CHATTAHOOCHEE ELEMENTARY SCHL

2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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 authentic learning experiences and are well prepared for their journey to middle school and beyond.

Provide the school's vision statement

Chattahoochee Elementary School envisions a supportive and inclusive community where every student is inspired to grow academically, develop strong character, and prepare for a successful future as a lifelong learner and responsible citizen.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Zola Akins

outleyz@gcpsmail.com

Position Title
Principal

Job Duties and Responsibilities

The job of the principal is to oversee the daily operations of the school and to ensure a safe learning environment for all educators and scholars. It is also the responsibility of the principal to ensure that students experience equity and equality within the learning environment. The principal is responsible for setting the academic tone of the school and helping teachers to maintain best practices so that all students are successful. The principal helps to maintain school activities that contribute to a healthy

learning environment as well as positive school culture. The principal must also maintain healthy and positive relationships with all stakeholders.

Leadership Team Member #2

Employee's Name
Sallie Murphy

murphys@gcpsmail.com

Position Title
Assistant Principal

Job Duties and Responsibilities

The duties of the Assistant Principal include supporting the endeavors of the school's principal. Assist with monitoring the daily activities of the school and teacher observations to ensure that best practices are being followed within the school. The Assistant Principal is responsible for assisting with building the culture and climate of the school for staff and students. The assistant principal is responsible for monitoring curriculum and making sure students have positive outcomes in the classroom. It is also the responsibility of the assistant principal to assist with maintaining a safe and healthy school environment.

Leadership Team Member #3

Employee's Name
Carolyn Francis

francisc@gcpsmail.com

Position Title
Instructional Coach-ELA

Job Duties and Responsibilities

The job duties and responsibilities of the instructional coach include developing, implementing and maintaining ELA curriculum and standards, analyzing data to assist with driving instruction, and assist teachers with data analysis. In addition, the instructional coach is responsible for modeling and monitoring instruction, goal setting with teachers to assist with student's academic achievement and conducting PLC meetings to help monitor curriculum and learning within the school environment.

Leadership Team Member #4

Employee's Name
Erica Green

greene@gcpsmail.com

Position Title
Lead Teacher(Primary)

Job Duties and Responsibilities

Manage curriculum and instruction for the primary grade teachers. Review and analyze data to identify trends in early learning standards. Mentor and maintain healthy relationships with team members to assist with building and maintaining a positive school culture. In addition, assist with shared decision making when it comes to school activities and maintain positive relationships with all stakeholders.

Leadership Team Member #5

Employee's Name
Ruth Hinson

hinsonr@gcpsmail.com

Position Title
Lead Teacher-Primary

Job Duties and Responsibilities

Manage curriculum and instruction for the primary grade teachers. Review and analyze data to identify trends in early learning standards. Mentor and maintain healthy relationships with team members to assist with building and maintaining a positive school culture. In addition, assist with shared decision making when it comes to school activities and maintain positive relationships with all stakeholders.

Leadership Team Member #6

Employee's Name
Portia LaCount

lacountp@gcpsmail.com

Position Title
Lead Teacher (Special Area & Support Staff)

Job Duties and Responsibilities

Manage curriculum and instruction for the primary grade teachers. Review and analyze data to identify trends in early learning standards. Mentor and maintain healthy relationships with team members to assist with building and maintaining a positive school culture. In addition, assist with shared decision making when it comes to school activities and maintain positive relationships with all stakeholders. The duties also include assisting with special area and planning of special activities for all students.

Leadership Team Member #7

Employee's Name
Sophia Grandison

grandisons@gcpsmail.com

Position Title
Guidance Counselor

Job Duties and Responsibilities

Job responsibilities include assisting teachers with student initiatives and maintaining the well-being of all students. In addition, analyzing Early Warning Systems and provide support to teachers, students, and parents of identified students.

Leadership Team Member #8

Employee's Name
Mellany Wiggins

Wigginsm@gcpsmail.com

Position Title
Math and Science Instructional Coach

Job Duties and Responsibilities

Weekly monitoring of math instruction for grades K-5.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2).

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

When creating the School Improvement Plan, stakeholder involvement is critical. The process for stakeholder involvement at CES includes but is not limited to faculty meetings with staff, pre-planning events with staff, surveys (parents, students, and teachers), data review/analysis, and community meetings that involve all stakeholders. Input from all of these entities were gathered and reviewed to assist with development of the SIP. These entities were utilized to gather data and analyze trends that would help to identify strengths, weaknesses, areas of growth, and barriers that need to be

addressed within the School Improvement Plan.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

Monitoring of the SIP for its effectiveness and impact on increasing student achievement will begin with the school's leadership team. The team will follow a step-by-step process to ensure that the school is meeting targets and achieving goals that were set within the SIP. In addition, monitoring will take place at the beginning of the year, mid-year, and at the end of the school year. A review process will be used to monitor progress of the school and possible changes that need to be made.

C. Demographic Data

2025-26 STATUS
(PER MSID FILE)

ACTIVE

SCHOOL TYPE AND GRADES SERVED
(PER MSID FILE)

ELEMENTARY
PK-5

PRIMARY SERVICE TYPE
(PER MSID FILE)

K-12 GENERAL EDUCATION

2024-25 TITLE I SCHOOL STATUS

YES

2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE

100.0%

CHARTER SCHOOL

NO

RAISE SCHOOL

YES

2024-25 ESSA IDENTIFICATION
*UPDATED AS OF 1

CSI

ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)

2024-25 ESSA SUBGROUPS REPRESENTED
(SUBGROUPS WITH 10 OR MORE STUDENTS)
(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE
IDENTIFIED WITH AN ASTERISK)

BLACK/AFRICAN AMERICAN STUDENTS (BLK)*
ECONOMICALLY DISADVANTAGED STUDENTS (FRL)*

SCHOOL GRADES HISTORY
2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.

2024-25: D
2023-24: D
2022-23: C
2021-22: C
2020-21: B

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	25	27	30	26	14	20				142
Absent 10% or more school days	13	7	9	3	1	5				38
One or more suspensions	1	0	0	6	2	4				13
Course failure in English Language Arts (ELA)	0	3	4	4	1	0				12
Course failure in Math	0	3	4	1	1	0				9
Level 1 on statewide ELA assessment	5	8	10	8	9	9				49
Level 1 on statewide Math assessment	7	6	16	4	8	8				49
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	14	12	11	19						56
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0					0

Current Year 2025-26

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	11	7	11	9	4	4				46

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	3	5	1	1	0	0				10
Students retained two or more times	0	0	0	1	0	1				2

Prior Year (2024-25) As Last 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 school days	5	15	13	9	5	8				55
One or more suspensions	1	2	1	5	5	8				22
Course failure in English Language Arts (ELA)	2	4	1	2	1					10
Course failure in Math	1	4	1	2	1					9
Level 1 on statewide ELA assessment	4	3	4	15	12	6				44
Level 1 on statewide Math assessment	1	3	2	15	12	6				39
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	3	4	15						26
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	3	4	15						26

Prior Year (2024-25) As Last Reported (pre-populated)

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	1	2	1	2	12	6				24

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2	1	3						7
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

> Data for 2024-25 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	25	33	59	28	30	57	22	24	53
Grade 3 ELA Achievement	35	35	59	25	36	58	19	29	53
ELA Learning Gains	36	47	60	56	52	60			
ELA Lowest 25th Percentile		63	56		64	57			
Math Achievement*	42	42	64	30	39	62	31	37	59
Math Learning Gains	50	51	63	38	57	62			
Math Lowest 25th Percentile		55	51		63	52			
Science Achievement	10	23	58	13	8	57	55	26	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)		55	63		52	61		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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI

ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	33%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	198
Total Components for the FPPI	6
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY

2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
33%	32%	32%	50%	54%		37%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Black/African American Students	31%	Yes	3	2
Economically Disadvantaged Students	32%	Yes	3	

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	25%	35%	36%		42%	50%		10%					
Black/African American Students	21%	33%	35%		41%	50%		5%					
Economically Disadvantaged Students	23%	30%	34%		43%	51%		11%					

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	28%	25%	56%		30%	38%		13%					
Students With Disabilities	10%				0%								
Black/African American Students	27%	23%	57%		27%	40%		8%					
Economically Disadvantaged Students	29%	25%	59%		31%	38%		14%					

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 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%	19%			31%			55%					
Students With Disabilities	14%				7%								
Black/African American Students	20%	17%			36%			60%					
Economically Disadvantaged Students	23%	20%			32%			55%					

E. 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.

2024-25 SPRING

SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	33%	38%	-5%	57%	-24%
ELA	4	14%	36%	-22%	56%	-42%
ELA	5	16%	36%	-20%	56%	-40%
Math	3	63%	48%	15%	63%	0%
Math	4	14%	44%	-30%	62%	-48%
Math	5	26%	35%	-9%	57%	-31%
Science	5	5%	25%	-20%	55%	-50%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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. 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. A thorough skill review revealed skills that were covered and those that needed to be covered. In addition, I was able to hire a highly qualified Math instructor for grades 3-5.

Lowest Performance

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

The data shows that reading was the lowest performance areas for grades 3-5. There has been a sharp decline in the reading scores with the school only showing a 28% proficiency rate for grades 3-5. The state achievement level is at a 57%. Reading achievement for 2024-2025 was 25% and 36% in learning gains. Both of these percentages are down for this year showing a decrease in ELA achievement for grades 3-5 and a decrease in learning gains. Contributing factors include students who are already experiencing challenges in reading proficiency and have inconsistent attendance. In addition, because of turnover, the school only had one teacher who was reading endorsed for grades 3-5.

Greatest Decline

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

The data component that showed the greatest decline from the prior year was Science. In 2022, Science achievement was 69%. There was a two-year decline in science achievement which includes 55% proficiency in 2023 , 13% proficiency in 2024 and 10% in 2025. Contributing factors include the transition of teachers within the grade levels to assist with covering personnel who left, lack of consistent science materials to assist with student performance, and the use of instructional materials that were different than those previously used.

Greatest Gap

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 greatest gap when compared to the state average is Science. There has been a huge decline in science achievement since 2023. The transition in staff, loss of science coach, and inconsistent instructional materials has contributed to the increased gap in science performance. The state average was 58% and CES science data was a 10%

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

Attendance was a significant concern, with issues including frequent late arrivals and early departures, which impacted students' availability for instruction. In addition, students with two or more indicators were also a great concern at Chattahoochee Elementary School.

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

1. ELA Proficiency
2. Science Proficiency
3. Math Proficiency
4. Attendance

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math, Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Math- Mathematics is an area of need due to a decline in proficiency levels over the past three school terms. In the 2022 school year, proficiency for grades 3-5 was 43%, which decreased to 31% in 2023 and further to 30% in 2024.   For the 2024-2025 school year math proficiency of grade levels 3-5 is 42% which is a 3% increase and still significantly below the state's proficiency (64%) and the same as the district's proficiency (42%).

Science- Science is also an area of significant concern due to a sustained decline in proficiency over the past three years. In the 2022 school year, 69% of students demonstrated proficiency. This figure decreased to 55% in 2023 and fell dramatically to only 13% in 2024. For the 2024-2025 school year science declined to 10%.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Math: 42% of the students in grades 3-5 scored proficiency based on FAST for 2024-2025. By the end of the school year, we will increase the number of students in grades 3-5 scoring at proficiency by 18%. The goal for 2025-2026 for math will be 60%.

Science: Only 10% of the students in 5th grade scored proficient. By the end of the school year, we will increase the number of students scoring proficiency on grade 5 science by 50% The goal for the 2025-2026 school year for science will be 60%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Lesson plans, PM 1 and PM 2 data for reading and math, and weekly assessments for math, and

science will be closely monitored, along with regular data reviews to track the progress of all students. Ongoing progress monitoring will enable timely interventions in areas of need and provide opportunities for enrichment in areas of strength. Data discussions with teachers will take place weekly during PLC meetings—focused on reading on Wednesdays, and math and science on Thursdays. The instructional coach will lead these PLCs. Additionally, student data chats will be conducted weekly by teachers within the classroom, where individual students' performance on weekly assessments, progress on state assessments (PM1), and i-Ready growth will be reviewed. Teachers will guide students in understanding their current progress and identifying areas for improvement. Furthermore, classroom walk-throughs and observations will be conducted to support and enhance the progress monitoring process.

Person responsible for monitoring outcome
Zola Akins, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
Description of Intervention #1: Evidence based intervention include weekly PLCs for teachers to make sure benchmarks drive instruction and are aligned to the learning standards for students. This will ensure that students are successful on school, district, and state assessments. PLCs will help teachers to analyze data which will then assist with creating best practices that will have a direct impact upon student learning. Small group instruction, differentiation, and enrichment will be major focuses during PLCs to help teachers with learning targets and ensure that students are meeting those learning targets.

Rationale:
Collaborative planning will assist teachers with best practices and to establish a way of work that will benefit the students with academic success. When teachers are aware of the benchmarks and allow them to drive instruction, learning targets are tailored to students' needs. This method is helpful for both teachers and students. Teachers develop a way of work to help guide their instruction while implementing best practices that will lead students to success on targeted benchmarks.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Description of Intervention #2:
Description of Intervention #2: In the area of UFLI and other supplemental materials, we will utilize a variety of evidence-based resources designed to enhance student learning and support targeted skill development. UFLI a peer-assisted learning strategy, will be implemented to foster cooperative learning, peer tutoring, and early literacy skills. Research on has UFLI has demonstrated significant gains in students' reading fluency and comprehension, particularly in early childhood settings. Studies have shown that peer assisted learning helps to reinforce key concepts, boost student confidence,

and promote collaborative problem-solving.

Rationale:
Early learning provides students with a strong foundation in each subject area. In addition, remediation and acceleration will help with closing the reading achievement gap. Additionally, supplemental materials such as i-Ready and teacher-created resources will be used to further personalize instruction based on individual student needs. I-Ready, an adaptive assessment tool, provides targeted interventions based on real-time data, and its efficacy is supported by research indicating improved student outcomes in both reading and math. These resources will be strategically integrated to complement core curriculum, providing a comprehensive approach to skill reinforcement and academic growth.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
Yes

Action Steps to Implement:
Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Instructional Leadership Team

Person Monitoring:	**By When/Frequency:**
Zola Akins	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
This team will assist with progress monitoring, data review. professional development and provide additional support to teachers with curriculum.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Student engagement includes students being able to interact with the learning environment and have positive experiences inside and outside of the classroom.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Measurable outcomes that will be utilized for student engagement will include monitoring students

who have academic achievements (honor roll, perfect attendance, accelerated reader, and other programs that students have positive experiences within.

By May 2026, at least 75% of students participating in standards-aligned field trips will demonstrate mastery (70% or higher) on related classroom performance tasks or assessments, as measured by teacher-created rubrics and grade-level common assessments.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitoring will be by the Principal and Assistant Principal. In addition, we will utilize our school's guidance counselor and social worker to assist with monitoring.

Person responsible for monitoring outcome

Zola Akins

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Class dojo will be utilized, Accelerated Reader, FOCUS (monitoring grades and attendance), teacher reports and observations will also be used for evidence based interventions.

Rationale:

The rationale for this area of focus includes assisting with establishing and maintaining a positive learning environment for the students at Chattahoochee Elementary School.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Description of Intervention #2:

Using field trips integrated with lesson plans to increase relevance, background knowledge, and connections to real-world applications of standards.

Rationale:

Rationale: Field trips are one of several strategies that build relevance and engagement with grade-level content, especially when paired with explicit connections to benchmarks. Evidence Base: ESSA recognizes student engagement interventions, when tied to instructional standards, as evidence-based practices that support improved outcomes.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

Yes

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
Student Engagement in the learning environment.

Person Monitoring:
Zola Akins

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

This action step will help to monitor the impact upon our students' and the positive outcomes that come with their engagement in the learning environment. In addition, it will assist with monitoring the academic achievements of the students and allow a reward system for students.

Action Step #2
Plan and implement field trips that are directly aligned to grade-level standards and lesson objectives in core content areas (ELA, Math, Science, Social Studies). Teachers will integrate pre-trip and post-trip instructional activities (e.g., background knowledge building, guided reflection, performance tasks) into lesson plans to strengthen connections between classroom instruction and real-world applications.

Person Monitoring:
Zola Akins

By When/Frequency:
Ongoing

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Lesson plans will document alignment of field trips to standards and include related pre- and post-learning activities. Evidence of student engagement and learning outcomes will be monitored through classroom walkthroughs, student work samples, and teacher reflection logs.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ELA-ELA is a crucial area of need because reading proficiency of grade levels 3-5 have declined from the previous school year shows that ELA proficiency is 22% which is significantly below the state's proficiency (53%) and 2% lower than the district's proficiency (24%.). For the 2024-2025 school year reading proficiency of grade levels 3-5 is 25% which is a 3% increase and still significantly below the state's proficiency (59%) and 8% lower than the district's proficiency (33%).

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

Instructional practices used in K-2 will include the UFLI as a supplement to the core curriculum to address deficits in phonics and phonemic awareness.

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

Teachers will implement standards-based instruction during the ELA block and will utilize Magnetic (iReady) as a supplement to the core curriculum, and differentiated instructional strategies during small group instruction and grade level intervention block. Varsity Tutors is also utilized during the intervention block.

Grades K-2: Measurable Outcome(s)

Kindergarten - Achievement will increase from 5% to 45%

1st grade - Achievement will increase from 19% to 50%

2nd grade - Achievement will increase from 41% to 55%

Grades 3-5: Measurable Outcome(s)

Achievement will increase from 25% to 50% as evidenced by FAST ELA.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

- Weekly ELA assessments from core curriculum and UFLI for intervention
- STAR literacy progress monitoring
- Collaborative planning for benchmark-aligned instruction and tasks.
- Conduct walkthroughs to assess current instructional practices using a consistent look-for tool aligned with benchmarks.

Person responsible for monitoring outcome

Zola Akins

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Implementation of UFLI

Rationale:

Build foundational skills, comprehension and fluency in lower grades

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1
UFLI training for teachers

Person Monitoring:	**By When/Frequency:**
Zola Akins	August

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The principal will monitor the implementation of UFLI with fidelity and monitor student progress on a weekly basis.

Action Step #2
Implementation of Magnetic with fidelity (grades 3-5)

Person Monitoring:	**By When/Frequency:**
Zola Akins	weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The principal will monitor the implementation of Magnetic with fidelity and monitor student progress on a weekly basis.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Our area of focus is PBIS so that we can improve behavior schoolwide. Improving discipline allows us to maintain a positive and productive learning environment. Students are able to demonstrate positive behavior and receive incentives while being a good citizen within the school.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

90% of the students will show improvement in behavior and reduce the number of infractions that will cause interruptions and out-of-school suspensions. This need for improvement was identified from the EWS in FOCUS and the number of out-of-school suspensions during the school year

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area will be monitored weekly (through class dojo) and monthly with the use of the PBIS store on campus. 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. The progress of the goal will be communicated monthly by teachers stating the points the student have earned. In addition, Weekly and monthly progress reports will be sent to parents. Expectations are posted in the classrooms, on class dojo, and will be posted around the school's campus as a reminder for students

Person responsible for monitoring outcome
Zola Akins

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:
CES has developed a school wide PBIS system for monitoring (Class Dojo). Students will be monitored on a point system. They could earn incentives in the classroom weekly and within the school monthly.

Rationale:
A school wide behavior system will help with behavior and other EWS that may have an effect on the academics of the students at CES.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Area of Focus #2

Area of Focus Description and Rationale
Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

No Answer Entered

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

No Answer Entered

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

No Answer Entered

Person responsible for monitoring outcome

Evidence-based Intervention:
Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).
Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:
Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Person Monitoring: **By When/Frequency:**

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSIor CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6).

Process to Review the Use of Resources
Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Step 1: The Academic Services Department will convene school leadership teams to conduct coherence mapping for core subject areas.

Step 2: The school leadership team, led by the principal, will review all relevant student and school data for all subgroups to determine needs and priorities.

Step 3: Principal will coordinate with the office of Academic Services to discuss and verify the school improvement funding allocation and guidelines for the 2024-2025 school year.

Step 4: The School Leadership team in collaboration with all relevant stakeholders, i.e. faculty/staff, parents, students, community, etc. will develop an action plan and schedule of activities/interventions to address the areas of need.

Step 5: SIP/Schedule of interventions and activities will be implemented and monitored to assess the effectiveness of interventions/services and make modifications as needed based on data.

Specifics to Address the Need
Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Resource 1. Amira: The evidence-based resource will be used to build critical foundational reading skills. The resource will be used daily beginning August 2024 - May 2025.

Resource 2. Accelerated Reader: The resource will be used to allow students practice to improve fluency, vocabulary and comprehension. The resource will be used daily beginning August 2024 May 2025.

Resource 3. i-Ready and printed resource (Ready): The resources will be used to provide both remediation and acceleration to address areas of deficiency in ELA and Math. The resource will be used daily August 2024 - May 2025.

Resource 4: HMH Into Reading: The differentiation sections of the core reading curriculum will be

used through both small group instruction to ensure specific needs are addresses. August 2024 - May 2025.

Resource 5: Study Island: This resource will be utilized for additional exposure to science concepts that students needed to be successful on the Science assessment.

Resource 5: UFLI: This resource will be used to help students in grades K-2 with building critical foundational skills that are needed to become successful readers. This resource will be used beginning August 2025-May 2026.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	**No**

BUDGET

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
School Areas of Focus	Instructional Practice - Math - Science	6300/130	UNISIG	1.0	52,657.00
Salary for Science Instructional Coach for 2025-2026 School Year.					
School Areas of Focus	Instructional Practice - Math - Science	5100/120/	UNISIG	0.0	3,012.00
Retirement for after school teachers ($39,375 x 7.65%)					
School Areas of Focus	Instructional Practice - Math - Science	5100/120/	UNISIG	0.0	4,622.00
FICA for teachers providing academics to students in the afterschool program.					
School Areas of Focus	Instructional Practice - Math - Science	6300/240	UNISIG	0.0	595.00
Worker's Compensation					
School Areas of Focus	Instructional Practice - Math - Science	6300/220	UNISIG	0.0	4,028.26
FICA					
School Areas of Focus	Instructional Practice - Math - Science	6300/110	UNISIG	1.0	63,840.00
Assistant Principal					
School Areas of Focus	Instructional Practice - Math - Science	6300/240	UNISIG	0.0	710.00
Worker's Compensation					
School Areas of Focus	Instructional Practice - Math - Science	6300/210	UNISIG	0.0	7,145.55
Employee Retirement					
School Areas of Focus	Instructional Practice - Math - Science	6300/220	UNISIG	0.0	4,807.26
FICA					
School Areas of Focus	Instructional Practice - Math - Science	6300/230	UNISIG	0.0	5,000.00
Health Insurance					
School Areas of Focus	Instructional Practice - Math - Science	7900/460	UNISIG	0.0	1,500.00
Fuel for transportation for after school programs provided for academic support. Actual fuel cost will depend on cost of fuel. Sessions will be held Tuesday through Thursday each week.					
School Areas of Focus	Instructional Practice - Math -	6300/230	UNISIG	0.0	5,000.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Group Insurance	Science	5100/240	UNISIG	0.0	556.79
School Areas of Focus *Worker's Compensation*	Instructional Practice - Math - Science	6300/210	UNISIG	0.0	8,527.38
School Areas of Focus *Employee Retirement*	Instructional Practice - Math - Science	5100/311/	UNISIG	0.0	7,875.00
School Areas of Focus *Contractual Services for 1 Retired Educator $35 per hour/ 3 hours a day (75 days X $35 hr).*	Instructional Practice - Math - Science	5100/120/	UNISIG	0.0	2,698.76
School Areas of Focus *Consultant to provide professional development to parents focused on supporting students academically (ELA, math, science and social studies) through at-home activities (1 consultant x $3500)*	Instructional Practice - Math -	7800/160	UNISIG	0.0	7,500.00
School Areas of Focus *Salaries for drivers for after school instructional support. (After school 2 dr x 2.5 hours/ day x 100 days x $15/hr = $7,500)*	Instructional Practice - Math -	5900/128/	UNISIG	0.0	39,375.00
School Areas of Focus *After School Program/Science Academy Salaries for after school instructional support (After school 5 teachers x 2.5 hours/day x 90 days x $35/hr = $39,375)*	Instructional Practice - Math - Science				
Total	**School Areas of Focus**				**219,450.00**
Plan Budget Total					**219,450.00**