

2022-2023 Local School Plan for Improvement (LSPI)

School: W.J. Cooper ES Principal: Paul Willis

Accountability and flexibility are hallmarks of Gwinnett County Public Schools' success. Key to that success is ensuring that each school community understands the progress being made by its schools, as well as what plans will drive improvement. Each school creates a collaborative Local School Plan for Improvement (LSPI) to increase student achievement results, with targeted goals based on the four strategic priorities within the district's Blueprint for the Future: **Empathy, Equity, Effectiveness, and Excellence**. All schools across the district will focus on goals **2A- Multi-tiered Systems of Support and 2B- Opportunity and Access**. However, schools are required to select one goal from each of the other strategic priorities for the 2022-2023 school year. LSPI goals are dynamic, like our schools, and are updated to reflect changes that occur in schools. Multiple data points are used to determine areas needing improvement and to identify specific, measurable, annual objectives. Key Performance Indicators (KPIs) are the way we will measure success for each goal. Schools then determine how to use research-based strategies to achieve these goals, using flexibility as needed. The LSPI development process involves teachers, parents, students, and community members, so the entire school community has the opportunity to be involved in conversations about school improvement.

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
Empathy 1A: Cultural Competence	At Cooper Elementary School, we believe Each & Every student has and brings value to our school. We realize the importance of getting to know Each & Every student and their unique gifts,	<ol style="list-style-type: none"> 1. Continue to advance the impact of our International Night event through regular communication and focus as the event is being planned 2. Extend the STREAK Initiative to include more student based activities, including vertical and grade level STREAK meetings with students 3. The Cultural Awareness Team will plan activities to recognize the contributions of different cultures throughout the school year 	EES Student Survey Data I am comfortable interacting with people from a different racial or ethnic background. 2022 Baseline: 57% 2023 Goal: 65% I can communicate effectively to a variety of people/audiences. 2022 Baseline: 50%

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	talents, and needs so that we can better reach them.	4. Raise faculty/staff awareness of different cultural events, religious holidays, and celebrations that may impact our students and families	<p>2023 Goal: 60%</p> <p>I feel good about my cultural or ethnic background. 2022 Baseline: 81% 2023 Goal: 85%</p> <p>My parents/family feel welcome to visit this school. 2022 Baseline: 62% 2023 Goal: 69%</p> <p>This school has effective equity practices for all. 2022 Baseline: 46% 2023 Goal: 57%</p> <p>In this school, there is at least one adult who knows and cares about me. 2022 Baseline: 68% 2023 Goal: 74%</p>
<p>90 Day Review: Our CAT will be leading the initiative to celebrate Black History month in February. In months prior, we have had students read facts on the morning news highlighting various people representing various cultures that correspond each month. Bulletin boards around the school display information about various people each month and their accomplishments. International Night is being</p>			

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		<p>prepared for and over 20 families have already committed to participating to help bring awareness to the various countries that are represented at Cooper ES. Ms. Mckoy parent Liaison(add description) is playing a key role in helping with this event. During winter break, parents were provided a survey to ask their children if they felt that there was someone at school who was their person and who it was. Teachers were given a slip of paper letting them know that they are somebody's somebody. Close to 300 students responded. Teachers were provided their KPI data and were challenged to find ways to connect with all students.</p>	

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Equity 2A: Multi-tiered system of supports	Cooper ES recognizes that Each & Every student has academic and behavioral strengths and challenges. Identifying an individual student's strengths and	<ol style="list-style-type: none"> 1. Identify a functional team of educators to serve on the school's MTSS Team 2. Provide focused intervention for EACH & EVERY learner through small group instruction based on available data 3. Implement Universal Screener(s) at all grade levels 	<p>Reduce the number of students missing 15+ days of school. 2022 Baseline: 30 2023 Goal: 20</p> <p>Reduction in the amount of Out of School Suspensions from previous school year.</p>

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	<p>challenges allows us to provide targeted interventions and extensions to support the whole child.</p>	<ol style="list-style-type: none"> 4. Provide targeted interventions for identified students in the areas of attendance and behavior based on previous year(s) data 5. Provide rigorous tiered interventions for students identified as special needs and served in our special education programs 6. Begin PBIS program with setting a team and attending required training 7. Administer student Wellbeing screeners in grades 3-5 	<p>2022 Baseline: 30 Students/59 Days 2023 Goal: Reduce the number of days of Out of School Suspension by ½ (30 Days)</p> <p>Reduce the number of students that are referred to special education from the Student Support Team process. 2022 Baseline: 64 Students 2023 Goal: 43 Students</p>
<p>90 Day Review: Student of the month has been implemented based on teacher recommendation of how the student exhibits the TIGER traits. A student of the month board (wall of fame) has been created to highlight these students. One student per grade level will have a student of the month sign placed in their yard. We have implemented restorative practices during OR and students have completed over 30 modules. Some students are implementing the strategies that they are hearing through the modules. Students are being supported through the RTI/SST process once they have been provided intensive interventions. K - 28, 1st -16, 2nd -16, 3rd -15, 4th - 14, 5th - 9 (99 students total) Of these 99 students, 34 have been referred for an evaluation or 504 consideration. We have continued with EIP CLT - each EIP teacher reviews their individual reports and discussions are had to determine if students need to exit and how much growth has been made. SPIRE/WILSON/LLI groups are all up and running with each and every Resource special education student is being served in a group. 4th and 5th graders are now being served through Read 180 based on mid-year data results and if they were in the lower 18th percentile. MTSS is the process of analyzing data and making pivots based on ongoing student needs. We recognized early on in the fall that our master schedule was not fully allowing students to receive interventions during their EIP time. They were getting pulled during core instructional blocks, therefore EIP teachers were focusing on AKS instruction rather than</p>		<p>January 2022-2023 schedule CHANGE (master/IRR/Specials/Lunch)</p>	

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interventions. In order to better meet students' needs and implement intervention programs with fidelity, we decided to change our entire master schedule upon return from winter break on January 4, 2023. This new schedule offers sacred intervention time for both reading and writing. We recently administered our second iReady diagnostic in reading and math. At mid-year, the typical growth data according to the national norm should be at 50%. Our first through fifth grade mid-year growth data is as follows: 1st: 72%, 2nd: 63%, 3rd: 43%. 4th: 84%, 5th: 46%. Our kindergarten students took their very first diagnostic mid-year and we anticipate much growth from now until the end of the year diagnostic.

Special education families were invited to a Special Education Family Night where teachers and students highlighted the various programs that are available at Cooper ES. Teachers presented the various ways that they provide instruction. (UNIQUE, SPIRE, Wilson, LLI, Sounds Sensible, Just Words). Speech pathologists presented all the various communication devices that are available and how we use them to promote communication. Students modeled how to use the devices. Students shared their writings and read stories modeling how they implement the various strategies they have learned through structured literacy programs. A teacher modeled how to solve a 2 step word problem using all the strategies she incorporates into her IRR math class using specialized design instruction. The county parent engagement coordinator was here and presented resources that parents need to support their children with special needs.

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Equity 2B: Opportunity and Access	Cooper Elementary School will expand student opportunities to engage in and access high-quality and culturally relevant curriculum and activities to enrich their classroom learning.	<ul style="list-style-type: none"> ● Increase student access to before, during, and after school clubs ● Increase staff for the Early Intervention Program so that all students needing extra support will have access ● Provide extra curricular opportunities based on family and student input ● Increase academic rigor for high achieving and identified gifted students ● Provide academically themed nights for parents to learn moves ● Begin the Play2Learn program with two classes ● Provide Nearpod, Navigate 360, and other sources for SEL lessons as part of our discipline procedures in the Opportunity Room. ● Expand the number of specials to include a Social Emotional Learning special ● Expand opportunities for parent/community volunteers 	<ul style="list-style-type: none"> ● EIP data ● Read 180 data ● Play 2 Learn: Two sessions of twenty children every Wednesday and Friday

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		<ul style="list-style-type: none"> • Provide a “thinking skills’ enrichment course for kindergarten and first grade students <p><u>Budget Implications:</u> materials/supplies for academically themed nights/events; staffing for additional special; materials supplies needed for Thinking Skills class</p> <p><u>Person(s) Responsible:</u> Team Leaders for curriculum team areas Gary Fischer- FOCUS Teacher, Interventionist, PBIS Team, Counselors</p>	
<p>90 Day Review: To meet the needs of each and every student, we had to do a school wide master schedule change. This change was decided upon due to teacher input that students were not being provided intervention at a time that allowed them to be afforded the opportunity to receive on grade level content and intervention. The schedule now incorporates intervention blocks along with grade level content areas to ensure that all students have access to intervention/enrichment. We shifted our focus in CLT. Grade levels are now analyzing student work on a more consistent basis, reviewing assessment data, creating common formative assessments and analyzing the standards. We did a school wide gradebook rehaul to ensure that there is truth in grading and consistency in grading across grade levels. Tuesday Night Intervention will continue for February and March providing math and reading support to students who had a below 70 on the first semester report card. We plan to continue to refine collaborative learning teams this semester by further building capacity in our grade level leaders at our monthly leadership meetings. We want to shift our focus to looking at student work and having dialogue around student misconceptions.</p>			

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<p>Effectiveness 3A: Results-Based Evaluation System</p>	<p>In Gwinnett County Public Schools, the Results-Based Evaluation System promotes continuous quality improvement by identifying the overall strengths and areas of improvements. RBES also reflects school-wide expectations for both the academic press and supportive community. Additionally, the RBES acts as a catalyst for school improvement, a tool for school-wide academic gap closures and a tool to monitor progress towards annual goals.</p>	<ol style="list-style-type: none"> 1. Each teacher will have a RBES goal focused on developing a more SUPPORTIVE COMMUNITY and one goal focused on raising student achievement 2. The school will provide professional learning for each teacher & instructional support staff member that focuses on effective use of data from formative assessments and screeners to determine targeted interventions 3. Continued improvement on the Collaborative Learning Team process following the Plan, Do, Check, Act cycle 4. Teachers are responsive to the needs of their students as necessary based on student data 	<p>Increase the number of 3rd-5th grade students reading ON or ABOVE Grade Level on the Spring GMAS</p> <p>2023 Third Grade Students 2022 Baseline: Has not been established 2023 Goal: 85%</p> <p>2023 Fourth Grade Students 2022 Baseline: 80% 2023 Goal: 85%</p> <p>2023 Fifth Grade Students 2022 Baseline: 73% 2023 Goal: 79%</p> <p>EES Family Survey Data Teachers accommodate my student's individual needs by adjusting instruction 2022 Baseline: 74% 2023 Goal: 79%</p> <p>EES - Staff Survey Data</p>

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			<p>We reflect upon instructional practice to inform our conversations about improvement. 2022 Baseline: 52% 2023 Goal: 61%</p> <p>We monitor the effectiveness of instructional interventions. 2022 Baseline: 53% 2023 Goal: 61%</p>
<p>90 Day Review: Teachers are working on their mid-year implementation plan and are reviewing mid-year data. 1st through 5th grades used iReady beginning of the year diagnostic data for RBES goals and will be using mid-year diagnostic data to determine areas of growth and celebrate success thus far. An iReady consultant led a professional development on February 7th to help teachers further analyze their mid-year iReady data and create action steps for implementation.</p>			
<p>Excellence 4B: Post-secondary and workforce readiness</p>	<p>According to the spring EES survey data, a large group of Cooper ES students did not indicate that the purpose of their learning was clearly understood. Our school's mission is to prepare our students to be responsible citizens and life-long learners.</p>	<ol style="list-style-type: none"> 1. Increase student exposure to all career clusters throughout the school year for EACH & EVERY student 2. Provide faculty, staff, students, and community with the Portrait of a Graduate information/materials 3. Leverage the cluster's AgSTEM initiative to provide students with a 360 view of different careers in the Science, Technology, Engineering, and Mathematics industries. 4. During CLT, teachers will have an emphasis on regular student collaboration opportunities built into their planning 	<p>EES Student Survey Data</p> <p>Work I do in this school is useful and interesting to me. 2022 Baseline: 30% 2023 Goal: 44%</p> <p>What we do in school will help me succeed in life. 2022 Baseline: 59% 2023 Goal: 67%</p> <p>My teacher helps me learn by challenging me with interesting activities in class. 2022 Baseline: 41% 2023 Goal: 53%</p>

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		5. Overtly connect AKS being learned to a career cluster(s).	
<p>90 Day Review: Each grade level has a representative that participated in the cluster STEM vertical team meeting to discuss how we can support the cluster STEM and Ag STEM initiatives. STEM night took place on February 16, 2023 and included the following activities:</p> <ul style="list-style-type: none">Pre-K- STEM KitsK - Bird Feeders; Lego Challenge1st - Magnet Car Race2nd - Domino Runs with ramps; partner math game3rd - Multiplication Games; Fossils4th - Making Instruments5th - Chemical Changes (Making Ice Cream); Circuits (Makey Makey) <p>We will also be participating in the cluster Farmer’s Market on April 22nd.</p> <p>Student clubs support student interest and engagement as students participate in activities such as keyboarding, STEM, Legos, robotics, coding, chess, Kidzlife and more.</p> <p>Teachers across all grade levels are incorporating real-world problems and are explicit in explaining the WHY behind each lesson. These teachers share ideas and lessons during collaborative learning time twice a week. Kindergarten students are introduced and exposed to various community helpers and are asked to begin thinking about what they want to be when they grow. The students had the opportunity to interact with various community helpers when they came to visit the school. Fifth grade students complete career lessons in counseling and continue to explore what jobs or careers they may want</p>			

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<p>to pursue in the future. The entire school will participate in a week-long exploration of careers led by our counselors in May. To expose students to additional college opportunities and spark dialogue, we display the pennants of colleges and universities attended by Cooper staff members around our lobby. Additionally, staff members' degrees and focus areas are displayed outside of their door.</p>	