DIVISION OF
SCHOOL & DISTRICT
EFFECTIVENESS
ADVANCING LEADERSHIP | TRANSFORMING SCHOOLS

NAME OF SCHOOL: Copeland Elementary School
PRINCIPAL: Dr. Laurie P. Taylor

NAME OF DISTRICT: Richmond County School System

SUPERINTENDENT: Dr. Kenneth Bradshaw

X Comprehensive Support and Intervention   □ CSI Alternative   □ Targeted Support and Intervention   X Promise

X Schoolwide Title 1 School   □ Targeted Assistance Title 1 School   □ Non-Title 1 School

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

SIGNATURES:

Superintendent _____ Date _____

Principal Supervisor _____ Date _____

Principal _____ Date _____

Federal Programs Director _____ Date _____

Revision Date: _____   Revision Date: _____   Revision Date: _____

School Name: <u>Copeland Elementary School</u>

Date: 8/10/2020

Planning Committee Members

Name	Position/Role	Signature
Dr. Laurie P. Taylor	Principal	
Jovanghn Parks	Assistant Principal	
Linda Wallace	Teacher	
Sha'Kari Nelson	Teacher	
Shayla Brown	Teacher	
MaryJo Weegar	Teacher	
Daina Bussey	Teacher	
Ellecia Godbee	Teacher	
LaTonga Williams	Family Facilitator	
Kelicia Arnold	Parent	
Santhia Gist	Parent	
Teresia Prescott	Teacher	
Bethany O'Brien	Teacher	
Vanessa Ferguson	Teacher	
Dixie Shoemaker	Media Specialist	
Yvonne Mailhot	IB Coordinator	
Kathy Maddox	School Counselor	

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

2020-2021 SCHOOL IMPROVEMENT PLAN

School:	Copeland Elementary School				
Principal:	Dr. Laurie P. Taylor				
Date Last Revised:	8/10/2020	Goal Area:	High Academic Achievement and Success for All	Performance Objective:	Increase student performance at or above grade level

Initiative 1 (SMART Goal):	By the EOY, each grade level will increase their Lexile scores of the iReady assessment in the following manner: K from BR359 (MOY 2019) to BR100; 1st grade from BR174 (MOY 2019) to 360; 2nd grade from 368 (MOY 2019) to 535; 3rd grade from 515 (MOY 2019) to 700; 4th grade from 553 (MOY 2019) to 840 and 5th grade from 727 (MOY 2019) to 920. Each of these targets is the Lexile Band midpoint (CCRPI-Readiness).

Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Teachers will participate in differentiated professional learning opportunities based on their needs. The PL's will enhance the quality of instruction within the virtual or F2F classroom (Reading interventions, Writing Benchmark Literacy, Guided Reading, Foundational Reading Skills)	www.bestevidence.org/word/strug_read_April_2019_full.pdf	Strong	AP	TKES and Informal Observations		Agendas Presentation materials	None-in house or virtual PL (RESA, District T&L, IS)
Students will be tutored by paraprofessionals. While they meet, they will address deficits of phonological awareness, phonics, fluency, and comprehension skills.	http://ies.ed.gov/ncee/wwc/Study82600	Strong	Teachers	iReady data		Para PL provided by T&L Department	Title 1A – Literacy Paras salaries ($?)
K-2 will implement the Fundations program to strengthen foundational literacy pedagogy.	https://www.wilsonlanguage.com/wp-content/upload	Moderate	K-2 Teachers IS	iReady data		Fundations Kits	None-district purchased

Identified RTI students as well as students requiring acceleration will meet with intervention team to provide direct instruction in the deficit area of reading. If doing digital learning, the intervention team will conference with assigned students bi-monthly through Microsoft Teams.	http://www.centeril.org/resources/EvidenceReviewandEffectivePracticesBriefs.pdf	Moderate	Parks leading the Intervention Team	iReady data CMA's Conference logs	Small groups assigned to Intervention Team by end of September, meetings held bi-monthly beginning in October	iReady PDF's	None-district purchased
Students will partner read with another student to increase Lexile level.	http://www.bestevidence.org/search.cfm	Strong	Teachers IS	CMA's iReady Data	Start October	Classroom libraries	None
Increase the amount of time spent on MyON reading appropriate grade level text to increase the scores on the given comprehension assessments.	www.bestevidence.org/word/strug_read_April_2019_full.pdf	Moderate	Teachers IS Media Specialist	MyON user data	Start September	Computers	None-district purchased
Implement the Flocabulary program to increase student vocabulary	www.evidenceforessa.org/programs/reading/elementary/corrective-reading-elementary	Strong	Teachers	iReady data	Start September	Nearpod Flocabulary	Site License ($2,000-purchased FY20 IB funds)
Implement the Education Galaxy program to assist teachers in providing interventions with students who are not mastering the GSE	https://educationgalaxy.com/wp-content/upload	Moderate	IS	CMA's iReady data	Start October	Education Galaxy	Site License ($4,400-purchased FY20 IB funds)
Small group tutoring for kindergarteners, mini-lesson instruction by paraprofessionals (kinder and literacy) or EIP augment teachers	https://www.evidenceforessa.org/programs/reading/reading-partners	Strong	Team Leaders	iReady data CMA's			Title 1A-Literacy Para salaries and EIG Augment Teacher Salary ($??)

Implement 'Copeland Classes' a mentoring PLC to support various groups of teachers in the building (induction, waiver, new to RCSS) to build teacher efficacy.	https://www.evidenceforessa.org/programs/social-	Strong	Admin	Course Evaluation iReady data			

2020-2021 SCHOOL IMPROVEMENT PLAN

School:	Copeland Elementary School				
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Date Last Revised:	8/10/2020	Goal Area:	High Academic Achievement and Success for All	Performance Objective:	Increase student performance at or above grade level

Initiative 2 (SMART Goal):	By the EOY iReady diagnostic, each grade level will increase the number of students performing mathematics on grade level in the following manner: Kindergarten from 30% (MOY 2019) to 75%; 1st grade from 9% (MOY 2019) to 45%; 2nd grade from 21% (MOY 2019) to 35%; 3rd grade from 16% (MOY 2019) to 35%; 4th grade from 7% (MOY 2019) to 40% and 5th grade from 11% (MOY 2019) to 50%. [The EOY goals are the same or slightly higher than the previous year actual EOY iReady benchmark data.]

Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Small group tutoring for kindergarteners, mini-lesson instruction by paraprofessionals or EIP augment teachers	www.evidenceforessa.org/programs/math/elementary/roots	Strong	Grade Chairs	iReady Data CMA's		iReady PDF's	Title 1A - EIP Augment Teacher Salary
Students will work with other students and take turns acting as the teacher to solve math problems using strategies they have learning within the classroom	https://ies.ed.gov/nce/wwc/	Strong	Teacher	Math journals iReady data			None
Students will use mathematics journals where teachers will provide content specific feedback within the classroom	www.evidenceforessa.org/programs/math/elementary/pirate-math	Strong	IS Teacher	Math journals iReady data CMA's		Math journals (notebooks)	Title 1A or IB

Students will increase the amount of time they spend on First in Math to enhance ability to problem solve in mathematics.	www.evidenceforessa.org/programs/math/elementary/math-expressions	Strong	Teachers Principal	FIM Usage Reports iReady data CMA's		Computers	None-district purchased
Students have frequent opportunities for drill and practice with math facts, Number Talks and multiplication	www.evidenceforessa.org/programs/math/elementary/jump-math	Strong	IS Admin	Lesson Plan Informal Observations		Computers Education Galaxy	Site License ($4,400-purchased FY20 IB funds)
Provide teacher PL opportunities to enhance the quality of mathematics instruction: use of manipulatives and understanding standards of mathematical practices	www.evidenceforessa.org/programs/reading/elementary/pacific-child	Strong	IS AP	PL Handouts from presenters; Sign-in sheets			None-in house or virtual PL (RESA, District T&L, IS)
After school tutoring with Dr. Miller (??)	www.evidenceforessa.org/programs/math/elementary/time-know-math	Strong	AP Dr. Miller	Kahn Academy Usage reports		Computers	None

2020-2021 SCHOOL IMPROVEMENT PLAN

School:	Copeland Elementary School					
Principal:	Dr. Laurie P. Taylor					
Date Last Revised:	8/10/2020	Goal Area:	Culture and Climate	Performance Objective:	Ensure a positive learning and working environment	

Initiative 3 (SMART Goal):	Increase the overall school climate rating score by 5% from 89.30(3-stars) to 93.8 (4-stars) by increasing the results on the GA Student Health Survey. Specifically, the number of students who answer "Always" and "Often" on the school connectedness questions (Q# 1, 5, 11) and answer "Never" on the peer victimization questions (Q# 12-15) will increase by at least 25%.

Evidence-Based Action Steps	Link to ESSA Evidence (insert URL)	ESSA Evidence Level (Strong, Moderate, Promising, Written Rationale)	Action Step Leader	Evidence of Effectiveness	Timeline for Implementation	Materials/Resources Needed (Include Professional Learning Needed)	Funding Source
Implement the Social Emotional Learning program, Sanford Harmony with fidelity through the Teachers as Advisors platform.			Maddox	Number of discipline incidents	TAA to start September – 2-3 lessons/month	SH Kits (also online)	None-district provided
Students will use our ROAR incentive chart to earn incentives for positive behavior. Students enrolled both online and F2F will have the chance to earn incentives. At the end of each quarter, students who earn a specific number of points can exchange them for prizes (both in person and online).	https://static1.squarespace.com/static/5696b96abfe8737934cc521c/t/56acd5c71f40397fbfd478a4/1454167496270/Vincent.pdf	Strong	Ferguson	Number of students earning incentives, PBIS data sheets (	Each quarter Points start 3rd week of school	PBIS Incentive Sheets for both virtual and F2F students School PBIS room supplies (currently stocked)	Allocations for PBIS Rewards program ($1285)

Identified students will participate in mentoring groups [i.e. Girls with Pearls and Guys with Ties] to address topics on character, self-esteem, and school climate. Students will meet via zoom so that online academy students may participate. A group will be made in Canvas.	https://www.tandfonline.com/doi/full/10.1080/0145935X.2009.524477?scroll=top&needAccess=true	Moderate	Sha'Kari Nelson Bradley Jennings		Start October- monthly	CANVAS Student mentoring lessons	School account Donations – community sponsors
Teachers will utilize the Advance Referral system in the PBIS Rewards program to be able to accurately document behavioral data (minor/major).			Parks		Start September	PBIS Rewards Program Computer for training and use of the program Discipline Flowchart	Allocations for PBIS Rewards program ($1285)

Performance Measure (with unit of measure)	Actuals 2018-2019	Baseline	Target Year 1	Actuals Year 1	Target Year 2	Actual Year 2	Target Year 3	Actuals Year 3	Target Year 4	Actuals Year 4	Target Year 5	Actuals Year 5
		(2019-2020)	(2020-2021)	(2020-2021)	(2021-2022)	(2021-2022)	(2022-2023)	(2022-2023)	(2023-2024)	(2023-2024)	(2024-2025)	(2024-2025)
Increase the percentage of students reading on grade level by Grade 3 (Proficient or above on the Grade 3 Georgia Milestones ELA EOG)	9	9										
Increase the percentage of students scoring Proficient or above on the Grade 4 Georgia Milestones Math EOG	17	17										
Increase the percentage of students scoring Proficient or above on the Grade 5 Science EOG	11	11										
Increase the percentage of students scoring Proficient or above on the Grade 5 Social Studies EOG	2	2										
Increase the CCRPI Score to Meet or Exceed the school's SWSS CCRPI Target	53.8	53.8										

Professional Learning Plan to Support School Improvement

Supporting Initiative #	Professional Learning Strategy	Specific PL Timeline	Estimated Cost, Funding Source, and/or Resources	Person(s)/Position Responsible	Monitoring Teacher Implementation of PL	Evidence/Data of Impact on Student Learning
1, 2	Provide teachers with F2F and virtual PL on how to use the resources: Flocabulary, Nearpod and Education Galaxy to include how to link it to CANVAS for student use.	September October		Williams Mailhot	Williams Mailhot Parks	Usage and performance reports generated by the programs
3	Provide teachers with F2F and virtual PL on how to use the PBIS rewards program to give students PBIS points when earned as well as the Advanced Referral System to be able to track minor and major discipline data.	September		Vanessa Ferguson Jovanghn Parks	Ferguson ADMIN	Decrease in major behavior incidents (office referrals)
1,2	'Copeland Classes' courses monthly (during pre-planning more often) or as needed	July - March		LaTonga Williams	Admin	
3	Training on how to use the Sanford Harmony Program	June 2020 PrePlanning As needed for people who could not attend June-August		Maddox	Admin	Decrease in major behavior incidents (office referrals)
1,2	Provide teachers training on the available digital resources that are provided by the district (online textbooks)	September		LaTonga Williams	Williams Mailhot	Resources in Lesson Plans
1,2	Ongoing CANVAS training for Online Academy and F2F teachers.	July-January		LaTonga Williams District T&L	Williams ADMIN	

Response to SWP 3: Coordination and integration of federal, state, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training:

Funding Source	How funds will be used
Federal Funds: Title I Funds Include any Title I paid employee And everything you plan on purchasing this year.	1 EIP Augment Teacher salary 2 Literacy Paraprofessional salaries
State Funds	Funds will be used for professional learning.
Reduced Class Size (If applicable)	
School Improvement Grant (If applicable)	Technology Supplies
Local Professional Learning Funds	District coordinates activities
Grants	

Funding Source and Resources provided:

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

1. **Comprehensive Needs Assessment – Section 1114(b)(6)**
   Is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency;

2. **Schoolwide Reform Strategies that – Section 1114(b)(7)(A)(i-iii)**
   a. The school will be implementing to address school needs, including a description of how such strategies will
       i. Provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learner [Section 1111(c)(2)]) to meet the challenging State academic standards;

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

    ii. Use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education;

    iii. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include -

      a) counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas;

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

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

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

e) strategies for assisting preschool children in the transition from early childhood education.

3. Schoolwide Plan Development – Section 1114(b)(1-5)

a. Is developed during a 1-year period; unless – the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of the section;

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

c. Remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;

d. Is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

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4. ESSA Requirements to include in your Schoolwide Plan
   a. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(B).

>

   b. Describe how the school will use and implement effective parent and family engagement strategies under Section 1116, Sec. 1112(b)(7), and Sec. 1112(e)(3)(C) for parents of English Learners.

>

   c. If a middle or high school, 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, if applicable –
      i. Through coordination with institutions of higher education, employers, and other local partners; and

> N/A

      ii. Through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. Sec. 1112(b)(10)

> N/A

Written Rationale
(Dependent on ESSA Evidence Level)

All interventions, programs, strategies, activities, software, staff, etc. must include the evidence-based level in the SIP and budget/justification.

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

The following links can be utilized for evidence:
http://www.bestevidence.org/search.cfm
https://ies.ed.gov/ncee/wwc/
https://evidenceforessa.org
https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf

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

Rationale #1	
Initiative:	
Action Step:	

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