



## Short Term Action Plan

<b>School Name:</b> Copeland Elementary School	<b>SES Name:</b> Mary Ann Gray
<b>Date STAP Started:</b> January 10, 2025	<b>Length of STAP:</b> 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 System s and Structu res	Resources	District Support	Implementation Measurable Goal	Student Progress Measurable Goal	Impact Check Dates	Position Responsibl e
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

1. Provide teachers feedback on their weekly lesson plans
2. Review RCSS pacing and calendarize pacing guide for Semester 2
3. Develop

**Q3**





					on the MOY and EOY i-Ready benchmark.			
<b>Q3</b>	Provide PD on the following: <ol style="list-style-type: none"> <li>1. Georgia Literacy Course 5 redelivery</li> <li>2. Georgia Literacy Course 6 redelivery</li> <li>3. Small group instructional expectations (Emily Hale scheduled for Jan. 28)</li> <li>4. MyView Literacy (as needed)</li> <li>5. Growing Readers (ongoing)</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



<p>and comprehension and writing instruction by conducting weekly observations in each K-3 literacy classroom using the literacy block observation document.</p>		<ul style="list-style-type: none"> <li>&lt; Grade normed ORF</li> <li>&lt; <a href="#">Hasbrook and Tindal ORF assessment norming charts</a></li> </ul>		<p>writing instruction as measured by the observations conducted using the literacy block observation document</p>	<p>ORF assessment norming charts</p>	<p>Student Progress Measurable Goal: Student growth data presented monthly (CIT determine Monthly Impact Check dates for the Action Step and list dates here).</p>	
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< Structured Literacy Coach:

- o 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
- o 3 G[K]TJEdGh1 0 0 1 10.58 317.63 Tm0 G[3 G[K]TJEdGh1 0 0 1 10.58 317.63t76.025 reW\*n16.58 317.63t7i)-4(n)- . F

Q3



**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-