Chocachatti Elementary School

2016-17 Schoolwide Improvement Plan

Chocachatti Elementary School

4135 CALIFORNIA ST, Brooksville, FL 34604

https://www.hernandoschools.org/ces

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	47%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	33%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	A*	A	A

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Hernando County School Board on 10/18/2016.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Chocachatti Elementary School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to provide children with learning experiences that will enable them to become productive members of society, of worth to themselves and others, by encouraging academic growth while developing aesthetic values in the creative and performing arts.

b. Provide the school's vision statement.

The Center for the Arts and MicroSociety is committed to providing a positive learning environment which integrates the creative abilities of children into the curriculum.

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

Chocachatti is a school that promotes creating and maintaining positive relationships between students and teachers through a variety of activities, including year-round involvement in the Micro Society and Performing Arts programs; celebrating diversity through fall and spring intercultural festivals, our hugely popular December Winter Wonderland, and individual classroom activities that seek to recognize and embrace the cultural diversity of our students and staff. Teachers communicate positive expectations that promote tolerance and understanding of our inherent differences as well as similarities.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school.

Chocachatti promotes positive behavior systems throughout the school by establishing a culture of inclusion and respect that welcomes all students. Students are recognized when they show thoughtfulness and respect for peers, adults, and the school. Crime Stoppers, our student behavior monitoring team, makes sure that students interact safely. Our Chocachatti Junior Court system enforces the rules through providing consequences to those who break the rules. Staff patrols "hot spots" in and around the school and cafeteria in both the morning and afternoon to ensure a safe and orderly flow of student traffic. Teachers set a tone of respect in the classroom that helps to manage student behavior. Teachers create and develop ground rules with students so they set their own climate of respect and responsibility. Teachers focus on using positive terms, like what to do, rather than what not to do, model positive behaviors, and the entire staff strives to support school-wide rules.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

Chocachatti utilizes a positive behavior system (PBS) in every class. Training for this is given during preschool every year. A specific discipline matrix is followed by all teachers promoting proactive attitudes over reactive ones. Our MicroSociety is an economics based system that teaches the students how to function as a productive member of our Chocachatti Society. Students are paid Micro

Money for a job well done, positive behavior, and attendance at their place of employment. The currency is used to purchase goods or services during our Micro Market Days. Students learn the value of money and how to save or spend it according to their own particular choices. If a student breaks a rule they may be issued a Micro ticket and be ordered to pay a Micro Money fine. This cause and effect philosophy teaches students they can either be productive and be rewarded or be penalized.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Students at Chocachatti are encouraged to model our character education traits. They are posted in the campus courtyard and discussed in our school motto, which students wear on their uniform shirts for Spirit Days (P.R.I.D.E.- Preparing, Responsible, Individuals, Dedicated, to Excellence). Our school announcements include Project Wisdom announcements that continue to encourage the development of positive social skills. Teachers, bus drivers, and student Crime Stoppers reinforce positive behavior by awarding Citizenship Slips to students demonstrating character traits.

Students needing more specific assistance are assigned a peer buddy, meet with the school counselor, or meet in a social skills group. The counselor has a list of outside resources that is provided to parents on an as needed basis.

3. Early Warning Systems
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Our school social worker, guidance counselor, assistant principal, and data entry personnel work to identify students with minimal attendance issues so a letter explaining the concern can be generated. They also meet to discuss students needing a more intensive attendance plan to assist in maintaining acceptable school attendance. The MTSS Team discusses behavior concerns in addition to academic concerns. They track grades every nine weeks to make sure students are informed through a teacher meeting that discusses data. The team reviews data to predict potential level one students so they can receive early intervention in order to avoid scoring a level one if at all possible. Since this team reviews all indicators, they are cognizant of students with more than one indicator in order to intensify interventions.

Additionally, grade level teams identify their lowest 25% performing students and create a data wall to progress monitor their growth towards being on grade level.

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	6	5	9	2	2	10	0	0	0	0	0	0	0	34
One or more suspensions	0	1	4	7	4	15	0	0	0	0	0	0	0	31
Course failure in ELA or Math	3	0	3	6	0	0	0	0	0	0	0	0	0	12
Level 1 on statewide assessment	0	0	0	22	20	27	0	0	0	0	0	0	0	69

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	1	4	3	3	3	0	0	0	0	0	0	0	16

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

The grade level PLC teams are being trained by the district's professional development department and also from the school's administrative team on how to create and function within Professional Learning Communities (PLCs). This professional development and work includes how to use PLC Guiding Questions to plan for rigorous instruction (What do we want our students to learn? How will we know if they've learned it? What will we do if and when they learn? What will we do if and when they don't learn? Did they learn the intended goal?) and how to use the problem solving process when the Student Work Analysis Protocol (SWAP) sheds light on who isn't meeting expectations. The grade level PLCs meet weekly to discuss this information, including individual student progress and intervention development and progress monitoring of those students receiving targeted interventions. The school's guidance counselor works with teachers when identifying students needing Tier II interventions and administration provides suggestions.

The principal, assistant principal, and guidance counselor are the MTSS contacts, and promote the vision for the use of data in decision making by ensuring that teachers understand the process, regularly progress monitor the interventions and student performance, and participate in regular professional development sessions to enhance knowledge and practice. The MTSS contacts ensure that there is a systematic process for notifying parents about their child's interventions and progress monitoring data.

The MTSS contacts support teachers in planning for appropriate intervention during PLCs. The grade level PLCs collect student data for progress monitoring and implement the needed intervention. The assessment teacher provides each teacher with standardized assessment data to use for intervention planning and progress monitoring. The guidance counselor provides support for behavior interventions and also provides support to teachers in better understanding the MTSS process. The ESE teacher helps to correlate the goals of the IEP with any additional Tier support needed for ESE students. The school psychologist and social worker support the school in providing district information and analysis of data. The grade level PLC's meet after each reading and math benchmark assessment to review school data.

B. Family and Community Engagement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.
Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?
No

1. PIP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

Our staff communicates often with parents and in various forms, including weekly newsletters, notes home, phone calls, and through the use of Remind101 (over 90% of the families utilize this feature).

Teachers provide weekly information about what's going on in class, the information students are learning, things that have been accomplished, what they're excited about, upcoming events, and the learning and growth that is seen. Our teachers elicit suggestions from parents regarding their children's interests and likes to incorporate these into class activities. Positive praise is always shared first when calling parents or meeting with them to discuss a concern. Teachers explain grade level standards and instructional decisions to parents and help them understand what they're doing and why. Most importantly, parents are invited to share in decision-making where their students are concerned and also in participating in day to day school activities. Some examples: Data Chats with parents/students, Intervention meetings, Grade level open house nights, Curriculum Nights, SAC parent nights-ice cream social, Winter Wonderland, Fine Arts Performances, SAC meetings, etc. The school also sends out a quarterly newsletter to all families updating them on important dates and events related to the school. Additionally, the school puts out regular global connect calls notifying parents of event dates and important information. The school also has a Facebook page in which we share pictures of our students learning, important information, highlight people who work at the school, and we ensure to provide a very quick response rate to messages and comments that are sent.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Being a MicroSociety school, our staff is encouraged to reach out to local businesses to help bring real world understanding to our students. For example, the HCSO partners with our Crimestoppers who help run our "pinning ceremony", organize a field trip & lunch for the students at the Sheriff's office, brings the mounted police to the school to learn about their role in the community as well as Career Day and "stranger danger" talks. The sheriff's office also donates lights for us to use at different nighttime events such as Winter Wonderland.

The Supervisor of Elections helps run our school-wide elections, Ciao Bella hair salons donate their time and supplies to our Sassy Salon and help run our Cut-A-Thon where all of the proceeds are donated to Children with Hair Loss. Our school newspaper (CES Today) allows businesses to advertise in their bi-weekly paper for donations to help cover the cost of paper, ink, and camera expenses.

The CES Post Office partners with the USPS for the local food drive in the spring where the students count & bag donated items and help load the mail truck for the needy families of Hernando County. Members of the community are hired as contract service employees to help teach the students their talents such as Canvas Creations teaches our Painting Funanza venture, the Ritchie family facilitates our Tae Kwon Do micro and we also have volunteers who come and donate their time teaching our students basket weaving & crochet.

Our grade level & community shows invite veteran groups, retirement communities & nursing homes, schools and other groups to enjoy free shows and receptions in their honor.

Weeki Wachee State Park brings in animal trainers for career day and donates items for our different events such as games, lights, tickets & gift baskets. Blood South does a health lesson for different grade levels and holds contests per grade level for the most donations. Our campus clean up reached out to the community and we were able to get mulch, plants and a crew to come and help beautify our campus. Accuform, Keystone Signs, and Ultra Graphics give us discounted and donated signs and wraps.

Many businesses and organizations donate items for our end of the year 5th grade graduation market (Walmart Distribution Center, different Florida professional and collegiate sports teams, authors, Publix, Target, Beacon Theater, the Show Palace, and more).

Chocachatti reaches out to the community and welcomes businesses and organizations into our extended family. They are invited to tour, participate in events and receive thank you letters from our students & staff.
Attached is a list of more community/business partners who have helped us over the past few years.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(H).

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Silva, Lara	Principal
Katcher, David	Other
Lawson, Jennifer	School Counselor
Trowell, Sarah	Assistant Principal
Durr, Ghislaine	Teacher, K-12
Zack, Amy	Teacher, K-12
Burzumatio, Debra	Teacher, K-12
Siani, Amanda	Teacher, K-12
simmons, don	Teacher, ESE

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Mrs. Silva, Principal, is the school's primary instructional leader and strives to build and sustain Chocachatti's mission and vision; shares leadership; leads the school's professional learning communities; uses school, district, and state data to make instructional decisions; monitors curriculum and instruction. Mrs. Silva, along with Ms. Trowell, offers professional and emotional support to teachers and staff.

Ms. Trowell, Assistant Principal, shares many of the duties with Mrs. Silva as well as taking a strong leadership role in the area of monitoring curriculum and instruction; Ms. Trowell also oversees and collaborates with Ms. Lawson, the school guidance counselor, where student discipline issues are concerned.

Mr. Katcher oversees all areas of standardized assessments and state and local testing, as well as collaborating with teachers to analyze their classroom data and to assist in making changes to classroom instruction, as needed, for struggling or high-performing students. Mr. Katcher also works closely with administration where all issues of data analysis are involved.

Ms. Lawson, Certified School Counselor, oversees the Multi-Tiered System of Supports (MTSS) in order to assist teachers in identifying struggling students and to assist them in creating and implementing effective interventions in the classroom. In collaboration with administration, Ms. Lawson assists in making student placement decisions based on data and the well-being of the students.

All grade levels have a Team Leader who meets with administration every two weeks to discuss the school's current status and shares in the responsibility of making important decisions. This team discusses all information pertaining to Chocachatti policies and procedures as well as curriculum and events.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Chocachatti has developed a plan that does not require funds to provide support to students. Instead, we have adjusted the master schedule to allow for all instructional and non-instructional staff to work collaboratively with every grade level team and groups of students. Planning opportunities were provided during preschool and will continue regularly during the school year to develop quality lessons based on data. Regular meetings occur where each grade level administers common assessments and that data is shared and analyzed by the team. Based on that data, students are grouped with peers needing similar differentiation. Students are divided within a grade level and assigned a specific teacher based on need. Each group is given targeted instruction that is differentiated and based on standards. All teachers work together to support one another throughout the year. Administration attends the bi-weekly meetings to ensure teams are working cooperatively and are showing success. Teachers are encouraged to observe and learn from highly effective staff members who have a proven track record of success. Administration promotes professional development provided by experts both in and out of Hernando County.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Michele Diaz	Parent
John Cantwell	Parent
Cindy Jachrimo	Parent
Kristel Johnson	Parent
Scott Kelczewski	Parent
Michelle MacLenna	Parent
Greg Mys	Parent
Tom Neesham	Parent
Laura Page	Parent
Jaqueline Smith-Tatum	Parent
Liana Teague	Parent
Rhonda Bowers	Teacher
Eric Tyree	Teacher
Patti Wagoner	Education Support Employee
Kathy Williams	Teacher
Lara Silva	Principal
Sarah Trowell-Assistant Principal	Principal
Ron Carpenter	Parent
Tracy Cox	Parent
Darshelle Franklin	Parent
Jillian Garrage	Parent
Airien Thomas	Parent
Devon Bishop	Parent
Erin Casey	Parent
Kelly Chesko	Parent
Brandy Estridge	Parent
Jasmin Fagan	Parent
Erica Lane	Education Support Employee
Sherra Long	Parent
Darrin Merkle	Parent
Kim Radatz	Parent
Liana Teague	Parent
Kimberly Griffith	Teacher

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

At the outset of this school year, we rolled out our School Improvement Plan (SIP) goals that were created the previous year with all stakeholders' input. The goals of the school were developed to improve student successes in academics. All the students of the school will benefit from our goal. Teachers will make the lowest performing students in their classes a priority by creating engaging lessons and monitoring progress on a bi-weekly basis.

Once our SIP was written, it was then presented to SAC for approval. After discussion and reviews were complete a final vote for approval was done. The complete SIP was then added to our Edline page for easy access. It was monitored throughout the year by the SAC and adjustments were made where needed.

b. Development of this school improvement plan

This year's SIP was developed the same as it was the previous year. Input was solicited from SAC and was included in our plan. Our teachers gave input during preschool to ensure that their recommendations were included. Administration worked with team leaders to identify the needs of the school and how to tailor goals to meet those needs. We will then follow the same procedure as previous years by creating PLCs to collaboratively plan and ultimately train the staff and SAC on their findings. Our completed SIP will be posted on our Edline page and will be reviewed for effectiveness monthly at SAC meetings.

c. Preparation of the school's annual budget and plan

Each year our SAC is presented with the school's annual budget. We work collaboratively to solicit recommendations from all school stakeholders. We make collective decisions on where we need to allocate funds from our budget. Each year the MicroSociety and technology create the most demand for funds. Our SAC is made up of teachers, parents, community partners, and administration and we all agree to fund these two efforts with our budget. Our SAC collaborates all year to increase the acquisition of technology to track and increase student proficiency and growth. We are vigilant in our fundraising efforts to raise money to sustain the MicroSociety program at Chocachatti.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

A major goal for Chocachatti from last year's SIP was to increase technology and student proficiency in the use of technology. Because our school was extremely limited in computer stations and computer labs, our SAC decided to purchase additional computers to make 1 complete computer lab that would be up to current testing specifications. We purchased hundreds of laptop computers and depleted the entire budget of school improvement funds that had been allocated.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Trowell, Sarah	Assistant Principal
Silva, Lara	Principal
Durr, Ghislaine	Teacher, K-12
Katcher, David	Administrative Support
Lawson, Jennifer	School Counselor
Zack, Amy	Teacher, K-12
Burzumatio, Debra	Teacher, K-12
Siani, Amanda	Teacher, K-12
Koenig, Deborah	Teacher, K-12
simmons, don	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Our Literacy Leadership Team (LLT) team meets every other week to share and discuss school-wide data with K-5 grade level representatives as well as with administration. Each team presents a common assessment used in their grade level the previous week and the team discusses solutions to potential barriers and also learns from successful strategies. These bi-weekly meetings allow for vertical planning opportunities within the school which unites all teachers towards a common goal. The data changes on a bi-weekly basis and the team collaborates with one another to share success stories and to offer support. Our school data is then posted on a common board for display and easy access by all stakeholders to the school. Our common goal is to increase student growth among all Chocachatti students.

D. Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

The master schedule has been created with common and collaborative planning time built in among all working teams. All teams have 40 minutes per day to meet as an entire team to plan and share best practices. Grade level teams are also assigned a Specials Area Teacher to support daily academic efforts. Grade level teams and their support teacher have common planning time allotted on a monthly basis. During preschool, teachers were assigned to focus groups comprised of varying grade levels to unpack the standards. These heterogeneous groups planned vertically and identified strategies to support one another in preparation of unpacking the standards. Chocachatti has identified four initiatives that drive our SIP. These initiatives have been rolled out as this year's Professional Learning Communities (PLC). Our PLC's meet regularly to collaborate and share strategies pertaining to each initiative. Each PLC will then share their findings with the entire staff during a preassigned Faculty Meeting throughout the year. Team Leaders and LLT members meet every other week to discuss school/student data and make decisions that will enhance student learning. Our MTSS team meets monthly, or more often as needed, as well to examine at risk students and discusses ways to intervene both academically and behaviorally to ensure successful students.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school.

Chocachatti is one of two Hernando County Elementary Magnet Schools. With this unique program comes much public attention. Our school is frequently featured in the news and is highly public. Our school has always been an academically high performing school, but we are also unique by offering the Performing Arts and MicroSociety. This blended program is enticing to parents, students and teachers. It allows teachers the opportunity to express incorporate their creative talents into the curriculum. Our school draws the attention of potential teachers because of this unique program. In order to narrow the field and find the highest quality applicants, we first consider highly qualified teachers who are certified in-field. Our interview process is rigorous, as we ask questions specific to effective teaching strategies, curriculum, data, and any prior experience related to our magnet programs. Once hired, teachers are given a mentor to help guide them to success in both the academic demands of the school as well as the MicroSociety expectations. Teachers are given common planning time within grade levels in order to align the individual teachers to the entire team's efforts. Teachers are encouraged to spend time observing one other and to collaborate on effective plans and strategies. This open door philosophy is what enables our school to develop and retain effective teachers year after year.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Mentors are assigned to teachers new to our district or new to our school. Mentors may also be assigned to teachers who express a need or who are assigned a mentor by administration based on teacher performance. Mentors must be CET/State trained. Ideally, mentors are on the same grade level with common planning and within close proximity to offer frequent assistance. Admin will arrange meeting times and offer consultation as needed. We also have a lead mentor to oversee our mentoring program at CES.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

During preschool in August 2016, classroom teachers were given specific grade level updated standards for the subjects they teach which also included our Specials classes. All teachers were set up in grade level groups to unpack these standards and align them to the adopted core curricula textbooks and District Curriculum Maps. Teams were then mixed into heterogeneous groups to see how the grade level below and above could support one other in specific academic efforts. Teams created charts to show how they would assist the next grade level and prepare students for the increased rigor. Our teachers also meet weekly to discuss the common assessments that evaluate these standards and to share best practices and support ideas on how to maximize student growth and overcome barriers. Teachers and teams are given grade level planning days semi-annually to continue to analyze current standards and how to create valuable lesson plans. Teachers have received training during preschool week on the resources available to them including, but not limited to; CPalms, iReady, Performance Matters, District Curriculum Maps, and FSA testing sites.

The Assistant Principal is the designated curriculum contact and is attending District trainings to keep abreast of the most recent information regarding the new standards. She will share this information with teams during bi-weekly meetings. Administration will be looking for implementation of these recent standards during informal and formal walk-throughs.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

After each district assessment, the Assessment Teacher provides the school based team, the MTSS Team, and the PLCs with data related student performance on these assessments. Progress is noted and teams look for evidence of skills that need review within the grade level. Teachers at all grade levels use a data chat form to meet with students and parents after every district assessment period. The teachers discuss areas where the student may be performing above the general instruction and may need enrichment as well as areas where the student may need remediation in order to meet the general education curriculum standards. The MTSS Team meets three times a year to review all of the data for Tier III students. The MTSS Team discusses student needs and whether or not students need Tier III at least three times a year (after each assessment period). The MTSS Team gives teachers information at the beginning of the year about students needing interventions continued from the previous school year. The teams have been encouraged to have Pow Wow time for the purpose of common grade level RtI time so that interventions can be delivered with fidelity and other students in the class can be given enrichment as needed. This school year, teams are spending two hours a week working in POW-WOW groups. These groups are designed by the team as either enrichment or remediation and students are placed according to the most current data. This enrichment/remediation time is in addition to the core instructional time. Teachers are encouraged to differentiate instruction during the core academic time. During Micro Society classes and Specials times, the students are able to develop skills in a variety of areas. The teachers link these skills back to the core curriculum so that students make connections between the learning in multiple settings.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program
Minutes added to school year: 2,000

Individual teachers offer volunteer tutoring before or after school; we have two Tier 3 groups, one group that meets prior to school and a second group that meets after school; both Tier 3 groups are facilitated by the reading resource teacher.

Strategy Rationale

These are used as need arises and to alleviate the time constraints often associated with providing Tier 2 and Tier 3 interventions already provided during the regular school day.

Strategy Purpose(s)

  • Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Lawson, Jennifer, lawson_j@hcsb.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The SBLT team will collect and analyze school-wide data as well as county and state standardized data in order to compare our population with their peers. The team will then review and make recommendations regarding the current interventions being used.

| **Strategy:** After School Program |
| **Minutes added to school year:** 1,200 |

Voluntary teacher led Professional Learning Community (PLC) based on the school SIP initiative.

Strategy Rationale

PLCs are a supportive environment made of professionals working toward a common goal.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Baseline data of participating teacher's student proficiency in reading, math, and science compared to mid-year data of the same teachers.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

For transition to Kindergarten: The guidance department at Chocachatti works with each school in the district that is sending Pre-K students to us. We attend transition IEP staffings to assist in understanding the services the student will need when they come to Kindergarten. The school hosts orientation meetings so parents are informed about the school before applying. Once selected, the families are invited to attend a morning where they are given further information from various members of the school community and where they take a tour of the campus. Parents are invited to speak with the guidance department or clinic if they have something the school needs to know about their child prior to the start of school. The teachers conduct Kindergarten readiness evaluations in the spring so that classes can be formed with a balance of students.

For transition within our school: Students have the opportunity to work with a variety of teachers during MicroSociety and Specials. This gives them to opportunity to get to know some of the teachers they will have in future grade levels. Our teachers use vertical planning so that students on interventions continue to receive interventions or behavior support as they transition to a new grade level. Teachers share the end of the year data with the teacher for the next school year so that this information drives instruction in the new grade level. Teachers work to let the previous grade level know of concerns with information they observe students not mastering after the transition.

For transition to middle school: The guidance department at Chocachatti works with the guidance departments of all county charter and public middle schools in order to coordinate transition. The guidance department at Chocachatti develops a list of students entering with an IEP, 504, intervention plan, or behavioral concern so that middle school counselors are aware of the needs. The guidance departments work together to give students information about the Open House nights at each middle school in addition to any days in which students or parents can gain more information about the school and programs, including orientations and magnet deadlines. At the end of the school year, the ESE committee holds meetings for students transitioning to middle school. A middle school

representative is invited so the family and school are aware of needs moving forward.The students at Chocachatti are accustomed to having several different teachers since they rotate among several specials teachers, PE teachers, and two different MicroSociety teachers. They know how to receive information from various sources and get all of that communicated home to the parents.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Our school prepares students for college and career awareness through our MicroSociety program. The students have to apply and interview for the ventures that interest them and if wanting to switch micros, they have to apply and request interviews. We have approximately 60 micros to choose from. They encompass all areas such as service, government, product, performance, and non-profit jobs. We also hold a Career Day for third through fifth graders that bring in members of the community. The students are able to choose which speakers they would like to visit.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

Our MicroSociety teaches the students how to write quality resumes, fill out applications, interview for jobs, complete self and formal evaluations, and Management 101 training for our managers.

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

N/A

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   🔍 S123456 = Quick Key

Strategic Goals Summary

G1.   Teachers will deliver consistently rigorous standards-based lessons that will utilize technology and incorporate research-based best practices in order to raise the achievement of all Chocachatti students.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Teachers will deliver consistently rigorous standards-based lessons that will utilize technology and incorporate research-based best practices in order to raise the achievement of all Chocachatti students.

1a

🔑 G084325

Targets Supported 1b

Indicator	Annual Target
Math Gains	70.0
ELA/Reading Gains	70.0
FCAT 2.0 Science Proficiency	70.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding and consistent use of the problem solving process.

- Lack of technology hardware/laptops and software/licensed programs to monitor student data.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Standard MTSS procedure manual for all staff to follow with professional development by administration.

- Professional development for all instructional staff addressing the problem solving process.

- Common remediation time among teams to deliver interventions.

- Fundraising efforts to purchase additional student stations and software licenses.

Plan to Monitor Progress Toward G1. 8

iReady, Successmaker, SAM, classroom formative assessments, Easy CBM, Unit assessments, Balanced and Benchmark assessments, consistent rubrics across grade levels and subject areas,

Person Responsible

Lara Silva

Schedule

Weekly, from 9/21/2016 to 6/30/2017

Evidence of Completion

Student Work Analysis Protocol (SWAP), Data walls that capture student data and track progress, targeted intervention groups implemented based on primary deficit area, discussions within PLCs revolving around data, student work samples posted with rubric, student journals that contain reflection and writing to explain, PLC notes that include the PLC Guiding Questions (what does it look like to master the standard- what will i do if and when they already learn- what will i do if and when they dont learn it- how will i teach it) and Danielson Best Practices

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B** = Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. Teachers will deliver consistently rigorous standards-based lessons that will utilize technology and incorporate research-based best practices in order to raise the achievement of all Chocachatti students. `1`

🔧 G084325

G1.B1 Lack of understanding and consistent use of the problem solving process. `2`

🔧 B224052

G1.B1.S1 Professional development that includes resources and strategies to implement the problem solving process. `4`

🔧 S236439

Strategy Rationale

To increase proficiency of staff's effective implementation of the required elements of the MTSS process.

Action Step 1 `5`

Staff will utilize the problem solving cycle within the PLC guiding question cycle to create targeted interventions and monitor effectively.

Person Responsible

Sarah Trowell

Schedule

Biweekly, from 8/10/2016 to 5/24/2017

Evidence of Completion

Teacher collected data of targeted students within their action plan.

Action Step 2 `5`

Teachers will be trained on effective examples of the Danielson best practices.
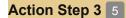
Person Responsible

Lara Silva

Schedule

Monthly, from 9/2/2016 to 5/5/2017

Evidence of Completion

Walk through data

Action Step 3 5

Teacher teams will utilize the Student Work Analysis Protocol (SWAP) to drive instruction

Person Responsible

Sarah Trowell

Schedule

Biweekly, from 9/2/2016 to 5/24/2017

Evidence of Completion

Teacher collected data of targeted students within their action plan.

Action Step 4 5

Utilizing technology hardware and software to monitor student progress.

Person Responsible

David Katcher

Schedule

Monthly, from 9/8/2016 to 5/24/2017

Evidence of Completion

Teacher collected data of targeted students within their action plan.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Person Responsible

Schedule

Evidence of Completion

G1.B2 Lack of technology hardware/laptops and software/licensed programs to monitor student data. [2]

🔑 B224053

G1.B2.S1 Organize fundraising events at the school and allocate funds for technology hardware (student laptops) and software (SuccessMaker, iReady). [4]

🔑 S236440

Strategy Rationale

Additional student stations/laptops are needed to monitor students regularly with online and software programs. The objective is to provide fully functional laptop carts for each grade level to utilize in the classrooms with updated software such as SuccessMaker, and access to iReady lesson plans. With these resources, teachers will collaboratively develop and implement standards-based, online research-based support activities for students to access on a weekly, bi-weekly, or daily basis for which teachers will monitor progress and growth for all students.

Action Step 1 [5]

Host two school-wide fundraising events at Chocachatti for all students and families to participate.

Person Responsible

Lara Silva

Schedule

Semiannually, from 8/10/2016 to 5/24/2017

Evidence of Completion

Successful funds collected from the two school-wide events.

Action Step 2 [5]

Utilizing technology hardware and software to monitor student progress.

Person Responsible

David Katcher

Schedule

Monthly, from 9/8/2016 to 5/24/2017

Evidence of Completion

Teacher collected data of targeted students within their action plan and current data displayed.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 `6`

Person Responsible

Schedule

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.MA1 M310929	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.MA1 M310930	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.MA1 M310931	[no content entered]		No Start Date		No End Date one-time
G1.B1.S1.A2 A304981	Teachers will be trained on effective examples of the Danielson best practices.	Silva, Lara	9/2/2016	Walk through data	5/5/2017 monthly
G1.B1.S1.A1 A304980	Staff will utilize the problem solving cycle within the PLC guiding question cycle to create...	Trowell, Sarah	8/10/2016	Teacher collected data of targeted students within their action plan.	5/24/2017 biweekly
G1.B1.S1.A3 A304982	Teacher teams will utilize the Student Work Analysis Protocol (SWAP) to drive instruction	Trowell, Sarah	9/2/2016	Teacher collected data of targeted students within their action plan.	5/24/2017 biweekly
G1.B1.S1.A4 A304983	Utilizing technology hardware and software to monitor student progress.	Katcher, David	9/8/2016	Teacher collected data of targeted students within their action plan.	5/24/2017 monthly
G1.B2.S1.A1 A304984	Host two school-wide fundraising events at Chocachatti for all students and families to participate.	Silva, Lara	8/10/2016	Successful funds collected from the two school-wide events.	5/24/2017 semiannually
G1.B2.S1.A2 A304985	Utilizing technology hardware and software to monitor student progress.	Katcher, David	9/8/2016	Teacher collected data of targeted students within their action plan and current data displayed.	5/24/2017 monthly
G1.MA1 M310932	iReady, Successmaker, SAM, classroom formative assessments, Easy CBM, Unit assessments, Balanced...	Silva, Lara	9/21/2016	Student Work Analysis Protocol (SWAP), Data walls that capture student data and track progress, targeted intervention groups implemented based on primary deficit area, discussions within PLCs revolving around data, student work samples posted with rubric, student journals that contain reflection and writing to explain, PLC notes that include the PLC Guiding Questions (what does it look like to master the standard- what will i do if and when they already learn- what will i do if and when they dont learn it- how will i teach it) and Danielson Best Practices	6/30/2017 weekly

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will deliver consistently rigorous standards-based lessons that will utilize technology and incorporate research-based best practices in order to raise the achievement of all Chocachatti students.

G1.B1 Lack of understanding and consistent use of the problem solving process.

G1.B1.S1 Professional development that includes resources and strategies to implement the problem solving process.

PD Opportunity 1

Staff will utilize the problem solving cycle within the PLC guiding question cycle to create targeted interventions and monitor effectively.

Facilitator

Sarah Trowell, Lara Silva, Jennifer Lawson, David Katcher

Participants

All instructional staff members

Schedule

Biweekly, from 8/10/2016 to 5/24/2017

PD Opportunity 2

Teachers will be trained on effective examples of the Danielson best practices.

Facilitator

Lara Silva, Sarah Trowell

Participants

All instructional staff

Schedule

Monthly, from 9/2/2016 to 5/5/2017

PD Opportunity 3

Teacher teams will utilize the Student Work Analysis Protocol (SWAP) to drive instruction

Facilitator

Sarah Trowell, Lara Silva

Participants

All instructional staff

Schedule

Biweekly, from 9/2/2016 to 5/24/2017

PD Opportunity 4

Utilizing technology hardware and software to monitor student progress.

Facilitator

David Katcher, Sarah Trowell, Lara Silva, Eric Tyree

Participants

All instructional staff

Schedule

Monthly, from 9/8/2016 to 5/24/2017

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Staff will utilize the problem solving cycle within the PLC guiding question cycle to create targeted interventions and monitor effectively.	$0.00
2	G1.B1.S1.A2	Teachers will be trained on effective examples of the Danielson best practices.	$0.00
3	G1.B1.S1.A3	Teacher teams will utilize the Student Work Analysis Protocol (SWAP) to drive instruction	$0.00
4	G1.B1.S1.A4	Utilizing technology hardware and software to monitor student progress.	$0.00
5	G1.B2.S1.A1	Host two school-wide fundraising events at Chocachatti for all students and families to participate.	$0.00
6	G1.B2.S1.A2	Utilizing technology hardware and software to monitor student progress.	$0.00
		Total:	**$0.00**