School Improvement Plan
2024 - 2025

Richmond County
Copeland Elementary School

1 General Improvement Plan Information

General Improvement Plan Information

District	Richmond County
School Name	Copeland Elementary School
Team Lead	Dr. Laurie Taylor
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Consolidation of Funds – Fund 150: Consolidation of State/Local and Federal Funds
Select the Funds that the LEA anticipates will be consolidated	Title I, Part A Title I, Part A Parent and Family Engagement set-aside Title I, Part A School Improvement 1003 (a)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
	Free/Reduced meal application
✓	Community Eligibility Program (CEP) - Direct Certification ONLY
	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	A majority of our students are not reading and doing mathematics on grade level.
Root Cause # 1	Teachers lack Tier 1 instructional knowledge in the area of content knowledge, pedagogical skills and implementing rigor in their classroom.
Root Cause # 2	Staff do not receive accurate, helpful or descriptive feedback related to their performance beyond the required evaluations.
Root Cause # 3	Inexperienced staff, little to no understanding of the importance of students reading and doing mathematics on grade level by the end of 2nd grade, needing more Tier 1 instruction feedback and instructional coaching, lack of accountability, weak content knowledge, complacency and ineffective teacher preparation programs.
Goal	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.

Action Step # 1

Action Step	Monitor the effectiveness of quality instructional delivery and implementation of the school wide instructional framework for tier 1 instruction.
Funding Sources	Consolidated Funding
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Observation schedule Coaching cycle Observation checklist
Method for Monitoring Effectiveness	Observation data Feedback Debriefing Student Achievement Coaching cycle data
Position/Role Responsible	Nicole Atkinson Joseph Cordova
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CSRA RESA Growing Readers literacy specialist- Vanessa Murphy RESA School Improvement Specialist- Felicia Cullers Gadoe Effectiveness Specialist- Dr. Mary Ann Gray

Action Step # 2

Action Step	Monitor the effectiveness of collaborative planning and provide timely explicit feedback to planning groups.
Funding Sources	Consolidated Funding
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Calendarize collaborative planning. Planned observations of collaborative planning. Comprehensive coaching cycles. Constructive feedback of coaching cycles. Lesson plan feedback checklist. Collaborative planning agendas and minutes.
Method for Monitoring Effectiveness	Student achievement data (formative common assessments) Student work samples. Lesson plan feedback analysis. Collaborative planning review.
Position/Role Responsible	Teresia Prescott Joseph Cordova
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CSRA RESA Growing Readers literacy specialist- Vanessa Murphy RESA School Improvement Specialist- Felicia Cullers Gadoe Effectiveness Specialist- Dr. Mary Ann Gray

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CSRA RESA Growing Readers literacy specialist- Vanessa Murphy RESA School Improvement Specialist- Felicia Cullers Gadoe Effectiveness Specialist- Dr. Mary Ann Gray

Action Step # 3

Action Step	To develop teacher capacity, provide professional learning on the tier 1 instructional framework and quality instructional strategies in each content area.
Funding Sources	Consolidated Funding
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas and minutes. Professional learning schedule. PL sign in sheets.
Method for Monitoring Effectiveness	Student Achievement. Observation data specific to PL initiatives. PL feedback.
Position/Role Responsible	Vanessa Ferguson Carlina Long
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CSRA RESA Growing Readers literacy specialist- Vanessa Murphy RESA School Improvement Specialist- Felicia Cullers Gadoe Effectiveness Specialist- Dr. Mary Ann Gray

2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	60% of our students are not reading on grade level.
Root Cause # 1	Students are lacking foundational literacy skills and knowledge.
Root Cause # 2	Teachers lack the pedagogical knowledge regarding teaching foundational literacy skills and effective writing to students who are lacking those skills and knowledge.
Root Cause # 3	Teachers have not been adequately trained or received targeted PL regarding foundational literacy skills or effective writing instruction.
Goal	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.

Action Step # 1

Action Step	Develop teacher capacity to provide high-impact literacy instruction.
Funding Sources	Consolidated Funding
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Agendas and minutes PL schedule Sign-in sheets
Method for Monitoring Effectiveness	Student achievement Observation data specific to PL initiatives PL feedback
Position/Role Responsible	Teresia Prescott Andrea Bustos Sheri Amos
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out	CSRA RESA Growing Readers- Vanessa Murphy CSRA RESA GADOE- Dr. Mary Ann Gray

Action Step # 1

this action step(s)?	

Action Step # 2

Action Step	Design, implement, and monitor a system to track student Lexile growth.
Funding Sources	Consolidated Funding
Subgroups	N/A
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Progress Monitoring Schedule Progress Monitoring Form Teacher Data Folder
Method for Monitoring Effectiveness	Student Lexile Data Data Folder Audits
Position/Role Responsible	Teresia Prescott Andrea Bustos Sheri Amos
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CSRA RESA Growing Readers- Vanessa Murphy CSRA RESA GADOE- Dr. Mary Ann Gray

Action Step # 3

Action Step	Design, implement, and monitor a school wide system for intervention/small group instruction focused on literacy skills.
Funding Sources	Consolidated Funding
Subgroups	N/A
Systems	Coherent Instruction Professional Capacity

Action Step # 3

Systems	Supportive Learning Environment
Method for Monitoring Implementation	Intervention/small group schedule Intervention/small group checklist Observation schedule
Method for Monitoring Effectiveness	Student Lexile data Observation data
Position/Role Responsible	Teresia Prescott Andrea Bustos Sheri Amos
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	CSRA RESA Growing Readers- Vanessa Murphy CSRA RESA GADOE- Dr. Mary Ann Gray

2. SCHOOL IMPROVEMENT GOALS

2.3 Overarching Need # 3

Overarching Need

Overarching Need as identified in CNA Section 3.2	The majority of our students do not feel students behave so teachers can teach.
Root Cause # 1	All teachers do not clearly understand the expectations for the behavior management plan for the school.
Root Cause # 2	Many teachers do not adequately enforce consequences or do so consistency.
Root Cause # 3	Teachers do not use the PBIS matrix and classroom management procedures guide (discipline flowchart) with fidelity.
Goal	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%, decrease the number of office discipline referrals from 61 to 30.

Action Step # 1

Action Step	Train, implement, and monitor the effectiveness of Copeland's PBIS plan.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	PBIS team agendas and minutes PL Agendas and minutes Incentives calendar and shout-outs Observation schedule Infinite Campus contact log Attendance protocols Discipline protocols
Method for Monitoring Effectiveness	Spotlight data Student discipline data Student attendance data Compliance walkthrough data Observation feedback
Position/Role Responsible	Vanessa Ferguson Nicole Atkinson Errol Thomas
Timeline for Implementation	Weekly

Action Step # 1

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	GaDOE RESA

Action Step # 2

Action Step	Implement and monitor academic, social emotional, and behavior interventions to support the needs of the whole child through the MTSS framework.
Funding Sources	Consolidated Funding
Subgroups	Economically Disadvantaged Race / Ethnicity / Minority
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Lesson plans Observations Intervention plans Panorama SWARM referrals Counselor referrals RTI/MTSS logs Grade level meeting notes (behavior data)
Method for Monitoring Effectiveness	Student Achievement data Attendance data Discipline data Intervention data Panorama data Student Health survey
Position/Role Responsible	Nicole Atkinson Tonya Simmons Errol Thomas
Timeline for Implementation	Weekly

Action Step # 2

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	

3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).	Input was received from stakeholders during face-to-face meetings held in the spring along with surveys that were shared with all stakeholders. In May of 2024, the school's Leadership Team worked together to conduct a deep dive into the end-of-year data (preliminary GMAS, iReady, GA Health Survey, Attendance, Discipline) for the 2023-2024 school year. In June of 2024, members of the SR Leadership Team members and teacher leaders were involved in the development of the initial school improvement plan. The plan was presented to the School Leadership Team during a Leadership Retreat conducted for CSI schools that was led by GADOE School Effectiveness Specialists. The initial SIP was brought back to the school for all faculty and staff to review and to share input. The plan will then be shared with school stakeholders for feedback.

2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.	The Human Resources and Federal Programs Departments of the Richmond County School System collaborate to ensure that children enrolled in Title 1 schools are not served at disproportionately high rates by ineffective, out-of-field, or inexperienced instructors. We look at the School Improvement Dashboard equity data, which includes data factors about teacher effectiveness, experience, and background provided at the district and school levels. We concentrate on identifying disparities that may have contributed to these injustices, and then adopt strategies/activities to alleviate those inequities. The district improvement plan, which will include an equity component and improvement goals, will address the observed gaps. In addition, the district assists school leaders in the scheduling process by giving statistics to help them make the best scheduling decision for student achievement. To recruit elite talent, the district conducts various career fairs: virtual, college and university, and other technology avenues.

3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).	We employ 2 literacy paraprofessionals to help assist with our students who are not reading on grade level. The Literacy Paraprofessionals look at the Lexile levels of each student and determines their growth band. This is shared with the Media Specialists, teachers and parents. Students are encouraged to read within this growth band. iReady data is used to determine how students are progressing and if the students reading level is increasing. We also employ an MTSS facilitator who assists teachers in identifying the most academically at-risk students in the school and supports them in providing appropriate interventions and progress monitoring tools. The Augusta Public Library has partnered with the school system and has made it easy for students to access their resources. The school's media specialist has cataloged books by Lexile level and can help students pick appropriate books.

	Teachers have implemented independent reading time to ensure that students have at least 15 minutes of uninterrupted time to read during the literacy instructional block that involves teachers conferring with students each day.

4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point system) that uses the objective criteria to rank all students.	The Richmond County School System will not have any Title 1 targeted assistance schools during the 2024-2025 school year.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.	Richmond County School System preschool students are exposed to Georgia's Bright from the Start curriculum. In the Spring of each year, preschool children from early childhood programs and daycare centers have the opportunity to visit our school and observe our prekindergarten and kindergarten classes. In March/April, our Pre-K students participate in a Kindergarten Round-Up which assesses them on kindergarten skills to determine their readiness. Kindergarten orientation is also provided during this time. A handbook for parents is provided to all Kindergarten students and parents. The book provides transition suggestions for both parents and students. Our Counselor provides ideas to ready students for Kindergarten, including reading suggestions and rituals and routines that would support a successful transition. Kindergarten teachers spend the first two weeks of school helping with easing student anxiety. Our counselor provides support for each class as well. The school system provides regular training for Pre-K teachers and paraprofessionals on needed topics such as early literacy. This would be in addition to the regular training provided by Georgia's Bright from the Start.

6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:Coordination with institutions of higher education, employers, and local partners; andIncreased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.	N/A

7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.	We have implemented a Tier 1 behavior intervention in all classrooms called the Peace Corner. Its purpose is to provide a safe space within the classroom to help students manage their emotions through the process of reflection. Teachers use social-emotional learning practices to help teach students strategies to self-regulate inside the classroom. We also employ the support of our Behavior Interventionist to work with students, teachers, parents and administrators to implement effective practices aimed at increasing instructional time and reducing removals from class. Our MTSS facilitator works closely with teachers and school administrators to help students get the assistance that they need. Students who are not successful at the Tier 1 level are moved to Tier 2 with behavior interventions employed with weekly progress monitoring. This data is monitored at the end of a 4-6 week period and adjustments are made as required to help the student be successful. We have implemented PBIS at our school to assist in defining appropriate behavior in all areas for the school and classrooms. The PBIS team meets monthly to review discipline data in the PBIS Rewards program (documents minor and major behavior referrals) and Infinite Campus for state reportable incidents. Suggestions for improvement to decrease negative behaviors are provided to the teachers who need support in that area.

ADDITIONAL RESPONSES

8. Use the space below to provide additional narrative regarding the school's improvement plan.	Copeland is committed to continuous improvement and the school improvement planning process. We review school data and determine our areas of greatest need through a comprehensive needs assessment. Root causes are examined, and initiatives developed. Members of the leadership team will participate in leadership team sub-groups to closely monitor each initiative in the school improvement plan. The School Improvement Plan is evaluated by the district at 60 and 120 days. The RCSS School System Leadership Team reviews our data and determines if our SIP goals are progressing. If they are not, they will provide needed support to help us move forward. Additionally, as a CSI school, we will create short term action plans (STAP) with the support of our GADOE School Effectiveness Specialist and CSRA-RESA School Improvement Specialist to determine specific action steps that will be accomplished during each quarter of the school year. At the end of the year, our Leadership Team will use State Assessment data and other pertinent data to determine if goals were met. One key component to examining this data is breaking it all the way down to student's names. The continuous improvement cycle allows us to determine if our school-wide program is effective based on student achievement data and helps us determine if new initiatives and action steps need to be taken.