

Gadsden County Schools

# Chattahoochee Elementary School



2022-23 Schoolwide Improvement Plan

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# Chattahoochee Elementary School

335 MAPLE ST, Chattahoochee, FL 32324

www.gadsdenschools.org

## Demographics

**Principal: Camry Floyd**

Start Date for this Principal: 7/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<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)	100%
<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* Black/African American Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: C (51%) 2018-19: D (37%) 2017-18: B (56%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</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 Gadsden 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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# Chattahoochee Elementary School

335 MAPLE ST, Chattahoochee, FL 32324

www.gadsdenschools.org

## 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-5	Yes	100%
<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	91%

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		D	D

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## 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.

Chattahoochee Elementary School is committed to ensuring that all students have access to diverse high-quality educational experiences and are well-prepared for middle school.

#### Provide the school's vision statement.

Chattahoochee Elementary School seeks to become established as a premier educational institution in preparing students for long-term scholarly pursuits in an environment of high expectation.

### 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
Floyd, Camry	Principal	
Rollinson, Latonya	Reading Coach	

### Demographic Information

#### Principal start date

Thursday 7/1/2021, Camry Floyd

**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.*

0

**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.*

0

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

11

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

135

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

1

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

2

#### 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	22	25	10	29	16	13	0	0	0	0	0	0	0	115
Attendance below 90 percent	0	0	0	0	0	1	0	0	0	0	0	0	0	1
One or more suspensions	0	0	0	1	2	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	1	5	2	3	1	0	0	0	0	0	0	0	12
Course failure in Math	0	1	4	2	4	1	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	4	3	0	0	0	0	0	0	0	7
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	4	1	0	0	0	0	0	0	0	5
Number of students with a substantial reading deficiency	0	0	0	0	4	0	0	0	0	0	0	0	0	4

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	0	2	4	2	3	1	0	0	0	0	0	0	0	12

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	0	2	0	3	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	1	2	0	0	0	0	0	0	0	0	0	3

**Date this data was collected or last updated**

Thursday 10/27/2022

**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	19	18	28	18	17	16	0	0	0	0	0	0	0	116
Attendance below 90 percent	0	8	3	4	4	0	0	0	0	0	0	0	0	19
One or more suspensions	0	4	7	7	6	2	0	0	0	0	0	0	0	26
Course failure in ELA	0	1	3	1	0	0	0	0	0	0	0	0	0	5
Course failure in Math	0	1	1	2	2	1	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	0	0	0	15	9	0	0	0	0	0	0	0	24

**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	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	1	5	1	1	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	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	19	18	28	18	17	16	0	0	0	0	0	0	0	116
Attendance below 90 percent	0	8	3	4	4	0	0	0	0	0	0	0	0	19
One or more suspensions	0	4	7	7	6	2	0	0	0	0	0	0	0	26
Course failure in ELA	0	1	3	1	0	0	0	0	0	0	0	0	0	5
Course failure in Math	0	1	1	2	2	1	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	0	0	0	15	9	0	0	0	0	0	0	0	24

**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	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	1	5	1	1	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	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	40%	27%	56%				28%	37%	57%
ELA Learning Gains	52%						42%	57%	58%
ELA Lowest 25th Percentile							64%	66%	53%
Math Achievement	44%	36%	50%				51%	57%	63%
Math Learning Gains	44%						42%	65%	62%
Math Lowest 25th Percentile							23%	44%	51%
Science Achievement	75%	32%	59%				8%	20%	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.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	25%	37%	-12%	58%	-33%
Cohort Comparison		0%				
04	2022					
	2019	24%	41%	-17%	58%	-34%
Cohort Comparison		-25%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	53%	40%	13%	56%	-3%
Cohort Comparison		-24%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	59%	55%	4%	62%	-3%
Cohort Comparison		0%				
04	2022					
	2019	42%	50%	-8%	64%	-22%
Cohort Comparison		-59%				
05	2022					
	2019	73%	49%	24%	60%	13%
Cohort Comparison		-42%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	14%	30%	-16%	53%	-39%
Cohort Comparison						

**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	9			9							
BLK	39	50		43	42		73				
FRL	41	52		45	44		75				

  

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
BLK	35	64		59	73		40				
FRL	33	64		58	73		40				

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	7	25		27	25						
BLK	29	40	64	54	43	25	8				
FRL	30	45	64	52	43	27	8				

### ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	50
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	
Total Points Earned for the Federal Index	248
Total Components for the Federal Index	5
Percent Tested	94%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	9
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### 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?**

Reading remains a major point of concern for students in grades 3, 4, and 5. The 2022 FSA Scores revealed a significant deficiency at the 4th grade level, and only 1 student scored within the range required for promotion in our 3rd grade Reading Camp.

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

The components that demonstrate the greatest need for improvement are encompassed in the foundational reading skills, to include phonics, phonemic awareness, vocabulary, and comprehension.

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

The previous years' targets were largely focused on the intermediate grade levels (due to the fact that these grade levels directly impacted the school grade). This year, more attention will be placed on the primary grade levels, and on ensuring that gaps in the foundational skills are addressed for students in grades 3-5.

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

The data components showing the greatest improvements and proficiency are, by far, the primary grade level ELA scores.

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

The factors contributing to the increase in primary reading proficiency include the infusion of focused vocabulary instruction, the implementation of strong independent reading activities, and the development of targeted summer programs for small groups of low-performing students.

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

In order to accelerate learning, students will be divided into targeted groups based on their Progress monitoring Scores. These scores, combined with the guidelines for the BEST Standards, will be used to develop personalized instructional programs. (Extended Day)

**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.**

The lowest quartile of students and the ESE population did not make progress sufficient to symbolize 1 year of growth. This year, all teachers will receive monthly professional development, training, and assistance related to the Response to Intervention Model, and accommodations necessary to support the Problem-Solving model.

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

The following services will be provided to ensure sustainability beyond the 2022-2023 school year:

- Extended Day Program - provided in subject area and grade level academies to students who are performing one grade level below proficiency
- Summer Program - Provided in grade level academies to students who are performing two or more grade levels below proficiency
- Walk to Read - Foundational Tutoring provided to all students using PALS, KPALS, and Phonics for Reading Curriculum

- Individualized Practices - Teacher-assigned skill-based lessons provided to all students using the iReady platform

**Areas of Focus**

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

:

**#1. 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 critical need from the data reviewed.**

Assessment data from students with IEPs and 504s was isolated. This data analysis revealed that less than 25% of the students within this subgroup gained 50 points on the STAR Reading assessment in 2022. This indicates a need for a more concentrated focus on student with disabilities.

**Measurable**

**Outcome:**

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

This year, 50% of students with disabilities will demonstrate growth by 50 points on the STAR Reading assessment.

**Monitoring:**

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

This Area of Focus will be monitored via the STAR Progress monitoring assessment.

**Person responsible for monitoring outcome:**

Camry Floyd (floyd@gcpsmail.com)

**Evidence-based Strategy:**

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

The evidence based strategy related to this Area of Focus is the district's model for Response to Intervention. Dubbed the "Problem Solving Team", this RTI process involves, parents, students, teachers, administrators, and the ESE resource teacher. The ESE resource teacher collaborates with the teacher to provide direct assistance with classroom instruction, making recommendations for interventions and monitoring effectiveness based on student performance.

**Rationale for Evidence-based Strategy:**

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

This strategy was deemed most appropriate because it allows teachers access to the strategies utilized with students who have been staffed for IEPs and 504s, and it promotes intervention for all students simultaneously.

**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.

Identify students with IEPs and 504s, and present this information to teachers.

**Person Responsible** Camry Floyd (floyd@gcpsmail.com)

Create a schedule for direct interaction with ESE Resource teacher and ESE paraprofessional.

**Person Responsible** Camry Floyd (floyd@gcpsmail.com)

Monitor implementation of schedule and resultant student performance.

**Person Responsible** Camry Floyd (floyd@gcpsmail.com)

Create quarterly opportunities for interaction between ESE resource teacher, classroom teacher, and parent.

**Person Responsible** Camry Floyd (floyd@gcpsmail.com)

Schedule Professional Development for teachers related to the MTSS Process, and ESE Students.

**Person Responsible** [no one identified]



**#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus****Description and Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Foundational Reading Skills were among the lowest-scored areas on the Progress Monitoring Assessment in grades 3-5. In order to ensure that such gaps do not occur in the primary grades, and to close the existing gaps in the intermediate grades, extended day programs have been developed to address the needs of students who are one grade level below proficient performance. Summer programs have been developed to address the needs of students who are two or more grade levels below proficient performance.

**Measurable****Outcome:**

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

Students who participate in the Extended Day and Summer Programs will demonstrate 25 points of growth on the STAR assessment in an administration immediately following the conclusion of the program.

**Monitoring:**

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

Following the conclusion of each subject area/grade level academy, students will take a school-level STAR test to determine their growth in points.

**Person**

**responsible for monitoring outcome:**

Mellany Wiggins (wigginsm@gcpsmail.com)

**Evidence-based Strategy:**

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

The evidence-based strategy related to this area of focus is that of personalized, skill-based instruction. The iReady curriculum provides teachers with pre-designed standards-based lessons, and the ability to assign tasks that are directly associated with the students' individual needs. The instructional routine includes whole-group instruction, and integrates individualized learning within a small-group setting.

**Rationale for Evidence-based Strategy:**

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

The populations selected to participate in the aforementioned programs have been analyzed in terms of performance on progress monitoring assessments and state assessments. The "bubble" students will likely benefit from the 3 week refresher courses provided during the school year, while the lowest quartile requires the time, attention, and foundational provision of the summer program.

**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.

Identify students who are 1 and more than 1 grade level below proficient performance from Kindergarten 0 5th grade.

**Person Responsible** Camry Floyd (floydc@gcpsmail.com)

Identify curriculum components and supplements useful for the identified skills and standards. (3-5)

**Person Responsible** Mellany Wiggins (wigginsm@gcpsmail.com)

Identify curriculum components and supplements useful for the identified skills and standards. (K-2)

**Person Responsible** Latonya Rollinson (rollinsonl@gcpsmail.com)

Create schedules and programming for Extended Day Sessions, and ensure assessment at the conclusion of each academy. (3-5)

**Person Responsible** Mellany Wiggins (wigginsm@gcpsmail.com)

Create schedules and programming for Extended Day Sessions, and ensure assessment at the conclusion of each academy. (K-2)

**Person Responsible** Latonya Rollinson (rollinsonl@gcpsmail.com)

**#3. Transformational Leadership specifically relating to Leadership Development**

<b>Area of Focus Description and Rationale:</b>	This area of Focus relates to Leadership Development and Recruitment and Retention.
<b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	Teachers at Chattahoochee Elementary have expressed interest in input regarding major school decisions. Promoting such ownership encourages the commitment that drives faculty and staff to remain a part of the same cohesive unit year after year.

**Measurable****Outcome:**

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

This year, 50% of all school-based programs and initiatives will be led (or co-led) by members of the faculty and staff outside the school's administrative team.

**Monitoring:**

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

A list of all school-based programs and initiatives was provided at the beginning of the year, and members of the faculty and staff selected the items in which they were most interested (Parent Nights, Holiday Programs, Community Outreach). Dates and deadlines were provided, and project management action steps are addressed in 1:1 meetings with the faculty and staff. As each milestone is reached, the leadership for the milestone will be identified and recognized.

**Person responsible for monitoring outcome:**

Camry Floyd (floyd@gcpsmail.com)

**Evidence-based****Strategy:**

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

Encouraging Teacher-Leadership is the evidence based strategy related to this area of focus. Such initiatives promote higher levels of interaction between faculty, staff, and administration, encourage confidence in budding leaders, and raise the morale across the school.

**Rationale for Evidence-based****Strategy:**

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

Morale within the school community has been a pervasive issue in years past. Assigning responsibility with the provision of support raises morale and generates "buy-in"

**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.

***No action steps were entered for this area of focus***

**#4. Transformational Leadership specifically relating to Leadership Development**

<b>Area of Focus Description and Rationale:</b> <b>Include a rationale that explains how it was identified as a critical need from the data reviewed.</b>	This area of Focus relates to Leadership Development and Recruitment and Retention.  Teachers at Chattahoochee Elementary have expressed interest in input regarding major school decisions. Promoting such ownership encourages the commitment that drives faculty and staff to remain a part of the same cohesive unit year after year.
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**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

This year, 50% of all school-based programs and initiatives will be led (or co-led) by members of the faculty and staff outside the school's administrative team.

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

A list of all school-based programs and initiatives was provided at the beginning of the year, and members of the faculty and staff selected the items in which they were most interested (Parent Nights, Holiday Programs, Community Outreach). Dates and deadlines were provided, and project management action steps are addressed in 1:1 meetings with the faculty and staff. As each milestone is reached, the leadership for the milestone will be identified and recognized.

**Person responsible for monitoring outcome:**

Camry Floyd (floyd@gcpsmail.com)

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

Encouraging Teacher-Leadership is the evidence based strategy related to this area of focus. Such initiatives promote higher levels of interaction between faculty, staff, and administration, encourage confidence in budding leaders, and raise the morale across the school.

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

Morale within the school community has been a pervasive issue in years past. Assigning responsibility with the provision of support raises morale and generates "buy-in"

**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.

Devise a list of programs, activities, and initiatives.

**Person Responsible** Camry Floyd (floyd@gcpsmail.com)

Assign faculty and staff members to the programs, activities, and initiatives.

**Person Responsible** Camry Floyd (floyd@gcpsmail.com)

Provide support through the implementation of the programs, activities, and initiatives.

**Person Responsible** Camry Floyd (floyd@gcpsmail.com)

## 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

The Instructional Practice Specifically Relating to Reading/ELA is Small Group Instruction. Small group instruction has served to generate consistent high performance in Kindergarten - 2nd grade on the STAR Early Literacy and STAR Reading Assessments.

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

The Instructional Practices Specifically Relating to Reading/ELA are rooted in the Response to Intervention model for the Gadsden County School District. The ELA data reveals that students are experiencing significant gaps when it comes to foundational reading skills, which cause deficiency in scores on the Statewide reading assessment. Teachers are receiving intensive support and professional development with regard to the provision of ELA intervention.

**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)**

For grades K-2, 60% of all students will demonstrate proficiency on Reading Progress Monitoring Assessments, and 100% of students 1 grade level or more below proficiency will make 25 points of growth on the STAR Reading/Early Literacy Assessment.

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

For grades K-2, 60% of all students will demonstrate proficiency on Reading Progress Monitoring Assessments, and 100% of students 1 grade level or more below proficiency will make 25 points of growth on the STAR Reading/Early Literacy Assessment.

**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.

The school's Areas of Focused will be monitored via the compulsory STAR Reading assessments administered once per quarter.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Floyd, Camry, floydc@gcpsmail.com

**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?

- iReady Teacher Toolbox  
Pre-designed, skill and standards-based lessons

- iReady Teacher Assigned Lessons

Lessons assigned based on the strengths and needs of the students.

- Response to Intervention

Individual support provided to students based on their performance in class, on Progress Monitoring, and other aspects.

**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?

- iReady Teacher Toolbox

The teacher toolbox allows for targeted instruction based on the skills that are weak according to assessment trends.

- iReady Teacher Assigned Lessons

The iReady teacher assigned lessons allow the teachers to ensure that students are able to practice on their grade-level.

- Response to Intervention

The RTI process allows the provision of accommodations, personalization of instruction and the diagnoses of student needs.

**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
<p>Identify students in need of intervention</p> <p>Literacy Leadership - Analyze data, and identify strategies that will be most useful to address the foundational skills that cause limitations in proficiency</p> <p>Literacy Coaching - Aid teachers in planning for targeted instruction after school and during the summer</p> <p>Assessment - Work to disaggregate data from Progress Monitoring assessments in order to identify target students.</p> <p>Professional Learning - Train teachers to analyze data based on assessment, classroom performance, and social/emotional aspects.</p>	<p>Rollinson, Latonya, rollinsonl@gcpsmail.com</p>
<p>Implementation of personalized instructional program.</p> <p>Literacy Leadership Identify proven, research-based curriculum</p> <p>Literacy Coaching Provide examples of fully-planned lessons, and provide curriculum training, walkthroughs, and feedback to support teacher proficiency.</p> <p>Assessment Ensure STAR Reading assessments following each program implementation.</p> <p>Professional Learning Provide Professional Development regarding MTSS and research0based intervention strategies.</p>	

### 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.

Chattahoochee Elementary school addresses a positive school culture and environment through a prescriptive discipline plan, scheduled recognition, and cultural and career exploration. The prescriptive discipline plan ensures fair and consistent measures are taken to correct student behavior (with the integration of social/emotional interventions). Scheduled recognitions ensure that students are aware of their contribution to the school's progress in reaching predetermined goals, and cultural and career exploration encourage the students to discover options outside of the limited norm.

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



The school employees, parents, community members, and students are all stakeholders in the success of Chattahoochee Elementary School. The employees are responsible for reinforcing the core values of the school, and sharing the mission and vision with any interested parties, as well as taking an active role in the programs and initiatives and aiding in the establishment of partnerships. Parents are expected to uphold the school's core values at home and to aid in holding students accountable for the CES expectations. Community members contribute greatly to the success of the school by providing in kind services, partnership opportunities, and programs for exposure.