Comprehensive Needs Assessment
2024 - 2025 School Report

Richmond County
Copeland Elementary School

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Laurie Taylor
Team Member # 2	Asst. Principal	Tonya Cogle
Team Member # 3	Literacy Coach	Teresia Prescott
Team Member # 4	IB Coordinator	Joseph Cordova
Team Member # 5	School Counselor	Nicole Atkinson
Team Member # 6	Teacher / Lead Mentor / 1st Grade	Santhia Murdaugh-Gist
Team Member # 7	Teacher / 5th Grade	Maltesia Kindle / 5th Grade

Additional Leadership Team

	Position/Role	Name
Team Member # 1	4th Grade Teacher	Sherri Amos
Team Member # 2	3rd Grade Teacher	Sha'Kari Nelson
Team Member # 3	2nd Grade Teacher	LaShandra Denson
Team Member # 4	Kindergarten Teacher	Daina Bussey
Team Member # 5	Pre-K Teacher	Akeyha Williams
Team Member # 6	EIP Teachers	Vanessa Ferguson and Carlina Long
Team Member # 7	SPED Teacher	Victoria Brown
Team Member # 8	Specials Teacher	Bethany O'Brien
Team Member # 9	Media Specialist	Jamie Harris
Team Member # 10	MTSS Facilitator and Behavior Specialist	Tonya Simmons, Errol Thomas

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the Planning and Preparation webinar for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	Assistant Superintendent	Dr. Andrea Roberts
Stakeholder # 2	Director of Federal Programs	Angeline Andrews-Milton
Stakeholder # 3	Parent	Lauren Sampson
Stakeholder # 4	Community Member	David Miller
Stakeholder # 5	Community Member	Gevon Jones
Stakeholder # 6	Business Partner	Laurie Cook (Rise Augusta)
Stakeholder # 7	Business Partner	LeAnne Rosales-Reyes (Acceptance Insurance)
Stakeholder # 8	Business Partner	(GM - Stars and Stikes)

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?	Stakeholders were given surveys to provide meaningful input.

2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Coherent Instructional System webinar for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	A systematic, collaborative process is used proactively for curriculum planning. Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.	
2. Operational	A systematic, collaborative process is used regularly for curriculum planning. Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	
3. Emerging	A collaborative process is used occasionally for curriculum planning. Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	✓
4. Not Evident	A collaborative process is rarely, if ever, used for curriculum planning. Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process. These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.	
2. Operational	Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards. These curriculum documents and resources guide the work of teachers and instructional support staff.	
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	✓
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	✓
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2	-Creates an academically challenging learning environment	
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	
3. Emerging	Some teachers create an academically challenging learning environment.	✓
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3	-Establishes and communicates clear learning targets and success criteria aligned to curriculum standards	
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	✓
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Coherent Instruction Data

Instruction Standard 4	-Uses research based instructional practices that positively impact student learning	
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	✓
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 5	-Differentiates instruction to meet specific learning needs of students	
1. Exemplary	Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL). Remediation, enrichment, and acceleration are pervasive practices.	
2. Operational	Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students. Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).	
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	✓

Coherent Instruction Data

Instruction Standard 6	-Uses appropriate, current technology to enhance learning	
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	✓
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 7	-Provides feedback to students on their performance on the standards or learning targets	
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	✓

Instruction Standard 8	-Establishes a learning environment that empowers students to actively monitor their own progress	
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	✓

Coherent Instruction Data

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	✓
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	
2. Operational	Most assessments are aligned with the required curriculum standards.	
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	✓

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	✓

Coherent Instruction Data

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	✓

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Effective Leadership webinar for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	✓
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	✓
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices. The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.	
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	✓
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	✓
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	A highly effective, proactive, and data-driven school leadership team is focused on student learning. The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.	
2. Operational	A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning. The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.	✓
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Effective Leadership Data

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations. A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance. Administrators use the evaluation process to identify role models, teacher leaders, or both.	
2. Operational	Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations. Teachers and staff receive accurate, timely, descriptive feedback related to their performance.	
3. Emerging	Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations. Teachers and staff receive some descriptive feedback related to their performance.	✓
4. Not Evident	Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations. Teachers and staff receive little or no descriptive feedback related to their performance.	

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	✓
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Effective Leadership Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	✓
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders. The plan includes appropriate goals and strategies with a strong focus on increasing student performance. This process and plan consistently guide the work of the school staff.	
2. Operational	A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders. The plan includes appropriate goals and strategies with a focus on increasing student performance.	✓
3. Emerging	A school improvement plan has been developed with input from some stakeholders. The school improvement plan is based on incomplete data analysis with limited focus on student performance.	
4. Not Evident	An up-to-date, data-driven school improvement plan focused on student performance is not in place.	

Effective Leadership Data

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance. Ongoing adjustments are made based on various performance, process, and perception data.	
2. Operational	he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance. Adjustments are made to the plan, as needed, based on the analysis of data.	
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	✓
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored. School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	✓
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.	
2. Operational	Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness. These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented. In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.	
2. Operational	Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment. The school and campus are clean, well-maintained, inviting, and safe.	
3. Emerging	Protocols are sometimes used to maintain the school campus and equipment. The school and campus are partially clean, maintained, and inviting, but some safety issues exist.	✓
4. Not Evident	Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment. The school and campus are not clean, maintained, or inviting, and safety issues exist.	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Professional Capacity webinar for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	
3. Emerging	Professional learning needs are identified using limited sources of data.	✓
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	✓
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	✓
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks). Professional learning includes extensive follow-up with descriptive feedback and coaching.	
2. Operational	Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs. Professional learning includes follow-up with feedback and coaching.	
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	✓
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning. Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	✓
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	✓
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the Family and Community Engagement webinar for additional information and guidance. Visit Georgia's Family Connection Partnership's KIDS COUNT for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	✓
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being. Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	✓
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Data

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols). Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	
2. Operational	The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year. Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).	✓
3. Emerging	The school staff communicates some academic expectations at the start of the year. Some communication related to the current achievement level of individual students is provided.	
4. Not Evident	The school staff does little to inform families of academic expectations. Little, if any, communication related to the current achievement level of individual students is provided.	

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	✓
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Data

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	✓
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the Supportive Learning Environment webinar for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1	-Provides a supportive and well-managed environment conducive to learning	
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	✓
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2	-Creates an academically challenging learning environment	
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	
3. Emerging	Some teachers create an academically challenging learning environment.	
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	✓

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	✓

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	✓
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A pervasive commitment to promoting positive interactions and a sense of community is evident.	
2. Operational	Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established. A sustained commitment to promoting positive interactions and a sense of community is evident.	✓
3. Emerging	Some evidence exists that a culture of trust and respect has been established. A limited commitment to promoting positive interactions and a sense of community is evident.	
4. Not Evident	Little or no evidence exists that a culture of trust and respect has been established. Unresolved conflicts interfere with a sense of community.	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students. The school culture supports addressing individual achievement needs and strengths to prepare students for success.	
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	✓
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	
3. Emerging	The school staff sporadically supports the personal growth and development of students.	✓
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff. The celebrations are publicized within the school and to the community and support the culture of the school.	
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	✓
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders. The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed. The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.	
2. Operational	A common vision and mission have been developed through a collaborative process and communicated to most stakeholders. The vision and mission define the culture of the school and guide the continuous improvement process.	
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	✓
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	GA Student Health Survey Building Parent Capacity Survey Panorama SEL Survey Standards Assessment Inventory (Learning Forward)

What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	68% of our students do not feel that students behave so teachers can teach (sometimes, never responses on GA student health survey question #8) Most of the students feel the school wants them to do well (93%) and that there is an adult in the school who will help them if needed (83%). SAI Data Here

What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)	There are many student focused clubs at Copeland. [Dance, Step, Cheer, Basketball, Student Ambassadors] Many students participate in the mentoring clubs: Guys with Ties and Promising Pearls/Pearls in Training. Parent University was established during SY2022-2023 to provide parents workshops on how they can support their child's learning at home. All teachers hold parent conferences at least two times a year with the expectation that they meet with all their parents.

What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")	Students clubs are well attended. Parent conferences are well attended as parents express interest in being able to help their child achieve academic success.

What achievement data did you use?	GMAS iReady

What does your achievement data tell you?	~40% of our 3rd - 5th grade students are reading on or above grade level as evidenced by the GMAS EOG assessment (preliminary data, not including retest scores) All of our SPED students are performing at the beginning level learner on all content areas of GMAS. ?? of our 3rd - 5th grade students are at the beginning level learner in mathematics as evidenced by the GMAS EOG assessment.

What demographic data did you use?	Racial and SWD subgroup

What does the demographic data tell you?	100% of our students are economically disadvantaged. We currently do not have official subgroups in SPED, ELL, White, Hispanic

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the Identifying Need webinar for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

Coherent Instructional:Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	STRENGTHS: IB unit planners are updated as needed. The POI is under review to be in better alignment with the district pacing. Observationdata:● 27% had posted learning targets, aligned to the rigor and intent of the standard, and referenced the learning target throughout the lesson. ● 64% of the classroom observed implemented and utilized an appropriate instructional framework to guide the progression of the lesson. ● 54% of the classrooms observed actively engaged students in activities aligned to the rigor and intent of the standard CollaborativePlanning: ● Master schedule ensures teacher teams have at least 90 minutes of collaborative planning once a week. CHALLENGES: <u>Observation Data:</u> ● 82% of classroom observations indicate there is a need to consistently communicate success criteria that are aligned to the rigor and intent of the standard in all subject areas. ● 73% of classroom observations indicate a need to implement strategies to meet the specific needs of students (scaffolding, tiered assignments, varied task, differentiation, personalized learning) <u>Collaborative</u>Planning: ● Administration, instructional coaches, and IB coordinator need to be active participants in the meetings ●Teachers should collaboratively plan for all phases of the instructional framework and begin with the end goal/standards mastery.

Strengths and Challenges Based on Trends and Patterns

Effective Leadership:Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	STRENGTHS: ● The School Leadership has created a sense of urgency with a defined plan on all school processes to ensure every member of the faculty understands the mission, vision, and goals of the school. ● Leadership team has a shared responsibility to accept ownership of obtaining positive student outcomes ● Leadership team builds the capacity of teachers and support staff CHALLENGES: ● Consider how to refine the data points for each meeting to ensure a deeper dive into student achievement data is used to inform specific next steps. ● Give thought to setting up a structure that covers all data points used in the CCRPI, i.e. content mastery, Lexile, subgroups, participation rate. ● To reduce the variability of instruction, consider howIAWdata is used to inform tiered professional learning for teachers ● Leadership team should actively monitor CP, student data, school improvement initiates, and professional development

Professional Capacity:Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	STRENGTHS: ● Teachers can participate in professional learning outside the building. ● Regular informal walkthroughs and feedback provided to teachers. ● Teachers have been tiered based on the level of support needed. CHALLENGES: ● Content support is recommended to increase teachers content knowledge in delivering quality instruction tier one instruction. Consider PL in the following:ul ● Use of ALDs to ensure that task and strategies are aligned to intent of the standard ● Use of DRC Insight to align assessment question to the intent and rigor of the standard ●Use of hiqh impact instructional practices ● Provide PL for coach for providing targeted support tiered teachers ● Use of Math Instructional framework and Math ILP; monitor effectiveness of use in the classrooms. ● Increase opportunities for coaches to participate in GADOE community professional learning.

Strengths and Challenges Based on Trends and Patterns

	● Continue to provide PL in the elements of teacher clarity and how to use it to guide the progression of daily lessons. ● Use Georgia K-12 standards and resources from Georgia Inspire

Family and Community Engagement:Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	STRENGTHS: ● The school has a welcoming environment and consistently strives to connect families and members of the community with the school. ● Staff communicate effectively with stakeholders using a variety of mediums [hard copy, social media, school website, school marquee, CANVAS announcements, mass texting platforms, global calling system in Infinite Campus]. ● Expectations for learning is communicated with stakeholders in a variety of ways. ● The school is relationship driven to be able to effective build capacity for all our stakeholders to support each student. ● The school conducts many opportunities throughout the school year for stakeholders to learn about strategies to support learning at home. ● The school has processes in place to support our families who are in need. CHALLENGES: ● Although events are planned at the school, they are often not well attended. ● Some parents do not support the school in the areas of expected behavior and attendance (to include arriving late or leaving early).

Supportive Learning Environment:Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	STRENGTHS: ● Students are learning in a supportive community of teachers who demonstrate care for students ● School has built and implemented a positive school climate and culture ● Implementation of the "Principal's Corner" has opened the lines of effective and consistent communication with faculty and staff. CHALLENGES: ● Continue to monitor and refine practices and interventions for students needing tier 2 and tier 3 support for academic and behavior for

Strengths and Challenges Based on Trends and Patterns

	MTSS process. ●Student Lexile data indicates supports for improving students reading on grade level is needed to improve proficiency levels on the Georgia Milestones.

Demographic and Financial:Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	** Our SWD subgroup is performing lower than the all student group. Our attendance data suggests there are too many students missing vital foundational literacy and mathematics instruction.

Student Achievement:Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?	More than half of our 3rd - 5th grade students are at the beginning level learner in as evidenced by the preliminary ELA GMAS EOG assessment. 40% of our 3rd - 5th grade students are reading on or above grade level as evidenced by the preliminary GMAS EOG assessment. 93% of our SPED students are performing at the beginning level learner as evidenced by the preliminary ELA GMAS EOG assessment. 25% of our students are proficient/distinguished as evidenced by the EOY iReady diagnostic assessment.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

Strengths	Students have shown growth on the iReady diagnostic assessment from the beginning to the end of the year. Hispanic students are out-performing ALL students [Hispanic Developing+ = 58%; ALL Developing+ = 45%] SWD students have shown an increase at the developing level on preliminary ELA GMAS data.

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the Identifying Need webinar for additional information and guidance.

Challenges	Students in the SWD subgroup are behind their peers. School attendance and parent involvement remain a challenge. Lack of access to rigorous Tier 1 instruction.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the Identifying Need webinar for additional information and guidance.

Overarching Need # 1

Overarching Need	A majority of our students are not reading and doing mathematics on grade level.
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	Our "triangle" is roughly split 33-33-33 (Tier 1-2-3) which suggests a Tier 1 instruction problem to include the ability to differentiate instruction, facilitate targeted intervention and implement rigor.

Overarching Need # 2

Overarching Need	40% of our students are reading on grade level.
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	

Overarching Need # 3

Overarching Need	The majority of our students do not feel students behave so teachers can teach.
How severe is the need?	High
Is the need trending better or worse over time?	No Change
Can Root Causes be Identified?	Yes
Priority Order	3

Additional Considerations	There are school climate issues that affect student achievement. During the 2023-2024 school year, students missing less 10% of their enrolled days was 67.2% (3-year average is 72.1%), Additionally, the average number of days students were tardy to school is 43 days (24% of the days). This equates to lost instructional time.
	32% of our 3rd - 5th grade students feel that students behave so teachers can teach.
	64% of our 3rd - 5th grade students feel safe at school.
	83% of our 3rd - 5th grade students feel they have an adult in school who will help them if they need it.

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the Identifying Need webinar. After describing the RCA process, complete a table for each selected overarching need.

> **Overarching Need -** A majority of our students are not reading and doing mathematics on grade level.

Root Cause # 1

Root Causes to be Addressed	Teachers lack Tier 1 instructional knowledge in the area of content knowledge, pedagogical skills and implementing rigor in their classroom.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	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.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Root Cause # 2

Impacted Programs	Title I, Part A - Foster Care Program
	Title I, Part A - Parent and Family Engagement Program
	Title I, Part C - Education of Migratory Children
	Title I, Part D - Programs for Neglected or Delinquent Children
	Title III - Language Instruction for English Learners and Immigrant Students
	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
	Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Staff do not receive accurate, helpful or descriptive feedback related to their performance beyond the required evaluations.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education
	Title I - Part A - Improving Academic Achievement of Disadvantaged
	Title I, Part A - Foster Care Program
	Title I, Part A - Parent and Family Engagement Program
	Title I, Part C - Education of Migratory Children
	Title I, Part D - Programs for Neglected or Delinquent Children
	Title III - Language Instruction for English Learners and Immigrant Students
	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program
	Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Overarching Need - 40% of our students are reading on grade level.

Root Cause # 1

Root Causes to be Addressed	Students are lacking foundational literacy skills and knowledge.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Teachers lack the pedagogical knowledge regarding teaching foundational literacy skills and effective writing to students who are lacking those skills and knowledge.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	Teachers have not been adequately trained or received targeted PL regarding foundational literacy skills or effective writing instruction.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged

Additional Responses	

Overarching Need - The majority of our students do not feel students behave so teachers can teach.

Root Cause # 1

Root Causes to be Addressed	Many teachers do not adequately enforce consequences or do so consistency.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

Root Cause # 2

Root Causes to be Addressed	Teachers do not use the PBIS matrix and classroom management procedures guide (discipline flowchart) with fidelity.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program

Additional Responses	

Root Cause # 3

Root Causes to be Addressed	All teachers do not clearly understand the expectations for the behavior management plan for the school.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	

School Improvement Plan
2024 - 2025

Richmond County
Copeland Elementary School

SCHOOL IMPROVEMENT PLAN

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. 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	40% of our students are 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	To develop teacher capacity and provide high-impact literacy instruction for all teachers.
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

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- Vanessa Murphy CSRA RESA GADOE- Dr. Mary Ann Gray

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 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.
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
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.