Coppergate Elementary School

2020-21 Schoolwide Improvement Plan

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Coppergate Elementary School

3460 COPPER COLTS COURT, Middleburg, FL 32068

http://cge.oneclay.net

Demographics

Principal: Melissa Metz

Start Date for this Principal: 6/15/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	65%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (58%) 2016-17: B (61%) 2015-16: C (52%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served
(per MSID File)

Elementary School
PK-6

2019-20 Title I School

Yes

2019-20 Economically Disadvantaged (FRL) Rate
(as reported on Survey 3)

74%

Primary Service Type
(per MSID File)

K-12 General Education

Charter School

No

2018-19 Minority Rate
(Reported as Non-white on Survey 2)

40%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	B	B	B	B

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Coppergate Elementary School believes in educating the whole child encompassing academic excellence with the integration of the visual and performing arts.

Provide the school's vision statement.

Coppergate stakeholders will provide an academic and arts curriculum focusing on communication, creative problem-solving, and interpersonal relationships fostering lifelong learners.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Title	Job Duties and Responsibilities
Metz, Missy	Principal	Melissa Metz provides leadership, direction and coordination within in the school. She communicates goals and strategies for school achievement, assess teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, and determines ways to improve instruction and student goals.
DeVore, Heather	Assistant Principal	Heather DeVore provides leadership, direction and coordination within in the school. She communicates goals and strategies for school achievement, assess teaching methods, monitors student achievement, encourages parent involvement, revises policies and procedures, administers the budget, and determines ways to improve instruction and student goals.
Taylor, Laura	Teacher, K-12	Laura Taylor is the instructional lead for ELA. She supports teachers and administration in using data to improve instruction along with professional development targeted topics. Laura works with classroom teachers to support student learning and teacher practices. Laura is the Lead Title I teacher and helps to ensure the school is in compliance.
Blackwell, Ashley		Ashley Blackwell is the instructional lead for math and science. She supports teachers and administration in using data to improve instruction along with professional development targeted topics. Ashley works with classroom teachers to support student learning and teacher practices.
Holder, Bridget		Bridget Holder supports academic, behavioral, and social emotional needs of all students. She facilitates communication between parents, teachers, administrators and students.
Planas, Yolanda	Other	Yolanda Planas supports social-emotional learning, mental wellness, resilience of the PBS scholars. She provides strategies to students, teachers, and parents that help them succeed within the school and home environment.

Demographic Information

Principal start date
Monday 6/15/2020, Melissa Metz

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
6

Total number of teacher positions allocated to the school
44

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
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2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	71	63	45	61	65	67	79	0	0	0	0	0	0	451
Attendance below 90 percent	0	1	2	0	3	0	1	0	0	0	0	0	0	7
One or more suspensions	0	7	1	1	8	6	4	0	0	0	0	0	0	27
Course failure in ELA	0	0	0	0	1	5	2	0	0	0	0	0	0	8
Course failure in Math	0	0	0	1	2	5	4	0	0	0	0	0	0	12
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	5	12	0	0	0	0	0	0	18
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	5	15	0	0	0	0	0	0	21

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	1	7	10	0	0	0	0	0	0	18

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	3	0	0	4	1	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Friday 9/4/2020

Prior Year - 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	
Number of students enrolled	74	63	69	83	77	77	84	0	0	0	0	0	0	527
Attendance below 90 percent	0	0	0	0	1	0	0	0	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	1	4	3	0	0	0	0	0	0	8

The number of students with two or more early warning indicators:

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

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - 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	
Number of students enrolled	74	63	69	83	77	77	84	0	0	0	0	0	0	527
Attendance below 90 percent	0	0	0	0	1	0	0	0	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	1	4	3	0	0	0	0	0	0	8

The number of students with two or more early warning indicators:

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

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	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	62%	65%	57%	64%	62%	55%
ELA Learning Gains	56%	62%	58%	65%	61%	57%
ELA Lowest 25th Percentile	41%	54%	53%	53%	54%	52%
Math Achievement	62%	70%	63%	68%	64%	61%
Math Learning Gains	57%	66%	62%	68%	60%	61%
Math Lowest 25th Percentile	47%	56%	51%	61%	52%	51%
Science Achievement	60%	65%	53%	50%	55%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	2019	68%	68%	0%	58%	10%
	2018	64%	68%	-4%	57%	7%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	57%	64%	-7%	58%	-1%
	2018	53%	62%	-9%	56%	-3%
Same Grade Comparison		4%				
Cohort Comparison		-7%				
05	2019	48%	62%	-14%	56%	-8%
	2018	51%	59%	-8%	55%	-4%
Same Grade Comparison		-3%				
Cohort Comparison		-5%				
06	2019	67%	64%	3%	54%	13%
	2018	69%	63%	6%	52%	17%
Same Grade Comparison		-2%				
Cohort Comparison		16%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	70%	71%	-1%	62%	8%
	2018	70%	70%	0%	62%	8%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	52%	69%	-17%	64%	-12%
	2018	71%	66%	5%	62%	9%
Same Grade Comparison		-19%				
Cohort Comparison		-18%				
05	2019	56%	64%	-8%	60%	-4%
	2018	55%	65%	-10%	61%	-6%
Same Grade Comparison		1%				
Cohort Comparison		-15%				
06	2019	64%	70%	-6%	55%	9%
	2018	64%	68%	-4%	52%	12%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		0%				
Cohort Comparison		9%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	56%	63%	-7%	53%	3%
	2018	63%	64%	-1%	55%	8%
Same Grade Comparison		-7%				
Cohort Comparison						

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	31	38	21	31	37	27	27				
ELL	50	60		20	50						
BLK	40	41	55	35	52	62					
HSP	59	61		54	55		50				
MUL	60	56		50	44						
WHT	67	58	41	71	60	50	63				
FRL	59	53	39	58	54	40	57				
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						
WHT	69	71	62	73	68	59	61				
FRL	53	60	50	63	64	56	39				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	435
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	53
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	59
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Our students with disabilities (SWD) showed the lowest performance (ELA Ach 31%, ELA LG 38%, ELA LG L25% - 21%, Math Ach 31%, Math LG 37%, Math LG L25%-27%, and Sci 27%). The contributing factors to last year's low performance is due to high numbers of SWD students and low numbers of staff to assist those students. Our SWD students are significantly below grade level (2 years or more). Due to low staff numbers we had difficulty of closing the gap and educating with the level of rigor to increase our levels in all areas.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component showed the greatest decline from the prior year was Math LG L25% (2018- 50% dropped to 27% in 2019) The contributing factors to last year's low performance is due to high numbers of SWD students and low numbers of staff to assist those students. Our SWD students are significantly below grade level (2 years or more). Due to low staff numbers we had difficulty of closing the gap and educating with the level of rigor to increase our levels in all areas.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

ELA L25% had the greatest gap when compared to the state average by 12%. The contributing factors to last year's low performance is due to high numbers of SWD students and lower number of staff to assist those students. Our SWD students are significantly below grade level (2 years or more). Due to low staff numbers we had difficulty closing the gap and educating with the level of rigor to increase our levels in all areas.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was ELA LG by 2%. We increased rigor and resources. We also utilized more small group settings.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

A potential area of concern are the numbers of students in 6th grade who have scored in both ELA and/or Math: 10 and 15 respectively. In addition, we have 10 6th graders with two or more indicators.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Learning gains in math and reading in 5th and 6th grade
2. LQP gains in math and reading in 5th and 6th grade
3. Science Achievement
4. SWD learning gains in 5th and 6th grade

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	ELA Learning Gains Historically ELA learning gains and lowest performing quartile gains are an area of concern at Coppergate Elementary. We are trailing far behind the district and the state averages in those components.
Measurable Outcome:	If school-wide reading interventions and data driven small group differentiated instruction are implemented with fidelity, student ELA overall learning gains should improve from 56% to 62% and lowest performing quartile gains should improve from 41% to 50%.
Person responsible for monitoring outcome:	Heather DeVore (heather.devore@myoneclay.net)
Evidence-based Strategy:	Title I teachers, classroom assistants, and the ISS assistant will be used to provide additional support for literacy instruction. The materials these individual will use may include but are not limited to SIPPS, Fountas & Pinnell, and LLI. Additional technology in the form of chromebooks and interactive screens, student response systems, as well as computer hardware (ie: speakers, mice, webcams, headphones, etc.) will be purchased to help facilitate and support One Clay Online and enhance student engagement during brick and mortar instruction.
Rationale for Evidence-based Strategy:	SIPPS, Fountas & Pinnell, and Leveled Literacy Interventions are all evidence-based programs proven to positively impact student performance when implemented with fidelity. Evidence shows that in today's technology-driven world, student engagement increases when using interactive technology as part of a strong academic program. There is a direct correlation between student engagement and academic achievement outcomes.

Action Steps to Implement

1. Ensure all faculty and staff are trained to provide interventions and data driven, small group differentiated instruction within the second month of school.
2. Give the pre-assessment to all students to determine their current levels and assign students to groups based on those levels. For students who test out of the interventions, time for Achieve3000 and i-Ready will be assigned to continue their individualized learning progress.
3. Implement ELA core instruction to the depth of breadth of the standard and reading intervention block daily.
4. Engage in ongoing progress monitoring using the tools provided within the programs and district assessments. Adjust instruction as necessary.

Person Responsible Heather DeVore (heather.devore@myoneclay.net)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Math Learning Gains During the 2018 - 2019 school year Math achievement, overall learning gains, and lowest performing quartile were below the district and state average.
Measurable Outcome:	If school-wide interventions are implemented and data driven small group differentiated instruction are implemented with fidelity, student Math achievement should improve from 62% to 66%; overall learning gains should improve from 57% to 63%; lowest performing quartile gains should improve from 47% to 56%.
Person responsible for monitoring outcome:	Missy Metz (melissa.metz@myoneclay.net)
Evidence-based Strategy:	Do the Math and Math 180 Program will be purchased to support students. Additional technology in the form of chromebooks and interactive screens, whiteboards, Expo markers, student response systems, timers, as well as computer hardware (ie: speakers, mice, webcams, headphones etc.) will be purchased to help facilitate and support One Clay Online and enhance student engagement during brick and mortar instruction.
Rationale for Evidence-based Strategy:	Do the Math is an evidence-based intervention and supplement that offers comprehensive teacher support and helps students develop the skills they need to compute with accuracy and efficiency, the number sense they need to reason, and the ability to apply their skills and reasoning to solve problems. Math 180 Program is a research-based supplement that provides explicit and systematic instructional methods, motivational strategies, and data-based decision making for teachers. These supplements are designed to improve student achievement when used in conjunction with a strong core program.

Action Steps to Implement

1. Ensure all faculty and staff are trained to provide interventions and data driven, small group differentiated instruction within the second month of school.
2. Give the pre-assessment to all students to determine their current levels and assign students to groups based on those levels. For students who test out of the interventions, time for Do the Math in grades 1st - 4th, Math 180 for grades 5th and 6th, and i-Ready will be assigned to continue their individualized learning progress.
3. Implement math core instruction to the depth of breadth of the standard and math intervention block daily.
4. Engage in ongoing progress monitoring using the tools provided within the programs and district assessments. Adjust instruction as necessary.

Person Responsible Missy Metz (melissa.metz@myoneclay.net)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Science Proficiency During the 2018 - 2019 school year, Science was below district average and a 4% decrease from the previous year.
Measurable Outcome:	If science curriculum and supplemental program are implemented with fidelity, student Science achievement should improve from 60% to 70%.
Person responsible for monitoring outcome:	Missy Metz (melissa.metz@myoneclay.net)
Evidence-based Strategy:	Penda will be utilized as an additional instructional supplement within the science block to support students. Additional technology in the form of chromebooks and interactive screens, as well as computer hardware (ie: speakers, mice, webcams, headphones etc.) will be purchased to help facilitate and support One Clay Online and enhance student engagement during brick and mortar instruction.
Rationale for Evidence-based Strategy:	Penda Learning game-based, standards-based science supplemental resource helps students build their skills, close achievement gaps and have fun learning through the use of avatars and student-driven competition. Penda's short and engaging online activities supplement science instruction and support Multi-Tiered Systems of Support (MTSS). Based on a brain-researched pedagogy, the use of Penda has been shown to increase student mastery of science concepts and improve high-stakes assessment scores.

Action Steps to Implement

1. Ensure all faculty and staff are trained to provide interventions and data driven, small group differentiated instruction within the second month of school.
2. Give the pre-assessment to all students to determine their current levels and assign students to groups based on those levels. For students who test out of the interventions, time for Penda will be assigned to continue their individualized learning progress.
3. Implement Science core instruction to the depth of breadth of the standard and intervention block daily.
4. Engage in ongoing progress monitoring using the tools provided within the programs and district assessments. Adjust instruction as necessary.

Person Responsible Missy Metz (melissa.metz@myoneclay.net)

#4. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	SWD ELA & Math Learning Gains and Science Proficiency Historically, SWD ELA & math learning gains, science achievement and the lowest performing quartile gains are an area of concern at Coppergate Elementary. We are trailing far behind the Federal Index of 41%.
Measurable Outcome:	If school-wide reading, math, and science interventions and data driven small group differentiated instruction are implemented with fidelity, student ELA overall learning gains should improve from 38% to 42% and lowest performing quartile gains should improve from 21% to 25%. Student math overall learning gains should improve from 37 % to 41% and lowest performing quartile gains should improve from 27% to 31%. Science overall achievement should improve from 27% to 31%.
Person responsible for monitoring outcome:	Missy Metz (melissa.metz@myoneclay.net)
Evidence-based Strategy:	Title I VE teacher will be used to provide additional support for literacy, math, and science instruction. The materials used may include but are not limited to SIPPS, Fountas & Pinnell, and LLI, Do the Math, and Math 180 Program. Additional technology in the form of chromebooks and interactive screens, whiteboards, Expo markers, student response systems, timers, as well as computer hardware (ie: speakers, mice, webcams, headphones etc.) will be purchased to help facilitate and support One Clay Online and enhance student engagement during brick and mortar instruction.
Rationale for Evidence-based Strategy:	SIPPS, Fountas & Pinnell, Leveled Literacy, Do the Math, and Math 180 Program Interventions are all evidence-based programs proven to positively impact student performance when implemented with fidelity. Evidence shows that in today's technology-driven world, student engagement increases when using interactive technology as part of a strong academic program. There is a direct correlation between student engagement and academic achievement outcomes.

Action Steps to Implement

1. Ensure all faculty and staff are trained to provide interventions and data driven, small group differentiated instruction within the second month of school.
2. Give the pre-assessment to all students to determine their current levels and assign students to groups based on those levels. For students who test out of the interventions, time for Achieve3000 and Generation Genius will be assigned to continue their individualized learning progress.
3. Implement ELA, Math, and Science core instruction to the depth of breadth of the standard and intervention block daily.
4. Engage in ongoing progress monitoring using the tools provided within the programs and district assessments. Adjust instruction as necessary.

Person Responsible Missy Metz (melissa.metz@myoneclay.net)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

All K-6 students will take a benchmark assessment. 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. Coaches are in place at each school and will focus on supporting quality Tier I instruction in all content areas. Administrators will meet monthly with all grade level/ content area teams. At these monthly meetings, administrators and teachers will look at specific student data and will initiate Tier 2 or Tier 3 plans for those students who are struggling to meet grade level/course expectations. These monthly meetings will focus on student achievement and the provision of appropriate, effective interventions. District and school resources will be allocated based upon individual student needs. Spring tutoring will be available to students targeted for learning gains in an effort to provide an additional layer of support prior to the state assessments. We will use the following resources to increase learning gains: Florida Performance Coach, Ready MAFS, FOCUS, CARS and STARS books from i-Ready. Additionally, we will support teachers professional development on high yield instructional strategies using Visible Learning for ELA, Math and Science and the Distant Learning Playbook.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The SAC committee is involved in the development, monitoring, and evaluation of the SIP, Compact, PFEP, and annual budget. Parents evaluate effectiveness of programs and policies through surveys, conferences, and exit tickets. SAC members vote on changes and how funds are utilized at CGE. Flexible meeting times are available to accommodate participation via, Google Meet, newsletter, school marquee, social media, robo-calls, and student planners. The PFEP is available to the community via the school website and the Title I binder.

CGE provides flexible meeting dates times to accommodate work schedules. Coppergate provides assistance and resources to those parents who have hardships, disabled, and/or who are LEP. Resources may include translation of materials, transportation, and visits from the school social worker.

CGE provides flexible dates and times for parent and family engagement activities. Activities are scheduled before, during, and after school. Exit tickets are given to parents after each event. The Title I Lead audits the survey results. Results are reported to school admin, teachers and staff. Results are also reported during regular SAC meetings with the SAC committee's discussion and input.

Coppergate Elementary ensures the social-emotional needs of all students by utilizing curriculum that is

built in with social emotional components: 7 Mindsets, Making Meaning, Being a Writer, Fountas & Pinnell, and Lucy Calkins.The Behavioral Resource teacher is available to work individually with students, in small groups, as well as create individual behavior plans for specific students. The counselors mentor and counsel students with social-emotional needs, along with implementing the Colt with Character program. Military Family Life Counselor provides a wide range of support to military children: school adjustment, deployment and separation, reunion adjustment, behavioral concerns, fear, grief and loss. For students who have been identified through our EWS system, a meeting is scheduled with all stakeholders to discuss concerns and an action plan is put into place. It is monitored by Mrs. Metz to make sure that the interventions are working and/or if any changes need to be made.

Coppergate Elementary supports incoming and outgoing cohorts of students in transition from one school level to another along with establishing partnerships with business, industry, and community organizations.

1. Kindergarten registration - May 2021
2. Tours of the school
3. CGE has staggered enrollment for kindergarten
4. CGE works with our feeder schools, specifically LAJH
5. Guidance counselor and students from LAJH speak to students about course selections, class schedules, and extracurricular activities
6. 6th grade students visit LAJH to tour the school and meet the teachers
7. Students on the school news team attend field trips to a local news station
8. Fleming Island Library participates in our STEM family events
9. Middleburg leadership students participate in field day and honor roll cookouts
10. School Choice Office - district funds provide after school clubs (drama, art, video production)
11. Title III ESOL Program - ESOL programs are available for qualified students; provides an interpreter and translated materials on request.
12. IDEA/ESE - MTSS Coordination, SST, IEPs, 504s, ongoing services

Parent Family and Engagement Plan (PFEP) Link

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