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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 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)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Chattahoochee Elementary School is committed to ensuring 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.

B. School Leadership Team

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

Position Title

Principal

Job Duties and Responsibilities

Oversee the day to day operations of the school. To ensure that there is a safe learning environment for all educators and all scholars. It is also the responsibility of the principal to ensure that students experience equity and equality within the school environment. To manage school activities and support personnel so that school outcomes are positive. To develop, implement, and maintain curriculum standards. Maintain healthy and positive relationships with all stakeholders.

Leadership Team Member #2

Employee's Name

Carolyn Francis

Position Title

Instructional Coach- ELA

Job Duties and Responsibilities

To develop, implement, and maintain ELA curriculum and standards. Assist teachers with pedagogy and model instruction for teachers. Analyze data to drive instruction. Goal setting for school and teachers to assist with student achievement.

Leadership Team Member #3

Employee's Name

Tylisa Chapman-Thomas

Position Title

Lead Teacher (Secondary)

Job Duties and Responsibilities

Manage curriculum and instruction. Review and analyze student data. Mentor and maintain healthy relationships with peers to assist with positive school culture and climate. Assist with shared decision making when it comes to school activities.

Leadership Team Member #4

Employee's Name

Erica Green

Position Title

Lead Teacher (Primary)

Job Duties and Responsibilities

Manage curriculum and instruction. Review and analyze student data. Mentor and maintain healthy relationships with peers to assist with positive school culture and climate. Assist with shared decision making when it comes to school activities.

Leadership Team Member #5

Employee's Name

Ruth Hinson

Position Title

Lead Teacher(Pre-K/Primary)

Job Duties and Responsibilities

Manage curriculum and instruction. Review and analyze student data. Mentor and maintain healthy relationships with peers to assist with positive school culture and climate. Assist with shared decision

making when it comes to school activities.

Leadership Team Member #6

Employee's Name

Portia LaCount

Position Title

Lead Teacher (Special Area and Support Staff)

Job Duties and Responsibilities

Manage curriculum and instruction. Review and analyze student data. Mentor and maintain healthy relationships with peers to assist with positive school culture and climate. Assist with shared decision making when it comes to school activities. Assist with special area and planning of special activities for students.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

The process for stakeholder involvement in creating the school improvement plan includes but is not limited to faculty meetings, surveys (students, parents, and teachers), data reviews/analysis, and community meetings. The input from all these entries were reviewed to assist with the development of the school improvement. These mediums were used to gather data that would assist with reviewing the strengths and weaknesses, areas of growth, and barriers that should be addressed with the school improvement plan.

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. (ESEA 1114(b)(3))

Monitoring of the school improvement plan is critical for effective implementation and impact on increasing the achievement of students and especially those with the greatest achievement gaps. Monitoring will take place with the school leadership team and a step by step process to make sure that school is meeting targets and achieving the goals that were set within the school improvement plan. In addition, monitoring of the school improvement plan will take place at the beginning of the year, mid-year, and at the end of the year to review the progress and possible changes that need to be made to assist with the school meeting necessary targets for school wide improvement.

D. Demographic Data

2024-25 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
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	89.4%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	CSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: D 2022-23: C* 2021-22: C 2020-21: 2019-20: D

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 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

Current Year 2024-25

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				24

Current Year 2024-25

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

Prior Year (2023-24) 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										0
One or more suspensions	1	2	1	5	5	8				22
Course failure in 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						44

Prior Year (2023-24) 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 (2023-24) 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

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	28	30	57	22	24	53	40	27	56
ELA Grade 3 Achievement **	25	36	58	19	29	53			
ELA Learning Gains	56	52	60				52		
ELA Learning Gains Lowest 25%		64	57						
Math Achievement *	30	39	62	31	37	59	43	36	50
Math Learning Gains	38	57	62				44		
Math Learning Gains Lowest 25%		63	52						
Science Achievement *	13	8	57	55	26	54	69	32	59
Social Studies Achievement *								54	64
Graduation Rate								27	50
Middle School Acceleration								62	52
College and Career Readiness									80
ELP Progress	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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL FPPI – All Students	32%
OVERALL FPPI Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	190
Total Components for the FPPI	6
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
32%	32%	50%	54%		37%	56%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	5%	Yes	4	4
Black/African American Students	30%	Yes	2	1
Economically Disadvantaged Students	33%	Yes	2	

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%
Students With Disabilities	11%	Yes	3	3
Black/African American Students	33%	Yes	1	
Economically Disadvantaged Students	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%
Students With Disabilities	9%	Yes	2	2
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	49%	No		
Hispanic Students				
Multiracial Students				
Pacific Islander Students				
White Students				
Economically Disadvantaged Students	51%	No		

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. (pre-populated)

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%					

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	40%		52%		43%	44%		69%					
Students With Disabilities	9%				9%								
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	39%		50%		43%	42%		73%					
Hispanic Students													
Multiracial Students													
Pacific Islander Students													
White Students													
Economically Disadvantaged Students	41%		52%		45%	44%		75%					

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.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	28%	37%	-9%	55%	-27%
Ela	4	32%	28%	4%	53%	-21%
Ela	5	25%	22%	3%	55%	-30%
Math	3	33%	46%	-13%	60%	-27%
Math	4	27%	33%	-6%	58%	-31%
Math	5	31%	28%	3%	56%	-25%
Science	5	13%	16%	-3%	53%	-40%

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?

Math and reading in the primary grades have shown the most improvement. The PM3 assessment indicates that students in grades K-2 demonstrated significant progress in both reading and math following its administration. The school has prioritized early learning standards to support student development as they advance through grade levels.

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%. Contributing factors include students who are already experiencing challenges in reading proficiency and have inconsistent attendance.

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 and 13% proficiency in 2024. Contributing factors include the transition from a seasonal teacher to a new teacher for Grade 5, and the instructional material used were different than what was used previously.

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 Math. Math has historically been the school's strong point. The transition in staff and instructional material has contributed to the increased gap in mathematics performance. The state average was 62% and CES math data was a 30%.

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.

Highest Priorities

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

1. Math proficiency
2. Reading proficiency
3. Attendance
4. Science proficiency

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 ELA, Math, Science

Area of Focus Description and Rationale

Include a description of your Area of Focus, 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%).

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.

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.

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.

ELA: Less than 30% of the third-grade students scored at proficiency in ELA based on the FAST for 2023-2024.

By the end of the year, we will increase the number of third grade students scoring at proficiency by 10%.

Math: 30% of the students in grades 3-5 scored proficiency based on FAST for 2023-2024.

By the end of the school year, we will increase the number of students in grades 3-5 scoring at proficiency by 10%.

Science: Only 13% 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 10%.

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.

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

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

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?

No

Description of Intervention #2:

In the area of KPals and other supplemental materials, we will utilize a variety of evidence-based resources designed to enhance student learning and support targeted skill development. KPals, a

peer-assisted learning strategy, will be implemented to foster cooperative learning, peer tutoring, and early literacy skills. Research on KPals 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?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Literacy Leadership Team

Person Monitoring:

Tylisa Chapman-Thomas

By When/Frequency:

Monthly

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.

IV. Positive Culture and 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:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(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 #1

Develop a system for protocol and monitoring behavior.

Person Monitoring:

Zola Akins

By When/Frequency:

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

Class Dojo Creation Class Incentives

Action Step #2

Class Dojo Creation

Person Monitoring:

Tylisa Chapman-Thomas and Ruth Hinson

By When/Frequency:

August 19, 2024

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

Invitations will be sent to parents and guardians. Account creations by teachers and parents will allow for communication of expectations and how well the students are doing with those expectations. The teachers along with the principal will monitor the school wide expectations within Class Dojo.

Action Step #3

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 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. (ESEA 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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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. (ESEA Section 1114(b)(7)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 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). (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. (ESEA 1114(b)(7)(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. (ESEA 1114(b)(7)(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. 1400 et seq. and ESEA 1114(b)(7)(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. (ESEA section 11149b)(7)(iii)(V)).

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. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process 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 2: 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 3: 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 4: 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), rationale (i.e., data) and plan 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. Corrective Reading and Reading Mastery: These evidence-based resources will be implemented to further address areas of deficiency. September 2024 - May 2025.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Areas of Focus	Instructional Practice - ELA - Math - Science <i>Retirement for before and after school teachers (\$32,200 x 7.65%)</i>	5100/210	UNISIG	0.0	2,463.30
Areas of Focus	Instructional Practice - ELA - Math - Science <i>Salaries for summer instructional support. (After school 5 teachers x 4 hours/day x 20 days x \$35/hr = \$14,000)</i>	5100/120	UNISIG	0.0	14,000.00
Areas of Focus	Instructional Practice - ELA - Math - Science <i>Materials and supplies to support instruction in ELA, Math and Science for each classroom teacher (paper, pencils, markers, chart paper, crayons, math manipulatives, science lab materials) 12 teachers x \$750/teacher)</i>	5100/510	UNISIG	0.0	9,000.00
Areas of Focus	Instructional Practice - ELA - Math - Science <i>Contracted instructional services for up to 5 retired educators to provide intervention and or supplemental instruction to students based on progress monitoring data. Focus areas will include ELA, Math and or Science (up to 3 retired educators x 4 hours/day x 75 days x \$35 hour)</i>	5100/311	UNISIG	0.0	31,500.00
Areas of Focus	Instructional Practice - ELA - Math - Science <i>Salaries for drivers for after school instructional support. (After school 2 drivers x 2.5 hours/day x 100 days x \$15/hr = \$7,500)</i>	7900/160	UNISIG	0.0	7,500.00
Areas of Focus	Instructional Practice - ELA - Math - Science <i>Fuel for after school programs</i>	7900/460	UNISIG	0.0	6,000.00
Areas of Focus	Instructional Practice - ELA - Math - Science <i>Consultant to provide professional development to parents during parent workshop focused on teaching students skills to facilitate resiliency (1 consultant x \$3500)</i>	6150/311	UNISIG	0.0	3,500.00
Areas of Focus	Instructional Practice - ELA - Math - Science <i>Salaries for before and after school instructional support. (Before school: up to 1 teachers x 1 hour/day x 170 days x \$35/hr = \$5,950 + After school 3 teachers x 2.5 hours/day x 100 days x \$35/hr = \$26,250(\$32,200))</i>	5100/120	UNISIG	0.0	32,200.00
Areas of Focus	Instructional Practice - ELA - Math - Science <i>Materials and supplies to support parent involvement activities to help build students' skills in ELA, Math and Science (paper, pencils, markers, chart paper, crayons, math manipulatives).</i>	6150/510	UNISIG	0.0	2,000.00

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
	<i>science lab materials, books for home libraries) 2 workshops x \$1000/workshop</i>				
Areas of Focus	Instructional Practice - ELA - Math - Science	6400/330	UNISIG	0.0	2, 274.20
	<i>Travel and registrations for teachers to participate in workshops that may be scheduled through PAEC, FDOE (11 teachers x \$36/day [per diem] x 6 days)</i>				
Total	Areas of Focus				110, 437.50
Plan Budget Total					110, 437.50