

## Short Term Action Plan

School Name: Copeland Elementary School				SES Name: Mary Ann Gray			
Date STAP Started: August 2024				Length of STAP: 45 days			
School Improvement Plan Goal #1							
By the end of the 2024-2025 school year, Copeland Elementary School will increase the content mastery score by 20% in grades 3-5 from 20.6% to 40.6% in ELA, from 25.0% to 45% in Math and from 21.1% to 41.1% in Science as measured by the Georgia Milestones Assessment.							
School Action Steps	GSCI Systems and Structures	Resources	District Support	Implementation Measurable Goal	Student Progress Measurable Goal	Impact Check Dates	Position Responsible
What action steps will the school team implement to meet this goal?	What systems and structures are addressed with this action step?	What resources are needed to implement the action step?	What support will the district provide to implement this action step?	What measurable goal will be established for action step implementation?	What measurable goal will be established to show impact of action step on student performance?	Identify specific dates to monitor this action step.	Who is responsible for monitoring the implementation of this action step and reporting data?
1. Monitor the effectiveness of collaborative planning and provide timely explicit feedback to planning groups.	CI EL PC	HIP Rubric RCSS Instructional Framework Lesson Outline template Pacing guides CP Agenda template	RCSS Instructional Framework Pacing guides	100% of collaborative planning teams will be observed by Senior Team using the GaDOE HIP Rubric and feedback given on a bi-weekly basis.	85% of students will demonstrate proficiency as measured by bi-weekly common formative and unit assessments and student work samples.		Cordova Simmons
Q1	1. Implement a schoolwide collab planning framework. 2. Develop school-wide Collaborative Planning Agenda template 3. Develop Lesson Outline template/Rubric (literacy/mathematics) to provide teachers feedback on their plans. 4. Review RCSS pacing and calendarize pacing guide for Semester 1						
2. Monitor the effectiveness of quality instructional delivery and implementation of the school wide instructional framework for tier 1 instruction.	CI EL PC SLE	Observation instrument Observation schedule Assessment calendar	Cross Functional Support Team Observations Observation instrument	Teachers will implement district/school instructional expectations with at least 80% proficiency on the RCSS and Copeland Instructional Expectations Checklist.	85% of students will demonstrate proficiency as measured by bi-weekly common formative and unit assessments and student work samples.		Cordova Simmons

Q1	1. Develop schedule to observe implementation of tier 1 instructional non-negotiables set by District & Copeland Elementary. 2. Develop “Look for” document of instructional expectations/framework. 3. Begin conducting classroom observations using “Look for” of implementation of instructional framework. 4. Develop progress monitoring schedule for common formative and unit assessments and student work samples.						
3. To develop teacher capacity, provide professional learning on the tier 1 instructional framework and quality instructional strategies in each content area.	CI EL PC SLE	RCSS Instructional Framework GaDOE Math Learning Plans Saavas/Fundations resources HIP Rubric CP Agenda template Lesson Outline template	RCSS Instructional Framework Saavas Fundations	100% of teachers will attend monthly school PD’s  100% of waiver teachers will attend the New Teacher Academy (NTA).	85% of students will demonstrate proficiency as measured by bi-weekly common formative and unit assessments and student work samples.		Cordova Simmons
Q1	Provide teachers and leaders PD on the following: 1. RCSS Instructional Framework 2. GaDOE Math Learning Plans 3. Saavas/MyView and Fundations (K-3) 4. IB Approaches to Learning 5. GaDOE HIP Rubric, Collaborative Planning Agenda Template, and Lesson Outline Template 6. Provide New teacher academy for induction teachers						
School Improvement Plan Goal #2							
By the end of the 2024-2025 school year students performing on or above grade level in reading will increase by 30%, from 40% to 70% in grade levels 3-5 as measured by the Georgia Milestones Assessment.							
School Action Steps	GSCI Systems and Structures	Resources	District Support	Implementation Measurable Goal	Student Progress Measurable Goal	Impact Check Dates	Position Responsible
What action steps will the school team implement to meet this goal?	What systems and structures are addressed with this action step?	What resources are needed to implement the action step?	What support will the district provide to implement this action step?	What measurable goal will be established for action step implementation?	What measurable goal will be established to show impact of action step on student performance?	Identify dates to monitor this action step.	Who is responsible for monitoring the implementation of this action step and reporting data?
1. To develop teacher capacity and provide high-	CI EL PC	Lexile data Data Tracking system expectations	i-Ready support	100% of teachers will participate in literacy PD opportunities.	100% of students will demonstrate progress on i-Ready growth checks.		Prescott Gice C. Long

impact literacy instruction for all teachers.	SLE	Literacy instructional expectations GA Literacy Courses			100% of students will demonstrate Lexile growth on the MOY and EOY i-Ready benchmark.		
Q1	<ol style="list-style-type: none"> <li>1. Provide PD for teachers to review current student literacy data (GMAS FY24 and BOY i-Ready screening) and identify areas for improvement/next steps</li> <li>2. Provide PD for teachers on all data tracking systems</li> <li>3. Provide PD on small group instructional expectations</li> <li>4. Provide PD on the following: <ol style="list-style-type: none"> <li>a. Georgia Literacy Course 1 – Oral Language is the Foundation for Literacy</li> <li>b. Georgia Literacy Course 2 – Early Literacy (Print Awareness, Phonological Awareness, and Alphabet Knowledge)</li> <li>c. Georgia Literacy Course 3 – Systematic and Explicit Phonics Instruction</li> </ol> </li> </ol>						
2. Design, implement, and monitor a system to track student Lexile growth.	CI EL PC	i-Ready data Foundations teacher data	i-Ready support Foundations support Saavas support	100% of teachers should record literacy data in the designation literacy tracking system	100% of students will demonstrate progress on i-Ready growth checks.  100% of students will demonstrate Lexile growth on the MOY and EOY i-Ready benchmark.		Prescott Gice C. Long
Q1	<b>Create and Implement Data Tracking System to monitor student literacy growth</b> <ol style="list-style-type: none"> <li>1. Create a digital spreadsheet for student literacy growth to include i-Ready growth checks and Lexile benchmark scores.</li> <li>2. Utilize Foundations tracking sheet for K-3</li> </ol>						
3. Design, implement, and monitor a school wide system for intervention/small group instruction focused on literacy skills.	CI EL PC SLE	RCSS Instructional Framework Literacy data Schoolwide small group expectations	RCSS Instructional Framework i-Ready support	100% of ELA teachers will have implement small group instruction based on individual student needs.	100% of students will demonstrate progress on i-Ready growth checks.  100% of students will demonstrate Lexile growth on the MOY and EOY i-Ready benchmark.		Prescott Gice C. Long
Q1	<ol style="list-style-type: none"> <li>1. Develop a schoolwide framework for Small Group Instruction using the RCSS Instructional Framework</li> <li>2. Identify students for Intervention based on GMAS, BOY i-Ready benchmark, and Foundations assessments</li> <li>3. Implement Small Group Instruction in all ELA classrooms</li> <li>4. Literacy Coach and Senior Leadership will monitor on an ongoing basis</li> </ol>						

### School Improvement Plan Goal #3

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

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What action steps will the school team implement to meet this goal?	What systems and structures are addressed with this action step?	What resources are needed to implement the action step?	What support will the district provide to implement this action step?	What measurable goal will be established for implementation?	What measurable goal will be established to show impact on student performance?	Identify dates to monitor this action step.	Who is responsible for monitoring the implementation of this action step and reporting data?
1. Train, implement, and monitor the effectiveness of Copeland's PBIS plan.	CI EL PC SLE	PBIS handbook Discipline flowchart Discipline plan PBIS checklist PBIS Walkthrough schedule Essentials agreement Spotlight PAWS Store	PBIS support Spotlight RCSS Attendance Protocol	100% of teachers will use Spotlight and Copeland Cash to incentivize positive behavior as measured by Infinite Campus data.  All teachers will demonstrate 80% accuracy on the PBIS checklist.	100% of students will earn positive incentives in the form of Spotlight points and/or Copeland Cash as measured by Infinite Campus.  Student office referrals will decrease by 50% from the 2023-2024 school year.  The percentage of students absent less than 10% of enrolled days will increase by 17.2% from the 2023-2024 school year.		Atkinson Thomas Ferguson
Q1	<ol style="list-style-type: none"> <li>1. Train staff on the PBIS plan (flowchart, discipline plan, and handbook) during pre-planning and throughout the year. Provide differentiated support as needed. (PBIS team)</li> <li>2. The PAWS PBIS flowchart and discipline plan will be laminated and posted in every classroom. (PBIS team)</li> <li>3. Develop a PBIS/IB checklist to utilize in PBIS walkthroughs. (PBIS team)</li> <li>4. Monitor PBIS implementation by conducting walkthroughs (once every other week) by the PBIS team. Timely feedback will be given to teachers. (PBIS team)</li> <li>5. PAWS Copeland Cash (to be spent at the PAWS Store bi-weekly) and Spotlight points will be utilized to encourage positive behavior. Incentive parties for academics, attendance, and behavior will be given at the end of each grading period. (PBIS team, All faculty and staff, PTO)</li> <li>6. Teachers will upload a copy of their essential agreements in PBIS Microsoft Team. (Teachers)</li> </ol>						
2. Implement and monitor academic, social emotional, and behavior interventions to support the needs of the whole child.	CI EL PC SLE FCE	Panorama MTSS Guide Sanford-Harmony Monitoring schedules for Sanford-Harmony and Panorama	Panorama MTSS Guide Sanford-Harmony	100% of teachers will participate in all the required MTSS training.  100% of grade level teachers will implement daily SEL lessons using Sanford-Harmony.	100% of Tier 2 and 3 students receiving academic interventions will demonstrate progress on i-Ready growth checks.  100% of Tier 2 and 3 students receiving behavior interventions will		Atkinson Thomas Ferguson



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				100% of teachers will document Tier 2 and 3 interventions and progress monitoring data in Panorama.	demonstrate a decrease in minor and major referrals in Spotlight and Infinite Campus.		
Q1	<ol style="list-style-type: none"> <li>1. Train teachers on Panorama to select and document (progress monitoring) academic, social emotional, and behavior interventions.</li> <li>2. Train teachers on the MTSS Guide which details the RTI process, the attendance protocol, and the selection of academic, social emotional, and behavior interventions.</li> <li>3. Train teachers on the implementation and expectations of use of the SEL lessons in Sanford-Harmony.</li> <li>4. Monitor implementation of SEL lessons from Sanford-Harmony using the Sanford-Harmony dashboard.</li> <li>5. Monitor academic, social emotional, and behavior interventions using Panorama.</li> </ol>						