

T. S. Cooper Elementary
School Improvement Plan
School Year 2026 – 2027



Principal: Mrs. Lovie Roscoe
Interim Superintendent: Dr. Chante Jordan

School Improvement Team 2026-2027

Lovie Roscoe- Principal

Meredith Pritchett - SIT Chair/Third Grade

Bethany Riddick, Process Manager/Fifth Grade/Instructional Coach

Susan Bazemore - First Grade

Jessica Harrell- Second Grade

Iben Bogues- Fourth Grade

Donald Hendrix - Teacher Assistant

-Parent Representative

School Improvement Plan 2026-2027

T.S. Cooper Elementary School

State Board of Education Goals

Goal 1: Implement Social/Emotional Learning for students at least once per month.

Goal 2: Increase proficiency in math, reading, and science. (Expecting 3rd-5th reading, math, and 5th grade science)

Goal 3: Meet or exceed growth for all subgroups.

Gates County Schools Mission and Vision Statement

Vision

Gates County Public Schools is committed to:

Growth

Academics

Teaching

Excelling all students

Safe learning environment

Mission:

Gates County Public Schools will provide each student with personalized education opportunities through collaboration among students, teachers, parents, and the community.

T.S. Cooper Elementary

T.S. Cooper committed to providing a safe and inclusive environment where every student can thrive academically, socially, and emotionally.

Comparison of Data from 2023-2025

Reading (EOG)

Math (EOG)

Science (EOG)

TSC Goals

- T.S. Cooper Elementary School will implement Social Emotional Learning activities for students in grades K-5 through guidance and Cooper Cubs lessons at least once per month.
- By the end of the 2025-2026 school year, 70% of our students in grades 3-5 will demonstrate proficiency in reading, math, and science.
- For students in grades K-3, we aim for 70% of our students to achieve proficiency in their overall mClass assessment when comparing assessments from the beginning of the year (BOY) to the end of the year (EOY).
- T.S. Cooper Elementary School will maintain a safe, clean, caring, orderly, and positive environment that is conducive to learning. We will adhere to district safety guidelines and procedures as outlined in the Emergency Response Manual.

Matching Dimensions and Indicators from NCStar (IndiStar)

Dimension A Instructional Excellence and Alignment

- Indicator A4.06: ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for support and interventions when necessary.

Dimension B Leadership Capacity

- Indicator B1.03: A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other professional staff meets regularly (at least twice a month) to review implementation of effective practices.

Dimension E Families and Community

- Indicator E1.06: The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

Strategies to Implement/Continue

Goal 1(Action Step))

We will implement Social Emotional Learning for students at least once per month.

We will use the following strategies/resources to introduce social-emotional learning:

PBIS Matrix, PBIS celebrations, School Counselor support, social emotional lessons, professional development sessions for staff, Mentor Programs (Cooper Cubs), school-wide service learning projects, monthly character education traits, 4-H Life Skills activities during connect at least twice per semester, Makerspace/STEAM classes during connect, Girls on the Run .

Goal 2 (Action Steps)

We will use the following strategies/resources to increase proficiency in Math, Reading, and Science:

PAW Period Intervention(targeting a specific academic need), STAR, NC Check-Ins, Letterland, Wonders, Schoolnet, integrating more vocabulary into the lessons, small group and 1:1 instruction to reinforce content previously taught, Daytime tutoring, data meetings to assess student progress and intervention needs, NC ELI, mClass, IRP's, pre and post unit assessments to track progress, mentors assigned with students, and setting classroom goals.

Goal 3(Action Steps)

We will meet or exceed growth for 3rd - 5th grade reading and math, and 5th grade science by implementing the following resources and strategies from these resources:

Letterland, PAW groups (Interventions), Small group instruction, Centers in classrooms, Whole School Involvement (includes everyone on staff working together to educate our students), Inclusion, Horizontal Planning, using decodable texts Wonders, Weekly PLC's (EVASS, Classroom data, Testing data, Data sheets, NC Check-ins, EOG Data, mClass data, STAR data), After-school program (4H), Mentor Programs, Differentiation, Tutoring during the school day, Formative and

summative assessments, and using Released EOG tests.

Last School Grade Obtained—Overall: Grade C

We will continue to work on increasing proficiency for all grade levels.

Comprehensive Plan Created in NC Star