

Hernando County School District

Chocachatti Elementary School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	16
Positive Culture & Environment	18
Budget to Support Goals	19

Chocachatti Elementary School

4135 CALIFORNIA ST, Brooksville, FL 34604

<https://www.hernandoschools.org/ces>

Demographics

Principal: Lara Silva

Start Date for this Principal: 8/17/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (66%) 2017-18: A (69%) 2016-17: A (70%) 2015-16: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Hernando 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	11
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	19

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4135 CALIFORNIA ST, Brooksville, FL 34604

<https://www.hernandoschools.org/ces>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p>No</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>57%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>36%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

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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.

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.

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.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Silva, Lara	Principal	Instructional and administrative leader for this school;
Katcher, David	Administrative Support	Coordinates and manages all state and district assessments for CES; analyzes all assessment data to share with administration and staff; assists administration with the completion of the School Improvement Plan;
Lawson, Jennifer	School Counselor	Oversees Guidance Department and all MTSS organization for Tiers 2 and 3;
Trowell, Sarah	Assistant Principal	Assistant principal; assists principal in the administrative duties here at CES; manages all disciplinary infractions, as well.
Koenig, Deborah	Teacher, K-12	Team Leader for Grade 5;
Flaherty, Jennifer	Teacher, K-12	Team leader for the Specials team.
Siani, Amanda	Teacher, K-12	Team leader for Grade 1;
Durr, Ghislaine	Teacher, ESE	Team Leader for the ESE/Student Services Department;
Viola, Susan	Teacher, K-12	Grade 2 Team Leader
Zack, Amy	Teacher, K-12	Grade 3 Team Leader
Milano, Katie	Teacher, K-12	Grade 4 Co-Team Leader
Doherty, Silvina	Teacher, K-12	Micro Society Coordinator
Cydrus, Charlotte	Teacher, K-12	Grade K Team Leader
Como, Karen	Teacher, K-12	Grade 4 Co-Team Leader

Demographic Information

Principal start date

Monday 8/17/2020, Lara Silva

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

8

Total number of teacher positions allocated to the school

53

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	63%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
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2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 .	

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	120	116	115	123	122	103	0	0	0	0	0	0	0	699
Attendance below 90 percent	17	13	17	12	17	11	0	0	0	0	0	0	0	87
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	7	2	10	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide Math assessment	0	0	0	8	6	7	0	0	0	0	0	0	0	21

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	4	0	0	0	0	0	0	0	0	0	0	0	0	4

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	2	0	0	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Wednesday 9/23/2020

Prior Year - 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
Number of students enrolled	124	125	126	124	119	118	0	0	0	0	0	0	0	736
Attendance below 90 percent	9	7	8	5	2	7	0	0	0	0	0	0	0	38
One or more suspensions	1	1	0	1	2	0	0	0	0	0	0	0	0	5
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	1	1	0	0	0	0	0	0	0	0	2

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 6 3 1 3 6 2 0 0 0 0 0 0 0 21

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 4 1 2 4 0 0 0 0 0 0 0 0 0 11

Students retained two or more times 0 0 0 0 0 0 0 0 0 0 0 0 0 0

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	

Number of students enrolled 124 125 126 124 119 118 0 0 0 0 0 0 0 736

Attendance below 90 percent 9 7 8 5 2 7 0 0 0 0 0 0 0 38

One or more suspensions 1 1 0 1 2 0 0 0 0 0 0 0 0 5

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 1 1 0 0 0 0 0 0 0 0 2

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 6 3 1 3 6 2 0 0 0 0 0 0 0 21

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 4 1 2 4 0 0 0 0 0 0 0 0 0 11

Students retained two or more times 0 0 0 0 0 0 0 0 0 0 0 0 0 0

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	73%	54%	57%	74%	54%	55%
ELA Learning Gains	60%	53%	58%	68%	54%	57%
ELA Lowest 25th Percentile	48%	52%	53%	60%	54%	52%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	82%	58%	63%	82%	63%	61%
Math Learning Gains	74%	57%	62%	71%	58%	61%
Math Lowest 25th Percentile	62%	48%	51%	67%	50%	51%
Science Achievement	64%	54%	53%	69%	54%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	75%	57%	18%	58%	17%
	2018	78%	62%	16%	57%	21%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	80%	59%	21%	58%	22%
	2018	73%	53%	20%	56%	17%
Same Grade Comparison		7%				
Cohort Comparison		2%				
05	2019	64%	52%	12%	56%	8%
	2018	79%	53%	26%	55%	24%
Same Grade Comparison		-15%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	78%	62%	16%	62%	16%
	2018	86%	67%	19%	62%	24%
Same Grade Comparison		-8%				
Cohort Comparison						
04	2019	89%	62%	27%	64%	25%
	2018	83%	60%	23%	62%	21%
Same Grade Comparison		6%				
Cohort Comparison		3%				
05	2019	79%	54%	25%	60%	19%
	2018	80%	56%	24%	61%	19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison				-1%		
Cohort Comparison				-4%		

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	64%	55%	9%	53%	11%
	2018	71%	56%	15%	55%	16%
Same Grade Comparison				-7%		
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	20	19	20	20	25	23					
BLK	45			55							
HSP	75	56	58	82	81	86	77				
MUL	83	74		80	70		60				
WHT	73	59	45	83	72	58	61				
FRL	63	54	48	73	68	62	56				
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	23	33	36	41	53	40					
BLK	59	60		53	70						
HSP	74	63	70	81	65	33	74				
MUL	75	78		79	44						
WHT	79	70	53	87	74	65	72				
FRL	67	63	51	76	68	59	66				
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	28	58	60	39	58						
BLK	67			58							
HSP	78	77	77	82	82	70	80				
MUL	70	73		87	80						
WHT	74	66	53	82	69	64	66				
FRL	69	65	59	80	71	73	70				

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	66
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	463
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
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%	0
Native American Students	
Federal Index - 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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	74
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	73
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

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.

Students with Disabilities in both ELA (20% Achievement, 19% made Gains) and Math (20% Achievement, 23% made Gains); relatively low numbers of ESE students as compared to other schools within the district, 2/3 ESE teachers were brand new to teaching.

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

African American Achievement in ELA declined 14% in 2019 (45%) from 2018 (59%); A factor contributing to the decline correlates to a decreasing population of African American students which could make a stark difference in the data.

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.

ELA Lowest 25% achieved 48% proficiency as compared to the State's 53%, for a delta gap of 5%. Two brand new teachers in the ESE department.

Conversely, CES achieved 82% overall Math proficiency as compared to the State's 63% for an alpha gap of 19%.

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

Math lowest 25% achieved 62% proficiency compared to 51% in 2018 for a gain of 11%. We began using item analysis from iREADY and FSA and targeted those missing skills.

Math Lowest 25% Hispanic students was 86% in 2019, up from 33% in 2018 for a gain of 53%. We began using item analysis from iREADY and FSA and targeted those missing skills.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

32 students in Grades 3-5 who earned a Performance Level 1 in ELA and/or Math;
32 students receiving 1 or more suspensions;
22 students with a course failure;

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

1. Raising achievement levels for SWD in all subject areas
2. Raising achievement levels for African American students in all area;
3. Raising achievement in ELA for our lowest 25%-ile students;
4. Increase learning gains for all students in all areas.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: This area has been identified as an area of need as it dropped below the state's threshold to 21% . If students are not achieving at grade level, deficiencies will grow.

Measurable Outcome: Increase student achievement for SWD to at least 30%;

Person responsible for monitoring outcome: Lara Silva (silva_l@hcsb.k12.fl.us)

Evidence-based Strategy: Using research-based instructional strategies and programs, "Sunday" - a new phonics program. Students will continue to receive targeted instruction in the classroom and remediation called Pow Wow in order to fill in the learning gaps.

Rationale for Evidence-based Strategy: The phonics-based program Sunday, a structured, systematic, multi-sensory reading intervention program for struggling readers. Our rationale is that research shows that this type of instructional intervention approach yields successful results.

Action Steps to Implement

Staff will be trained on the the Sunday program and will implement it with their students with fidelity. Lara Silva, Principal, will be responsible.

Person Responsible Lara Silva (silva_l@hcsb.k12.fl.us)

#2. ESSA Subgroup specifically relating to African-American

Area of Focus Description and Rationale: African American Achievement in ELA declined 14% in 2019 (45%) from 2018 (59%); A major factor that contributes is a systemic and district-wide achievement deficit for this population.

Measurable Outcome: An achievement increase of 6%;

Person responsible for monitoring outcome: Lara Silva (silva_l@hcsb.k12.fl.us)

Evidence-based Strategy: Using research-based instructional strategies and programs, "Sunday" - a new phonics program. Students will continue to receive targeted instruction in the classroom and remediation called Pow Wow in order to fill in the learning gaps.

Rationale for Evidence-based Strategy: The phonics-based program Sunday, a structured, systematic, multi-sensory reading intervention program for struggling readers. Our rationale is that research shows that this type of instructional intervention approach yields successful results.

Action Steps to Implement

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Person Responsible Lara Silva (silva_l@hcsb.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Disciplines - prioritize character education and utilize restorative justice activities that can be effective tools for improving/addressing low FSA achievement and course failures.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our staff communicates with parents and in various forms, including notes home, phone calls, and we have transitioned to communication via Microsoft Team and DOJO. 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. 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, open house nights, Curriculum Nights, SAC parent nights-ice cream social, Winter Wonderland, Fine Arts Performances, SAC meetings, etc. Additionally, the school puts out regular global connect calls notifying parents of event dates and important information.

Being a MicroSociety school, our staff is required to reach out to local businesses to bring real world understanding to our students. HCSO partners with our Crimestoppers, who organizes a field trip 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. All micros participate a Heart Strand, giving back to the community.

The Supervisor of Elections helps run our school-wide elections, the CES Post Office partners with USPS for the local food drive in the spring. Members of the community are hired as contract service employees to help teach the students their talents such as Canvas Creations and Painting Funanza ventures, Tae Kwon Do, and we have volunteers who 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 such as games, lights, tickets & gift baskets. Blood South does health lessons 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.

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.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: African-American	\$0.00
Total:			\$0.00