

2024-2025 School Improvement Plan *at a glance*

State Report Card

Meets Expectations

69.8



James Fenimore Cooper School

Grades Served: K4-Grade 8

Principal: Jennifer Doucette

5143 S. 21st St.

Milwaukee, WI 53221



School Improvement Focus

Instruction

Science-Based Early Literacy Instruction

Theory of action: If we implement science-based early literacy instruction, including explicit phonemic awareness, phonics, and fluency instruction, then teachers and staff will implement phonics instruction that is systematic, explicit, and tailored to students' needs. As a result, students will increase their proficiency in reading as evidenced by multiple reading data sources by the end of the 2024-2025 school year.

Culture and Climate

PBIS

Theory of action: If we implement PBIS, including PBIS Tier 1, CICO, and SAIG groups, then teachers and staff will provide the needed support and interventions. As a result, students will increase their daily attendance rate as evidenced by the daily attendance percentage by the end of the 2024-2025 school year.

School Vision and Values

School Vision

At Cooper School, we believe in doing the right thing because it's the right thing to do! Students are engaged, curriculum is rigorous, staff is dedicated, and everyone succeeds.

"Become part of our winning team . . .
DO THE RIGHT THING!"

School Values

Cooper School is recognized for its welcoming environment and dedicated staff who exhibit compassion, creativeness, enthusiasm, and a zest for learning.

Long-Term Goals

ACCELERATING LEARNING

1. Schools will demonstrate a 5% increase in the number of students who score *meeting/advanced* in math and English language arts (overall and disaggregated by groups) on the state assessments for each consecutive year from the spring of the previous year to the spring of the current year.
2. Schools will demonstrate a 10% decrease in the number of students who score *developing* in math and English language arts (overall and disaggregated by groups) on the state assessments for each consecutive year from the spring of the previous year to the spring of the current year.

CULTIVATING EQUITABLE LEARNING ENVIRONMENT

1. Schools will maintain a 95% attendance rate.
2. Schools will have 100% of students regularly attending (90% of the time).
3. Schools will reduce the percentage of Black/African American students receiving behavior referrals (ODRs) by 10% by the end of the school year through the use of equitable practices as part of a multi-tiered system of support.

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