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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

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	65%
<b>2021-22 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2021-22: C (53%) 2018-19: B (55%) 2017-18: B (58%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</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 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](http://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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<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Coppergate Elementary School

3460 COPPER COLTS COURT, Middleburg, FL 32068

<http://cge.oneclay.net>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2021-22 Title I School</b>	<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-6	Yes	65%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	41%

### School Grades History

<b>Year</b>	<b>2021-22</b>	<b>2020-21</b>	<b>2019-20</b>	<b>2018-19</b>
<b>Grade</b>	C		B	B

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<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.**

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**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Metz, Missy	Principal	Melissa Metz provides leadership, direction and coordination within 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.
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.
Planas, Yolanda	Other	Yolanda Planas supports social-emotional learning, mental wellness, and resilience of the PBS scholars. She provides strategies to students, teachers, and parents that help them succeed within the school and home environment.
Taylor, Laura	Other	<p>Responsibilities include:</p> <ol style="list-style-type: none"> <li>1. modeling effective instructional strategies for teachers K - 3</li> <li>2. facilitating study groups</li> <li>3. participating in reading leadership teams</li> <li>4. coaching and mentoring teachers daily</li> <li>5. providing professional development</li> <li>6. training teachers to administer assessments, analyze data, and use data to differentiate instruction</li> <li>7. providing differentiated instruction and intensive interventions.</li> </ol> <p>Laura is the Lead Title I teacher and helps to ensure the school is in compliance.</p>
DeVore, Heather	Assistant Principal	Heather DeVore provides leadership, direction and coordination within 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.
Danella, Christina	Other	<p>Responsibilities include:</p> <ol style="list-style-type: none"> <li>1. modeling effective instructional strategies for teachers 3 - 6</li> <li>2. facilitating study groups</li> <li>3. participating in reading leadership teams</li> <li>4. coaching and mentoring teachers daily</li> <li>5. providing professional development</li> <li>6. training teachers to administer assessments, analyze data, and use data to differentiate instruction</li> <li>7. providing differentiated instruction and intensive interventions.</li> <li>8. MTSS Coordinator</li> </ol>



Name	Position Title	Job Duties and Responsibilities
Soderholm, Laura	Other	Laura Soderholm assists with concerns related to attendance, academics, housing, clothing. She is a member of the Student Success/Attendance Team. Ms. Soderholm monitors our EWS.
Spears, Karlye	Other	ESE-Behavior Site Coach who provides consultation, training, and supportive interventions to educators, staff, families, and students to effect positive behavioral change in students.

**Demographic Information**

**Principal start date**

Monday 6/15/2020, Melissa Metz

**Number of teachers with a 2022 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 2022 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.*

14

**Total number of teacher positions allocated to the school**

52

**Total number of students enrolled at the school**

614

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

13

**Identify the number of instructional staff who joined the school during the 2022-23 school year.**

20

**Demographic Data**

**Early Warning Systems**

**Using prior year's data, complete the table below with the number of students by current 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	86	76	101	92	77	79	85	0	0	0	0	0	0	596
Attendance below 90 percent	2	16	14	15	7	16	10	0	0	0	0	0	0	80
One or more suspensions	2	6	0	5	5	2	6	0	0	0	0	0	0	26
Course failure in ELA	2	7	11	1	25	6	7	0	0	0	0	0	0	59
Course failure in Math	0	5	10	3	4	7	6	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	14	15	20	0	0	0	0	0	0	55
Level 1 on 2022 statewide FSA Math assessment	0	0	0	6	20	11	24	0	0	0	0	0	0	61
Number of students with a substantial reading deficiency	0	0	0	6	14	15	20	0	0	0	0	0	0	55

Using the table above, complete the table below with the number of students by current grade level who have 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	2	6	4	3	10	7	6	0	0	0	0	0	0	38

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	4	2	5	1	0	0	0	0	0	0	0	0	18
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

Sunday 10/2/2022

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	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	

**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	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	

**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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	57%	63%	56%				62%	65%	57%
ELA Learning Gains	56%						56%	62%	58%
ELA Lowest 25th Percentile	46%						41%	54%	53%
Math Achievement	61%	51%	50%				62%	70%	63%
Math Learning Gains	59%						57%	66%	62%
Math Lowest 25th Percentile	43%						47%	56%	51%
Science Achievement	50%	69%	59%				60%	65%	53%

**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.**

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	68%	68%	0%	58%	10%
Cohort Comparison		0%				
04	2022					
	2019	57%	64%	-7%	58%	-1%
Cohort Comparison		-68%				
05	2022					
	2019	48%	62%	-14%	56%	-8%
Cohort Comparison		-57%				
06	2022					
	2019	67%	64%	3%	54%	13%
Cohort Comparison		-48%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	70%	71%	-1%	62%	8%
Cohort Comparison		0%				
04	2022					
	2019	52%	69%	-17%	64%	-12%
Cohort Comparison		-70%				
05	2022					
	2019	56%	64%	-8%	60%	-4%
Cohort Comparison		-52%				
06	2022					
	2019	64%	70%	-6%	55%	9%
Cohort Comparison		-56%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	56%	63%	-7%	53%	3%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-56%				

### Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	19	39	40	25	33	27					
ELL											
BLK	52	74		48	63						
HSP	47	47	64	62	62	54	62				
MUL	69	62		56	46						
WHT	61	56	38	63	58	35	48				
FRL	50	55	46	52	57	48	43				
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				

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	53
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	422
Total Components for the Federal Index	8
Percent Tested	99%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	26
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
<b>English Language Learners</b>	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Native American Students</b>	
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
<b>Asian Students</b>	
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
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	57

Hispanic Students	
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	58
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	51
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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 2021 - 2022 school year, we saw a decrease across the board in every school grade component of FSA.

ELA proficiency decreased from 67% to 57%, ELA learning gains decreased from 61% to 56%, ELA lowest 25th percentile decreased from 59% to 46%. Math proficiency decreased from 70% to 61%, Math learning gains decreased from 72% to 59%, Math lowest 25th decreased from 55% to 43% and Science proficiency dropped from 70% to 50%.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement:  
3rd grade ELA and Math Achievement



5th grade Science achievement

5th grade Math achievement and learning gains

SWD's particularly in our self contained behavioral unit decreased in ELA and Math achievement and learning gains

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

- 3rd grade was not departmentalized and two of the three teachers were new to the math content.
- 3rd grade students were significantly affected by covid in early grades.
- Teacher was new to the 5th grade curriculum.
- Teacher was new to the 5th grade science curriculum.
- New behavioral Site coach in October.
- Extreme disruptive behaviors that created a chaotic environment.
- New ELA Curriculum
- Started out with B.E.S.T. Standards - December, transitioned back to LAFS in January
- Limited access to the intervention materials in the K-12 reading plan
- Lack of common formative assessments
- Lack of paraprofessionals in self contained behavior units
- Low attendance

Action:

- 3rd grade is departmentalized.
- District curriculum specialists increased support in ELA, Math and Science.
- Extended day will be available in January for 3rd- 6th grade Math and ELA, K-2 ELA, and 5th grade Science
- Behavior site coach, in conjunction with administration and district, have rebuilt the structure and way of work within the unit. Implement the PBIS Framework.
- Best practices training for ESE, classroom teachers, and paraprofessionals delivered by the Florida Inclusion Network.
- Corrective Reading Training for teachers/paraprofessionals
- Support academic planning during PLC's for stacking standards, analyzing data, lesson planning, and creating formative assessments.
- Sufficiently staffed with paraprofessionals in our self contained behavior units.
- Develop an SST Team that will monitor the students at risk and provide mentors for students who are identified.

**What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?**

FSA

4th grade Math proficiency increased by 1%

5th grade ELA decreased by 1%

iReady

In Kindergarten, there was a 5% increase of students who met their annual typical growth.

In 2nd grade, there was a 33% increase of students who met their annual stretch growth.

Lexia

In Kindergarten, students ended the year at or above 100% proficiency.

In First grade, students ended the year at or above 86.9% proficiency.

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

- Tremendous focus in 4th grade academic ownership (i.e. student data analysis and goal setting.)
- Paraprofessional and Title I support to 5th & 6th grade ELA focus on Achieve3000.
- K and 1st implemented Lexia, Heggerty, and From Phonics to Reading with fidelity.
- Extended day started in September for primary grades focusing on phonics and comprehension.
- Standards-driven, differentiated small group instruction.

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

Systematic-explicit and cumulative phonics instruction in K-4th  
Evidence-Based Program that addresses the identified gaps aligned with the 5 Components of Reading in K-6  
Explicit fluency instruction in K-6 Math  
Explicit fluency instruction (accuracy, rate, and prosody) in K-6 ELA  
Small group instruction in K-6 for Math and ELA  
Effective Progress Monitoring in Math and ELA for grades K-6  
Small group instruction based on data in Math and ELA for grades K-6  
Integrate Math Instruction Throughout School Day in K-6  
Rigorous/On-Level Content in K-6  
Active Classroom (High Student Engagement i.e. Think-Pair-Share and collaboration)  
Foster Positive Relationships with students and families  
Define & Teach Positive Expectations  
Teachers will utilize Learning Targets and Checks for Understanding  
Parent engagement in data monitoring

### **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.**

- 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.
- Coaching new teachers utilizing Get Better Faster.
- Beginning teachers will work with the iReady/Lexia consultant directly related to the action steps outlined in ELA and/or Math.
- B.E.S.T.practices training for ESE, classroom teachers, and paraprofessionals will be delivered by the Florida Inclusion Network.
- CHAMPS training for beginning teachers to teach students directly how to be successful in specific situations.
- Teachers will receive PD and ongoing support in how to implement the PBIS framework.
- Responding to formative assessments and analyzing data during data chats.
- Lunch and Learns - Utilizing the Vision for Instruction.

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

- Extended day starting in October for grades based on iReady Diagnostic, Lexia Core 5, FAST, FSA, and/or teacher recommendation.
- 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.
- 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.
- CHAMPS classroom management system will be used to develop an instructional structure in which students are responsible, motivated, and highly engaged.

- 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.
- District coaches will provide best practices to teachers and increase student achievement.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus**  
**Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to the 2021 - 2022 FSA data, ELA learning achievement decreased 10%, ELA learning gains decreased 5%, and the ELA lowest 25th percentile decreased 13%.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If school-wide reading interventions and data driven small group differentiated instruction are implemented with fidelity, student ELA overall learning achievement should improve from 57% to 62%, learning gains should improve from 56% to 61%, and lowest performing quartile gains should improve from 46% to 51%.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Teachers will be using the reading curriculum adopted by the district which includes but not limited to SAVVAS, Lexia Core5, Lexia PowerUp Literacy, Foundations, Kid Lips, Heggerty, SRA Corrective Reading, Spelling Through Morphographs, and Achieve3000. Teachers will be monitored by Title I Teachers, Administration, and District Literacy Coaches to ensure implementation of programs are delivered with fidelity through classroom walkthroughs and observations. Data from these programs are collected and monitored by teachers and discussed/analyzed in weekly PLC's and quarterly team data meetings.

Progress monitoring includes:

- Corrective Reading Mastery Test
- Heggerty progress monitoring
- Lexia Core5(prek-5)
- Lexia PowerUp(6th)
- Cubed Assessment and Progress Monitoring
- FAST-STAR
- FAST-Cambium
- Curriculum Based Measures
- Foundations Mastery Tests

**Person responsible for monitoring outcome:**

Heather DeVore (heather.devore@myoneclay.net)

**Evidence-based Strategy:**  
**Describe the evidence-based**

Systematic-explicit-recursive and cumulative phonics instruction  
 Evidence-Based Program that addresses the identified gaps aligned with the 5 Components of Reading  
 Explicit fluency instruction

**strategy being implemented for this Area of Focus.** Small group instruction  
 Explicit Comprehension Strategy Instruction  
 Progress Monitoring  
 Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction

Lexia Core5 accelerates the development of literacy skills for students of all abilities with explicit, systematic instruction in phonological awareness, phonics, morphology, vocabulary, fluency/automaticity, and comprehension K-5.

**Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

Foundations is a multisensory, structured language program that provides systematic and explicit instruction for K-3. Although Foundations includes comprehension strategies, it must be combined with the core for an integrated and comprehensive approach to reading.

Small group instruction will be based on data. The tools used will be dependent upon the identified areas of need and the programs available for those areas of need on the K-12 reading plan.

Students will be progress monitored through Cubed Assessment, Curriculum Based Measures, FAST-STAR, FAST-Cambium, Lexia Core5(prek-5), and Lexia PowerUp(6th).

Corrective Reading provides intensive direct instruction-based reading for students who are reading below grade level.

Heggerty Curriculum provides students with consistent and repeated instruction, and this should transfer to developing a student's decoding and encoding skills.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students will be progress monitored through Cubed Assessment, Curriculum Based Measures, FAST-STAR, FAST-Cambium, Lexia Core5(prek-5), and Lexia PowerUp(6th). Data will be analyzed and discussed during data chats.

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

Administrators will review blended learning platforms (iReady, Achieve 3000, benchmark assessments) quarterly to ensure targeted students are making progress toward proficiency and quarterly expected growth in preparation for quarterly data meetings.

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

Administrators will monitor weekly student results. Teachers will have opportunities to discuss student progress and needs with administration. (PLC's and Data Chats) in preparation for quarterly data meetings.

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

All teachers will implement small group instruction based on data. The tools used will be dependent upon the identified areas of need and the programs available for those areas of need as evident in lesson plans, classroom walkthroughs, and student data analysis in PLCs.

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

Teachers will use technology to increase classroom engagement.

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

Implement ELA core instruction to the depth of breadth of the standard and reading intervention block daily - evident in lesson plans, classroom walkthroughs, and student work analysis in PLCs.

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

Administrators and Title I teachers will be assigned to monitor specific PLC's to ensure PLC goals and student achievement are occurring.

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

District and school based administrators will do walkthroughs to ensure that teachers are following the indicators based on OneClay Vision and provide targeted feedback.

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

Fluency intervention will be provided in K-2 using PALS, SIPPS, and/or Sound Partners and grades 3-6 will use Spelling Through Morphology (SRA) and/or Corrective Reading Decoding and Comprehension.

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

Title I teachers and assistants will assist teachers across all grades levels with small group instruction.

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

Title I teachers and paras will be utilized to provide data driven, small group differentiated instruction.

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

**#2. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

According to the 2021 - 2022 FSA data, Math achievement decreased 9%, Math learning gains decreased 13%, and Math lowest 25th percentile decreased 12%.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

If school-wide Math interventions and data driven small group differentiated instruction are implemented with fidelity, student Math overall learning achievement should improve from 61% to 66%, learning gains should improve from 59% to 64%, and lowest performing quartile gains should improve from 43% to 48%.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

Teachers will be using the Math curriculum adopted by the district which includes iReady, Florida Reveal Math, and Eureka. Teachers will work with the District Math Coaches and Teacher Leads to implement the programs with fidelity and making sure that they are aligned to the Florida/B.E.S.T. Standards. Teachers will be monitored by District Math Coaches, administration, and Teacher Leads to ensure implementation of programs are delivered with fidelity through classroom walkthroughs and observations. Data from these programs are collected and monitored by teachers and discussed/analyzed in weekly content PLC's and quarterly team data meetings.

**Person responsible for monitoring outcome:**

Missy Metz (melissa.metz@myoneclay.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Small Group Instruction  
 Progress Monitoring  
 Integrate Math Instruction Throughout School Day  
 Teacher Modeling  
 Visual Representations  
 Demonstrate Multiple Problem-Solving Strategies  
 Active Classroom (High Student Engagement i.e. Think-Pair-Share and collaboration)

**Rationale for Evidence-based Strategy:**

iReady, Eureka, Florida Reveal Math, and FAST progress monitoring will be used to assess students' academic performance and determine how they are responding to instruction. Small group differentiated instruction will be data driven and delivered during the EBRI block. Teacher modeling will provide clear and concise language, increase

**Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.**

student engagement and make instruction more explicit. Visual models will allow students who have difficulty grasping the relationship between math representations and abstract symbols to understand this across math concepts and ideas.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

All teachers will expose students to problems that can be solved using multiple strategies which will help enable students to become more efficient in selecting appropriate ways to solve math problems with greater ease and flexibility as evident in lesson plans, classroom walkthroughs, and student work analysis in PLCs.

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

All teachers will progress monitor using iReady, Curriculum Based Measures, and FAST diagnostics. Data will be analyzed and discussed during data chats.

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

All teachers will implement modeling by having students use appropriate tools to create concrete visual representations as evident in lesson plans, classroom walkthroughs, and student work analysis in PLCs.

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

All teachers will implement small group instruction based on data. The tools used will be dependent upon the identified areas of need and the programs available for those areas of need as evident in lesson plans, classroom walkthroughs, and student data analysis in PLCs.

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

Teachers will use technology to increase the engagement of students in visual representations of mathematical thinking.

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

Students will be exposed to mathematical content during lunches with Flowcabulary videos and other math videos/music

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



**#3. ESSA Subgroup specifically relating to Students with Disabilities**

<p><b>Area of Focus</b></p> <p><b>Description and Rationale:</b></p> <p><b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b></p>	<p>According to the 2021 - 2022 FSA data, ELA achievement decreased 8%, ELA learning gains decreased 9%, ELA L25% decreased 13%, Math achievement decreased 8%, Math learning gains decreased 22%, and Math L25% decreased 23%.</p> <p>Number of Consecutive Years Students With Disabilities Subgroup Below 41% 2</p> <p>Number of Consecutive Years Students With Disabilities Subgroup Below 32% 2</p>
<p><b>Measurable Outcome:</b></p> <p><b>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</b></p>	<p>If school-wide Reading and Math interventions and data driven small group differentiated instruction are implemented with fidelity, student SWD's ELA overall achievement should improve from 19% to 24%, SWD's ELA learning gains should improve from 39% to 44%, and ELA L25% should improve from 40% to 45%. Math overall achievement should improve from 25% to 30%, Math learning gains should improve from 33% to 38%, Math L25% should improve from 27% to 31%.</p>
<p><b>Monitoring:</b></p> <p><b>Describe how this Area of Focus will be monitored for the desired outcome.</b></p>	<p>Teachers will use the reading curriculum adopted by the district which includes. Teachers will be monitored by District Literacy Coaches, Administration, and Title I Teachers to ensure implementation of programs are delivered with fidelity through classroom walkthroughs and observations. Data from these programs are collected and monitored by General Ed and ESE teachers and discussed/analyzed in weekly PLC's and ESE student data meetings. Students will be progress monitored through Cubed Assessment, Curriculum Based Measures, FAST, and Lexia.</p> <p>Teachers will use the Math curriculum adopted by the district which includes iReady, Florida Reveal Math, and Eureka. Teachers will be monitored by District Math Coaches, Teacher Leads, Administration to ensure implementation of programs are delivered with fidelity through classroom walkthroughs and observations. Data from these programs are collected and monitored by General Ed and ESE teachers and discussed/analyzed in weekly PLC's and ESE student data meetings.</p>
<p><b>Person responsible for monitoring outcome:</b></p>	<p>Missy Metz (melissa.metz@myoneclay.net)</p>
<p><b>Evidence-based Strategy:</b></p> <p><b>Describe the evidence-based strategy being implemented for this Area of Focus.</b></p>	<p>Reading and Math</p> <ul style="list-style-type: none"> <li>- Specialized Designed Instruction based on specific skills a student needs in order to progress in the general curriculum</li> <li>- teaching specific skills not just providing accommodations or modifications only</li> <li>- co-teaching</li> <li>- co-planning</li> <li>- data driven small group instruction</li> </ul>
<p><b>Rationale for Evidence-based</b></p>	<p>Math</p> <p>Small group differentiated instruction will be data driven and delivered during the EBRI</p>

block. Teacher modeling will provide clear and concise language, increase student engagement and make instruction more explicit. Visual models will allow students who have difficulty grasping the relationship between math representations and abstract symbols to understand this across math concepts and ideas.

**Strategy:**  
**Explain the rationale for selecting this specific strategy.**  
**Describe the resources/ criteria used for selecting this strategy.**

ELA  
 Lexia Core5 accelerates the development of literacy skills for students of all abilities with explicit, systematic instruction in phonological awareness, phonics, morphology, vocabulary, fluency/automaticity, and comprehension K-5.

Fundations provide systematic and explicit instruction for K-3. Although Fundations includes comprehension strategies, it must be combined with the core for an integrated and comprehensive approach to reading.

Small group instruction will be based on data. The tools used will be programs available for those areas of need on the CERP.

Corrective Reading provides intensive direct instruction-based reading for students who are reading below grade level.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Students will be progress monitored through Cubed Assessment, Curriculum Based Measures, FAST-STAR, FAST-Cambium, iReady, Lexia Core5(prek-5), and Lexia PowerUp(6th). Data will be analyzed and discussed during data chats.

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

Administrators will review blended learning platforms (iReady, Achieve 3000, benchmark assessments) quarterly to ensure targeted (bottom quartile) students are making progress toward proficiency and quarterly expected growth.

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

District and school based administrators will do walkthroughs to ensure that teachers are following the indicators based on OneClay Vision and provide targeted feedback.

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

All teachers will implement small group instruction based on data. The tools used will be dependent upon the identified areas of need and the programs available for those areas of need as evident in lesson plans, classroom walkthroughs, and student data analysis in PLCs.

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

Title I Teachers will be utilized to provide data driven, small group differentiated instruction.

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

**#4. Positive Culture and Environment specifically relating to Attendance**

**Area of Focus Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.** In the 2021 and 2022 school year, attendance rate was 86.7%.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.** In the 2022 and 2023 school year, attendance will increase to 95%.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

- Identify students at the beginning of the school year that demonstrate a history of absenteeism.
- The leadership team will monitor attendance through Synergy monthly.
- Attendance Decision tree will be utilized for the proper procedures.
- Post daily student attendance percentages.

**Person responsible for monitoring outcome:**

Luuly Thai (luuly.thai@myoneclay.net)

**Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.**

- Provide personal outreach.
- Remove barriers.
- Engage students and families.
- Recognize good attendance.
- Create a culture in which all teachers and staff purposefully develop relationships with students.
- Create opportunities for meaningful involvement.
- Guidance counselor will partner with at-risk attendance students in targeted small groups.
- Social Worker, Guidance Counselor, and leadership team determine necessary steps to addressing student needs and facilitate parent-teacher conferences (SST Meetings) to identify the barriers that may be addressed to minimize absenteeism.
- Share and connect families with community resources that may be hampering school attendance.
- Utilize a "check-in check-out" system to prevent behavior that may lead to extended absence or suspension.
- Family and Student learning creates a positive school culture (PFEP)

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The Student Success/Attendance Team monitors our EWS.

**Person Responsible**

Laura Soderholm (laura.soderholm@myoneclay.net)

Attendance Decision Tree for teachers to implement procedures.

**Person Responsible**

Luuly Thai (luuly.thai@myoneclay.net)

Here Every day, Ready, On time (HERO). It's a personal accountability program for students in Tier 2 that creates opportunities for meaningful involvement with students.

**Person Responsible**

Luuly Thai (luuly.thai@myoneclay.net)

Quarterly awards for students with attendance above 95%.

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

The monthly Colt's Coral Parent Newsletter that informs parents about the importance of attendance.

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

Daily student attendance % is made visible for students and parents in the front office.

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

K - 6 teachers will implement the 7 Mindsets along with the Positive Behavior Support & Interventions framework. Teachers will receive a life skill weekly newsletter from Guidance along with support data analysis and whole group instruction. 7 Mindsets PD will be held to offer support.

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

Military Family Life Counselor provides support to military children and families through our Anchored for life program, and our Colt with Character Program.

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

School counselor will meet with students who have behavioral goals in MTSS.

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

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

### Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

### Grades K-2: Instructional Practice specifically relating to Reading/ELA

Based on declining ELA proficiency in grades 3rd - 6th on the 20221/2022 FSA, we have a need to increase foundational skills in the area of phonics, phonemic awareness, fluency, vocabulary and comprehension in grades K-2 in order to ensure a strong literacy foundation that supports long-term achievement.

2022/2023 Lexia Data:

K - 67.7% are 1 below

1st - 61% are 1 below

2nd - 58.8% are 1 below and 14.7% are 2+ below

### **Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

Based on declining ELA proficiency in grades 3rd - 6th on the 20221/2022 FSA, we have a need to increase skills in the area of phonics, phonemic awareness, fluency, vocabulary and comprehension

Based on the 2021-22 FSA data:

51% of 3rd graders scored below a level 3.

37% of 4th graders scored below a level 3.

39% of 5th graders scored below a level 3.

### **Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

### **Grades K-2: Measureable Outcome(s)**

Measure outcomes:

Lexia 2022/2023

K will increase from 33.3% to 95% proficiency

1st will increase from 38.2% to 83% proficiency

2nd will increase from 26.4% to 70% proficiency

### **Grades 3-5: Measureable Outcome(s)**

By the end of the 2022-23 school year, 3rd grade students will increase proficiency from 49.18% to 65% as measured on the FAST.

### **Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Action Steps

Implement:

- Kid Lips for grades K-1
- Heggerty Kindergarten for K
- Heggerty Primary for grades 1st and 2nd
- Heggerty Extension for grades 3rd & 4th
- Foundations for grades K-3
- From Phonics to Reading Level C for 4th grade
- Spelling Through Morphology for grades 3rd - 6th

- Corrective Reading for grades 3rd - 6th

Students will be progress monitored through Cubed Assessment, Curriculum Based Measures, FAST-STAR, FAST-Cambium, Lexia Core5(prek-5), Lexia PowerUp(6th), Corrective Reading Mastery Test, Heggerty progress monitoring, and Foundations Mastery Tests.

Teachers will be monitored by Title I Teachers, Administration, and District Coaches to ensure implementation of programs are delivered with fidelity through classroom walkthroughs and observations. Data from these programs are collected and monitored by teachers and discussed/analyzed in weekly PLC's and quarterly team data meetings.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

DeVore, Heather, heather.devore@myoneclay.net

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

- Explicit and Systematic Phonological Awareness and Phonemic Awareness Instruction utilizing Heggerty.
- Strategic and systematic, direct-explicit instruction implementing Foundations.
- SRA Corrective Reading provides intensive direct instruction-based reading interventions for grades 3-6
- Evidence-Based Program that addresses the identified gaps aligned with the 5 Components of Reading (ELA)
- Small group instruction that is fluid based on student's needs
- Explicit Comprehension Strategy Instruction (ELA)
- Progress Monitoring

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

Lexia Core5 accelerates the development of literacy skills for students of all abilities with explicit, systematic instruction in phonological awareness, phonics, morphology, vocabulary, fluency/automaticity, and comprehension K-5.

Foundations is a multisensory, structured language program that provides systematic and explicit instruction

for K-3. Although Foundations includes comprehension strategies, it must be combined with the core for an integrated and comprehensive approach to reading.

Small group instruction will be based on data. The tools used will be dependent upon the identified areas of need and the programs available for those areas of need on the K-12 reading plan.

Students will be progress monitored through Cubed Assessment, Curriculum Based Measures, FAST-STAR, FAST-Cambium, Lexia Core5(k-5), and Lexia PowerUp(6th).

Corrective Reading provides intensive direct instruction-based reading for students who are reading below grade level.

Heggerty Curriculum provides students with consistent and repeated instruction, and this should transfer to developing a student's decoding and encoding skills.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Leadership: 1. Get Better Faster Coaching for new teachers - monthly 2. Meet regularly with teachers and grade-level teams to review student progress and solve problems. 3. Implement an individualized learning plan for every student performing below grade level.	Metz, Missy, melissa.metz@myoneclay.net
Literacy Coaching: 1. District instructional coaching for beginning teachers. 2. Emphasize phonics and decoding in early grades.	Metz, Missy, melissa.metz@myoneclay.net
Assessment: 1. Cubed Assessment, Curriculum Based Measures, FAST-STAR, FAST-Cambium, Lexia Core5(prek-5), and Lexia PowerUp(6th) 2.FAST-Cambium, Lexia Core5(K-5), and Lexia PowerUp(6th) 3.Targeted tutoring before and after school.	Metz, Missy, melissa.metz@myoneclay.net
Professional Learning: 1.Give teachers time and opportunity to refine and improve skills - (LETRS) 2. Lexia training for new teachers; dig deeper data dive for 2nd year Lexia users 3. Plan high-level professional development topics based on data-driven instructional decision making - (Foundations and Corrective Reading)	Metz, Missy, melissa.metz@myoneclay.net

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### 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 and 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 and low attendance. Mrs. Thai implements the Colt with Character program. Our goal is to increase attendance from 86% to 95% in the 2022/2023 school year.

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 2022
2. Kindergarten Screeners - July 2022
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. Middleburg leadership students participate in field day and honor roll cookouts
10. School Choice Office - district funds provide after school clubs (drama, dance, 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

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

- The 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 the 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.
- Student Services Team is a problem solving and coordinating structure that assists individual students, families, and teachers in identifying and addressing barriers to student success. The team addresses concerns and plans a course of action to positively intervene.
- Curriculum Council develops and monitors the use of standards for the process used to complete program evaluations, textbook and materials selection.