

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. 4







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	Reviews			
<p>Strategy 1: Teachers implement tier one small group instruction with differentiation a minimum of 30 minutes per day with technology for both general education and bilingual classrooms.</p> <p>Strategy's Expected Result/Impact: Overall, kindergarten through 3rd grade will be at grade level reading expectations measured by mClass data.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, & ELST</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: Flocabulary - 6300 Supplies and Materials- Title I Funds - \$3,590, Chart paper - 6300 Supplies and Materials- Title I Funds - \$700, Copy 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</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will collaborate in professional learning communities utilizing common goals, data analysis, and lead4ward planning.</p> <p>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%).</p> <p>Staff Responsible for Monitoring: Principal & Asst. Principal</p> <p>Title I: 2.4, 2.5</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Subs for STAAR Prep Planning - 6100 Payroll- Title I Funds - \$1,500</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: Provide small group intervention for tier 3 students with a master teacher in reading and math.</p> <p>Strategy's Expected Result/Impact: Decrease number of students in tier 3 from BOY to EOY.</p> <p>Staff Responsible for Monitoring: Principal & Interventionist</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
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Strategy 4 Details	Reviews			
<p>Strategy 4: Hold campus literacy parent and student event to build community with literacy knowledge to support students at home (parent engagement).</p> <p>Strategy's Expected Result/Impact: Overall, kindergarten through 5th grade will meet grade level expectations in reading.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, & ELST</p> <p>Title I: 2.4, 2.5, 2.6, 4.2</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>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</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



Performance Objective 1 Problem Statements:







Student Learning
<p>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.</p>

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 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			
<p>Strategy 1: The campus will collaborate in professional learning communities utilizing common goals, data analysis, and lead4ward planning.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Subs for STAAR Prep - 6100 Payroll- Title I Funds - \$2,500</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Provide tier one instruction to support all levels of learners within math work stations to increase rigor and differentiation within the math classroom.</p> <p>Strategy's Expected Result/Impact: Increase results for all students in the "meets" grade level on all math district CBA's and STAAR.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Student Learning 3</p> <p>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</p>	Formative			Summative
	Nov	Feb	Apr	June
				
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Performance Objective 2 Problem Statements:









Student Learning
<p>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.</p>

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 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			
<p>Strategy 1: The campus will collaborate in professional learning communities utilizing common goals, data analysis, and lead4ward planning.</p> <p>Strategy's Expected Result/Impact: Fifth grade science will increase results in the "meets" grade level in all district CBA assessments.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>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</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide real-world hands-on experiences for all students in science.</p> <p>Strategy's Expected Result/Impact: Increased results for all students on science district assessments.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 2</p> <p>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</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







Performance Objective 3 Problem Statements:

Student Learning
<p>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.</p>

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 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	Reviews			
<p>Strategy 1: Implement balanced literacy components within the dual language model (Kindergarten through 5th grade) to increase home language development.</p> <p>Strategy's Expected Result/Impact: Increase composite score of TELPAS with one year's proficiency level growth.</p> <p>Staff Responsible for Monitoring: Principal & Asst. Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>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</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide parent and student training on a TELPAS preparation course in the 2023-2024 school year to engage our bilingual/ESL families in understanding TELPAS components.</p> <p>Strategy's Expected Result/Impact: Offer two parent/student trainings throughout school year to engage bilingual/ESL families in understanding TELPAS components/results.</p> <p>Staff Responsible for Monitoring: Asst. Principal</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Supplemental Pay - TELPAS Parent Night - 6100 Payroll- Title I Funds - \$100</p>	Formative			Summative
	Nov	Feb	Apr	June
				



No Progress



Accomplished



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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.

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



Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will assist students to transition from 5th to 6th grade by exposing them to educational/fine arts opportunities.</p> <p>Strategy's Expected Result/Impact: Increase enrollment and positive culture on campus.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Transitions for 5th grade to middle school - buses - 6400 Healthy Snacks/Bus/Travel - Title I Funds - \$350</p>	Formative			Summative
	Nov	Feb	Apr	June
	N/A			
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop jointly with, and distribute to parents, a written PFE policy that describes how the school will inform parents of the school's participation in the Title I, Part A program, and strategies that the school will use to build the capacity of parents to support campus academic goals. To meet the needs of diverse languages of our parents, families and community members, additional language translation of the policy will be made available at no cost.</p> <p>Strategy's Expected Result/Impact: Collaborate with parents in the development of a PFE policy.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I: 4.1, 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				








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 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	Reviews			
<p>Strategy 1: Teachers will implement student data tracking with mClass, MAP, iReady, and district CBA's with an emphasis 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, ELST, & CST</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Subs for PD on Sped Training (Pena) - 6100 Payroll- Title I Funds - \$110</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Utilize a teacher data tracker and campus data dashboard to monitor achievement of student groups with mClass (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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal, Interventionist, ELST, & CST</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1, 3</p> <p>Funding Sources: Folders for data trackers - 6300 Supplies and Materials- Title I Funds - \$300</p>	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Student Learning
<p>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.</p> <p>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.</p>