

**El Paso Independent School District**  
**Cooley Elementary School**  
**2023-2024 Goals/Performance Objectives/Strategies**



# **Mission Statement**

**Our mission at Cooley Elementary is to ensure high levels of learning for all - students and adults.**

## **Vision**

**Cooley Elementary will continue to meet the needs of the students. Our goal is to prepare our students academically, emotionally and socially to succeed in a highly competitive world.**

## **Value Statement**

**We at Cooley are...**

**Ready**

**Respectful**

**Safe**

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# Goals

**Goal 1:** WHOLE CHILD DEVELOPMENT El Paso ISD School foster learning environments for the whole child to thrive.

**Performance Objective 1:** By June 2024, Cooley Elementary will create a culture where each student is supported by caring adults as measured by an Employee, student, and parent culture climate survey.

**Evaluation Data Sources:** CK-12 Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a "Leaders of the Pack" committee that includes teachers and students and staff. This committee will help welcome new members to our campus and offer input on activities and incentives. <b>Strategy's Expected Result/Impact:</b> New students will feel more welcomed. Students will feel valued by having a voice in the activities and incentives they are offered. <b>Staff Responsible for Monitoring:</b> Administration, Counselor, CTCs  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1	Formative			Summative
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Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create an action plan based using the Panorama SEL survey data to help students improve their self-management. This action plan will include strategies for students to improve their self-management skills. <b>Strategy's Expected Result/Impact:</b> Students will be better able to manage their emotions such as frustration or	Formative			Summative
	Oct	Jan	Mar	June

<p>stress.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Admin</p> <p><b>Title I:</b> 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Prioritized Needs:</b> L1 Whole Child (Culture &amp; Climate) 1</p>				
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Performance Objective 1 Prioritized Needs:





L1 Whole Child (Culture & Climate)
<p><b>Prioritized Need 1:</b> Our students are not equipped with the self-management skills they need to deal with challenging feelings. <b>Root Cause:</b> Teachers were not explicitly taught how to use Panorama playbook strategies to improve student self-management skills in the classroom.</p>

**Goal 1: WHOLE CHILD DEVELOPMENT** El Paso ISD School foster learning environments for the whole child to thrive.

**Performance Objective 2:** By June 2024, Cooley Elementary will increase PK-5th grade student participation in UIL, extra-curricular, co-curricular activities to 45 students.

**Evaluation Data Sources:** Survey results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During Staff Development week, teachers will be presented with a list of committees from which they will have to select at least one to join. Amongst these committees will be several new clubs that students can take part in. <b>Strategy's Expected Result/Impact:</b> Offering a greater variety of clubs will encourage students with varied interests to participate. <b>Staff Responsible for Monitoring:</b> Admin, teachers  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Improve communication of after school activities and clubs by communicating with parents directly using Class Dojo and Smore Newsletter <b>Strategy's Expected Result/Impact:</b> Parents will be made aware of the opportunities available for their children. We expect this method of communication to be more reliable than sending home a handout (which will also optionally be done) <b>Staff Responsible for Monitoring:</b> Teachers and Administration  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 <b>Funding Sources:</b> Newsletter Smore Subscription - 211 ESEA Title I Part A (Campus) - \$250	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> IProvide stipend for intramural coordinator. <b>Strategy's Expected Result/Impact:</b> Fourth and fifth grade students will be able to participate in soccer, basketball, volleyball, and football intramural sports and create a healthy lifestyle. <b>Staff Responsible for Monitoring:</b> P.E. Coaches  <b>Title I:</b> 2.5 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 2 Prioritized Needs:

L1 Whole Child (Culture & Climate)
<b>Prioritized Need 1:</b> Our students are not equipped with the self-management skills they need to deal with challenging feelings. <b>Root Cause:</b> Teachers were not explicitly taught how to use Panorama playbook strategies to improve student self-management skills in the classroom.
L3 Destination School (Perceptions, Facilities, Programs, Technology)
<b>Prioritized Need 1:</b> Enrollment has decreased from 400 students to 375 students. <b>Root Cause:</b> Cooley needs to make the push for early enrollment at the end of the prior school year so that we can start the year with accurate numbers. Cooley needs to have more community outreach activities to encourage neighborhood families to bring the students to our school.

**Goal 1: WHOLE CHILD DEVELOPMENT** El Paso ISD School foster learning environments for the whole child to thrive.

**Performance Objective 3:** By June 2024, Cooley Elementary will create an integrated system of school supports, extended learning opportunities and community partnerships by increasing extended PK - 5 extended learning opportunities from one to two After School Learning sites.

**Evaluation Data Sources:** District tracking tool

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Cooley Elementary will offer after school enrichment programs through the City of El Paso Parks and Recreation and YMCA.  <b>Strategy's Expected Result/Impact:</b> Students will have the opportunity to receive help with their homework, do enrichment activities, and practice sports while in an environment that provides daycare for working parents. <b>Staff Responsible for Monitoring:</b> Parks program, YMCA, admin  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
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**Performance Objective 3 Prioritized Needs:**

L3 Destination School (Perceptions, Facilities, Programs, Technology)
<b>Prioritized Need 1:</b> Enrollment has decreased from 400 students to 375 students. <b>Root Cause:</b> Cooley needs to make the push for early enrollment at the end of the prior school year so that we can start the year with accurate numbers. Cooley needs to have more community outreach activities to encourage neighborhood families to bring the students to our school.

**Goal 1: WHOLE CHILD DEVELOPMENT** El Paso ISD School foster learning environments for the whole child to thrive.

**Performance Objective 4:** By June 2024, Cooley Elementary will create an integrated system of school supports, extended learning opportunities and community partnerships by increasing and maintaining the number of meaningful community and youth-based organizations in formal partnerships with the district.

**Evaluation Data Sources:** District Tracking Tool

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Cooley will continue our community partnerships with Marathon Petroleum, Peter Piper Pizza, Burger King, Community Schools Program (through EPISD), La Semilla Edible Education, and Girl Scouts to increase and enhance student learning opportunities.  <b>Strategy's Expected Result/Impact:</b> Strong partnerships will help provide opportunities for students such as our community garden and Saturday school meals. <b>Staff Responsible for Monitoring:</b> Admin  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 <b>Funding Sources:</b> Snacks for Saturday tutoring - 211 ESEA Title I Part A (Campus)	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 4 Prioritized Needs:**

L3 Destination School (Perceptions, Facilities, Programs, Technology)
<b>Prioritized Need 1:</b> Enrollment has decreased from 400 students to 375 students. <b>Root Cause:</b> Cooley needs to make the push for early enrollment at the end of the prior school year so that we can start the year with accurate numbers. Cooley needs to have more community outreach activities to encourage neighborhood families to bring the students to our school.

**Goal 1: WHOLE CHILD DEVELOPMENT** El Paso ISD School foster learning environments for the whole child to thrive.

**Performance Objective 5:** By June 2024, Cooley Elementary will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Elementary counselors carry a caseload of 1:500 students or less.

**Evaluation Data Sources:** PEIMS OnPoint

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The school counselor will provide direct services to students in a large group or classroom setting to deliver instruction in the areas of academic, college/career/military readiness, and/or personal-social and emotional development. <b>Strategy's Expected Result/Impact:</b> Provide guidance to students and create positive growth mindsets. <b>Staff Responsible for Monitoring:</b> School counselor  <b>Title I:</b> 2.5, 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The school counselor will utilize data to guide direct instruction lesson content and small group counseling interventions as well as measure the effectiveness of these prevention and intervention components. <b>Strategy's Expected Result/Impact:</b> Strengthen students' social, emotional and academic competence <b>Staff Responsible for Monitoring:</b> School counselor  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> School counselor will work with Focus on Children and Families Interventionist to help strengthen families and help children develop a strong SEL/academic background. <b>Strategy's Expected Result/Impact:</b> Through student/family therapy and social services, FCF will provide a wide range of support services to help students who are experiencing difficulties in their home environment that impede their ability to success academically. <b>Staff Responsible for Monitoring:</b> FCF Interventionist and School Counselor  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1		Formative			Summative
		Oct	Jan	Mar	June
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#### Performance Objective 5 Prioritized Needs:

L1 Whole Child (Culture & Climate)
<b>Prioritized Need 1:</b> Our students are not equipped with the self-management skills they need to deal with challenging feelings. <b>Root Cause:</b> Teachers were not explicitly taught how to use Panorama playbook strategies to improve student self-management skills in the classroom.

**Goal 1: WHOLE CHILD DEVELOPMENT** El Paso ISD School foster learning environments for the whole child to thrive.

**Performance Objective 6:** By June 2024, Cooley Elementary will build mindsets, healthy habits, and skills that strengthen students' social, emotional and academic competence by ensuring Principal and academic support team PBIS/SEL fidelity walkthrough data meets all established percentages for school wide behavior expectations, classrooms procedures and instruction, and student and staff awareness.

**Evaluation Data Sources:** District Developed Tracking Rubric

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Cooley will create a strong PBIS/SEL team which will meet at least once a month to discuss focus areas for PBIS, review current progress, and create incentives for students. <b>Strategy's Expected Result/Impact:</b> Having a PBIS/SEL team will help create campus wide expectations and increase PBIS/SEL awareness at every grade level. <b>Staff Responsible for Monitoring:</b> PBIS/SEL team  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> During staff development week, teachers will provide a discipline plan. Teachers will also set up communication with parents during the first week of school in a manner which can be documented. <b>Strategy's Expected Result/Impact:</b> We will ensure that teachers have a strong discipline plan and increase parental involvement. <b>Staff Responsible for Monitoring:</b> Teachers, admin  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L3 Destination District (Perceptions, Facilities, Programs, Technology) 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Performance Objective 6 Prioritized Needs:**

### **L1 Whole Child (Culture & Climate)**

**Prioritized Need 1:** Our students are not equipped with the self-management skills they need to deal with challenging feelings. **Root Cause:** Teachers were not explicitly taught how to use Panorama playbook strategies to improve student self-management skills in the classroom.

### **L3 Destination School (Perceptions, Facilities, Programs, Technology)**

**Prioritized Need 1:** Enrollment has decreased from 400 students to 375 students. **Root Cause:** Cooley needs to make the push for early enrollment at the end of the prior school year so that we can start the year with accurate numbers. Cooley needs to have more community outreach activities to encourage neighborhood families to bring the students to our school.

**Goal 1: WHOLE CHILD DEVELOPMENT** El Paso ISD School foster learning environments for the whole child to thrive.

**Performance Objective 7:** By June 2024, Cooley Elementary will implement meaningful, engaging practices that develop students' ability to manage and own their behavior as measured by Reduction of all ISS, OSS, Disciplinary Removal for all student groups from 7% to 6% and reduce the overall number of disciplinary removals.

**Evaluation Data Sources:** OnPoint Discipline Action Summary Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will be trained in how to use the Panorama strategies of CFR and ABC to help students learn to manage their own behavior. <b>Strategy's Expected Result/Impact:</b> Using these research-based strategies we will give students the tools they need to manage their own behavior. Eventually, without the need for papers or reminders. <b>Staff Responsible for Monitoring:</b> Teachers, CTCs, Admin, Counselor  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L1 Whole Child (Culture & Climate) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Each month, a check-in PLC will be held with each teacher. During this check-in, teachers will be able to bring up any discipline or behavior issues they are having in class. <b>Strategy's Expected Result/Impact:</b> By having a clear picture of what is happening in each classroom, administration will be able to provide teachers with the support they need. <b>Staff Responsible for Monitoring:</b> Teachers, admin, CTCs  <b>Title I:</b> 2.6 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Performance Objective 7 Prioritized Needs:**

### **L1 Whole Child (Culture & Climate)**

**Prioritized Need 1:** Our students are not equipped with the self-management skills they need to deal with challenging feelings. **Root Cause:** Teachers were not explicitly taught how to use Panorama playbook strategies to improve student self-management skills in the classroom.

### **L3 Destination School (Staff Recruitment, Retention & Prof. Dev)**

**Prioritized Need 1:** New teachers need to be better supported in classroom management and how to create and deliver effective lessons. **Root Cause:** We worked under the assumption that teachers had prior knowledge of effective classroom management and lesson planning instead of explicitly reviewing it during PLCs.

**Goal 2: ACADEMIC EXCELLENCE** El Paso ISD empowers all learners to excel in current and future pursuits.

**Performance Objective 1:** By June 2024, Cooley Elementary will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team curriculum fidelity walkthrough data meeting all established percentages for rigor, instructional model, and scope and sequence for reading language arts, math, science, and social studies.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus Teaching Coaches will provide training to teachers on how to use high quality instructional materials adopted by the district this year for Reading Language Arts, Math, and Social Studies. Teachers will implement skills during first teach, interventions, and Saturday tutoring. <b>Strategy's Expected Result/Impact:</b> Teachers will become proficient in navigating and utilizing the district provided resources to start the school year. <b>Staff Responsible for Monitoring:</b> CTCs  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 <b>Funding Sources:</b> Saturday Tutoring - 211 ESEA Title I Part A (Campus) - \$7,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Lesson plans will be reviewed on a weekly basis to ensure fidelity to the scope and sequence of the curriculum, rigor, and student engagement. Teachers will have quality time to plan once a month. <b>Strategy's Expected Result/Impact:</b> We will hold teachers accountable for adhering to the new curriculum and	Formative			Summative
	Oct	Jan	Mar	June





provide support for those who are struggling to do so. <b>Staff Responsible for Monitoring:</b> Admin, CTCs  <b>Title I:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 <b>Funding Sources:</b> Power Planning Substitutes - 211 ESEA Title I Part A (Campus) - \$6,080				
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Performance Objective 1 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<b>Prioritized Need 1:</b> Teachers need to plan with the final level of rigor (as defined by the TEKS) in mind. <b>Root Cause:</b> Instead of differentiating effectively, believing to have the students' best interest in mind, campus sometimes lower the rigor below grade level. Collectively, we must be instructed on how to differentiate effectively so that students can learn grade-level concepts as stated in the TEKS.

**Goal 2: ACADEMIC EXCELLENCE** El Paso ISD empowers all learners to excel in current and future pursuits.

**Performance Objective 2:** By June 2024, Cooley Elementary will develop and implement a guaranteed and viable student-centered District curriculum as measured by Principal and academic support team dual language fidelity walkthrough data meeting all established percentages for instructional model, classroom environment and instruction, and language acquisition.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administrators will create a walkthrough focus calendar and provide feedback to teachers on a monthly basis. <b>Strategy's Expected Result/Impact:</b> We will ensure teachers are faithfully implementing the dual language model within the classroom. <b>Staff Responsible for Monitoring:</b> Teachers, Admin.  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will identify accommodations needed by students at the beginning of the year. CTCs will ensure that these are applied during assessments and daily instruction. <b>Strategy's Expected Result/Impact:</b> Every student will receive the language supports that he/she needs. <b>Staff Responsible for Monitoring:</b> CTCs, admin, teachers  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
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**Performance Objective 2 Prioritized Needs:**





## L2 Academic Excellence (Curriculum, Instruction, Assessment)

**Prioritized Need 1:** Teachers need to plan with the final level of rigor (as defined by the TEKS) in mind. **Root Cause:** Instead of differentiating effectively, believing to have the students' best interest in mind, campus sometimes lower the rigor below grade level. Collectively, we must be instructed on how to differentiate effectively so that students can learn grade-level concepts as stated in the TEKS.

**Goal 2: ACADEMIC EXCELLENCE** El Paso ISD empowers all learners to excel in current and future pursuits.

**Performance Objective 3:** By June 2024, Cooley Elementary will increase student achievement outcomes as measured by an increase in Domain 1 Student Achievement STAAR results from 64% to 75%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Cooley will ensure that teachers provide a quality first teach using HQIM. <b>Strategy's Expected Result/Impact:</b> By strengthening our Tier 1 instruction, we expect less students to fall into Tier 2 and 3. <b>Staff Responsible for Monitoring:</b> Teaachers, admin, CTCs  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Cooley will hold monthly data PLCs to review unit assessments and drive instruction moving forward. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to provide on time supports for the students that need them. <b>Staff Responsible for Monitoring:</b> Teachers, CTCs  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June





Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Purchase classroom supplies and skills based supplemental materials and/or workbooks that will enhance intervention learning for at-risk students. <b>Strategy's Expected Result/Impact:</b> Increase student learning during small group intervention time. <b>Staff Responsible for Monitoring:</b> Teachers, Interventionists  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 <b>Funding Sources:</b> Supplemental materials - 185 SCE (Campus) - \$16,000, General Supplies - 211 ESEA Title I Part A (Campus) - \$2,072		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 3 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<b>Prioritized Need 1:</b> Teachers need to plan with the final level of rigor (as defined by the TEKS) in mind. <b>Root Cause:</b> Instead of differentiating effectively, believing to have the students' best interest in mind, campus sometimes lower the rigor below grade level. Collectively, we must be instructed on how to differentiate effectively so that students can learn grade-level concepts as stated in the TEKS.

**Goal 2: ACADEMIC EXCELLENCE** El Paso ISD empowers all learners to excel in current and future pursuits.

**Performance Objective 4:** By June 2024, Cooley Elementary will increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" Grade level or above on STAAR reading will increase from 39% to 45% with all student groups.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Cooley will ensure that teachers have a strong literacy foundation as evidenced by their lesson plans and walkthrough data. <b>Strategy's Expected Result/Impact:</b> Teachers will be following the district model for reading. <b>Staff Responsible for Monitoring:</b> Teachers, admin  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 <b>Funding Sources:</b> Scholastic Magazines - 185 SCE (Campus) - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campus will develop a WIN time plan that focuses on teaching the critical elements of reading to struggling readers in a small group setting. <b>Strategy's Expected Result/Impact:</b> Teachers, CTCs, admin  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Performance Objective 4 Prioritized Needs:**

## L2 Academic Excellence (Curriculum, Instruction, Assessment)

**Prioritized Need 1:** Teachers need to plan with the final level of rigor (as defined by the TEKS) in mind. **Root Cause:** Instead of differentiating effectively, believing to have the students' best interest in mind, campus sometimes lower the rigor below grade level. Collectively, we must be instructed on how to differentiate effectively so that students can learn grade-level concepts as stated in the TEKS.

**Goal 2: ACADEMIC EXCELLENCE** El Paso ISD empowers all learners to excel in current and future pursuits.

**Performance Objective 5:** By June 2024, Cooley Elementary will increase student achievement outcomes as measured by the percent of 3rd grade students that score "Meets" grade level or above on STAAR math will increase from 34% to 45% with all student groups.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will follow the district math instructional Eureka curriculum framework (fluency, application problem, concept development, debrief, and small group and workstations). Admin will monitor to ensure fidelity to the framework. <b>Strategy's Expected Result/Impact:</b> Students will be exposed to a variety of math skills and applications. <b>Staff Responsible for Monitoring:</b> Teachers, admin, CTCs  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Instructional leadership team will review lesson plans on a biweekly basis to make sure teachers are utilizing HQIM and following the math framework. <b>Strategy's Expected Result/Impact:</b> Teachers will receive necessary support if they are struggling to follow the district framework. <b>Staff Responsible for Monitoring:</b> Instructional leadership team  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 5 Prioritized Needs:**





## L2 Academic Excellence (Curriculum, Instruction, Assessment)

**Prioritized Need 1:** Teachers need to plan with the final level of rigor (as defined by the TEKS) in mind. **Root Cause:** Instead of differentiating effectively, believing to have the students' best interest in mind, campus sometimes lower the rigor below grade level. Collectively, we must be instructed on how to differentiate effectively so that students can learn grade-level concepts as stated in the TEKS.

**Goal 2: ACADEMIC EXCELLENCE** El Paso ISD empowers all learners to excel in current and future pursuits.

**Performance Objective 6:** By June 2024, Cooley Elementary will increase student achievement outcomes in Reading "All students" and two lowest performing student groups demonstrating achievement on 3-5 Grade at the Meet or Masters Level.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement mandatory DEAR time and "sticky note summarizing" in grades 2-5 to increase independent reading by students. <b>Strategy's Expected Result/Impact:</b> Students will improve their reading by increased exposure to high-interest, challenging texts. <b>Staff Responsible for Monitoring:</b> Teachers, Librarian, CTCs.  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Introduce teachers to a variety of methods for students to monitor their own comprehension such as three words per paragraph, hashtags, or pictures and show teachers how to use them in class. <b>Strategy's Expected Result/Impact:</b> Teachers are more likely to adopt one of the several strategies and teach their students to monitor their own understanding as they read. <b>Staff Responsible for Monitoring:</b> CTCs, Teachers  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Invite children's books authors to Cooley Elem. <b>Strategy's Expected Result/Impact:</b> Renew student's interest in reading. <b>Staff Responsible for Monitoring:</b> Librarian  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 <b>Funding Sources:</b> Children's book author - 211 ESEA Title I Part A (Campus) - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 6 Prioritized Needs:

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<b>Prioritized Need 1:</b> Teachers need to plan with the final level of rigor (as defined by the TEKS) in mind. <b>Root Cause:</b> Instead of differentiating effectively, believing to have the students' best interest in mind, campus sometimes lower the rigor below grade level. Collectively, we must be instructed on how to differentiate effectively so that students can learn grade-level concepts as stated in the TEKS.

**Goal 2: ACADEMIC EXCELLENCE** El Paso ISD empowers all learners to excel in current and future pursuits.

**Performance Objective 7:** By June 2024, Cooley Elementary will increase student achievement outcomes in Math "All students" and two lowest performing student groups demonstrating achievement on 3-5 Grades at the Meet Level-SPED from 8% to 15% and EB from 34% to 40%.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure the appropriate accommodations are documented and in place during every walkthrough. <b>Strategy's Expected Result/Impact:</b> Students will receive the necessary supports to be successful. <b>Staff Responsible for Monitoring:</b> Teachers, admin, CTCs  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Foster strong collaboration between the SPED teacher and classroom teachers happens by having them plan together during PLCs and staff development. <b>Strategy's Expected Result/Impact:</b> The SPED teacher and classroom teacher will be able to work in conjunction to help fill gaps in student learning. <b>Staff Responsible for Monitoring:</b> SPED teacher, teachers, admin  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Performance Objective 7 Prioritized Needs:**

## L2 Academic Excellence (Curriculum, Instruction, Assessment)

**Prioritized Need 1:** Teachers need to plan with the final level of rigor (as defined by the TEKS) in mind. **Root Cause:** Instead of differentiating effectively, believing to have the students' best interest in mind, campus sometimes lower the rigor below grade level. Collectively, we must be instructed on how to differentiate effectively so that students can learn grade-level concepts as stated in the TEKS.

**Goal 3:** DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

**Performance Objective 1:** By June 2024, Cooley Elementary will stabilize enrollment by increasing the number of new students enrolling or transferring back to EPISD by 1% from 365 to 380.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Administrators will establish clear communication with parents regarding both academic and behavioral/social issues that arise with their children. Communication will be established within 24 hours of the incident. <b>Strategy's Expected Result/Impact:</b> Parents will feel valued and listened to, and they will feel that issues are resolved promptly. <b>Staff Responsible for Monitoring:</b> Administration  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Cooley will hold events and parental involvement activities that are open to the nearby community, thus giving them a chance to see what the campus is about. <b>Strategy's Expected Result/Impact:</b> Members of the community will feel they are an integral part of our Cooley campus. Parents who have their children enrolled elsewhere may be encouraged to change. <b>Staff Responsible for Monitoring:</b> Admin, CTCs, Parent Liaison  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 <b>Funding Sources:</b> Snacks for meetings - 211 ESEA Title I Part A (Campus) - \$350	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				





**Performance Objective 1 Prioritized Needs:**

### L3 Destination School (Staff Recruitment, Retention & Prof. Dev)

**Prioritized Need 1:** New teachers need to be better supported in classroom management and how to create and deliver effective lessons. **Root Cause:** We worked under the assumption that teachers had prior knowledge of effective classroom management and lesson planning instead of explicitly reviewing it during PLCs.

**Goal 3:** DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

**Performance Objective 2:** By June 2024, Cooley Elementary will attract and retain top talent by implementing an employee recruiting and retention plan designed to increase filled positions on first day of school from 91% to 93%.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> By creating strong collaborative teams and listening to and valuing their needs, we will ensure that our employees are comfortable and feel supported in their role. <b>Strategy's Expected Result/Impact:</b> Teacher retention will be 100% in June 2024 <b>Staff Responsible for Monitoring:</b> Admin, CTCs  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing <b>Prioritized Needs:</b> L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Performance Objective 2 Prioritized Needs:**

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
<b>Prioritized Need 1:</b> New teachers need to be better supported in classroom management and how to create and deliver effective lessons. <b>Root Cause:</b> We worked under the assumption that teachers had prior knowledge of effective classroom management and lesson planning instead of explicitly reviewing it during PLCs.

**Goal 3:** DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

**Performance Objective 3:** By June 2024, Cooley Elementary will grow top talent by implementing a Comprehensive Professional Development Plan.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> We will provide teachers with actionable feedback and support to achieve higher designations in TTESS. <b>Strategy's Expected Result/Impact:</b> By establishing a clear roadmap to excellence, 25% of our teachers will achieve distinguished status. <b>Staff Responsible for Monitoring:</b> Admin, CTCs, Teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing <b>Prioritized Needs:</b> L2 Academic Excellence (Student Achievement) 1	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Performance Objective 3 Prioritized Needs:**

L2 Academic Excellence (Student Achievement)
<b>Prioritized Need 1:</b> Reading and Science scores are considerably below district averages. <b>Root Cause:</b> We have a large proportion of students struggling with reading, which affects every content area in standardized testing.

**Goal 3:** DESTINATION DISTRICT El Paso ISD solidifies its position as El Paso's destination district.

**Performance Objective 4:** By June 2024, EPISD will expand the integration of 21st century learning and innovation skills by developing and implementing an instructional technology campus support plan.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> As our Promethean rollout continues, Cooley will provide teachers with training on how to use the Promethean boards, along with other technology, at the higher levels of the SAMR model (substitution, augmenting, modifying, and redefining teaching). <b>Strategy's Expected Result/Impact:</b> Teachers will use technology to enhance teaching instead of simply substituting or projecting. <b>Staff Responsible for Monitoring:</b> Admin, CTCs, Technology  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1 <b>Funding Sources:</b> Promethean Boards - 211 ESEA Title I Part A (Campus) - \$21,565	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 4 Prioritized Needs:**

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
<b>Prioritized Need 1:</b> New teachers need to be better supported in classroom management and how to create and deliver effective lessons. <b>Root Cause:</b> We worked under the assumption that teachers had prior knowledge of effective classroom management and lesson planning instead of explicitly reviewing it during PLCs.

**Goal 4: CULTURE OF ACCOUNTABILITY** El Paso ISD cultivates a culture of transparency, care, and service.

**Performance Objective 1:** By June 2024, Cooley Elementary will foster a welcoming and safe environment where all students feel supported resulting in an increase student attendance rate from 91% to 95%.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> An attendance committee will establish communication with parents of students who reach 3 unexcused absences.  <b>Strategy's Expected Result/Impact:</b> By establishing communication with parents, we can make them aware of the attendance issue and provide any support they may need to ensure their child comes to school every day. <b>Staff Responsible for Monitoring:</b> Attendance committee  <b>Title I:</b> 2.4, 2.6, 4.1 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L4 Culture of Accountability (Parent & Community Engagement) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> An attendance committee will review attendance incentives. Attractive incentives such as a monthly movie pass, gaming station, board games, face painting, outdoor games, and raffles will be implemented and this will encourage students to come to school.  <b>Strategy's Expected Result/Impact:</b> Students will be more motivated to come to school in order to earn the incentive. Parents and students will feel that their efforts to attend school are valued. <b>Staff Responsible for Monitoring:</b> Attendance committee  <b>Title I:</b> 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L4 Culture of Accountability (Parent & Community Engagement) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 1 Prioritized Needs:**

<b>L4 Culture of Accountability (Parent &amp; Community Engagement)</b>
<b>Prioritized Need 1:</b> We do not have a systematic approach to deal with students with repeated absences. <b>Root Cause:</b> Cooley has not established an attendance committee and protocol for dealing with students who have repeated absences.

**Goal 4: CULTURE OF ACCOUNTABILITY** El Paso ISD cultivates a culture of transparency, care, and service.

**Performance Objective 2:** By June 2024, Cooley Elementary will foster a welcoming and safe environment where all families and communities feel supported as well as increase the level of accountability by ensuring the campus offers all required community events.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Cooley will ensure that every teacher defines their means of parent communication (ex: Class Dojo) and establishes communication with parents during the first week of school. <b>Strategy's Expected Result/Impact:</b> Parental involvement will be increased and communication with parents will be improved. <b>Staff Responsible for Monitoring:</b> Teachers  <b>Title I:</b> 2.5, 4.1, 4.2 <b>Prioritized Needs:</b> L4 Culture of Accountability (Parent & Community Engagement) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Cooley will ensure that 100% of district and campus communications are effectively delivered in Spanish to Spanish-speaking parents. <b>Strategy's Expected Result/Impact:</b> Parents will be informed of district and campus events, activities, and initiatives. <b>Staff Responsible for Monitoring:</b> CTCs, admin  <b>Title I:</b> 2.5, 4.1, 4.2 <b>Prioritized Needs:</b> L3 Destination District (Perceptions, Facilities, Programs, Technology) 1 <b>Funding Sources:</b> Parental materials for print distribution - 211 ESEA Title I Part A (Campus) - \$400	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 2 Prioritized Needs:**





L3 Destination School (Perceptions, Facilities, Programs, Technology)
<b>Prioritized Need 1:</b> Enrollment has decreased from 400 students to 375 students. <b>Root Cause:</b> Cooley needs to make the push for early enrollment at the end of the prior school year so that we can start the year with accurate numbers. Cooley needs to have more community outreach activities to encourage neighborhood families to bring the students to our school.

#### **L4 Culture of Accountability (Parent & Community Engagement)**

**Prioritized Need 1:** We do not have a systematic approach to deal with students with repeated absences. **Root Cause:** Cooley has not established an attendance committee and protocol for dealing with students who have repeated absences.

**Goal 4: CULTURE OF ACCOUNTABILITY** El Paso ISD cultivates a culture of transparency, care, and service.

**Performance Objective 3:** By June 2024, Cooley Elementary will implement a two-way communication plan designed to increase the number and quality of opportunities to engage, inform, train, and gather input from family and community stakeholders as measured on Thought Exchange (3 times per year with 40% response rate) and Let's Talk Platform (customer satisfaction rating from 7.8 to 9 and response rate from 10.5 days to 3 days).





Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Cooley will strive to have a stronger online/social media presence to make parents aware of the opportunities to communicate with the school. <b>Strategy's Expected Result/Impact:</b> Parents will feel that their concerns are being heard and their questions are being answered. <b>Staff Responsible for Monitoring:</b> Admin, Counselor, Office Staff  <b>Title I:</b> 4.1, 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L3 Destination District (Perceptions, Facilities, Programs, Technology) 1		Formative			Summative
		Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

**Performance Objective 3 Prioritized Needs:**

L3 Destination School (Perceptions, Facilities, Programs, Technology)
<b>Prioritized Need 1:</b> Enrollment has decreased from 400 students to 375 students. <b>Root Cause:</b> Cooley needs to make the push for early enrollment at the end of the prior school year so that we can start the year with accurate numbers. Cooley needs to have more community outreach activities to encourage neighborhood families to bring the students to our school.

**Goal 4: CULTURE OF ACCOUNTABILITY** El Paso ISD cultivates a culture of transparency, care, and service.

**Performance Objective 4:** By June 2024, Cooley Elementary will continue to be an accountable entity that is fiscally responsible, efficient in its use of resources, and strives for transparency with public-facing information by ensuring quality program implementation and strategic investments in Federal programs and increasing the annual percentage of entitlement program expenditures.





Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Cooley will hold at least one meeting per nine weeks to discuss the quality of programs at our campus and federal guidelines. <b>Strategy's Expected Result/Impact:</b> We will ensure that we are in compliance with federal guidelines and EPISD policy. <b>Staff Responsible for Monitoring:</b> Admin, Parent Liaison  <b>Title I:</b> 4.2 <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L3 Destination District (Perceptions, Facilities, Programs, Technology) 1		Formative			Summative
		Oct	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

**Performance Objective 4 Prioritized Needs:**

L3 Destination School (Perceptions, Facilities, Programs, Technology)
<b>Prioritized Need 1:</b> Enrollment has decreased from 400 students to 375 students. <b>Root Cause:</b> Cooley needs to make the push for early enrollment at the end of the prior school year so that we can start the year with accurate numbers. Cooley needs to have more community outreach activities to encourage neighborhood families to bring the students to our school.

**Goal 4: CULTURE OF ACCOUNTABILITY** El Paso ISD cultivates a culture of transparency, care, and service.

**Performance Objective 5:** By June 2024, EPISD will continue to be an accountable entity that is fiscally responsible, efficient in its use of resources, and strives for transparency with public-facing information by increasing the annual percentage of state allotment expenditures for Bilingual and State Compensatory Education.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Cooley will hold at least one meeting per nine weeks to discuss the quality of bilingual/ESL programs at our campus and funding for state compensatory education. <b>Strategy's Expected Result/Impact:</b> We will ensure that we are in compliance with federal guidelines and EPISD policy. <b>Staff Responsible for Monitoring:</b> Admin, LPAC  <b>Title I:</b> 4.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Prioritized Needs:</b> L5 Equity by Design (Demographics) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Performance Objective 5 Prioritized Needs:**

L5 Equity by Design (Demographics)
<b>Prioritized Need 1:</b> There are too many students not advancing from the beginning category in TELPAS. <b>Root Cause:</b> Students are not given multiple opportunities to speak, read, and write in English on a daily basis.

**Goal 5: EQUITY BY DESIGN** El Paso ISD champions a targeted approach to universal access and system equity.

**Performance Objective 1:** By June 2024, Cooley Elementary will foster equitable access to opportunities by eliminating barriers for all students by developing and implementing a Comprehensive Equity Plan designed to address system equity disparities based on the result of an equity audit.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Cooley will ensure that teachers are aware of the SPED, 504, Bilingual, and at risk students in their class, as well as the accommodations and differentiation required to allow those students to succeed. <b>Strategy's Expected Result/Impact:</b> The populations listed above will show academic growth as evidenced through STAAR tests and benchmark exams. <b>Staff Responsible for Monitoring:</b> Admin, CTCs, Teachers  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Our SPED instructor will keep detailed logs as documentation of services provided to each student, as specified by their IEP. <b>Strategy's Expected Result/Impact:</b> We will ensure we are in compliance, providing the specified services to the students who require it. <b>Staff Responsible for Monitoring:</b> SPED teacher, Admin  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1 - L2 Academic Excellence (Student Achievement) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 1 Prioritized Needs:**

L2 Academic Excellence (Curriculum, Instruction, Assessment)
<b>Prioritized Need 1:</b> Teachers need to plan with the final level of rigor (as defined by the TEKS) in mind. <b>Root Cause:</b> Instead of differentiating effectively, believing to have the students' best interest in mind, campus sometimes lower the rigor below grade level. Collectively, we must be instructed on how to differentiate effectively so that students can learn grade-level concepts as stated in the TEKS.
L2 Academic Excellence (Student Achievement)
<b>Prioritized Need 1:</b> Reading and Science scores are considerably below district averages. <b>Root Cause:</b> We have a large proportion of students struggling with reading, which affects every content area in standardized testing.

**Goal 5: EQUITY BY DESIGN** El Paso ISD champions a targeted approach to universal access and system equity.

**Performance Objective 2:** By June 2024, Cooley Elementary will foster equitable access to opportunities and eliminating barriers as measured by a reduction in the percentage of long-term Emergent Bilinguals Achieving Beg/Int on TELPAS Composite from 40% to 50% as well as reduce the number of Emergent Bilingual Achieving Beginning on TELPAS reading from 40% to 30%.





Strategy 1 Details		Reviews			
<b>Strategy 1:</b> We will ensure that teachers provide EBs with opportunities to listen to, speak, read, and write in English on a daily basis. <b>Strategy's Expected Result/Impact:</b> We will see a decrease in Beg/Int scores on TELPAS <b>Staff Responsible for Monitoring:</b> LPAC, Teachers  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Prioritized Needs:</b> L5 Equity by Design (Demographics) 1		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Our teachers will be trained on selecting and implementing the appropriate activities and strategies for EBs based on each student's particular scenario. <b>Strategy's Expected Result/Impact:</b> Our classrooms will be more differentiated and more students will receive the support they need. <b>Staff Responsible for Monitoring:</b> LPAC, Teachers  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Prioritized Needs:</b> L2 Academic Excellence (Curriculum, Instruction, Assessment) 1		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

**Performance Objective 2 Prioritized Needs:**

<b>L2 Academic Excellence (Curriculum, Instruction, Assessment)</b>
<b>Prioritized Need 1:</b> Teachers need to plan with the final level of rigor (as defined by the TEKS) in mind. <b>Root Cause:</b> Instead of differentiating effectively, believing to have the students' best interest in mind, campus sometimes lower the rigor below grade level. Collectively, we must be instructed on how to differentiate effectively so that students can learn grade-level concepts as stated in the TEKS.
<b>L5 Equity by Design (Demographics)</b>
<b>Prioritized Need 1:</b> There are too many students not advancing from the beginning category in TELPAS. <b>Root Cause:</b> Students are not given multiple opportunities to speak, read, and write in English on a daily basis.

**Goal 5: EQUITY BY DESIGN** El Paso ISD champions a targeted approach to universal access and system equity.

**Performance Objective 3:** By June 2024, Cooley Elementary will increase the percent of campus staff that have 5+ years of experience and are certified in the roles to which they are assigned and decrease the rate of staff mobility in the lowest performing campuses.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> By creating strong collaborative teams and listening to and valuing their needs, we will ensure that our employees are comfortable and feel supported in their role. <b>Strategy's Expected Result/Impact:</b> Teacher retention will be 100% in June 2024 <b>Staff Responsible for Monitoring:</b> Admin, CTCs  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Prioritized Needs:</b> L3 Destination District (Staff Recruitment, Retention & Prof. Dev) 1	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 3 Prioritized Needs:**

L3 Destination School (Staff Recruitment, Retention & Prof. Dev)
<b>Prioritized Need 1:</b> New teachers need to be better supported in classroom management and how to create and deliver effective lessons. <b>Root Cause:</b> We worked under the assumption that teachers had prior knowledge of effective classroom management and lesson planning instead of explicitly reviewing it during PLCs.

**Goal 5: EQUITY BY DESIGN** El Paso ISD champions a targeted approach to universal access and system equity.

**Performance Objective 4:** By June 2024, Cooley Elementary will develop a Teacher Profile and Rubric that reflects teacher experience, effectiveness, and campus specific instructional needs.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Cooley will present the Teacher Profile and Rubric to our campus. This way, teachers will have a clear understanding of EPISD's vision and the way teachers will be evaluated. <b>Strategy's Expected Result/Impact:</b> A clear rubric will help teachers monitor and improve their own strengths and weaknesses. <b>Staff Responsible for Monitoring:</b> Elementary Assistant Superintendent, Admin, CTCs  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture <b>Prioritized Needs:</b> L3 Destination District (Staff Recruitment, Retention &Prof. Dev) 1		Formative			Summative
		Oct	Jan	Mar	June
<div><div></div>0% No Progress</div> <div><div></div>100% Accomplished</div> <div><div></div>Continue/Modify</div> <div><div></div>Discontinue</div>					

**Performance Objective 4 Prioritized Needs:**

L3 Destination School (Staff Recruitment, Retention &Prof. Dev)
<b>Prioritized Need 1:</b> New teachers need to be better supported in classroom management and how to create and deliver effective lessons. <b>Root Cause:</b> We worked under the assumption that teachers had prior knowledge of effective classroom management and lesson planning instead of explicitly reviewing it during PLCs.