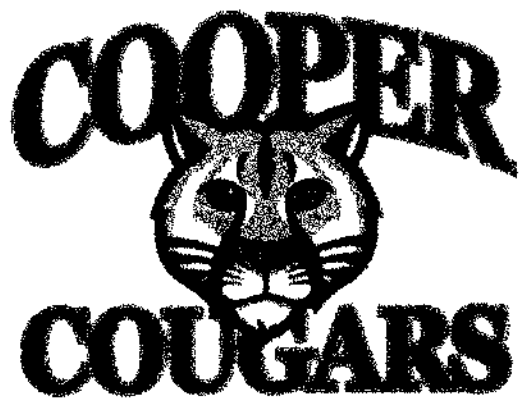


Garland Independent School District



Cooper Elementary School

2025-2026 Goals/ Performance Objectives/ Strategies

Board Approval Date:
October 28, 2025

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Goal 1

Increase the percentage of ALL first-grade students achieving "early on grade level or mid/above grade level" status on i-ready at end of year in reading from 20% to 75% by implementing SAIL strategies "Sheltered Approach to Improved Literacy".

Performance Objective 1 ☒ High Priority ☒ HB3 Goal

Foundations

Evaluation Data Source: i-Ready BOY, MOY, & EOY

Strategy 1 ☒ Targeted Support Strategy

Implement TEKS-aligned high-quality instructional materials (HQIM): Ensure at first-grade classrooms have access to and are utilizing HQIM aligned with TEKS, designed to foster rigorous literacy development and meet the diverse needs of all students.

Strategy's Expected Result/Impact: Improved literacy proficiency, at Meets Grade-Level and Above, in first-grade i-Ready results, reflecting effective use of HQIM and i-Ready data to inform instruction.

Staff Responsible for Monitoring: Principal, Asst. Principal, IST's, and Reading Teacher

Problem Statements: Student Learning 3 - School Processes & Programs 1

Funding Sources: Tutoring 6100 Payroll- Title I Funds, \$740, Reunable Write & Wipe Pockets 6300 Supplies and Materials- Title I Funds, \$500, Kinder & 1st Grade Writing Journals 6300 Supplies and Materials- Title I Funds, \$500

Title I: 2.5.1, 2.5.2, 2.5.3

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

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Strategy 2

The campus will collaborate in professional learning communities utilizing collaborating planning (PLC), observation, and coaching to support overall teacher development.

Strategy's Expected Result/Impact: 75% of students first grade students in reading will meet their stretch goal on i-Ready.

Staff Responsible for Monitoring: Principal, Asst. Principal, and IST.

Problem Statements: Student Learning 3 - School Processes & Programs 1

Funding Sources: Subs for Planning or Observing Master Teachers 6100 Payroll- Title I Funds, \$500,
Subs for i-Ready Instruction planning - WIN Time 6100 Payroll- Title I Funds, \$2,100

Title I: 2.5.1, 2.5.3

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Strategy 3

Consistently monitoring WIN time implementation and tier 2/3 students being served by meeting on student progress bi-weekly.

Strategy's Expected Result/Impact: i-Ready, CBA, and demonstration of learning data progress

Staff Responsible for Monitoring: Principal, Asst. Principal, Support Teacher, and Teacher

Problem Statements: Student Learning 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Based on iReady and MAP data, students leaving Kinder, Third, and Fourth grade need more support in order to meet grade level standards.	Lack of rigor or classroom management has led to deficiencies in these grade levels.
2 In grades three through five, only 31% of students are performing on or above grade level on iReady assessments. A high sped population of 33% and lack of rigor has contributed to this issue.	Teacher capacity in knowledge of instructional delivery needs to increase to be more effective in reading instruction in all grade levels.
3 Only 48% of students in general education classes are proficient in basic reading skills according to mClass.	Lack of systematic instruction in phonic-based skills and adherence to leveled small group teacher table time.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 The campus needs a more comprehensive professional development plan for the whole year with implementation of SAIL in PreK through third grade general education classrooms and small group instruction during whole group time for 3rd-5th grade general education classrooms.	Lack of instructional gains within diverse populations (33% special education; African-American).

Goal 2

Increase the percentage of ALL first-grade students achieving "early on grade level or mid/above grade level" status on i-ready at end of year in math from 0% to 75%.

Performance Objective 1 ☒ High Priority

Foundations

Evaluation Data Source: i-Ready BOY, MOY, & EOY; 7 Fluency Assessments throughout year

Strategy 1 ☒ Targeted Support Strategy

Implement TEKS-aligned high-quality instructional materials (HQIM): Ensure at first-grade classrooms have access to and are utilizing HQIM aligned with TEKS, designed to foster rigorous literacy development and meet the diverse needs of all students.

Strategy's Expected Result/Impact: Improved math proficiency, at Meets Grade-Level and Above, in first-grade i-Ready results, reflecting effective use of HQIM and i-Ready data to inform instruction.

Staff Responsible for Monitoring: Principal, Asst. Principal, IST's, and Math Teacher

Problem Statements: Student Learning 1 - School Processes & Programs 2

Funding Sources: Card Stock for Math Word Walls 6300 Supplies and Materials- Title I Funds, \$1,203 , Student White Boards & Dry Erase Markers 6300 Supplies and Materials- Title I Funds, \$1,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: 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

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Strategy 2

The campus will collaborate in professional learning communities utilizing collaborating planning (PLC), observation, and coaching to support overall teacher development.

Strategy's Expected Result/Impact: 75% of students first grade students in math will meet their stretch goal on i-Ready.

Staff Responsible for Monitoring: Principal, Asst. Principal, and IST

Problem Statements: Student Learning 1 - School Processes & Programs 2

Title I: 2.5.1, 2.5.3

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Strategy 3

Consistently monitoring WIN time implementation and tier 2/3 students being served by meeting on student progress bi-weekly.

Strategy's Expected Result/Impact: i-Ready, CBA, and demonstration of learning data progress

Staff Responsible for Monitoring: Principal, Asst. Principal, Support Teacher, and Teacher

Problem Statements: Student Learning 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Based on iReady and MAP data, students leaving Kinder, Third, and Fourth grade need more support in order to meet grade level standards.	Lack of rigor or classroom management has led to deficiencies in these grade levels.
2	In grades three through five, only 31% of students are performing on or above grade level on iReady assessments. A high sped population of 33% and lack of rigor has contributed to this issue.	Teacher capacity in knowledge of instructional delivery needs to increase to be more effective in reading instruction in all grade levels.
3	Only 48% of students in general education classes are proficient in basic reading skills according to mClass.	Lack of systematic instruction in phonic-based skills and adherence to leveled small group teacher table time.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
2	Only 44% of teachers met typical growth in math at 60% or more on i-Ready at end of year showing lack of student growth across grade levels in math.	Inconsistent with getting i-Ready pathway minutes each week and gaining access at home to practice more additionally.

Goal 3

Increase the percentage of ALL third-grade students achieving Meets Grade Level on 3rd-grade Reading Language Arts STAAR exams to 61% by 2030 (2025-2026 target: 57%) by implementing SAIL strategies "Sheltered Approach to Improved Literacy".

Performance Objective 1 ☒ High Priority ☒ HB3 Goal

Foundations

Evaluation Data Source: CBA's, I-Ready, and STAAR

Strategy 1 ☒ Targeted Support Strategy

Implement TEKS-aligned high-quality instructional materials (HQIM): Ensure at third-grade classrooms have access to and are utilizing HQIM aligned with TEKS, designed to foster rigorous literacy development and meet the diverse needs of all students.

Strategy's Expected Result/Impact: Improved literacy proficiency, at Meets Grade-Level and Above, in third-grade STAAR results, reflecting effective use of HQIM and curriculum-based data and i-Ready data to inform instruction.

Staff Responsible for Monitoring: Principal, Asst. Principal, IST's, and Reading Teacher

Problem Statements: Student Learning 2, 3 - School Processes & Programs 1

Funding Sources: STAAR Planning w/Teachers 6100 Payroll- Title I Funds, \$1,600, Librarians Subs for TLA Conference 6100 Payroll- Title I Funds, \$500, Tutoring STAAR 6100 Payroll- Title I Funds, \$1,600, Ink for Classrooms 6300 Supplies and Materials- Title I Funds, \$2,000, Copy Paper 6300 Supplies and Materials- Title I Funds, \$3,500

Title I: 2.5.1, 2.5.2, 2.5.3

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

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Strategy 2

The campus will collaborate in professional learning communities utilizing collaborating planning (PLC), observation, and coaching to support overall teacher development.

Strategy's Expected Result/Impact: 75% of students third grade students in reading will meet their stretch goal on i-Ready.

Staff Responsible for Monitoring: Principal, Asst. Principal, and IST

Problem Statements: Student Learning 1, 2

Funding Sources: STAAR Planning w/Teachers 6100 Payroll- Title I Funds, \$1,000, Subs for Planning & Observing Master Teachers 6100 Payroll- Title I Funds, \$1,000

Title I: 2.5.1, 2.5.3

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

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Strategy 3

Consistently monitoring WIN time implementation and tier 2/3 students being served by meeting on student progress bi-weekly.

Strategy's Expected Result/Impact: i-Ready, CBA, and demonstration of learning data progress

Staff Responsible for Monitoring: Principal, Asst. Principal, Support Teacher, and Teacher

Problem Statements: Student Learning 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Based on iReady and MAP data, students leaving Kinder, Third, and Fourth grade need more support in order to meet grade level standards.	Lack of rigor or classroom management has led to deficiencies in these grade levels.
2 In grades three through five, only 31% of students are performing on or above grade level on iReady assessments. A high sped population of 33% and lack of rigor has contributed to this issue.	Teacher capacity in knowledge of instructional delivery needs to increase to be more effective in reading instruction in all grade levels.
3 Only 48% of students in general education classes are proficient in basic reading skills according to mClass.	Lack of systematic instruction in phonic-based skills and adherence to leveled small group teacher table time.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 The campus needs a more comprehensive professional development plan for the whole year with implementation of SAIL in PreK through third grade general education classrooms and small group instruction during whole group time for 3rd-5th grade general education classrooms.	Lack of instructional gains within diverse populations (33% special education; African-American).

Goal 4

Increase the percentage of ALL third-grade students achieving Meets Grade Level on 3rd-grade Math STAAR exams to 58% by 2030 (2025-2026 target: 52%).

Performance Objective 1 ☒ High Priority

Foundations

Evaluation Data Source: CBA's, i-Ready, 7 Fact Fluency Assessments, and STAAR

Strategy 1 ☒ Targeted Support Strategy

Implement TEKS-aligned high-quality instructional materials (HQIM): Ensure at third-grade classrooms have access to and are utilizing HQIM aligned with TEKS, designed to foster rigorous literacy development and meet the diverse needs of all students.

Strategy's Expected Result/Impact: Improved math proficiency, at Meets Grade-Level and Above, in third-grade i-Ready results, reflecting effective use of HQIM and i-Ready data to inform instruction.

Staff Responsible for Monitoring: Principal, Asst. Principal, IST's, and Math Teacher

Problem Statements: Student Learning 1 - School Processes & Programs 2

Funding Sources: Field Trips 6400 Healthy Snacks/Bus/Travel - Title I Funds, \$3,000, Student Privacy Folders 6300 Supplies and Materials- Title I Funds, \$1,500, Science Teacher Toolbox 6300 Supplies and Materials- Title I Funds, \$1,500, Tutoring STAAR 6100 Payroll- Title I Funds, \$1,055

Title I: 2.5.1, 2.5.2, 2.5.3

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

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Strategy 2

The campus will collaborate in professional learning communities utilizing collaborating planning (PLC), observation, and coaching to support overall teacher development.

Strategy's Expected Result/Impact: 75% of students first grade students in math will meet their stretch goal on i-Ready.

Staff Responsible for Monitoring: Principal, Asst. Principal, and IST

Problem Statements: Student Learning 1 - School Processes & Programs 2

Funding Sources: Subs for Planning or Observing Master Teachers 6100 Payroll- Title I Funds, \$750, Subs for Collaborative Planning & Data Meetings (2nd, 4th, & 5th Grade Math Teachers Transition) 6100 Payroll- Title I Funds, \$480, Instructional Planning w/Mr. Q & Rice 6100 Payroll- Title I Funds, \$1,240, STAAR Planning w/Teachers 6100 Payroll- Title I Funds, \$1,250

Title I: 2.5.1, 2.5.3

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

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Strategy 3

Consistently monitoring WIN time implementation and tier 2/3 students being served by meeting on student progress bi-weekly.

Strategy's Expected Result/Impact: i-Ready, CBA, and demonstration of learning data progress

Staff Responsible for Monitoring: Principal, Asst. Principal, Support Teacher, and Teacher

Problem Statements: Student Learning 1, 2, 3

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Based on iReady and MAP data, students leaving Kinder, Third, and Fourth grade need more support in order to meet grade level standards.	Lack of rigor or classroom management has led to deficiencies in these grade levels.
2 In grades three through five, only 31% of students are performing on or above grade level on iReady assessments. A high sped population of 33% and lack of rigor has contributed to this issue.	Teacher capacity in knowledge of instructional delivery needs to increase to be more effective in reading instruction in all grade levels.
3 Only 48% of students in general education classes are proficient in basic reading skills according to mClass.	Lack of systematic instruction in phonic-based skills and adherence to leveled small group teacher table time.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Only 44% of teachers met typical growth in math at 60% or more on i-Ready at end of year showing lack of student growth across grade levels in math.	Inconsistent with getting i-Ready pathway minutes each week and gaining access at home to practice more additionally.

Goal 5

The School Climate section of the adult staff survey will increase from 50% in Fall 2024 to 60% in Fall 2025.

Performance Objective 1

Climate/Culture

Evaluation Data Source: Parent Survey

Strategy 1

To support a positive school climate a safe learning environment for all students and staff will be provide by ensuring staff is given the necessary training to support students when restraint is needed in behavioral situations.

Strategy's Expected Result/Impact: Increase adult staff survey to 60% for 2025-2026 which will show an overall increase in school climate on campus for staff.

Staff Responsible for Monitoring: Principal & Assistant Principal

Problem Statements: Demographics 3 - Perceptions 1, 5

Funding Sources: Sensory Room Additions/Replacements 6300 Supplies and Materials- Title I Funds, \$1,000, Tutoring - Para Supplemental Pay 6100 Parent Inv. Payroll T1, \$650, CPR Class 6100 Payroll- Title I Funds, \$165, NVCI PD Training 6100 Payroll- Title I Funds, \$835

Title I: 2.5.1, 2.5.3

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 5: Effective Instruction

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Strategy 2

Provide direct campus mentorship and additional professional development support for all non-certified teachers and 1st year teachers to support teacher retention rates on campus.

Strategy's Expected Result/Impact: 100% retention rates for all non-certified teachers and 1st year teachers on campus for 2026-2027 school year.

Staff Responsible for Monitoring: Principal and mentors assigned

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
3	Teachers are experiencing a rise in classroom incidents that disrupt instruction and reduce valuable learning time. According to data from Review 360, 55.9% of behavioral incidents occur within the classroom setting, making it increasingly difficult to maintain a focused and productive learning environment.	Inconsistent enforcement of rules and expectations in the classroom is often a lack of adequate training in classroom management systems, particularly for new or early-career teachers.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Many students experience significant challenges in managing their emotions effectively, often leading to impulsive behaviors, interpersonal conflicts, avoidance, and aggression.	Underdeveloped self-regulation skills, which are foundational to emotional control.
5	According to the Parent Survey, 21 out of 86 respondents indicated they were not comfortable with their understanding of their child's testing data and how it is used in the school setting.	Lack of opportunities and training provided to the parents to understand the data tools utilized at school to support the parents learning.

Goal 6

By the end of the 2025-2026 school year, Cooper Elementary will increase overall campus-wide student attendance from 94.2% to 97%, through the implementation of school-wide attendance initiatives and incentives, parent engagement strategies, and regular monitoring, in order to support student achievement and promote a positive learning environment.

Performance Objective 1

Attendance

Evaluation Data Source: Attendance data each month

Strategy 1

Monitoring using a tracking tool for attendance provided to each parent (Attendance at a Glance) to keep track of absences throughout the school year in order to increase attendance rates throughout the school year for 2025-2026.

Strategy's Expected Result/Impact: Increase attendance rates/reduce number of chronic absences per student

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 1

Funding Sources: Attendance Incentives 6300 Supplies and Materials- Title I Funds, \$2,000

Title I: 2.5.1, 2.5.3

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, Lever 5: Effective Instruction

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Strategy 2

Provide a school store to promote incentives for students to attend school and increase attendance rates throughout the school year for 2025-2026.

Strategy's Expected Result/Impact: Increase attendance rates/reduce number of chronic absences per student

Staff Responsible for Monitoring: Assistant Principal

Problem Statements: Demographics 1

Funding Sources: School Store 6300 Supplies and Materials- Title I Funds, \$3,000

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Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Low student attendance is a persistent issue that negatively impacts academic performance, student engagement, & overall school success. When students attend irregularly, they fall behind in instruction, struggle to stay connected with peers & teachers, & are less likely to meet academic benchmarks. Chronic absenteeism contributes to widening achievement gaps & increases the risk of school dropout

Combination of external and internal barriers: limited transportation access, unstable housing, health issues, or a lack of understanding of the importance of regular attendance.

Goal 7

Increase the percentage of ALL emergent bilingual students telpas composite scores in second through fifth grade from 44% to 60% by implementing targeted sheltered instruction strategies to improve overall composite, reading, and speaking scores by one proficiency level.

Performance Objective 1

Foundations

Evaluation Data Source: CBA's, TELPAS, and I-Ready

Strategy 1

Accelerate English Language Proficiency and TELPAS success for Emergent Bilinguals (EBs) in overall composite score, reading, and speaking by one proficiency level from 2025 to 2026.

Strategy's Expected Result/Impact: Increase one proficiency level in composite score, reading, and speaking from 2025 to 2026 on TELPAS.

Staff Responsible for Monitoring: Principal, Asst. Principal, and IST

Problem Statements: Student Learning 1 - Perceptions 2

Funding Sources: Summit K-12 Software Program 6300 Supplies and Materials- Title I Funds, \$13,182 , Headphones with mic 6300 Supplies and Materials- Title I Funds, \$3,000

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Based on iReady and MAP data, students leaving Kinder, Third, and Fourth grade need more support in order to meet grade level standards.	Lack of rigor or classroom management has led to deficiencies in these grade levels.

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
2 Many classrooms experience inconsistency in addressing student mistakes during lessons, which can hinder students' understanding, reinforce misconceptions, and reduce overall academic progress. When errors go uncorrected or are inconsistently addressed, students may internalize incorrect information or become disengaged due to confusion or frustration.	Lack of structured instructional strategies and real-time monitoring techniques that enable educators to identify and respond to errors efficiently.

Goal 8

Increase the percentage of currently enrolled special education students in both achievement and growth on STAAR in 2026 from 12% to 29% on achievement and 50% to 58% on growth.

Performance Objective 1 ☒ High Priority

Foundations

Evaluation Data Source: i-Ready, CBA's, and STAAR

Strategy 1

Implement TEKS-aligned high-quality instructional materials (HQIM): Ensure at third-grade classrooms have access to and are utilizing HQIM aligned with TEKS, designed to foster rigorous literacy development and meet the diverse needs of all students.

Strategy's Expected Result/Impact: Improved math proficiency, at Meets Grade-Level and Above, in third-grade i-Ready results, reflecting effective use of HQIM and i-Ready data to inform instruction.

Staff Responsible for Monitoring: Principal, Asst. Principal, IST, and Math Teacher

Problem Statements: Student Learning 2 - School Processes & Programs 2

Funding Sources: Math Sped Materials For Classrooms 6300 Supplies and Materials- Title I Funds, \$250

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Strategy 2

The campus will collaborate in professional learning communities utilizing collaborating planning (PLC), observation, and coaching to support overall teacher development.

Strategy's Expected Result/Impact: 75% of all special education students will meet their stretch goal on i-Ready in math.

Staff Responsible for Monitoring: Principal, Asst. Principal, IST, and math teacher

Problem Statements: Student Learning 2 - School Processes & Programs 2

Funding Sources: Teacher PD - Interpretation for ARDS 6100 Payroll- Title I Funds, \$165, Teacher observation and planning 6100 Payroll- Title I Funds, \$500

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Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
2 In grades three through five, only 31% of students are performing on or above grade level on iReady assessments. A high sped population of 33# and lack of rigor has contributed to this issue.	Teacher capacity in knowledge of instructional delivery needs to increase to be more effective in reading instruction in all grade levels.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
2 Only 44% of teachers met typical growth in math at 60% or more on i-Ready at end of year showing lack of student growth across grade levels in math.	Inconsistent with getting i-Ready pathway minutes each week and gaining access at home to practice more additionally.

Goal 9

By the end of the 2025-2026 school year, Cooper Elementary will attain the platinum status in partnership schools to increase family engagement.

Performance Objective 1

Culture/Climate

Evaluation Data Source: Family Survey Data

Strategy 1

Engage parents in both community building and learning opportunities throughout the year in order to build stronger relationships between home and school that helps support academic achievement.

Strategy's Expected Result/Impact: Provide three learning opportunities at school night events that school year where parents can learn about their child's testing data and how it is used in the school setting.

Staff Responsible for Monitoring: Principal, Asst. Principal, IST

Problem Statements: Perceptions 5

Funding Sources: Cultural Literacy Night - Staff Supplemental Pay 6100 Parent Inv. Payroll T1, \$1,370 , Perot Science Night - Staff Supplement Pay (running stations) 6100 Payroll- Title I Funds, \$850

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

5

According to the Parent Survey, 21 out of 86 respondents indicated they were not comfortable with their understanding of their child's testing data and how it is used in the school setting.

Lack of opportunities and training provided to the parents to understand the data tools utilized at school to support the parents learning.

Goal 10

Improve overall culture of climate by decreasing behavior incidents on campus.

Performance Objective 1

Culture/Climate

Evaluation Data Source: Review 360

Strategy 1

Implement positive behavior strategies in all common areas throughout campus and non-negotiable list within classroom environments to ensure consistency throughout the building.

Strategy's Expected Result/Impact: Decrease behavior incidents that occur within the classroom setting from 55.9% in 2024-2025 to 30% in 2025-2026.

Staff Responsible for Monitoring: Asst. Principal

Problem Statements: Demographics 2, 3 - Perceptions 1

Title I: 2.5.2

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Performance Objective 1 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
2	Campus struggles with inconsistent enforcement of behavior standards in common areas, leading to increased incidents of misbehavior, student confusion about expectations, and a lack of accountability. This inconsistency can undermine the overall school climate, contribute to safety concerns, and negatively affect student learning and social development.	Absence of a unified and clearly communicated school-wide behavior management system, coupled with insufficient staff training and accountability.
3	Teachers are experiencing a rise in classroom incidents that disrupt instruction and reduce valuable learning time. According to data from Review 360, 55.9% of behavioral incidents occur within the classroom setting, making it increasingly difficult to maintain a focused and productive learning environment.	Inconsistent enforcement of rules and expectations in the classroom is often a lack of adequate training in classroom management systems, particularly for new or early-career teachers.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Many students experience significant challenges in managing their emotions effectively, often leading to impulsive behaviors, interpersonal conflicts, avoidance, and aggression.	Underdeveloped self-regulation skills, which are foundational to emotional control.