters Grade Level, resulting in a STAAR Performance component score of 69.

RLA was the strongest subject, with 92% at Approaches, 81% at Meets, and 54% at Masters. Science also performed well, with 90% at Approaches, 78% at Meets, and 54% at Masters. Mathematics results were solid at the Approaches level but showed room for growth at the higher performance levels. Social Studies was the greatest area of need, with only 76% at Approaches, 52% at Meets, and 31% at Masters.

Strengths

- RLA was the campus's strongest subject, with 81% of students reaching Meets and 54% reaching Masters.
- Science performance was strong, with 90% reaching Approaches, 78% reaching Meets, and 54% reaching Masters.
- Mathematics showed a high level of basic proficiency, with 87% of students achieving Approaches Grade Level or above.
- Nearly half of all assessments, 47%, reached the Masters Grade Level standard.
- Continuously enrolled students outperformed non-continuously enrolled students at every achievement level.
- Gifted and talented students demonstrated exceptionally high achievement, including Masters rates of 97% in RLA, 91% in Mathematics, 96% in Science, and 82% in Social Studies.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	All subjects, 68% (district -73%) of our students are achieving at meets and above. Our students can increase their performance on the STAAR tests.	Our teacher teams can improve on addressing instructional strategies and planning that increase the rigor for our high achieving students.

★ = Priority

School Processes & Programs

Summary

Our campus focus will focus on targeted interventions and enrichment. Be intentional with instruction at the meets and above level, creating lessons that ensure demonstration of student learning and small group instruction to address our hispanic and high focus groups. Professional development will be provided by administrators and the C&I team throughout the school year as well as addressed by the campus guiding coalition.

Strengths

We're challenging our PLCs to discuss more best practices which starts with our guiding coalition to improve instruction campus wide.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Instructional strategies are not always at the appropriate level to challenge our high achieving students.	Teachers know how to address students who don't learn material, but need more professional development to help them extend their students.

★ = Priority

Perceptions

Summary

93% of our staff feel that communication is clear, they have a voice, there is quality work happening on our campus, and they feel cared for and recognized.

72% of parents feel their child's teachers are effective, that they are involved, and we have school pride.

Strengths

Cooper improved in all categories in both staff and parent surveys, except for clear expectations.

Teacher voice from the staff survey and community involvement from the parent survey improved by 9%.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Staff have a decreased understanding of expectations by 2% according to the survey.	There was a change in leadership, shifting some systems in place.

★ = Priority

Goals

Goal 1 Foster a strong sense of community & ethical values in our students.

Performance Objective 1

5th-12th grade students will increase their Hope score at least 1%.

Evaluation Data Source: Hope scores

Performance Objective 2

Grades 5-12 teachers will score above 81% on the student relationships survey

Evaluation Data Source: Relationship Survey scores

Performance Objective 3

100% of 8th grade parents will be invited to multiple cross district events for 8th grade course planning nights, parent education
nights and parent/student events to increase parent awareness.

Evaluation Data Source: Parent Communications, Sign-in sheets

Performance Objective 4

By the end of the year, according to PEIMS data, student behavior incidents will decrease by 10% from the 24-25 school year.

Evaluation Data Source: Discipline records, counseling referrals, compliance trainings

Performance Objective 5

Wylie ISD will provide responsive services to 100% of student outcries, in a professional, ethical, and caring manner.

Performance Objective 6

Wylie ISD will decrease total SPED Disciplinary Removals by 10 students- specifically students receiving ISS or OSS.

Evaluation Data Source: RDA Report
Discipline Records

Goal 2

Maximize academic achievement for every student by cultivating collaborations among families, curriculums, and educational programs.

Performance Objective 1

☑ **HB3 Goal**

By June 2029, 79% of third grade students will meet expectations as measured by the STAAR Grade 3 Reading test.

Evaluation Data Source: STAAR Data

Performance Objective 2

By June 2029, 78% of third grade students will meet expectations as measured by the STAAR Grade 3 Math test.

Evaluation Data Source: STAAR data

Performance Objective 3

The percentage of students scoring Approaches, Meets and Masters will increase by 1% on math STAAR grades 5-8 and Algebra 1 EOC.

Evaluation Data Source: STAAR / EOC data

Performance Objective 4

The percentage of students scoring Approaches, Meets and Masters will increase by 1% on RLA STAAR grades 5-8 and English 1 EOC.

Evaluation Data Source: STAAR / EOC data

Performance Objective 5

All campuses will identify and provide interventions for students who are at risk of academic failure.

Evaluation Data Source: MAP data, State Assessment Data

Performance Objective 6

The district will meet the needs of the McKinney-Vento Act students through the availability of Title I, Part A set-aside funds and the TEHCY grant.

Evaluation Data Source: TEHCY budget

Performance Objective 7

The percentage of Emergent Bilingual students scoring Approaches, Meets and Masters will be within 7%

of their general education cohorts on RLA STAAR or English I EOC.

Evaluation Data Source: STAAR / EOC data

Performance Objective 8

The percentage of Title I students scoring Approaches, Meets and Masters will be within 7% of their general education cohorts on RLA STAAR.

Evaluation Data Source: STAAR data

Performance Objective 9

100% of campuses will meet Progress in Achieving EL Proficiency in the Closing the Gaps Domain.

Evaluation Data Source: TELPAS data

Performance Objective 10

100% of non-EB students enrolled in dual language will make one year's growth on Spanish MAP Reading.

Evaluation Data Source: MAP data

Performance Objective 11

At least 75 community members will participate in community engagement and outreach services.

Evaluation Data Source: Sign-in sheets

Performance Objective 12

Support, coordinate, and integrate services with early childhood programs and the transition from early childhood programs to kindergarten at students elementary campus.

Evaluation Data Source: Parent communication, sign in sheets

Performance Objective 13

Increase the number of students in Early Childhood Special Education Programs receiving services in the general education setting by at least 5 more students than the previous year.

Evaluation Data Source: Class rosters, RDA reports

Performance Objective 14

The percentage of students in special education scoring Approaches, Meets and Masters will increase by 1% on STAAR and STAAR-ALT in all tested subjects and grade levels.

Evaluation Data Source: STAAR and STAAR-Alt data

Performance Objective 15

Maintain the special education graduation rate of at least 90% as reflected in the Closing the Achievement Gap Domain.

Evaluation Data Source: Graduation rate

Goal 3 Encourage involvement in extracurricular activities to enhance character development and academic success

Performance Objective 1

Increase by 5% annually the number of students who participate and number of students who make the all-region bands and choirs in grades 7-12

Evaluation Data Source: All-Region rosters

Performance Objective 2

100% of student-athletes will exhibit high behavioral standards and good sportsmanship.

Evaluation Data Source: Discipline referrals for student-athletes

Performance Objective 3

Develop and implement sport-specific philosophies and programs at all levels in all sports that promote success.

Evaluation Data Source: # of students transitioning from junior high to high school sports.

Performance Objective 4

Develop student-athletes who demonstrate success off the fields and courts by participating in community and school-based activities and achieving academic recognition in the classroom.

Evaluation Data Source: # of students participating in community and school-based activities, # of Academic All-District and Academic All-State student-athletes

Goal 4 Attract, retain, develop, and value a quality staff.

Performance Objective 1

Retain at least 90% of teachers either in their current classroom role or within another district position.

Evaluation Data Source: Personnel data, PCF's

Performance Objective 2

Retain or promote at least 90% of campus leaders.

Evaluation Data Source: Personnel data, PCF's

Performance Objective 3

Hire at least 50% of new campus administrators from within the district.

Evaluation Data Source: Personnel data, PCF's

Performance Objective 4

Show appreciation for teachers at 100% of campuses during teacher appreciation week and throughout the entire year.

Evaluation Data Source: Scheduled teacher appreciation events
PTA meeting agendas

Performance Objective 5

100% of teachers providing ESL services to EL students will be ESL certified.

Evaluation Data Source: Teacher roster and certifications

Performance Objective 6

Develop staff members through district-sponsored higher education pathways and support for aspiring teachers seeking certification.

Evaluation Data Source: Enrollment in and completion of continuing education programs; tracking completion of alternative certification processes for paraprofessionals and long-term substitutes who become teachers.

Goal 5 Manage growth in a way that provides functional equity, financial responsibility, & assurance for all student needs.

Performance Objective 1

Plan campus attendance zoning based on accurate data, equitable priorities, and efficient use of district resources.

Performance Objective 2 ☑ High Priority

Continue to implement and execute the Achieving Zero Deficit Initiative (AZDI) to minimize the 2026-27 deficit.

Evaluation Data Source: The 2026-27 General Fund adopted budget.

Goal 6

Prepare students for a successful life beyond high school through experiences that prepare them for the future workforce.

Performance Objective 1

Wylie ISD will score an 93% / "A" rating for the CCMR domain of the A-F accountability system as reported on TAPR.

Evaluation Data Source: CCMR Data on TAPR, OnData Suites Report

Performance Objective 2

2500 students will successfully earn CTE certifications.

Evaluation Data Source: Student Certification data

Performance Objective 3

Additional dual credit courses will be added and the percentage of students enrolled in CTE dual credit will increase by at least 10%.

Evaluation Data Source: dual credit class enrollment and completion rates

Performance Objective 4

Each high school will have a 0% drop out rate.

Evaluation Data Source: Drop out rate / graduation rate

Goal 7 Continuously improve and prioritize safety measures to ensure the well-being and security of students and staff.

Performance Objective 1

Facilities will meet and exceed state standards set out in Texas Administrative Code (TEC) Title 19 SS61.103 School Safety Requirements

Evaluation Data Source: 100% compliance report from the TEA District Vulnerability Assessment (DVA)

Performance Objective 2 ☑ High Priority

Security policy and procedures, including the district Emergency Operations Plan (EOP), will continuously be evaluated and updated to maintain the highest level of security preparedness.

Evaluation Data Source: Texas School Safety Center yearly EOP evaluation and District Vulnerability Assessment results.

Performance Objective 3

Staff and students will be trained and proficient at Standard Response Protocols (SRP)

Evaluation Data Source: All drills are completed and evaluated for compliance, timeliness and effectiveness.

Performance Objective 4

Law enforcement and security staff levels will meet and exceed minimum number of personnel in order to maintain safe campuses.

Evaluation Data Source: The campus police/security positions are fully staffed.

Performance Objective 5 ☑ High Priority

Security technologies such as cameras, alert systems and detection devices will be implemented to enhance the security of all campuses

Evaluation Data Source: The camera system has been upgraded along with access control. 5 portable weapons detections systems have been purchased and used for event security

Goal 8 Celebrate our excellence.

Performance Objective 1

District Administration will recognize excellent academic performance for all campuses receiving distinctions.

Performance Objective 2

All campuses will participate in the Wylie Way Gratitude and Celebration activities during the 4th nine week grading period.

Evaluation Data Source: campus lesson plans, campus social media

Performance Objective 3

All campuses will recognize excellent employees through Teacher of the Year and Paraprofessional of the Year award nominations and selections.

Evaluation Data Source: VLEs, Teacher of the Year at Wylie Way Awards, Campus Climate Survey

Performance Objective 4

The district will recognize and celebrate the different cultures, ethnicities, nationalities, and other groups that make up our campuses throughout the school year.

Committees

Committees

Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Kayla	Brooks	Counselor	Counselor
Melissa	Shaw	Counselor	Counselor
Amber	Alexander	Parent	Parent
Jo	Brock	Parent	Parent
BriAnn	Crockett	Teacher	Teacher
Holta	Xhebraj	Teacher	Teacher
Angela	Miceli	Teacher	Teacher
Katie	Gauthier	Teacher	Teacher
Carrie	Lammers	Teacher	Teacher
Kimberly	Waskom	Teacher	Teacher
Kat	Israeloff	Teacher	Teacher
Danitza	Miranda	Teacher	Teacher
Kimberly	Finke	Teacher	Teacher
Khellan	Paul	Assistant Principal	Administrator
Brandon	Beaty	Dean of students	Administrator
Mary	Zucha	Prinicpal	Administrator