

The School District of Palm Beach County

Cholee Lake Elementary School



2015-16 School Improvement Plan

Cholee Lake Elementary School

6680 DILLMAN RD, Greenacres, FL 33413

www.edline.net/pages/cholee_lakes_elementary_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	93%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	94%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	B	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Cholee Lake Elementary School is to provide an open and safe environment that is conducive to the intellectual, social and emotional development of all students. Through the use of technology, experiential learning, differentiated instruction, and rigorous teaching practices based upon student needs as determined by quality assessments; we will provide a multitude of learning opportunities for students of all abilities in order to create life-long learners, productive members of society, and critical thinkers ready to face the challenges of the 21st century. We will strive to foster parent and community involvement that will enhance and encourage high expectations for our diverse student population.

Provide the school's vision statement

Cholee Lake is a collaborative, multi-cultural community, where students are educated to achieve their fullest potential academically in order to succeed in the global economy.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b), as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions
- Women's Contributions
- Sacrifices of Veterans

In addition, Cholee Lake Elementary will host family events such as Hispanic Heritage Night and Multicultural Night. We will also seek to continually enhance our resources to reflect multi-cultural diversity, as well as provide culturally relevant lessons. In addition, we will be integrating history of Holocaust in grade 5 Literacy. Counselors provide lessons based on Women's history as well as Sacrifices of Veterans.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Cholee Lake Elementary will articulate, demonstrate and teach the specific practices that reflect the application of the school's School-wide Positive Behavior Support (SwPBS) Universal Guidelines to the contexts students will encounter before, during and after school. In addition, we will provide professional development in methods of respectfully and effectively correcting misbehaviors at the classroom and administrative level.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The school's Universal Guidelines and behavior matrix will be taught on a continuous basis to ensure students are aware of behavior expectations. Teachers will convey and review the school wide discipline expectations. Teachers and staff at Cholee Lake Elementary will also make reference to the Matrix and Guidelines when providing students with positive feedback.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Guidance counselors at Cholee Lake will provide students instruction that addresses various social/emotional needs. School based team (SBT) meets frequently to discuss students with behavioral and or academic needs. Cholee Lake's staff and teachers will also seek to connect students and families to the various agencies who have Cooperative Agreements with our school district. Cholee will implement a student advocate program, where each students will be assigned an adult mentee.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Cholee Lake uses data systems to identify students who have attendance, behavioral or academic concerns. We have created data decision rules for the number of absences a student can get prior to a referral to SBT. We ensure that teachers and staff are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	43	56	38	42	18	29	226
One or more suspensions	0	2	3	0	1	1	7
Course failure in ELA or Math	41	98	105	139	79	112	574
Level 1 on statewide assessment	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	14	34	21	35	11	15	130

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Cholee Lake has an effective multi-disciplinary team in place to problem solve and create differentiated plans. In addition, a supplemental Academic Teacher (SAI) , reading resource teacher, classroom teachers, reading and math coaches, guidance counselors are utilized to provide interventions. Teachers use resources such as Wilson Foundations, LLI, AIMS WEB and FCRR for research based intervention strategies.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Parents will participate in school activities such as report card conferences, Title I Annual parent meeting, after-school activities, and School Advisory Council, Curriculum related events, multicultural events and other parental involvement planned by parental involvement staff.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Cholee Lake Elementary seeks to build partnerships with local area businesses and community organizations by inviting them to school events, soliciting their business, and communicating with them. Business partners are also invited to attend all School Improvement meetings.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Campbell, Dr. Marline	Principal
Fugate, Elizabeth	Teacher, K-12
Garcia, Kristina	Teacher, K-12
Henderson, Chazzie	Instructional Coach
Huffstetler-Spencer, Jena	Teacher, K-12
King, Tawana	Teacher, K-12
Kohl, Dawn	Teacher, K-12
Lontoc, Marifi	Teacher, K-12
Pucciarelli, Stacy	Administrative Support
Sariol, Ruben	Teacher, ESE
Andrews-Steel, Jamilla	Guidance Counselor
Castro, Carlos	Assistant Principal
Eduardo, Kristin	Other

Duties

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl. Gathers, analyzes and uses data from varied and multiple sources to form concepts and hypotheses, and to consider alternatives. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. Enhances the decision-making capabilities of all school-based personnel through involvement of staff and faculty. Develops new skills and approaches to implement the school improvement and accountability.

Assistant Principal: Shares in creating the common vision and aligns professional development, data based meetings and instructional practices to the goals of the school, monitors in classrooms, planning and collaborative meetings to ensure fidelity, conducts data chats with staff and students, uses data to make decisions.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

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.

Instructional Literacy Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Instructional Math Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Rtl/Inclusion Facilitator: Provides guidance to instructional staff on identification of specific student deficiencies and makes an appropriate match to students and researched-based interventions. The facilitator will facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection

ESOL Coordinator: Provides guidance to instructional personnel on ESOL strategies and interventions needed according to the students' individual LEP plans.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Rtl 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 (PBCSD Form 2284) which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies.

The team will ensure the necessary resources are available and the intervention is implemented with fidelity. 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.

Problem Solving Model

The four steps of the Problem Solving Model are:

Problem Identification entails identifying the problem and the desired behavior for the student.

Problem Analysis involves analyzing why the problem is occurring by collecting data to determine possible causes of the identified problem.

Intervention Design and Implementation involves selecting or developing evidence-based interventions based upon data previously collected. These interventions are then implemented.

Evaluating is also termed Response-to-Intervention. In this step, the effectiveness of a student's or group of students' response to the implemented intervention is evaluated and measured.

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 both IDEA and NCLB.

Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

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..

Services are provided to ensure students requiring additional remediation are assisted through after-school programs, tutorials, and or summer enrichment programs. At the school level, a reading and math/science resource teacher were purchased using Title I funding to work with students on a daily basis in the core subject areas. In addition a parent liaison will work with parents and teachers to build home-school connections. Professional Development funds will be used to purchase a Literacy and Math Coach to provide intensive Reading/Math support and Professional Development outlining the expectations for Reading and Math instruction, as well as in class modeling and mentoring to ensure students receive effective instruction in Reading, Writing, and Math to promote academic improvement.

District Migrant/homeless *programs provide services and support to students and parents. In addition, migrant students making academic progress are identified and recognized annually.

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Funds from the district were used to purchase TenMarks, an online math practice and enrichment program. Title II funds are used to support Professional Development and develop teacher pedagogy.

Services are provided through the district for education materials and ESOL district support services to improve the education of immigrants and English Language Learners. Cholee Lake has an ESOL coordinator who works with parents, teachers, and students. In addition, we have an ESOL guidance counselor, six teachers who work directly with English Language Learners and a Spanish Dual Language resource teacher.

Guidance Counselors, PTA, and the Parent Liaison provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

SAI funds will be coordinated with Title I funds to provide pull out instruction for retained third grade students and other students identified with a deficiency in reading.

The school 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.

The school offers bullying prevention and anti-drug counseling to students that incorporates field trips,

community service, and counseling.

The SwPBS Team provides support to teachers in management of student discipline. Discipline, attendance and Safety Data are reviewed monthly.

Cholee Lake elementary also participates in District-wide implementation of Single School Culture as well as Appreciation for Multicultural Diversity.

The District provides a Health education program through the Food Services department that provides a free breakfast program for all students at Cholee Lake. In addition, students in grades 3-5 received the Commit2BFit agenda planner that outlines tips and lessons for students to eat properly and exercise.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Dr. Marline Campbell	Principal
Andrea Stephenson	Parent
Bernard Fernandez	Parent
Daniel Rubio	Parent
Denise Angelino	Teacher
Ivonne Stewart	Education Support Employee
Jamillia Andrews Steel	Teacher
Jeanne Bootz	Business/Community
Joydell Brooks	Business/Community
Maria Botello	Business/Community
Martha Hernandez	Parent
Nuemy Brown	Parent
Oriana Perez	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

In reviewing the SIP from FY15, the SAC was able to see that our goals, strategies and resources were aligned and benefitting our students. Upon reviewing the recent FCAT and Formative and Summative data the SAC committee was also able to determine that academic improvement was being made due to the efforts set forth in the FY15 SIP.

Development of this school improvement plan

SAC members are instrumental in discussing, reviewing, and voting on goals and strategies included in the school improvement plan. In addition, portions of the SIP are presented in the monthly SAC meeting to review progress on goals and effective strategies by content area.

Preparation of the school's annual budget and plan

The FY16 budget and SIP were presented at a SAC meeting where the members were able to offer suggestions and provide feedback. The projected use of FY16 SAC funds will be to improve the Dual

Language Program, projects to enhance student performance and success, as well as student supplies and materials.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAC reviewed the previous year's data and FY15 SIP to determine what the resource needs are for this year.

In FY15, the SAC funds were used for Student Supplies, Literacy Coach Workshops and material totaling approximately \$3,000.00.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Campbell, Dr. Marline	Principal
Nelson, Kerry Ann	Instructional Coach
Linton, Madge	Teacher, K-12
Pucciarelli, Stacy	Administrative Support
Sariol, Ruben	Teacher, ESE
Voparil, Mariana	Guidance Counselor
Andrews-Steel, Jamilla	Guidance Counselor
Edwardo, Kristin	Teacher, K-12
Castro, Carlos	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

This group of professionals is comprised of leaders in literacy. This team includes a primary and intermediate literacy leader, a reading coach, a reading resource teacher, SAI Teacher, a representative from ESOL, a representative from ESE, the 504 Representative, SBT Leader and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of action and meets monthly, (more if necessary) to assess progress towards accomplishing the goals. The team promotes and supports literacy in a variety of ways: through literacy nights, professional development, leaders coaching and/or modeling, summer literacy opportunities, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. 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.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

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 LTM's, 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.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

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 and professional growth.

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

Teachers who are positive role models, supportive utilize best practices in the classroom and promote teaching and learning were chosen to partner alongside our beginning teachers. The pairings are as follows:

New Teacher: Veteran Teacher
Nepthali Cetoute-Kristin Edwardo
Tatiana Santamaria-Dawn Kohl
Lindsay Eisele-Dawn Kohl
Carl Woehlcke-Jennifer Hager
Kelly Garrison-Kristen Edwardo

Tricia McCalla-Madge Linton
Henna Clemencia Blanchard-Aixa Gavilanes
Maricruz Gonzalez-Jenna Haera
Alexandra Stanislaw-Ruben Sariol
Camille Sullivan-Ruben Sariol

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

During learning team meetings, common planning and professional development, teachers, coaches and administrators review, develop and implement lessons based off Florida Standards. In addition Item Specifications is utilized to ensure all lessons are aligned to the tested standards for grades 3-5. There are ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss language, math and science curriculum that aligns to the standards. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional and inclusive educational practices, an understanding of the school's curriculum and Florida standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Various Data obtained from Reading Running Record, Diagnostic Test, Bi weekly assessments are analyzed and used to developed lessons based on students academic needs. Students are provided with remediation through intensive immediate interventions, the use of Leveled Literacy instruction, small guided groups where students are provided with instruction on their academic levels. In addition, students are referred to School based team and the team utilize data to develop Tier II and Tier III interventions. Some students also receive receiving push-in/pull out services for ESE/ELL where appropriate ELL and ESE strategies are provided based on their Limited English Proficiency or Individual Education Plan.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,640

Students will receive innovative and engaging learning opportunities for remediation and enrichment in reading, writing, math and science twice weekly for a total of four hours per week.

Strategy Rationale

Cholee Lake students need additional time to continue their work in vocabulary, comprehension and fluency instruction, responding in writing to text based questions, as well as math and science skills.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Castro, Carlos, carlos.castro@palmbeachschool.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

A pre and post assessment will be used for progress monitoring. Data will be collected and analyzed to provide differentiated instruction and to evaluate the effectiveness of the tutorial program.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Cholee Lake Elementary conducts a Kindergarten Round-Up each spring to inform parents of how to prepare their child for 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.

For initial student placement, the FLKRS assessment will be administered to all students entering kindergarten as well as the school district's K-3 assessments. The results reveal the new student's readiness level for kindergarten.

Cholee Lake also has a staggered start schedule in place for the first week of the school-year so that students can get acclimated to kindergarten in a smaller group setting.

Cholee Lake houses 2 classrooms of the VPK program; staffed with highly qualified teachers and two certified Early Childhood Professionals. The VPK program focuses on the development of social and academic skills to prepare students for readiness for Kindergarten.

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.

College and Career Readiness

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

N/A

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

N/A

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals


The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Cholee Lake Elementary School provides rigorous, explicit and well planned balanced literacy instruction as well as targeted intervention programs aligned to the Language Arts Florida Standards then student achievement will improve.

- G2.** If Cholee Lake Elementary provides rigorous, relevant and well-planned math instruction as well as targeted intervention programs aligned to the Mathematics Florida Standards then student achievement will improve.

- G3.** If Cholee Lake Elementary School provides rigorous, relevant and well planned Science lessons aligned to the NGSS Florida Standards then student achievement will improve.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If Cholee Lake Elementary School provides rigorous, explicit and well planned balanced literacy instruction as well as targeted intervention programs aligned to the Language Arts Florida Standards then student achievement will improve. 1a

G074882

Targets Supported 1b

Indicator	Annual Target
FSA - English Language Arts - Achievement	30.0

Resources Available to Support the Goal 2

- Literacy Coach
- Reading Resource Teacher
- SAI Teacher
- Research based materials including a teacher resource room
- Parent Resource Room
- Parent Liaison

Targeted Barriers to Achieving the Goal 3

- Teachers lack of knowledge regarding complexity levels associated with the Language Arts Florida Standards.
- Parents are unfamiliar with strategies that can reinforce reading, math, and writing skills because of language barriers.
- Teachers lack knowledge on how to use data to plan effective and explicit instruction.

Plan to Monitor Progress Toward G1. 8

In an effort to track progress towards goal and targets, data from assessments such as diagnostic tests, unit tests, FSQ, I-station and USA, will be collected, analyzed at Learning Team Meetings. Teachers will also help individual students to track their progress towards goals and targets.

Person Responsible

Dr. Marline Campbell

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Data will be collected and monitored by the principal. In addition, a Google Document for tracking will be utilized to store data.

G2. If Cholee Lake Elementary provides rigorous, relevant and well-planned math instruction as well as targeted intervention programs aligned to the Mathematics Florida Standards then student achievement will improve. 1a

G074883

Targets Supported 1b

Indicator	Annual Target
Math Achievement District Assessment	63.0

Resources Available to Support the Goal 2

- Math coach
- math/science resource teacher
- teacher resource room

Targeted Barriers to Achieving the Goal 3

- Teachers lack knowledge regarding the delivery of rigorous, relevant, and well-planned instruction as well as targeted math intervention programs aligned to the Mathematical Florida Standards.

Plan to Monitor Progress Toward G2. 8

In an effort to track progress towards goal and targets, data from assessments such as diagnostic tests, unit tests, and bi weekly assessments, will be collected, analyzed at Learning Team Meetings. Teachers will also help individual students to track their progress towards goals and targets.

Person Responsible

Dr. Marline Campbell

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Data will be collected and monitored by the principal. In addition, a Google Document for Grades K-1 and all data will be monitored for Grades 2-5 through Performance Matters/Unify for academic tracking.

G3. If Cholee Lake Elementary School provides rigorous, relevant and well planned Science lessons aligned to the NGSS Florida Standards then student achievement will improve. 1a

G074884

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal 2

- Professional Development targeting lessons that connect real-life situations to the science benchmarks applying the scientific method. Common planning and Learning Team Meetings to support the development of rigorous lessons.

Targeted Barriers to Achieving the Goal 3

- Limited exposure to real-world connections relating to the science benchmarks with opportunities to apply the scientific method.

Plan to Monitor Progress Toward G3. 8

Provide an opportunity for students to apply scientific thinking by participating in the school science fair. Implement SECME after-school club for enrichment. Implement after-school science enrichment tutorial.

Person Responsible

Jennifer Hager

Schedule

Daily, from 9/25/2015 to 6/3/2016

Evidence of Completion

Improvement on science classroom assessments. Student Progress on science classroom assessments and diagnostic assessments as well as placement in SECME competitions. Tutorial attendance logs and comprehension checks.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If Cholee Lake Elementary School provides rigorous, explicit and well planned balanced literacy instruction as well as targeted intervention programs aligned to the Language Arts Florida Standards then student achievement will improve. **1**

 G074882

G1.B1 Teachers lack of knowledge regarding complexity levels associated with the Language Arts Florida Standards. **2**

 B195598

G1.B1.S1 Provide Professional Development through LTM's, common planning and PDD's for Language Arts Florida Standards. **4**

 S207276

Strategy Rationale

When teachers understand explicit instruction then they can effectively use student data to plan and deliver effective instruction.

Action Step 1 **5**

Professional Development opportunities will be provided through Learning Team meetings, common planning Professional Development Days as well as Dual Language training and workshops.

Person Responsible

Kerry Ann Nelson

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

sign-in sheets, agendas, lesson plans

Action Step 2 5

Literacy coach will conduct the coaching cycle and facilitate PD.

Person Responsible

Kerry Ann Nelson

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

coaches logs, observational notes, schedule, artifacts (agenda/sign-ins/handouts) from PD conducted, lesson plans from lessons modeled for teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administration and PD Team will review agendas for professional development topics, tasks and assignments will be submitted for prior approval.

Person Responsible

Carlos Castro

Schedule

Monthly, from 8/17/2015 to 6/3/2016

Evidence of Completion

Along with agendas, professional development meeting agendas/minutes sign-in sheets, administration and PD Team will collect exit tickets, descriptive feedback sheets, and classroom walkthroughs for desired outcome.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Administration will attend LTM's and PDD's to ensure fidelity of delivery as well as monitor for evidence in the classrooms through formal and informal classroom walkthroughs and data chats.

Person Responsible

Dr. Marline Campbell


Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Administration will review observational notes, student data, lesson plans, minutes, sign-in sheets

G1.B2 Parents are unfamiliar with strategies that can reinforce reading, math, and writing skills because of language barriers. **2**

 B195599

G1.B2.S1 Create a parent involvement program that equips parents to be partners in education. **4**

 S207277

Strategy Rationale

Parents will be better equipped to assist their child with homework, projects, and knowledge of the State Assessment. In addition, parent communication will be done through the use of student planners/news letters.

Action Step 1 **5**

Parent Liaison will coordinate parent trainings and school to home communication.

Person Responsible

Suzanne Rivera

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Parent liaison will collect sign-in sheets, agendas, evaluations/surveys. Administration and Parent Liaison will review data and make adjustments based on data.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 **6**

Parent Training's will be held, and monitored by Parent liaison and Administration. Adjustments to training will be made from sign-in sheets, feedback/surveys.

Person Responsible

Carlos Castro

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Invitations, sign-in sheets, agendas. Administration and Parent liaison will review feedback and make adjustments based on participation/feedback.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Administration and Parent liaison will review and make adjustments based on sign-in sheets, questionnaires, and surveys for desired outcomes.

Person Responsible

Dr. Marline Campbell

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

As data is collected, sign-in sheets, surveys/questionnaires, and surveys, information will be analyzed and effectiveness of programs will be concluded.

G1.B3 Teachers lack knowledge on how to use data to plan effective and explicit instruction. 2

 B195600

G1.B3.S1 Provide students needing remediation with multiple opportunities to engage in tutorial, small group instruction, supplemental academic instruction. 4

 S207278

Strategy Rationale

To reduce the number of students needing remediation.

Action Step 1 5

Highly qualified tutors and non certified tutors will provide small group instruction

Person Responsible

Dr. Marline Campbell

Schedule

On 4/4/2016

Evidence of Completion

Lesson plan, attendance record, teacher time-sheet

Action Step 2 5

Reading Resource teacher will provide literacy support to targeted students.

Person Responsible

Dr. Marline Campbell

Schedule

Weekly, from 9/21/2015 to 6/3/2016

Evidence of Completion

Administration and resource teachers will review lesson plans, schedules, students served, agendas, anecdotal notes.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Administration will attend LTM's, PDD's and review goals of strategies

Person Responsible

Dr. Marline Campbell

Schedule

Weekly, from 9/17/2015 to 6/3/2016

Evidence of Completion

Administration and reading resource teacher will collect anecdotal notes, student data, lesson plans, agendas.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Administration will attend LTM's and PDs along with walkthroughs for desired effectiveness of implementation.

Person Responsible

Carlos Castro

Schedule

Weekly, from 9/17/2015 to 6/3/2016

Evidence of Completion

Administration and coaches will pull and review FSQ's, USA, and make adjustments based on data.

G2. If Cholee Lake Elementary provides rigorous, relevant and well-planned math instruction as well as targeted intervention programs aligned to the Mathematics Florida Standards then student achievement will improve. 1

G074883

G2.B1 Teachers lack knowledge regarding the delivery of rigorous, relevant, and well-planned instruction as well as targeted math intervention programs aligned to the Mathematical Florida Standards. 2

B195601

G2.B1.S1 Provide Professional Development on Webb's Depth of Knowledge (DOK), item specifications and unpacking standards through LTM's, common planning, Marzano Taxonomy and PDD's for Mathematical Florida Standards. 4

S207279

Strategy Rationale

When teachers unpack the standards they will know what the standards are asking to better align their teaching to the standards.

Action Step 1 5

Professional Development opportunities will be provided through Learning Team meetings, common planning as well as Professional Development Days.

Person Responsible

Chazzie Henderson

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Administration and Reading Coach will review schedules, lesson plans, observational notes.

Action Step 2 5

Math coach will deliver professional development.

Person Responsible

Chazzie Henderson

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Coaches schedule, agendas, sign-in sheets, notes, handouts from LTM/PDs, coaches logs, observational notes, student data

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Agendas for professional development topics, tasks and assignments will be submitted for prior approval.

Person Responsible

Carlos Castro

Schedule

Monthly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Agendas, professional development meeting agendas/minutes, reflections, activities, sign-in sheets

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administration will attend LTM's and PDD's to ensure fidelity of delivery as well as monitor for evidence in the classrooms through formal and informal classroom walkthroughs and data chats.

Person Responsible

Dr. Marline Campbell

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

observational notes, student data, lesson plans, minutes, sign-in sheets

G2.B1.S2 Provide daily, direct rigorous, relevant and well planned instruction during the Math Block. 4

S207280

Strategy Rationale

Teaching capacity will increase in the area of math to ensure that rigorous, relevant and well planned lessons are taught.

Action Step 1 5

Math coach will model daily instruction and support teachers.

Person Responsible

Chazzie Henderson

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

coaches logs, observational notes, student data

Action Step 2 5

Professional Development opportunities will be provided through Learning Team meetings, common planning, Professional Development Days as well as cadre training.

Person Responsible

Chazzie Henderson

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

agendas, sign-in sheets, artifacts, lesson plans

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administration team will meet with math coach and review LTMs and PDs and make adjustments and improvements as needed.

Person Responsible

Dr. Marline Campbell

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Administration will collect and review coaches schedules, LTM/PD agendas, handouts, and student data.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Administration and math coach will review data to determine effectiveness of LTMs/PDs and math strategies

Person Responsible

Dr. Marline Campbell

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Math coach will collect lesson plans, assessments, teacher feedback and surveys, class observations.

G2.B1.S3 Provide small group differentiated instruction during the regular school day and in tutorials. 4

 S207281

Strategy Rationale

This will provide students with the rigorous and relevant teaching needed to remediate the students in math.

Action Step 1 5

Teachers will use math technology-Tenmarks, manipulatives and other resources to plan and teach lessons tailored to students areas of weakness.

Person Responsible

Chazzie Henderson

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

teacher lesson plans, formal and informal walk-throughs, student data

Action Step 2 5

Math resource teacher will provide student support.

Person Responsible

Dr. Marline Campbell

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Administration will review agendas, student data, lesson plans, schedule and students served..

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Administration will conduct daily classroom walkthroughs, data chats and lesson plan review and usage reports.

Person Responsible

Carlos Castro

Schedule

Daily, from 8/17/2015 to 6/3/2016

Evidence of Completion

Administration will write observation notes, student data, review lessons during teacher data chats and inputting usage reports from TenMarks in data binders.

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

frequent review of data, accurate and consistent observational notes reviewed, leadership meetings

Person Responsible

Dr. Marline Campbell

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

notes found in the Marzano iobservation system, administrative records, meeting agendas and minutes

G3. If Cholee Lake Elementary School provides rigorous, relevant and well planned Science lessons aligned to the NGSS Florida Standards then student achievement will improve. 1

G074884

G3.B1 Limited exposure to real-world connections relating to the science benchmarks with opportunities to apply the scientific method. 2

B195602

G3.B1.S1 Students record results from classroom science experiments using the scientific method in their science journals. Students use manipulatives, science apparatus (measurement tools for liquid and dry measurements, weight balance scales, microscopes, consumables). Reinforce concepts using anchor charts. Teachers incorporate the use of science word walls. Student use science journals to record information and define vocabulary words in science. Teachers incorporate computer programs such as GIZMOS in their instruction. Students receive science support via a resource teacher who works with whole and small groups. 4

S207282

Strategy Rationale

Students will obtain a hands-on approach to learning science in order to make connection to real world.

Action Step 1 5

Professional development on TenMarks, Implement Sensational Science Day, Implementation of mini formative standards assessment and Unit summative assessments.
Utilization of diagnostic tests, classroom walkthroughs.
Analysis of student performance on assessments at least every two weeks.
Monitor adherence to science focus calendar.
Students are provided opportunities to analyze the scientific method through higher level questioning aligned to NGSS.
Provide specific PDD days for Grades 3-4 to prevent a lapse between primary and intermediate science instruction (on how to provide more rigorous science questions).

Person Responsible

Jennifer Hager

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Data obtained from the district's formative and summative assessments from Performance Matters, targeted assessment questions from Fusion Focus assessments, Florida Achieves, Diagnostic Assessments . Student science journals. SECME Olympiad participation. Science fair participation-Monitored by Jennifer Hager

Action Step 2 5

Weekly after-school tutorial for all Third Grade, Fourth Grade, and Fifth Grade students.

Person Responsible

Carlos Castro

Schedule

Weekly, from 10/28/2015 to 4/1/2016

Evidence of Completion

Teacher time sheets, student sign-in, lesson plans.

Action Step 3 5

Science Resource teacher will provide instruction during Fine Arts

Person Responsible

Jennifer Hager

Schedule

Daily, from 8/17/2015 to 6/2/2016

Evidence of Completion

Administration will review lesson plans, student progress, planning and Fine Arts schedule.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administration will conduct walkthroughs, review lesson plans, student progress, and collaborate with science resource teacher.

Person Responsible

Carlos Castro

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Data from Diagnostic assessments, CORE K-12 assessments, ThinkCentral activities and assessments, walk-throughs conducted by administrators, Tutorial attendance logs and comprehension checks.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Diagnostic data, Science fair results, science journals, CORE K-12 assessments, Common assessments, Science lab participation.

Person Responsible

Dr. Marline Campbell

Schedule

Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion

Data from Diagnostic assessments, CORE K-12 assessments, ThinkCentral activities and assessments, walk-throughs conducted by administrators, Tutorial attendance logs and comprehension checks, SECME Olympiad competition.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional Development opportunities will be provided through Learning Team meetings, common planning Professional Development Days as well as Dual Language training and workshops.	Nelson, Kerry Ann	8/17/2015	sign-in sheets, agendas, lesson plans	6/2/2016 weekly
G1.B2.S1.A1	Parent Liaison will coordinate parent trainings and school to home communication.	Rivera, Suzanne	8/17/2015	Parent liaison will collect sign-in sheets, agendas, evaluations/surveys. Administration and Parent Liaison will review data and make adjustments based on data.	6/2/2016 daily
G1.B3.S1.A1	Highly qualified tutors and non certified tutors will provide small group instruction	Campbell, Dr. Marline	8/17/2015	Lesson plan, attendance record, teacher time-sheet	4/4/2016 one-time
G2.B1.S1.A1	Professional Development opportunities will be provided through Learning Team meetings, common planning as well as Professional Development Days.	Henderson, Chazzie	8/17/2015	Administration and Reading Coach will review schedules, lesson plans, observational notes.	6/2/2016 weekly
G2.B1.S2.A1	Math coach will model daily instruction and support teachers.	Henderson, Chazzie	8/17/2015	coaches logs, observational notes, student data	6/2/2016 daily
G2.B1.S3.A1	Teachers will use math technology-Tenmarks, manipulatives and other resources to plan and teach lessons tailored to students areas of weakness.	Henderson, Chazzie	8/17/2015	teacher lesson plans, formal and informal walk-throughs, student data	6/2/2016 daily
G3.B1.S1.A1	Professional development on TenMarks, Implement Sensational Science Day, Implementation of mini formative standards assessment and Unit summative assessments. Utilization of diagnostic tests, classroom walkthroughs. Analysis of student performance on assessments at least every two weeks. Monitor adherence to science focus calendar. Students are	Hager, Jennifer	8/17/2015	Data obtained from the district's formative and summative assessments from Performance Matters, targeted assessment questions from Fusion Focus assessments, Florida Achieves, Diagnostic Assessments . Student science journals. SECME Olympiad participation. Science fair participation-Monitored by Jennifer Hager	6/2/2016 biweekly

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Cholee Lake Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	provided opportunities to analyze the scientific method through higher level questioning aligned to NGSS. Provide specific PDD days for Grades 3-4 to prevent a lapse between primary and intermediate science instruction (on how to provide more rigorous science questions).				
G1.B1.S1.A2	Literacy coach will conduct the coaching cycle and facilitate PD.	Nelson, Kerry Ann	8/17/2015	coaches logs, observational notes, schedule, artifacts (agenda/sign-ins/handouts) from PD conducted, lesson plans from lessons modeled for teachers	6/2/2016 daily
G1.B3.S1.A2	Reading Resource teacher will provide literacy support to targeted students.	Campbell, Dr. Marline	9/21/2015	Administration and resource teachers will review lesson plans, schedules, students served, agendas, anecdotal notes.	6/3/2016 weekly
G2.B1.S1.A2	Math coach will deliver professional development.	Henderson, Chazzie	8/17/2015	Coaches schedule, agendas, sign-in sheets, notes, handouts from LTM/PDs, coaches logs, observational notes, student data	6/2/2016 daily
G2.B1.S2.A2	Professional Development opportunities will be provided through Learning Team meetings, common planning, Professional Development Days as well as cadre training.	Henderson, Chazzie	8/17/2015	agendas, sign-in sheets, artifacts, lesson plans	6/2/2016 weekly
G2.B1.S3.A2	Math resource teacher will provide student support.	Campbell, Dr. Marline	8/17/2015	Administration will review agendas, student data, lesson plans, schedule and students served..	6/2/2016 biweekly
G3.B1.S1.A2	Weekly after-school tutorial for all Third Grade, Fourth Grade, and Fifth Grade students.	Castro, Carlos	10/28/2015	Teacher time sheets, student sign-in, lesson plans.	4/1/2016 weekly
G3.B1.S1.A3	Science Resource teacher will provide instruction during Fine Arts	Hager, Jennifer	8/17/2015	Administration will review lesson plans, student progress, planning and Fine Arts schedule.	6/2/2016 daily
G1.MA1	In an effort to track progress towards goal and targets, data from assessments such as diagnostic tests, unit tests, FSQ, I-station and USA, will be collected, analyzed at Learning Team Meetings. Teachers will also help individual students to track their progress towards goals and targets.	Campbell, Dr. Marline	8/17/2015	Data will be collected and monitored by the principal. In addition, a Google Document for tracking will be utilized to store data.	6/2/2016 weekly
G1.B1.S1.MA1	Administration will attend LTM's and PDD's to ensure fidelity of delivery as well as monitor for evidence in the classrooms through formal and informal classroom walkthroughs and data chats.	Campbell, Dr. Marline	8/17/2015	Administration will review observational notes, student data, lesson plans, minutes, sign-in sheets	6/2/2016 daily
G1.B1.S1.MA1	Administration and PD Team will review agendas for professional development topics, tasks and assignments will be submitted for prior approval.	Castro, Carlos	8/17/2015	Along with agendas, professional development meeting agendas/minutes sign-in sheets, administration and PD Team will collect exit tickets, descriptive feedback sheets, and classroom walkthroughs for desired outcome.	6/3/2016 monthly
G1.B2.S1.MA1	Administration and Parent liaison will review and make adjustments based on sign-in sheets, questionnaires, and surveys for desired outcomes.	Campbell, Dr. Marline	8/17/2015	As data is collected, sign-in sheets, surveys/questionnaires, and surveys, information will be analyzed and effectiveness of programs will be concluded.	6/2/2016 weekly
G1.B2.S1.MA1	Parent Training's will be held, and monitored by Parent liaison and Administration. Adjustments to training	Castro, Carlos	8/17/2015	Invitations, sign-in sheets, agendas. Administration and Parent liaison will review feedback and make adjustments based on participation/feedback.	6/2/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	will be made from sign-in sheets, feedback/surveys.				
G1.B3.S1.MA1	Administration will attend LTM's and PDs along with walkthroughs for desired effectiveness of implementation.	Castro, Carlos	9/17/2015	Administration and coaches will pull and review FSQ's, USA, and make adjustments based on data.	6/3/2016 weekly
G1.B3.S1.MA1	Administration will attend LTM's, PDD's and review goals of strategies	Campbell, Dr. Marline	9/17/2015	Administration and reading resource teacher will collect anecdotal notes, student data, lesson plans, agendas.	6/3/2016 weekly
G2.MA1	In an effort to track progress towards goal and targets, data from assessments such as diagnostic tests, unit tests, and bi weekly assessments, will be collected, analyzed at Learning Team Meetings. Teachers will also help individual students to track their progress towards goals and targets.	Campbell, Dr. Marline	8/17/2015	Data will be collected and monitored by the principal. In addition, a Google Document for Grades K-1 and all data will be monitored for Grades 2-5 through Performance Matters/Unify for academic tracking.	6/2/2016 biweekly
G2.B1.S1.MA1	Administration will attend LTM's and PDD's to ensure fidelity of delivery as well as monitor for evidence in the classrooms through formal and informal classroom walkthroughs and data chats.	Campbell, Dr. Marline	8/17/2015	observational notes, student data, lesson plans, minutes, sign-in sheets	6/2/2016 daily
G2.B1.S1.MA1	Agendas for professional development topics, tasks and assignments will be submitted for prior approval.	Castro, Carlos	8/17/2015	Agendas, professional development meeting agendas/minutes, reflections, activities, sign-in sheets	6/2/2016 monthly
G2.B1.S2.MA1	Administration and math coach will review data to determine effectiveness of LTMs/PDs and math strategies	Campbell, Dr. Marline	8/17/2015	Math coach will collect lesson plans, assessments, teacher feedback and surveys, class observations.	6/2/2016 weekly
G2.B1.S2.MA1	Administration team will meet with math coach and review LTMs and PDs and make adjustments and improvements as needed.	Campbell, Dr. Marline	8/17/2015	Administration will collect and review coaches schedules, LTM/PD agendas, handouts, and student data.	6/2/2016 weekly
G2.B1.S3.MA1	frequent review of data, accurate and consistent observational notes reviewed, leadership meetings	Campbell, Dr. Marline	8/17/2015	notes found in the Marzano iobservation system, administrative records, meeting agendas and minutes	6/2/2016 weekly
G2.B1.S3.MA1	Administration will conduct daily classroom walkthroughs, data chats and lesson plan review and usage reports.	Castro, Carlos	8/17/2015	Administration will write observation notes, student data, review lessons during teacher data chats and inputting usage reports from TenMarks in data binders.	6/3/2016 daily
G3.MA1	Provide an opportunity for students to apply scientific thinking by participating in the school science fair. Implement SECME after-school club for enrichment. Implement after-school science enrichment tutorial.	Hager, Jennifer	9/25/2015	Improvement on science classroom assessments. Student Progress on science classroom assessments and diagnostic assessments as well as placement in SECME competitions. Tutorial attendance logs and comprehension checks.	6/3/2016 daily
G3.B1.S1.MA1	Diagnostic data, Science fair results, science journals, CORE K-12 assessments, Common assessments, Science lab participation.	Campbell, Dr. Marline	8/17/2015	Data from Diagnostic assessments, CORE K-12 assessments, ThinkCentral activities and assessments, walk-throughs conducted by administrators, Tutorial attendance logs and comprehension checks, SECME Olympiad competition.	6/2/2016 weekly
G3.B1.S1.MA1	Administration will conduct walkthroughs, review lesson plans, student progress, and collaborate with science resource teacher.	Castro, Carlos	8/17/2015	Data from Diagnostic assessments, CORE K-12 assessments, ThinkCentral activities and assessments, walk-throughs conducted by administrators, Tutorial attendance logs and comprehension checks.	6/2/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If Cholee Lake Elementary School provides rigorous, explicit and well planned balanced literacy instruction as well as targeted intervention programs aligned to the Language Arts Florida Standards then student achievement will improve.

G1.B1 Teachers lack of knowledge regarding complexity levels associated with the Language Arts Florida Standards.

G1.B1.S1 Provide Professional Development through LTM's, common planning and PDD's for Language Arts Florida Standards.

PD Opportunity 1

Professional Development opportunities will be provided through Learning Team meetings, common planning Professional Development Days as well as Dual Language training and workshops.

Facilitator

Instructional Coaches, Area Support Staff

Participants

Cholee Lake teachers

Schedule

Weekly, from 8/17/2015 to 6/2/2016

G2. If Cholee Lake Elementary provides rigorous, relevant and well-planned math instruction as well as targeted intervention programs aligned to the Mathematics Florida Standards then student achievement will improve.

G2.B1 Teachers lack knowledge regarding the delivery of rigorous, relevant, and well-planned instruction as well as targeted math intervention programs aligned to the Mathematical Florida Standards.

G2.B1.S1 Provide Professional Development on Webb's Depth of Knowledge (DOK), item specifications and unpacking standards through LTM's, common planning, Marzano Taxonomy and PDD's for Mathematical Florida Standards.

PD Opportunity 1

Professional Development opportunities will be provided through Learning Team meetings, common planning as well as Professional Development Days.

Facilitator

Instructional Coaches, Area Support Staff

Participants

Cholee Lake teachers

Schedule

Weekly, from 8/17/2015 to 6/2/2016

G2.B1.S2 Provide daily, direct rigorous, relevant and well planned instruction during the Math Block.

PD Opportunity 1

Professional Development opportunities will be provided through Learning Team meetings, common planning, Professional Development Days as well as cadre training.

Facilitator

Instructional Coaches, Area Support Staff, Math Staff Developers, Lead Math teachers

Participants

Cholee Lake teachers

Schedule

Weekly, from 8/17/2015 to 6/2/2016

G2.B1.S3 Provide small group differentiated instruction during the regular school day and in tutorials.

PD Opportunity 1

Teachers will use math technology-Tenmarks, manipulatives and other resources to plan and teach lessons tailored to students areas of weakness.

Facilitator

District Support Staff, coach

Participants

Cholee Lake teachers

Schedule

Daily, from 8/17/2015 to 6/2/2016

G3. If Cholee Lake Elementary School provides rigorous, relevant and well planned Science lessons aligned to the NGSS Florida Standards then student achievement will improve.

G3.B1 Limited exposure to real-world connections relating to the science benchmarks with opportunities to apply the scientific method.

G3.B1.S1 Students record results from classroom science experiments using the scientific method in their science journals. Students use manipulatives, science apparatus (measurement tools for liquid and dry measurements, weight balance scales, microscopes, consumables). Reinforce concepts using anchor charts. Teachers incorporate the use of science word walls. Student use science journals to record information and define vocabulary words in science. Teachers incorporate computer programs such as GIZMOS in their instruction. Students receive science support via a resource teacher who works with whole and small groups.

PD Opportunity 1

Professional development on TenMarks, Implement Sensational Science Day, Implementation of mini formative standards assessment and Unit summative assessments. Utilization of diagnostic tests, classroom walkthroughs. Analysis of student performance on assessments at least every two weeks. Monitor adherence to science focus calendar. Students are provided opportunities to analyze the scientific method through higher level questioning aligned to NGSS. Provide specific PDD days for Grades 3-4 to prevent a lapse between primary and intermediate science instruction (on how to provide more rigorous science questions).

Facilitator

Area support staff, SECME Coordinator

Participants

All teachers

Schedule

Biweekly, from 8/17/2015 to 6/2/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Professional Development opportunities will be provided through Learning Team meetings, common planning Professional Development Days as well as Dual Language training and workshops.				\$7,396.03
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2761 - Cholee Lake Elementary School	Title I Part A		\$4,000.00
<i>Notes: Professional Development substitutes.</i>						
			2761 - Cholee Lake Elementary School	Title I Part A		\$3,396.03
<i>Notes: Professional Development Dual Language Conferences</i>						
2	G1.B1.S1.A2	Literacy coach will conduct the coaching cycle and facilitate PD.				\$34,639.23
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2761 - Cholee Lake Elementary School	Title I Part A	0.5	\$32,504.23
<i>Notes: 0.5 Reading Coach Salary and benefits (Nelson).</i>						
			2761 - Cholee Lake Elementary School	Title I Part A		\$2,135.00
<i>Notes: PD Supplies-Resource books, chart paper, prompting guides, markers, pens, pencils.</i>						
3	G1.B2.S1.A1	Parent Liaison will coordinate parent trainings and school to home communication.				\$22,347.80
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2761 - Cholee Lake Elementary School	Title I Part A		\$20,647.80
<i>Notes: Family Involvement Liaison salary and benefits</i>						
			2761 - Cholee Lake Elementary School	Title I Part A		\$1,700.00
<i>Notes: Supplies for parent training such as paper, ink, folders, make and take supplies, pencils, pens, paperclips, post-its, refreshments, student planners for communication.</i>						
4	G1.B3.S1.A1	Highly qualified tutors and non certified tutors will provide small group instruction				\$17,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data						
			2761 - Cholee Lake Elementary School	Title I Part A		\$6,000.00
<i>Notes: Highly qualify teachers salary and benefits</i>						
			2761 - Cholee Lake Elementary School	Title I Part A		\$5,000.00
<i>Notes: Tutoring Supplies-Reading/Math consumables, paper, charts, markers, pencils, pens.</i>						
			2761 - Cholee Lake Elementary School	Title I Part A		\$6,000.00
<i>Notes: Non-certified tutors salary and benefits.</i>						
5	G1.B3.S1.A2	Reading Resource teacher will provide literacy support to targeted students.				\$117,271.19
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2761 - Cholee Lake Elementary School	Title I Part A	1.0	\$65,008.45
<i>Notes: Reading Resource Teacher Salary and Benefits (Edwards).</i>						
			2761 - Cholee Lake Elementary School	Title I Part A	0.5	\$32,504.23
<i>Notes: .5 Reading Resource Teacher Salary and Benefits (Nelson).</i>						
			2761 - Cholee Lake Elementary School	Title I Part A		\$19,758.51
<i>Notes: Supplies to support literacy instruction-LLI Kits, chart paper, paper, pencils, journals</i>						
6	G2.B1.S1.A1	Professional Development opportunities will be provided through Learning Team meetings, common planning as well as Professional Development Days.				\$0.00
7	G2.B1.S1.A2	Math coach will deliver professional development.				\$32,504.23
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2761 - Cholee Lake Elementary School	Title I Part A	0.5	\$32,504.23
<i>Notes: Math Coach Salary and Benefits (Henderson).</i>						
8	G2.B1.S2.A1	Math coach will model daily instruction and support teachers.				\$0.00
9	G2.B1.S2.A2	Professional Development opportunities will be provided through Learning Team meetings, common planning, Professional Development Days as well as cadre training.				\$4,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2761 - Cholee Lake Elementary School	Title I Part A		\$4,000.00
<i>Notes: Substitutes for teachers release time to attend Professional Development.</i>						

Budget Data

10	G2.B1.S3.A1	Teachers will use math technology-Tenmarks, manipulatives and other resources to plan and teach lessons tailored to students areas of weakness.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2761 - Cholee Lake Elementary School	Title I Part A		\$20,000.00
<i>Notes: Online subscription to TenMarks</i>						
11	G2.B1.S3.A2	Math resource teacher will provide student support.				\$38,504.23
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2761 - Cholee Lake Elementary School	Title I Part A		\$6,000.00
<i>Notes: High qualified tutors will provide math tutorial</i>						
			2761 - Cholee Lake Elementary School	Title I Part A	0.05	\$32,504.23
<i>Notes: Math Resource Teacher will provide PD-Salary and Benefits (Henderson).</i>						
12	G3.B1.S1.A1	Professional development on TenMarks, Implement Sensational Science Day, Implementation of mini formative standards assessment and Unit summative assessments. Utilization of diagnostic tests, classroom walkthroughs. Analysis of student performance on assessments at least every two weeks. Monitor adherence to science focus calendar. Students are provided opportunities to analyze the scientific method through higher level questioning aligned to NGSS. Provide specific PDD days for Grades 3-4 to prevent a lapse between primary and intermediate science instruction (on how to provide more rigorous science questions).				\$0.00
13	G3.B1.S1.A2	Weekly after-school tutorial for all Third Grade, Fourth Grade, and Fifth Grade students.				\$6,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2761 - Cholee Lake Elementary School	Title I Part A		\$6,000.00
<i>Notes: Highly qualified tutors will provide tutorial.</i>						
14	G3.B1.S1.A3	Science Resource teacher will provide instruction during Fine Arts				\$65,008.45
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			2761 - Cholee Lake Elementary School		1.0	\$65,008.45
<i>Notes: Science Resource Salary and Benefits (Hager)</i>						
					Total:	\$364,671.16