Clay County Schools

Coppergate Elementary School

2021-22 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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	65%
2020-21 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%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* 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)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-6	No	83%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		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	Position 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	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.
Taylor, Laura	Other	Laura Taylor is the instructional lead for K - 3rd ELA and Math. 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	Other	Ashley Blackwell is the instructional lead for 3rd - 6th ELA, 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.
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.
Thai, Luuly	School Counselor	Lully Thai supports academic, behavioral, and social emotional needs of all students. She facilitates communication between parents, teachers, administrators, and students.

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.*

3

Total number of teacher positions allocated to the school

44

Total number of students enrolled at the school

514

Identify the number of instructional staff who left the school during the 2020-21 school year.

9

Identify the number of instructional staff who joined the school during the 2021-22 school year.

12

Demographic Data

Early Warning Systems

2021-22

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	61	86	77	66	65	72	78	0	0	0	0	0	0	505
Attendance below 90 percent	7	24	18	12	11	8	17	0	0	0	0	0	0	97
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	9	15	0	0	0	0	0	0	28
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	3	15	15	0	0	0	0	0	0	33
Number of students with a substantial reading deficiency	0	0	0	30	4	15	15	0	0	0	0	0	0	64
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	2	3	2	1	0	0	1	0	0	0	0	0	0	9
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

Monday 9/20/2021

2020-21 - 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	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	

2020-21 - 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	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	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				62%	65%	57%	61%	63%	56%
ELA Learning Gains				56%	62%	58%	54%	59%	55%
ELA Lowest 25th Percentile				41%	54%	53%	41%	50%	48%
Math Achievement				62%	70%	63%	68%	69%	62%
Math Learning Gains				57%	66%	62%	68%	68%	59%
Math Lowest 25th Percentile				47%	56%	51%	52%	56%	47%
Science Achievement				60%	65%	53%	64%	66%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	68%	68%	0%	58%	10%
Cohort Comparison						
04	2021					
	2019	57%	64%	-7%	58%	-1%
Cohort Comparison		-68%				
05	2021					
	2019	48%	62%	-14%	56%	-8%
Cohort Comparison		-57%				
06	2021					
	2019	67%	64%	3%	54%	13%
Cohort Comparison		-48%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	70%	71%	-1%	62%	8%
Cohort Comparison						
04	2021					
	2019	52%	69%	-17%	64%	-12%
Cohort Comparison		-70%				
05	2021					
	2019	56%	64%	-8%	60%	-4%
Cohort Comparison		-52%				
06	2021					
	2019	64%	70%	-6%	55%	9%
Cohort Comparison		-56%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	56%	63%	-7%	53%	3%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grade K - 6: iReady Math and Reading
Grade 3 - 6: Achieve3000
Grade 5 Science: Performance Matters

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	16%	43%	79%
	Economically Disadvantaged	16%	43%	79%
	Students With Disabilities	11%	24%	56%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12%	34%	77%
	Economically Disadvantaged	12%	34%	77%
	Students With Disabilities	17%	22%	50%
	English Language Learners	0%	0%	0%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35%	48%	69%
	Economically Disadvantaged	35%	48%	69%
	Students With Disabilities	17%	33%	54%
	English Language Learners	0%	100%	100%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	16%	39%	67%
	Economically Disadvantaged	16%	39%	67%
	Students With Disabilities	0%	25%	62%
	English Language Learners	0%	100%	100%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57%	81%	81%
	Economically Disadvantaged	57%	81%	81%
	Students With Disabilities	21%	57%	47%
	English Language Learners	50%	50%	67%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	13%	45%	79%
	Economically Disadvantaged	13%	45%	79%
	Students With Disabilities	7%	29%	57%
	English Language Learners	0%	0%	67%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	57%	64%	60%
	Economically Disadvantaged	57%	64%	60%
	Students With Disabilities	8%	21%	23%
	English Language Learners	33%	0%	33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35%	59%	66%
	Economically Disadvantaged	35%	59%	66%
	Students With Disabilities	15%	29%	23%
	English Language Learners	0%	33%	0%

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39%	42%	55%
	Economically Disadvantaged	39%	42%	55%
	Students With Disabilities	20%	20%	26%
	English Language Learners	0%	0%	33%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32%	49%	65%
	Economically Disadvantaged	32%	49%	65%
	Students With Disabilities	18%	21%	37%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	12%	60%	62%
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	39%	50%	57%
	Economically Disadvantaged	39%	50%	57%
	Students With Disabilities	15%	12%	26%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29%	52%	62%
	Economically Disadvantaged	29%	52%	62%
	Students With Disabilities	12%	12%	15%
	English Language Learners	0%	0%	50%

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	27	48	53	33	55	50	36				
BLK	50	81		46	63						
HSP	63	38		61	67		45				
MUL	79			71							
WHT	70	67	60	77	76	60	78				
FRL	64	61	53	64	69	43	52				

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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	454
Total Components for the Federal Index	7

ESSA Federal Index	
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	60
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

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%	

White Students	
Federal Index - White Students	70
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	58
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

In the 2020 - 2021 school year, we saw improvement across the board. The school as a whole increased a total of 69 points from the the 2018 - 2019 school year amidst the COVID-19 pandemic. That being said, our students in the LPQ and in the SWD subgroup continue to trail their classmates in terms of learning gains. ELA learning gains from fall to spring were lower in every grade level than math learning gains. Also, grades 1st-3rd had larger gains in all subject areas than 4th - 6th.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

LPQ Math, ELA proficiency, and Overall Learning Gains in ELA are the greatest needs for improvement for the 2021 - 2022 year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

In the 2019 - 2020 school year, there was a lack of shared core curriculum in both ELA and Math and minimal gains in ELA and Math. In the 2021 - 2022 school year, there is a shared core curriculum in ELA and Math (K - 5.) Data driven, small group differentiated instruction will again, be implemented to the depth and breadth of the standard during the reading and math intervention block daily. Developing renewed PLC's where there is a high degree of collective efficacy where teachers and leaders engage in a strategic cycle of learning: analyzing data, setting goals, and learning individually and collaboratively to improve student outcomes.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component in the 2019 state assessments that showed the most improvement was ELA learning gains. Those improved by 2%. In the 2020 - 2021 school year, we saw improvement in all components. The areas we saw significant improvement were in ELA LPQ gains (up 18%), Math learning gains (up 15%), and Science proficiency (up 10%).

What were the contributing factors to this improvement? What new actions did your school take in this area?

We attribute this success in 2020 - 2021, to the work we did around student data and using it to drive our small group instruction. We spent a great deal of time working with teachers on disaggregating their data and identifying the tools and resources that were best for students. We utilized our staff funded through Title I to provide push-in support for the areas of identified need. We also had a very robust before/after school grade recovery and tutoring that was funded through SAI funds and Title I.

What strategies will need to be implemented in order to accelerate learning?

We will continue to utilize our paraprofessionals, Title I funded teachers, and ESE teachers to work with identified students in subgroups. Title I teachers will support academic planning during PLCs for stacking standards, analyzing data, lesson planning, and vertical awareness. Instructional modeling with coaching, targeted feedback and instructional focus will be available.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

1. Developing renewed PLC's where there is a high degree of collective efficacy where teachers and leaders engage in a strategic cycle of learning: analyzing data, setting goals, and learning individually and collaboratively to improve student outcomes.
2. Beginning teachers will be trained on the B.E.S.T. Standards that measure student development.
3. Beginning teachers will work with the iReady consultant directly related to the action steps outlined in ELA and/or Math.
4. Best practices training for ESE, classroom teachers, and paraprofessionals will be delivered by the Florida Inclusion Network.
5. CHAMPS training for beginning teachers to teach students directly how to be successful in specific situations.
6. Positive Behavior Support & Interventions (PBIS) framework will be implemented.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

1. Extended day starting in September for primary grades focusing on phonics and comprehension based on iReady Diagnostic, Lexia Core 5, and/or teacher recommendation.
2. Renewed PLC's where there is a high degree of collective efficacy for both teachers and leaders engaged in a strategic cycle of learning: analyzing data, setting goals, and learning individually and collaboratively to improve student outcomes.
3. Title I teachers and paras will be utilized to provide data driven, small group differentiated instruction to the depth of breadth of the standard during the reading and math intervention block daily.
4. CHAMPs classroom management system will be used to develop an instructional structure in which students are responsible, motivated, and highly engaged.
5. Positive Behavior Support & Interventions (PBIS) framework will be implemented. This will help build social skills, reduce office discipline referrals and suspensions, increase instructional time,

improve social and emotional development, improve school safety, and increase student engagement.

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.
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 61% to 63%, and lowest performing quartile gains should improve from 59% to 63%.
Monitoring:	Teachers will be using the reading curriculum adopted by the district which includes but not limited to Savvas, Lexia Core5, Lexia PowerUp Literacy, and Achieve3000. Teachers will work with the Title I teachers to implement the programs with fidelity and making sure they are aligned to the Florlda/B.E.S.T Standards. The paraprofessionals and ESE teachers will work with identified students in subgroups. Title I teachers will support academic planning during PLCs for stacking standards, analyzing data, lesson planning, and vertical awareness. Instructional modeling with coaching, targeted feedback and instructional focus will be available.
Person responsible for monitoring outcome:	Heather DeVore (heather.devore@myoneclay.net)
Evidence-based Strategy:	Direct and explicit instruction with a gradual release of responsibility to learners is an EBRI strategy that will be embedded during the ELA literacy block. It will help support students with struggles, challenges, and learning difficulties. Formative assessments and continuous monitoring by teachers, paraprofessionals, and students will be used to gauge instructional effectiveness. Teachers will be using individual diagnostic assessments to determine appropriate reading levels and instructional priorities. Project based learning (PBL) will occur in which students learn by actively engaging in real-world and personally meaningful projects. PBL will occur every 5 - 6 weeks in the My Literacy View curriculum. Other strategies that will be utilized in the classroom include but not limited to include graphic organizers and cooperative learning.
Rationale for Evidence-based Strategy:	Direct and explicit instruction with gradual release, project based learning, cooperative learning, and visual models, are all evidence-based strategies shown to be successful in improving reading achievement. The resources that will be used include: Performance Coach, extended day, book study for 10 Mindframes for Visible Learning and Visible Learning for Literacy, screenings, model classrooms, and additional on grade level reading materials.

Action Steps to Implement

1. Ensure 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-assessments 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, Lexia Core5 and Lexia Power Up Literacy 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.
5. Book studies to include 10 Mindframes for Visible Learning and Visible Learning for Literacy that will support teachers' professional development on high yield instructional strategies.

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Math Learning Gain for the Lowest Performing Quartile During the 2020 - 2021 school year math LPQ gains were at 55%.
Measurable Outcome:	If school-wide intervention are implemented and data driven small group differentiated instruction are implemented with fidelity, student math LPQ gains should improve from 55% to 59%.
Monitoring:	Teachers will be using the math curriculum adopted by the district which includes iReady, Go Math, and Eureka. Teachers will work with the Title I teachers to implement the programs with fidelity and making sure they are aligned to the Florlda standards. The math interventionist and ESE teachers will work with identified students in subgroups. Title I teachers will support academic planning during PLCs for stacking standards, analyzing data, lesson planning, and vertical awareness. Instructional modeling with coaching, targeted feedback and instructional focus will be available.
Person responsible for monitoring outcome:	Missy Metz (melissa.metz@myoneclay.net)
Evidence-based Strategy:	Explicit instruction will be an evidence-based strategy that will be used in the classrooms. It is a way of teaching that makes the learning process completely clear for students. Teachers model a skill and verbalize their thinking process with clear and concise language. Visual representation is another evidence-based strategy that will continue to be implemented into the classroom. It is a way for students to see math. They can visually represent math using number lines, tape diagrams, pictures, graphs, and graphic organizers. Cooperative learning will help develop students' math language and vocabulary, as well as helping students express their reasoning.
Rationale for Evidence-based Strategy:	Ready Florida & Everyday Mathematics are evidence-based interventions and supplements that provide explicit and systematic instructional methods during extended studies, motivational strategies, and data-based decision making for teachers. It offers comprehensive teacher support and helps students develop the skills to compute with accuracy and efficiency, the number sense for reasoning, and the ability to apply their learning. These supplements are designed to improve student achievement when used in conjunction with a strong core program. SMART Learning Suite is a supplemental web-based software that allows teachers to create a collaborative space in which students can work. It gives teachers a real-time assessment of students' understanding to allow immediate feedback. Evidence shows student engagement increases when using interactive technology as part of a strong academic program. Other resources include 10 Mindframes book study, screenings, manipulatives, and model classrooms to build capacity in teachers regarding high-yield instructional strategies.

Action Steps to Implement

1. Ensure all faculty and staff are trained to provide interventions and data driven, small group differentiated instruction with 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, iReady 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 2020 - 2021 school year, Science increased proficiency from 60% to 70%.
Measurable Outcome:	If science curriculum and supplemental programs are implemented with fidelity, student Science achievement should improve from 70% to 72%.
Monitoring:	Teachers will be using the science curriculum adopted by the district. Teachers will work with the Title I teachers to implement the program with fidelity and making sure they are aligned to the Next Generation Sunshine State Standards for Science. The ESE teachers will work with identified students in subgroups. Title I teachers will support academic planning during PLCs for stacking standards, analyzing data, lesson planning, and vertical awareness. Instructional modeling with coaching, targeted feedback and instructional focus will be available.
Person responsible for monitoring outcome:	Missy Metz (melissa.metz@myoneclay.net)
Evidence-based Strategy:	Using visual models will help supplement auditory information and students can easily connect better with ideas. This includes drawings, diagrams, and pictures to assist theory and setting up examples to show its application side. In addition, the gamification strategy based on the use of PENDA will be implemented.
Rationale for Evidence-based Strategy:	Penda Learning game-based, standards-based science supplemental resources help students build their skills, close achievement gaps and have fun learning through 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. Generation Genius and Mystery Science are standards-based science supplemental resources that combine videos with experiments along with some guided discussion and exploration. 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. Other resources include 10 Mindframes book study to build capacity in teachers regarding high-yield instructional strategies.

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. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	This school year, CGE has reported 27 referrals. Based on this number, it is imperative that our staff receive the proper training to deal with behaviors in the classroom.
Measurable Outcome:	If school-wide implementation of the PBIS Framework along with the 7 Mindsets, teachers will have the tools and resources needed to handle behaviors in class. Referrals will decrease on average from 9 per month down to 6.
Monitoring:	Teachers will implement the 7 Mindsets and Positive Behavior Support & Intervention framework with fidelity. Guidance will provide instructional modeling with coaching, targeted feedback and instructional focus will be available. Referrals will be monitored through Synergy.
Person responsible for monitoring outcome:	Luuly Thai (luuly.thai@myoneclay.net)
Evidence-based Strategy:	Positive Behavior Support & Interventions (PBIS) framework will be implemented. Strategies that will be learned include developing and teaching classroom routines, posting, defining, and teaching classroom expectations, using active supervision and proximity, providing opportunities for students to respond, and using effective praise. These strategy will help build social skills, reduce office discipline referrals and suspensions, increase instructional time, improve social and emotional development, improve school safety, and increase student engagement. It ensures all students have access to effective and accurate instructional and behavioral practices as well as interventions. It will be monitored through Synergy. 7 Mindsets is a web-based program that equips students with a variety of conflict resolution and other SEL strategies. These strategies build their social and emotional competencies. It improves academic performance, improves grit & resilience, and improves student behavior.
Rationale for Evidence-based Strategy:	By establishing a positive behavioral intervention system to support and acknowledge student conduct, it will improve the overall climate and culture of the classrooms and school.

Action Steps to Implement

1. Teachers will implement The 7 Mindsets.
2. Teachers will receive a Social Emotional Learning & Support weekly newsletter from Guidance.
3. Guidance counselor supports data analysis and whole group instruction.
4. Teachers will implement the Positive Behavior Support & Interventions framework.
5. 7 Mindsets Elementary Cohort virtual PD will be held four times a year to offer support.

Person Responsible	Luuly Thai (luuly.thai@myoneclay.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Incident Rank Details (2019): CGE reported 0.2 incidents per 100 students. CGE is ranked #312 out of 1,395 elementary schools statewide. When compared to all elementary schools statewide It falls into the low category. We are ranked #3 out of 22 elementary schools in the county.

Suspension Information (2019): CGE reported 41 suspensions. When compared to all elementary schools statewide it falls into the very high category. CGE is ranked #1,141 out of 1,395 elementary schools statewide. We are ranked #13 out of 126 schools in the county.

Coppergate collects data on: behavior calls, minor behavior incidents, guidance referrals, and behavior referrals. This data is analyzed by our Student Services Team. This team is made up of our social worker, administration, Foundations Team, and guidance counselor. Currently, CGE has reported 27 referrals.

Positive Behavior Support & Interventions (PBIS) framework will be implemented. This will help build social skills, reduce office discipline referrals and suspensions, increase instructional time, improve social and emotional development, improve school safety, and increase student engagement. It ensures all students have access to effective and accurate instructional and behavioral practices as well as interventions. It will be monitored through Synergy.

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.

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

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Foundations Team influences the structure and organization of various elements of education e.g. objectives, curriculum, teaching methods and evaluation.
The School Advisory Council serves as a collaborative forum that consists of teachers, students, parents and educational support personnel (elected by their peers), and other citizens representative of the ethnic, racial and economic community served by school. SAC reviews and identifies problem areas, develops improvement strategies, monitors their implementation, and then starts the whole process over when the next round of data is available.
Anchored4Life Club develops leadership skills, enhances life skills, builds confidence, reinforces team building, and offers support by: building positive connections, increasing self-esteem and positive self-worth, integrating empathy and integrity in daily activities, and providing opportunities to support transitioning youth by giving kits and co-leading location tours and activity groups.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
		Total:	$0.00