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,	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	**2023 Goal:** 60% I feel good about my cultural or ethnic background. **2022 Baseline:** 81% **2023 Goal:** 85% My parents/family feel welcome to visit this school. **2022 Baseline:** 62% **2023 Goal:** 69% This school has effective equity practices for all. **2022 Baseline:** 46% **2023 Goal:** 57% In this school, there is at least one adult who knows and cares about me. **2022 Baseline:** 68% **2023 Goal:** 74%

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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 challenges allows us to provide targeted interventions and extensions to support the whole child.	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 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	Reduce the number of students missing 15+ days of school. **2022 Baseline:** 30 **2023 Goal:** 20 Reduction in the amount of Out of School Suspensions from previous school year. **2022 Baseline:** 30 Students/59 Days **2023 Goal:** Reduce the number of days of Out of School Suspension by ½ (30 Days) 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

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Effectiveness 3A: Results-Based Evaluation System	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.	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	Increase the number of 3rd-5th grade students reading ON or ABOVE Grade Level on the Spring GMAS 2023 Third Grade Students **2022 Baseline:** Has not been established **2023 Goal:** 85% 2023 Fourth Grade Students **2022 Baseline:** 80% **2023 Goal:** 85% 2023 Fifth Grade Students **2022 Baseline:** 73% **2023 Goal:** 79% **EES Family Survey Data** Teachers accommodate my student's individual needs by adjusting instruction **2022 Baseline:** 74% **2023 Goal:** 79% **EES - Staff Survey Data** We reflect upon instructional practice to inform our conversations about improvement. **2022 Baseline:** 52%

Strategic Priorities & Goals Focus Work	Rationale	Action Steps (Implementation Design)	How will you measure growth? Growth Factors (KPI Baseline & Targets)
			2023 Goal: 61% We monitor the effectiveness of instructional interventions. **2022 Baseline:** 53% **2023 Goal:** 61%
Excellence 4B: Post-secondary and workforce readiness	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.	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 5. Overtly connect AKS being learned to a career cluster(s).	**EES Student Survey Data** Work I do in this school is useful and interesting to me. **2022 Baseline:** 30% **2023 Goal:** 44% What we do in school will help me succeed in life. **2022 Baseline:** 59% **2023 Goal:** 67% My teacher tells me the purpose for each lesson or activity. **2022 Baseline:** 32% **2023 Goal:** 45% My teacher helps me learn by challenging me with interesting activities in class. **2022 Baseline:** 41% **2023 Goal:** 53%

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