Chiefland Elementary School

2018-19 Schoolwide Improvement Plan

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Chiefland Elementary School

1205 NW 4TH AVE, Chiefland, FL 32626

http://www.levyk12.org/schools

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	29%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

This plan was approved by the Levy County School Board on 10/9/2018.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The staff, parents and community work together to ensure the success of all students while cultivating their dreams for tomorrow.

Provide the school's vision statement.

We will be known forever by the tracks we leave.

School Leadership Team

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

Name	Title
Homan, Michael	Principal
Watkins, Aimee	Teacher, K-12
Gore, Kelly	Assistant Principal
Wiggins, Salinda	Assistant Principal
Barron, Michelle	School Counselor
Beauchamp, Randi	Teacher, K-12
Mitchell, Aimee	Teacher, K-12
Rogers, April	Teacher, K-12
Webber, Amy	Instructional Coach
Hardee, Dorie	Teacher, K-12
Mayo, Bethany	Teacher, K-12
Boyd, Erin	Teacher, K-12
Rawlins, Heather	Instructional Coach
Jones, Christy	Teacher, ESE
Bailey, Karen	Teacher, K-12

Duties

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

The lead PST (problem solving team) aims to be a cohesive group of administration, instructional support leaders and grade level team leaders working together to problem-solve pressing school-wide issues. The CES Lead PST team will seek to implement a clear and strategic vision for CES, while also reviewing the effectiveness of core instruction and the implementation and coordination of the MTSS and SIP goals. The first objective of the team will be to review school-wide core academic data (FSA, i-ready, and progress monitoring) to determine areas of focus for SIP. Later topics will include discipline, attendance, curriculum, assessments, data analysis, resources, staffing, school culture and other necessary changes. Meetings are scheduled for the year 2 times per month.
Roles: Each grade level specific instructional member will represent their grade level team at each

Lead PST Team meeting. Their role is to provide input and ideas that the team can implement to help solve school-wide problems. They will then share information from the meetings with their perspective team members concerning the focus of each meeting.

The reading coaches and guidance counselor, and dean are there to help facilitate the problem-solving process and to provide input regarding services and resources that may be available to the team.

The role of administration (Principal and Assistant Principal(s)) is one of active participants/leaders, to encourage communication between faculty and staff; facilitate the problem solving process; authorize the implementation of ideas and the use of resources in the process. the administration develops the agenda for each Leadership Team meeting.

Early Warning Systems

Year 2017-18

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	42	29	26	25	20	28	0	0	0	0	0	0	0	170
One or more suspensions	7	7	12	11	20	24	0	0	0	0	0	0	0	81
Course failure in ELA or Math	18	5	3	1	0	0	0	0	0	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	36	44	52	0	0	0	0	0	0	0	132

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	121	94	112	94	86	121	0	0	0	0	0	0	0	628

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	18	5	3	14	0	0	0	0	0	0	0	0	0	40
Retained Students: Previous Year(s)	10	8	16	9	9	0	0	0	0	0	0	0	0	52

Date this data was collected
Tuesday 8/28/2018

Year 2016-17 - As Reported

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	27	14	17	15	17	3	0	0	0	0	0	0	0	93
One or more suspensions	5	4	6	11	10	19	0	0	0	0	0	0	0	55
Course failure in ELA or Math	10	8	16	9	9	0	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	46	49	64	0	0	0	0	0	0	0	159

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	20	35	14	34	41	12	0	0	0	0	0	0	0	156

Year 2016-17 - Updated

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	27	14	17	15	17	3	0	0	0	0	0	0	0	93
One or more suspensions	5	4	6	11	10	19	0	0	0	0	0	0	0	55
Course failure in ELA or Math	10	8	16	9	9	0	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	46	49	64	0	0	0	0	0	0	0	159

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	20	35	14	34	41	12	0	0	0	0	0	0	0	156

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math lowest quartile is at 32%. This was the lowest component in the previous year as well.

Which data component showed the greatest decline from prior year?

Math overall learning gains declined from 60%-39%. Learning gains in ELA for SWD students decreased from 59%-29%. SWD students also decreased in Math LG 45%-20%. Black students decreased in this same area 57%-27% and white students 60%-40%.

Which data component had the biggest gap when compared to the state average?

Math overall learning gains has the greatest gap compared to the state average. State-59% CES - 39% Science achievement has a gap of 16% State-55% CES-39% and ELA achievement and Math low quartile are at 14% and 15 % difference.

Which data component showed the most improvement? Is this a trend?

SWD students increased in Science Proficiency 16%-31%. Hispanic students made great gains. in ELA achievement 36%-63%, ELA LG 56%-64% and in math achievement 50%-58%. SWD students also made increases in ELA achievement from 20%-27%. No it is not a trend.

Describe the actions or changes that led to the improvement in this area.

Science in previous years was taught by one teacher. This year 3 teachers taught this content area in 5th grade.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	42%	43%	56%	41%	43%	52%
ELA Learning Gains	42%	44%	55%	53%	51%	52%
ELA Lowest 25th Percentile	48%	44%	48%	48%	50%	46%
Math Achievement	50%	52%	62%	41%	54%	58%
Math Learning Gains	39%	47%	59%	30%	52%	58%
Math Lowest 25th Percentile	32%	40%	47%	17%	37%	46%
Science Achievement	39%	46%	55%	58%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	42 (27)	29 (14)	26 (17)	25 (15)	20 (17)	28 (3)	170 (93)
One or more suspensions	7 (5)	7 (4)	12 (6)	11 (11)	20 (10)	24 (19)	81 (55)
Course failure in ELA or Math	18 (10)	5 (8)	3 (16)	1 (9)	0 (9)	0 (0)	27 (52)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	36 (46)	44 (49)	52 (64)	132 (159)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	45%	48%	-3%	57%	-12%
	2017	48%	53%	-5%	58%	-10%

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
Same Grade Comparison		-3%					
Cohort Comparison							
04	2018	38%	41%	-3%	56%	-18%	
	2017	38%	47%	-9%	56%	-18%	
Same Grade Comparison		0%					
Cohort Comparison		-10%					
05	2018	36%	44%	-8%	55%	-19%	
	2017	43%	42%	1%	53%	-10%	
Same Grade Comparison		-7%					
Cohort Comparison		-2%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2018	47%	55%	-8%	62%	-15%	
	2017	56%	65%	-9%	62%	-6%	
Same Grade Comparison		-9%					
Cohort Comparison							
04	2018	46%	59%	-13%	62%	-16%	
	2017	56%	58%	-2%	64%	-8%	
Same Grade Comparison		-10%					
Cohort Comparison		-10%					
05	2018	48%	53%	-5%	61%	-13%	
	2017	40%	44%	-4%	57%	-17%	
Same Grade Comparison		8%					
Cohort Comparison		-8%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2018	37%	48%	-11%	55%	-18%	
	2017						
Cohort Comparison							

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	42	29	28	20	5	31				
ELL	75			83							
BLK	26	41	50	25	27		20				
HSP	63	64		58	36						

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
MUL	46			46							
WHT	42	42	48	53	40	32	43				
FRL	37	40	47	46	37	33	35				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	20	48	59	35	45	43	16				
BLK	21	45		34	57	60					
HSP	36	56		50	50		58				
MUL	57			56							
WHT	47	51	49	54	60	43	52				
FRL	39	52	58	51	57	43	43				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	ELA
Rationale	At CES ELA proficiency points have been flat over the last 4 years. Last year we were at 44% and went down to 42%. The 44% is the highest for CES since the standards have changed.
Intended Outcome	Overall proficiency in ELA will increase from 42%-50%. Learning gains for all will increase from 42%-53% and for bottom quartile 48%-56%. Number of students with a level 1 will decrease in grades 3, 4, and 5 as follows: 30-24(3rd), 30-24(4th), 41-33 (5th). This is a decrease of 20%.
Point Person	Michael Homan (michael.homan@levyk12.org)

Action Step	
Description	In order to increase overall reading proficiency, we know our students need to have solid foundational skills in reading, be presented with higher order thinking questions that will stimulate classroom discourse, improve overall vocabulary, and practice reading as much as possible with text that is rigorous. Planning ELA instruction and ensuring that all of the reading block is taught with fidelity are critical to student success. Reading coaches are working with all grade levels to ensure a common reading block configuration that includes all the 6 areas of reading. This reading block also includes small group instruction based on data that is reviewed at least bi-weekly. All schedules in K-5 also include at minimum a 40 minute intervention block to ensure an opportunity for each grade level to work with all students on either foundational skills that have gaps or to provide more opportunities to practice with standards to ensure understanding. Reading coaches also have specific support to ensure that teachers understand how to teach using explicit, multi-sensory instruction that is tied to the Florida standards. All grade levels will have standards based planning with administration and instructional coaches two sessions per month and have two full days to plan using the standards. This will take place to ensure that all teachers understand the standards being taught and so administration and coaches can provide support in pulling resources as needed where the curriculum is weak and support with formative and summative assessments to progress monitor students. North East Florida Educational Consortium will provide support by working with teachers on selected days to provide professional development for teachers on how to plan using the Florida Standards.
Person Responsible	Michael Homan (michael.homan@levyk12.org)

Plan to Monitor Effectiveness	
Description	Administration, including principal and assistant principal will participate in standards planning sessions two times per month with all grade levels and 2 full day sessions. Lesson plans will be reviewed weekly with feedback and classroom walk-throughs will take place with feedback in this specific area. The structure of the reading block and small groups will be an area of focus. Progress monitoring data will be reviewed with lead team and grade level groups. Administration and coaches will participate in Tier 2 problem solving teams to assist in planning and support for groups of students who need specific interventions or re-teaching or pre-teaching.
Person Responsible	Michael Homan (michael.homan@levyk12.org)

Activity #2	
Title	EWS-Discipline
Rationale	When students are not in the classroom they are missing instruction. It is critical to reduce instances of behavior that result in in school or out of school suspension. Attendance is the other factor in missing classroom instruction. We must reduce the number of students who are missing more than 10% of instruction.

Intended Outcome	Total number of discipline referrals will be reduced by 10%. (445 -400). Total number of days of ISS and OSS will be reduced by 10% (ISS 169-152 OSS 154-139). The number of students who miss more than 10% of instruction will decrease by 20% overall (170 - 136).
Point Person	Michael Homan (michael.homan@levyk12.org)

Action Step	
Description	The PBS team and lead team, including the dean of students and administration will monitor monthly attendance and discipline data to determine what to focus on and problem solve throughout the school year. Prior to the school year new teachers were trained in CHAMPS and FDLRS will be providing on going side-by-side teacher support as requested by administration throughout the year. The PBiS team was also trained this summer and have worked with faculty to ensure understanding of how to implement a school wide Tier 1 system. The PBiS team meets monthly. On the second early release day K-2 teachers and ESP's will be involved in PD with assistant principals and the dean on classroom management and will be provided with strategies to use with students in the classroom. (Most new teachers are in the k-2 grade span). Students who have had ISS or OSS or extensive # of days absent the previous year have been given mentors to provide support to assist the classroom teacher in preventing problem behaviors and reduce the events for these students. Teachers are working in their grade levels with coaching from PBS team members on ways to encourage and support attendance within the classrooms. Students will also be recognized for reaching attendance goals.
Person Responsible	Michael Homan (michael.homan@levyk12.org)

Plan to Monitor Effectiveness	
Description	Progress monitoring data, to include discipline and attendance, will be reviewed with lead team and grade level groups. Administration and coaches will participate in Tier 2 problem solving teams to assist in planning and support for groups of students who need specific interventions with discipline and/or attendance. At lead team meetings this data will be used to determine problem areas and the team will problem solve to develop strategies that will increase attendance and decrease discipline events. Mentors will have goal sheets to track conversations and progress with students. These will be shared with administration and guidance.
Person Responsible	Michael Homan (michael.homan@levyk12.org)

Activity #3	
Title	Math
Rationale	Overall math learning gains last year dropped drastically from 60% to 39%. Learning gains of the bottom quartile also dropped from 44%-32%
Intended Outcome	Overall proficiency in Math will increase from 50%-60%. Learning gains for all will increase from 39%-60% and for bottom quartile 32%-44%. Number of students with a level 1 will decrease in grades 3, 4, and 5 as follows: 32-26(3rd), 29-23(4th), 34-27 (5th). This is a decrease of 20%.
Point Person	Michael Homan (michael.homan@levyk12.org)

Action Step	
Description	In order to increase overall math proficiency, we know our students need to be presented with higher order thinking questions that will stimulate classroom discourse, improve their problem solving skills, and develop deeper mathematical understanding. North East Florida Educational Consortium will provide support by providing an expert teacher to model these kinds of lesson to each grade level in K-5. We will provide subs so teachers can watch the lessons live on that day. Additionally, we want to video these lessons. We would then schedule 2 or 3 early release afternoons (with staff from NEFEC) for these teachers to come together with the expert teacher to watch the videos, have discussion, ask questions and plan for future lessons. Assistant Principals will also be providing PD in math discourse and working with teachers in how to have an effective math block. All grade levels will have standards based planning with administration and instructional coaches two sessions per month and have two full days to plan using the standards. This will take place to ensure that all teachers understand the standards being taught and so administration and coaches can provide support in pulling resources as needed where the curriculum is weak and support with formative and summative assessments to progress monitor students.
Person Responsible	Michael Homan (michael.homan@levyk12.org)

Plan to Monitor Effectiveness	
Description	Administration, including principal and assistant principal will participate in standards planning sessions two times per month with all grade levels and 2 full day sessions. Lesson plan will be reviewed weekly with feedback and classroom walk-throughs will take place with feedback in this specific area. Progress monitoring data will be reviewed with lead team and grade level groups. Administration and coaches will participate in Tier 2 problem solving teams to assist in planning and support for groups of students who need specific interventions or re-teaching or pre-teaching.
Person Responsible	Michael Homan (michael.homan@levyk12.org)

Part IV: Title I Requirements

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

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

Title I Parent and Family Engagement Plan (PFEP) is attached.
In the summer of 2018 Team leaders and administration met to plan how to improve school culture and increase family and community involvement. The team created committees (listed below) for teachers and staff to lead. The goal of the groups are to meet and determine a plan for how to involve other stake holders in their group project. The first group to kick off was the planter improvement group and PTO lead the way. Local businesses, parents, and the High school participated to "re-plant" over 20 beds. One area included a full garden with sitting areas for students. The motivational messages group has included parents in adding inspiring messages throughout the common areas of the campus. Other groups have met and have also reached out to community members with positive results.
Committees: Planter Improvement, Movement Path, Literacy Events, Buddy Benches, Growth Mindset, Motivational Messages, Mindset, and Sunshine
The PBS team has also worked to revise some activities this year to make events more meaningful for parents. For student of the month parents use to come and watch their child receive a certificate for character trait of the month. This year students will still have a certificate, but the teacher will read a personal message as to what the student did to demonstrate the monthly character trait (this will be on the certificate). The certificate will also include a current picture of the student. Once a nine weeks all of the parents will be invited to this event and we will also serve light morning refreshments.

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

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.

CES has a two full time school counselors to assist with the social -emotional needs of the students through individual and group counseling with the Second Step program. Upon receiving a student referral for guidance services from a staff member, our counselor meets with the student and/or parent to assess the current needs of the student. Through the district, CES has a social worker and a District Licensed Psychologist.
available for additional support. Outside referrals may be addressed for extended services such as Meridian Health, Haven Hospice and MDTP of UF. If needed, the guidance counselor, PST and/or IEP team will meet to develop a behavior plan to implement in the school and home environment. All CES students attend weekly guidance classes during special area time for the development of social/ emotional and academic strategies to improve coping skills in both the school and home environment. CES also keeps a clothes closet for those students who may come to school inappropriately dressed for the weather or are in clothes that are dirty and/or ill-fitting. Our School also participates in the Food for Kids Backpack Program which supplies food for students who do not have access to food during weekends and school holidays.

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

Early childhood teachers are involved with professional development opportunities that pertain to them. The administration will develop a plan to allow time for the early childhood teachers to meet with the

kindergarten teachers to discuss vertical alignment and expectations. Our school administrators communicate with the local day care centers sharing our school's expectations with their staffs. Learning strategies and activities will be sent to any parent in the community who has a four year old child providing information for the parent to use with their child prior to enrollment in our school for the following school year. Students in our Pre-K program will receive an explicit curriculum called Little Treasures. Pre-K students are evaluated using FLKRS to determine student readiness for Kindergarten. All students are invited to our kindergarten "Round Up" for early screening to determine placement needs for the upcoming school year for kindergarten. Laura Klock, the District Coordinator of Pre-K and Student Services, also provides various professional development throughout the year, and Pre-K teachers receive professional development when they attend Summer Camp provided by Florida Diagnostic & Learning Resource System (FDLRS).

Outgoing cohorts include our 5th grade students transitioning to 6th grade. We support this transition by gradually introducing more independence in student activities and changing classes through the use of departmentalizing core subject areas. Near the end of the school year, we walk our 5th grade students to the middle school for a tour of the school and a program from the administrator there on middle school expectations.

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.

Grade level teams meet once two times per month with administration, the Reading Coach and School Counselors. During "Core PST" meetings, the team reviews and discusses class progress in relation to grade level data. Any students who are struggling to meet grade level standards are added to the Multi-tiered System of Support and interventions are implemented, documented, monitored and adjusted as needed.
These groups are specifically discussed at Tier II problem solving meeting which occur on a 5-6 week cycle. All members of the team provide input and offer suggestions for supporting students, and the grade level works together to group students in a fluid system of intervening and monitoring. Individual teachers provide feedback to the team and to parents regarding student progress toward grade level standards. Para-professionals also help provide support during regular instruction and during intervention.

In order to apply resources to make the highest impact, CES incorporates after school tutoring for students who were on the verge of scoring proficient on the Florida Standards Assessment (FSA) in Reading.

Title I, Part A: The school ensures the use of Title I, Part A funds are used in school wide programs for the benefit of all students and subgroups. The school uses the Comprehensive Needs Assessment process throughout the year to determine the needs and budget for the upcoming year.

Title I, Part C Migrant: The Migrant Liaison provides services and support to student and parents. The Liaison coordinates with Title I and other programs to ensure student needs are met.

Title II: Professional development for administrators and teachers.

Title III: Services are provided through the district for education materials and (ELL) district support services to improve the education of immigrant and English Language Learners. Students utilize Rosetta Stone Educational programs and Reading Assistant to improve their English fluency. The School ESOL

Coordinator and the District ESOL coordinator met with administration at the beginning of the year to analyze data from the WIDA test to determine needs for each of our ELL students and to place them in the program that would help them most.

Title IV: Services are provided through the district that support a well-rounded education, safe and healthy school conditions and the effective use of technology.

Title X Homeless: The district social worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

Nutrition Programs: The district provides a Wellness Plan that guides the school in developing their Wellness Plan. The District provides universal breakfast and lunch.

IDEA Part B-Professional Development, Paraprofessionals funded to work with our Students with Disabilities (SWD) and Reading Assistance as a supplemental resource.IDEA funds support school personnel to provide services to students with disabilities and professional development. Additional Professional Development provided to the school but not limited to the following DOE Discretionary Projects are CARD, Regional Local Assistive Technology Specialist, SEDNET and FDLRS.

SEDNET: Behavior Management Curriculum

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

CES follows instructional curriculum in all content areas that are based on College and Career Readiness standards for elementary schools. Therefore building the foundation for students to achieve success.

Part V: Budget

Total:	$0.00