Chumuckla Elementary School

2019-20 Schoolwide Improvement Plan

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Chumuckla Elementary School

2312 HIGHWAY 182, Jay, FL 32565

http://www.santarosa.k12.fl.us/schools/ces/

Demographics

Principal: Christy Baggett

Start Date for this Principal: 9/13/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities White Students Economically Disadvantaged Students
School Grades History	2018-19: A (64%) 2017-18: B (61%) 2016-17: A (64%) 2015-16: B (59%) 2014-15: A (67%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Santa Rosa County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-6	Yes	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	10%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	B	A	B

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Chumuckla Elementary School is committed to: Offering educational programs that stimulate students. Providing students the opportunity to participate in real-life, practical experiences. Ensuring students' readiness to learn at all levels. Continuing participation in professional development and growth. Providing a learner-centered environment that supports all stakeholders.

Provide the school's vision statement.

Chumuckla Elementary School believes: that every child has the ability to achieve excellence in all they do by demonstrating the school's expectations of: Trustworthy, Respectful, Responsible Indians (who) Believe in Excellence! We believe that every child can become an active and successful contributing member of society.

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Carnley, Danny	Principal	Manage and administer the overall instructional program at the assigned school. Manage and administer the overall activities of assessing and developing the instructional program at the assigned school. Manage and administer the selection of textbooks, materials and equipment needed at the assigned school. Manage and administer the accreditation program for the assigned school. Actively participate, as requested, in the development and adoption of district assessment, textbooks and curriculum programs. Participate, as requested, in the development of District guides related to instruction and personnel. Participate, as requested, in the development and adoption of the District's assessment program. Manage and administer the assessment program for the school. Manage and supervise the wise use of personnel resources. Manage, supervise and evaluate personnel. Manage the implementation and administration of negotiated employee contracts at the school level. Manage and administer the development of long and short-range instructional and facility needs. Manage and administer plant safety and facility inspection, including supervision of the buildings and grounds at the school. Manage and administer the maintenance functions for the school in a manner that ensures maximum life and use of facility. Coordinate facility and support service requirements with appropriate district offices. Coordinate and supervise the transportation services at the assigned school. Manage the discipline of students on buses, including statutory provisions for suspension. Maintain a high visibility within all areas of the facility. Establish guidelines for proper student conduct and effective disciplinary procedures and policies. Manage the discipline of students on campus, including statutory provisions for suspension and adhering to adopted District policies. Manage and supervise the function of financial planning for the school, including the preparation of the school's budget. Manage and supervise, through wise use, the financial resources of the school. Manage and administer the function of purchasing by the school to ensure maximum educational value of supplies, materials, equipment and services. Adhere to state statute and District policies relating to financial accounting to ensure judicious management of all school funds. Manage and administer the preparation of financial reports for the school. Manage and administer the function of student accounting at the school, as it pertains to funding, attendance, and the FTE process. Manage and administer through statute and District guidelines, the school food service program. Develop and maintain positive school/community relations and act as liaison between the two. Be proactive in decisions relating to school and community well-being. Use effective positive interpersonal communication skills. Actively participate in the recruitment of business partnership to benefit the school community. Assign and supervise special tasks to school personnel. Assign to teachers such responsibility and authority for student control as deemed appropriate. Communicate, through staff meetings and written communications, for the purpose of keeping staff informed of policy, procedures, instructional programs and existing problems.
Baggett, Christy	Assistant Principal	Coordinate all aspects of elementary curriculum. Coordinate faculty, year level and individual teacher's planning, as assigned. Assist teachers in interpreting and implementing the District's curriculum. Coordinate, as assigned, research related to curriculum development. Recommend curriculum adjustments to meet the special learning needs of individual children. Assist teachers in organizing

Name	Title	Job Duties and Responsibilities
		classrooms for effective learning. Implement and schedule the standardized testing program when assigned. Establish and maintain a system of school-wide textbook accountability. Schedule and plan in-service programs and prepare required reports. Work with the media specialist in adapting and improving the use of media in the school. Participate in proposed and on-going curriculum development projects. Serve, at the direction of the Principal, as advisor and special consultant to probationary employees. Coordinate the grade placement and grouping of children. Assist the Principal in planning and carrying out staff and parent curriculum meetings. Serve as the administrative representative on the school's MTSS team. Complete special assignments assigned by the Principal. Assume building supervisory responsibility in the absence of the Principal. Maintain high visibility within all areas of the facility, and assist teachers in maintaining discipline. Assist in the supervision of all school activities and programs. Supervise students in order to maintain a safe and orderly environment. Assist the Principal in planning and implementing the school improvement program. Assist the Principal and other staff in maintaining a clean and safe school plant. Assist in the selection, supervision and evaluation of all school personnel.Prepare such records and reports as the Principal may assign. Perform other incidental tasks consistent with the goals and objectives of this position.
Leonard, Sandie	School Counselor	Is responsible for the registration of new students and scheduling of all students. Assists students in the selection of classes and graduation options. Provides small group developmental guidance activities to all students. Provides personal/social, behavioral, and/or academic counseling to all students. Provides assistance in the screening, referral, identification and placement of students with special needs. Provides assistance to parents of all students. Provides appropriate consultation and staff development to school personnel and/or parents/community as needed. Provides information and counseling in the areas of financial aid, scholarships, and employment opportunities. Organizes and conducts career and college information programs. Provides information regarding community service opportunities and enters community service hours in the computer. Provides information and counseling for Bright Futures opportunities and registration. Coordinates dual enrollment programs. Identifies and counsels potential dropouts, offering them other options. Counsels students who are experiencing attendance difficulties. Interprets test results to parents, students, and other school staff. Assists students and families in need with providing basic care through referrals to appropriate resources. Provides orientation for all incoming and new students. Counsels students in developing peer relationships, decision-making skills, and conflict resolution (character education). Identifies and refers students as needed to appropriate agencies (i.e. mental health, Lutheran Services, etc.). Continually enhances the overall guidance program through in-service opportunities. Evaluates the overall guidance program on a continuing basis. Provides assistance and information to faculty, students and parents in regard to multi-cultural education. Assists in the orientation of new faculty/staff members. Assists students and parents in scheduling teacher conferences and serves as a mediator and/or advisor. Provides input in the development of curriculum and the master schedule. Coordinates the proper maintenance, transfer, and acquisition of students'

Name	Title	Job Duties and Responsibilities
		records as required. Assists in the maintenance of the automated student data system. Attends and participates in faculty meetings. Coordinates all award presentations. Coordinates all graduation activities, verifying that graduation requirements have been met. Contributes to the MTSS meetings. Establishes and maintains cooperative relations with students, faculty, staff and parents. Assumes the responsibility to maintain a valid Florida teachers' certificate. Provides own method of transportation to various locations when required. Performs other tasks and responsibilities as assigned by the principal.
Nowling, Mary	Teacher, K-12	Academic Intervention Specialist Provides daily intensive reading instruction to K-5 students. Promotes family involvement in education through partnerships between schools, parents, other organizations, agencies, parent centers, and community-based family partners. Increases educators' awareness of the issues that impact family involvement for at-risk, minority, or hard-to-reach families. Provides information, training, and support for families and educators. Collaborates with all other professional reading and support personnel in the delivery of multi-tiered system of support for teachers and students. Assesses students using a variety of measures to determine appropriate instructional needs. Provides ongoing training and follow-up in the use of assessment tools to assist the continuous development of students. Collaborates with and coach teachers on the use of assessment data to plan instruction; analyzes school literacy data and plan for future literacy needs. Collects data/ranking sheets. Organizes and monitors intervention groups. Communicates with faculty and staff with professionalism. Exhibits strength in professionalism and communication skills. Demonstrates characteristics of an on-going learner. Accesses a rich repertoire of instructional practices, strategies, resources and applies them appropriately. Serves as a reading contact between the Literacy Department and elementary schools.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	38	57	43	53	46	53	43	0	0	0	0	0	0	333
Attendance below 90 percent	1	1	3	3	1	1	1	0	0	0	0	0	0	11
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

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	3	3	1	1	0	1	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)
29

Date this data was collected or last updated
Tuesday 8/27/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - 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	13	7	5	6	4	3	7	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	1	2	2	2	2	0	0	0	0	0	0	0	9
Level 1 on statewide assessment	0	0	0	6	5	11	6	0	0	0	0	0	0	28

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	71%	68%	57%	74%	68%	55%
ELA Learning Gains	68%	64%	58%	71%	60%	57%
ELA Lowest 25th Percentile	61%	56%	53%	67%	51%	52%
Math Achievement	76%	72%	63%	78%	73%	61%
Math Learning Gains	67%	67%	62%	53%	59%	61%
Math Lowest 25th Percentile	35%	52%	51%	45%	47%	51%
Science Achievement	67%	65%	53%	57%	61%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	K	**1**	**2**	**3**	**4**	**5**	**6**	
Number of students enrolled	38 (0)	57 (0)	43 (0)	53 (0)	46 (0)	53 (0)	43 (0)	333 (0)
Attendance below 90 percent	1 ()	1 ()	3 ()	3 ()	1 ()	1 ()	1 ()	11 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	67%	71%	-4%	58%	9%
	2018	72%	66%	6%	57%	15%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	75%	66%	9%	58%	17%
	2018	60%	66%	-6%	56%	4%
Same Grade Comparison		15%				
Cohort Comparison		3%				
05	2019	57%	69%	-12%	56%	1%
	2018	65%	64%	1%	55%	10%
Same Grade Comparison		-8%				

ELA							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-3%					
06	2019	77%	63%	14%	54%	23%
	2018	64%	60%	4%	52%	12%
Same Grade Comparison		13%					
Cohort Comparison		12%					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	84%	71%	13%	62%	22%
	2018	70%	73%	-3%	62%	8%
Same Grade Comparison		14%					
Cohort Comparison							
04	2019	75%	73%	2%	64%	11%
	2018	74%	74%	0%	62%	12%
Same Grade Comparison		1%					
Cohort Comparison		5%					
05	2019	64%	71%	-7%	60%	4%
	2018	80%	70%	10%	61%	19%
Same Grade Comparison		-16%					
Cohort Comparison		-10%					
06	2019	77%	66%	11%	55%	22%
	2018	87%	63%	24%	52%	35%
Same Grade Comparison		-10%					
Cohort Comparison		-3%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	66%	65%	1%	53%	13%
	2018	74%	66%	8%	55%	19%
Same Grade Comparison		-8%					
Cohort Comparison							

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	22	40	50	35	37	23					
MUL	50										
WHT	73	67	63	78	69	35	69				
FRL	58	68	57	65	54	29	60				

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	30	39	40	48	43	40					
WHT	67	47	53	80	54	61	72				
FRL	57	46	48	75	56	60	70				
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	44	65	53	44	48	27					
WHT	74	69	65	77	51	41	53				
FRL	63	73	62	67	49	41	45				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	445
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	35
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	

Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	65
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	56
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The area showing the lowest performance was our learning gains of the lowest 25% of students in Math at only 35% which was a decrease of over 20 percentage points from 2018 to 2019. The majority of these students that did not make learning gains were Exceptional Student Education (ESE) students. Most of these students were in the same 5th grade class. Although the school average was well within the state guidelines for class size, having only two fifth grade classes caused these classes to have more students than in the past. With so many students, even with assistance in the class, it was difficult to provide ongoing intensive remediation to the level that these students required. In addition, most of these students were also struggling in the area of reading, so more emphasis was placed on Reading than Math. The idea was that if they could better comprehend the problems that required a more in-depth thought process, it would help them overall in Math. The majority of these students have historically scored less than proficient.

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

The component that showed the greatest decline was the lowest 25% of students in learning gains in Math. There was a 23 point decline from 2018 to 2019. What we believe are the contributing factors for this are described in section a.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data that had the greatest gap overall, positively or negatively, compared to the state average was also the lowest quartile learning gains in Math as described in section a.

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

The component that showed the most improvement was total English Language Arts (ELA) learning gains. This area increased from 47% to 68%, a 21 point increase. We believe one of the main reasons for this was that we created a fifth and sixth grade schedule where there was additional ESE/Intervention support in the classroom for Reading/Language Arts. All struggling students were closely monitored through the Multi-Tiered System of Supports (MTSS), and our lowest performing sixth grade students received intensive intervention in an additional Reading course taught by an ESE teacher. This teacher also served both ESE and low performing general education students in the Language Arts classroom.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Reflecting on the data from the Early Warning System (EWS), we had 28 students scoring level one on either Math or ELA Florida Standards Assessment (FSA). Of these 28 students, six students have moved on to the middle school. This current school year, there are 19 students that scored a level 1 in either Math or ELA. With this, many students scoring a level 1, helping these students to reach a level 2 and/or make a learning gain will be our initial area of concern. Another area of concern is our number of students that had an attendance rate of less than 90%. During the 2018-19 school year,

there were 45 students with an attendance rate of less than 90%. Out of these 45 students, and including students that may have transferred within our district, 36 of these students are still enrolled here at CES. Ensuring that we closely monitor these students will be an additional area of concern.

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

1. Our highest priority for the 2019-2020 school year will be learning gains in Math for the lowest 25% of students since this score saw a 23 point decrease and was lower than both the Santa Rosa County District and the state. We will put a plan in place that specifically targets this group of students. Some of these students that did not make gains last year are no longer at the school; however, the ones that are still here will be closely monitored.
2. Our school is a Targeted Support and Intervention (TS&I) school for the 2019-2020 school year. We are in this status due to the Federal Index of our students with disabilities (SWD) being 35%, which is lower than the required 41%. We believe the main reason for this is because our SWD students were the same students in our lowest 25% of students with learning gains for Math. Of the students we currently have that tested last year, none of them (0%) made learning gains. If we are able to increase the percentage of our lowest 25% of students making learning gains in Math (and maintain an/or increase ELA proficiency and gains for this group), then we should be able to move out of the TS&I status.
3. Another priority for us this year will be to increase our attendance rating. his past year our attendance rate dropped nearly 3/4 of a percentage point. This caused our attendance rate to be lower than it has been in more than three years. We have a few students with over 30 absences, and truancy plans have been developed for these students, with some going through Truancy Court.
4. An additional priority will be the students that fall in the lowest 25% for ELA. We currently have 37 students in the lowest 25% for ELA for the 2019-2020 school year. Of these 37 students, 23 were in the lowest 25% last year. Out of these 23, only 26% of them made a learning gain.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Learning Gains in Lowest 25%.
Rationale	The FSA data showing the lowest performance was our learning gains of the lowest 25% of students in Math at only 35% which was a decrease of over 20 percentage points from 2018 to 2019. Factors that contribute to the decline were as follows: *Lack of identification and monitoring of the lower 25% of students. *Intervention time more driven to Language Arts needs.
State the measurable outcome the school plans to achieve	Last year 53% of our lowest 25% of students scored a learning gain in Math. The measurable outcome the school plans to achieve for this area of focus is for at least 65% of our students in the lowest 25% in Math to make a learning gain.
Person responsible for monitoring outcome	Danny Carnley (carnleyj@santarosa.k12.fl.us)
Evidence-based Strategy	Small-group Explicit Instruction--according to Vanderbilt Peabody College, this strategy involves teaching a specific concept or procedure in a highly structured and carefully sequenced manner.
Rationale for Evidence-based Strategy	According to the IRIS Center at Vanderbilt Peabody College, research has proven that using explicit instruction is highly effective and can significantly improve the student's ability to perform mathematically. In this same report from VPC, it stated that although all students will benefit from this type instruction, students that struggle in Math often require explicit instruction if they are going to learn foundational grade-level skills and concepts. In addition, according to a 2009 article by Gersten, Chard, Jayanthi, Baker, Morphy, and Flojo, "an influential meta-analysis of Mathematics in interventions indicated that explicit instruction led to large improvements in student mathematical skills."
Action Step	
Description	1. Analyze and interpret data to determine the students in this category and determine how many points are needed for each to make a learning gain. 2. Closely monitor these students through the MTSS process. 3. Assign each of these students a school employee that will act as a mentor to these students. This adult will meet with his or her assigned student weekly. The goal will be to develop a relationship with each student that will help to motivate him or her to achieve academic success. 4. Administration will conduct classroom walk-throughs to identify and give teacher feedback on explicit instruction happening in the classrooms. 5. Teachers will participate in any professional development opportunities, including conferences, and any district-offered training that will help them design their small-group instruction centered around explicit instruction. 6. As available, an additional teacher or support personnel will be in the classroom to help with small-group instruction.
Person Responsible	Danny Carnley (carnleyj@santarosa.k12.fl.us)

#2	
Title	Learning gains within our Students with Disabilities (SWD) subgroup.
Rationale	Of the students who make up our lowest quartile about 1/3 are students with disabilities (SWD). Many students within this subgroup struggle to make achievement goals in both ELA and Math. Of these students, zero percent (0%) made learning gains in grades 4 and 5. The reason why this subgroup is a focus area for us is that the Federal Index from 2018-2019 was 35% which is less than the Florida Department of Education's 41% threshold.

State the measurable outcome the school plans to achieve	The measurable outcome that we plan to achieve is that this subgroup will have a Federal Index of at least 42%, so that CES will no longer be a TS&I school.
Person responsible for monitoring outcome	Danny Carnley (carnleyj@santarosa.k12.fl.us)
Evidence-based Strategy	Multisensory Teaching Techniques-this is a teaching strategy that helps an individual learn by using more than one sense. Students are presented new concepts and skills that allow them to engage different parts of their brain.
Rationale for Evidence-based Strategy	In "Brain-Friendly Strategies for the Inclusion Classroom," written by Judy Willis, it states, "that neuroimaging studies have shown that there is a greater amount of activity in the brains information processing areas following a multisensory input than there is following a single sense input". Students with disabilities, do not always learn the same way and often need several different presentations of a new concept or skill in order to process the information.

Action Step	
Description	1. Analyze and interpret the data to ensure all SWD students are properly identified. 2. Conduct data chats with classroom, ESE teachers, and support personnel that are involved with each of these students. 3. Teachers will participate in professional development opportunities, including conferences, and district-offered training that focus on multi-sensory instruction. 4. ESE teachers, support personnel, the Academic Intervention Specialist, and classroom teachers will work together collaboratively to ensure there are no gaps in instruction/learning. 5. The progress of these students will be closely monitored by the MTSS team, and interventions/support will be added as necessary. 6. The adopted curriculum will be supplemented with additional resources as needed, including manipulatives.
Person Responsible	Danny Carnley (carnleyj@santarosa.k12.fl.us)

#3	
Title	Increase attendance rates
Rationale	The attendance rate for CES decreased this past school year nearly 3/4 of a percentage point. This is the lowest this has been over a three year period. Research has shown that students perform at a higher rate when their attendance is at a higher rate. According to the National Center for Education Statistics, Chronic student absence reduces even the best teacher's ability to provide learning opportunities.

State the measurable outcome the school plans to achieve	The measurable outcome we plan to achieve this year is for our attendance rate to increase to 95.6%. This will be higher than any rate we have achieved over the last seven years.
Person responsible for monitoring outcome	Sandie Leonard (leonards@santarosa.k12.fl.us)
Evidence-based Strategy	Student Attendance Incentive Strategy- Students are rewarded for excellence and or improved attendance.
Rationale for Evidence-based Strategy	Research shows that attendance and performance are highly related. Students with poor attendance rates generally perform lower than students with higher attendance rates. According to the ESSA Report, attendance rates in the United States are at a lower rate than they have ever been.

Action Step	
Description	1. Analyze data to determine students with less than 90% attendance and above 98% attendance. 2. Conference with each of the students with an attendance rate below 90%. 3. Survey students to determine which incentives will motivate students. 4. Involve families and work together for this common goal of improved attendance. 5. Monitor attendance closely and keep close contact with families when attendance rates fall. 6. Students will be rewarded for excellent and/or improved attendance each nine weeks.
Person Responsible	Sandie Leonard (leonards@santarosa.k12.fl.us)

#4	
Title	ELA Leaning Gains in Lowest 25%
Rationale	Of the 37 students making up the bottom 25% of ELA students, 23 of these same students were in the lowest 25% during the 2018-2019 school year also. Of these 23 students only 26% made a learning gain. Our school maintaining an A status will be highly dependent upon these students making learning gains during the 2019-2020 school year.

State the measurable outcome the school plans to achieve	We are planning for at least 65% of these students in the lowest 25% to make a learning gain in ELA.
Person responsible for monitoring outcome	Danny Carnley (carnleyj@santarosa.k12.fl.us)
Evidence-based Strategy	The evidence-based strategy we will use to meet this outcome will be study skills. This evidence-based strategy is described in more detail in the next section.
Rationale for Evidence-based Strategy	In John Hattie's book, "Visible Learning," (2009) it states that study skills interventions improve student learning using interventions that are in addition to what the student may encounter in the general classroom setting. These interventions are cognitive, meta-cognitive, and affective. According to Hattie, "Cognitive interventions focus on the development of task-related skills, such as note taking and summarizing. Meta-cognitive interventions work on self-management learning skills such as planning, monitoring, and where, when, and how to use tactics and strategies. Affective interventions focus on non-cognitive features of learning such as motivation and self-concept (Hattie, Biggs, & Purdie, 1996)." Research shows that this strategy falls in the zone of desired effects with a factor of .59 out of a possible 1.2. This is a strategy to incorporate the whole child.

Action Step	
Description	1. Analyze and interpret data to determine that all students eligible are being identified. 2. Conduct grade-level data chats to ensure that the teachers are not only aware of the students, but that they also know how many points these students need to increase to make a learning gain; during these chats, specific strategies will be discussed also as well as current functioning of each student. 3. Closely monitor these students through the MTSS process. 4. Administration will conduct classroom walk-throughs to identify and give teacher feedback on study skills activities during small group instruction. 5. Teachers will participate in any professional development opportunities, including conferences, that will help them design their small-group instruction centered around study skills. 6. As available an additional teacher or support personnel will be in the classroom to help with small-group instruction. 7. The Academic Intervention Specialist will serve as a resource for our FSA grade teachers.
Person Responsible	Danny Carnley (carnleyj@santarosa.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Safety is a top priority for Chumuckla. New safety regulations are in place to protect students and staff on campus. CES has implemented safety features to meet all the new state and local regulation policies. A new full time resource officer has been assigned to our campus to add protection to all the staff and students. A new camera system will be installed in the 2019-2020 school year. All exterior doors are locked, and a new front door video access system has been installed. All visitors must provide a photo id to enter the building and must check-in through the front office. The safety committee meets monthly and students and staff perform safety drills regularly to meet all state and local guidelines and ensure safety across campus. A threat assessment team has been established at CES. This team will be utilized in situations when students have made threats to themselves or others. The team consists of an administrator, classroom teacher, guidance counselor, CDAC counselor, and resource officer. Administration, safety team members, and threat assessment team members will attend professional development opportunities provided by the district or state.

Chumuckla also focuses on positive behavior. CES has a Positive Behavioral Intervention Support (PBIS)Team that meets monthly to analyze behavioral data and determines what interventions and/or supports are needed to provide students with a positive learning environment. Students struggling with behavioral issues are monitored by the classroom teachers and the MTSS team. Classroom interventions and behavioral intervention plans are established by the MTSS team to change negative behaviors, provide all students with a safe learning environment and ultimately reduce amount of office discipline referrals. Teachers will participate in any professional development opportunities, including conferences, that will help with classroom management strategies and PBIS coordinators will attend professional development provided by the district.

Another area that CES would like to focus on is building capacity with parents and community. Parents, community members, and business partners are encouraged to volunteer within the school, and are invited to attend all academic events, PBIS tribal meetings for students, and all other special events.

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 Schoolwide Improvement Plan 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.

Chumuckla Elementary School will include students, parents, school faculty, and community members as partners in planning, governance, and advocacy. We will encourage participation of all stakeholders. Parents and guardians will participate in decisions that relate to and affect their child's education. We will support this commitment by, conducting an annual Title 1 meeting for parents. All parents will be invited and encouraged to attend. During this meeting, we will focus on explaining the requirements of Title I Program, the right of parents to be involved, Parent Compact, School Public Accountability Report, Parent Involvement Plan, School Grade, and our School Climate Survey.

We will offer a flexible number of meetings to accommodate the varying schedules of parents. Child care

may be provided if applicable. We will establish a parent involvement advisory committee (School Advisory Council) that includes faculty, staff, parents, business members, and community members. All parents are encouraged to attend/observe meetings. The Council is reflective of our schools diversity. The School Advisory Council will provide input for our school, assess the effectiveness of the Parent Involvement Program, and make recommendations for positive changes regarding parent involvement. The Council shall serve in an advisory capacity to the school principal, to assist in the development of the educational program, and in the preparation and evaluation of the School Improvement Plan required pursuant to Section 230.23 (18), Florida Statutes.

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 meets the social-emotional needs of our students through various programs and resources. Our School Counselor works with students and teachers on a regular basis addressing needs and issues as they arise. Our Center for Drug and Alcohol Council (CDAC) counselor runs groups with our students who have been identified as needing more support in various areas. We often utilize the services of our School Social Worker, Teresa Gardner, to assist families in times of need, and she also acts as a liaison between families and school. Our MTSS team works to help support our students in academics and behavior. Students who are struggling with behavior are supported through a check-in/check-out process and also paired with a mentor. Our teachers meet frequently with parents to discuss their student's grades and behavior in class. Our students who are identified as homeless receive free tutoring support services through the school. We also work with local organizations that provide the "backpack program" to students who may experience hunger at home during the weekends. CES partners with the Children's Chest to help our needy families obtain clothing for their students. Our main office has a computer available to families to complete the free/reduced lunch application. Paper copies are also available. We work as a team here at CES to ensure our students social-emotional needs are being met.

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

Each summer our kindergarten teachers provide new incoming kindergarten students with a two day kindergarten camp in an effort to prepare and support them for what their daily schedule will look like prior to their first day of school. This camp supports our students and parents by giving them an overview of classroom procedures, schedules, tour of the school, etc. Our outgoing cohort of students transition into seventh grade at Central School.

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.

All levels of students success at CES is monitored through our MTSS team, Leadership team and PBIS team.
Student achievement, attendance data, and social-emotional needs are used to identify deficits and resources are made available to meet the needs of our students. Our MTSS team and Threat Assessment team meets monthly. During our meetings, we problem solve and discuss ways to support struggling students. Student data is recorded in a PMP (Progress Monitoring Plan) and monitored each month.

Intervention specialists and ESE push in teachers are utilized in classrooms based on student need. Our school also has an academic intervention specialist that administers academic screeners and services low performing students in ELA. Researched-based computer programs and supplemental curriculum will be used to support Florida Standards. Lively Letters and writing workbooks will support ELA instruction. Performance Matters and Saxon will be used for Math intervention support. Title 1 funds will be used to purchase materials as needed. An inventory of all purchases is kept by the bookkeeper and administration.

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

CES teachers provide instruction that is real-world relevant to maintain student engagement and spark interest in college and careers. CES holds multiple Career Cafes in which business members, industries, and community organizations visit our school to speak to students about various career opportunities. CES has Science, Technology, Engineering, Arts, and Math (STEAM) innovators on staff who are trained to use STEAM instructional methods in their classrooms on a daily basis. These STEAM innovators participate in sustained professional development throughout the year. They also provide professional development to our teachers regularly. Other teachers also use STEAM activities and instructional methods in their classrooms. This year we will partner with Junior Achievement to give our students an opportunity to be exposed to various career paths.