

## Short Term Action Plan

School Name: Copeland Elementary School				SES Name: Mary Ann Gray			
Date STAP Started: August 2024				Length of STAP: 45 days			
<b>School Improvement Plan Goal #1</b>							
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



<p>Q1</p>	<ol style="list-style-type: none"> <li>1. Develop schedule to observe implementation of tier 1 instructional non-negotiables set by District &amp; Copeland Elementary.</li> <li>2. Develop "Look for" document of instructional expectations/framework.</li> <li>3. Begin conducting classroom observations using "Look for" of implementation of instructional framework.</li> <li>4. Develop progress monitoring schedule for common formative and unit assessments and student work samples.</li> </ol>
<p>3. To develop teacher capacity, provide professional learning on the tier 1 instructional framework and quality instructional strategies in each content area.</p>	<p>CI RCSS Instructional          EL Framework          PC GaDOE Math Learning          SLE Plans          Saavf\$rc 0 Tw 2.253 0 426</p>



Georgia Department of Education

Ed501 Strategic Plan 2014-2017

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.		
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Ed511 Inquiry and Critical Thinking

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Impact Check Dates	Position Responsible
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Georgia Department of Education

Ed501 Strategic Implementation

				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.		
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ect and document (progress monitoring) academic, social emotional, and behavior

which details the RTI process, the attendance protocol, and the selection of academic, interventions.

ion and expectations of use of the SEL lessons in Sanford-Harmony.

sons from Sanford-Harmony using the Sanford-Harmony dashboard.-

al, and behavior interventions using Panorama.