

Socorro Independent School District
Myrtle Cooper Elementary
2016-2017 Campus Improvement Plan



Vision

Tomorrow's Leaders Learning Today

Superintendent

Dr. Jose A. Espinoza

Board Members

Gary Gandara-President

Paul Guerra-Vice-President

Cynthia Ann Najera-Secretary

Hector F. Gonzalez

Michael Anthony Najera

Anontio "Tony" Ayub

Angelica Rodriguez

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Student Achievement	7
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	13
Family and Community Involvement	15
School Context and Organization	17
Technology	18
Comprehensive Needs Assessment Data Documentation	19
Goals	20
Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.	20
Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.	25
Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.	35
Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.	40
Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.	44
State Compensatory	48
Personnel for Myrtle Cooper Elementary:	48
Campus Improvement Team	49
Campus Funding Summary	50

Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographics (2015 - 2016 Fall PEIMS file loaded 05/24/2016) Count Percent

Gender

Female	338	45.99%
Male	397	54.01%

Ethnicity

Hispanic-Latino	690	93.88%
-----------------	---------------------	--------

Race

American Indian - Alaskan Native	1	0.14%
Asian	4	0.54%
Black - African American	7	0.95%
Native Hawaiian - Pacific Islander	2	0.27%
White	28	3.81%
Two-or-More	3	0.41%

The information below contains additional information about our students

Student by Program (2015 - 2016 Fall PEIMS file loaded 05/24/2016) Count Percent

Bilingual	241	32.79%
English as a Second Language (ESL)	3	0.41%
Career and Technical Education (CTE)	0	0.00%
Free Lunch Participation	504	68.57%
Reduced Lunch Participation	103	14.01%
Other Economically Disadvantaged	3	0.41%

Gifted & Talented	32	4.35%
Special Education (SPED)	79	10.75%
Title 1 Participation	735	100.00%
Dyslexia	3	0.41%
Homeless Statuses		
Homeless Status Total	9	1.22%
Shelter	0	0.00%
Doubled Up	6	0.82%
Unsheltered	3	0.41%
Hotel/Motel	0	0.00%

The student population is 2.3% African-American, 4.5% Anglo, 0.6% Asian, 91.6% Hispanic, 52.3% male and 47.7% female with a low socioeconomic status of 80%. The staff population is 10% African-American, 15 % Anglo, 75% Hispanic, 20% male and 80% female with an average of 15 years of experience. The overall mobility rate for the campus is approximately 19%. The average daily attendance rate for students is 94.74%. There is a total of 93 discipline referrals this, which is an increase from last year. This year, all occurrences were documented and not just the severe ones.

Myrtle Cooper Elementary School serves 293 English Language Learner students, 32 students in the Gifted and Talented program (53% males, 47% females, and 84% LEP), 11 students identified for 504 services, 68% of RTI Tier I students, 22% of Tier II students, 10% of Tier III students, 79 students served through special education services (9.13%)

Demographics Strengths

- 90% attendance
- interventions provided for all at-risk students

Demographics Needs

- improve standardized test scores for LEP/SPED students
- improve Pre-K attendance

Student Achievement

Student Achievement Summary

The staff at Myrtle Cooper has embraced the backward design planning process and Fundamental 5 approach. All teachers and stakeholders attend this day of planning and professional development (Sean Cain-author will provide PD to all teachers) where the first item we discuss is limited to data. We then look at the curriculum and plan the prescriptive instruction that will occur for the coming nine weeks. Using title one funds we plan our rigorous afterschool intervention using intervention materials such as Motivation Reading, Motivation Math, Writing Round up, Kamico Math games and the Think Through Math.

Implementation of 3 week checkpoints will allows us to stay on pace and gauge our student performance by teacher. Teachers are then asked to review the classroom level data with the leadership team. We note the students' progress and plans for intervention are also made. State Compensatory funds are also use to fund our intersession school in the fall and the spring as well as our Summer school. Materials used to teach these extended day opportunities include real literature in the form of books purchased from Scholastic and hands on materials for math from Kamico. Our school librarian has also provided an early morning breakfast club where students are helped in the different content has proven to be very effective. The students who cannot or do not do homework are also given the opportunity to complete it at this breakfast club. This has proven invaluable to our most needy students.

Accountability is an area that we would like to explore with our students who receive SPED services. Students experienced some difficulty since the state assessment is now completely on line. This is a targeted area for 2016-2017.

Myrtle Cooper will continue to strive for excellence. All goals identified above will help guide our campus to meet the high academic standards set forth by the STAAR Test, while bringing together all stakeholders to commit in building a community that can ensure success for every student.

We have new campus initiatives to promote rigor and authentic learning through rich literature. Balanced Literacy and Fundamental 5 will be implemented in all grade levels. AVID will be a major part with implementation for all 4th and 5th grade students. District and campus funds will be used to maintain a Guided Level Reading Room. Myrtle Cooper teachers will be trained and model classrooms will be established to help create an atmosphere where reading, writing, and communication are highly valued and expected. Early intervention will be one of our areas of focus next year by utilizing our Ipad's for intervention. We also want to continue to identify areas of need found in our campus climate survey and our STAR chart. Since we will house one of district's largest PreK hubs, we want to ensure that we are aligned to the recommended guidelines for PreK so that students will be prepared for success when they transition to their home campuses.

Grade level (curriculum) TEKS Academies and weekly PLCs will promote our commitment to curriculum and instruction. Planning will target critical areas of need as identified through assessment data. 3 week grade level planning meetings and teacher talks will also be to discuss student progress, analyze instructional activities, coordinate instructional focus, and plan further lessons. These grade level meetings provide direction for the grade level, Response to Intervention teams and support for school-wide improvement efforts along with Accountable Talks will be norm for all. We are poised for success as we enter the 16-17 academic school year.

This year we will continue the year with the focus on goal setting. Each student will have a goal sheet. They will keep track of their goals and share their progress with parents at student-led conferences throughout the year.

Student Achievement Strengths

STAAR data reflects many areas that had gains from 2015-2016 to include overall Math went up 12% from 81.7% to 93.7%. Overall Reading had a 7.5% increase from 2015-2016 from 81.3 to 88.8%. Overall MCE Science STAAR scores increased 16.2% going from 75.7% to 91.9%.

Student Achievement Needs

After carefully studying the data and completing year one, we have identified the following areas as areas that will need deliberate planning and intervention. From our data analysis, we have identified the following as the most current, critical student achievement needs. They are listed in priority order:

1. MCE STAAR shows that students in 4th grade scored significantly below all others in the district. Data for 2015-2016 indicates our 4th grade students must improve in the area of Writing. From 2014-2015 we had a 0.7% decrease from 63.9% to 63.2%.

2. Special Education Population: While student population is small, our Special Education population is at 10.75%. It is imperative that we know the needs of each of our students and provide them with the support they will need. We were allotted 3 Special Education co-teachers which will allow us to meet the needs of each of our kids. It is our goal to provide a quality inclusion program. We will study best practices for accommodating students with learning disabilities so that they can perform at their optimal levels. We currently have four units to include a PPCD/AI, PPCD/SLU, ILC and a Kinder Collaborative Classroom.

3. Attendance: Our school attendance goal is 98.5%. This school year we ended the year with 96.2%. Attendance is one major area that we need to improve upon. We will continue to acknowledge classes and grade levels with incentives such as free dress, popcorn parties, etc... We will honor students at every 9 week assembly for having perfect attendance. Students with perfect attendance at the end of the year will receive a trophy and those with 3 or fewer will receive a faithful attendance medal. Each grade level will also create an attendance plan. We will continue to send out the daily report by grade level to teachers and acknowledge attendance on announcements daily. We also must provide interventions for all Pre-K students from the Americas feeder pattern to encourage faithful attendance.

4. Bilingual: Our total bilingual population is 32.79%. We currently have a .41% enrollment in ESL. We will implement a continuous writing across the content initiative along with a consistent reading initiative program that will be done with fidelity.

School Culture and Climate

School Culture and Climate Summary

Myrtle Cooper is committed to providing students with a safe and secure learning environment. We currently have security measures in place that ensure student safety which include a comprehensive safety committee which meets monthly, monthly safety drills that include fire and evacuation as well as inclement weather and intruder drills. We have a visitor and volunteer protocol (HALL PASS) which ensure that at any given moment we have knowledge of the location of all outside personnel to our school. Visitors must enter through a single entrance point in the building and are greeted and escorted by a friendly staff member stationed at this entrance. We also currently share a truant officer with a nearby school that is on our campus every other day. All essential staff has two way communications in the event of an emergency and we have 24 hour video surveillance. We have fully implemented the Olweus Bullying Prevention program with a survey and weekly classes that ensure topics that emerge are addressed by classroom teachers. PBIS will be implemented to ensure positive behavior and support. Cameras have been installed and are monitored regularly. All exit doors remain locked at all times between the hours of 7:30-3:30. Any visitor on campus without a visitor pass is questioned by campus personnel to include teachers, security, custodial staff. Intruder alerts by district personnel visits have enhanced security measures at our campus, so the feedback has been beneficial.

Keeping in mind that children of all ages need to come to school and feel safe, MC has purposefully implemented the Olweus Bully Prevention program that is a district wide initiative. Weekly lessons give students a setting to learn more about bully prevention and share any concerns about possible bullying situations. The Report tab is used as a tool for parents and teachers.

Our campus climate survey reveals that our staff and students feel safe in school and have come to the realization that safety is all our jobs.

School Culture and Climate Strengths

- WatchD.O.G.S (Dads Of Great Students) daily volunteer on campus to act as the extra set of eyes to ensure safety.
- PBIS implementation to create a culture of clear expectations focusing on positive actions. Our disciplinary incidents dropped from 28 to 13.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Weekly PLCs and 9 week TEKS Academies planning days are utilized to disaggregate data, create meaningful lesson plans, identify dangling TEKS, and differentiate instruction to address strengths and weaknesses of individual students. Monthly grade level meetings are led by the principal who serves as a role model for implementing best teaching practices. Training was provided in team building, guided reading, literature circles, and accountability. Research-based instructional material was provided to support daily academic lessons targeting individual student needs. District-wide training in Balanced Literacy will be provided. Implementation of the Fundamental 5 and AVID will be crucial. Experienced staff members provide motivation and support in building powerful grade level teams. New teachers and those new to the grade level are provided support in meeting grade level expectations. New teachers are assigned a mentor.

As an incentive, teachers were rewarded with "AArgh Bucks". This incentive allowed teachers the opportunity to earn bucks to purchase items such as extended lunch time, jean day or a carwash. Writing will be the center of our professional development plan. We have purchased a summer reading book, Fundamental 5, which will serve as the reference material we use throughout the school year. This text will be discussed at all faculty and grade level meeting with an emphasis on the writing traits. Professional development for our PreK teachers will also be an area that we undertake as we will be the Hub for the Americas Feeder Pattern. We will also be piloting a full-day Pre-K and a tuition-based Pre-K program. Rigor with developmentally appropriate practices will be the focus of our professional development for our largest grade level, PreK. Professional development in the area of technology integration will continue to be a focus. Teachers will receive training and support in guided reading and balanced literacy and the integration of technology through the use of Ipad and the use of the Surface tablets as a tool for the Tyler Student System.

Professional development topics we will be revisiting include; differentiated instruction, Readers/Writers and Math Workshop, Vertical alignment of instructional Programs within grade levels and with our feeder pattern. Other areas such as the Target the TEK daily math skill. The integration of the new Math TEKS. The integration of writing across the content areas still needs some attention.

Staff Quality, Recruitment, and Retention Strengths

Wednesday Treasure Academies will continue where teachers sign up to deliver PD to their peers on a voluntary basis. Teachers attending the academies are rewarded with Aaargh bucks which may be used to purchase certain incentives.

Staff Quality, Recruitment, and Retention Needs

- Writing across the content areas
- Empowering Writing Training for all staff

- WICOR (AVID) for rigorous writing across the content areas.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our School-wide Title I program consists of parent involvement activities, extended day for math and reading, math professional development, and one SCE instructional coach. Our State Compensatory Program (SCE), consists of an academic coach training teachers in best practices for assisting at-risk students, a DAEP center, extended week for math and reading.

Members of the SIT Committee meet to complete the annual CIP to respond to the Superintendent's goals, state standards, campus and community needs, and analyze data from different sources that include: the Academic Excellence Indicator System (AEIS): STAAR performance in reading, math, science and writing disaggregated by student populations that include African American, white and Economically Disadvantaged. Other data reviewed by SIT include the Title I safeguard requirements, STAAR-M and STAAR-Alt results, benchmark assessments, I-Station, TELPAS and SELP. Additionally, the committee reviews various documents to assess instructional programs addressing the needs of at-risk, economically disadvantaged, gifted and talented, immigrant, English language learners, migrant, special education students and dyslexia students. The site-based decision-making team will review last year's program evaluations, survey results, and the following data: I-Station, STAAR, and student Average Daily Attendance, and the SISD climate survey.

Committees were formed to look for areas of weaknesses and strengths. The data showed: This Year our STAAR Scores Improved in the areas of Reading from 81% to 84% we achieved this increase through our extended year and day tutoring program. Our Writing scores decreased from 84% to 74%. Our Support of students receiving tier three intervention helped to ensure student success. We had a 7% decrease in the area of Science and this will be our focus for 2015-16. Our Math scores increased from 84.7% to 87.1% Our students who had advanced performance made gains in all areas as well as the students who scores 6-8 on the written composition.

AVID will be implemented 2015-16 for all 4th and 5th grade students. MC is committed to providing rigorous and relevant instruction to all students, keeping in mind that we are preparing them to be individuals that have a positive impact on our community. Most importantly, our students will possess the knowledge and skills to succeed in a global community. MC administration promotes a Data Driven Culture where teachers and administrations work to promote the "Best Practices" for students. Teachers use data to prepare lessons that afford students the opportunities to meet or exceed the standards. Campus programs and initiatives include, a CHAMPS Mentoring Program spearheaded by the campus counselor, where students, coded at-risk for failure paired up with the administration, custodians, instructional coaches, counselors, athletic coaches, librarian, nurses and other staff to provide emotional support and build self-esteem. A log was used as a monitoring tool on the frequency of the interaction between mentor and mentee. We have revamped our Super School to include a set time for rotations in each of the STAAR tested grade levels. This year we raised our expectations and focused on the rigor in our classes by ensuring the mastery of the TEKs by insisting that the students achieve a higher standard. This resulted in a higher percentage of our students making gains in the advanced performance category in all areas. Program to Academic gains are attributed to scaffolding instruction based on individual needs during small group intervention/enrichment. Disaggregation of data and differentiated instruction during powerful planning days led to addressing critical areas of instruction. Daily anchor lessons were integrated into math and reading instruction to reinforce key concepts. A key component of the instructional plan was the implementation of writing and science rotations. Additionally, a writing and science rotations provided strategies to enhance student writing and the understanding of science concepts. Our students receiving specialized support have also made gains and based on Stetson's

recommendations, we are looking at providing students with mWe will continue to work on our students who receive specialized support. They are not currently scoring at the same level as their classmates. A method of evaluating classroom instruction for rigor and relevance through additional or more frequent use of Instructional Rounds.

At-Risk Student Interventions: Currently, Myrtle Cooper needs to monitor teacher input into the At-Risk Management System (ARMS) in order to further communicate intervention usage and appropriateness for student needs based on data. The New STAAR Assessment has brought many challenges to the campus such as continuously monitoring data from unit assessments, iStation reports, district benchmarks, attendance, RtI and percentage of special education referrals. The main challenge we face is shifting the curriculum focus to be more aligned with the Rigor of the STAAR assessments. Strengthening our Teacher Pedagogy as it pertains to teaching and learning and ensuring that all students are given the opportunity to excel and be successful lifelong learners. The campus saw gains in some tested areas, however there is still much work to be done. This year's STAAR data indicates a renewed focus needs to be placed in all content areas, especially in Writing.

We will continue with our weekly PLCs, nine week TEKS Academies for planning, and we will follow a uniformed RTI process with an emphasis on targeted interventions. Teacher Accountability Talks will take place twice a year where each student is discussed and an instructional plan along with student goals is determined. Data will be posted on our interactive DATA WALLS and students will also monitor their progress on thier student goal sheets.

Curriculum, Instruction, and Assessment Strengths

- Best Practices and our student expectations are evident at MCE.

Curriculum, Instruction, and Assessment Needs

Acceleration support will be offered during lunch, SUPER SCHOOL, Intersession tutorials, before and afterschool tutoring, Saturday Camps and instructional rotations during the day.

Family and Community Involvement

Family and Community Involvement Summary

Teachers will maintain clear communication with parents focusing on our students' education which has become a collaborative endeavor between home, community, and school. We will continue to provide monthly newsletters written in both English and Spanish for the community to inform them of the events scheduled and important district/school information. Teachers will be updating their webpages on a monthly basis to ensure information is readily available. Monthly academic sessions will also be scheduled at the campus to meet with parents and address concerns, get suggestions, and deliver important academic information. We will build on these forms of communication that have been in place and have had great success. We have also begun to host a quarterly parent engagement seminar with our parents. Each grade level will host a Direction 4, community and parent involvement activity where students will perform or have other student-centered activities where parents and the community can partake. MC is continuously looking for ways to promote a positive school culture that involves parents and the community. Administrators, faculty and staff, along with the CIS work together to increase the involvement and communication with the parents. This is done through opportunities for parents to become involved in every aspect of their child's academic success. Parents are invited to an Open House at the beginning of the year where they meet their child's teacher. Throughout the year they are invited to volunteer meetings so they are provided opportunities to be more involved among their child's education. Library story hour and book fair as well as STAAR night gives parents a chance to visit the campus library and learn about all the resources available to them such as book check out and book fairs. Parents are also invited to trainings in the areas of academics, parenting, nutrition and educational opportunities. Parents were invited to a STAAR information night.

MC administrative team, involves parents in all aspects of their child's education. Fundraising provide the campus with money to purchase student incentives and necessary items that the campus could not purchase otherwise. Outside canopies that protect parents, students and teachers from the elements and a new marquee are items we will aim for this year. A monthly newsletter goes out to parents to keep them informed of upcoming events and any other pertinent school information. This year MC continued with implementation of Watch DOGS, WATCH D.O.G.S. (Dads Of Great Students) is an innovative father involvement program. The Parents are always welcome at the school and volunteers are always on hand to assist teachers and students. The volunteer program will be encouraged and supported and a new volunteer coordinator will be assigned. These activities are a sampling additional activities in which parents can participate: Parent Teacher Conferences, Fall Festival, Spelling Bee, Open House, Terrific Kids, Student awards assemblies, end of year field days, field trips, Latino Literacy program, book fairs and grade level community events.

Our business partnerships have been bolstered by incorporating our Communities in School Program Coordinator as a point of contact for our partnerships. Opportunities for our partners include membership on our site based leadership team, providing incentives to students and staff periodically and providing the greater Myrtle Cooper community with a sense of purpose by being actively involved in the education of our students and by having our families patronize their businesses.

Family and Community Involvement Strengths

Monthly community involvement nights hosted by individual grade levels. At the beginning of the school year, grade levels commit to organize a family night of their choice and all parents are invited to attend and participate in the activity or watch their child perform.

CIS organized several spirit nights at different area businesses with outstanding turnout. Our SPIRIT Team contributed to ensuring parents and other visitors enjoyed the performances,

Family and Community Involvement Needs

- Efforts to improve the consistency of our afterhours parent programs and the watchdog programs will be at the forefront of our parent involvement improvement efforts. We will also strive for more meaningful partnerships with the military families that we serve through Fort Bliss and it's outreach programs.
- After-school Day care program for working parents
- MCE will be hiring a parent liaison as we were without one the majority of last academic school year.

School Context and Organization

School Context and Organization Summary

Myrtle Cooper Elementary is one of 48 campuses in Socorro Independent School District. Named after the late, Myrtle Cooper, who served as Socorro Independent School District's first superintendent in 1961, and has proudly, served its students and families since 1987. Currently, the school serves PK through 5th grade students and houses a learning center for students with severe disabilities and serves as one of the district Pre-K Hubs, serving students in Pre-K from the Americas feeder pattern area.

School Context and Organization Strengths

- Serves as a Pre-K hub for students in the Americas Feeder Pattern
- AVID implementation in grades 3-5

Technology

Technology Summary

MCE is working to increase the technology inventory on a yearly basis. In 2015-2016, we were able to host the Digital Learning Day and it was very successful.

Technology Strengths

- Currently implementing BYOD (bring our own device)
- A COW was purchased for checkout with 25 laptops
- Robotics team with great placing during competition
- After school Treasure Academies hosted by IT personel to train on Kahoots, webpage design, Twitter, PBL and Edmodo to name a few.
- Coding during Super School

Technology Needs

- Blended Learning along with PBL will be inititated along with training for all teachers.

Comprehensive Needs Assessment Data Documentation

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















Goals

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 1: For the 2016-2017 school year, Myrtle Cooper will develop and implement a plan of action to ensure that 100% of its stakeholders feel safe at school and school events.

Evaluation Data Source(s) 1: 100% of all campus personnel will be trained in safety guidelines.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Provide employee safety training in the areas of first aid responds, usage of AED's and increase the number of staff members certified in CPR by 1% each school year.</p>	1, 2, 4, 10	Administration, Teachers, nurse, custodial team, safety committee	Training agenda, sign-in sheets, staff roster.			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 6</p> <p>2) Myrtle Cooper will provide and monitor Emergency Operation Plan (EOP): Provide EOP staff development and Conduct criminal background checks on all staff/volunteers and Ensure fire drills are conducted on a monthly basis and Conduct security audits and Ensure that the 5 EOP drills are conducted each semester</p>	1, 2, 10	Campus Administration, nurse, custodians, safety Committee	Records of safety committee meetings, Agendas, Attendance records, recommendations implemented, bi-annual review of Emergency Operations Plan			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 6</p> <p>3) Hall Pass has been installed at the front entrance of the school and will be a requirement that all visitors sign-in with a required valid ID</p>	1, 2, 10	Administration, front office clerk	EOY visitor logs			
Funding Sources: 199 - General - 0.00						
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 2: For the 2016-2017 school year, Myrtle Cooper will fulfill 100% of the requirements for safety audits and safety drills to be prepared for multiple emergency scenarios.

Evaluation Data Source(s) 2: Scheduled drills will ensure that drills are conducted in a timely manner with sign in sheets of trainings and recorded documentation of each drill conducted.

Summative Evaluation 2: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Myrtle Cooper will provide and monitor Emergency Operation Plan (EOP): Provide EOP staff development- Ensure fire drills are conducted on a monthly basis-Conduct security audits- Ensure that 5 components of the emergency drills (Lockdown, Evacuation, Reverse Evacuation, Shelter In Place, &) are conducted each semester</p>	1, 2, 10	Campus administration, nurse, safety committee	Records of safety committee meetings, Agendas, Attendance records, recommendations implemented, bi-annual review of Emergency Operations Plan	✓	✓	✓
Funding Sources: 199 - General - 0.00						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 3: For the 2016-2017 school year, the number of bullying-related incidents reported at Myrtle Cooper will decrease from 3 to 1.

Evaluation Data Source(s) 3: Documentation of reported incidents will decrease from 3 to 1.

Summative Evaluation 3: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Myrtle Cooper will continue with weekly Olweus Bully Lessons with the students on Monday mornings. MC will also initiate the year with PBIS</p>	1, 2, 10	Teachers, Students, PBIS Team/Olweus Team	Records of Olweus/PBIS committee meetings, Agendas, Attendance records Purchase SWIS PBIS for documenting incidents			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Myrtle Cooper will continue with Monthly Oelweus Meetings along with PBIS assemblies with each grade level and administrative representation to update on projects and lessons are progressing.</p>	1, 2, 10	Teachers, Students, Oelweus/PBIS Committee, Counselor, CIS	Records of Oelweus/PBIS committee meetings, Agendas, assemblies and Attendance records			
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 4 CSF 6</p> <p>3) Implement PBIS and the Olweus Bullying Prevention Program through use of the program materials, resources and surveys. PBIS team will come in during summer to plan for student PBIS kick-off assembly week one of school. Snacks and refreshments will be served during training.</p>	1, 2, 10	Teachers, Students, Oelweus/PBIS Committee, Counselor, CIS	PEIMS discipline/ attendance report, Decreased number of bullying incidents, District comparison questionnaire results			
Funding Sources: 199 - General - 0.00						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 4: For 2016-2017 school year 100% of Myrtle Cooper teachers with Tier III students will document their interventions on Eduphoria every three weeks.

Evaluation Data Source(s) 4: 100% of campus staff will be trained in a procedural RTI process and will be monitored closely by RTI team every 3 weeks. By Spring 2017, documented interventions for academic support will increase over 5%.

Summative Evaluation 4: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Teachers will keep individual student profile data which include all accountability populations to help each teacher better plan differentiated lesson plans to help close performance gaps and meet annual standards as designated for all state and NCLB federal requirements.</p>	1, 2, 3, 4, 7, 8, 9, 10	Administration, Instructional Leadership Team, Teachers, At-Risk Aide, Librarian Aide, Specialty Teachers	BOY student profile workshop rotations provided by campus leadership team, Lesson plans, walk throughs, grade level analysis of student progress, ARMS, RTI, follow ups and initial screeners			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Monitor failure or at risk of failure rates at each 3 weeks.</p>	1, 2, 3, 4, 8, 9, 10	Teachers, aides, administration	Student improvement, teacher/parent communication, development of student accelerated instructional plan, participation in Homework Lab.			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Provide instructional aides to assist teachers and students by providing academic interventions based on assessment results.</p>	1, 2, 3, 4, 8, 9, 10	Administration, SCEI Coach, Teachers, Instructional Aides, CIS Coordinator	Instructional Aide Logs; lesson plans, Before School Book Club and Homework Lab attendance			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Provided Interventionist will be solely designated to provide interventions to those students who are at risk.</p>	1, 2, 3, 8, 9, 10	Teachers, SCEI coach, administration	Benchmarks, At-Risk Reports; Grades; STAAR			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 5: For the 2016-2017 school year, the attendance rate for all students at Myrtle Cooper will increase by 1.0% over the attendance rate of 96.2 of 2015-16.

Evaluation Data Source(s) 5: Our goal of 97.2% will be met at EOY.

Summative Evaluation 5: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5</p> <p>1) Identify students with excessive absences per 9 weeks : Parent contacts will be made for students who are absent by the end of school day. Parent contacts will be made via phone call and/or written after excessive absences (3 consecutive days) or a pattern of absences. Appropriate authorities will be given lists of targeted students for home visits.</p>	1, 2, 4, 8, 10	Attendance Clerk, Campus Administration, Classroom Teachers, CIS, and Campus Attendance Committee,	Daily attendance verification sheets, daily agenda/ logs, truancy notices/warnings, home visit logs. Provide opportunities to make up loss of credit during intersessions.			
<p>Critical Success Factors CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Myrtle Cooper will provide a perfect attendance incentive for all employees each nine weeks.</p>	1, 2, 5, 10	Campus administration, Attendance committee, Teachers, Parents	Faculty meetings - teacher incentives presented to all faculty with perfect attendance			
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5</p> <p>3) Myrtle Cooper will provide a perfect attendance incentive for all Students each nine weeks, who have three or less absence for the whole year At the end of the year, students who have perfect or faithful attendance (2 or less) will receive a medal and/or trophy.</p>	1, 2, 6, 9, 10	Campus administration, Attendance committee, Teachers, Parents	weekly monitoring for classes with 100% monitoring and 9 weeks attendance rosters - Student incentives presented at the end of the 9 weeks.			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>						

Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 6: Myrtle Cooper will decrease the number of disciplinary incidents from 2015-16's 13, to 10 during the 2016-17 school year.

Evaluation Data Source(s) 6: The number of incidents will decrease by 3.

Summative Evaluation 6: Met Performance Objective

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 1: By the end of the 2016-2017 school year, 100% of Myrtle Cooper teachers will be familiar with the requirements of House Bill 5. Myrtle Cooper will offer a minimum of three or two trainings for all teachers to become familiar with H.B. 5 Requirements.

Evaluation Data Source(s) 1: 100% of the campus staff will be made aware of House bill 5 requirements

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 7</p> <p>1) Myrtle Cooper will participate in a Staff Development Addressing the requirements of House Bill 5.</p>	1, 2, 4, 6, 8, 10	Administration, Teachers and SCEI Coach, CIS	Daily attendance verification sheets, notices and logs sent to parents. Attendance bulletin board updated daily. Record attendance data in Eduphoria			
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) 1) All staff members will receive an update on the requirements of House Bill 5 during a staff meeting or grade level meeting. New updates and follow up training will be provided through out the school year. MCE proposed endorsements: Kinder and 1st: Public Service 2nd: Arts and Humanities 3rd: Business and Industry 4th: Multidisciplinary Studies 5th: STEM</p>	1, 2, 4, 6, 7	Teachers, Counselor, CIS, Administration	Projects Project presentations with connections to student's identified endorsement.			

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue






Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 3: For the 2016-2017 school year, 100% of Myrtle Cooper students, encompassing all special and sub-populations, will be placed in proper learning environments and proper grade levels to ensure that they reach their full potential.

Evaluation Data Source(s) 3: All STAAR data will reflect growth and passing rates with an emphasis in writing scores to be above 85%.

Summative Evaluation 3: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Student profile data which include all accountability populations to help each teacher better plan differentiated lesson plans to help close performance gaps and meet annual standards as designated for all state and NCLB federal requirements. As well as BOY, MOY, EOY assessments.</p>	1, 2, 3, 8, 9, 10	Administration, Instructional Leadership Team, Teachers, At-Risk Aide, Librarian Aide, Specialty Teachers	BOY student profile workshop rotations provided by campus leadership team, Lesson plans, walkthroughs, grade level analysis of student progress, TST follow ups and initial screeners			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Provide differentiated instruction to enhance rigor and relevance for GT students, all special populations, and student body through extra-curricular activities, School Wide Leadership Committees</p>	1, 2, 3, 4, 8, 9, 10	School wide faculty and staff	Student participation in different school committees, lesson plans, individual accelerated plans, and scheduled meetings/trainings/workshops			
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Monitor failure or at risk of failure rates at each 3 weeks</p>	1, 2, 3, 8, 9, 10	Teachers, SCEI Coach, counselor, CIS	Unit exams, Progress reports, ARMS, TST, tutoring recommendations, super school accelerated learning recommendations			
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>4) Myrtle Cooper will participate in a school wide college/university awareness program that will address the importance of a college/university awareness program.</p>	1, 2, 3, 8, 9, 10	Administration, School Counselor, Teachers, Parents, CIS Coordinator, Parent Liaison	Promoted through out the year with each classroom representing a University/College where students will become familiar of different college/university facts. On going participation of student/faculty throughout the year			

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Implementation of research-based and data driven staff development model throughout the year to include: Empowering Writers Daily 5-Balanced Literacy utilizing guiding reading library and STORIA school edition via scholastic education Johnny Can Spell Guided Math & Reading, Kagan Cooperative Learning Strategies Differentiation of Instruction with Rigor Depth of Knowledge levels of implementation Literature Circles Intervention Support Istation/Lexia Think Through Math Thinking Maps Book of the Month ELPS and SIOP strategies PBIS and Olweus Bullying Prevention Data Analysis 9-week TEKS Academies Teacher Treasure Academies PLC's Inclusion practices STEMScopes Edusmart Mentoring Minds materials Target the question RTI process Dyslexia support SELP/SSLP Vocabulary Development (Academic Vocabulary) Sentence A Day Common assessments (3 week)</p>	<p>1, 2, 3, 4, 5, 7</p>	<p>Administration, All teachers, SCEI Coach, all TIAS</p>	<p>Sign-in sheets, agendas, classroom walkthrough observations, Instructional Rounds, Teacher Talks with data analysis.</p> <p>Improved overall student performance as indicated on the final report card, 95% student success on the STAAR test as well as all students meeting state standards on state reading, math, writing and science tests.</p>	<p align="center">✓</p>	<p align="center">✓</p>	<p align="center">✓</p>
<p>Funding Sources: 199 - General Fund: SCE - 25000.00</p>						
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 4: For the 2016-2017 school year, the percentage of STAAR tested students who meet standard will be 95% in Math a 2% increase, 90% in Reading a 2% increase , 85% in Writing which is a 22% increase and 92% in Science.

Evaluation Data Source(s) 4: STAAR data will increase in all areas with an emphasis on Writing to be at above 85%.

Summative Evaluation 4: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>1) Myrtle Cooper will follow and implement a comprehensive strategic plan in grades K-5 for curriculum integration, alignment and assessment to assure that students master their grade level specific TEKS.</p>	1, 2, 3, 4, 8, 9, 10	Administration, Instructional Leadership Team, Teaches, Librarian Aide, and Specialty Teachers	Intervention entries, walkthroughs, teacher parent conferences, RTI referral and ARDs, attendance, daily 5 small group instruction, tutoring, Super School, and popcorn for perfect attendance intersession School, Saturday School	✓	✓	✓
Funding Sources: 211 - Title I, Part A - 65000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Myrtle Cooper will follow and implement a comprehensive strategic plan in grades K-5 for curriculum integration, alignment and assessment to assure that students master their grade level specific TEKS</p>	1, 2, 3, 8, 9, 10	Administration, Instructional Leadership Team, Teaches, Librarian Aide, and Specialty Teachers	Grade Level common planning every 9 weeks with the TEKS Academy. As well as homework lab, tutoring, Teacher Aides and use of I-Pads for interventions	✓	✓	✓
Funding Sources: 211 - Title I, Part A - 2500.00						






<p align="center">Critical Success Factors</p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 7</p> <p>3) Ensure all students' needs are met through differentiated instruction. Provide training and materials for the implementation of the following research-based instructional programs: . STAAR Material such Mentoring Minds, StemScopes Streaming, Scholastic Leveled Readers, Guided Reading/Balanced Literacy Resources, EduSmart K-5 Science E-readers: science/social studies, Technology, Positive behavioral support, Differentiated Instruction, Blended learning approach using technology implementation, Brain Pop online resources, Scholastic Story Works and Weekly readers. A strong AR program will be in place as well as Sheltered Instruction for ELLs, to include all SIOP training, Horizontal & Vertical alignment, 5Es Model, Rubric Development for researched based instruction, Data analysis , AVID. The purchase of additional AR books will assist in a strong AR program school-wide offering a wide reading selection.</p> <p>A school-wide student incentive program for top readers will be in place where students will be receiving a trophy and/or medal.</p>	<p>1, 2, 3, 4, 6, 8, 9, 10</p>	<p>Administration, Instructional Leadership Team, Teachers, Librarian Aide, and Specialty Teachers , AVID trained teachers</p>	<p>With the use of on-going staff trainings, small grup instruction, 3 week monitoring with teacher-made assessments, technology programs, small group interventions, At Risk Aides, 3-5 walkthroughs, I-PADS and student journals. IWB in each classroom will be used to assist with delivery of all technology programs and a true blended learning approach. Parents are also involved through campus-parent training in..Raising writers, readers, & scientist. Parents are invited to check out AR reading books to encourage our reading campaign. As well as the Latino Project for parents.</p>			
<p>Funding Sources: 211 - Title I, Part A - 30000.00</p>						
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 5: For the 2016-17 school year, Myrtle Cooper will improve its student state assessment scores in Writing by 25% as compared to the 2015-2016 state assessment scores. Writing Scores on STAAR for 2015-2016 were 63.2%.

Evaluation Data Source(s) 5: STAAR writing scores will come in at 86% opposed to 63.2% for 2015-2016.

Summative Evaluation 5: Met Performance Objective






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Provide instructional aides to assist teachers and students by providing academic interventions based on assessment results.</p>	1, 2, 3, 4, 8, 9, 10	Administration, Instructional Leadership Team, Teachers, At-Risk Aide, Librarian Aide, Specialty Teachers	Instructional Aide Logs; lesson plans, Before School Book Club and Homework Lab attendance	✓	✓	✓
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Student profile data which include all accountability populations to help each teacher better plan differentiated lesson plans to help close performance gaps and meet annual standards as designated for all state and NCLB federal requirements</p>	1, 2, 3, 8, 9, 10	Administration, Instructional Leadership Team, Teachers, At-Risk Aide, Librarian Aide, Specialty Teachers	BOY student profile workshop rotations provided by campus leadership team, Lesson plans, walkthroughs, grade level analysis of student progress, follow ups and initial screeners	✓	✓	✓
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) AEIS Report, At-Risk EOY Report, number of students referred or qualified for special services.</p>	1, 2, 3, 8, 9, 10	Administration, Instructional Leadership Team, Teachers, At-Risk Aide, Librarian Aide, Specialty Teachers	Progress reports, tutoring recommendations, super school accelerated learning recommendations	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 6: For the 2016-2017 school year, Myrtle Cooper will maintain its student state assessment scores in Science of 91.9% or improve by 1%. In 2015-16 Science scores were 91.9%.

Evaluation Data Source(s) 6: Science STAAR scores will maintain or increase by a minimum of 1%.

Summative Evaluation 6: Met Performance Objective


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Monitor failure or at risk of failure rates at each 3 weeks</p>	1, 2, 8, 9, 10	Administration, Instructional Leadership Team, Teachers, At-Risk Aide, Librarian Aide, Specialty Teachers	Progress reports, RTI, tutoring recommendations, super school accelerated learning recommendations	✓	✓	✓
Funding Sources: 199 - General Fund: SCE - 10000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>2) Provide instructional aides to assist teachers and students by providing academic science rotations interventions based on assessment results.</p>	1, 2, 8, 9, 10	Administration, Instructional Leadership Team, Teachers, At-Risk Aide, Librarian Aide, Specialty Teachers	Instructional Aide Logs; lesson plans,	✓	✓	✓
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>3) Student profile science and writing data which include all accountability populations to help each teacher better plan differentiated lesson plans to help close performance gaps and meet annual standards as designated for all state and NCLB federal requirements</p>	1, 2, 3, 8, 9, 10	Administration, Instructional Leadership Team, Teachers, At-Risk Aide, Librarian Aide, Specialty Teachers	BOY student profile workshop rotations provided by campus leadership team, Lesson plans, walkthroughs, grade level analysis of student progress, RTI follow ups and initial screeners	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: SISD students will receive a quality education with rigorous instructional standards that adequately prepares them for the college and career of their choice.

Performance Objective 7: For the 2016-2017 school year, Myrtle Cooper will maintain or increase its student state assessment scores in Math by 1% to 94.7% as compared to the 2015-2016 state assessment scores of 93.7%.

Evaluation Data Source(s) 7: STAAR Scores will be 98.7% in Math for 2016-2017.

Summative Evaluation 7: Met Performance Objective






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
1) Provide extra duty pay along with curriculum directly aligned to the TEKS.	2, 3, 7	Administration, Teachers, SCEI-Coach	Walk-throughs, STAAR performance, 3, 6, 9 week checkpoints, Lesson Plans and classroom observations.	✓	✓	✓
	Funding Sources: 211 - Title I, Part A - 30000.00					
						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 1: By May 2017, 15 out of 21, Myrtle Cooper teachers being evaluated will meet the Proficient level rating as measured by T-TESS during the 2016-2017.

Evaluation Data Source(s) 1: 73% of teachers evaluated will be amongst the Proficient level.

Summative Evaluation 1: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>1) Myrtle Cooper will provide campus master teachers the opportunity to observe, share, and collaborate with novice campus teachers effective research based teaching strategies during Wednesday Treasure Academies, weekly grade level meetings, TEKS Academies, and PLCs.</p>	1, 2, 3, 4, 5, 8, 9, 10	Administration, Instructional Leadership Team, Teachers	Teacher observation logs, teacher presentations, teacher sign-in sheets, agendas	✓	✓	✓
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) Teacher retention</p>	1, 2, 3, 4, 5, 10	Administration, Instructional Leadership Team, Teachers	Number of provided professional development resources to staff in areas of needs for student groups who are not making the necessary academic gains such as economically disadvantaged students; implementation of strategies (walkthroughs, lesson plans)	✓	✓	✓
Funding Sources: 211 - Title I, Part A - 15000.00						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>3) Train teachers in AVID strategies and stems</p>	1, 2, 3, 4, 5, 8, 9, 10	AVID site team	Student Binders and monthly stem reports	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 2: For the 2016-2017 school year, Myrtle Cooper will maintain 100% Highly Qualified teachers in all core academic subjects.

Evaluation Data Source(s) 2: MC Teachers will all be 100% Highly Qualified and will continue with professional development.

Summative Evaluation 2: Met Performance Objective






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Myrtle Cooper will provide campus master teachers the opportunity to observe, share, and collaborate with novice campus teachers effective research based teaching strategies during Wednesday Teacher Academies.</p>	1, 2, 3, 4, 5, 8, 10	Administration, Instructional Leadership Team, Teachers	Teacher observation logs, teacher presentations, teacher sign-in sheets, agendas			
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) Campus Administration will perform walkthroughs in teachers classes in order insure lessons are being taught by highly qualified teachers in the core areas and provide positive feedback.</p>	1, 2, 3, 4, 9, 10	Administration, Instructional Leadership Team, SCEI Coach	Use of T-TESS walkthrough Templates through Eduphoria, Weekly grade level meetings, TEKS academies (every nine weeks) and PLCs.			
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 3: During the 2016-2017 school year, Myrtle Cooper will offer a minimum of 5 professional development opportunities for all teachers.

Evaluation Data Source(s) 3: By Spring 2017, MCE teachers will have attended at least 5 professional development opportunities

Summative Evaluation 3: Met Performance Objective












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Myrtle Cooper will provide staff development to all faculty and staff during Wednesday Treasure Academies that cover a variety of academic topics and promote a positive culture. PD for MCE will be offered at any of these: Region 19, state conferences, campus based, district based, out of state conferences, SCE-I Coaches or by district Instructional Officers).</p>	1, 2, 3, 4, 5, 8, 9, 10	Administration, Instructional Leadership Team, Teachers	Surveys, reduction of office referrals Positive feedback from faculty and staff on future climate surveys. Sign-in sheets Certificate of attendance Agendas	✓	✓	✓
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Myrtle Cooper will provide all Beginning Teachers (less than 3 years) with in campus mentors. Beginning Teachers will also be provided a half day each nine weeks to directly work with administration and curriculum coach on instructional clarifications.</p>	1, 2, 3, 4, 5, 9, 10	Administration, Instructional Leadership Team, SCEI Coach	Contact hours of planning/observing; Implementation of teaching strategies (walkthroughs/feedback; and Administrator/Teacher conferences	✓	✓	✓
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>3) Myrtle Cooper will provide Beginning Teachers the opportunity to receive intense, sustained, and research-based professional development both in content and pedagogy in all core subject areas.</p>	1, 2, 3, 4, 5, 9, 10	Administration, Instructional Leadership Team, SCEI Coach	Contact hours of planning/observing; Implementation of teaching strategies (walkthroughs/feedback; and Administrator/Teacher conferences	✓	✓	✓
<p>Funding Sources: 211 - Title I, Part A - 25000.00</p>						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 4: During the 2016-2017 school year, Myrtle Cooper will allocate funding to purchase scientifically research-based programs, materials, and/or resources for professional development training in order to meet 100% of system safeguard indicators.

Evaluation Data Source(s) 4: By Spring 2017, STAAR data will show growths in all content areas. Technology applications school wide will increase by 25%.

Summative Evaluation 4: Met Performance Objective






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>1) Myrtle Cooper will integrate advanced teaching and learning application of technology consistently in all aspects of the curriculum, by purchasing Zero Client computers for classroom teachers to be used for interventions and update the computer labs with Zero client computers terminals and replace outdated projectors and bulbs. Data reports will be generated through eduphoria using our scanning system. Have 6-8 computers/laptops installed per classroom. A computers on wheels (25) laptops will be purchased to enhance PBL)</p>	1, 2, 3, 4, 8, 9, 10	Administration, Instructional Leadership Team, Teachers, Instructional Technologist	Implement relevant software and web-based application programs (DKC, United Streaming Videos, River Deep). Provide open lab times to facilitate student-centered learning activities. Provide seamless opportunities to demonstrate multimedia presentation programs for interdisciplinary projects. Provide opportunities for student to use digital library databases and other resources to become information literate. Provide opportunities for open lab access for students after school hours			
				Funding Sources: 211 - Title I, Part A - 25000.00		
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) Myrtle Cooper will continue to support advanced technology infrastructure/professional development for all teaching staff to maximize the use of resources and information to improve student achievement.</p>	1, 2, 3, 4, 8, 9, 10	Administration, Instructional Leadership Team, Teachers, Instructional Technologist	Technology/TEKS based planned projects; technology-based planned instruction (IWB, COWS, Activotes etc.); technology lab classroom attendance; teacher professional development offered; student use of technology; and lesson plans			
				Funding Sources: 211 - Title I, Part A - 15000.00		
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 3: SISD will recruit and retain 100% Highly Qualified faculty, staff, and support personnel to improve student academic performance and to ensure that students graduate college and career ready.

Performance Objective 5: During the 2016-2017 school year, the number of teachers at Myrtle Cooper certified in Bilingual Education will increase from 11 to 13.

Evaluation Data Source(s) 5: By Spring 2017, at least 2 more teachers/new hires at Myrtle Cooper will be Bilingual certified.

Summative Evaluation 5: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>1) Myrtle Cooper will implement a Kinder Collaborative classroom composed of Special Ed and General Ed. students. Thus the staff will increase by 2 more Special Ed. employees, a teacher and an aide.</p>	1, 2, 3, 8, 10	Administration, Instructional Leadership Team, SCEI Coach	Grade Level common planning every 9 weeks with the TEKS Academy. As well as homework lab, tutoring, Teacher Aides and use of I-Pads for interventions	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 1: During the 2016-2017 school year, Myrtle Cooper will offer a minimum of 5 collaborative educational involvement activities and events for parents and community members to promote teamwork and unity in the education of students. Parents will be provided with snacks, materials needed for the classes and any other educational supplies that will suffice the implementation of parent programs.

Evaluation Data Source(s) 1: Cooper will promote more educational activities involving parents and the community in efforts of increasing the involvement of such group by 5% compared to last year.

Summative Evaluation 1: Met Performance Objective






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) Parents will participate in monthly seminars that focus on specific content such as Raising Readers, Watch DOGS, grade level hosting a Mother's Day Program, Grandparents Day, Christmas lunch/dinner and parent days and nights. Twenty families will also be invited to participate in the evening in the Latino Family Literacy Project and will work on reading strategies and snacks will be provided.</p>	1, 2, 6, 10	Administration, Instructional Leadership Team, Teachers, Parent Liaison, CIS Bilingual Teacher-Mrs. Najera	Increased number of parent volunteers on campus			
Funding Sources: 211 - Title I, Part A - 5000.00						
<p>Critical Success Factors CSF 1 CSF 3 CSF 5</p> <p>2) Initiate Watchdog Dads Program</p>	1, 2, 6, 10	Administration, Instructional Leadership Team, Teachers, Parent Liaison, CIS	Increased parent visibility as evidenced by sign in sheets			
<p>Critical Success Factors CSF 1 CSF 3 CSF 5</p> <p>3) Increased participation in volunteer program by 20% Assign one afternoon per grade level to create a fundraiser to go towards supplies and incentives. Ex: son/mom night, movie/popcorn, etc.</p>	1, 2, 6, 10	Administration, Instructional Leadership Team, Teachers, Parent Liaison, CIS	Increased number of parent volunteers on campus			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 2: For the 2016-2017 school year, Myrtle Cooper will ensure a minimum of 8 notifications, sent via newsletters, website, email, automated phone calls, etc. to parents, business, and community members.

Evaluation Data Source(s) 2: Myrtle Cooper will increase by 5% the number of notifications sent to parents and businesses as compared to last year.

Summative Evaluation 2: Met Performance Objective












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) Teacher Newsletters will be sent out to parents on a bi-monthly basis.</p>	1, 2, 6, 10	Classroom teachers	Weekly newsletter updated on web.	✓	✓	✓
<p>Critical Success Factors CSF 1 CSF 3 CSF 5</p> <p>2) Campus Monthly newsletter to be sent home to parents.</p>	1, 2, 6, 10	Administration	Monthly newsletter uploaded to web	✓	✓	✓
<p>Critical Success Factors CSF 1 CSF 3 CSF 5</p> <p>3) Improved Web communications with all shareholders. School website will be updated on a monthly basis to communicate with all shareholders.</p>	1, 2, 6, 10	Librarian, Library Aide	Monthly newsletter updated on web.	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 3: By the end of the 2016-2017 school year, Myrtle Cooper will provide at minimum of 5 partnership activities with businesses, higher education institutions, and other outside agencies to support student education.

Evaluation Data Source(s) 3: Cooper will increase at least by 5% the number of partnerships with businesses, higher education institutions, and other outside agencies.

Summative Evaluation 3: Met Performance Objective












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 3 CSF 5</p> <p>1) Establish a business partnership with local business entities to help promote student success by providing incentives, such as Applebee's, Bahama Bucks and Terrific Kids certificates. Family night with Peter Piper Pizza, Chic-Fil-A Family night, Dr. Seuss night can be incorporated with businesses to attend. During Career Day, Karate, Dentist, FLFCU.</p>	1, 2, 6, 10	School counselor, CIS coordinator, Parent Liaison	Incentives provided by business partners, students' work displayed at local businesses. Partners to attend Terrific Kids Assemblie			
<p>Critical Success Factors CSF 1 CSF 3 CSF 5</p> <p>2) Increased business membership on our School Improvement Team</p>	1, 2, 6, 10	School counselor, CIS coordinator, Parent Liaison	Improved representation on our School Improvement Team of our business partners as evidenced by sign in sheets			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: SISD will build positive parent, business, and community partnerships to ensure the academic success of students by engaging in collaborative district and campus-level activities; by connecting regularly via numerous means of communication; and by providing regular access to current educational information.

Performance Objective 4: For the 2016-2017 school year, Myrtle Cooper will have a minimum of 3 customer service training(s) to ensure a positive and welcoming school climate for parents and community members.

Evaluation Data Source(s) 4: Climate survey given to parents will equal 80% or more who strongly agree.

Summative Evaluation 4: Met Performance Objective






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>1) Initial staff meeting on customer service prior to the end of the school year and at the beginning of the spring semester. Open House, Dr. Seuss and Fall Festival</p>	1, 2, 4, 6, 10	Campus administration	Improved Customer service as evidenced by the number of complaints received by administration.			
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>2) Monthly office meeting to review arising issues and concerns with office staff and leadership team</p>	1, 2, 6, 10	Campus administration	Monthly meeting agendas			
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 1: For the 2016-2017 school year, 85% of all students in all subgroups at Myrtle Cooper will meet district, state, and federal accountability standards and measured by reports such as the Performance-Based Monitoring Analysis System.

Evaluation Data Source(s) 1: By 2017 Spring, Subgroups at MCE will receive a 0 or a 1 on the PBMAS report.

Summative Evaluation 1: Met Performance Objective


Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Myrtle Cooper will follow and implement a comprehensive strategic plan for intervention in grades K-5 for curriculum integration, alignment and assessment to assure that students master their grade level specific TEKS</p>	1, 2, 3, 8, 9, 10	Administration, Instructional Leadership Team, Teaches, Librarian Aide, and Specialty Teachers	Small group instruction, tutoring, Super School, and Heave-Ho strategy perfect attendance, intersession school, Saturday School. rotations, Super School, targeted TEKS, Planning	✓	✓	✓
Funding Sources: 199 - General Fund: SCE - 30000.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Myrtle Cooper will follow and implement a comprehensive school wide strategic plan in grades 3-5 for curriculum integration to ensure student needs are being addressed. Grade level planning and meetings ensure student needs are addressed.</p>	1, 2, 3, 4, 8, 9, 10	Administration, Instructional Leadership Team, Teaches, Librarian Aide, and Specialty Teachers	Grade Level common planning every 9 weeks with the TEKS Academy. As well as homework lab, tutoring, Teacher Aides and use of I-Pads for interventions	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 2: During the 2016-2017 school year, 100% of Myrtle Cooper teachers at all grade levels will provide students with meaningful and effective academic interventions to ensure their academic growth.

Evaluation Data Source(s) 2: T-TESS evaluations will show 100% of MCE Teachers scoring above proficient in the learning environment areas.

Summative Evaluation 2: Met Performance Objective






Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Provide differentiated instruction to enhance rigor and relevance for all students by participating in Superschool intervention program and math, reading and science rotations.</p>	1, 2, 3, 8, 9, 10	Teachers, SCEI coach, support teachers, CIS	Student profile workshop rotations provided by campus leadership team, Lesson plans,	✓	✓	✓
Funding Sources: 211 - Title I, Part A - 5000.00						
						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 3: During the 2016-2017 school year, Myrtle Cooper Bilingual education subgroup will increase on state assessments in Math from 88.89% in the 2015-2016 state assessed school year to 90%. In Reading we will increase from 83.33% in the 2015-2016 state assessed school year to 85%. In Science from 87.5% in the 2015-2016 state assessed school year to 88% and from 50% in the 2015-2016 state assessed school year in Writing to 75%.

Evaluation Data Source(s) 3: Bilingual subgroup will increase in the 2016-2017 to meet district, state and federal standards measured by reports such as the Performance-Based Analysis System, TAPR and School Report Card.

Summative Evaluation 3: Met Performance Objective












Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Benchmarks to be administered using the a variety of assessment materials and products and all students will be tiered and teacher data talks will be held a minimum of two times a year. Both district and campus benchmarks are administered in fall and spring, followed by data analysis and talks.</p>	1, 2, 3, 8, 9, 10	Administration, Instructional Leadership Team, Teachers	BOY/ MOY student profile workshop rotations provided by campus leadership team, lesson plans, walkthroughs, grade level analysis of student progress, ARMS, RTI follow ups and initial screeners	✓	✓	✓
Funding Sources: 199 - General - 0.00						
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Cooper will submit benchmarks. Teacher data talks are held a minimum of two times a year after benchmarks.</p>	1, 2, 3, 8, 9, 10	Administration, Instructional Leadership Team, Teachers	Submission of data to school improvement officials.	✓	✓	✓
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: For increased accountability, SISD district leaders, campus leaders, faculty, and staff members will ensure that students receive a quality education by working collaboratively towards the fulfillment of educational goals at the federal, state, and district level.

Performance Objective 4: During the 2016-2017 school year, Myrtle Cooper Special education subgroup will increase on state assessments in Math from 58.82% in the 2015-2016 state assessed school year to 70%. In Reading we will increase from 58.82% in the 2015-2016 state assessed school year to 70%. In Science from 37.5% in the 2015-2016 state assessed school year to 60% and from 16.67% in the 2015-2016 state assessed school year in Writing to 50%.

Evaluation Data Source(s) 4:

Summative Evaluation 4: Met Performance Objective

Strategy Description	Title I	Staff Responsible	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Mar
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5</p> <p>1) Benchmarks to be administered using the a variety of assessment materials and products and all students will be tiered and teacher data talks will be held a minimum of two times a year. Both district and campus benchmarks are administered in fall and spring, followed by data analysis and talks.</p>	1, 2, 3, 4, 6, 10	Administration, Instructional Leadership Team, Teachers	Increased attendance as evidenced by sign in sheets.			
Funding Sources: 199 - General Fund: SCE - 0.00						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5</p> <p>2) 2) Cooper will submit benchmarks. Teacher data talks are held a minimum of two times a year after benchmarks</p>	1, 2, 3, 4, 6, 10	Administration, Instructional Leadership Team, Teachers	Increased attendance as evidence by sign in sheets.			
Funding Sources: 199 - General Fund: SCE - 0.00						
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

State Compensatory

Personnel for Myrtle Cooper Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Catalina Martinez	SCE-Teacher-CSR	SCE	1
Loriann Alt	SCE-Interv Coach	SCE	1
Luisa Villegas	Library Aide	SCE	.50
Vamessa M Chacon	SCE Intervention Teacher	SCE	1

Campus Improvement Team

Committee Role	Name	Position
Administrator	Leticia Terrazas	Principal
Administrator	Anna Fuentes	Assistant Principal
Classroom Teacher	Lori Alt	SCEI-Coach
Classroom Teacher	Vivian Belcher	Pre-K Teacher/GT coordinator
Classroom Teacher	Jackie Beltran	SPED Teacher
Classroom Teacher	Maria Cedillos	Kindergarten
Classroom Teacher	Vanessa Chacon	Fourth grade
Classroom Teacher	Rosa Martinez	1st grade
Classroom Teacher	Andrew Mijares	Fifth grade
Classroom Teacher	Melissa Rueda	Pre-K Teacher
District-level Professional	Desiree Valdivia	Teacher State Comp Ed-DSC
Non-classroom Professional	Melva Gonzalez	Librarian
Non-classroom Professional	Alejandra Salas	Counselor
Paraprofessional		CIS
Parent	Mrs. Ramirez	Kinder Mother/Parent

Campus Funding Summary

199 - General					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
5	3	1			\$0.00
Sub-Total					\$0.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$5,000.00
2	3	5			\$25,000.00
2	6	1			\$10,000.00
5	1	1			\$30,000.00
5	4	1			\$0.00
5	4	2			\$0.00
Sub-Total					\$70,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2			\$15,000.00
2	4	1			\$65,000.00
2	4	2			\$2,500.00
2	4	3			\$30,000.00

2	7	1			\$30,000.00
3	1	2	Title I Supplies		\$15,000.00
3	3	3			\$25,000.00
3	4	1	COW		\$25,000.00
3	4	2	COW		\$15,000.00
4	1	1			\$5,000.00
5	2	1	SuperSchool Supplies		\$5,000.00
Sub-Total					\$232,500.00
Grand Total					\$302,500.00