

Clay County Schools

Coppergate Elementary School



2018-19 Schoolwide Improvement Plan

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Coppergate Elementary School

3460 COPPER COLTS COURT, Middleburg, FL 32068

<http://cge.oneclay.net>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	No	81%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	35%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	C	A*

School Board Approval

This plan is pending approval by the Clay County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Provide the school's vision statement.

Coppergate Elementary exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Bossinger, Robin	Teacher, K-12
Crane, Elizabeth	Teacher, K-12
Carmichael, Denise	Teacher, K-12
Miskowski, Kim	Teacher, K-12
Moore, Jennifer	Teacher, K-12
Dyal, Amy	Principal
duffy, lindsay	Teacher, K-12
Rhoden, Kristi	Teacher, K-12
	Teacher, K-12
Taylor, Laura	Instructional Coach

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The School Leadership Team meets every month to discuss strengths and opportunities for growth, including academics, culture, and student safety. We share student data to identify where are students are and what we can do as a faculty and staff to support our students. We also have members of the foundations team on our team to discuss student safety and the culture of the school. The leadership team then brainstorms possible solutions and communicates these to the other faculty and staff members.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	2	1	0	0	3	4	1	0	0	0	0	0	0	11
One or more suspensions	2	1	0	0	0	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	2	2	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	10	11	9	0	0	0	0	0	0	30

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	1	0	0	3	4	1	0	0	0	0	0	0	11

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Friday 9/14/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	1	6	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	4	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	17	0	0	0	0	0	0	17

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	2	1	0	0	0	0	0	0	3

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	1	6	0	0	0	0	0	0	7
One or more suspensions	0	0	0	0	0	0	2	0	0	0	0	0	0	2
Course failure in ELA or Math	0	0	0	0	0	0	4	0	0	0	0	0	0	4
Level 1 on statewide assessment	0	0	0	0	0	0	17	0	0	0	0	0	0	17

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	2	1	0	0	0	0	0	0	3

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

5th grade ELA was our weakest data component with only 50% of our students being proficient. In addition only 44% of our students showed learning gains while only 27% of our lowest quartile showed learning gains. Unfortunately, this has been an issue for the past few years.

Which data component showed the greatest decline from prior year?

4th grade ELA showed the largest decline dropping from 63% proficient in 2017 to 53% proficient in 2018. The learning gains also showed a decline with only 43% of our students demonstrating a learning gain and 21% of our lowest quartile making learning gains.

Which data component had the biggest gap when compared to the state average?

5th grade math showed the largest gap when compared to the state average. 56% of our 5th graders were proficient in math and the state average was 61% which is a 6% higher than CGE.

Which data component showed the most improvement? Is this a trend?

5th grade science showed the most improvement. 62% of our students were proficient which is an 11% increase.

Unfortunately, this is not a trend.

Describe the actions or changes that led to the improvement in this area.

We believe the increase in science scores came from focusing our efforts on breaking down the standards to identify exactly what the students should be able to do/know and creating rigorous lessons that address each standard. We worked with the curriculum specialist to identify the power standards and materials/best practices we could implement to address each standard.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	61%	63%	56%	60%	58%	52%
ELA Learning Gains	54%	59%	55%	59%	55%	52%
ELA Lowest 25th Percentile	41%	50%	48%	47%	47%	46%
Math Achievement	68%	69%	62%	57%	61%	58%
Math Learning Gains	68%	68%	59%	53%	59%	58%
Math Lowest 25th Percentile	52%	56%	47%	38%	49%	46%
Science Achievement	64%	66%	55%	47%	56%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Attendance below 90 percent	2 (0)	1 (0)	0 (0)	0 (0)	3 (0)	4 (1)	1 (6)	11 (7)
One or more suspensions	2 (0)	1 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (2)	3 (2)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)	2 (4)	4 (4)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	10 (0)	11 (0)	9 (17)	30 (17)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	64%	68%	-4%	57%	7%
	2017	70%	70%	0%	58%	12%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2018	53%	62%	-9%	56%	-3%
	2017	63%	61%	2%	56%	7%
Same Grade Comparison		-10%				
Cohort Comparison		-17%				
05	2018	51%	59%	-8%	55%	-4%
	2017	54%	59%	-5%	53%	1%
Same Grade Comparison		-3%				
Cohort Comparison		-12%				
06	2018	69%	63%	6%	52%	17%
	2017	62%	61%	1%	52%	10%
Same Grade Comparison		7%				
Cohort Comparison		15%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	70%	70%	0%	62%	8%
	2017	77%	67%	10%	62%	15%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2018	71%	66%	5%	62%	9%
	2017	66%	65%	1%	64%	2%
Same Grade Comparison		5%				
Cohort Comparison		-6%				
05	2018	55%	65%	-10%	61%	-6%
	2017	47%	58%	-11%	57%	-10%
Same Grade Comparison		8%				
Cohort Comparison		-11%				
06	2018	64%	68%	-4%	52%	12%
	2017	72%	66%	6%	51%	21%
Same Grade Comparison		-8%				
Cohort Comparison		17%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	63%	64%	-1%	55%	8%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	41	44	36	59	50	50				
ELL	45			45							
BLK	54	52		43	59						
HSP	69	64		66	57						
MUL	42			67							
WHT	62	54	37	74	74	58	67				
FRL	55	52	46	61	64	54	57				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	31	47	42	39	53	46	19				
BLK	47	44		53	61						
HSP	54	54		59	66		36				
MUL	50	58		63	83						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
WHT	69	71	62	73	68	59	61				
FRL	53	60	50	63	64	56	39				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Small groups in reading
Rationale	After analyzing our data, we determined that reading in 4th and 5th grade were our greatest areas of need. We feel that implementing differentiated small groups will allow us to target our instruction and provide each student with what they specifically need.
Intended Outcome	We believe that implementing differentiated small groups will allow us to increase our learning gains by at least 10% in each grade level. 4th grade will increase from 43% demonstrating learning gains in reading to 53% demonstrating learning gains in reading in 2019. 5th grade would increase from 44% demonstrating learning gains in reading to 54% demonstrating learning gains in reading in 2019.
Point Person	Amy Dyal (amy.dyal@myoneclay.net)
Action Step	
Description	We will use data to form differentiated small groups in all reading classes. Chromebooks purchased through Title I funds will allow us to efficiently assess our students to determine areas of strengths and weaknesses. We will then use iReady instructional pathways and toolbox lessons to close the learning gaps. We will use our classroom assistants and Instructional Coaches to help run small groups throughout the day to maximize our small group time. Our Instructional Coaches also gave the BAS assessment to our lowest quartile to identify which level of LLI would be most appropriate for them in small groups. Classroom assistants and coaches will push-in to classrooms to provide interventions using the LLI curriculum.
Person Responsible	Amy Dyal (amy.dyal@myoneclay.net)
Plan to Monitor Effectiveness	
Description	LLI and SIPP's group data will be monitored every four weeks to ensure students are making the appropriate progress and make adjustments as needed. During PLCs we will also discuss student data and identify whether or not the interventions are working. The Instructional Coaches and Administration provide professional development opportunities for teachers so they know which types of assessments to utilize, how to read the results and respond appropriately. They have also provided multiple opportunities for the teachers to learn how to use these instructional tools.
Person Responsible	Amy Dyal (amy.dyal@myoneclay.net)

Activity #2	
Title	Parent participation
Rationale	Increase parent participation in school activities. Last year we only had approximately 150 families attend Open House which was a significant decrease from previous years.
Intended Outcome	If we increase parent participation in school activities, student achievement will increase.
Point Person	Robin Bossinger (robin.bossinger@myoneclay.net)
Action Step	
Description	We will provide opportunities for parents to participate in school-wide activities throughout the school year. We are installing a Kiosk in the Front Office that will allow parents to register for the Focus Parent Portal. The parents have real-time access to their students grades, attendance, referrals, etc. when enrolled on the portal. It also allows them to message the teachers immediately with any questions or concerns they may have.
Person Responsible	Robin Bossinger (robin.bossinger@myoneclay.net)
Plan to Monitor Effectiveness	
Description	We will monitor who attends school-wide activities such as open house, math night, parent meetings, and conferences.
Person Responsible	Laura Taylor (laura.taylor@myoneclay.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Coppergate Elementary works at building positive relationships with families to increase involvement by utilizing the Clay County School District Parent Portal, PFA newsletter, classroom newsletters, school and class webpages, our school Facebook page, parent-teacher conferences, Parent Nights, and an open door policy with the administration and guidance department.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Coppergate Elementary ensures the social-emotional needs of all students by utilizing the following; Making Meaning reading program, Lucy writing program, guidance counselor push in classroom instruction, guidance referrals, MFLC, Behavior Resource Teacher, and the AIMS program.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Most of our kindergarten students have been in preschool. In order to assist these students in the transition from preschool to an elementary school setting, during registration, tours of the school are conducted upon request. The first two days of kindergarten are staggered enrollment with the first day for students whose birthday occurs before February 1st of the current school year and the day two for the remainder of the students. During their staggered enrollment days, the students are oriented to the school, introduced to the staff, the cafeteria procedures, drop-off and pick-up procedures. Before school opens, orientation is conducted for the parents and students to meet the teacher, see the classroom and the entire school, and meet most of the remainder of the staff. During Open House, the parents meet the teacher who explains the rituals and routines. The teachers introduce the FL Standards and the kindergarten standard based report card to the parents.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

All K-6 grade students will take diagnostic assessments 3 times per year. School-based leadership teams will meet after each assessment period to review student data. Quality of Tier 1 instruction will be analyzed within these meetings. District and school resources will be allocated based upon individual student needs.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

CGE works closely with our feeder junior high schools, specifically LAJH to ensure our students are prepared for Junior High. We have the guidance counselor from LAJH come speak to our students about course selections, what to expect when starting junior high, dress code, extracurricular activities, etc. We also have our guidance counselor talk to the students about what skills they need to be successful in junior high, including study skills, communicating with teachers, time management, personal responsibility, etc.

Part V: Budget

Total:

\$104,516.40