

Hernando County School District

# Chocachatti Elementary School



## 2021-22 Schoolwide Improvement Plan

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# Chocachatti Elementary School

4135 CALIFORNIA ST, Brooksville, FL 34604

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

## Demographics

**Principal: Lara Silva**

Start Date for this Principal: 8/4/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	No
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	63%
<b>2020-21 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: A (66%) 2017-18: A (69%) 2016-17: A (70%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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](http://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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## Chocachatti Elementary School

4135 CALIFORNIA ST, Brooksville, FL 34604

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

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	63%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		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 real life 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	Position Title	Job Duties and Responsibilities
Silva, Lara	Principal	Run the meetings and oversee the SIP
Pagano, Nick	Assistant Principal	
Siani, Amanda	Teacher, K-12	
Holmlund, Chantel	Teacher, K-12	
Zack, Amy	Teacher, K-12	
Griffith, Kimberly	Teacher, K-12	
Lawson, Jennifer	School Counselor	
Breden, Amy	Teacher, K-12	
Katcher, David	Other	
Doherty, Silvina	Magnet Coordinator	
Baroudi, Becky	Teacher, K-12	

### Demographic Information

#### Principal start date

Wednesday 8/4/2021, 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.*

**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.*

**Total number of teacher positions allocated to the school**

53

**Total number of students enrolled at the school**

753

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

1

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

2

**Demographic Data****Early Warning Systems****2021-22****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	123	125	116	126	124	106	0	0	0	0	0	0	0	720
Attendance below 90 percent	10	4	3	10	5	14	0	0	0	0	0	0	0	46
One or more suspensions	1	0	3	6	8	6	0	0	0	0	0	0	0	24
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 FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	0	0	0	0	0	0	0	0	0	0	

**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	5	4	3	2	0	0	0	0	0	0	0	0	0	14
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**

Tuesday 8/31/2021



**2020-21 - 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	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	

**2020-21 - 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	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	

**Part II: Needs Assessment/Analysis****School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				73%	54%	57%	77%	55%	56%
ELA Learning Gains				60%	53%	58%	69%	53%	55%
ELA Lowest 25th Percentile				48%	52%	53%	59%	51%	48%
Math Achievement				82%	58%	63%	83%	62%	62%
Math Learning Gains				74%	57%	62%	70%	53%	59%
Math Lowest 25th Percentile				62%	48%	51%	54%	43%	47%
Science Achievement				64%	54%	53%	71%	58%	55%

**Grade Level Data Review - State Assessments**

**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	2021					
	2019	75%	57%	18%	58%	17%
Cohort Comparison						
04	2021					
	2019	80%	59%	21%	58%	22%
Cohort Comparison		-75%				
05	2021					
	2019	64%	52%	12%	56%	8%
Cohort Comparison		-80%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	62%	16%	62%	16%
Cohort Comparison						
04	2021					
	2019	89%	62%	27%	64%	25%
Cohort Comparison		-78%				
05	2021					
	2019	79%	54%	25%	60%	19%
Cohort Comparison		-89%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	64%	55%	9%	53%	11%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady diagnostic for reading and math - AP1, AP2, AP3

SAM science (district assessment) - AP1, AP2

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36	62	81
	Economically Disadvantaged	37	62	75
	Students With Disabilities	25	33	60
	English Language Learners	-	-	-
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	20	50	78
	Economically Disadvantaged	13	46	75
	Students With Disabilities	10	50	65
	English Language Learners	-	-	-

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	48	70	84
	Economically Disadvantaged	48	61	82
	Students With Disabilities	11	22	33
	English Language Learners	-	-	-
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	27	61	82
	Economically Disadvantaged	25	52	75
	Students With Disabilities	11	22	22
	English Language Learners	-	-	-
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	74	83	94
	Economically Disadvantaged	64	81	93
	Students With Disabilities	33	44	66
	English Language Learners	-	-	-
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28	50	81
	Economically Disadvantaged	24	40	79
	Students With Disabilities	11	11	44
	English Language Learners	-	-	-

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	59	60	73
	Economically Disadvantaged	44	53	60
	Students With Disabilities	0 (2 students)	0	0
	English Language Learners	50 (2 students)	50	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31	46	83
	Economically Disadvantaged	24	38	76
	Students With Disabilities	0 (2 students)	0	0
	English Language Learners	0 (2 students)	0	100
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	52	59	75
	Economically Disadvantaged	58	63	73
	Students With Disabilities	33 (3 students)	33	33
	English Language Learners	-	-	-
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	49	58	84
	Economically Disadvantaged	39	42	73
	Students With Disabilities	0 (3 students)	0	33
	English Language Learners	-	-	-
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	3	9	-
	Economically Disadvantaged	3	13	-
	Students With Disabilities	0 (3 students)	0	-
	English Language Learners	-	-	-

**Subgroup Data Review**

<b>2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2019-20</b>	<b>C &amp; C Accel 2019-20</b>
SWD	23			31							
HSP	76	46		72	74	70	52				
MUL	73	40		95	100		80				
WHT	76	55	46	78	63	45	55				
FRL	68	48		69	68	58	60				
<b>2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2017-18</b>	<b>C &amp; C Accel 2017-18</b>
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				
<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2016-17</b>	<b>C &amp; C Accel 2016-17</b>
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				

**ESSA Data Review**

This data has been updated for the 2021-22 school year as of 10/19/2021.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	61
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	425
Total Components for the Federal Index	7
Percent Tested	99%
<b>Subgroup Data</b>	

Students With Disabilities	
Federal Index - Students With Disabilities	27
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 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	65
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	78
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	60
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	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### What trends emerge across grade levels, subgroups and core content areas?

Students with disabilities have performed lower than the other subgroups in both ELA and Math. Students have performed lower on the ELA FSA compared to the Math FSA.

#### What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

ELA achievement level, ELA learning gains, and ELA learning gains for the lowest quartile. Science proficiency has been trending down.

#### What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

ELA instruction has become more of a task rather than a skill. The students are not excited about reading and learning. Therefore, we want to make reading fun again to increase the students' impression of ELA and reading across the board. Students do not have the stamina to work through a reading passage.

We have a lack of support for science skills in grades 3-5. Science has not been taught to the depth of rigor that is necessary for student achievement.

#### What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Overall Math proficiency.

#### What were the contributing factors to this improvement? What new actions did your school take in this area?

Increased math block time and I-Ready usage throughout the school.

#### What strategies will need to be implemented in order to accelerate learning?



Targeted PLC's to educate teachers on best practices for teaching all standards. Continuing work with MTSS interventions, specifically with the lowest quartile students and subgroups.

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Utilize team planning Wednesdays for targeted professional development based on grade level needs. Using district coaches for district level, as well as school level development needs.

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Maintaining consistent teachers at Chocachatti in specific grade levels and subject areas to allow for depth of understanding the grade level standards and best practices.

### Part III: Planning for Improvement

#### Areas of Focus:

**#1. Leadership specifically relating to Instructional Leadership Team**

<b>Area of Focus</b>	Based on the employee engagement survey, teachers showed a desire for increased leadership opportunities. The school needed a focused procedure for problem solving and data analysis as well as delegating jobs to staff leaders.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	After analyzing the employee engagement survey from the 20-21 school year, this goal was identified due to low percentages of employee satisfaction of leadership opportunities and workload amounts. During preschool week, we will gain input from staff on their professional needs as teachers. We strive to address all needs surveyed and increase staff satisfaction. We hope to increase the employee engagement survey from 19% dissatisfied to less than 10% dissatisfied.
<b>Monitoring:</b>	We will monitor the effectiveness of this goal by discussing improvements with the group on a monthly basis. We will ask for suggestions from team members each month to ensure all needs are being met. We will then administer the employee engagement survey again in March 2022 and look for decreases in the overall dissatisfaction.
<b>Person responsible for monitoring outcome:</b>	Lara Silva (silva_l@hcsb.k12.fl.us)
<b>Evidence-based Strategy:</b>	Using the data from the employee engagement survey, administration will meet monthly with school teacher leaders. During these meetings opportunities for leadership will be presented. Team leaders will help implement the delegation of roles and responsibilities. This will help alleviate the overload of work.
<b>Rationale for Evidence-based Strategy:</b>	Based on the results of the employee engagement survey, staff wants opportunities for leadership. We have identified staff who have leadership aspirations and we are working with them to help develop this goal.

**Action Steps to Implement**

The teams will be redesigned so everyone belongs to a team, the meetings will be restructured to develop teacher leaders so all voices will be heard.

**Person Responsible** Lara Silva (silva\_l@hcsb.k12.fl.us)

A focus group will be organized where all voices will have an opportunity to express their ideas with how the school can improve opportunities for leadership.

**Person Responsible** Lara Silva (silva\_l@hcsb.k12.fl.us)

A "Teacher Double Feature" board will be used to highlight teacher leaders each month.

**Person Responsible** Silvina Doherty (doherty\_s@hcsb.k12.fl.us)

**#2. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Based on trending ELA data for our school, we have always scored a lower percentage in ELA proficiency than in math. In 2018 we had 77% proficient in ELA and in 2019 we had 73% proficient in ELA. We have also not scored well in the LG for ELA we decreased by 10 points from 2019 to 2021. For the 21-22 school year, we hope to increase ELA proficiency to 80% and learning gains to 60%. We also want to increase our iReady target growth school-wide to 70% of students achieving this.

**Measurable Outcome:** Based on the 2021-2022 FSA results, we hope to increase our ELA proficiency to 80% and our learning gains to 60%. iReady targeted growth will achieve 70% success in each grade level, school-wide.

**Monitoring:** Teachers will receive PD on how to access iReady reports showing targeted growth in each class. This data will be monitored during SBLT meetings and during grade level PLCs.

**Person responsible for monitoring outcome:** David Katcher (katcher\_d@hcsb.k12.fl.us)

**Evidence-based Strategy:** Teachers will use weekly conferences with students to monitor their reading goals. Teachers will implement the MTSS program to support struggling readers to achieve their goal. This support will be daily 30 minutes/5 times a week. We will monitor struggling readers as well as fluent readers on a regular basis.

**Rationale for Evidence-based Strategy:** Based on down-trending scores in ELA, we need to promote a love of reading with our students. We strive to make reading more of a fun activity versus a task with our students. By allowing children to read for pleasure we will increase reading stamina with our children.

**Action Steps to Implement**

We planned a book drive to collect donated books so every child has a home library to read after school.

**Person Responsible:** Lara Silva (silva\_l@hcsb.k12.fl.us)

We wrote a grant to purchase home libraries of books for every student who wants one.

**Person Responsible:** Lara Silva (silva\_l@hcsb.k12.fl.us)

Teachers will conference with students and problem solve barriers to reaching their reading goal. Both teachers and students will look at weekly iReady data and look for growth in performance in ELA. The leadership team will look for success in diagnostic ELA results.

**Person Responsible:** Nick Pagano (pagano\_n@hcsb.k12.fl.us)

We hope with the reading for pleasure program will encourage students to increase their reading stamina and comprehension. The teachers will read books orally to their class and model what a fluent reader sounds like, thinks like and how they grow. Each teacher will support the students by monitoring their reading goals with fidelity, 30 minutes/2 times a week with progress monitoring on a regular basis.

**Person Responsible:** Lara Silva (silva\_l@hcsb.k12.fl.us)

We will monitor media book check out for increases of reading for pleasure.

**Person Responsible** David Katcher (katcher\_d@hcsb.k12.fl.us)

### #3. Culture & Environment specifically relating to Community Involvement

**Area of Focus Description and Rationale:** Based on the Student Engagement Survey, 44% of students felt that what they learned in school was not challenging or applicable to the outside world. Chocachatti is a MicroSociety magnet school that has a focus on the performing arts and 4-H. Every student participates in a grade level performance on stage. This performance is connected to a community organization. For example, second grade performs a Veterans Day show and invites local military groups to watch the show. We want to increase our relationship with the community by creating more relationships with local agencies through MicroSociety and the performing arts. Performances at the school are professionally run with audio visual supplements, props, and theater production grade scripts

**Measurable Outcome:** Based on the student engagement survey, 44% of students did not feel their lessons were challenging. All students will participate on stage for at least one show in the school year. Students will have various roles during the performance based on their choice and specific talents. We hope to increase the student engagement results from 44% to over 50%.

**Monitoring:** Each performance will be listed on the school calendar for the year. Invitations to community members and families will be sent out in the hopes of increasing audience attendance.

**Person responsible for monitoring outcome:** Silvina Doherty (doherty\_s@hcsb.k12.fl.us)

**Evidence-based Strategy:** Every Chocachatti performance is connected to a local community organization. We hope to educate the voting community on the value of schools in Hernando County.

**Rationale for Evidence-based Strategy:** Our school is a performing arts magnet school. We are trying to increase our reading scores on standardized tests. Performances naturally include many reading strategies. We hope to educate voting members of Hernando County with the important work we do in our school. This will create a positive relationship between the school and the community.

### Action Steps to Implement

Every student will participate in at least 1 on-stage performance.

**Person Responsible** Silvina Doherty (doherty\_s@hcsb.k12.fl.us)

The grade-level performance is connected to a community organization. Community members associated with the performances will be invited to attend.

**Person Responsible** Silvina Doherty (doherty\_s@hcsb.k12.fl.us)

Performing arts, Micro and 4-H will illustrate how all lessons are connected to the real world.

**Person Responsible** Silvina Doherty (doherty\_s@hcsb.k12.fl.us)

**#4. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus Description and Rationale:** Students with disabilities (SWD) will be identified in grades 3, 4, and 5. These groups of students will receive additional support with a pull out program focusing on individual skills. Highly effective teachers will run the small group sessions 3 times a week, from September 2021 through March 2022.

**Measurable Outcome:** Increase student achievement for SWD and to at least 30%.

**Monitoring:** Using research-based instructional strategies and programs, "Sonday" - a new phonics program. Students will continue to receive targeted instruction during small groups, in the classroom and remediation called Pow Wow in order to fill in the learning gaps. Students will also utilize iReady on a daily basis.

**Person responsible for monitoring outcome:** Lara Silva (silva\_l@hcsb.k12.fl.us)

**Evidence-based Strategy:** The phonics-based program Sonday, is a structured, systematic, multi-sensory reading intervention program for struggling readers. Small groups will be created based on student needs and the bottom quartile will be identified for each grade level. SWD students will be monitored for growth in iReady reports.

**Rationale for Evidence-based Strategy:** Our rationale is that research shows that this type of instructional intervention program approach yields successful results. Small targeted group instruction is a best practice when teaching differentiation.

**Action Steps to Implement**

Small SWD groups of students will receive additional support with a pull out program focusing on individual skills. Highly effective teachers will run the small group sessions 3 times a week, from September 2021 through March 2022.

**Person Responsible** Silvina Doherty (doherty\_s@hcsb.k12.fl.us)

Bottom quartile names will be identified for each grade level.

**Person Responsible** David Katcher (katcher\_d@hcsb.k12.fl.us)

SWD student data will be monitored monthly by administration and regular meetings with teachers will be held to share this information.

**Person Responsible** Nick Pagano (pagano\_n@hcsb.k12.fl.us)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

## 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.

Our staff communicates with parents and in various forms, including notes home, phone calls, and we have transitioned to communication via Microsoft Teams, Remind and Class 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 academically. 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 (3 times per year), Intervention meetings, open house nights, Curriculum Nights, ice cream socials, Winter Wonderland, Fine Arts Performances, SAC meetings, etc. Additionally, the school puts out regular global connect calls and Facebook posts 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 organize 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 school has a partnership with the University of Florida and the 4-H group of Hernando with lessons and mentors for students during the school day. 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, Tae Kwon Do, and we have volunteers who donate their time teaching our students basket weaving & crochet in real world ventures.

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.

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.

### Identify the stakeholders and their role in promoting a positive culture and environment at the school.

MicroSociety is a program that utilizes CES staff and community volunteers and part time employees to teach specific skills to students school-wide. Each Micro connects to a community business for support with lessons, educational material or field trips. Each grade level puts on an educational performance that is related to a local community group. The group members are invited to the school to watch the performance and are recognized after the show. This helps build positive relationships between the school and members of the community. Our school values the partnerships we have established and wish to continue to grow our community connections.

## Part V: Budget

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

1	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Community Involvement	\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups	\$0.00
Total:			\$0.00