Short Term Action Plan

School Name: Copeland Elementary School	SES Name: Mary Ann Gray
Date STAP Started: January 10. 2025	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
Q3	1. Provide teachers feedback on their weekly lesson plans 2. Review RCSS pacing and calendarize pacing guide for Semester 2 **3.** Develop and implement CP Monitoring using the GaDOE HIP Rubric 4. Provide feedback to grade level teams from HIP Rubric monitoring						
2. Monitor the effectiveness of quality instructional delivery and implementation of	CI EL PC SLE	Observation instrument Observation schedule Assessment calendar	Cross Functional Support Team Observations	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

			Observation instrument				
Q3		1. Continue conducting classroom observations using GaDOE Classroom Observation Form 2. Continue progress monitoring schedule for common formative and unit assessments and student work samples 3. Provide feedback to teachers from classroom observations					
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
Q3		Provide teachers and leaders PD on the following: 1. GaDOE Math Learning Plans (Every Wed. support from RESA SIS) 2. Saavas/MyView and Fundations (K-3) 3. IB Approaches to Learning 4. GaDOE HIP Rubric, Collaborative Planning Agenda Template, and Lesson Outline Template 5. 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
1. To develop teacher capacity to provide high-impact literacy instruction for all teachers.	CI EL PC SLE	Lexile data Data Tracking system expectations Literacy instructional expectations GA Literacy Courses	i-Ready support	100% of teachers will participate in literacy PD opportunities.	100% of students will demonstrate progress on i-Ready growth checks. 100% of students will demonstrate Lexile growth		Prescott Gist C. Long

					on the MOY and EOY i-Ready benchmark.		
Q3	Provide PD on the following: 1. Georgia Literacy Course 5 redelivery 2. Georgia Literacy Course 6 redelivery 3. Small group instructional expectations (Emily Hale scheduled for Jan. 28) 4. MyView Literacy (as needed) 5. Growing Readers (ongoing)						
2. Design, implement, and monitor a system to track student Lexile growth.	CI EL PC	i-Ready data Fundations teacher data	i-Ready support Fundations 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 Gist C. Long
Q3	1. Create and Implement Data Tracking System to monitor student literacy growth 2. Create a digital spreadsheet for student literacy growth to include i-Ready growth checks and Lexile benchmark scores. 3. Continue to utilize the Fundations tracking sheet for K-3						
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 Gist C. Long
Q3	1. Develop a schoolwide framework for Small Group Instruction using the RCSS Instructional Framework 2. Identify students for Intervention based on GMAS, BOY i-Ready benchmark, and Fundations assessments 3. Continue to implement and monitor Small Group Instruction in all ELA classrooms (ongoing)						
4. (*DRAFT*) The leadership team will monitor the implementation of the literacy block to ensure it includes phonics and phonological awareness instruction	CI EL PC SLE	• Observation tool (attached) • Weekly observation schedule • Grade normed oral reading fluency assessment (DIBELS 8 - free, Acadience, some HQIM have them)	Literacy Coach Administrators	80% of Q4 monthly observations in K-3 classrooms will demonstrate 100% implementation of phonics, phonological awareness, comprehension, and	80% of students in grades 1 – 3 will meet monthly growth on their oral reading fluency assessment as measured by the Hasbrook and Tindal	Implementation Measurable Goal: data from literacy block observations provided at the weekly CIT meetings	Structured Literacy Coach Principal

and comprehension and writing instruction by conducting weekly observations in each K-3 literacy classroom using the literacy block observation document.		• Grade normed ORF • Hasbrook and Tindal ORF assessment norming charts		writing instruction as measured by the observations conducted using the literacy block observation document	ORF assessment norming charts	Student Progress Measurable Goal: Student growth data presented monthly (CIT determine Monthly Impact Check dates for the Action Step and list dates here).	

Q3		• Structured Literacy Coach:
		    ○ Ensure that training and modeling have been provided to all K-3 teachers to ensure effective implementation of phonics, phonological awareness, comprehension, and writing instruction is present in all classrooms. Provide coaching in areas of identified need
		    ○ Ensure observation team members are trained to use the observation tool
		• Principal: Ensure that monthly observations are scheduled for Quarter 4					

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.

School Action Steps	GSCI Systems and Structures	Resources	District Support	Implementation Measurable Goal	Student Progress Measurable Goal	Impact Check Dates	Position Responsible
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

Q3	1. Continue to monitor PBIS implementation by conducting walkthroughs (bi-weekly) by the PBIS team. Timely feedback will be given to teachers. 2. 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.						
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 teachers will document Tier 2 and 3 interventions and progress monitoring data in Panorama.	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 demonstrate a decrease in minor and major referrals in Spotlight and Infinite Campus.		Atkinson Thomas Ferguson
Q3	1. Monitor implementation of SEL lessons from Sanford-Harmony using the Sanford-Harmony dashboard 2. Monitor academic, social emotional, and behavior interventions using Panorama (Ongoing)						