Cholee Lake Elementary School

2016-17 Schoolwide Improvement Plan

Cholee Lake Elementary School

6680 DILLMAN RD, Greenacres, FL 33413

https://cles.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	93%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	C*	B	B

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 11/16/2016.

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in section 1008.33, Florida Statutes, is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by Rule 6A-1.099811, Florida Administrative Code:

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Cholee Lake Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Cholee Lake Elementary School is to increase academic achievement for all students, while providing behavioral and social-emotional supports for the well-being of the whole child.

b. Provide the school's vision statement.

Committed to empower students by providing…
Higher
Order
Levels of instruction for
Every student
Every day!

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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 weekly 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 Lake will implement a student advocate program, where each students will be assigned an adult mentor.

3. 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).

a. 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. Cholee Lake has 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.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	49	39	42	48	38	27	0	0	0	0	0	0	0	243
One or more suspensions	0	0	1	1	1	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	65	112	111	154	101	82	0	0	0	0	0	0	0	625
Level 1 on statewide assessment	0	0	0	98	75	67	0	0	0	0	0	0	0	240

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	25	26	31	110	82	70	0	0	0	0	0	0	0	344

c. 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 coaches, guidance counselors, Single School Culture Coordinator (SSCC) are utilized to provide interventions. Teachers use resources such as Wilson Foundations, LLI, AIMS WEB and FCRR for research based intervention strategies.

B. Family and Community Engagement

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).

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at https://www.floridacims.org/documents/310316.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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's Community Resource Person builds 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.

C. Effective Leadership

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

1. School Leadership Team

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

Name	Title
Campbell, Dr. Marline	Principal
Russ, Elizabeth	Teacher, K-12
Garcia, Kristina	Teacher, K-12
King, Tawana	Teacher, K-12
Lontoc, Marifi	Teacher, K-12
Pucciarelli, Stacy	Administrative Support
Sariol, Ruben	Teacher, ESE
Andrews-Steel, Jamilla	School Counselor
Castro, Carlos	Assistant Principal
Hernandez, Misabel	Teacher, K-12
Wisdom, Cassandra	Teacher, K-12
Avery, Andrea	Teacher, K-12
Nelson, Kerry Ann	Instructional Coach
Russo, Donna	Instructional Coach
Arencibia, Marcela	Psychologist
Miller, Sandra	Other

b. Duties

1. 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 RtI. 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.

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).

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.

RtI/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.

2. 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 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 (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's SSCC applies principles and practices of the Multi-Tiered Systems of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process.

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 aniti-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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Dr. Marline Campbell	Principal
Denise Angelino	Teacher
Ivonne Stewart	Education Support Employee
Jamillia Andrews Steel	Teacher
Joydell Brooks	Business/Community
Maria Botello	Business/Community
Martha Hernandez	Parent
Nuemy Brown	Parent
Oriana Perez	Parent
Suzanne Rivera	Parent
Marie Alexander	Education Support Employee
Scott Gayle	Teacher
Claire Diegelman	Education Support Employee
Fanny Mendez	Parent
Maria Reyes	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

In reviewing the SIP from FY16, the SAC was able to see that our goals, strategies and resources were aligned and benefiting our students. Upon reviewing the recent FSA andFCAT 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 FY17 SIP.

b. 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.

c. Preparation of the school's annual budget and plan

The FY17 budget and SIP were presented at a SAC meeting where the members were able to offer suggestions and provide feedback. The projected use of FY17 SAC funds will be to improve projects to enhance student performance and success, as well as student supplies and materials.

2. 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 FY16 SIP to determine what the resource needs are for this year.
In FY16, the SAC funds were used for Student Supplies, tutorial and material totaling approximately $3,000.00.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Campbell, Dr. Marline	Principal
Nelson, Kerry Ann	Instructional Coach
Pucciarelli, Stacy	Administrative Support
Sariol, Ruben	Teacher, ESE
Voparil, Mariana	School Counselor
Andrews-Steel, Jamilla	School Counselor
Castro, Carlos	Assistant Principal
Russo, Donna	Other
Angelino, Denise	Teacher, K-12
Haera, Jenna	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 both administrators and the Single School Culture Coordinator (SSCC)/. 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.

D. 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).

1. 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 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.

2. 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 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.

3. 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
ValerieGoulet-Marifi Lontoc
Scott Gayle-Kerry Ann Nelson
Jorge Rocha-Jamilla Steel
Tiquanza Fryc-Jennifer Hager
Beth McGlynn-Donna Russo
Sarah Barani-Bianca Soto
Kristen Stoots-Marinella Portillo
DeCarla Cooper-Cassandra Wisdom
Kayie Harrison-Andrea Avery

Helene Cooper- Jenna Haera
Margarett Tilley-Misabel Hernandez
Xiomara Valle Del Rio-Jenna Haera
Ivelisse Viera-Misabel Hernandez
Esekiel Moron-Tawana King
Antoinette Knight-Dr. Ruben Sariol
Lauren Schuyler-Kristina Garcia
Erica Devin-Dr. Ruben Sariol
Shari Shenkman-Yudermis Diaz

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

During Professional Learning Communities, 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 English Language Arts, 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.

b. Instructional Strategies

1. 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 FSQ' and USA's 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.

2. 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.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

N/A

B. 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"Â? 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.

N/A

C. Strategic Goals

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 we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade.

G2.   If we provide effective and relevant instruction to meet the needs of all students then we will ensure high school readiness.

Strategic Goals Detail

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. `1a`

🔍 G083580

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	45.0

Targeted Barriers to Achieving the Goal `3`

- Teacher capacity to deliver standards-based instruction

- Meet the individual needs of all students

Resources Available to Help Reduce or Eliminate the Barriers `2`

- ESOL/ESE push-in teachers

- iReady curriculum

- Dual language program

- Fundations

Plan to Monitor Progress Toward G1. `8`

Administration will monitor all strategies and action steps (Coach, Professional Development, Resource Teachers, Tutors, Paraprofessional, Extended Learning Opportunities) to determine positive student growth towards school's academic goal/target.

Person Responsible
Dr. Marline Campbell

Schedule
Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion
Review the principal's dashboard (assessment results of FSQs, USAs, iReady, Diagnostics, RRR, attendance, discipline, etc.)

G2. If we provide effective and relevant instruction to meet the needs of all students then we will ensure high school readiness. 1a

🔍 G083581

Targets Supported 1b

Indicator	Annual Target
FSAA Mathematics Achievement	75.0
FCAT 2.0 Science Proficiency	75.0
FSA Mathematics Achievement	30.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack of knowledge regarding complexity levels associated with math and science 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.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Literacy Coach

- Reading Resource Teacher

- SAI Teacher

- Research based materials including a teacher resource room

- Parent Resource Room

- Parent Liaison

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, FSQ, iReady and USA, etc., will be collected, analyzed by Administration.
Teachers will also help individual students to track their progress towards goals and targets.

Person Responsible

Dr. Marline Campbell

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Data (diagnostic tests, unit tests, FSQ, iReady and USA, attendance, discipline referrals, suspensions, etc) will be collected and monitored by the principal. In addition, a Google Document for tracking will be utilized to store data.

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 we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade. 1

🔍 G083580

G1.B1 Teacher capacity to deliver standards-based instruction 2

🔍 B221787

G1.B1.S1 Develop the capacity to deliver effective instruction that is customized to the individual strengths needs interest of each learner. 4

🔍 S234010

Strategy Rationale

If teachers deliver effective instruction then student achievement will increase.

Action Step 1 5

The Instructional Coach will develop teacher's ability to effectively plan and deliver instruction based on Depth of Knowledge (DOK) and Marzano's Complexity Level through Knowledge Utilization Theory by providing PD, attending PLCs and common planning meetings, and utilizing the coaching cycle.

Person Responsible

Kerry Ann Nelson

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Schedule/ coaching log, lesson plans, work product PLC agendas, notes and minutes of meetings, sign-in sheets, PD agendas, reflection notes.

Action Step 2 5

Staff will attend Soluciones Conference to develop the capacity of teachers to deliver effective instruction to Hispanic students and the NAESP Conference to build knowledge based of best practices for instruction in low-socio-economic status schools.

Person Responsible

Carlos Castro

Schedule

On 7/27/2016

Evidence of Completion

Conference Agenda, PDD Agenda, Sign-in sheets,

Action Step 3 [5]

Provide teachers with professional development in the use of technology to support instruction.

Person Responsible

Carlos Castro

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Agenda, sign-in sheets, Lesson Plans, iReady usage reports, iObservation

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

Administartion team will monitor fidelity of Instructional Coach to provide professional development through PLCs, PDs, technology teacher training and provide feedback as needed.

Person Responsible

Carlos Castro

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Assessment Data (FSQs, USAs, iReady reports, Diagnostic reports, RRR), Admin meeting sign-in and notes to reflect monitoring of implementation, reflection log, Feedback to Instructional Coach, SSCC, develop action plan collaboratively as needed. Feedback to Instructional Coach

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

Administration team will monitor the effectiveness of professional development by reviewing student data and make adjustments to implementation based on data results.

Person Responsible

Carlos Castro

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Review data results (FSQs,USAs, iReady, Diagnostic results, RRR), develop action plan to reflect adjustments as needed.

G1.B2 Meet the individual needs of all students 2

🔑 B221788

G1.B2.S1 Provide instructional programming customized to the individual strengths, needs, interests and aspirations of each learner. 4

🔑 S234011

Strategy Rationale

If we meet the individual needs of all students, then student achievement will increase.

Action Step 1 5

Reading Resource teachers will work with small reading groups (K-2) and work with homeroom teachers during common planning to co-plan and implementating effective lessons to address deficiencies.

Person Responsible

Jenna Haera

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Schedule/log, list of student groups, sample lesson plans, work sample

Action Step 2 5

Instructional Paraprofessional II will work with small groups of students to provide remediation in math and reading.

Person Responsible

Claire Diegelmann

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

schedule with supervising teacher's signature, list of student groups, student attendance, lesson plans

Action Step 3 `5`

Provide students with extended learning opportunities to reinformce /remediate lessons taught during school day.

Person Responsible

Iesha Ferguson Ferguson

Schedule

Weekly, from 10/10/2016 to 3/28/2017

Evidence of Completion

Student attendance, time sheets, lesson plans

Action Step 4 `5`

Out of system tutors will be used during the school day to support reading and math instruction.

Person Responsible

Valeria Monroe

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Schedule with supervising teacher's signature, sample lesson plans list of student groups, sample work product

Action Step 5 `5`

Infuse technology to create an interactive, engaging classroom environment.

Person Responsible

Dr. Marline Campbell

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

sample lesson plans, budget to show of expenditure of funds, admin notes on walkthroughs.

Action Step 6 `5`

Reading Resource teacher will work with small reading groups (3-5) and work with homeroom teachers during common planning to co-plan effective lessons to address deficiencies.

Person Responsible

Madge Linton

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Schedule/log, list of students, sample lesson plans, sample work product.

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

We will monitor the implementation of Reading Resource teachers and their work with small reading groups (K-2 and 3-5) to provide effective lessons to address deficiencies.

Person Responsible

Carlos Castro

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in and notes, reflection notes, feedback to Reading Resource Teacher

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

We will monitor the implementation of the Instructional Paraprofessional II to support students in small groups to provide in reading and math.

Person Responsible

Carlos Castro

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in and notes, reflection notes, feedback to teachers and Paraprofessional

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

Will monitor the implementation of extended learning opportunities to reinformce /remediate lessons taught during school day.

Person Responsible

Carlos Castro

Schedule

Biweekly, from 10/10/2016 to 3/28/2017

Evidence of Completion

Admin meeting agenda, sign-in and notes, reflection notes, feedback to tutorial teachers

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

We will monitor the implementation tutors to support students in reading and math instruction.

Person Responsible

Carlos Castro

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in and notes, reflection notes, feedback to tutors

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

We will monitor the implementation of technology, materials and resources in the classroom to create an interactive, engaging classroom environment.

Person Responsible

Carlos Castro

Schedule

Weekly, from 8/22/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in and notes, reflection notes, feedback to teachers

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

Admin team will monitor the effectiveness of the Reading Resource teachers (k-2 and 3-5) in providing effective lessons to address deficiencies.

Person Responsible

Dr. Marline Campbell

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in and notes, reflection notes, develop and action plan based on observations and data as needed to make adjustments to implementation

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

Admin team will monitor the effectiveness of the Instructional Paraprofessional II to support students in small groups to provide in reading and math.

Person Responsible

Carlos Castro

Schedule

Monthly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in and notes, reflection notes, develop and action plan based on observations and data as needed to make adjustments to implementation

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

Will monitor the implementation of extended learning opportunities to reinforce/remediate lessons taught during school day, and we will monitor the effectiveness of tutors to support students in reading and math instruction.

Person Responsible

Schedule

Monthly, from 10/10/2016 to 3/28/2018

Evidence of Completion

Admin meeting agenda, sign-in and notes, reflection notes, develop and action plan based on observations and data as needed to make adjustments to implementation.

G2. If we provide effective and relevant instruction to meet the needs of all students then we will ensure high school readiness. 1

🔍 G083581

G2.B1 Teachers lack of knowledge regarding complexity levels associated with math and science Standards. 2

🔍 B221790

G2.B1.S1 Provide Professional Development through PLC's, common planning and PDD's for Language Arts Florida Standards. 4

🔍 S234012

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 PLC's, common planning Professional Development Days, and through coaching cycle (math and science).

Person Responsible

Kerry Ann Nelson

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Schedule/log, sign-in sheets, agendas, lesson plans, work producrt

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

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

Person Responsible

Carlos Castro

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Admin meeting agendas, sign-in sheets and notes, 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, reflection log

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

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

Person Responsible

Dr. Marline Campbell

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Administration will review observational notes, student data, lesson plans, minutes, sign-in sheets Admin meeting agenda, notes, reflection notes, develop an action plan collaboratively to make adjustments to implementation as needed.

G2.B2 Parents are unfamiliar with strategies that can reinforce reading, math, and writing skills because of language barriers. `2`

🔑 B221791

G2.B2.S1 Create a parent involvement program that equips parents to be partners in education. `4`

🔑 S234013

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 done through the use of student planners/news letters.

Action Step 1 `5`

Community Resource Facilitator will collaborate with Admin., APTT Champion, and teachers to plan and implement parent trainings (APTT), coordinate parent events, and build community partnerships (business partners) to include all stakeholders.

Person Responsible

Carlos Castro

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Invitations, sign-in sheets, agendas, evaluation, sample materials, evidence of interaction Schedule/log, work product

Action Step 2 `5`

A part-time Family Involvement Para will work on providing communication with parents in their native language (flyers, notices, calls, meetings) to improve school to home communication.

Person Responsible

Carlos Castro

Schedule

Daily, from 8/15/2016 to 6/1/2017

Evidence of Completion

Schedule/log, work product

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

Parent Training's will be held (APTT Team Meetings), and monitored by APTT Champion, Community Resource Person, and Administration. Adjustments to trainings will be made from sign-in sheets, feedback/surveys. Monitor communication between school-home.

Person Responsible

Carlos Castro

Schedule

Monthly, from 9/5/2016 to 6/2/2017

Evidence of Completion

Evidence of tracking parent participation, student data, reflection of parent evaluations to determine impact of training. Administration, APTT Champion and Community Facilitator will review feedback and make adjustments based on participation/feedback.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Administration will review effectiveness of parent trainings (APTT) and other school events and make adjustments as needed.

Person Responsible

Carlos Castro

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

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. Administration, APTT Champion and Community Facilitator will develop and action plan and make adjustments based on participation/feedback.

G2.B3 Teachers lack knowledge on how to use data to plan effective and explicit instruction. [2]

🔑 B221792

G2.B3.S1 Provide students needing remediation with multiple opportunities to engage in tutorial, small group instruction, supplemental academic instruction. [4]

🔑 S234014

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 to fourth and fifth grade students (math & science)

Person Responsible

Carlos Castro

Schedule

Daily, from 8/15/2016 to 6/2/2017

Evidence of Completion

Schedule, student groups, Lesson plans of homeroom teacher indicating support, sample Lesson plans, student attendance record, teacher time-sheet,

Action Step 2 [5]

Science Resource teacher will provide students the opportunity to apply scientific thinking through the utilization of FCAT benchmarks and integrate STEM activities during fine arts rotation and in small group instruction to targeted students in fourth and fifth grade.

Person Responsible

Jennifer Hager

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Schedule/log, lesson plans, progress monitoring data

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Will monitor implementation of Highly qualified tutors and non certified tutors to provide support to students in small group instruction to fourth and fifth grade students (math and science).

Person Responsible

Dr. Marline Campbell

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Admin meeting agenda, sign-in and notes, reflection notes, walkthrough notes, feedback to tutors, Action plan developed collaborative as needed

Plan to Monitor Fidelity of Implementation of G2.B3.S1 `6`

Will monitor implementation of Science Resource teacher to provide students the opportunity to apply scientific thinking through the utilization of FCAT benchmarks and integrate STEM activities to targeted students in fourth and fifth grade.

Person Responsible

Carlos Castro

Schedule

Weekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Admin meeting agenda, sign-in and notes, reflection notes, walkthrough notes, student data (science resource teacher will collect anecdotal notes, student data, lesson plans, agendas), feedback to science resource teachers, Action plan developed collaboratively as needed

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Admin team will monitor the effectiveness of Highly qualified tutors and non certified tutors to provide support to students in small group instruction to fourth and fifth grade students (math and science).

Person Responsible

Dr. Marline Campbell

Schedule

Biweekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Administration and coaches will pull and review student data (Diagnostics, FSQ's, USA,etc.), and develop an action plan to make adjustments to implementation based on data.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

Admin team will monitor the effectiveness of the Science Resource teacher to provide students the opportunity to apply scientific thinking through the utilization of FCAT benchmarks and integrate STEM activities to targeted students in fourth and fifth grade.

Person Responsible

Dr. Marline Campbell

Schedule

Biweekly, from 8/15/2016 to 6/1/2017

Evidence of Completion

Administration and coaches will pull and review student data (Diagnostics, FSQ's, USA,etc.), and develop an action plan to make adjustments to implementation based on data.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A2 A300660	Staff will attend Soluciones Conference to develop the capacity of teachers to deliver effective...	Castro, Carlos	7/25/2016	Conference Agenda, PDD Agenda, Sign-in sheets,	7/27/2016 one-time
G1.B2.S1.MA4 M305117	Will monitor the implementation of extended learning opportunities to reinformce /remediate...	Castro, Carlos	10/10/2016	Admin meeting agenda, sign-in and notes, reflection notes, feedback to tutorial teachers	3/28/2017 biweekly
G1.B2.S1.A3 A300664	Provide students with extended learning opportunities to reinformce /remediate lessons taught...	Ferguson, Iesha Ferguson	10/10/2016	Student attendance, time sheets, lesson plans	3/28/2017 weekly
G1.B2.S1.MA1 M305112	Admin team will monitor the effectiveness of the Reading Resource teachers (k-2 and 3-5) in...	Campbell, Dr. Marline	8/15/2016	Admin meeting agenda, sign-in and notes, reflection notes, develop and action plan based on observations and data as needed to make adjustments to implementation	6/1/2017 monthly
G1.B2.S1.MA2 M305113	Admin team will monitor the effectiveness of the Instructional Paraprofessional II to support...	Castro, Carlos	8/15/2016	Admin meeting agenda, sign-in and notes, reflection notes, develop and action plan based on observations and data as needed to make adjustments to implementation	6/1/2017 monthly
G1.B2.S1.MA1 M305115	We will monitor the implementation of Reading Resource teachers and their work with small reading...	Castro, Carlos	8/15/2016	Admin meeting agenda, sign-in and notes, reflection notes, feedback to Reading Resource Teacher	6/1/2017 weekly
G1.B2.S1.MA3 M305116	We will monitor the implementation of the Instructional Paraprofessional II to support students in...	Castro, Carlos	8/15/2016	Admin meeting agenda, sign-in and notes, reflection notes, feedback to teachers and Paraprofessional	6/1/2017 weekly
G1.B2.S1.MA5 M305118	We will monitor the implementation tutors to support students in reading and math instruction.	Castro, Carlos	8/15/2016	Admin meeting agenda, sign-in and notes, reflection notes, feedback to tutors	6/1/2017 weekly
G1.B2.S1.MA6 M305119	We will monitor the implementation of technology, materials and resources in the classroom to...	Castro, Carlos	8/22/2016	Admin meeting agenda, sign-in and notes, reflection notes, feedback to teachers	6/1/2017 weekly
G2.B2.S1.A2 A300670	A part-time Family Involvement Para will work on providing communication with parents in their...	Castro, Carlos	8/15/2016	Schedule/log, work product	6/1/2017 daily
G2.B3.S1.MA4 M305126	Admin team will monitor the effectiveness of the Science Resource teacher to provide students the...	Campbell, Dr. Marline	8/15/2016	Administration and coaches will pull and review student data (Diagnostics, FSQ's, USA,etc.), and develop an action plan to make adjustments to implementation based on data.	6/1/2017 biweekly
G2.B3.S1.MA3 M305128	Will monitor implementation of Science Resource teacher to provide students the opportunity to...	Castro, Carlos	8/15/2016	Admin meeting agenda, sign-in and notes, reflection notes, walkthrough notes, student data (science resource teacher will collect anecdotal notes, student data, lesson plans, agendas), feedback to science resource teachers, Action plan developed collaboratively as needed	6/1/2017 weekly
G1.MA1 M305120	Administration will monitor all strategies and action steps (Coach, Professional Development,...	Campbell, Dr. Marline	8/15/2016	Review the principal's dashboard (assessment results of FSQs, USAs, iReady, Diagnostics, RRR, attendance, discipline, etc.)	6/2/2017 monthly
G2.MA1 M305129	In an effort to track progress towards goal and targets, data from assessments such as diagnostic...	Campbell, Dr. Marline	8/15/2016	Data (diagnostic tests, unit tests, FSQ, iReady and USA, attendance, discipline referrals, suspensions, etc) will be collected and monitored by the principal. In addition, a Google	6/2/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				Document for tracking will be utilized to store data.	
G1.B1.S1.MA1 M305110	Administration team will monitor the effectiveness of professional development by reviewing student...	Castro, Carlos	8/15/2016	Review data results (FSQs,USAs, iReady, Diagnostic results, RRR), develop action plan to reflect adjustments as needed.	6/2/2017 monthly
G1.B1.S1.MA1 M305111	Administartion team will monitor fidelity of Instructional Coach to provide professional...	Castro, Carlos	8/15/2016	Assessment Data (FSQs, USAs, iReady reports, Diagnostic reports, RRR), Admin meeting sign-in and notes to reflect monitoring of implementation, reflection log, Feedback to Instructional Coach, SSCC, develop action plan collaboratively as needed. Feedback to Instructional Coach	6/2/2017 weekly
G1.B1.S1.A1 A300659	The Instructional Coach will develop teacher's ability to effectively plan and deliver instruction...	Nelson, Kerry Ann	8/15/2016	Schedule/ coaching log, lesson plans, work product PLC agendas, notes and minutes of meetings, sign-in sheets, PD agendas, reflection notes.	6/2/2017 daily
G1.B1.S1.A3 A300661	Provide teachers with professional development in the use of technology to support instruction.	Castro, Carlos	8/15/2016	Agenda, sign-in sheets, Lesson Plans, iReady usage reports, iObservation	6/2/2017 weekly
G1.B2.S1.A1 A300662	Reading Resource teachers will work with small reading groups (K-2) and work with homeroom teachers...	Haera, Jenna	8/15/2016	Schedule/log, list of student groups, sample lesson plans, work sample	6/2/2017 daily
G1.B2.S1.A2 A300663	Instructional Paraprofessional II will work with small groups of students to provide remediation in...	Diegelmann, Claire	8/15/2016	schedule with supervising teacher's signature, list of student groups, student attendance, lesson plans	6/2/2017 daily
G1.B2.S1.A4 A300665	Out of system tutors will be used during the school day to support reading and math instruction.	Monroe, Valeria	8/15/2016	Schedule with supervising teacher's signature, sample lesson plans list of student groups, sample work product	6/2/2017 daily
G1.B2.S1.A5 A300666	Infuse technology to create an interactive, engaging classroom environment.	Campbell, Dr. Marline	8/15/2016	sample lesson plans, budget to show of expenditure of funds, admin notes on walkthroughs.	6/2/2017 daily
G1.B2.S1.A6 A300667	Reading Resource teacher will work with small reading groups (3-5) and work with homeroom teachers...	Linton, Madge	8/15/2016	Schedule/log, list of students, sample lesson plans, sample work product.	6/2/2017 daily
G2.B1.S1.MA1 M305121	Administration will attend PLC's's and PDD's to ensure fidelity of delivery as well as monitor for...	Campbell, Dr. Marline	8/15/2016	Administration will review observational notes, student data, lesson plans, minutes, sign-in sheets Admin meeting agenda, notes, reflection notes, develop an action plan collaboratively to make adjustments to implementation as needed.	6/2/2017 daily
G2.B1.S1.MA1 M305122	Administration and PD Team will monitor agendas for professional development topics, tasks and...	Castro, Carlos	8/15/2016	Admin meeting agendas, sign-in sheets and notes, 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, reflection log	6/2/2017 monthly
G2.B1.S1.A1 A300668	Professional Development opportunities will be provided through PLC's, common planning...	Nelson, Kerry Ann	8/15/2016	Schedule/log, sign-in sheets, agendas, lesson plans, work producrt	6/2/2017 weekly
G2.B2.S1.MA1 M305123	Administration will review effectiveness of parent trainings (APTT) and other school events and...	Castro, Carlos	8/15/2016	As data is collected, sign-in sheets, surveys/questionnaires, and surveys, information will be analyzed and effectiveness of programs will be concluded. Administration, APTT Champion and Community Facilitator will develop and action plan and make adjustments based on participation/ feedback.	6/2/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1 🔑 M305124	Parent Training's will be held (APTT Team Meetings), and monitored by APTT Champion, Community...	Castro, Carlos	9/5/2016	Evidence of tracking parent participation, student data, reflection of parent evaluations to determine impact of training. Administration, APTT Champion and Community Facilitator will review feedback and make adjustments based on participation/ feedback.	6/2/2017 monthly
G2.B2.S1.A1 🔑 A300669	Community Resource Facilitator will collaborate with Admin., APTT Champion, and teachers to plan...	Castro, Carlos	8/15/2016	Invitations, sign-in sheets, agendas, evaluation, sample materials, evidence of interaction Schedule/log, work product	6/2/2017 daily
G2.B3.S1.MA1 🔑 M305125	Admin team will monitor the effectiveness of Highly qualified tutors and non certified tutors to...	Campbell, Dr. Marline	8/15/2016	Administration and coaches will pull and review student data (Diagnostics, FSQ's, USA,etc.), and develop an action plan to make adjustments to implementation based on data.	6/2/2017 biweekly
G2.B3.S1.MA1 🔑 M305127	Will monitor implementation of Highly qualified tutors and non certified tutors to provide support...	Campbell, Dr. Marline	8/15/2016	Admin meeting agenda, sign-in and notes, reflection notes, walkthrough notes, feedback to tutors, Action plan developed collaborative as needed	6/2/2017 weekly
G2.B3.S1.A1 🔑 A300671	Highly qualified tutors and non certified tutors will provide small group instruction to fourth and...	Castro, Carlos	8/15/2016	Schedule, student groups, Lesson plans of homeroom teacher indicating support, sample Lesson plans, student attendance record, teacher time-sheet,	6/2/2017 daily
G2.B3.S1.A2 🔑 A300672	Science Resource teacher will provide students the opportunity to apply scientific thinking through...	Hager, Jennifer	8/15/2016	Schedule/log, lesson plans, progress monitoring data	6/2/2017 weekly
G1.B2.S1.MA3 🔑 M305114	Will monitor the implementation of extended learning opportunities to reinforce/remediate lessons...		10/10/2016	Admin meeting agenda, sign-in and notes, reflection notes, develop and action plan based on observations and data as needed to make adjustments to implementation.	3/28/2018 monthly

V. Professional Development Opportunities

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

G1. If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by third grade.

G1.B1 Teacher capacity to deliver standards-based instruction

G1.B1.S1 Develop the capacity to deliver effective instruction that is customized to the individual strengths needs interest of each learner.

PD Opportunity 1

The Instructional Coach will develop teacher's ability to effectively plan and deliver instruction based on Depth of Knowledge (DOK) and Marzano's Complexity Level through Knowledge Utilization Theory by providing PD, attending PLCs and common planning meetings, and utilizing the coaching cycle.

Facilitator

Kerry Ann Nelson, District staff, SSCC, Administration

Participants

K-5 teachers, ESE and ESOL teachers

Schedule

Daily, from 8/15/2016 to 6/2/2017

PD Opportunity 2

Staff will attend Soluciones Conference to develop the capacity of teachers to deliver effective instruction to Hispanic students and the NAESP Conference to build knowledge based of best practices for instruction in low-socio-economic status schools.

Facilitator

Soluciones Presenters

Participants

Administrators, ESE and ESOL Contacts, Teacher Leader

Schedule

On 7/27/2016

PD Opportunity 3

Provide teachers with professional development in the use of technology to support instruction.

Facilitator

SSCC, Reading Coach

Participants

K-5 teachers, ESE, ESOL Teachers

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G2. If we provide effective and relevant instruction to meet the needs of all students then we will ensure high school readiness.

G2.B1 Teachers lack of knowledge regarding complexity levels associated with math and science Standards.

G2.B1.S1 Provide Professional Development through PLC's, common planning and PDD's for Language Arts Florida Standards.

PD Opportunity 1

Professional Development opportunities will be provided through PLC's, common planning Professional Development Days, and through coaching cycle (math and science).

Facilitator

Instructional Coaches, Administration

Participants

Cholee Lake teachers

Schedule

Weekly, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	The Instructional Coach will develop teacher's ability to effectively plan and deliver instruction based on Depth of Knowledge (DOK) and Marzano's Complexity Level through Knowledge Utilization Theory by providing PD, attending PLCs and common planning meetings, and utilizing the coaching cycle.				$88,911.35
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	130-Other Certified Instructional Personnel	2761 - Cholee Lake Elementary School	Title I, Part A	1.0	$73,154.55
			Notes: 1.00 Instructional Coach (K. Nelson)			
	6400	644-Computer Hardware Non-Capitalized	2761 - Cholee Lake Elementary School	Title I, Part A		$1,000.00
			Notes: Color printer			
	6400	750-Other Personal Services	2761 - Cholee Lake Elementary School	Title I, Part A		$2,000.00
			Notes: PD Subs			
		510-Supplies	2761 - Cholee Lake Elementary School	Title I, Part A		$2,135.00
			Notes: PD Supplies-Resource books, chart paper, prompting guides, markers, pens, pencils.			
	6400	100-Salaries	2761 - Cholee Lake Elementary School	Title I, Part A		$10,621.80
			Notes: Salary and benefits for Collegial Planning (4X - 21 teachers)			
2	G1.B1.S1.A2	Staff will attend Soluciones Conference to develop the capacity of teachers to deliver effective instruction to Hispanic students and the NAESP Conference to build knowledge based of best practices for instruction in low-socio-economic status schools.				$8,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6400	330-Travel	2761 - Cholee Lake Elementary School	Title I, Part A		$2,500.00
			Notes: Soluciones Conference (registration for 5)			
	6400	330-Travel	2761 - Cholee Lake Elementary School	Title I, Part A		$6,000.00
			Notes: NAESP Conference (registration and travel for 2)			
3	G1.B1.S1.A3	Provide teachers with professional development in the use of technology to support instruction.				$0.00
4	G1.B2.S1.A1	Reading Resource teachers will work with small reading groups (K-2) and work with homeroom teachers during common planning to co-plan and implementating effective lessons to address deficiencies.				$71,744.44

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	2761 - Cholee Lake Elementary School	Title I, Part A	1.0	$66,342.45
		Notes: 1.00 Reading Resource Teacher for K-5 (J. Haera)				
	5100	510-Supplies	2761 - Cholee Lake Elementary School	Title I, Part A		$5,000.00
		Notes: LLI Kit and ancillary material				
	5100	640-Furniture, Fixtures and Equipment	2761 - Cholee Lake Elementary School	Title I, Part A		$401.99
		Notes: Easel and carpet for reading instruction				
5	G1.B2.S1.A2	**Instructional Paraprofessional II will work with small groups of students to provide remediation in math and reading.**				**$27,783.62**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	150-Aides	2761 - Cholee Lake Elementary School	Title I, Part A	0.75	$27,783.62
		Notes: 1.0 Paraprofessional II (C. Diegelmann)				
6	G1.B2.S1.A3	**Provide students with extended learning opportunities to reinformce /remediate lessons taught during school day.**				**$20,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	2761 - Cholee Lake Elementary School	Title I, Part A		$20,000.00
		Notes: Salary and benefit for teacher tutors				
7	G1.B2.S1.A4	**Out of system tutors will be used during the school day to support reading and math instruction.**				**$36,172.50**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	160-Other Support Personnel	2761 - Cholee Lake Elementary School	Title I, Part A	0.75	$18,086.25
		Notes: out-of-system tutors (salary and benefits) (V. Monoroe)				
	5100	160-Other Support Personnel	2761 - Cholee Lake Elementary School	Title I, Part A	0.75	$18,086.25
		Notes: out-of-system tutors (salary and benefits) (I. Ferguson)				
8	G1.B2.S1.A5	**Infuse technology to create an interactive, engaging classroom environment.**				**$18,332.37**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	644-Computer Hardware Non-Capitalized	2761 - Cholee Lake Elementary School	Title I, Part A		$16,216.27
		Notes: Laptops				
	5100	641-Furniture, Fixtures and Equipment Capitalized	2761 - Cholee Lake Elementary School	Title I, Part A		$2,116.10

		Notes: Laptop cart				
9	**G1.B2.S1.A6**	**Reading Resource teacher will work with small reading groups (3-5) and work with homeroom teachers during common planning to co-plan effective lessons to address deficiencies.**				**$66,342.45**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	2761 - Cholee Lake Elementary School	Title I, Part A	1.0	$66,342.45
		Notes: 1.00 Reading Resource Teacher (K-2 / M. Linton)				
10	**G2.B1.S1.A1**	**Professional Development opportunities will be provided through PLC's, common planning Professional Development Days, and through coaching cycle (math and science).**				**$0.00**
11	**G2.B2.S1.A1**	**Community Resource Facilitator will collaborate with Admin., APTT Champion, and teachers to plan and implement parent trainings (APTT), coordinate parent events, and build community partnerships (business partners) to include all stakeholders.**				**$50,270.19**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	160-Other Support Personnel	2761 - Cholee Lake Elementary School	Title I, Part A		$38,573.75
		Notes: Community Facilitator (G. Reyes - salary and benefits)				
	6150	510-Supplies	2761 - Cholee Lake Elementary School	Title I, Part A		$4,344.20
		Notes: Supplies for parent training such as paper, ink, folders, make and take supplies, pencils, pens, paperclips, post-its, refreshments, student planners for communication.				
	6150	100-Salaries	2761 - Cholee Lake Elementary School	Title I, Part A		$1,000.00
		Notes: Childcare for parent trainings				
	6150	644-Computer Hardware Non-Capitalized	2761 - Cholee Lake Elementary School	Title I, Part A		$2,520.00
		Notes: 4 desk tops for Family Involvement Rosetta Stone Program				
	6150	300-Purchased Services	2761 - Cholee Lake Elementary School	Title I, Part A		$1,000.00
		Notes: Rosetta Stone Software				
	6150	642-Furniture, Fixtures and Equipment Non-Capitalized	2761 - Cholee Lake Elementary School	Title I, Part A		$834.24
		Notes: 4 chairs for Parent Resource Room				
	6150	370-Communications	2761 - Cholee Lake Elementary School	Title I, Part A		$998.00
		Notes: Stamps				
	6150	510-Supplies	2761 - Cholee Lake Elementary School	Title I, Part A		$1,000.00
		Notes: Headphones with mic to use with Rosetta Stone program				

12	G2.B2.S1.A2	A part-time Family Involvement Para will work on providing communication with parents in their native language (flyers, notices, calls, meetings) to improve school to home communication.				$3,945.24
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	6150	150-Aides	2761 - Cholee Lake Elementary School	Title I, Part A		$3,945.24
			Notes: Salary and benefits for part-time F.I. Para (C. Diegelmann)			
13	G2.B3.S1.A1	Highly qualified tutors and non certified tutors will provide small group instruction to fourth and fifth grade students (math & science)				$28,510.34
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	100-Salaries	2761 - Cholee Lake Elementary School	Other		$6,000.00
			Notes: Highly qualify teachers salary and benefits Saturday Tutorial) Funds for 3rd grade tutorial			
	5100	510-Supplies	2761 - Cholee Lake Elementary School	Title I, Part A		$8,000.00
			Notes: Tutoring Supplies-Reading/Math consumables, paper, charts, markers, pencils, pens.			
	5100	160-Other Support Personnel	2761 - Cholee Lake Elementary School	Title I, Part A	0.75	$14,510.34
			Notes: Out-of-System noncertified tutor (A. Navarrete)			
14	G2.B3.S1.A2	Science Resource teacher will provide students the opportunity to apply scientific thinking through the utilization of FCAT benchmarks and integrate STEM activities during fine arts rotation and in small group instruction to targeted students in fourth and fifth grade.				$67,375.95
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	5100	120-Classroom Teachers	2761 - Cholee Lake Elementary School	Title I, Part A	1.0	$66,342.45
			Notes: 1.0 Science Resource Teacher Salary and Benefits (J. Hager)			
	5100	750-Other Personal Services	2761 - Cholee Lake Elementary School	Title I, Part A		$1,033.50
			Notes: Sub for science resource teacher			
					Total:	$487,888.45