Garland Independent School District Cooper Elementary School 2023-2024 Goals/Performance Objectives/Strategies

Mission Statement

Every student will be equipped for life-long learning and responsible citizenship.

Vision

The Cooper staff, parents and community are unified in our commitment to a quality education in a way that:

meets the challenge of educating our diverse and changing student population by ongoing staff development.
instills the joy and value of learning in order to promote responsible, independent students.

provides a safe, secure environment to foster open lines of communication.

strives for excellence and intrinsic motivation in all aspects of student achievement.

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Goal 1: Garland ISD will ensure all students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management.

Goals

Goal 1: Garland ISD will ensure all students graduate prepared for college, careers, and life by increasing student performance measures, postsecondary readiness, and equity in student management.

Performance Objective 1: Percent of students demonstrating early literacy as measured by Meets Grade Level performance on STAAR Reading, will increase from 36.7% to 50% in 3rd grade, from 41.8% to 55% in 4th grade, and 39.3% to 53% in 5th grade by 2024.

Evaluation Data Sources: STAAR Spring Administration testing data file

Strategy 1 Details		Rev	iews	
Strategy 1: Teachers implement tier one small group instruction with differentiation a minimum of 30 minutes per day with		Formative		Summative
technology for both general education and bilingual classrooms.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Overall, kindergarten through 3rd grade will be at grade level reading expectations measured by mClass data.	- Conv	700		
Staff Responsible for Monitoring: Principal, Asst. Principal, & ELST	50%	70%		
Title I:				
2.4, 2.6				
- TEA Priorities:				
Build a foundation of reading and math, Improve low-performing schools				
- ESF Levers:				
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
- Targeted Support Strategy - Additional Targeted Support Strategy				
Problem Statements: Student Learning 1				
Funding Sources: Flocabulary - 6300 Supplies and Materials- Title I Funds - \$3,590, Chart paper - 6300 Supplies and Materials- Title I Funds - \$5,520, Ink for Classrooms - 6300 Supplies and Materials- Title I Funds - \$2,000, Librarian Subs for TLA Conference - 6100 Payroll-Title I Funds - \$260, Literacy Stations Materials - 6300 Supplies and Materials- Title I Funds - \$2,000, Subs for STAAR Plan Preparation - 6100 Payroll- Title I Funds - \$2,500, Subs for Branching Minds Training - 6100 Parent Inv. Payroll T1 - \$330, Measuring Up for STAAR Prep - 199 - PIC 24 State Comp Ed Funds - \$3,339, Sub for STAAR Planning - 6100 Payroll- Title I Funds - \$240				
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Strategy 2 Details		Rev	iews	
Strategy 2: The campus will collaborate in professional learning communities utilizing common goals, data analysis, and		Formative		Summative
Strategy's Expected Result/Impact: 3rd through 5th grade reading will complete all district CBA/module and increase results for all students in the meet category determine by campus goals (3rd grade - 50%, 4th - 55%, & 5th - 53%). Staff Responsible for Monitoring: Principal & Asst. Principal Title I: 2.4, 2.5 TEA Priorities: Build a foundation of reading and math, Improve low-performing schools ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Targeted Support Strategy Funding Sources: Subs for STAAR Prep Planning - 6100 Payroll- Title I Funds - \$1,500	Nov 65%	Feb 80%	Apr	June
Strategy 3 Details		Rev	iews	
Strategy 3: Provide small group intervention for tier 3 students with a master teacher in reading and math.		Formative		Summative
Strategy's Expected Result/Impact: Decrease number of students in tier 3 from BOY to EOY.	Nov	Feb	Apr	June
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	100%	100%	100%	100%

Strategy 4 Details		Rev	iews		
Strategy 4: Hold campus literacy parent and student event to build community with literacy knowledge to support students		Formative		Summative	
Strategy's Expected Result/Impact: Overall, kindergarten through 5th grade will meet grade level expectations in reading. Staff Responsible for Monitoring: Principal, Asst. Principal, & ELST	Nov	Feb	Apr	June	
Title I: 2.4, 2.5, 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Supplemental Pay for Cultural Literacy Night - 6100 Parent Inv. Payroll T1 - \$1,500, Supplies for Cultural Literacy Night - 6300 Parent Involvement. Supplies T1 - \$751, Supplemental pay for teachers on fall Christmas around the world event - 6100 Parent Inv. Payroll T1 - \$500					

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Students are not developing in phonemic awareness in mClass from BOY to EOY in mClass in both kindergarten and 1st grade general education classrooms. **Root Cause**: Teachers not implementing the mClass lessons regularly with fidelity daily.

Performance Objective 2: Percent of students demonstrating mathematical proficiency, as measured by Meets grade level performance on STAAR math, will increase from 39.2% to 53% in 3rd grade, 37.3% to 51% in 4th grade, and 38.1% to 52% in 5th grade by 2023.

Evaluation Data Sources: STAAR Spring Administration testing data file.

Strategy 1 Details		Reviews		
Strategy 1: The campus will collaborate in professional learning communities utilizing common goals, data analysis, and		Formative		Summative
lead4ward planning.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase results in 2nd through 5th grade in the "meets" grade level on all math district CBA's and STAAR.	CEN	0004		
Staff Responsible for Monitoring: Principal	65%	80%		
Title I:				
2.4, 2.5, 2.6				
- TEA Priorities:				
Build a foundation of reading and math, Improve low-performing schools				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy				
Funding Sources: Subs for STAAR Prep - 6100 Payroll- Title I Funds - \$2,500				

Strategy 2 Details		Revi	ews	
Strategy 2: Provide tier one instruction to support all levels of learners within math work stations to increase rigor and		Formative		Summative
differentiation within the math classroom.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase results for all students in the "meets" grade level on all math district CBA's and STAAR.			-	
	65%	80%		
Staff Responsible for Monitoring: Principal				
Title I:				
2.4, 2.5, 2.6				
- TEA Priorities:				
Build a foundation of reading and math, Improve low-performing schools				
- ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,				
Lever 5: Effective Instruction				
- Targeted Support Strategy - Additional Targeted Support Strategy				
Problem Statements: Student Learning 3				
Funding Sources: Card Stock for Math Word Walls - 6300 Supplies and Materials- Title I Funds - \$500, Think It Up				
- STAAR Resources (Curriculum Associates) - 6300 Supplies and Materials- Title I Funds - \$5,000, Supplies &				
Materials - 6300 Supplies and Materials - Title I Funds - \$1,800				
No Progress Accomplished — Continue/Modify	X Discon	tinua		
No Progress Continue/Modify	Discon	unuc		

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 3: Low percentages of students showing meets and masters in MAP projections in math. Root Cause: Lack of rigor in small group instruction.

Performance Objective 3: Percent of students in PreK-5 demonstrating scientific understanding as measured by Meets Grade Level performance on STAAR Science, will increase from 8.3% to 28.1% by 2024.

Evaluation Data Sources: STAAR Spring Administration testing data file

Strategy 1 Details		Reviews		
Strategy 1: The campus will collaborate in professional learning communities utilizing common goals, data analysis, and		Formative		Summative
lead4ward planning.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Fifth grade science will increase results in the "meets" grade level in all district CBA assessments. Staff Responsible for Monitoring: Principal	65%	80%		
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Science Fusion K-5 - 6300 Supplies and Materials- Title I Funds - \$5,548, Subs for Planning - 6100 Payroll- Title I Funds - \$660, iReady Science Teacher Toolbox - 6300 Supplies and Materials- Title I Funds - \$1,750				

Strategy 2 Details		Reviews		
Strategy 2: Provide real-world hands-on experiences for all students in science.		Formative		Summative
Strategy's Expected Result/Impact: Increased results for all students on science district assessments.	Nov	Feb	Apr	June
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	60%	90%	100%	100%
Problem Statements: Student Learning 2				
Funding Sources: Title I Field Trips - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$1,700, Science Lab Materials for hands-on activities - 6300 Supplies and Materials- Title I Funds - \$1,000				
No Progress Accomplished — Continue/Modify	X Discon	tinue		1

Performance Objective 3 Problem Statements:

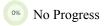
Student Learning

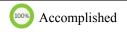
Problem Statement 2: Not one 5th grade science student scored meets or master on the science STAAR assessment. **Root Cause**: Lack of hands-on application and connection to content daily.

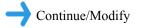
Performance Objective 4: Percent of EB students demonstrating English language acquisition, as measured by learning yearly progress indicator on the Texas English Language Proficiency Assessment system (TELPAS), will increase from 42% to 56.4% by 2024.

Evaluation Data Sources: TELPAS Spring Administration testing data file

Strategy 1 Details		Rev	iews	
Strategy 1: Implement balanced literacy components within the dual language model (Kindergarten through 5th grade) to		Formative		Summative
increase home language development.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Increase composite score of TELPAS with one year's proficiency level growth.				1
Staff Responsible for Monitoring: Principal & Asst. Principal	50%	80%		
Title I:				
2.4, 2.5, 2.6				
- TEA Priorities:				
Build a foundation of reading and math, Improve low-performing schools - ESF Levers:				
Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				
Funding Sources: Kindergarten & 1st grade writing journals - 6300 Supplies and Materials- Title I Funds - \$1,000, Study Island Program - Spanish Resource (ELA only) - 6300 Supplies and Materials- Title I Funds - \$1,700, Family Engagement Surveys Completion - 6100 Parent Inv. Payroll T1 - \$50				
Strategy 2 Details		Rev	iews	
Strategy 2: Provide parent and student training on a TELPAS preparation course in the 2023-2024 school year to engage		Formative		Summative
our bilingual/ESL families in understanding TELPAS components.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Offer two parent/student tranings throughout school year to engage bilingual/ ESL families in understanding TELPAS components/results. Staff Responsible for Monitoring: Asst. Principal	65%	100%	100%	100%
Title I:				
2.4, 2.5, 2.6				
- TEA Priorities:				
Build a foundation of reading and math, Improve low-performing schools - ESF Levers:				
Lever 4: High-Quality Instructional Materials and Assessments				
Funding Sources: Supplemental Pay - TELPAS Parent Night - 6100 Payroll- Title I Funds - \$100				









Performance Objective 5: Percent of student management incidents resulting in exclusionary consequences [i.e., In School Suspension (ISS), Out of School Suspension (OSS), and Reassignment Rooms] will decrease from 68.2% to 51.2% by 2024.

Evaluation Data Sources: Review 360 Incident Summary Report - total # of exclusionary consequences out of total # of consequences.

Strategy 1 Details		Rev	iews	
Strategy 1: Provide incentives for students who do not have a discipline referral each nine weeks by rewarding students at		Formative		Summative
Cooper celebrations each nine weeks to promote a positive behavior school environment and SEL on campus.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Reduce then number of discipline incidents that occur in the classroom.			F	
Staff Responsible for Monitoring: Asst. Principal	60%	85%		
Title I:				
2.4				
- TEA Priorities:				
Improve low-performing schools				
- ESF Levers:				
Lever 3: Positive School Culture				
Funding Sources: Cougar Corner Incentives - 6300 Supplies and Materials- Title I Funds - \$750, Sensory Room Set-up - 6100 Payroll- Title I Funds - \$200				
Strategy 2 Details		Rev	iews	
Strategy 2: Teachers will implement the house system at Cooper to assist in motivating students to build school culture		Formative		Summative
supporting a positive behavior philosophy.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Decrease in discipline referrals and increase student engagement/rigor.	1,07	100	P-	June
Staff Responsible for Monitoring: Principal & Asst. Principal	40%	75%		
Title I:				
2.4				
- TEA Priorities:				
Improve low-performing schools				
- ESF Levers:				
Lever 3: Positive School Culture				
Funding Sources: Positive Incentives - 6300 Supplies and Materials- Title I Funds - \$500				

trategy 3: Teachers will assist students to transition from 5th to 6th grade by exposing them to educational/fine arts pportunities. Strategy's Expected Result/Impact: Increase enrollment and positive culture on campus.	3 .7	Formative		
Strategy's Expected Result/Impact: Increase enrollment and positive culture on campus.	NT	Formative		
	Nov	Feb	Apr	June
Staff Responsible for Monitoring: Counselor	N/A	75%		
Title I:				
2.5				
- TEA Priorities:				
Connect high school to career and college				
- ESF Levers:				
Lever 3: Positive School Culture				
Funding Sources: Transitions for 5th grade to middle school - buses - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$350				
Strategy 4 Details		Rev	views	1
Strategy 4: Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform		Formative		Summative
arents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity	Nov	Feb	Apr	June
f parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and				
ommunity members, additional language translation of the policy will be made available at no cost.	100%	100%	100%	100%
Strategy's Expected Result/Impact: Collaborate with parents in the development of a PFE policy.	100%	100%	100%	100%
Staff Responsible for Monitoring: Principal				
TEM. I.				
Title I: 4.1, 4.2				
- TEA Priorities:				
Improve low-performing schools				
- ESF Levers:				
Lever 3: Positive School Culture				
		1		I
No Progress Continue/Modify	X Discor	ntinue		

Performance Objective 6: FEDERAL ACCOUNTABILITY (Targeted School of Improvement): Due to one or more consistently under-performing student group in 2019 accountability, STAAR student performance in the following areas need to increase to meet the student performance targets:

White Students: Reading Academic Achievement from 52% (2022) to at least 60% (min target).

White Students: Math Academic Achievement from 34% (2022) to at least 59% (min target).

White Students: Student Success (D1 STAAR Component) from 41% (2022) to at least 58% (min target).

Hispanic Students: Math Academic Achievement from 38% (2022) to at least 40% (min target).

Asian Students: Math Academic Achievement from 68% (2022) to at least 82% (min target).

African-American Students: Student Success (D1 STAAR Component) from 31% (2022) to at least 36% (min target).

Special Education (Current): Student Success (D1 STAAR Component) from 22% (2022) to at least 23% (min target).

Evaluation Data Sources: STAAR Spring Administration data file

Strategy 1 Details		Rev	iews	
Strategy 1: Teachers will implement student data tracking with mClass, MAP, iReady, and district CBA's with an emphasis		Formative		Summative
on domain 3 targeted demographic of White students, Hispanic students, Asian students, African-American Students, and special education current students in reading and math classrooms.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Student data tracking folders with mClass and MAP will show one years growth. Increased percentages in district curriculum assessments in the "meets" category over time. Staff Responsible for Monitoring: Principal, Asst. Principal, ELST, & CST	75%	90%		
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3 Funding Sources: Subs for PD on Sped Training (Pena) - 6100 Payroll- Title I Funds - \$110				

Strategy 2 Details		Rev	views	
Strategy 2: Utilize a teacher data tracker and campus data dashboard to monitor achievement of student groups with mClass		Formative		Summative
(K-5), CBA's, MAP, iReady, and schedule nine week meetings with grade levels to create intervention plans for low-growth students with increased attention to targeted improvement plan groups in reading and math classrooms.	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Overall, decrease the number of students in tier 2 and 3 by targeting needs of each student in the school Staff Responsible for Monitoring: Principal, Interventionist, ELST, & CST	80%	100%	100%	
Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1, 3 Funding Sources: Folders for data trackers - 6300 Supplies and Materials- Title I Funds - \$300				
No Progress Continue/Modify	X Discor	ntinue		

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 1: Students are not developing in phonemic awareness in mClass from BOY to EOY in mClass in both kindergarten and 1st grade general education classrooms. **Root Cause**: Teachers not implementing the mClass lessons regularly with fidelity daily.

Problem Statement 3: Low percentages of students showing meets and masters in MAP projections in math. Root Cause: Lack of rigor in small group instruction.