



## School Improvement Turnaround Plan

*This document is being shared to illustrate our strategies for the continued academic improvement of Pat Cooper Elementary School. We invite you to review the draft components of the plan below and [share your feedback through the Google Form](#) or by emailing our principal, Angela Harris ([harrisa1@georgetownisd.org](mailto:harrisa1@georgetownisd.org)). Please share your feedback by Thursday, June 4, 2025.*

*Your input is essential and will help shape a plan that reflects our shared goals. The final plan will be presented and considered for approval at the GISD Board Meeting on June 16, 2025. Thank you for your continued support.*

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### Our School Improvement Turnaround Plan is Outlined By the Seven Guiding Questions Below:

#### 1. What are our school's improvement strategies related to Curriculum and Instruction?

Pat Cooper Elementary School will prioritize the following strategies:

##### **Strategy 1: Building capacity in our leaders and teachers and holding ourselves accountable to measurable outcomes.**

- All team members create a personal goal and have accountability towards that goal, receive feedback on the goal, and are provided coaching, support, and training to ensure they are on target.
- For example:
  - *By the end of the semester, 80% of Cooper elementary students will demonstrate an improvement of at least one grade level in their mathematics skills, as measured by standard assessment tests.*
  - *By the end of the second quarter, Cooper Elementary School will decrease classroom disruptions by 30% as documented in daily logs.*

**Strategy 2: Creating sustainable systems with documented processes for tiered instruction and positive behavior support.**

- Tier 1 Instruction for every student that includes access to rigorous, high quality-materials that are aligned to the grade level standards. Tier 2 Instruction for every student that includes personalized adjustments to their needs. Tier 3 Instruction for some students to support unfinished learning in specific areas.
- For example:
  - *All fourth grade students will be given the same access to grade-level materials (Tier 1). Student responses to those materials will be analyzed to ensure mastery, and all students will be provided with either enrichment or support based upon their individual mastery of the lesson (Tier 2). Some students who have unfinished learning, or gaps in learning, will be provided with additional support to close those gaps (Tier 3).*
- Tier 1 positive behavior support for every student that includes explicit instruction in approaches to support learning and classroom procedures. Tier 2 and Tier 3 positive behavior support that is focused on responding to challenging behavior by teaching expectations and repairing harm.
- For example:
  - *All fourth grade students will receive lessons from the school counselor on how to have a growth mindset when classwork gets difficult. Some students will be provided with small group behavior support based on demonstrated need.*

**Strategy 3: Prioritizing student learning, teacher capacity, and instructional coherence by implementing high-quality materials, providing upfront training and coaching, and intentional scheduling.**

- Student Learning: *Prioritizing unbroken instructional blocks in areas of growth as identified by the data and adding additional minutes where needed.*
- Teacher Capacity: *Creating additional, and intentional, opportunities for teachers to engage in professional learning communities (or PLCs) to support collaboration in identifying and unpacking essential standards, developing aligned assessment plans, and analyzing assessment data to determine appropriate reteach and/or enrichment. Providing weekly observation and feedback cycles.*

- Instructional Coherence: *Ensuring that all teaching, reteaching, and enrichment resources are high-quality materials, tightly aligned to essential standards and creating campus-wide common instructional routines.*

**Strategy 4: Consistently communicating progress towards our goals to all stakeholders and publishing progress towards success.**

- For Example: *Publishing Quarterly Learning Targets in advance and then reporting student progress towards specific learning goals on a monthly basis. Instituting a monthly celebration Snapshot Day.*

**2. How do these strategies align with the cause of our campus' federal identification and/or state rating?**

In reviewing the 23-24 STAAR assessment data:

- The overall percentage of students falling into the meeting or exceeding categories was significantly lower than the state average in both math and reading, regardless of student category.

These results signal a need to provide additional structure around implementation of tiered systems and structures to support instruction and the learning environment as a whole.

The chosen strategies were additionally supported by internal data sources:

- Emergent Tree Tier 1 Behavior Review
- Student Learner Profile Survey
- Parent/Staff Annual Survey

**3. What are the milestones and monitoring efforts that will be taken over the next two years to implement the school improvement strategy?**

The following milestones will be used in the planning and implementation of our campus' improvement strategies outlined above.

- The Cooper TAP plan will be created using collected stakeholder feedback before being reviewed by district leadership and our GISD school board. This plan will be submitted for TEA approval by June 20th.

- The Cooper master schedule will be built to prioritize student learning, teacher collaboration, and instructional coherence. This schedule will be reviewed and approved by the principal coach prior to the start of the school year.
- Strategic hiring of high quality, turnaround-minded teachers and leaders will be prioritized prior to the start of the school year. Hiring decisions will be discussed with the principal coach monthly during the summer.
- Intentional staffing, resources, and supports are in place to meet student needs. Evidence of progress will be provided by the Campus Support Team and reviewed twice yearly by our district's Chief Academic Officer.
- MAP and STAAR interim assessment data will be collected to monitor student growth and achievement throughout the school year. Our campus academic MTSS leadership team will meet in October, February, and May to review progress with support from our district's Chief Academic Officer and the principal coach.
- School-wide, and student-specific, progress towards Quarterly Learning Targets will be reported on a monthly basis on the following Snapshot Days:
  - September 12, 2025
  - October 3, 2025
  - November 7, 2025
  - December 5, 2025
  - January 9, 2025
  - February 6, 2025
  - March 6, 2025
  - April 10, 2025
  - May 1, 2025

**4. What reallocation of resources are needed to implement the school improvement strategy based on our campus' ESF diagnostic finding?**

Our campus is considered a top priority elementary school campus. Funding is allocated to ensure that campus received what was needed above and beyond what is granted to campuses that were already on-track.

**5. How will the budget be reallocated to meet the needs of the chosen strategy?**

Our campus has been allocated additional funds to support students in the following ways:

- IXL Assessment
  - Providing actionable data in both standards and skills
- IXL Math and Reading Intervention
  - Providing two-year stretch plans for students not meeting the standards.

**6. How will the staffing be reallocated to meet the needs of the chosen strategy?**

Our campus has been provided with additional personnel supports over and above the typical district allocation:

- 1 Additional AP
- 2 Lit First Aides (One Bilingual)

In addition to adding additional on-site personnel supports, the district remains committed to providing ongoing coaching of Cooper leaders in their roles.

**7. What are the curriculum programs that will be utilized during the 25-26 school year?**

- RLA-SAVVAS
- Math-Stemscopes
- Intervention-IXL