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| **NAME OF SCHOOL: COPELAND ELEMENTARY SCHOOL**  **PRINCIPAL: DR. LAURIE P. TAYLOR** |
| **NAME OF DISTRICT: Richmond County School System**  **SUPERINTENDENT: Dr. Kenneth Bradshaw** |
| *Comprehensive Support and Intervention  CSI Alternative  Targeted Support and Intervention  Promise*  *Schoolwide Title 1 School  Targeted Assistance Title 1 School  Non-Title 1 School* |

All required components of the Title I Schoolwide and Targeted Assistance are included in this template.

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| **SIGNATURES:**  Superintendent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Principal Supervisor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Principal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Federal Programs Director \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Revision Date: **7/13/2022** Revision Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Revision Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

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| School: | Copeland Elementary School | | | | |
| Principal: | Dr. Laurie P. Taylor | | | | |
| Date Last Revised: | July 13, 2022 | Strategy Map Goal Area: | Student achievement and success | Strategy Map Performance Objective: | Improve content mastery; improve literacy/numeracy skills |

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| Initiative 1-Literacy (SMARTE Goal): | | From the beginning of the year SY 2022-2023 to the end of the year iReady diagnostic, EACH grade level will increase their Lexile percent of increase by at least 40%. [Note: this goal is up from 35% during SY 21-22]  By the EOY, each grade level will increase their Lexile scores of the iReady assessment in the following manner:  K from  1st grade from  2nd grade from  3rd grade from  4th grade from  5th grade from  \*\*Record BOY iReady Lexile Data\*\* | | | | | | | |
| **Evidence-Based Action Steps** | **Link to ESSA Evidence** | | **ESSA Evidence Level** | **Position(s)**  **Responsible** | **Success Criteria for Implementation** | **Success Criteria for Impact on Student Achievement** | **Timeline** | **Resources** | **Funding** |
| **What action steps will the school team implement to meet this goal?** | **Insert link** | | **Identify ESSA level Moderate, Promising, Written Rationale)** | **Who is responsible for monitoring the implementation of the action step.** | **What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show impact?** | **What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?** | **What is the intended date of completion of this action step?** | **What resources/materials are needed (Include Professional Learning Needed)?** | **Identify funding source and estimated cost.** |
| Increase the understanding of phonological Awareness and print knowledge (PreK – 2nd) | <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf> | | Strong | Senior Leadership Team  Team Leader | -WSO formative assessment and informal assessments | -Proficient-60% or higher on WSO | August - May | Heggerty (needed for PreK teachers; K-2 teachers already have the resource) | Title 1  $200 |
| Peer Assisted Learning Strategies (PALS) | <https://www.evidenceforessa.org/programs/reading/peer-assisted-learning-strategies-pals-reading-elementary-whole-class> | | Strong | Senior Leadership Team  Team Leader | - I-ready growth check data, unit assessments, formative assessments | -iReady diagnostic data,  -GKIDS; | Start September - May | Initial training plus in-school coaching. | Requested quote on 6/10/2022 |
| Provide explicit, systematic instruction through personalized learning paths using Lexia Core 5 which adapts to target skills gaps in students. | <https://www.evidenceforessa.org/programs/reading/lexiar-core5r-reading> | | Promising | Senior Leadership Team;  Team Leader;  Lindsey Heritage (RESA) | Lesson Plans, Observations, Application & Usage of Strategies;  Formative assessments | -iReady diagnostic;  -Lexia;  -GR3-5 GMAS | September - May | RESA Literacy Coach  Lexia Core 5 [renew in October] | Title 1  $9,900 |
| Teachers will participate in differentiated professional learning opportunities based on their needs. The PL’s will enhance the quality of foundational reading instruction in a 1:1 classroom environment. | <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf> | | Strong | Senior Leadership;  Lindsey Heritage (RESA) | -Evaluation of PL form;  -TKES;  -Informal Observations  -Agendas  -Presentation materials | -iReady diagnostic;  -GR3-5 GMAS | September - March | None-in house or virtual PL (RESA, District T&L, IS) | Title 1 |
| Increase reading fluency, vocabulary and comprehension in students in 2nd – 5th grade | <https://www.evidenceforessa.org/programs/reading/quickreads-whole-class> | | Strong | Team Leaders | -Observations  -Focus Walks  -iReady Growth Checks  -Formative Assessments | -iReady Diagnostics  -Content Mastery Assessment  -Lexia  -GR3-5 GMAS | September - March | Quick Read materials | Title 1  Quote requested on 6/13/2022 |

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| Principal: | Dr. Laurie P. Taylor | | | | | | | | | | | | |
| Date Last Revised: | July 13, 2022 | | | Strategy Map Goal Area: | | Student achievement and success | | | Strategy Map Performance Objective: | | Improve content mastery; improve literacy/numeracy skills | | |
| Initiative 2-Math  (SMARTE Goal): | By the end of the 2022-2023 school year iReady diagnostic, each grade level will increase the number of students performing mathematics on grade level in the following manner:  Kindergarten from 43% (EOY 21-22) to 75%  1st grade from 20% (EOY 21-22) to 45%  2nd grade from 15% (EOY 21-22) to 45%  3rd grade from 16% (EOY 21-22) to 35%  4th grade from 17% (EOY 21-22) to 40%  5th grade from 16% (EOY 21-22) to 50%  [Note: The EOY goals are the same or slightly higher than Pre-COVID EOY iReady benchmark data.] | | | | | | | | | | | | |
| **Evidence-Based Action Steps** | | **Link to ESSA Evidence** | **ESSA Evidence Level** | | **Position(s)**  **Responsible** | | **Success Criteria for Implementation** | **Success Criteria for Impact on Student Achievement** | | **Timeline** | | **Resources** | **Funding** |
| **What action steps will the school team implement to meet this goal?** | | **Insert link** | **Identify ESSA level Moderate, Promising, Written Rationale)** | | **Who is responsible for monitoring the implementation of the action step.** | | **What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show impact?** | **What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?** | | **What is the intended date of completion of this action step?** | | **What resources/materials are needed (Include Professional Learning Needed)?** | **Identify funding source and estimated cost.** |
| Through the use of adaptive programs and targeted skill practice programs, students will become proficient in foundational mathematics skills (numbers and operations, place value and number sense) and math facts with fluency. | | <https://www.evidenceforessa.org/programs/math/dreambox-learning>  <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC2021006-Math-PG.pdf> | Strong | | I.S.  ADMIN | | -PL Agenda;  -Lesson Plans,  -Observations -application & usage of strategies;  -Formative Assessments  -SeeSaw | i-Ready diagnostic;  -CMA’s  -GR3-5 GMAS | | August - May | | Reflex Math (expires February 2023);  DreamBox Learning;  iXL (expires October 2022) | Title 1  DreamBox $5000  iXL $5500 |
| Provide teacher PL opportunities to enhance the quality of mathematics instruction: use of manipulatives to teach conceptually and understanding standards of mathematical practice to include providing specific feedback to teachers during informal observations. | | <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC2021006-Math-PG.pdf> | Strong | | I.S.  ADMIN | | -Lesson Plans;  -Observations -strategy uses;  -PL Agenda/Handouts | -i-Ready diagnostic data  -CMA’s  -GR3-5 GMAS | | August - March | | Kimesia Hughes  Ready Math  RESA Math Specialist | District |
| Daily small group systematic instruction by EIP augment teachers during intervention for students who are one or more grade levels below. | | <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC2021006-Math-PG.pdf> | Strong | | ADMIN | | -Progress Monitoring data | -i-Ready diagnostic data (growth data)  -EIP rubrics | | 2 weeks after BOY benchmarks and prescribed progress monitoring every two weeks. | | iReady Toolbox | District |

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| Principal: | Dr. Laurie P. Taylor | | | | | | | | | | | | |
| Date Last Revised: | July 13, 2022 | | | Strategy Map Goal Area: | | Culture and Climate | | | Strategy Map Performance Objective: | | Ensure a positive learning and working environment; Improve wellness for all | | |
| Initiative 3-Culture/Climate/Non-Academic  (SMARTE Goal): | By the end of SY22-23, students in grades 3-5 will increase their favorable responses on the Panorama SEL Survey regarding Supportive Relationships from 87% to 92%, Growth Mindset from 51% to 56% and Emotion Regulation from 45% to 50%. | | | | | | | | | | | | |
| **Evidence-Based Action Steps** | | **Link to ESSA Evidence** | **ESSA Evidence Level** | | **Position(s)**  **Responsible** | | **Success Criteria for Implementation** | **Success Criteria for Impact on Student Achievement** | | **Timeline** | | **Resources** | **Funding** |
| **What action steps will the school team implement to meet this goal?** | | **Insert link** | **Identify ESSA level Moderate, Promising, Written Rationale)** | | **Who is responsible for monitoring the implementation of the action step.** | | **What data will be used to evaluate the progress of implementation of this action step, and how will it be quantified? What measurable goal will be established to show impact?** | **What data will be used to evaluate the impact of this action step on student performance and how will it be quantified? What measurable goal will be established to show impact?** | | **What is the intended date of completion of this action step?** | | **What resources/materials are needed (Include Professional Learning Needed)?** | **Identify funding source and estimated cost.** |
| Implement the Social Emotional Learning program, Sanford Harmony ***with fidelity*** through the regular use of morning meetings and integrating lessons on Social Emotional Learning. with an emphasis on regulating emotions and growth mindset. | | <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf> | Strong | | ADMIN | | -Weekly audits to ensure morning meetings are occurring; | -I.C. behavior data;  -PBIS Rewards ARS data | | Morning meetings to start in August; SEL lessons to start first 5 days of school (follow RCSS SEL Curriculum Schedule) | | RCSS SEL Calendar; SH Kits (also online) | None – district provided |
| Students will participate in targeted SEL skill instruction to increase positive outcomes in students experiencing difficulties managing social/interpersonal skills and or emotional processes using small group and individual counseling. Identify students using Panorama screening data and mental health team referrals. | | <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf> | Moderate | | ADMIN  Maddox  Laudino  SSW  Mental Health Counselor | | -Panorama  -CICO/Behavior Intervention Data (Tier 2/3) | -Panorama  -I.C. behavior data;  -PBIS Rewards ARS data | | Small groups to start late September/Early October | | SH;  Other resources used by counselor, psychologist and SSW | None |
| Students will use the PBIS incentive chart to earn incentives for positive behavior. At designated intervals, students who earn a specific number of points can exchange them for prizes and participation in celebrations. [In addition to using “Principled, Caring and Reflective” as the categories to earn points, add “growth mindset” to the platform.] | | <https://static1.squarespace.com/static/5696b96abfe8737934cc521c/t/56acd5c71f40397fbfd478a4/1454167496270/Vincent.pdf> | Strong | | Maddox  Ferguson  Parks | | -PBIS incentive charts  -Behavior Intervention Data (Tier 2/3)  -Panorama | -Panorama  -I.C. behavior data;  -PBIS Rewards ARS data | | Start September - May | | PBIS Room items | Title 1;  School account – student activities  $1500  PBIS Renewal – school account $1200 |
| Identified students will participate in mentoring groups [i.e. Promising Pearls and Guys with Ties] to address topics on character, self-esteem, and school climate. | | <https://www.tandfonline.com/doi/full/10.1080/0145935X.2009.524477?scroll=top&needAccess=true> | Moderate | | ADMIN  [Advisors: Taren David and Ken Monroe] | | -Agendas and sign-in sheets  -Pre/Post event assessment | -EOY Banquet | | Start September-monthly | | Specific event resources [to be determined] | School account  Donations – community sponsors |

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| **Georgia Milestones Performance Measures  (with unit of measure)** | **Baseline** | **Actuals** | **Target Year 1** | **Actuals Year 1** | **Target Year 2** | **Actuals Year 2** | **Target Year 3** | **Actuals Year 3** |
| **2021-2022** | **2021-2022** | **2022-2023** | **2022-2023** | **2022-2023** | **2023-2024** | **2024-2025** | **2024-2025** |
| Increase the percentage of students reading on grade level by Grade 3 (Proficient or above on the Grade 3 Georgia Milestones ELA EOG) | 9% | 9% | 15% |  | 20% |  | 25% |  |
| Increase the percentage of students reading on grade level by Grade 4 (Proficient or above on the Grade 4 Georgia Milestones ELA EOG) | 14% | 14% | 20% |  | 25% |  | 30% |  |
| Increase the percentage of students reading on grade level by Grade 5 (Proficient or above on the Grade 5 Georgia Milestones ELA EOG) | 15% | 15% | 21% |  | 26% |  | 31% |  |
| Increase the percentage of students scoring Proficient or above on the Grade 3 Georgia Milestones Math EOG | 8% | 8% | 15% |  | 20% |  | 25% |  |
| Increase the percentage of students scoring Proficient or above on the Grade 4 Georgia Milestones Math EOG | 4% | 4% | 10% |  | 15% |  | 20% |  |
| Increase the percentage of students scoring Proficient or above on the Grade 5 Georgia Milestones Math EOG | 3% | 3% | 10% |  | 15% |  | 20% |  |

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| **Professional Learning Plan to Support School Improvement** | | | | | | |
| **Supporting Initiative #** | **Professional Learning Strategy** | **Specific PL Timeline** | **Estimated Cost, Funding Source, and/or Resources** | **Person(s)/Position Responsible** | **Monitoring Teacher Implementation of PL** | **Evidence/Data of Impact on Student Learning** |
| 1 | Provide teachers PL’s that will enhance the quality of reading instruction. (Reading interventions, Writing, Guided Reading, Foundational Reading Skills, Planning for Acceleration and Enrichment) | August – March | None (CSRA-RESA) | Lindsey Heritage, RESA Literacy Specialist  Dr. Young (or designee) | ADMIN  I.S. | Increase in number of students on grade level in Reading |
| 2 | Provide teacher PL opportunities to enhance the quality of mathematics instruction: use of manipulatives to teach conceptually and understanding standards of mathematical practice. | 3-4 times a year | None (District – Ready Math)  RESA | Kimessia Hughes  Angela Jenkins (or designee)  LaTonga Williams  RESA Specialist | ADMIN  I.S. | Increase in number of students on grade level in Math |
| 3 | Provide teachers refresher training on how to use the PBIS rewards program to give students PBIS points when earned as well as the Advanced Referral System to be able to track minor and major discipline data. | Pre-planning | FY23 Allocations for PBIS Rewards $1200 | Vanessa Ferguson  Jovanghn Parks | Ferguson  ADMIN | Decrease in major behavior incidents (office referrals);  Increase in the number of positive behavior referrals |
| 1,2 | ‘Copeland Classes’ courses monthly or as needed  [induction/waiver teacher focus] | July - March | None (in-house PL) | LaTonga Williams | ADMIN | Increase in number of students on grade level in Reading and Math |
| 3 | Re-fresher training on how to use the Sanford Harmony Program | Pre-Planning | None  Sanford Harmony  RCSS SEL Canvas Course | Dr. Gina Hudson | ADMIN | Decrease in major behavior incidents (office referrals);  Decrease in the number of conflict resolution meetings needed |
| 1 | Peer-Assisted Learning Strategies (PALS) training | September | Fuchs Research Group (Vanderbilt University) | Assigned Trainer | ADMIN  I.S.  Team Leaders | Increase in number of K-1 students on grade level in Reading |
| 1 | Lexia Core 5 Refresher as needed (new teachers, general education teachers interested in using Lexia Core 5 this year) | As needed | None (in-house) | Lindsey Heritage  EIP Augment Teachers | ADMIN  I.S.  EIP Augment Teachers | Increase in number of students on grade level in Reading |
| 1, 2 | Provide teachers training on the available digital resources that are provided by the district (online textbooks, Nearpod, SeeSaw, Flocabulary, CANVAS etc.) | August-November | None | LaTonga Williams  Joseph Cordova | ADMIN  I.S. | Resources in Lesson Plans |
| 2 | Dream Box implementation training | September | PL included in program cost ($5000) | Assigned Trainer | ADMIN  I.S. | Increase in number of students on grade level in Math. |

All professional learning opportunities must be submitted by completing the RCSS PL Proposal (<https://www.rcboe.org/Domain/18276> ) and approved by the Teaching and Learning Department prior to conducting session. If funding is required, please collaborate with assigned federal program specialist.

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| **SCHOOL: COPELAND ELEMENTARY SCHOOL Date:JUNE 15, 2022** | | |
| **Planning Committee Members** | | |
| **Name** | **Position/Role** | **Signature** |
| Laurie Taylor | Principal |  |
| Jovanghn Parks | Assistant Principal |  |
| LaTonga Williams | Instructional Specialist |  |
| Joseph Cordova | IB Coordinator |  |
| Ellecia Godbee | PreK Teacher |  |
| Daina Bussey | Kindergarten Teacher |  |
| Jennifer Heise | 1st Grade Teacher |  |
| Shayla Brown | 2nd Grade Teacher |  |
| Kiya Rozier | 3rd Grade Teacher |  |
| Taren David | 4th Grade Teacher |  |
| Tamberly Peebles | 5th Grade Teacher |  |
| Bethany O’Brien | Specials Teacher |  |
| Teresia Prescott | SPED Teacher |  |
| Vanessa Ferguson | EIP Augment Teacher |  |
| Kathy Maddox | School Counselor |  |
| Dixie Shoemaker | Media Specialist |  |
| Katrina Collins | Bookkeeper |  |
| Angela Moses | Paraprofessional |  |
|  | Parent |  |
|  | Parent |  |
|  | Parent |  |

Note\*\* All parents are invited and more students are encouraged to participate in the schoolwide planning process.

1. **Comprehensive Needs Assessment – Section 1114(b)(6)**

The Schoolwide Plan is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency. Please enter the completion date for this year’s Comprehensive Needs Assessment.

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| Copeland Elementary School utilized the school’s 21-22 Title 1 school plan, the school’s most recent 90-days plan (January 2022) and the comprehensive needs assessment with 2020-2021 data to develop the school-wide plan for the 2022-2023 school year. The most recent assessment data was taken from the i-Ready end-of-year diagnostic and 2022 Georgia Milestones assessment. The plan was started in January 2022 by the school’s leadership team which included grade level chairpersons and the committee members listed at the beginning of this document. The school-wide plan continued and was developed virtually through collaboration with school senior leadership team (principal, assistant principal, school counselor and instructional specialist), special education chair and augment EIP teachers during the months of March through May 2022.  All were involved in disaggregating the school’s academic data in the content areas of Reading and Math, reviewing all subgroups (Black, White, Hispanic, English language learners, students with disabilities, and economically disadvantaged) in order to revise the school improvement plan. The plan will continue to be reviewed throughout the 22-23 school year to review progress toward meeting goals and adjust any action steps as needed as evidenced by the review of current data.  Comprehensive Needs Assessment was completed May 30, 2022. |

1. **Schoolwide Reform Strategies that – Section 1114(b)(7)(A)(i-iii)(I-V)**

Address the reform strategies the school will implement to meet the school needs:

* + 1. Describe how such strategies will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner [Section 1111(c)(2)]) to meet the challenging State academic standards;

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| Economically Disadvantage: |  |
| ESOL: |  |
| Race/Ethnicity/Minority: |  |
| Students with Disabilities: |  |

The following opportunities will be provided to all subgroups. The school’s CCRPI 3-year average is a 57.2 which places Copeland Elementary School in the Comprehensive School Improvement Promise category. When analyzing the data from the GA Milestones, identified areas for growth lie in content mastery. While students in all the subgroups struggle in all the content areas, our black students have continued to not show growth in the past couple of years in the areas of reading and mathematics.

Further analysis shows that literacy is not developing to the level needed to be at grade level. The school leadership team studied further i-Ready data and found that although students were making gains in reading, many students were not reading on grade level (65%) with areas of growth in phonics, vocabulary and text comprehension (both literature and informational text).

In order to best address all subgroup needs, additional EIP teachers have been hired increasing the number of EIP teachers from fourteen to fifteen with five being augmented teachers. This will allow class sizes to remain small as we are using the EIP innovative model which only has a maximum class size (no minimum class size). A master schedule has been created that provided intensive daily forty-five minute reading interventions to all grade levels. The augment model allows more teachers to work with subgroups in a small group setting within the regular classroom setting.

As a 1:1 school, we are able to provide students with the technology needed to access programs to enhance phonics, vocabulary development and comprehension. Using student Lexiles to match students with appropriate texts will help teachers and students track reading growth once diagnostic data is available and short/long term goals determined.

* + 1. Describe how such strategies will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

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| Based on the needs assessment in Component 1, the following practices have been identified to strengthen the instructional program at Copeland.  Professional learning will be provided to all grade levels in order to strengthen foundational literacy instruction. Specifically, professional learning will be provided in: reading intervention, phonics instruction, writing, guided reading strategies, explicit foundational reading skills, questioning techniques and planning for remediation, acceleration and enrichment. Students in grades K-5 will attend RAE (remediation, acceleration and enrichment) during their specials class rotation weekly. Literacy paraprofessionals will receive professional learning on RAE strategies and collaboratively plan with grade level teachers to effectively accelerate learning through explicit vocabulary instruction and building background knowledge with students.  Additional professional learning will be provided to support the implementation of the Ready Math program and to strengthen teachers’ ability to teach mathematics at a conceptual level utilizing the concrete and representational levels of learning.  Additional professional learning will be provided to support various groups of teachers in the building (induction, waiver) as part of our mentoring program, Copeland Classes to build teacher efficacy.  Structured classroom schedules have been established to promote an evidence-based balanced literacy block that includes foundational reading skills instruction, read alouds, guided reading strategies, independent reading, word work and writing. A school-wide intervention block will continue during the 22-23 school year to ensure daily reading intervention occurs where students have explicit, direct instruction in a small group setting.  Copeland will also take a more virtual approach in assisting our teachers in using technology to enhance instruction and provide personalized learning methods on CANVAS (studio, Teams breakouts) which lead to building a cadre of learning activities for students in a 1:1 learning environment. |

* + 1. Describe how such strategies will address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include -
  1. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

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| Weekly guidance lessons are provided by the school counselor in each classroom in the areas of behavioral, academic, and social which includes problem-solving, communication and decision making. Our social emotional learning curriculum will be integrated into daily lessons to include daily morning meetings to build community within the classroom. Small group and individual counseling sessions are provided at the request of the teacher, parent or administration throughout the year to all students, families and staff. They are also determined using the Panorama screening data completed three times a year. The school counselor consults with school personnel and parents regarding strategies to help students be more successful during the day. The “Copeland Cares Center” will be utilized to provide resources for families in need of school supplies, clothing and nutritional food as needed and serve as a liaison of the school for services that may be needed.  Other support services involve the school psychologist, speech therapist, social worker and nurse who work together to support students at the Tier 2 and 3 levels with families and educators to ensure that supports are provided.  Copeland supports a full-time media specialist who provides specialized instructional support to teachers and students by fostering positive, trusting relationships. Specifically, the media specialist plans with teachers and co-teaches lessons integrating digital, literacy, technical and research skills into activities. She pulls books and resources from the library collection to support a unit of study or skill as well as curates digital resources to support lessons. She provides read alouds that relate to current instructional units to create interest and dialogue among students. Finally, she provides professional learning to teachers on topics they have identified and helps them develop rigorous activities for lessons that effectively integrate technology, research skills and writing. She supports student clubs such as Reading Bowl and the student-led morning news broadcast |

* 1. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);

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| Teachers and students receive college and career readiness support in a variety of ways which include career exploration and awareness through monthly lessons, Career Day and the  Teachers as Advisors program.  Copeland is an International Baccalaureate Primary Years Program (IB PYP) world school, and supports a full time IB PYP coordinator who assists teachers in their efforts of developing the whole child through inquiry-based instruction. Students at Copeland learn through concept-based, engaging, inquiry-based activities to investigate four-six transdisciplinary themes or units of inquiry. |

* 1. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C 1400 et seq.);

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| At Copeland, multi-tiered systems of support are in place for attendance, academic and behavior concerns. Tier 1 provides school wide expectations and acknowledgements, Tier 2 implements strategies for students not being successful at Tier 1, and Tier 3 provides more individualized and persistent support. The MTSS chairperson along with a team of teachers, school psychologist, counselor, and social worker, parent and school nurse work together to monitor and track student data to identify students in need of additional support as well as determine root cases of the concerns. All serve in a consultative role as they work within the team to make decisions that will benefit the whole child.  As a Positive Behavior Intervention and Support (PBIS) school, opportunities to reward positive behavior and providing support for students exists. We have PBIS celebrations, attendance contracts, incentives, competitions, flowcharts outlining expectations and interventions at the teacher, guidance and administrative level. |

* 1. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects;

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| Using multiple sources of data to determine the needs of the school, job-embedded learning include: CANVAS, IB PYP (various topics), Vocabulary Instruction, Tiered Instructional Support and Learning, New Teacher Mentor/Mentee, SLDS Training, Project Based Learning, Balanced Literacy, Foundational Literacy Skills, Foundational Mathematics Skills, Assessments and DOK levels, MTSS, Pre-K Program Teacher Training. |

* 1. strategies for assisting preschool children in the transition from early childhood education, from elementary childhood to middle school, and from middle school to high school.

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| Copeland has two preschool classrooms so our preschoolers are valued by the community. Teachers provide several open houses for parents and students to meet the teacher, see their classroom and to receive information about the program, food services and transportation. In the spring, there is an orientation to all rising kindergarten students and their parents so that they can be better prepared for the transition. Students will be provided opportunities to visit Kindergarten teachers and classrooms in order to learn routines and expectations. All incoming students are screened to assess readiness levels so that students in need of intervention are identified early. |

1. **Evaluation of the Schoolwide Plan - 34 C.F.R. § 200.26**
2. Address the regular monitoring and the implementation of, and results achieved by, the schoolwide program, using data from the State’s annual assessments and other indicators of academic achievement.  How will you monitor the implementation of the School Improvement Plan? In addition to the State’s annual assessments, what other indicators will you use to measure academic achievement?

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| Copeland’s school improvement plan implementation will be monitored throughout the school year during regular Leadership Team meetings. Each Leadership Team meeting agenda will have time devoted to reviewing the school improvement plan implementation. Additionally, the Accountability Department conducts annual impact checks where data and artifacts must be presented to support that school improvement actions were implemented with fidelity.  In addition to the GA Milestones state assessments, Copeland uses i-Ready diagnostic and progress monitoring data throughout the school year to measure academic achievement. |

1. Review the previous year’s School Improvement Plan. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been farther from achieving the standards.

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| Data from SY21-22 suggests a decline in student achievement when comparing state assessment data from SY18-19, which is the last time the GA Milestones state assessment was administered due to COVID-19. However, when SY21-22 beginning of the year and end of the year iReady data is compared, each grade level showed growth in the areas of reading and mathematics. |

1. Describe how the Schoolwide plan will be revised, as necessary, based on the regular monitoring to ensure continuous improvement of students in the schoolwide program.

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| Members of the Leadership Team regularly discuss school improvement efforts listed in the school improvement plan within their grade level professional learning community. When additional strategies are discussed during collaborative planning meetings, the grade chair will ensure it is an evidenced-based strategy and share the additional strategy at the next Leadership Team meeting with the understanding the other grade levels will discuss whether or not they too will implement the evidence-based strategy. Strategies that do not have strong, moderate or promising ESSA (Every Student Succeeds Act) evidence will not be used at Copeland Elementary School. The school improvement plan is updated with the evidence-based strategy.  School-wide data is reviewed at minimum 3 times a year (beginning, middle, end) during Staff Meetings and grade level data is reviewed each week on Thursday during collaborative planning sessions. |

1. **ESSA Requirements to include in your Schoolwide Plan - Section 1116 (b)(1)**

Jointly develop with, and distribute to, parents and family members of participating children a written parental and family engagement involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of Subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Please enter the revision date for the Parent and Family Engagement Policy.

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| March 22, 2022 |

1. **Schoolwide Plan Development – Section 1114(b)(1-5)**
2. The Schoolwide Plan is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section. Please enter your initials to acknowledge this statement.

LPT

1. The Schoolwide Plan is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and , if appropriate specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school. Please enter your initials to acknowledge this statement.

LPT

Documentation of the involvement of all stakeholders has been submitted to Federal Programs ( sign-in, agenda, feedback, minutes

LPT

1. The Schoolwide Plan remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards. Please enter your initials to acknowledge this statement.

LPT

1. The Schoolwide Plan is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. How is the School Improvement Plan made available?

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| The school has created with the participation of parents, school staff members and community a Parent Engagement Policy and a School Parent Compact. Both of these documents are used to educate the parents and students on Title I programs, school strategies and workshops that will continue to foster academic achievement to all of our students. These plans are available on the school’s website, during school council meetings and housed in the school’s front office. Additional copies of the plans will be made available upon request and offered in a variety of languages to meet out school population needs. |

1. The Schoolwide Plan is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111 (d), if appropriate and applicable.

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| Funding Source: | How funds will be used |
| Federal Funds: Title I Funds Include any Title I paid employee and everything you plan on purchasing this year. | 3 Literacy Paraprofessionals  Lexia Core 5 Program  PALS (Peer Assisted Learning Learning Strategies)  DreamBox Learning Program  Promethean Boards  40 SSD’s (for student desktop computers)  Classroom supplies |
| State Funds: | Instructional: classroom supplies, classroom technology supplies (i.e. printer ink), printing costs, PBIS rewards (computer program)  ADMIN: office supplies, office technology supplies, stamps  Media: library supplies, library technology supplies, library equipment, library technology equipment, books and periodicals  Curriculum: Art classroom supplies, consumable supplies for science experiments  IB-PYP: Supplies to support IB units of instruction, Annual dues, Technology supplies (i.e. SMART boards), Professional Learning (fees and travel), books and periodicals to support IB units of instruction, printing costs (i.e. IB informational literature) |
| Reduced Class Size (If applicable) | N/A |
| School Improvement Grant (If applicable) | Promethean Boards  Classroom supplies  iXL  Quick Reads classroom resource  Reflex Math |
| Local Professional Learning Funds | N/A |
| Grants | School Improvement |

Funding Source and Resources provided:

* FTE Teachers, paraprofessionals, other staff, instructional materials and supplies, software, expendable equipment, technology, professional learning.
* Title II-Professional Learning Opportunities.
* Title III-Specifically for ELL students - instructional materials and supplies, technology, teachers, software.
* IDEA - Specifically for IDEA students - instructional materials and supplies, technology, teachers, paraprofessionals, software.
* Carl D Perkins - N/A
* EIP - Teachers for identified EIP students
* McKinney Vento - Services for Homeless students
* Title I - instructional materials, software, technology, professional learning, parental involvement, materials/supplies and resource books that support CCGPS/GSE instruction.

**Written Rationale (Dependent on ESSA Evidence Level)**

All interventions, programs, strategies, activities, software, staff, etc. must include the evidence-based level in the SIP and budget/justification. ESSA recognizes four levels of evidence:

1. **Strong**: evidence from at least 1 well-designed and well-implemented experimental study
2. **Moderate:** evidence from at least 1 well-designed and well-implemented quasi-experimental study
3. **Promising:** evidence with a well-designed and well-implemented correlational study with statistical controls for selection bias.
4. **Written Rationale:** evidence building based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes inside the school for which it was written.

The following links can be utilized for evidence: <http://www.bestevidence.org/search.cfm> <https://ies.ed.gov/ncee/wwc/>  [https://evidenceforessa.org](https://evidenceforessa.org/)

<https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf>

If an action step in the SIP does not have an evidence level of Strong, Moderate, or Promising, the Rationale must be written in the forms below.

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| Rationale #1 | |
| **Initiative:** |  |
| **Action Step:** |  |
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| **Current Research to Support this Action Step** |  | | | | | | |
| **Expected Results** |  | | | | | | |
| **How will Success be Measured?** |  | | | | | | |
| **Data Points** | Beginning of Year |  | Goal |  | Actual |  |  |
| **Status Checkpoint Dates:** |  | | | | | | |
| **End-of-Year Results and Reflection** |  | | | | | | |

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| Rationale #2 | |
| **Initiative:** |  |
| **Action Step:** |  |
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| **Current Research to Support this Action Step** |  | | | | | | |
| **Expected Results** |  | | | | | | |
| **How will Success be Measured?** |  | | | | | | |
| **Data Points** | Beginning of Year |  | Goal |  | Actual |  |  |
| **Status Checkpoint Dates:** |  | | | | | | |
| **End-of-Year Results and Reflection** |  | | | | | | |

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| Rationale #3 | |
| **Initiative:** |  |
| **Action Step:** |  |
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| **Current Research to Support this Action Step** |  | | | | | | |
| **Expected Results** |  | | | | | | |
| **How will Success be Measured?** |  | | | | | | |
| **Data Points** | Beginning of Year |  | Goal |  | Actual |  |  |
| **Status Checkpoint Dates:** |  | | | | | | |
| **End-of-Year Results and Reflection** |  | | | | | | |