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Title I Comprehensive Schoolwide Plan  
Cholee Lake Elementary (2761)

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### Title I Comprehensive Schoolwide Plan - Cholee Lake Elementary (2761)

#ELA	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	38	42	46	47	55

1. According to data, what are your top priorities? Include needs assessment statements.

ELA achievement 44%

2. List the root causes for the needs assessment statements for your top priorities.

Planning-(in addition to PLC more time is needed)  
 Implementation of small group instruction with fidelity  
 Lack of sufficient standards based resources  
 Lack of opportunities to increase critical thinking skills

3. Share possible solutions that address the root causes.

Scholastic guided reading texts  
 ELA consumables  
 After school tutorial  
 Academic tutors  
 Resource Teachers  
 Collegial planning

4. How will school strengthen the PFEP to support undefined?

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
<p>Robo calls, Marque, Parent Newsletters, Flyers, Curriculum Night, Open House, SAC Advisory</p>	<p>ELA based based parent Training FSA Parent Training APTT</p>	<p>Professional Development on best practices to implement classroom pedagogy. Core Action activity folders Guided reading Data review</p>	<p>Variety of hours and days Make and Take Activities Accessible handicap parking Elevator CLF-translation</p>

5. How will each stakeholder group strengthen the School-Parent Compact to support undefined?

School	Students	Parents
<p>We will provide high quality curriculum and instruction that enables students to meet high standards. Communicate effectively and frequently with students and their families regarding individual student progress as well as opportunities to be meaningful partners in learning.</p>	<p>Attend school on time everyday and be prepared Take care of books, supplies and materials Actively listen and complete all tasks</p>	<p>Ensure child attends school regularly, is on time everyday and is prepared Monitor homework assignments and notify teacher if problems with completion arise Provide a home environment that encourages the child to learn, study, and read daily</p>

#Math	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	58	57	53	59	60

1. According to data, what are your top priorities? Include needs assessment statements.

Math Achievement 57%

2. List the root causes for the needs assessment statements for your top priorities.

Planning-(in addition to PLC more time is needed)  
 Hands on experience  
 New Math series-lack of resources  
 Implementation of small group instruction with fidelity  
 Lack of sufficient standards based resources  
 Lack of opportunities to increase critical thinking skills

3. Share possible solutions that address the root causes.

Collegial math planning  
 Math Manipulatives  
 Core Action Activities/Folders/library pockets for core action labels  
 Math Consumables  
 After-school Tutorial  
 Resource Teachers

4. How will school strengthen the PFEP to support undefined?

Communication	Parent Training	Staff Training <i>(Related to Parent Engagement)</i>	Accessibility <i>(Accommodations for Parents with Special Needs)</i>
Robo calls, Marque, Parent Newsletters, Flyers, Curriculum Night, Open House, SAC Advisory	Math based Parent Training FSA Parent Workshop	Professional Development on best practices to implement in classroom Core action activity folders	Variety of hours and days Make and Take Activities Accessible handicap parking Elevator CLF-translation

5. How will each stakeholder group strengthen the School-Parent Compact to support undefined?

School	Students	Parents
We will provide high quality curriculum and instruction that enables students to meet high standards Communicate effectively and frequently with students and their families regarding individual student progress as well as opportunities to be meaningful partners in learning	Attend school on time every day and be prepared Take care of books, supplies, and materials Actively listen and complete all tasks	Ensure child attends school regularly, is on time everyday and is prepared Monitor homework assignments and notify teacher if problems with completion arise Provide a home environment that encourages the child to learn, study, and read daily

#Science	2017	2018	2019	2020	2021 (Expected Outcomes)
Achievement	41	54	49	33	65

1. According to data, what are your top priorities? Include needs assessment statements.

Science Achievement is 33%

2. List the root causes for the needs assessment statements for your top priorities.

Teachers do not understand standards  
 Lack of hands on experience  
 Need for more science resources  
 Planning-(in addition to PLC more time is needed)  
 Hands on experience  
 New Math series-lack of resources

3. Share possible solutions that address the root causes.

Science teachers will plan standard based instruction during collaborative planning and PLC focusing on the NGSS.  
 Provide students with differentiated small group instruction during the Science block.  
 Science teachers will utilize hands on labs.  
 Standards based field trips.  
 Instruction for students through digital learning opportunities using adaptive technology.  
 Core Action Activities/Folders/library pockets for core action labels

4. How will school strengthen the PFEP to support undefined?

Communication	Parent Training	Staff Training (Related to Parent Engagement)	Accessibility (Accommodations for Parents with Special Needs)
Robo calls, Marque, Parent Newsletters, Flyers, Curriculum Night, Open House, SAC Advisory	Science based Parent Training SSA Parent Workshop	Professional Development on best practices to implement in classroom Core action activity folders	Variety of hours and days Make and Take Activities Accessible handicap parking Elevator CLF-translation

5. How will each stakeholder group strengthen the School-Parent Compact to support undefined?

School	Students	Parents
We will provide high quality curriculum and instruction that enables students to meet high standards Communicate effectively and frequently with students and their families regarding individual student progress as well as opportunities to be meaningful partners in learning	Attend school on time every day and be prepared Take care of books, supplies, and materials Actively listen and complete all tasks Parents	Ensure my child attends school regularly, is on time every day and is prepared. Monitor homework assignments and notify the teacher if problems with completion arise Provide a home environment that encourages my child to learn, study, and read daily

Action Step	Build the capacity of parents/families to support students at the home through consistent communication and parent training's and community outreach.	Budget Total:	\$8,063.62
Acct Description	Description		
Parent Support by School Staff	Parent University to support language accusation for parents. 3 teachers will work 2 day per week, 2 hours each day for 8 weeks @ \$25 per hour . Start December 2020 - January 2021.		
Postage	Postage to send home invitations for parent training and mailing of student work to parents. 1100 student x 2 times x .55 = \$1,210.		
Supplies	1.) Resources to demonstrate strategies for families to learn skills that will prepare their child for Kindergarten; additional Academic Parent Teacher Teams (APTT) trainings are conducted to provide parents with progress data and strategies to support learning at home. Trainings include Kindergarten Readiness Training, FSA Family Night and APTT. Parent resource books for Parent University for English learners. markers 10 x \$5.99 = \$59.90 copy paper 10 x \$32.00 = \$320 colored paper 30 x \$39.50 = \$1,185 pencils (dz) 10 x \$5.28 = \$52.80 dice (pk 50) 3 x \$22.99 = \$68.97 ink 10 x \$42.00 = \$420 markers (8 pk) 10 x \$5.99 = \$59.90 crayons 10 x \$2.99 = \$29.90 pens 10 x \$2.99 = \$29.90 folders 10 x \$5.99 = \$59.90 counters 15 x \$18.39 = \$275 linking cubes 10 x \$14.07 = \$140.70 pencils 30 x \$5.28 = \$158.40 Refreshments for FSA Family Night - Estimated 300 parents X \$3.00 = \$900 (Sandwiches, refreshments, chips, paper plates, cups, forks, condiments).		

Action Step	Provide ongoing PD by unpacking standards; analyzing data at PLC, modeling best practices attained through professional development and build teacher capacity through various PD opportunities.	Budget Total:	\$221,340.43
Acct Description	Description		

Coach	Math Coach will provide ongoing PD on unpacking standards, analyzing data at PLCs, implementing the coaching cycle and plan professional development for K-5 teachers.
Single School Culture Coordinator	Single School Culture Coordinator will conduct and monitor MTSS/SBT process, implement the coaching cycle, build the capacity of teachers, progress monitoring, collect, organize and analyze data to implement best instructional practices.
Coach	Reading Coach will plan and implement PD, analyze data, implement the coaching cycle and support PLCs for grades K-5.
Coach	Reading Coach will plan and implement PD, analyze data, implement the coaching cycle and support PLCs for grades K-2 as well as partner with Single School Culture Coordinator to plan and implement PD based on data.
Teacher Collaboration	Teacher collaboration after school in Fall and Spring (9 teachers x 4 hours X 2 days @ \$25 per hour). The focus will be to review Diagnostcs, iReady and FSQ data to plan for instruction.
Travel out-of-county	Attending the Marzano Learning Sciences International, Building Expertise Conference in Orlando, FL, June 2021 will support administration's efforts to provide teacher and staff with meaningful PD to improve instructional practices and build evidence-based, inclusive classrooms where all student experience success. (Cost includes registration for Principal - \$600, hotel, \$162/night x 3 nights, travel/tolls - \$50, parking - \$64
Supplies	Professional development materials for staff to analyze data, review standards, plan for instruction include: 50 books for book study 50 x \$30 = \$1,500 ink 75 x \$40 = \$3,000 chart paper 30 x \$32.50 = \$975 notebooks 50 x \$6.99 = \$349.50 copy paper 50 cs x \$32.00 = \$1,600 color paper 10 cs x \$39.50 = \$395 Expo markers 25 x \$8.39 = \$209.75 Post-its 8 x 9.99
Out-of-system PD Subs	Subs will provide coverage for K-5 teachers (51 teachers x 2 subs- one in the fall and one in the spring - x \$87.04 average daily rate) to collaborate with academic coaches and Single School Culture Coordinator to analyze current data for all students and students receiving additional small group support, plan for instruction for all students, and revise grouping of students that receive additional instructional time.

<b>Action Step</b>	Provide differentiated remediation and enrichment through whole group and small group instruction for students in grades K-5.	<b>Budget Total: \$319,697.65</b>
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Acct Description	Description
Resource Teacher	Reading Resource Teacher provides small group, push-in support for K-2 students based on data from classroom assessments and Kindergarten assessment. Continual review of progress will determine groups of students needing additional intervention.
Resource Teacher	Reading Resource Teacher will provide small group, push-in reading instruction to support struggling students as well to increase critical thinking and higher order thinking skills for students in grades K-5.
Resource Teacher	Math Resource Teacher will provide math for K-5 student with strategies to target critical thinking and higher order thinking skills through academic games such as chess during math lab.
Resource Teacher	Math Resource Teacher will provide small group (push-in and pull-out) instruction for targeted students in grades K-5.
Paraprofessional	Para will provide small group instruction, remediation and enrichment in reading through push-in and pull-out services in grades K-5.
Tutorial	Provide after school tutorial for targeted students in grades 3-5 for 17 weeks for math and reading. After school tutorial - (7 tutors plus 1 lead tutor) Certified tutors x \$25 per hour x 2 Days a week x 2 hours a day x 17 weeks = \$13,600 (Nov. 9 - March 31) Planning 8 certified tutors 3 days, 2 hours per day, 2 weeks x \$25 per hour (\$2400) Nov.
Online subscription	READING A-Z On-line leveled readers for reading intervention for students in the L30 grades K-5 (Site license @ \$300); SCIENCE A-Z On-line leveled readers for reading intervention for students in the L30 grades K-5 (Site license @ \$300).



Supplies	Resources to support the implementation of a guided reading program and build a resource of guided reading sets, provide resources to support classroom instruction, tutorial programs and the small group intervention program. Wilson Foundations Student Notebooks Gr. K -2 (20 notebooks each grade) 60 x \$67.40 = \$4,044 Teacher's Manual 2 x \$95.20 = \$190.4 My Foundations Journal 20 x \$48.20 = \$964 WRS Introductory Set (Step 1-6) 1 x \$299 = \$299 Magnetic Journal With Letter Tiles 10 x \$25.90 = \$259 Teacher Kit 1 - 2 x \$523 = \$1,046 Ready Florida Instruction - Gr. 2, 3 & 5 Student workbooks (185 each grade) 555 bks x \$11.05 = \$6,132.75 Teacher Books (10 each grade ) 30 TE x \$25.50 = \$765 Guided Reading Levels A, B, C - 3 x \$449 = \$1,347 Guided Reading Levels Gr. K - Level A-D 1 x \$1,595.95 = \$1,595.95 Guided Reading Levels Gr. 1 Level A-J 1 x \$3,595.95 = \$3,595.95 Gr. 5 level (novel read) The Tiger Rising book - \$5.21 x 214 = \$1,114.94 J & J Boot Camp Speed Bag Student Bks 5th grade (sets of 25) 8 x \$350 = \$2,800 Speed Bag Teacher's Edition Gr 5 - 2 x \$54.95 = \$109.90 Counters 15 x \$18.39 = \$275.85 Linking cubes 10 x \$14.07 = \$140.70 Ten frame cl set 5 x \$36.79 = \$183.95 Magnetic money 5 x \$45.99 = \$229.95 Magnet coins 10 x \$9.19 = \$91.90 Magnet base 10 x \$9.19 = \$91.90 Protractors 5 x \$4.49 = \$22.45 Meter sticks 100 x \$3.15 = \$315.00 Composition bks 500 x \$4.99 = \$2,495 Unifix cubes 6 x \$22.99 = \$137.94 Place Value Bks 10 x \$27.59 = \$275.90 Student clocks 5 x \$32.19 = \$160.95 Pencils 30 x \$5.28 = \$158.40 Sharpies 40 x \$8.39 = \$335.60 Post-it notes 40 x \$4.99 = \$199.60 Copy paper 100 x \$32 = \$3,200 chart paper 50 x \$32.00 = \$1,600 Color paper 50 x \$32.95 = \$1,647.50 pens 27 x \$4.49 = \$121.23 Chart markers 40 x \$6.99 = \$279.60 Expo markers 41 x \$6.99 = \$286.59 pencils 30 x \$5.28 = \$158.40 book baskets - 100 x \$1.00 = \$100 Guided reading book sets for resource room (108 sets of 5/6 books) 108 x \$24.99 = \$2,698.92 (Spanish and English titles)
Out-of-system Tutors (Long Term)	3 Out of system, non-certified tutors will support small groups of L25% students by pushing in and pulling out in Grades K-5 for math and ELA. (3 tutor X 6 hours X \$15 per hour x 180 days)
Out-of-system Subs	7 sub days for Math Resource Teacher (Daily sub rate - \$87.04)

## Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

### Mission Statement

The mission of the Parent and Family Engagement Plan is to empower parents and families to be active participants in their child's academic and social emotional success, student performance is a community wide effort which includes administrators, parents, families and the community, parental involvement is necessary as we seek to develop the total child, Cholee Lake will accomplish this by providing information, training and assistance through family/parent education courses, and activities.

## Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

### 1. List the name and title for each member/stakeholder responsible for the development and the implementation of the CNA, SWP, PFEP and School-Parent Compact.

Name	Title
Dr. Marline Campbell	Principal
Dr. Carlos Castro	Assistant Principal
Kerry Ann Nelson	Single School Culture Coordinator
Denise Angelino	SAI/SAC Chair
Scott Gayle	K-2 Reading
Andrea Avery	Math Coach
Diane Sanchez	ESE Coordinator
Leoned Villatoro	Parent
Diana Aguilar	Parent
Suzanne Rivera	Parent
Mislande Loudort	Parent

### 2. What are the procedures for selecting members representing all stakeholders? Describe the process for selecting members.

1. All teachers were invited and participated during faculty meeting.
2. Team leaders were invited and provided feedback.
3. Invitations were sent out to parents and business partners to participate in CNA process.

### 3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

1. Meeting by leadership team held March 6, 2020 to discuss and give input on targeted areas of CNA, SWP and PFEP.
2. Faculty meeting held on March 9, 2020 to discuss and give input on targeted areas of CNA, SWP and PFEP.
3. Parent meeting held on March 11, 2020 to involve parents to receive input and feedback in the creation of CNA, SWP and PFEP.

### 4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

**4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.**

Stakeholders provided input and suggestions using the FY21 Title I SWP Comprehensive Needs Assessment Recording Template.  
All information gathered from the three meeting was gathered and assisted in the creation of the CNA.

**5. List the name and title for each member/stakeholder responsible for ongoing monitoring of the implementation of SWP and PFEP.**

Name	Title
Dr. Marline Campbell	Principal
Dr. Carlos Castro	Assistant Principal
Kerry Ann Nelson	Single School Culture Coordinator
Denise Angelino	SAI/SAC Chair
Type in the name of member/stakeholder	Type in the title of member/stakeholder

## Annual Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;
- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

### Brief Narrative

#### 1. What is the actual date, time and location of the Annual Meeting?

October 7, 2020 5:00 p.m.  
 October 8, 2020 5:00 p.m.  
 Meeting will be held in a virtually in Google Meets

#### 2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

Parents notification will be as follow:  
 -Call out  
 -Invitations sent home

#### 3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

- Title I Resource Center, Title I Cholee Lake PowePoint, FY21 School-Compact, FY21 Parent and Family Engagement Plan, Virtual Evaluation for Title I Meeting

## Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

Staff Training for Parent and Family Engagement #1 (PFEPStep4)					
Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
Sharing Student	Teachers will be able to provide parents with student data in the new distance learning platform	Parents will be able to navigate their child(ren) data in the Google Classroom	Sign-in sheets Parent conference notes	October	Dr. Marline Campbell

Staff Training for Parent and Family Engagement #2 (PFEPStep4)					
Name of Training	What specific strategy, skill or program will staff learn to implement with families?	What is the expected impact of this training on family engagement?	What will teachers submit as evidence of implementation?	Month of Training	Responsible Person(s)
SEL Practices	Teachers will learn SEL strategies that will be shared with parent to support the SEL	During parent conferences parents will learn about the 3 SEL Signature	Agenda Sign-in sheets	December	Dr. Marline Campbell

## Evaluation of Staff Training

Using your staff training evaluations and feedback from faculty and staff trainings, evaluate how the trainings provided during the school year educated faculty and staff on the value of engaging families and on the strategies designed to equip families to support learning at home.

Reflection/Evaluation of Training #1 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
Staff acquired resources and strategies to	91	As a result of the training teachers and staff were able to apply new ideas to increase parental involvement in his/her classroom. For	<input checked="" type="radio"/> Yes <input type="radio"/> No How do you know? Increase number in parent conferences Increase number in parents attending parent trainings.	100% of staff participated in training and	An improvement would be to have a follow up training. Monitor those teachers who did not have an increase in parental involvement and offer more strategies.

Reflection/Evaluation of Training #2 (PFEPStep5)					
Name and Brief Description	Number of Participants	What were teachers able to do as a result of the training?	Have you seen evidence that teachers are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements could be made and what steps will you implement to make the raining more effective?
During PLC's teachers will be provided with	91	As a result of the training teachers and staff will be able to present in parent friendly terminology school data pertaining	<input checked="" type="radio"/> Yes <input type="radio"/> No How do you know? Increase number in parent conferences Increase number in parents attending parent	100% of staff participated. Teachers were able	An improvement would be to have a follow up training. Monitor those teachers who did not have an increase in parental involvement and offer more strategies.

## Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

Parent and Family Capacity Building Training #1 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No  Amount \$0.00
APTT	To support student learning at home, parents will be able to have a deeper understanding of ELA and math curriculum such as Letter recognition-upper lower case, high frequency words, number recognition, and writing number 0-20. Parents will be provided with the tools and strategies	Teachers will lead a hands-on training involving sample texts and math manipulative. Parents will have the opportunity to engage in the materials to	The expected outcome is for the parents to support their child at home in ELA and math. It is the hope of this training to close the achievement gap of the students.	November 2020	Dr. Carlos Castro Denise Angelino Teachers grades K-2	Color Ink, folders, Copy paper, PowerPoint, Technol	

Parent and Family Capacity Building Training #2 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input checked="" type="radio"/> Yes <input type="radio"/> No  Amount 900.00
FSA Night	To support student learning at home, parents will participate in a variety of standards based games and activities that focus on Math: Algebraic thinking, measurement, data and geometry. Science: Nature of science, Earth and Space, Physical Science and Life Science.	During the training parents will have hands-on practice with FSA type paragraphs. In those paragraphs parents will analyze, find the theme, characters,	The expected impact of this FSA Parent Night is for parents to have a better understanding of the FSA assessment as well as preview of the Item Specifications. Parents will be provided	January/ February 2020	Leadership Team Teachers Grades 3 -5	PowerPoint Markers Copy Paper Pencils Pens	



Parent and Family Capacity Building Training #3 (PFEPStep6)							
Name of Training	What specific strategy, skill or program will parents learn to implement with their children at home?	Describe the interactive hands-on component of the training.	What is the expected impact of this training on student achievement?	Date of Training	Responsible Person(s)	Resources and Materials	Will use funds for refreshments as noted in SWP: <input type="radio"/> Yes <input checked="" type="radio"/> No Amount <input type="text" value="\$0.00"/>
ELA-Math-Science Academic Game Night	To support student learning at home, parents will be able to participate in a variety of standards based games and activities such as Math: Algebraic thinking, measurement, data and geometry. Science: Nature of science, Earth and Space, Physical Science and	During the training parents will have hands-on practice with FSA type paragraphs. In those paragraphs parents will analyze, find the theme, characters,	The expected impact of this FSA Parent Night is for parents to have a better understanding of the FSA assessment as well as preview of the Item Specifications. Parents will be provided	TBD	Leadership Team	Standards based learning activities and games.	

## Evaluation of Parent Training

Using your parent and family training analysis or reflections, evaluations, and other input, evaluate how the parent and family trainings provided during the school year built the capacity of parent and families to help their children learn at home.

Reflection/Evaluation of Training #1 (PFEPStep7)					
Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
APTT # 1	Parents will participate in a 75 minute team meeting with their	The goal of APTT is for parents to have a deeper understanding of the ways in	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? January 2020	Dr. Carlos Castro Denise Angelino K-1 grade teachers	Color Ink, folders, Copy paper, PowerPoint, Technology, Pencils, Pens, math manipulative

Reflection/Evaluation of Training #2 (PFEPStep7)					
Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
ELA-Math-Science Academic Game Night	Parents will be able to participate in a variety of standards based	Parents will have an understanding of the Florida State Standards in	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? November	ELA-Math-Science Committee members.	Standards based learning activities and games.  Standards based activities provided by the Mathematics Department.

Reflection/Evaluation of Training #3 (PFEPStep7)					
Name of Training	Number ofParticipants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?

Name of Training	Number of Participants	What were parents able to do as a result of the training?	Have you seen evidence that parents are implementing the strategy, skill or program they learned through this training?	What went well with the training?	What improvements would be made and what steps will you implement to make the training more effective?
FSA Night	Parents will be able to participate in a variety of standards based	The objective of the FSA Parent Night is for parents to have a better	<input type="radio"/> Yes <input checked="" type="radio"/> No How do you know? February 2020	Cholee Lake Leadership Team, Grades 3-5 teachers.	PowerPoint Markers Copy Paper Pencils Pens Anchor Charts

## Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

### Partnership #1

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Multicultural Department	Cholee Lake staff collaborates with the Multicultural Department in working with parents for effective communication. ESOL staff	Agenda Sign-in sheets Data	As needed.

### Partnership #2

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Department of Early Childhood Education	Cholee Lake works with the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the	Agenda Sign-in sheets Data	As needed

### Partnership #3

Name of Agency	Describe how agency/organization supports families.	Based on the description list the documentation you will provide to showcase this partnership.	Frequency
Lois' Food 4 Kids	Lois' Food 4 Kids is a year-round weekend feeding program for children. Cholee Lake families will receive a weekend's worth of	Contract Pictures Food bags	Weekly

## Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

<p><b>1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>Methods of communication include :Parent Home visits, Marquee, Robo-calls, Flyers teacher Phone calls to parents ,SAC, Car loop signs, SIS, daily agenda, and email, Google Classroom.</p>	<p>The school will collect, phone call log sheets/home visit log sheets, SAC agendas, parent conference notes, photos. School-Parent Compact, PFEP summary, Parent's Right-to-Know letters, out-of-field teacher letters.</p>
<p><b>2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>Parents will be informed at Curriculum Night, FSA Night, Parent/Teacher conference, Progress Reports, APPT Nights and through SIS and Google Classroom.</p>	<p>The school will collect agendas, sign-in sheets, surveys, and conference notes from various meetings, progress reports, report cards and assessment reports in multiple languages, photos.</p>
<p><b>3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>Parents will be informed of academic progress through curriculum nights, SAC meetings, Title I Annual Meeting, parent-teacher conferences, IEP/LEP meetings, mid-term reports, report cards, assessment results.</p>	<p>Evidenced gathered will include-progress reports, report cards, assessment results (FSA, Diagnostic, iReady, RAZ Kids.), SAC agendas and sign-in sheets, LEP meeting sign-in sheets, IEP meeting sign-in</p>
<p><b>4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>The school will widely announce opportunities for parents input: SAC Meetings, Title I Annual Meeting Parent conferences Report cards meetings, and Curriculum night.</p>	<p>The school will collect invitations, agendas, sign-in sheets, surveys, and conference notes from various meetings, progress reports, report cards and assessment reports in multiple languages, photos.</p>
<p><b>5. Describe how the school will offer flexible meeting dates and times or trainings, activities and events to remove barriers for attendance.</b></p>	<p><b>List evidence that you will upload based on your description.</b></p>
<p>The school provides childcare during each parent training as well as, Title I Annual Meeting, SAC, and other parent only sponsored events. The school will make home visits for those parents not able to attend parent conferences Activities at the school will also be staggered in time to allow multiple parents to attend.</p>	<p>Flyers indicating multiple days/hours. Home visit logs as needed. Before school/after school logs.</p>

## Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events.

Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency	List evidence that you will upload based on your description.	File Attachments
<p>Cholee Lake will provide translation of parent meetings, correspondence and events through the use of Community Language Facilitators. Parents will have access to documents translated in English, Creole and Spanish.</p>	<p>Evidence to include-translated compacts, PFEP summaries, academic reports, invitations, flyers, newsletters, letters, parent-teacher conference notes</p>	
2. Parents and families with disabilities	List evidence that you will upload based on your description.	File Attachments
<p>Cholee Lake is a 21st Century School providing easy accessibility to all parents and visitors. The school's provides ample handicap parking and ramps for easy entrance into the school. There is an elevator to the second for any and all parents to use. Cholee Lake works closely with the school district to meet any additional needs</p>	<p>Evidence to include photo of staff providing support for parents who are vision or hearing impaired, sign-in sheets, notes when vision or hearing support was</p>	
3. Families engaged in migratory work	List evidence that you will upload based on your description.	File Attachments
<p>Parents of Migrant students and/or English Language Learners (ELLs) will be equally included in parent involvement activities and will be informed through either the Migrant Contact or English for Speakers of Other Languages (ESOL) Coordinator. In addition, parents of these students will also be informed of other</p>	<p>Evidence will include-home visit notes, school staff referrals to Migrant Department, meeting notes, flyer of services offered, translated letters, transportation logs,</p>	
4. Families experiencing homelessness	List evidence that you will upload based on your description.	File Attachments
<p>Cholee Lake will provide information to parents and families experiencing homelessness will have access to school information in a variety of forums and settings. Parents will have access to guidance counselors and local agencies to support families. Student Housing Questionnaire (SHQ) form (2479) is provided at the beginning of</p>	<p>Evidence will include completed needs survey, notes on services/support provided, copy of referral email, Student Housing Questionnaire (SHQ) form (2479),</p>	

## Other Activities

List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

### Activity #1

Name of Activity	Brief Description
N/A	N/A

### Activity #2

Name of Activity	Brief Description
N/A	N/A

### Activity #3

Name of Activity	Brief Description
N/A	N/A

## Building Students' Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/ emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and / or
- Develop a sense of service for others.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Our students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures. Pillars of Effective Instruction: Students are immersed in rigorous task encompassing the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of the multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to: The History of the Holocaust The History of Black and African American The Contributions of Latino and Hispanics The Contributions of Women The Sacrifices of Veterans and Medal of Honor recipients within U.S. History Guidance counselors at Cholee Lake will provide students instruction that addresses various social/ emotional needs. Cholee Lake conducts a Code of Conduct Assembly twice a year in order to teach students the school rules and effective conflict resolution. In addition, teachers and students are taught Conscious Discipline calming techniques to utilize with students when they are angry or upset. Cholee Lake offers bullying prevention and anti-drug counseling to students that incorporates field trips, community service, and counseling. Cholee Lake Elementary integrates Single School Culture(SSC), which includes Universal Guidelines for Success, a Behavior Matrix and teaching expected behaviors. SSC is communicated to parents. Cholee Lake instills an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS program of creating a universal climate for success for all students.



## SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS).

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

The RtI Leadership Team will use the Problem Solving Model to conduct all meetings. Utilizing data as the basis for discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. Each case will be assigned a case liaison to support the interventionist (e.g., teacher, RtI/ Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings. The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by IDEA. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education. Tier 1: The Whole Class. All students are taught with methods that research has shown to be effective. All students are screened to see who is and isn't responding to these strategies. Kids may be broken into small groups that address different strengths and areas of need. Tier 2: Small Group Interventions. Some students receive more targeted support in small groups. The scheduling of these interventions is important. The goal is to keep students from missing any core instruction or other Tier 1 activities that might make it harder to catch up. Students in Tier ii receive intervention through the research based program Florida Center for Reading Research (FCRR). The Florida Center for Reading Research (FCRR) is a multidisciplinary research center at Florida State University. FCRR explores all aspects of reading research—basic research into literacy-related skills for typically developing readers and those who struggle, studies of effective prevention and intervention, and psychometric work on formative assessment. Tier 3: Intensive, Individualized Support. A few students who move up to this most intensive level of support continue with Tier 1 activities. Their break-out groups are smaller than in Tier 2. And these sessions last longer and are more narrowly focused. Students in Tier III receive small group instruction using research based Fountas and Pinnell Leveled Literacy Intervention System (LLI). The goal of LLI is to lift the literacy achievement of students who are not achieving grade-level expectations in reading.

## Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

The process used to determine core instructional needs (data).How the school ensures instruction is aligned to standards.Courses / electives that are not considered core- content.Courses / electives that are focused on job skills. Opportunities to extend learning time.How the school connects classroom learning to world applications How extra curricular opportunities enrich the students' education.

*\*The term "well - rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

Based on the extensive data review from the FY19 (since there was limited data for school year FY20) in preschool and on going through PLC and common planning Cholee Lake is providing students with a high rich academic core subjects. During common planning teachers plan directly using the Florida State Standards and the Next Generation Sunshine State Standards. The master schedule includes a built in 30 minutes of fine arts instruction. Cholee Lake offers a wide variety of specials for the students from-music, art, physical education, art, art lab, guidance-building character education, and chess (for intermediate grades). The students of Cholee Lake go through a seven day fine arts rotation with physical education twice on the wheel. The fine arts classes have a district approved curriculum and instruction provided by qualified educators. Cholee Lake students in need of additional learning support are provided with extended learning opportunities through after school tutorial program in all core subjects. Student performing performing at and above grade level also partake in enrichment tutorial after school. Cholee Lake offers an exciting Spanish Dual Language program. The program allows native English speakers to acquire the Spanish language and native Spanish speakers to acquire the English language. The students learn 50% of the day in each language. All the programs and after school activities at Cholee Lake increase academic achievement for all students, while providing behavioral and social-emotional supports for the well-being of the whole child.

## Post-secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/ readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT / SAT prep programs;
- Project based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

Cholee Lake strives to assure all students are successful beyond his/her elementary school years by providing: -Dual Language Program (K-5)-The goal of the dual language program is to create an environment that promotes equity and positive cross-cultural attitudes while students become bilingual and bi-literate; thus laying the groundwork for future success in the international marketplace. -Career Day-Cholee Lake invites numerous members from the community and work force to provide students with in depth information of careers and jobs. A few noted professional include: First responders, lawyers, city employees, plumbers, nurses, doctors, and chefs - Various School Clubs-Cholee Lake's after school clubs include: Music Club, Chorus Club, Chess Club, Dance Club provide all the students for opportunities for growth in various areas.

## Transition from Early Childhood Education Programs to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round- up
- Pre - K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On - site school tours for new kindergarten families
- Early school year start / summer program for incoming Kindergartners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre- K students
- Looping from Pre- K to K
- Collaboration with local preschools to develop readiness skills

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Cholee Lake Elementary offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life. To assist with the transition of school-based and community children into the kindergarten program at Cholee Lake Elementary, distribution of Backpack with books, transition to kindergarten activities, and a parent guide for enrolled VPK students are provided to parents by the Department of Early Childhood Education. In addition, Cholee Lake's Kindergarten, ELL, and ESE teachers collaboratively engage on an ongoing basis with the pre-kindergarten teachers in our program as well as those in feeder programs to discuss students' readiness for entering kindergarten. Cholee Lake Elementary also conducts a Kindergarten Round-Up each spring to inform parents of how to prepare their child or kindergarten. This Round -Up workshop for parents provides hands-on assistance with this transition and resources to take home with them to use throughout the summer in preparation for the school year. Parents are also informed of readiness strategies and the various assessments utilized in kindergarten at the Kindergarten Round-up.

## Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences(AVID, content specific, STEM, AP / IB / AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready Cholee Lake provides teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement, as well as inclusive educational practices are monitored and instruction is modified as needed based on decisions made through collaboration. Single School Culture Coordinator (SSCC) provides teachers with instructional leadership and support for the continuous academic improvement of students. The SSCC provides coaching support and professional learning strategies to teachers to improve classroom instruction. SSCC will use data to diagnose and assess student needs while guiding teachers to tailor instruction to meet individual needs. The SSCC will provide side by side support at Professional Learning Communities (PLC). Cholee Lake teachers gather relevant data to provide parents during APTT meetings. Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. All first year teachers are participating in the Educator Support Program (ESP). Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. The math, and reading coaches provide professional development to support all content teachers. The coaches support teachers by modeling best practices and modeling side by side. Data is analyze with the teachers and plans of actions are created to meet the needs of the students.

## Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

### Retention:

- Orientation
- Mentoring / Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support
- School / Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part- time pay such as tutoring

### Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement
- Other Incentives such as signing bonuses and pay for performance

The administrators of Cholee Lake Elementary follow the Palm Beach County School District's recruitment and retention policies and procedures for the recruitment and retention of highly qualified, certified-in-field, effective teachers such as:

- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Establish and maintain relationships with colleges and officials in the field of education to promote the District
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

Cholee Lake also provides Professional Development in Professional Learning Communities (PLC), common planning and PDD's, for teachers to consistently improve their pedagogy. Cholee Lake also has an Educator Support Program (ESP) for new teachers and their mentors, which meets monthly to assist teachers in their first year of teaching. ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning. Teachers have the opportunity for part-time pay by participating in the after school tutorial program. Teachers also have the opportunity to improve his/her craft by attending part-time professional development during the summer as well as after contract hours coaching with the coaches and Single School Culture Coordinator,

