2025-2026 CIP-Needs Assessment - Copper Hills Elementary

Staff Talent Development:

Talent Development Reflection

Recruitment and Retention:

What was the school's **turnover rate** for the 2024-2025 school year?:

We had one administrative transfer in October and the person who was put in her place quit after 2 days. This occurred because of teacher choice not because of school issues. In the SEL classroom we had 2 teachers quit because they were not emotionally able to take care of the students with high emotional needs. Continue to struggle in these classes to hire and maintain teachers in these difficult classes.

Professional Learning:

What **professional learning** took place in 2024-2025?

HMH on-line training, Tech training, Educator Handbook set up and training, How to make meaningful connections with students, teams, parents and community. Testing ethics training.

Why was this **professional learning** given?

HMH was new and the training was given district wide. Tech training was to help with teachers' ease of planning lessons and having ways to reinforce concepts. Meaningful connections training was a direct result of the Panorama Survey and the data collected. Testing ethics is a requirement from the District.

How do you know that this **professional learning** was impactful?

We had teachers become more confident in the use of HMH and it was evident in the observations in the Literacy block. More teachers were using the Educators Handbook and other technology. We saw growth in connection questions of the Panorama Survey.

Where is your school headed into 2025-2026 in building on your **professional learning** plan?

I think that emphasis should be on the needs of ML students, SES students and Sped students. Training and help for teachers should be provided in the future training. It was also discussed in helping to focus teachers on making tier one of classroom whole group instruction a priority to improve.

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Evaluating Tiers of Interventions

Academic Tier I School Strengths:	Behavioral Tier I Supports:
Strengths: Teachers are well on their way to understanding and being familiar with HMH. Teachers have been teaching the core using the HMH tool. Focus is on having a kid friendly target objective and to have students refer back to the objective at the conclusion of the lesson. Many teachers use assessment such as an exit ticket or quick quiz to assess if students have the concept taught. Many teachers have students track their progress and to look for understanding and improvement. Math is more of a strength in instruction using the iReady tool to teach the core. In my observations I have seen much more engagement in the math lessons and student involvement in the math lessons.	Strengths: We have a school wide walk around assembly where students are taught the expectations in each of the general areas. This is repeated Mid-year and EOY. There are posters up in each of the areas with the expectations posted. We have T Birds in the hallway reminding students to walk quietly second tile single file wherever they go. Voice levels are indicated on the posters and taught in the assemblies. All are reinforced in the classrooms. All classrooms have common rules and tiered consequences. T bird tickets are given out by personnel for students following the expectations. Circles are part of each day to talk through and support students in celebrations and concerns as well as to give them strategies to a growth mindset. Looking at the Ed Handbook we have decreased the number of office referrals from last year.
What are priority areas for improvement in your Tier I (whole school) Systems of Support? Use of the Literacy Coach to give support to K-5 teachers as they look at the ability to use HMH tools more effectively in their whole group instruction. Continue to have walking assemblies where the whole school is taught the school-wide expectations for common areas.	
Academic Tier II Supports: How do content PLCs and/or grade level teams support students who need additional academic support? Targeted instruction is provided multiple times per week by trained, knowledgeable and skilled school personnel in the Reading Lab. The teacher has brought a whole class to the reading lab for approx 30 minutes to focus on SIPS. Teachers were able to take the lowest groups and work with them. Other students were able to have reinforcement in higher SIPS concepts given by Paras. There were also opportunities for high level learners to discuss novels	**Behavioral Tier II Supports:** How do content PLCs and/or grade level teams support students who need additional behavioral support? We have a fantastic social worker who teaches Growth Mindset Lessons in classes. Pulls small groups of students who struggle with behavior and relating to others and teaches specific lessons through games and interaction. We have a functioning SST who gives suggestions and help for teachers to do interventions with students needing tier II support. We have a good BHA who helps put support in the

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<tr><td>and vocabulary in Literature Circles.
Grade levels were given time and opportunity to reteach LA and Math during T-Time M-TH. Groups were determined as the data was discussed in PLC's on Fridays.

We have a functioning SST who gives suggestions and help for teachers to do interventions with students needing tier II support.</td><td>classroom for students struggling to focus and learn.</td></tr>
<tr><td colspan="2">What are priority areas for improvement in your Tier II (group) Systems of Support?

We will have a more focused Reading Lab and T-Time dedicated to taking students from where they are to where they need to be to access the core in their grade level by filling gaps in student learning.</td></tr>
<tr><td>Academic Tier III Supports:
What are some systems or practices working especially well in providing Tier III academic support?

Tier III instruction is supplemental, and individually-responsive at Copper Hills. Through the SST process we are able to put Tier III interventions in place on a short term basis according to student need. If students are not making adequate progress they are again taken back to SST and are recommended for testing to go to SPED if qualified or a 504 as needed. The tier II supports are continued in T-Time and tier III supports are continued using paras to support as needed.</td><td>Behavioral Tier III Supports:
What are some systems or practices working especially well in providing Tier III behavioral support?

At Copper Hills we have a good SPED team. We hold weekly meetings to discuss students who are in SPED receiving Tier lll behavioral and academic support. Our SPED team consists of our SEL teachers and Resource teachers, a social worker and School Psych. Data is discussed and issues that have developed. Other Tier III non-Sped students are brought to our SST if they have behavioral issues our BHA is invited to give and receive insights on the student intervention that is taking place or that is being implemented. BIP's are written as needed for behavioral problems.</td></tr>
<tr><td colspan="2">What district or other supports are needed in improving your Tier III (individual) Systems of Support?

We need to look at data and discussions on students appropriately exiting from SPED. As discussed with Amy Neal a proposal would be to look at the Data in SPED Team. . .determine that student no longer qualifies for SPED. . .the IEP team would meet and sign out the student from SPED. . .The Resource teacher would then make an appointment with SST inviting the classroom teacher to attend. The team would then help draft a plan to support the student behaviorally or academically as needed.
Discussion about inviting the school psych to attend SST to help support the teacher with ideas and documents to help with Tier III interventions.</td></tr>
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Review of Student Achievement Data:

Student Achievement Reflection

What **strengths** stood out while reviewing student levels of academic achievement?

-We have had some phenomenal growth in K in LA.
-Written Language for ML's indicated good growth.
-Acadience math has shown overall growth.
-Panorama Survey indicates growth in connections and belonging.

What are areas of school "**critical academic need**?"

-Attendance needs to be a focus for this next year.
-The ML's still are in program improvement. . . continue to make progress in overall achievement for ML's.
-LA whole group instruction needs to improve.
-Math whole group instruction needs improvement.

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Reflection on use of TSSA funds:

Financial Reflection and Preview

How is your school utilizing TSSA funds this school year (2024-2025)?

-Paying for Paras for Tier II support.
-Teacher stipends for Literacy Night.

List your TSSA expenses for 2024-2025 (this current school year) here, noting which goal each expense supports.

-Hourly Teacher stipends for Literacy Night $1400.00 Connection with Parents and Students
-Hourly Para's $40,000.00 for Tier II support in LA Reading Lap using SIPPS

Lastly, how are TSSA funds influencing the school's current level of success?

We have made growth with students using SIPPS intervention, but not as much as we had hoped. The bubble students who were greens went to blue and yellow to green. Some reds to yellow, but not an overall movement of kids with the exception -K who made phenomenal growth in LA.
The Teacher's connection with students and parents using Literacy Night which was well attended.