

COPELAND ELEMENTARY SCHOOL
SIP 2024-2025
SHORT TERM ACTION PLAN Quick Reference Guide

SIP INITIATIVE 1: *By the end of the 2024-2025 school year, Copeland Elementary School will increase the content mastery score by 20% in grades 3-5 from 20.6% to 40.6% in ELA, from 25.0% to 45% in Math, and from 21.1% to 41.1% in Science as measured by the Georgia Milestones Assessment.*

Chair: Cordova / Co-Chair: Simmons / Members: Kindle (TIR), Bussey, Denson, Nelson, Cullars

SIP ACTION STEP 1: *Monitor the effectiveness of collaborative planning and provide timely explicit feedback to planning groups.*

QUARTER 1:

Action Steps:

1. Implement a schoolwide collab planning framework.
2. Develop school-wide Collaborative Planning Agenda template
3. Develop Lesson Outline template/Rubric (literacy/mathematics) to provide teachers feedback on their plans.
4. Review RCSS pacing and calendarize pacing guide for Semester 1

Implementation Goal(s): (How will we measure the success of implementation?)

100% of collaborative planning teams will be observed by Senior Team using the GaDOE HIP Rubric and feedback given on a bi-weekly basis.

Q1: Mission, Vision, Tools, Lesson Plans 1-3, Metrics, Action Plan

Q2-Q4: whole rubric

Student Progress Goal(s): (How will we measure student success/progress?)

- 85% of students will demonstrate proficiency as measured by bi-weekly common formative and unit assessments and student work samples.

Quarter 2:

Quarter 3:

Quarter 4:

SIP ACTION STEP 2: *Monitor the effectiveness of quality instructional delivery and implementation of the school wide instructional framework (RCSS Lesson Structure) for tier 1 instruction.*

QUARTER 1:

Action Steps:

1. Develop schedule to observe implementation of tier 1 instructional non-negotiables set by District & Copeland Elementary.
2. Develop "Look for" document of instructional expectations/framework.
3. Begin conducting classroom observations using "Look for" of implementation of instructional framework.
4. Develop progress monitoring schedule for common formative and unit assessments and student work samples.

Implementation Goal(s): (How will we measure the success of implementation?)

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- Teachers will implement district/school instructional expectations with at least 80% proficiency on the RCSS and Copeland Instructional Expectations Checklist.

Student Progress Goal(s): (How will we measure student success/progress?)

- 85% of students will demonstrate proficiency as measured by bi-weekly common formative and unit assessments and student work samples.

Quarter 2:

Quarter 3:

Quarter 4:

SIP ACTION STEP 3: To develop teacher capacity, provide professional learning on the tier 1 instructional framework and quality instructional strategies in each content area.

QUARTER 1:

Action Steps:

Provide teachers and leaders PD on the following:

1. RCSS Instructional Framework
2. GaDOE Math Learning Plans
3. Saavas/MyView and Foundations (K-3)
4. IB Approaches to Learning
5. GaDOE HIP Rubric, Collaborative Planning Agenda Template, and Lesson Outline Template
6. Provide New teacher academy for induction teachers

Implementation Goal(s):

- 100% of teachers will attend monthly school PD's
- 100% of waiver teachers will attend the New Teacher Academy (NTA).

Student Progress Goal:

- 85% of students will demonstrate proficiency as measured by bi-weekly common formative and unit assessments and student work samples.

Quarter 2:

Quarter 3:

Quarter 4:

SIP INITIATIVE 2: By the end of the 2024-2025 school year students performing on or above grade level in reading will increase by 30%, from 40% to 70% in grade levels 3-5 as measured by the Georgia Milestones Assessment.

Chair: Prescott/ Co-Chairs: Gist, C.Long / Members: A.Williams, Amos (TIR), Harris

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SIP ACTION STEP 1: *To develop teacher capacity and provide high-impact literacy instruction for all teachers.*

QUARTER 1:

Action Steps:

1. Provide PD for teachers to review current student literacy data (GMAS FY24 and BOY i-Ready screening) and identify areas for improvement/next steps
2. Provide PD for teachers on all data tracking systems
3. Provide PD on small group instructional expectations
4. Provide PD on the following:
 - a. Georgia Literacy Course 1 – Oral Language is the Foundation for Literacy
 - b. Georgia Literacy Course 2 – Early Literacy (Print Awareness, Phonological Awareness, and Alphabet Knowledge)
 - c. Georgia Literacy Course 3 – Systematic and Explicit Phonics Instruction

Implementation Goal(s):

- 100% of teachers will participate in literacy PD opportunities.

Student Progress Goal(s):

- 100% of students will demonstrate progress on i-Ready growth checks.
- 100% of students will demonstrate Lexile growth on the MOY and EOY i-Ready benchmark.

Quarter 2:

Quarter 3:

Quarter 4:

SIP ACTION STEP 2: *Design, implement, and monitor a system to track student literacy growth.*

QUARTER 1:

Action Steps:

1. Create and Implement Data Tracking System to monitor student literacy growth
 - a. Create a digital spreadsheet for student literacy growth to include i-Ready growth checks and Lexile benchmark scores.
 - b. Utilize Foundations tracking sheet for K-3

Implementation Goal(s):

- 100% of teachers should record literacy data in the designation literacy tracking system

Student Progress Goal(s):

- 100% of students will demonstrate progress on i-Ready growth checks.
- 100% of students will demonstrate Lexile growth on the MOY and EOY i-Ready benchmark.

Quarter 2:

Quarter 3:

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Quarter 4:

SIP ACTIONS STEP 3: *Design, implement, and monitor a school wide system for intervention/small group instruction focused on literacy skills.*

QUARTER 1:

Action Steps:

1. Develop a schoolwide framework for Small Group Instruction using the RCSS Instructional Framework
2. Identify students for Intervention based on GMAS, BOY i-Ready benchmark, and Foundations assessments
3. Implement Small Group Instruction in all ELA classrooms
4. Literacy Coach and Senior Leadership will monitor on an ongoing basis

Implementation Goal(s):

- 100% of ELA teachers will have implement small group instruction based on individual student needs.

Student Progress Goal(s):

- 100% of students will demonstrate progress on i-Ready growth checks.
- 100% of students will demonstrate Lexile growth on the MOY and EOY i-Ready benchmark.

Quarter 2:

Quarter 3:

Quarter 4:

SIP INITIATIVE 3: *By the end of the 2024-2025 school year Copeland Elementary will improve the supportive learning environment as evidenced by an increase in students who are in attendance greater than 90% from 32.8% to 50%, and decrease the number of office discipline referrals from 61 to 30.*

Chair: Atkinson/ Co-Chairs: Thomas, Ferguson/ Members: V.Brown, Simmons, O'Brien, Moses

SIP ACTION STEP 1: *Train, implement, and monitor the effectiveness of Copeland's PBIS plan.*

QUARTER 1:

Action Steps:

1. Train staff on the PBIS plan (flowchart, discipline plan, and handbook) during pre-planning and throughout the year. Provide differentiated support as needed. (PBIS team)
2. The PAWS PBIS flowchart and discipline plan will be laminated and posted in every classroom. (PBIS team)
3. Develop a PBIS/IB checklist to utilize in PBIS walkthroughs. (PBIS team)
4. Monitor PBIS implementation by conducting walkthroughs (once every other week) by the PBIS team. Timely feedback will be given to teachers. (PBIS team)

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5. PAWS Copeland Cash (to be spent at the PAWS Store bi-weekly) and Spotlight points will be utilized to encourage positive behavior. Incentive parties for academics, attendance, and behavior will be given at the end of each grading period. (PBIS team, All faculty and staff, PTO)
6. Teachers will upload a copy of their essential agreements in PBIS Microsoft Team. (Teachers)

Implementation goal(s):

- 100% of teachers will use Spotlight and Copeland Cash to incentivize positive behavior as measured by Infinite Campus data.
- All teachers will demonstrate 80% accuracy on the PBIS checklist.

Student progress goal(s):

- 100% of students will earn positive incentives in the form of Spotlight points and/or Copeland Cash as measured by Infinite Campus.
- Student office referrals will decrease by 50% from the 2023-2024 school year.
- The percentage of students absent less than 10% of enrolled days will increase by 17.2% from the 2023-2024 school year.

Quarter 2:

Quarter 3:

Quarter 4:

SIP ACTION STEP 2: Implement and monitor academic, social emotional, and behavior interventions to support the needs of the whole child.

QUARTER 1:

Action Steps:

1. Train teachers on Panorama to select and document (progress monitoring) academic, social emotional, and behavior interventions.
2. Train teachers on the MTSS Guide which details the RTI process, the attendance protocol, and the selection of academic, social emotional, and behavior interventions.
3. Train teachers on the implementation and expectations of use of the SEL lessons in Sanford-Harmony.
4. Monitor implementation of SEL lessons from Sanford-Harmony using the Sanford-Harmony dashboard.
5. Monitor academic, social emotional, and behavior interventions using Panorama.

Implementation Measurable Goal(s):

- 100% of teachers will participate in all the required MTSS training.
- 100% of grade level teachers will implement daily SEL lessons using Sanford-Harmony.
- 100% of teachers will document Tier 2 and 3 interventions and progress monitoring data in Panorama.

Student Success Measurable Goal(s):

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- 100% of Tier 2 and 3 students receiving academic interventions will demonstrate progress on i-Ready growth checks.
- 100% of Tier 2 and 3 students receiving behavior interventions will demonstrate a decrease in minor and major referrals in Spotlight and Infinite Campus.

Quarter 2:

Quarter 3:

Quarter 4: