Coppergate Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Coppergate Elementary School

3460 COPPER COLTS COURT, Middleburg, FL 32068

http://cge.oneclay.net

School Board Approval

This plan was approved by the Clay County School Board on 10/5/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
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 as it relates to SIP implementation 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 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	Responsibilities include: 1. modeling effective instructional strategies for teachers K - 3 2. facilitating study groups 3. participating in reading leadership teams 4. coaching and mentoring teachers daily 5. providing professional development 6. training teachers to administer assessments, analyze data, and use data to differentiate instruction 7. providing differentiated instruction and intensive interventions. Laura is the Lead Title I teacher and helps to ensure the school is in compliance.
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.
Bishop, Brittany	Other	Responsibilities include: - teacher lead for PBIS - 6th grade ELA teacher - coaches and mentors teachers - provides professional development

Name	Position Title	Job Duties and Responsibilities
Sweet, Candi	Assistant Principal	Candi Sweet 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.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school leadership team engages stakeholders of the school community and builds a culture where people feel that their opinions matter. The team meets at times that are convenient for involved parents and community members. The process includes planning, participation, analysis, and sharing. Planning involves determining what decisions will be affected, who the participants are, establishing the background, and settling on the right questions to ask. Participation consists of gathering input and ideas and setting priorities. Analysis consists of consolidating input in order to establish a relevant course of action. Lastly, sharing and distributing results to all stakeholders. This creates a greater buy-in from stakeholders, who play a larger role throughout the decision-making process as well as a better insight into stakeholders views and opinions.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The school improvement plan will be regularly monitored to ensure effective implementation and measure its impact on increasing student achievement in meeting state academic standards, with a particular focus on addressing the achievement gap. The monitoring process will involve various strategies, including:

1. Classroom Walkthroughs: Regular visits to classrooms by administrators and instructional leaders to observe teaching practices, student engagement, and instructional strategies.

2. Analysis of Student Work during PLCs: Collaborative meetings among teachers to review and analyze student work samples to gain insights into student progress and identify areas for improvement.

3. Staff Feedback: Gathering feedback from teachers and staff members regarding the implementation of the improvement plan, challenges faced, and suggestions for improvement.

4. Parent Feedback from Title I Event: Seeking input and feedback from parents during Title I events,

which are designed to involve and engage parents in the educational process.

5. Parent Feedback and Input from SAC (School Advisory Council): Holding regular meetings with the SAC to gather parent feedback and input on the school improvement plan.

6. Data Chats with Students and Parents: Engaging in discussions with students and their parents to review individual student data, set goals, and develop strategies for improvement.

7. Vertical PLCs (Professional Learning Communities): Collaborative meetings among teachers from different grade levels to discuss curriculum alignment, instructional strategies, and share best practices.

Additionally, data and feedback from stakeholders will be shared bi-monthly, ensuring that all relevant parties are kept informed of progress and areas that require attention. Students who are not making adequate progress will be identified and targeted for additional support to address their specific needs.

By implementing these monitoring strategies, the school aims to continuously assess the effectiveness of the improvement plan and make necessary adjustments to enhance student achievement, particularly for those students facing the greatest achievement gap.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	41%
2022-23 Economically Disadvantaged (FRL) Rate	65%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	

DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	12	15	10	10	9	7	10	0	0	73
One or more suspensions	2	0	0	0	1	0	0	0	0	3
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	11	13	22	19	0	0	65
Level 1 on statewide Math assessment	0	0	0	9	22	22	12	0	0	65
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	11	13	22	19	0	0	65
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	0	0	9	10	18	8	0	0	46

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	9	0	0	0	0	0	9
Students retained two or more times	0	0	0	2	0	0	0	0	0	2

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	2	16	14	15	7	16	10	0	0	80
One or more suspensions	2	6	0	5	5	2	6	0	0	26
Course failure in ELA	2	7	11	1	25	6	7	0	0	59
Course failure in Math	0	5	10	3	4	7	6	0	0	35
Level 1 on statewide ELA assessment	0	0	0	6	14	15	20	0	0	55
Level 1 on statewide Math assessment	0	0	0	6	20	11	24	0	0	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	6	14	15	20	0	0	55

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	6	4	3	10	7	6	0	0	38

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	4	2	5	1	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	2	16	14	15	7	16	10	0	0	80
One or more suspensions	2	6	0	5	5	2	6	0	0	26
Course failure in ELA	2	7	11	1	25	6	7	0	0	59
Course failure in Math	0	5	10	3	4	7	6	0	0	35
Level 1 on statewide ELA assessment	0	0	0	6	14	15	20	0	0	55
Level 1 on statewide Math assessment	0	0	0	6	20	11	24	0	0	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	6	14	15	20	0	0	55

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	6	4	3	10	7	6	0	0	38

The number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	6	4	2	5	1	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	48	59	53	57	63	56	67		
ELA Learning Gains				56			61		
ELA Lowest 25th Percentile				46			59		
Math Achievement*	52	64	59	61	51	50	70		
Math Learning Gains				59			72		
Math Lowest 25th Percentile				43			55		
Science Achievement*	63	65	54	50	69	59	70		
Social Studies Achievement*					70	64			
Middle School Acceleration					61	52			
Graduation Rate					64	50			
College and Career Acceleration						80			
ELP Progress	70	55	59	50					

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	278
Total Components for the Federal Index	5
Percent Tested	98
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	422
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	3	3
ELL	70			
AMI				
ASN				
BLK	36	Yes	1	
HSP	42			
MUL	36	Yes	1	
PAC				
WHT	61			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	47			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	2	2
ELL	50			
AMI				
ASN				
BLK	59			
HSP	57			
MUL	58			
PAC				
WHT	51			
FRL	50			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	48			52			63					70
SWD	27			25			36				4	
ELL											1	70
AMI												
ASN												
BLK	36			36			31				4	
HSP	44			48			64				4	
MUL	33			39							2	

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	54			58			72				4	
FRL	43			45			61				4	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	57	56	46	61	59	43	50					50
SWD	19	39	40	25	33	27	0					
ELL												50
AMI												
ASN												
BLK	52	74		48	63							
HSP	47	47	64	62	62	54	62					
MUL	69	62		56	46							
PAC												
WHT	61	56	38	63	58	35	48					
FRL	50	55	46	52	57	48	43					

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	67	61	59	70	72	55	70					
SWD	27	48	53	33	55	50	36					
ELL												
AMI												
ASN												
BLK	50	81		46	63							
HSP	63	38		61	67		45					
MUL	79			71								
PAC												
WHT	70	67	60	77	76	60	78					
FRL	64	61	53	64	69	43	52					

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	55%	55%	0%	54%	1%
04	2023 - Spring	49%	61%	-12%	58%	-9%
06	2023 - Spring	51%	61%	-10%	47%	4%
03	2023 - Spring	44%	59%	-15%	50%	-6%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	57%	75%	-18%	54%	3%
03	2023 - Spring	41%	62%	-21%	59%	-18%
04	2023 - Spring	54%	67%	-13%	61%	-7%
05	2023 - Spring	73%	59%	14%	55%	18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	62%	63%	-1%	51%	11%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

The ELA data component showed the lowest performance for the 2022 - 2023 school year. There were several factors contributing to the lowest performance in ELA for the 2022-2023 school year. These include:

1. Lack of individualized support: Students with specific learning needs did not receive adequate support or interventions tailored to their requirements, resulting in a decline in their ELA performance.

3. Curriculum changes: There were changes to the ELA curriculum and instructional methods, students and teachers have needed time to adjust and align their teaching and learning strategies, which could have affected performance.

4. Teacher shortages or turnover: There have been challenges in recruiting and retaining qualified ELA teachers, it has led to a lack of consistent instruction and support, impacting student achievement.

5. Limited knowledge on the Science of Reading: Insufficient knowledge on the science of reading and how to identify quality reading materials, insufficient use of blended learning programs, or other resources necessary for effective ELA instruction might have hindered students' progress.

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

The ELA data component showed the greatest decline for the 2022 - 2023 school year. There were several factors contributing to the greatest decline in ELA for the 2022-2023 school year. These include:

1. Lack of individualized support: Students with specific learning needs did not have received adequate support or interventions tailored to their requirements, resulting in a decline in their ELA performance.

3. Curriculum changes: There were changes to the ELA curriculum and instructional methods, students and teachers have needed time to adjust and align their teaching and learning strategies, which could have affected performance.

4. Teacher shortages or turnover: There have been challenges in recruiting and retaining qualified ELA teachers, it has led to a lack of consistent instruction and support, impacting student achievement.

5. Limited knowledge on the Science of Reading: Insufficient knowledge on the science of reading and how to identify quality reading materials, insufficient use of blended learning programs, or other resources necessary for effective ELA instruction might have hindered students' progress.

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

Third grade math had the greatest gap when compared to the state average. We were 19% below the state average in this component.

In the third grade, there were three math teachers. Two out of the three teachers were in their first year of teaching. Additionally, one of these three teachers did not join the team until late November. The teacher who joined in late November had two of the five third grade math classes. The original teacher quit without notice in September and a long term sub was in the classroom until the new teacher was hired in November. This particular situation contributed to the significant gap observed in the performance of third-grade math students compared to the state average. The combination of having two inexperienced teachers and the late arrival of one teacher likely impacted the overall instruction and continuity within the classroom, which definitely affected the students' progress in math.

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

During the 2022-2023 school year, significant improvements were observed in both 5th grade math and science. Math proficiency increased by an impressive 32%, while science showed a commendable improvement of 13%. One of the two 5th grade math/science teachers was new to both the school and the district. She brought in excellent ideas from her previous teaching experience, which greatly

benefited the students. Moreover, there was a healthy level of competition between the two math/science teachers, which likely contributed to the growth and motivation among the students.

In addition, the 5th-grade teacher placed a strong emphasis on utilizing the "Big M," which really focused on problem-solving and critical thinking skills. This methodology likely played a role in the students' increased proficiency. Furthermore, the use of an interactive online platform called Penda for Science allowed for engaging learning experiences. The combination of these effective teaching strategies and resources contributed to the remarkable improvement observed in both 5th grade math and science during the school year.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

In reflecting on the EWS data from Part I we have potential concerns in number of students with two or more indicators in 3rd grade that have been retained and the number of students with two or more indicators with two or more retentions in 3rd grade.

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

1. Third Grade ELA
2. Third Grade Math
3. Fourth Grade ELA
4. Fourth Grade Math
5. SWDs

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022 - 2023 3rd - 6th FAST data, ELA learning achievement decreased from 57% to 50%. In grades K-2, the Star Reading Proficiency Rate was 64% compared to the Districts Proficiency Rate of 68%. A decrease of 4%.

There could be several factors contributing to the lowest performance in ELA for the 2022-2023 school year. Some possible continuing factors to consider include:

1. Lack of individualized support: Students with specific learning needs did not receive adequate support or interventions tailored to their requirements, resulting in a decline in their ELA performance. Focus on SWD to ensure gaps are identified, explicit instruction is provided to scaffold and support reading skill acquisition.

2. Curriculum changes: There were changes to the ELA curriculum or instructional methods, students and teachers needed time to adjust and align their teaching and learning strategies, which affected performance.

3. Teacher shortages or turnover: There have been challenges in recruiting and retaining qualified ELA teachers, which has led to a lack of consistent instruction and support, impacting student achievement. This is the single biggest factor we are facing.

6. Inappropriate use or limited use resources: While teachers have access to quality reading materials, technology, or other resources necessary for effective ELA instruction their lack of knowledge on the science of reading and how to utilize these have hindered students' progress.

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

School-wide core instruction, reading interventions, and data - driven small group differentiated instruction are implemented with fidelity, student 3rd - 6th ELA overall learning achievement should improve from 50% to 61%. Star Reading Proficiency Rate for grades K-2 should improve from 64% to 69%.

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, Fundations, Kid Lips, Heggerty, SRA Corrective Reading, and Spelling Through Morphographs (4th and 5th). 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
Fundations Mastery Tests
Acadience Learning
SWD progress monitoring

Person responsible for monitoring outcome:

Missy Metz (melissa.metz@myoneclay.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Systematic-explicit-recursive and cumulative phonics instruction (ELA)
Small group instruction
Explicit Comprehension Strategy Instruction (ELA)
Progress Monitoring

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

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 is a multisensory, structured language program that provides 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 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.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 in K-3 will implement Fundations as evident in lesson plans, classroom walkthroughs, and student work analysis in PLC's.

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

By When: Implementation will begin in August, 2023 and will be ongoing through the school year.

Additional phonics instruction using Spelling Through Morphographs for grades 4 - 5 as evident in lesson plans, classroom walkthroughs, and student work analysis in PLC's.

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

By When: Implementation will begin in August, 2023 and will be ongoing through the school year.

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 on the K-12 reading plan as evident in lesson plans, classroom walkthroughs, and student data analysis in PLC's. Resources may include: P.R.I.D.E., Corrective Reading and Comprehension, Sound Partners, BOB Books, Story Champs, Heggerty Early Phonological Awareness, Spelling Mastery, Equipped for Reading Success, Wilson Reading System.

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

By When: Implementation will begin in September, 2023 and will be ongoing through the school year.

Title I teacher and assistant will assist teachers across all grade levels with small group instruction.

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

By When: Implementation will begin in September, 2023 and will be ongoing through the school year.

Teachers will progress monitor using Acadience, Heggerty, Lexia, and FAST diagnostics. Data will be analyzed and discussed during data chats.

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

By When: Teachers will implement progress monitoring at least three times per year beginning in August/ September.

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 3rd - 6th grade 2022 - 2023 FAST data, Math achievement decreased from 61% to 57%. In grades K - 2nd, the student's growth percentile rate was 63% compared to the district rate of 65% on the Star Math Test. A decrease of 2%.

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 57% to 61% on the FAST. Star Math growth percentile will increase from 63% to 69%.

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 Math Squared. 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:

Candi Sweet (candi.sweet@myoneclay.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Small Group Instruction
Progress Monitoring
Active Classroom (high student engagement) (PVO)
Visual Representations
Demonstrates Multiple Problem-Solving Strategies

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

iReady, Eureka Math Squared, 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 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. Students who learn how to use multiple problem-solving strategies are able to approach problems with greater ease and flexibility in finding solutions.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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: Candi Sweet (candi.sweet@myoneclay.net)

By When: Implementation will begin in August, 2023 and will be ongoing through the school year.

Additional intervention instruction will be based on data and/or CEMP using SRA Corrective Math, manipulatives, and SRA Essential for Algebra as evident in lesson plans, classroom walkthroughs, and student data analysis in PLC's and MTSS support offered every ERD and/or as needed.

Person Responsible: Candi Sweet (candi.sweet@myoneclay.net)

By When: Implementation will begin in September, 2023 and will be ongoing through the school year.

Teachers will use interactive monitors and a laptop daily to increase the engagement of students in visual representation of mathematical thinking.

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

By When: Implementation will begin in August, 2023 and will be ongoing through the school year.

Students will use chromebooks to help with online progress monitoring.

Person Responsible: Candi Sweet (candi.sweet@myoneclay.net)

By When: Implementation will begin in August, 2023 and will be ongoing through the school year.

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

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

By When: Teachers will implement progress monitoring at least three times per year beginning in August/September.

Teachers will utilize Generation Genius to promote critical thinking and reasoning abilities.

Person Responsible: Candi Sweet (candi.sweet@myoneclay.net)

By When: Implementation will begin in September and will be ongoing throughout the school year.

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In the 2022 - 2023 school year we saw our disciplinary referral increase from 178 to 204. In the 2023 - 2024 school year, we are committed to fostering a positive culture and environment within our school by prioritizing the reduction of disciplinary referrals. By actively addressing and resolving behavioral issues through alternative means such as counseling, restorative practices, and proactive interventions, we aim to create a supportive and inclusive atmosphere that promotes positive behavior and academic success for all students. We will dedicate our resources and efforts to creating a safe, respectful, and nurturing learning environment for everyone in our school community.

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

In 2022 - 2023, will decrease our number of disciplinary referral from 204 to 105 according to Synergy by implementing an effective Tier I school-wide PBIS plan.

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

The PBIS team will meet monthly to review disciplinary referrals, attendance, school counselor referrals, mental health counseling referrals, and the overall fidelity of the school-wide PBIS plan.

Person responsible for monitoring outcome:

Heather DeVore (heather.devore@myoneclay.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

1. Prompt and Supervising Skills: Educators can intervene early and effectively address behavior issues before they escalate. Proactive monitoring and guidance help students understand and meet behavioral expectations, reducing the likelihood of disciplinary incidents. Prompting students to make positive choices and providing appropriate supervision create a supportive environment that fosters responsible behavior and prevents potential disciplinary issues.

2. Establishing Positive Connections: Building positive connections with students is crucial for creating a safe and inclusive school environment. When students feel valued, respected, and connected to their teachers and peers, they are more likely to actively participate in classroom activities, seek assistance when needed, and exhibit positive behavior. Positive relationships also contribute to a sense of belonging, reducing the likelihood of students engaging in disruptive or negative behaviors.

3. Teaching Positive Expectations: Explicitly teaching and reinforcing positive behavioral expectations helps students understand what is expected of them in various school settings. By clearly defining and modeling desired behaviors, educators provide students with the necessary guidance and support to meet those expectations. Teaching positive expectations empowers students to make informed choices, develop self-regulation skills, and maintain a positive learning environment for themselves and others.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Utilizing evidence-based strategies such as prompt and supervising skills, establishing positive connections with and among students, and teaching positive expectations can be instrumental in promoting a positive culture and environment within a school. These strategies not only contribute to reducing the number of disciplinary referrals but also increase overall student engagement in school. By implementing these evidence-based strategies, schools can create a positive culture and environment that promotes respectful behavior, reduces disciplinary referrals, and increases student engagement. These strategies not only address behavioral challenges but also contribute to the overall well-being and academic success of students, fostering a positive and thriving learning community.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

7 Mindsets PD will be delivered by Guidance to new teachers in August.

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

By When: Implementation will begin in August, 2023 and will be ongoing through the school year.

PBIS Team will meet once a month to analyze data in Synergy.

Person Responsible: Candi Sweet (candi.sweet@myoneclay.net)

By When: Implementation will begin in August, 2023 and will be ongoing through the school year.

Positive Behavior Support & Interventions Framework training will be in August 2023 to build capacity in teachers to provide a positive learning environment.

Person Responsible: Candi Sweet (candi.sweet@myoneclay.net)

By When: Teachers will receive a life skill weekly newsletter from Guidance to enhance their understanding of student behavior to help inform their instruction.

Military Family Life Counselor provides support to military children and families through our Anchored for Life Program.

Person Responsible: Candi Sweet (candi.sweet@myoneclay.net)

By When: Implementation will begin in August, 2023 and will be ongoing through the school year.

Two licensed mental health counselors who supports social-emotional learning and provides strategies to students, teachers, and parents that help them succeed within the school and home.

Person Responsible: Candi Sweet (candi.sweet@myoneclay.net)

By When: Implementation will begin in August, 2023 and will be ongoing through the school year.

Colts with Character Program/Guidance provide students with strategies that improve student's learning and leadership skills, while promoting positive student behaviors.

Person Responsible: Candi Sweet (candi.sweet@myoneclay.net)

By When: Implementation will begin in August, 2023 and will be ongoing through the school year.

Colt's Cash Reward System provides students with school supplies to reduce barriers of negative feelings towards school due to students not having the adequate supplies needed to participate in class.

Person Responsible: Candi Sweet (candi.sweet@myoneclay.net)

By When: Implementation will begin in August, 2023 and will be ongoing through the school year.

CSA Way Pledge on morning announcements will be delivered by DeVore daily which will help classrooms function and students to follow expectations.

Person Responsible: Candi Sweet (candi.sweet@myoneclay.net)

By When: Implementation will begin in August, 2023 and will be ongoing through the school year.

Lesson plans will be created by the PBIS team. They will be copied using the copier that is leased and maintained using Title l funds. Copies will be distributed to every teacher starting in August and ongoing based on data analyzed monthly by the PBIS Team.

Person Responsible: Karlye Spears (karlye.spears@myoneclay.net)

By When: Implementation will begin in August, 2023 and will be ongoing through the school year.

Lessons will be delivered initially by the Resource Team in August and then ongoing by classroom teachers.

Person Responsible: Candi Sweet (candi.sweet@myoneclay.net)

By When: Implementation will begin in August, 2023 and will be ongoing through the school year.

Expectation posters will be printed and distributed in main areas clearly stating school expectations for both students and teachers.

Person Responsible: Candi Sweet (candi.sweet@myoneclay.net)

By When: Implementation will begin in August, 2023 and will be ongoing through the school year.

Monthly classroom management strategy will be included in our weekly newsletter.

Person Responsible: Candi Sweet (candi.sweet@myoneclay.net)

By When: Beginning in March 2024 and runthrough the remainder of the school year

#4. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

At the last federal index, Coppergate was below the federal threshold of 41% proficiency for our students with disabilities at 26%. In the 2022 -2023 school year, our students with disabilities showed improvement in proficiency in ELA and Math. In ELA, we saw an increase of 4%, making our SWD proficiency 30%. In Math, we saw an increase of 6%, making our SWD proficiency 32%.

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

Our goals for the 2023 - 2024 school year are to improve SWD ELA proficiency to 35% and SWD Math proficiency to 37%.

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

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. 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.

SWD Specific Progress Monitoring
FAST-STAR
FAST-Cambium
Curriculum Based Measures

Person responsible for monitoring outcome:

Missy Metz (melissa.metz@myoneclay.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Systematic-explicit-recursive and cumulative phonics instruction (ELA)
Small group instruction
Explicit Comprehension Strategy Instruction (ELA)
Progress Monitoring
Engagement strategies
Visual representations/multiple models

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. 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.

SWD Specific Progress Monitoring
FAST-STAR
FAST-Cambium
Curriculum Based Measures

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Systematic-Explicit-Recursive and Cumulative Phonics Instruction (ELA): This strategy is based on the strong evidence that explicit and systematic phonics instruction helps students develop strong reading and spelling skills.
2. Small group instruction allows for more personalized and targeted support for students
3. Explicit comprehension strategy instruction involves teaching students specific strategies to understand and comprehend text effectively.
4. Progress monitoring is an essential component of effective instruction. It involves regularly assessing students' academic progress to identify areas of strength and areas that require additional support.
5. An active classroom promotes high levels of student engagement and participation in the learning process. By incorporating hands-on activities, discussions, group work, and real-world applications, students become active learners rather than passive recipients of information.
6. Visual Representations and Demonstrates Multiple Problem-Solving Strategies for Students with Disabilities:
Visual representations and multiple problem-solving strategies are particularly beneficial for students with disabilities.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 in K-6 will implement small group instruction as evident in lesson plans, classroom walkthroughs, and student work analysis in PLC's with particular emphasis on how their lesson plans support SWDs.

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

By When: Ongoing

Teachers will progress monitor using curriculum-based and FAST diagnostics. Data will be analyzed and discussed during data chats with a particular focus on how our students with disabilities are going and developing.

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

By When: At least three times per year

#5. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

At the last federal index, Coppergate was below the federal threshold of 41% proficiency for our black/African American students at 36%.

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

Our goals for the 2023 - 2024 school year are to improve black/African American students ELA proficiency to 41% and black/African American students Math proficiency to 41%.

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

Teachers will be monitored by Title l 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. 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.

Black/African American Specific Progress Monitoring
FAST-STAR
FAST-Cambium
Curriculum Based Measures

Person responsible for monitoring outcome:

Missy Metz (melissa.metz@myoneclay.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Progress Monitoring
Engagement strategies
Visual representations/multiple models

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Progress monitoring is an essential component of effective instruction. It involves regularly assessing students' academic progress to identify areas of strength and areas that require additional support.
2. An active classroom promotes high levels of student engagement and participation in the learning process. By incorporating hands-on activities, discussions, group work, and real-world applications, students become active learners rather than passive recipients of information.
3. Visual Representations and Demonstrates Multiple Problem-Solving Strategies for Students with Disabilities:
Visual representations and multiple problem-solving strategies are particularly beneficial for students with disabilities.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will progress monitor using curriculum-based and FAST diagnostics. Data will be analyzed and discussed during data chats with a particular focus on how our black/African American students are growing and developing.

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

By When: Ongoing

Administration will send out an engagement strategy of the week in the weekly newsletter. During our classroom walkthrough administration will be monitoring for the use of those engagement strategies.

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

By When: Ongoing

Administration will send out an engagement strategy of the week in the weekly newsletter. During our classroom walkthrough administration will be monitoring for the use of those engagement strategies.

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

By When: Ongoing

#6. ESSA Subgroup specifically relating to Multi-Racial

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

At the last federal index, Coppergate was below the federal threshold of 41% proficiency for our multi-racial students at 36%.

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

Our goals for the 2023 - 2024 school year are to improve multiracial students ELA proficiency to 41% and multiracial students Math proficiency to 41%.

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

Teachers will be monitored by Title l 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. 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.

Multiracial Specific Progress Monitoring
FAST-STAR
FAST-Cambium
Curriculum Based Measures

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Progress Monitoring
Engagement strategies
Visual representations/multiple models

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

1. Progress monitoring is an essential component of effective instruction. It involves regularly assessing students' academic progress to identify areas of strength and areas that require additional support.
2. An active classroom promotes high levels of student engagement and participation in the learning process. By incorporating hands-on activities, discussions, group work, and real-world applications, students become active learners rather than passive recipients of information.
3. Visual Representations and Demonstrates Multiple Problem-Solving Strategies for Students with Disabilities:
Visual representations and multiple problem-solving strategies are particularly beneficial for students with disabilities.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Teachers will progress monitor using curriculum-based and FAST diagnostics. Data will be analyzed and discussed during data chats with a particular focus on how our multiracial students are growing and developing.

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

By When: Ongoing

Administration will send out an engagement strategy of the week in the weekly newsletter. During our classroom walkthrough administration will be monitoring for the use of those engagement strategies.

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

By When: Ongoing

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

In grades K-2, the Star Reading Proficiency Rate was 63.6% was on par with the compared to the Districts Proficiency Rate of 63.8% and above the state average 59%. So we are making progress in this area since last year which tells me the changes we made to the curriculum are working. Therefore this will not be an area of focus this year. We will continue to stay the course.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Based on declining ELA proficiency in grades 3rd and 4th grade 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 2022-23 FSA data:
55% of 3rd graders scored below a level 3, most of these students are now in 4th grade and the remaining students were retained in 3rd grade, so we will concentrate our efforts on supporting these two grade level.

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 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 Measurable Outcomes

Not applicable

Grades 3-5 Measurable Outcomes

By the end of the 2023-24 school year, 3rd grade students will aim for 55% proficiency, as measured on the FAST. The 4th grade students will increase proficiency from their 3rd grade proficiency of 45% to a 4th grade proficiency of 55%, as measured by FAST.

Monitoring

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 impact student achievement outcomes.

Action Steps
Implement:
- Heggerty Extension for grade 3rd & 4th
- Fundations for 3rd grade
- Spelling Through Morphology for 4th grade
- Corrective Reading for grades 3rd & 4th for those students identified with a substantial reading deficiency

Students will be progress monitored through Cubed Assessment, Acadience, LETRS Phonics and Word Survey, Curriculum Based Measures, FAST-Cambium, Lexia Core5, Spelling through Morphographs progress monitoring, Corrective Reading progress monitoring, Heggerty progress monitoring, and Fundations 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.

Metz, Missy, melissa.metz@myoneclay.net

Evidence-based Practices/Programs

Description:
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. §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 Fundations.
- SRA Corrective Reading provides intensive direct instruction-based reading interventions for grades 3-6
- Spelling
- 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:
Explain the rationale for selecting 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 evidence-based 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.

Fundations is a multisensory, structured language program that provides 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 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, Acadience, LETRS Phonics and Word

Survey, Curriculum Based Measures, FAST-Cambium, Lexia Core5, Spelling through Morphographs progress monitoring, Corrective Reading progress monitoring, Heggerty progress monitoring, and Fundations Mastery Tests.

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.

Spelling through Morphographs is a direct instruction methodology, students are taught research-proven strategies to accurately spell 500 morphographs resulting in the ability to spell over 12,000 words. It also empowers vocabulary growth.

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. 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	Metz, Missy, melissa.metz@myoneclay.net
Assessment: Cubed Assessment, Acadience, LETRS Phonics and Word Survey, Curriculum Based Measures, FAST-Cambium, Lexia Core5, Spelling through Morphographs progress monitoring, Corrective Reading progress monitoring, Heggerty progress monitoring, and Fundations Mastery Tests. The data will be used to help us develop 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 2. Differentiated Lexia training for all teachers; dig deeper data dive for 2nd year Lexia users 3. Plan high-level professional development topics based on data-driven instructional decision making - (Fundations and Corrective Reading)	Metz, Missy, melissa.metz@myoneclay.net