

Gadsden County Schools

Chattahoochee Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	10
III. Planning for Improvement	14
IV. ATSI, TSI and CSI Resource Review	21
V. Reading Achievement Initiative for Scholastic Excellence	21
VI. Title I Requirements	25
VII. Budget to Support Areas of Focus	27

Chattahoochee Elementary School

335 MAPLE ST, Chattahoochee, FL 32324

www.gadsdenschools.org

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.

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, 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
Floyd, Camry	Principal	<p>The job duties and responsibilities of the principal include:</p> <ul style="list-style-type: none"> - serve as the instructional leader and coach - assign areas of focus to Science/Math and ELA Instructional Coaches - initiate partnerships outside the school confines in the interest of student achievement - develop the schedule for diagnostic assessment and progress monitoring - organize the disaggregation and analysis of schoolwide data
Rollinson, Latonya	Reading Coach	<ul style="list-style-type: none"> - provide ELA coaching/Professional Development to teachers - assist in the development of reading intervention programs - assist in the delivery of reading intervention - assist in the disaggregation/analysis of progress monitoring data related to ELA - assist in the establishment of partnerships related to Science instruction supplementation
Chapman-Thomas, Tylisha	Teacher, K-12	<ul style="list-style-type: none"> - Aid in the delivery of information regarding data to faculty and staff - Lead the implementation of classroom-level programs

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 Advisory Council will be utilized to ensure that community members, parents, staff, students, and other stakeholders have the opportunity to provide input regarding Chattahoochee Elementary's progress.

Quarterly meetings will be held to allow the members of the School Advisory Council to provide their input and to aid in the development of school improvement-related programs

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 monitored with the same frequency as Progress Monitoring Results are published. Adjustments to the plan will be made based on progress toward the target proficiency of 50% for the core subjects at each grade level.

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-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	91%
2022-23 Economically Disadvantaged (FRL) Rate	100%
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)* Black/African American Students (BLK) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: D 2018-19: D

	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	0	0	0	0	0	0	0	0	0	0
One or more suspensions	1	2	1	5	5	8	0	0	0	22
Course failure in English Language Arts (ELA)	2	4	1	2	1	0	0	0	0	10
Course failure in Math	1	4	1	2	1	0	0	0	0	9
Level 1 on statewide ELA assessment	4	3	4	15	12	6	0	0	0	44
Level 1 on statewide Math assessment	1	3	2	15	12	6	0	0	0	39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	3	4	15	12	6	0	0	0	44

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	2	1	2	12	6	0	0	0	24

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	1	2	1	3	0	0	0	0	0	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

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	0	0	0	0	0	1	0	0	0	1
One or more suspensions	0	0	0	1	2	1	0	0	0	4
Course failure in ELA	0	1	5	2	3	1	0	0	0	12
Course failure in Math	0	1	4	2	4	1	0	0	0	12
Level 1 on statewide ELA assessment	0	0	0	0	4	3	0	0	0	7
Level 1 on statewide Math assessment	0	0	0	0	4	1	0	0	0	5
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	4	0	0	0	0	4

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	0	2	4	2	3	1	0	0	0	12

The number of students identified retained:

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

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	3	2	4	1	2	0	0	0	14
One or more suspensions	1	0	0	1	2	1	0	0	0	5
Course failure in ELA	0	1	5	2	3	1	0	0	0	12
Course failure in Math	0	1	4	2	4	1	0	0	0	12
Level 1 on statewide ELA assessment	0	0	0	0	4	3	0	0	0	7
Level 1 on statewide Math assessment	0	0	0	0	4	1	0	0	0	5
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	4	0	0	0	0	4

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	0	2	4	2	3	1	0	0	0	12

The number of students identified retained:

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

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*	22	24	53	40	27	56	35		
ELA Learning Gains				52			64		
ELA Lowest 25th Percentile									
Math Achievement*	31	37	59	43	36	50	59		
Math Learning Gains				44			73		
Math Lowest 25th Percentile									
Science Achievement*	55	26	54	69	32	59	40		
Social Studies Achievement*					54	64			
Middle School Acceleration					62	52			
Graduation Rate					27	50			
College and Career Acceleration						80			
ELP Progress		59	59						

* 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](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	32
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	127
Total Components for the Federal Index	4
Percent Tested	95
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	50
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	248
Total Components for the Federal Index	5
Percent Tested	94
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	11	Yes	3	3
ELL				
AMI				
ASN				
BLK	33	Yes	1	
HSP				
MUL				
PAC				
WHT				

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	33	Yes	1	

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	9	Yes	2	2
ELL				
AMI				
ASN				
BLK	49			
HSP				
MUL				
PAC				
WHT				
FRL	51			

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	22			31			55					
SWD	14			7							2	
ELL												
AMI												
ASN												
BLK	20			36			60				4	
HSP												
MUL												

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												
FRL	23			32			55				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	40	52		43	44		69					
SWD	9			9								
ELL												
AMI												
ASN												
BLK	39	50		43	42		73					
HSP												
MUL												
PAC												
WHT												
FRL	41	52		45	44		75					

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	35	64		59	73		40					
SWD												
ELL												
AMI												
ASN												
BLK	35	64		59	73		40					
HSP												
MUL												
PAC												
WHT												
FRL	33	64		58	73		40					

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	33%	24%	9%	54%	-21%
04	2023 - Spring	24%	26%	-2%	58%	-34%
03	2023 - Spring	14%	31%	-17%	50%	-36%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	24%	45%	-21%	59%	-35%
04	2023 - Spring	38%	24%	14%	61%	-23%
05	2023 - Spring	42%	24%	18%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	50%	15%	35%	51%	-1%

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.

3rd Grade Reading showed the lowest performance, with only 14% of students demonstrating proficiency. The low performance is attributed to the lack of teacher familiarity with the Florida BEST Standards and a continuous coaching cycle was not established.

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

The data component showing the greatest decline from the prior year is 5th Grade Science. This is due to the lack of Nature of Science Based Supplemental Instruction in the 2022-2023 School year.

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.

The data component with the greatest gap compared to the state average is 3rd grade Reading. The state average for 3rd grade reading proficiency was 50%, and the school average was 14%, for a difference of 36%.

The low performance is attributed to the lack of teacher familiarity with the Florida BEST Standards and a continuous coaching cycle was not established.

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

The data component showing the most improvement over the course of the school year was Mathematics. The students scoring Level 1 moved from 90% on PM1 to 53% on PM3. There was no school math coach, however the Professional Learning Community Outline was established to include strategies and regular data analysis on a monthly basis.

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

One major area of concern is the discipline data. Students at almost every grade level have been suspended one or more times, and these discipline-related absences may have contributed to the limited proficiency at PM3.

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

1. Reading Proficiency
2. 5th Grade Science Proficiency
3. Discipline Incidents

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Economically Disadvantaged**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.

The first Area of Focus is Reading Proficiency for Economically Disadvantaged students (which comprise the vast majority of the school's population). This Area of Focus was deemed as a crucial need based upon the low proficiency in grades 3, 4, and 5.

Measurable Outcome:

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

Reading proficiency at all grade levels will be at or above 50%.

Monitoring:

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

This area of focus will be monitored in conjunction with the progress monitoring administration. The expectation is that proficiency rates will increase at each PM interval at rates conducive to reachign 50% by the conclusion of the school year.

Person responsible for monitoring outcome:

Latonya Rollinson (rollinsonl@gcpsmail.com)

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.)

The evidence-based intervention designed for this Area of Focus is the designation of Retired Educators to serve as interventionists, per the District Reading Plan.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

- Retired educators familiarity with students and student performance
- Proximity to communities will lead to higher engagement
- Intervention from certified educators will increase the likelihood of effectiveness

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.

Identification of Willing Retired Educators

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

By When: September 1, 2023

Verification of Retired Educator Credentials

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

By When: September 11, 2023

Development of Contract for Retired Educators

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

By When: September 15, 2023

Conduct Workshop to outline duties, responsibilities, and expected results

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

By When: September 22, 2023

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

The number of suspensions was an additional Area of Focus. Based on the EWS analysis, there were students at most grade levels with 1 or more suspensions. This may have contributed to the limited proficiency at the 3rd, 4th, and 5th grade levels. Improving discipline through the implementation of a system of Positive Behavior Interventions and Supports will likely have a positive impact on student achievement.

Measurable Outcome:

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

100% of students who have been referred to MTSS with regard to behavior will have reduced infractions in the 2023-2024 school year.

Monitoring:

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

This area of focus will be monitored weekly and monthly. Weekly progress reports will be taken at the class level, and monthly progress reports will be taken at the school level.

Person responsible for monitoring outcome:

Camry Floyd (floydc@gcpsmail.com)

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.)

CES has developed a school-wide PBIS system that utilizes a uniform monitoring and communication tool (Class Dojo). Students will be monitored on a point system, and earned points will afford the opportunity for student-selected incentives weekly at the classroom level and monthly at the school level.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

CES has utilized uniform behavior documentation in the past, and 100% of teachers participated and documented appropriately. This PBIS strategy will be implemented in an effort to cultivate more positive interactions and to incentive positive behavior.

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.

Development of a Protocol for Point System and Monitoring

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

By When: August 3, 2023

Faculty Class Dojo account creation

Person Responsible: Tylisa Chapman-Thomas (chapmaththomast@gcpsmail.com)

By When: August 10, 2023

Invitations sent to Parents and Guardians to Join Class Dojo

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

By When: August 18, 2023

#3. ESSA Subgroup specifically relating to Economically Disadvantaged**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.

5th Grade Science Proficiency is another area of of focus, identified as such due to the decline in proficiency from 75% in the 2021-2022 school year to 50% in the 2022-2023 school year.

Measurable Outcome:

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

The 5th grade Science Proficiency will increase to 60% in the 2023-2024 school year.

Monitoring:

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

Following instruction on each annually assessed science standard, students will complete a standardized assessment related to the standard.

Person responsible for monitoring outcome:

Camry Floyd (floydc@gcpsmail.com)

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.)

An expert in Science who delivers STEM support for the county via the library system will deliver standards-based science lessons, complete with laboratory experience to reinforce the Nature of Science Strand, where students have historically performed lowest.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In years prior, students received laboratory supplemented, standards-based intervention. This resulted in higher-than-average performance each year.

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.

Identify Science/Education expert.

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

By When: 08/11/2023

Establish contract/means of payment

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

By When: 09/01/2023

Establish Pacing/Assessment Guides

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

By When: 09/01/2023

Identify Science/Education expert.

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

By When: 08/11/2023

Establish contract/means of payment

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

By When: 09/01/2023

Establish Pacing/Assessment Guides

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

By When: 09/01/2023

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

All decisions regarding the allocation of funds are data-based.
ELA and Math data are the focal points of the school improvement budget.

Behavior and attendance data was used to determine the necessity of the implementation of PBIS.

The FLDOE requirements regarding Social Emotional Learning drove the focus of the before school program and partnerships with counseling agencies.

Once the areas of need are identified, the supplemental paid programs most aligned with the needs of the school are identified, and plans are written in conjunction with partners and stakeholders to reach the schoolwide goals.

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

Fall Star Early Literacy data indicate 34% of the students scored below proficiency in ELA. The school has established a schedule that allows for 90 minutes of uninterrupted instruction for ELA each day. During the ELA block, students received differentiated instruction that is individualized based on their performance data. Instruction is focused on foundational reading skills and fluency, using supplemental materials from the approved reading series. To monitor student progress, Amira is being implemented. We are promoting reading through the use of Accelerated Reader.

We have implemented a Beyond the School Day program. Participants are placed on an individualized instructional plan. The focus skills include areas identified during progress monitoring. Skills are ranked to ensure that support is provided in the areas of greatest need.

The school continues to utilize Magnetic Reading Toolkit, the Ready Toolkit and the district-adopted reading series.

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

State performance data in PM 1 indicated 58% of the students scored below proficiency in ELA. We have experienced a 13 point decrease in the percent of students scoring below proficiency from PM 1 to PM 2. The school has established a schedule that allows for 90 minutes of uninterrupted instruction for ELA each day. During the ELA block, students received differentiated instruction that is individualized based on their performance data. Instruction is focused on vocabulary, fluency, and comprehension, using supplemental materials from Magnetic Reading Toolkit, the Ready Toolkit and the district-adopted reading series. To monitor student progress, Amira is being implemented. We are promoting reading through the use of Accelerated Reader.

We have implemented a Beyond the School Day program. Participants are placed on an individualized instructional plan. The focus skills include areas identified during progress monitoring. Skills are ranked to ensure that support is provided in the areas of greatest need.

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

Through the use of the the district-approved supplemental resources, 60% of the students will perform at or above proficiency.

Grades 3-5 Measurable Outcomes

Grade 3 data from 2022-2023 indicate that 86% of the students scored below proficiency; grade 4 data indicate that 80% of the students scored below proficiency. These students are our current grade 4 and grade 5 population. Our current goals for the 2023-2024 school year include: Grade 3 - 55% of the students scoring at proficiency; Grade 4 - 55% of the students scoring at proficiency and Grade 5 - 55% of the students scoring at proficiency,

Monthly data chats are held with each grade level to monitor progress and plan instructional interventions to ensure that instruction meets the needs of the students. The state's progress monitoring data will serve as formative data to drive instruction.

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.

The school's Area(s) of Focus will be monitored through data chats, PLCs, classroom learning walks, classroom observations, and progress monitoring data (FAST PM). Discussions during PLCs and data chats will include data disaggregation and alignment of curriculum and instruction. Classroom learning walks and observations will provide the evidence that instructional plans are being implemented. The progress monitoring data (FAST PM) will school/district progress monitoring data will inform decisions regarding students' need for both intervention and enrichment.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Floyd, Camry, floydc@gcpsmail.com

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?

FAST ELA PM 1 data will be used as the baseline to determine students' needs. Additional assessment data (PM 1, STAR, i-Ready) will be used to identify students' most significant deficit. Data triangulation will be used for grouping students.

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?

The resources selected to supplement instruction are all aligned with the Science of Reading.

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
Professional learning is an area of focus for the 2023-2024 school year. The district has established a calendar that provides support to ensure the fidelity of implementation of district-adopted resources. Sessions are ongoing.	Weeks, Kameelah, weeksk@gcpsmail.com
Assessment: Progress monitoring/assessment is a priority to ensure that students' deficiencies are addressed. The progress monitoring data will inform instruction and will be essential to the development of all instruction.	Floyd, Camry, floydc@gcpsmail.com
Literacy Micro-Credentialing Teachers are required to complete literacy courses in the interest of enhancing knowledge of the BEST Standards as well as sharpening skills related to Literacy Best Practices.	Rollinson, Latonya, rollinsonl@gcpsmail.com

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

The School Improvement Plan and Schoolwide Program Plan will be disseminated via the following means:

- Open House general Parent Meeting
- Reviewed for Input at Quarterly School Advisory Council Meetings
- Reviewed at 3rd Quarter Assessment Parent Meeting
- Posted on School Website
- Made Accessible in Parent Resource Center

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The FEP will be posted on the school's website
<https://ces.gadsdenschools.org/>

- Invitations to quarterly parent meetings
- weekly updates via the ClassDojo application (used schoolwide)
- monthly parent newsletters sent via hard copy, posted on the school's Facebook (www.facebook.com/TheChatt850), and send via Remind message
- community stakeholder appreciation posted to the school's Facebook page

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

- A Before-School program has been established that divides students into groups and makes teachers responsible for the delivery of SEL-based lessons.

- Homeroom time is not simply utilized for administrative tasks such as attendance, but it is made meaningful through the implementation of the Accelerated Reader Program.

- Students have designated enrichment and acceleration that occurs at the start of the school day, allowing everyone to work to improve their performance level in homogeneous groups, regardless of grade level assignment.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan takes into account the following supplemental programs:

- CES STAR Academy (extended day and summer) - This program is funded through ESSER, and targets students performing just below proficiency

- CCYS SNAP - This program highlights Social-Emotional responses, and is delivered by Capital City Youth Services

- Joe Budd - This environmental conservatory provides regular outreach that strengthens Science content knowledge and background

- CES Before-School program - This program is funded through ESSER and provides grade-level specific instruction based on a prescribed curriculum

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

CES partners with local community agencies to provide counseling and mental health services. These organizations offer support on an episodic basis and volunteers are available to support the school's goals.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

CES hosts an annual career day event with minority presenters from a variety of presenters.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

CES has a uniform system of documenting behavior issues in addition to a PBIS plan that includes weekly and monthly incentives for positive behavior. Students who demonstrate problem behaviors are addressed via the prescriptive discipline plan, which has a referral for counseling as a component.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

- Monthly Professional Learning Community meetings focused on Reading and Mathematics
- Participation in local recruitment fairs to attract teachers in critical fields

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Each year, prekindergarten students participate in a "step-up" day, where they experience time in a kindergarten classroom and parents gain valuable information about the expectations of kindergarten.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Economically Disadvantaged				\$56,160.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0151 - Chattahoochee Elementary Schl	Other		\$19,040.00
			<i>Notes: 4 Retired Educators will be retained for 4 hours per week at a rate of \$35 per hour. These educators will be placed in 2nd, 3rd, and 4th grade classrooms to support reading instruction.</i>			
			0151 - Chattahoochee Elementary Schl	Other		\$21,120.00
			<i>Notes: K-2 Supplemental Extended Day Program 3-5 Supplemental Extended Day Program 8 Weeks, 4 Days/Week Teachers - 4 @ \$35/hr Paras - 4 @ \$20/hr Receptionist - 2 @ \$20/hr Custodian - 2 @ \$15/hr Guardian - 2 @ \$20/hr</i>			
			0151 - Chattahoochee Elementary Schl			\$16,000.00
			<i>Notes: K-2 Supplemental Summer Program 3-5 Supplemental Summer Program 4 Weeks, 4 Days/Week Teachers - 4 @ \$35/hr Paras - 2 @ \$20/hr Guardian - 1 @ \$20/hr</i>			
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$33,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			0151 - Chattahoochee Elementary Schl			\$22,400.00

		<i>Notes: Before School Program The CES Before School program will provide SEL Instruction to promote positive decision-making 4 Teachers @ \$25/hr (160 hours) 2 Paras @ \$20/hr (160 hours)</i>			
		0151 - Chattahoochee Elementary Schl			\$7,000.00
		<i>Notes: PBIS \$3000 to purchase incentives for the PBIS System \$4000 to provide PBIS experiences for eligible students</i>			
		0151 - Chattahoochee Elementary Schl			\$4,000.00
		<i>Notes: School Safety Students will take ownership of the school culture, climate, and environment by participating in safety programs. This allocation will be used to purchase materials to make the students identifiable.</i>			
3	III.B.	Area of Focus: ESSA Subgroup: Economically Disadvantaged			\$6,500.00
	Function	Object	Budget Focus	Funding Source	FTE
			0151 - Chattahoochee Elementary Schl		
		<i>Notes: Nature of Science Supplement A Science expert will dedicate 3 hours per week for 30 weeks to assist with 5th grade Science instruction This will cover planning, preparation, and lesson delivery.</i>			
		0151 - Chattahoochee Elementary Schl			\$2,000.00
		<i>Notes: \$2000 will be allocated to the purchase of materials to support Wet Labs for Science Instruction.</i>			
Total:					\$96,060.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No