

Socorro Independent School District
Myrtle Cooper Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: August 21, 2018
Public Presentation Date: August 21, 2018

Vision

Tomorrow's Leaders Learning Today

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Myrtle Cooper is one of 49 campuses in the Socorro ISD, named after the late, Myrtle Cooper, who served as Socorro Independent School District's first superintendent in 1961, and has proudly, served families since it opened its doors in 1987, we are currently in our 30th year. For the 2017-18 academic school year, Myrtle Cooper served over 700 students in Pre-Kinder through 5th grade and housed a learning center for students with severe disabilities and serves as one of the district Pre-K Hubs, serving students in Pre-K from Myrtle Cooper, Vista Del Sol, Sierra Vista, Loma Verde and and John Drugan.

The student population is 1.6% African-American, 4.41% White, 0.69% Asian, 92.69% Hispanic. There are 356 males and 369 females with a low socioeconomic status of 81%. 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 average daily attendance rate for students is 94.6%.

Myrtle Cooper Elementary School serves 286 English Language Learner students, 37 students in the Gifted and Talented program, 1 migrant student, 9 students identified for 504 services, 68% of RTI Tier I students, 22% of Tier II students, 10% of Tier III students, 127 students served though special education services.

Our school-wide Title I program consist of the use of a CIS coordinator and a Parental engagement liaison who will promote parental engagement throughtout the school year. We also have a Title I istructionla assistant and a Bilingual Temporary Instructional Assistant who will work with identified groups of students in need of intervention or acceleration after school and during the intersession breaks. Our State Compensatory Program consists of one academic coach who trains and supports teachers with best classroom practices for assistaing all at-risk students. Our coach also provides staff developments, models best practices and works with small groups of at-risk students.

The site-based decision making team came together to revisit our mission statement and to identify resources that are needed for every grade level. We also reviewed our data at our PLCs to develop our steps for our campus plan.

Demographics Strengths

Our class size, for the most part, is low - averaging about 19 students per class in most grade levels. This allows for more small group and individualized differentiated instruction to happen in the classrooms. To support our student population we offer

- AVID elementary
- Super School
- After school tutoring 1st thru 5th
- Saturday Schools 3rd thru 5th
- Intersession (all grade levels)
- Summer School (all grade levels)
- Robotics Camps
- iStation
- GT
- ESL Academies
- Y after school day care
- Young Rembrandts art classes after school
- VASSP
- RtI

We are the Pre-Kinder HUB for the Americas feeder patters and we are future Trailblazers. We are an AVID elementary campus incorporatating AVID strategies and best practice into our curriculum. We also stress implementing "The Fundamental Five" in each classroom and are continually looking for best practices to be applied across the campus in every classroom.

Problem Statements Identifying Demographics Needs

Problem Statement 1: During the 2018-2019 school year, MCE attendance rate was at 94%. Our goal was 98.4% **Root Cause:** MCE is a Pre-K hub for the Americas feeder pattern and better communication needs to be disseminated to parents about the importance of attendance.

Student Academic Achievement

Student Academic Achievement Summary

Our STAAR data had significant gains in the masters standard along with the meets standard. We also had areas with a slight decrease in the area of 3rd grade reading with a 9% drop. We had a 12% drop in the 4th grade Writing for the 2017-2018 STAAR results.

The staff at Myrtle Cooper elementary team is highly qualified and strategically plan to provide quality TEKS based instruction and learning to support our campus needs. The tables below outline student academic achievement through various data measures:

Reading	2017 %	2017 %	2017 %	2018 %	2018 %	2018 %	2017	2018	Student Achievement % Change
	Approaches	Meets	Masters	Approaches	Meets	Masters	Student Achievement %	Student Achievement %	
3rd	92.2	60.9	40.6	81.7	53.5	31	64.6	55.4	-9.2
4th	71.4	33.3	11.1	87.1	66.1	37.1	38.6	63.4	24.8
5th	97.1	58.6	34.3	93.8	63.1	29.2	63.3	62.1	-1.3

Math	2017 %	2017 %	2017 %	2018 %	2018 %	2018 %	2017	2018	Student Achievement % Change
	Approaches	Meets	Masters	Approaches	Meets	Masters	Student Achievement %	Student Achievement %	
3rd	93.8	70.3	31.3	88.9	61.1	15.3	65.1	55.1	-10
4th	87.3	44.4	22.2	87.1	71	40.3	51.3	66.1	14.8
5th	100	68.6	22.9	100	80	43.1	63.8	74.4	10.5

Science	2017 %	2017 %	2017 %	2018 %	2018 %	2018 %	2017	2018	Student Achievement % Change
	Approaches	Meets	Masters	Approaches	Meets	Masters	Student Achievement %	Student Achievement %	
5th	92.8	50.7	10.1	90.8	55.4	16.9	51.2	54.4	3.2

Writing	2017 %	2017 %	2017 %	2018 %	2018 %	2018 %	2017	2018	Student
	Approaches	Meets	Masters	Approaches	Meets	Masters	Student	Student	Achievement
							%	%	% Change
4th	98.4	61.9	12.7	88.7	74.2	16.1	57.7	59.7	2

TELPAS Still waiting for 2017-2018 Results

We met throughout the year in PLC's to improve best practices in all areas with an emphasis on Math instruction in an effort to streamline our problem solving process. We provided intense one to one and small group interventions as needed to all students.

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.

We will continue the implementation of best practices for 2018-2019 school year.

Student Academic Achievement Strengths

In our upper grades 3rd-5th grade, there was a decrease in our TIER 3 students. The percentage of our lower grades had a slight increase in the percentage of TIER 3 students. This is an area for needed improvement.

In our TIER 2 students, there were slight fluctuations (increase/decrease) from 2-5 students across all six grade levels.

In TIER 1, our fifth grade had the greatest gains in students for this area. Grades 3 and 4 had a decrease in TIER 1 students. The lower grades saw a decrease in TIER 1 students. The greatest change was in first grade. There were minimal changes in grades Kinder and 2nd.

Rate of Improvement (ROI) has us at 88 students at Tier 3; 96 students at Tier 2; 275 students at Tier 1

**Measurable goal could be:

decrease our Tier 3 students by 25% or 22 students

decrease our Tier 2 students by 25% or 24 students

increase our Tier 1 students by 25% or 24 students

Our 5th grade math and reading scores were top in the district with a 100% in Math and a 97% in Reading in the area of approaching grade level.

3rd and 4th grade data will be analyzed when data is available.

TELPAS Still waiting for 2017-2018 Results

	0317 TELPAS Grade 2					0317 TELPAS Grade 3			
	Total Students	Raw Score	Scale Score	Percent Score	Date Taken	Total Students	Raw Score	Scale Score	Percent Score
109 Myrtle Cooper ES	28	34.96	669.82	71.46%	03/01/17	18	43.11	703.57	4.22%
Economic Disadvantage	24	33.63	660.96	68.71%	03/01/17	15	42	697.27	2.27%
Hispanic	28	34.96	669.82	71.46%	03/01/17	18	43.11	703.57	4.22%
Female	17	33.76	663.18	69%	03/01/17	6	44.33	707.67	76.33%
Male	11	36.82	680.09	75.27%	03/01/17	12	42.5	701.42	73.17%
LEP	28	34.96	669.82	71.46%	03/01/17	18	43.11	703.57	4.22%
Special Ed Indicator	3	35.33	671.72	72.33%	03/01/17	2	32.5	658.56	56%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 3rd grade reading dropped 10%. **Root Cause:** Prioritize and utilize balanced literacy as a non-negotiable approach for all teachers and all grade levels.

Problem Statement 2: During the 2017-2018 school year, MCE data indicates that the special education population are performing significantly lower than regular education students. **Root Cause:** Special education students are not making adequate progress on benchmarks and common assessments. Regular and special education teachers need a common planning period with the regular education teacher.

Problem Statement 3: Our EOY Istation results indicated an average of 35% of our students in Tier 2 and Tier 3. **Root Cause:** We are implementing a balanced literacy block with an emphasis on guided reading to support the gaps in learning in these two Tiers of students

Problem Statement 4: Minimal number of students exited the Bilingual program in 4th grade the prior year, currently awaiting TELPAS data for the 2018 school year. **Root Cause:** First year teacher in a bilingual class gave all her students accommodations during the state exam. Assistant principal allowed it.

Problem Statement 5: Myrtle Cooper Elementary SPED population received a PBMAS score of 2 in Writing. **Root Cause:** Myrtle Cooper's SPED population received a PBMAS score of 2 in Writing because the campus has not aligned systems for the writing process across grade levels.

Problem Statement 6: Myrtle Cooper received 3 in ESSA Math. **Root Cause:** Myrtle Cooper received 3 in ESSA Math because the math strategies have not been aligned across grade levels.

Problem Statement 7: Myrtle Cooper ESSA received a 3 in Reading. **Root Cause:** Myrtle Cooper ESSA received a 3 in Reading because systems are inconsistent with the reviewing on student work and best practices such as (running records, guided reading, and diagnostic for reading placement).

School Processes & Programs

School Processes & Programs 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.

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 Ipads 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.

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.

MCE is working to increase the technology inventory on a yearly basis. Our DNA Team will present at the upcoming conference.

School Processes & Programs Strengths

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

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

- Currently implementing BYOD (bring our own device)
- 25 new computers
- 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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Low technology usage by teachers and low project based projects being presented in classrooms. **Root Cause:** During the school

year, several professional opportunities are offered to all teachers on a voluntary basis. These opportunities should be delivered in positive way encouraging more participation across grade levels. A technology cadre will be formed and there will be a grade level rep from cadre to promote technology and to present at the DNA conference in July 2018.

Perceptions

Perceptions 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 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.

Perceptions Strengths

At Myrtle Cooper we provided the following Family and Community Engagement opportunities during the 2017-2018 School Year:

- Math Night
- Literacy Night
- Open House

- Fall Festival
- Read Across Americas
- Student Led Parent/Teacher Conferences
- Christmas Programs
- End of the Year Awards Ceremonies
- Father/Daughter Dance
- Mother/Son Dance
- Spirit Night at Peter Piper Pizza
- Parenting Classes
- Burger King Nights
- Terrific Kids
- Veteran's Day Program
- Special Olympics Parade
- Mommies and Manicures
- Grade Level Community Programs
- Career Day (Parents as Presenters)

Watch D.O.G.S (Dads Of Great Students) daily volunteer on campus to act as the extra set of eyes to ensure safety.

- PBIS implementation will continue to create a culture of clear expectations focusing on positive actions. Our disciplinary incidents have decreased and our students are allowed to voice their concerns through different means.
- Olweus Bully Prevention program will continue. Teachers are presenting lessons on a daily basis on Monday mornings to give a great start to each week. Leadership will continue to perform walkthroughs during this time to ensure consistency.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: For the 2018-2019 school year, we only have about 3 committed WATCHDOGS. **Root Cause:** Consistent and persistent communication to promote this program along with other parental involvement programs.

Comprehensive Needs Assessment Data Documentation

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

Goals

Revised/Approved: August 21, 2018







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 2018-2019 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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>	2.4	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>	2.4	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 align="center">Critical Success Factors CSF 6</p>	<p align="center">2.4</p>	<p>Administration, front office clerk</p>	<p>EOY visitor logs</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>						
<p>Funding Sources: 199 - General - 0.00</p>						
<p align="center">  = Accomplished  = 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 2: For the 2018-2019 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:





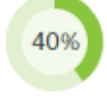



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 3 CSF 6</p> <p>1) Myrtle Cooper will provide and monitor Emergency Operation Plan (EOP): Provide EOP staff development- Ensure fire drills are conducted on a monthly basis- Conduct security audits- Ensure that 5 components of the emergency drills (Lockdown, Evacuation, Reverse Evacuation, Shelter In Place, &) are conducted each semester</p>	2.4	Campus administration, nurse, safety committee	Records of safety committee meetings, Agendas, Attendance records, recommendations implemented, bi-annual review of Emergency Operations Plan			
<p>Funding Sources: 199 - General - 0.00</p>						
<p> = Accomplished = 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 3: For the 2018-2019 school year, the number of bullying-related incidents reported at Myrtle Cooper will decrease from 2 to 1.

Evaluation Data Source(s) 3: Documentation of reported incidents will decrease from 2 to 1.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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>	2.4, 2.5, 2.6	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>	2.4, 2.6	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>	2.4, 2.6	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						
<p>4) Implement a new Social Emotional Learning Curriculum by the Master Teacher for all grade levels. Counselor's will promote Social and Emotional Competencies in the Elementary School through weekly lessons and Social and Emotional lessons for Adolescents. Purchase books for students to reinforce SEL initiatives from Barnes and Nobles.</p>	2.4, 2.5, 2.6	Teachers, PBIS Committee, Counselor, CIS, Administration	Counselor's will provide documentation and lesson plans. Walkthroughs Tyler System reports reflecting a decrease in bullying incidents during the school year.			
Funding Sources: 211 - Title I, Part A - 8660.00						

5) Counselors will prepare and deliver classroom lessons to promote a positive school culture and/or address social issues (i.e. Sexting, Bullying, Peer Pressure, Social Media Misuse, etc)	2.4, 2.5, 2.6	Administration Counselors Olweus Committee	Counselor's will provided documentation and lesson plans. Discipline referrals Online Data Suite Reports ISS/SAC Logs Climate Survey			
	Funding Sources: 211 - Title I, Part A - 1000.00, 199 - General - 1000.00					
6) Counselors will conduct small group counseling sessions based on student needs (i.e. Grief Counseling, Military Deployment, and Reintegration, etc.) and or individual student sessions to mediate between students experiencing bullying by signing a "No Contact Contract."	2.4, 2.5, 2.6	Administration Counselors	Counseling Logs No Contact Contracts on file. Permission Slips			
	Funding Sources: 211 - Title I, Part A - 1000.00					
 = Accomplished  = 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 2018-2019 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 2019, documented interventions for academic support will increase over 5%.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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 ESSA federal requirements.</p>	2.4, 2.5, 2.6	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>	2.4, 2.5, 2.6	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>	2.4, 2.5, 2.6	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>	2.4, 2.5, 2.6	Teachers, SCEI coach, administration	Benchmarks, At-Risk Reports; Grades; STAAR			
<p style="text-align: center;"> = Accomplished = 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 5: For the 2018-2019 school year, the attendance rate for all students at Myrtle Cooper will increase by 3.0% over the attendance rate of 95.33% of 2018-2019.

Evaluation Data Source(s) 5: Our goal of 98.2% will be met at EOY.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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>	2.4, 2.5, 2.6, 3.1, 3.2	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>	2.4, 2.6	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>	2.4, 2.6	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.			
= Accomplished = No Progress = Discontinue						

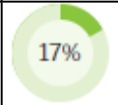
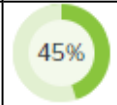



Goal 1: SISD will ensure a safe school environment for students, staff, and community members by implementing both current and new initiatives to address safety concerns, keeping safety a top priority.

Performance Objective 6: Myrtle Cooper will decrease the number of disciplinary incidents to no more than 6 for the 2018-2019 school year.

Evaluation Data Source(s) 6: The number of incidents will be no more than 4.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1)) We will have a Positive Behavior and Intervention Support Team that coordinates our Pirate expectations for behavior for our campus. This is a positive approach to school-wide behavior and it supports The Master Teacher and Social and Emotional Learning initiatives.	2.4, 2.6	Teachers will enforce the school-wide expectations and students will follow the expectation which will result in fewer discipline referrals. Our number of discipline referrals will continue to decrease as well as our number of bullying reports therefore increasing the number of students who feel safe at school.	Teachers will enforce the school-wide expectations and students will follow the expectation which will result in fewer discipline referrals. Our number of discipline referrals will continue to decrease as well as our number of bullying reports therefore increasing the number of students who feel safe at school.			
Funding Sources: 211 - Title I, Part A - 1000.00						
Critical Success Factors CSF 6	2.4, 2.6	Administration, Teachers, Counselor, Social Worker, PBIS Team	Decrease in discipline referrals, nurse's office visits and reports of bullying. Survey results indicate that students feel safe on our campus in all areas			
2) We will update our staff with training on our Positive Behavior and Intervention Support which includes behavioral expectations for every area of the building and an Anti-Bullying component. Light refreshments and snacks will be offered for all training	Funding Sources: 211 - Title I, Part A - 1000.00					
3) Conduct Weekly Monday Morning Meetings which will have Social and Emotional classroom lessons from the Master Teacher and provide support to staff and students.	2.4, 2.5, 2.6	Administration, Counselors, CIS Coordinator, Teachers	Class Observations during this time.			

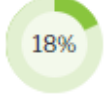
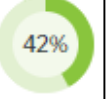
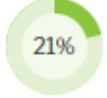
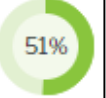
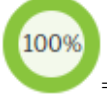


4) We will continue to enforce and monitor our Pirate expectations and honor students with Gold tickets who are doing the right thing!	2.4, 2.6	Administration, Counselors, CIS Coordinator, Teachers	Decrease in discipline referrals, nurse's office visits and reports of bullying. Survey results indicate that students feel safe on our campus in all areas.			
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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: For the 2018-2019 school year, Myrtle Cooper will continue to implement a College and Career Ready Strategic Plan for all students.

Evaluation Data Source(s) 1: AVID and Operation College bound initiatives will be in place in all classrooms.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 7</p> <p>1) Promote Fundamental 5 and Balance Literacy Approach AVID will be implemented and will encourage College and Career Readiness Approach College Week Awareness activities throughout the year. By the end of May 2019, Myrtle Cooper will hold a minimum of 4 events to promote College and Career Readiness. AVID on going training</p>	2.4, 2.6	Leadership team, teachers, AVID team, SCEI coach	College awareness throughout the campus as well as participation in college and career day activities. AVID binders will be purchased and will be utilized all year by students AVID teams will attend summer institute			
Funding Sources: 199 - General Fund: SCE - 5000.00, 211 - Title I, Part A - 10000.00						
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) Incorporate AVID elementary to all third, fourth and fifth grade students</p>	2.4, 2.6	Campus Leadership Team, SCEI Coach and Campus Teachers, AVID team	Number of students who are being served by AVID trained teachers and Data Analysis			
Funding Sources: 211 - Title I, Part A - 15000.00						
 = Accomplished  = 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 2: For the 2018-2019 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) 2: 100% of MCE students, encompassing all special and sub-populations, have been placed in proper learning environments and proper grade levels to ensure that they reach their full potential

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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 ESSA federal requirements. As well as BOY, MOY, EOY assessments.</p>	2.4, 2.5, 2.6	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>	2.4, 2.5, 2.6	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>	2.4, 2.5, 2.6	Teachers, SCEI Coach, counselor, CIS	Unit exams, Progress reports, ARMS, TST, tutoring recommendations, super school accelerated learning recommendations			
<p>4) Participation in a school wide college/university awareness program that will address the importance of a college/university awareness program.</p>	2.4, 2.6	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>5) Implementation of research-based and data driven staff development model throughout the year such as: Daily 5-Balanced Literacy utilizing guiding reading library Book of the month-SEL Johnny Can Spell Education Galaxy Scholastic NEARPOD LEXIA 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) Common assessments (3 week)</p>	2.4, 2.6	Administration, All teachers, SCEI Coach, all TIAS	<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>Funding Sources: 199 - General Fund: SCE - 35000.00, 211 - Title I, Part A - 10500.00</p>						
<p>6) Utilize State Compensatory Education Funded personnel to provide academic support to At-Risk Students.</p>	2.4, 2.5, 2.6	SCEI Coach and Library Aide	Increased student academic achievement			
<p>Funding Sources: 199 - General Fund: SCE - 70000.00</p>						
<p>7) Provide extra duty pay and materials for intervention instruction such as tutoring.</p>	2.4, 2.5, 2.6	Campus Administration	Increase performance on State Assessments.			
<p>Funding Sources: 199 - General Fund: SCE - 60000.00</p>						
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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 2018-2019 school year, the percentage of STAAR tested students who meet grade level standard will be at 75% in Reading. Received 66% in the Meets grade level and 87% in Approaches Grade Level in 2017-2018.

Evaluation Data Source(s) 3: STAAR data will increase in all areas with an emphasis on to be at above 90% in Approaches Grade Level Standard. Benchmark scores will be used to guide growth.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Targeted Support Strategy 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>	2.4, 2.5, 2.6	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>Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 7</p> <p>2) 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 upgrades to use programs (Nearpod) 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. 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>2.4, 2.6</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 - 47000.00</p>						
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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 2018-2019 school year, Myrtle Cooper will increase 5% on the student state assessment scores in Writing. In 2017-2018, STAAR Writing scores decreased by 12% to 88%.

Evaluation Data Source(s) 4: STAAR writing scores will increase to surpass 90%

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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>	2.4, 2.5, 2.6	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>Targeted Support Strategy PBMAS</p> <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 ESSA federal requirements</p>	2.4, 2.5, 2.6	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>	2.4, 2.5, 2.6	Administration, Instructional Leadership Team, Teachers, At-Risk Aide, Librarian Aide, Specialty Teachers	Progress reports, tutoring recommendations, super school accelerated learning recommendations			
<p style="text-align: center;"> = Accomplished = 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 2018-2019 school year, Myrtle Cooper will maintain its student state assessment scores in Science to be above 90%. In 2017-2018, Science scores were 91%.

Evaluation Data Source(s) 5: Science STAAR scores will maintain or increase by a minimum of 1%.

Summative Evaluation 5:


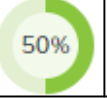
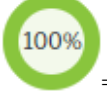
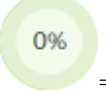

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>1) Monitor failure or at risk of failure rates at each 3 weeks</p>	2.4, 2.5, 2.6	Administration, Instructional Leadership Team, Teachers, 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>	2.4, 2.5, 2.6	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 ESSA federal requirements</p>	2.4, 2.5, 2.6	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			
= Accomplished = 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 6: For the 2018-2019 school year, Myrtle Cooper will increase its student state assessment scores in Math by 9% to 70% in the Meets Grade Level standard.

Evaluation Data Source(s) 6: STAAR Scores will maintain at over 90% in the Approaches standard in Math for 2018-2019.

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) Provide extra duty pay along with curriculum directly aligned to the TEKS.	2.4, 2.5, 2.6	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					
 = Accomplished  = 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 7: For the 2018-2019 school year, 100% of our teachers will implement Social Studies curriculum through Project-Based Learning practices.

Evaluation Data Source(s) 7: Classroom grades

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will purchase materials in the area of Social Studies instruction that will support the classroom teacher and our instructional assistance with the teaching of the Social Studies TEKS such as Studies Weekly and other materials that will support our PBL plans.	2.4, 2.5, 2.6	Administration	Lesson Plans, Walk-through observations, RTI and progress monitoring documentation			
	Funding Sources: 211 - Title I, Part A - 2000.00, 199 - General Fund: Bilingual - 3000.00					
2) We will continue with ongoing professional development that supports the Social Studies Instruction and the implementation of the new Social Studies TEKS.	2.4, 2.6	Administration	Lesson Plans, Walk-through observations, RTI and progress monitoring documentation			
				= Accomplished	= 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 8: For the 2018-2019 school year, student state assessment combined scores for students with Special Education indicator at Myrtle Cooper will increase 3%.

Evaluation Data Source(s) 8: Student state assessment combined scores for students with Special Education indicator at MCE have decreased.

Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will ensure that all manipulatives and other resources listed in TEKS and TRS are provided for all students including our bilingual population and our Special Education students.	2.4, 2.5, 2.6	Administration and Instructional Coach	Teacher created lesson plans, classroom walkthrough observations, Instructional Rounds, Interactive Student Notebooks, Supplemental Aids. 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, science tests.			
				Funding Sources: 211 - Title I, Part A - 3000.00, 199 - General Fund: Bilingual - 1000.00		
2) We will provide an At-Risk Instructional Aide, Bilingual Temporary Instructional Aide ,and Library Aide to assist with intervention support for students not meeting grade level standards.	2.4, 2.5, 2.6	Administration, Instructional Coach, Teachers, Instructional Aides	State Compensatory Ed Logs, Classroom Walk Through Observations, teacher created lesson plans, student intervention plans. Student performance on the STAAR, final report card grades, and end of year assessment results in Math and Reading such as Istation and EOY SISD math assessment.			
				Funding Sources: 199 - General Fund: SCE - 25000.00, 211 - Title I, Part A - 24000.00		
3) Classroom teachers will receive ongoing professional development to support classroom interventions in the identified areas of need.	2.4, 2.6	Administration, SCE-I Coach, Teachers	Walk-throughs, Intervention Logs, Sign-In sheets Our end of the year reports will indicate an increase in our Tier 1 students and a decrease in Tier 3.			
				Funding Sources: 211 - Title I, Part A - 2000.00		
= Accomplished = 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 9: For the 2018-2019 school year, student state assessment scores in Reading for ELL students at Myrtle Cooper will increase to 90% at Approaches Grade Level.

Evaluation Data Source(s) 9: Student state assessment scores for ELL students will be based on combined scores on benchmark assessments.

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will continue with the implementation of Balanced Literacy instruction which includes lessons from Writerly Life and by using the literacy room/ Scholastic and co-taught by classroom teacher and SCE-I Coach. Grade levels will be scheduled at a given time to ensure the use of this literacy room with fidelity.	2.4, 2.5, 2.6	SCE-I Coach, Teachers, Instructional Assistants, Administration	Lesson Plans, Walk-through observations, RTI and progress monitoring documentation. Improved student performance on end of the year report card, end of the year Reading assessment results, 100% of all students meeting the passing standard on the STAAR			
	Funding Sources: 211 - Title I, Part A - 5000.00					
2) Continue using LEXIA for all our students not as a curriculum but as a resource for intervention for our ELL/ SPED and overall students	2.4, 2.5, 2.6	SCE-I Coach, Teachers, Instructional Assistants, Administration	Lesson Plans, Walk-through observations, RTI and progress monitoring documentation. Improved student performance on end of the year report card, end of the year Reading assessment results, 100% of all students meeting the passing standard on the STAAR			
	Funding Sources: 211 - Title I, Part A - 10000.00					
= Accomplished = 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 10: For the 2018-2019 school year, state assessment scores in Reading for At-Risk students will increase 2%.

Evaluation Data Source(s) 10: Student state assessment scores for At-Risk students will be based on combined scores on benchmark assessments.

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
1) We will continue with the implementation of Balanced Literacy instruction which includes lessons from Writerly Life and by using the literacy room/ Scholastic and co-taught by classroom teacher and SCE-I Coach. Grade levels will be scheduled at a given time to ensure the use of this literacy room with fidelity.	2.4, 2.5, 2.6	SCE-I Coach, Teachers, Instructional Assistants	Lesson Plans, Walk-through observations, RTI and progress monitoring documentation. Improved student performance on end of the year report card, end of the year Reading assessment results, 100% of all students meeting the passing standard on the STAAR			
				Funding Sources: 211 - Title I, Part A - 5000.00		
2) Continue using LEXIA for all our students not as a curriculum but as a resource for intervention for our ELL/ SPED and overall students	2.4, 2.5, 2.6	SCE-I Coach, Teachers, Instructional Assistants, Administration	Lesson Plans, Walk-through observations, RTI and progress monitoring documentation. Improved student performance on end of the year report card, end of the year Reading assessment results, 100% of all students meeting the passing standard on the STAAR			
				Funding Sources: 211 - Title I, Part A - 10000.00		
Comprehensive Support Strategy 3) Continue using AR for all our students to implement the love of reading via incentives and friendly competitions.	2.4, 2.5, 2.6	Teachers, Administration	Classes with the best results will be rewarded with incentives based on computer-based program assessment results.			
				Funding Sources: 211 - Title I, Part A - 5000.00		
= Accomplished = No Progress = Discontinue						

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 2019, 75% of Myrtle Cooper teachers being evaluated will meet the Proficient level rating as measured by T-TESS during the 2018-2019.

Evaluation Data Source(s) 1: 75% of teachers evaluated will be amongst the Proficient level.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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. Light refreshments will be served to promote attendance.</p>	2.4, 2.6	Administration, Instructional Leadership Team, Teachers	Teacher observation logs, teacher presentations, teacher sign-in sheets, agendas			
Funding Sources: 199 - General Fund: SCE - 1000.00						
<p>Critical Success Factors CSF 1 CSF 3 CSF 6 CSF 7</p> <p>2) Teacher retention</p>	2.4	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>	2.4, 2.6	AVID site team	Student Binders and monthly stem reports			
= Accomplished = No Progress = Discontinue						

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 2018-2019 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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>	2.4, 2.6	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>	2.4, 2.6	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 style="text-align: center;"> = Accomplished = 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 2018-2019 school year, Myrtle Cooper will offer a minimum of 5 professional development opportunities for all teachers.

Evaluation Data Source(s) 3: By Spring 2019, MCE teachers will have attended at least 5 professional development opportunities

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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>	2.4, 2.6	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>	2.4, 2.6	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>	2.4, 2.6	Administration, Instructional Leadership Team, SCEI Coach	Contact hours of planning/observing; Implementation of teaching strategies (walkthroughs/feedback; and Administrator/Teacher conferences			
Funding Sources: 211 - Title I, Part A - 25000.00						
= Accomplished = No Progress = Discontinue						

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 2018-2019 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 2019, STAAR data will show growths in all content areas. Technology applications school wide will increase by 25%.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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. One per classroom In the lower grades.</p>	2.4, 2.5, 2.6	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>	2.4, 2.5, 2.6	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						
= Accomplished = No Progress = Discontinue						

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 2018-2019, 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 2019, at least 2 more teachers/new hires at Myrtle Cooper will be Bilingual certified.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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>	2.4, 2.5, 2.6	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			
= Accomplished = 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 1: During the 2018-2019 school year, Myrtle Cooper will offer a minimum of 6 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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. Selected parent coordinator will attend the FACES annual regional conference (Region 19) and other relevant conferences to learn about advanced academics, positive youth development, community organizations and success for students with different leaning needs.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Administration, Instructional Leadership Team, Teachers, Parent Liaison, CIS Bilingual Teacher- Ms. Sloan	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) Continue Watchdog Dads Program</p>	3.2	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>	<p>3.1, 3.2</p>	<p>Administration, Instructional Leadership Team, Teachers, Parent Liaison, CIS</p>	<p>Increased number of parent volunteers on campus</p>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

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 2018-2019 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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>	3.1, 3.2	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>	3.1, 3.2	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>	3.1, 3.2	Librarian, Library Aide	Monthly newsletter updated on web.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

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 2018-2019 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:

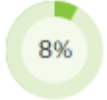

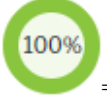


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<p>Critical Success Factors CSF 1 CSF 3 CSF 5</p> <p>1) Establish a business partnership with local business entities to help promote student success by providing incentives, such as Applebee's, 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>		School counselor, CIS coordinator, Parent Liaison	Incentives provided by business partners, students' work displayed at local businesses. Partners to attend Terrific Kids Assemblies			
<p>Critical Success Factors CSF 1 CSF 3 CSF 5</p> <p>2) Increased business membership on our School Improvement Team</p>		School counselor, CIS coordinator, Parent Liaison	Improved representation on our School Improvement Team of our business partners as evidenced by sign in sheets			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> = Accomplished </div> <div style="text-align: center;"> = No Progress </div> <div style="text-align: center;"> = Discontinue </div> </div>						

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 2018-2019 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:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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>		Campus administration	Improved Customer service as evidenced by the number of complaints received by administration.			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

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 2018-2019 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 2019 Spring, Subgroups at MCE will receive a 0 or a 1 on the PBMAS report.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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>	2.4, 2.5, 2.6	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>	2.4, 2.5, 2.6	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			
= Accomplished = No Progress = Discontinue						

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 2018-2019 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 75% of MCE Teachers scoring above proficient in the learning environment areas.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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>	2.4, 2.5, 2.6	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						
= Accomplished = No Progress = Discontinue						

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 2018-2019 school year, Myrtle Cooper Special Education subgroup will increase on state assessments in Math from 71% in the 2017-18 state assessed school year to 75%. Reading: Increase from 57% in the 2017-18 state assessed school year to 65%. Science: 60% in the 2017-2018 state assessed school year to 80%. Writing: Maintain 100% from the 2017-2018 school year.

Evaluation Data Source(s) 3: STAAR Assessments 2018-2019

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Oct	Jan	May
<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>	2.4, 2.5, 2.6	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) Cooper will submit benchmarks. Teacher data talks are held a minimum of two times a year after benchmarks</p>	2.4, 2.5, 2.6	Administration, Instructional Leadership Team, Teachers	Increased attendance as evidence by sign in sheets.			
Funding Sources: 199 - General Fund: SCE - 0.00						
= Accomplished = No Progress = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	10	3	Continue using AR for all our students to implement the love of reading via incentives and friendly competitions.

State Compensatory

Personnel for Myrtle Cooper Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Avila	Library Aide	SCE	.50
Jose Figueroa	CIS	SCE	.50
Monica Hernandez	SCEI Coach	SCE	1
Sergio Cardenas	CSR Teacher	SCE	1

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jose Figueroa	CIS	Title I	.50
Mariana Altamirano	TIA	Title I	1
Samantha Gomez	TIA	Title I	1
Selena Mendoza	Parent Liaison	Title I	1

Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Melissa Rueda	PK
Administrator	Alicia Miranda	Principal
Administrator	Nora Macias	Assistant Principal
Non-classroom Professional	Belinda Calderon	Counselor
Classroom Teacher	Vanessa Chacon	4th
Classroom Teacher	Maria Cedillos	3rd grade
Classroom Teacher	Sergio Cardenas	5th
Classroom Teacher	Alice Pena	Kinder
Non-classroom Professional	Monica Hernandez	SCE-I
CIS	Jose Figueroa	CIS
Classroom Teacher	Susana Carrillo	2nd Teacher

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
1	3	5			\$1,000.00
Sub-Total					\$1,000.00
199 - General Fund: SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$5,000.00
2	2	5			\$35,000.00
2	2	6	SCE salaries		\$70,000.00
2	2	7	extra duty pay for tutoring		\$60,000.00
2	5	1			\$10,000.00
2	8	2			\$25,000.00
3	1	1			\$1,000.00
5	1	1			\$30,000.00
5	3	1			\$0.00
5	3	2			\$0.00
Sub-Total					\$236,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	3	4			\$8,660.00
1	3	5			\$1,000.00
1	3	6			\$1,000.00
1	6	1			\$1,000.00
1	6	2			\$1,000.00
2	1	1			\$10,000.00
2	1	2			\$15,000.00
2	2	5		211.11.109.24.00.000.6329.2119A	\$10,500.00
2	3	1			\$65,000.00
2	3	2			\$47,000.00
2	6	1			\$30,000.00
2	7	1			\$2,000.00
2	8	1			\$3,000.00
2	8	2			\$24,000.00
2	8	3			\$2,000.00
2	9	1			\$5,000.00
2	9	2			\$10,000.00
2	10	1			\$5,000.00
2	10	2			\$10,000.00
2	10	3			\$5,000.00
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 \$346,160.00

199 - General Fund: Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	1			\$3,000.00
2	8	1			\$1,000.00
Sub-Total					\$4,000.00
Grand Total					\$587,160.00