

The School District of Palm Beach County

# Cholee Lake Elementary School



2017-18 Schoolwide Improvement Plan

## Cholee Lake Elementary School

6680 DILLMAN RD, Greenacres, FL 33413

<https://cles.palmbeachschools.org>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	95%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	C*	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 11/8/2017.

### 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Cholee Lake Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- 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) using monthly themes featured in classroom curriculum 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. Resources will be enhanced to reflect multi-cultural diversity, as well as provide culturally relevant lessons. In addition, history of Holocaust will be integrated in grade 5 through 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 School-wide Positive Behavior Support (SwPBS). Universal Guidelines to the contexts students will encounter before, during and after school. In addition professional development will be provided in best practices methods of how to correct behaviors, provide incentives to reward positive behavior.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are provided with opportunities to collaborate in a student-centered, personalized environment; Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

We constantly empower and support students through high expectations to be college and career ready; Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to

feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

**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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

**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	48	39	48	40	30	28	0	0	0	0	0	0	0	233
One or more suspensions	1	0	0	1	1	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	58	112	95	145	100	94	0	0	0	0	0	0	0	604
Level 1 on statewide assessment	0	0	0	94	65	80	0	0	0	0	0	0	0	239

**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	28	30	26	100	71	82	0	0	0	0	0	0	0	337

**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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP 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/454028>.

**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 Administration, teachers, guidance counselors and Community Resource Person 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.

**C. Effective Leadership**

**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
King, Tawana	Teacher, K-12
Lontoc, Marifi	Teacher, K-12
Sariol, Ruben	Teacher, ESE
Castro, Carlos	Assistant Principal
Hernandez, Misabel	Teacher, K-12
Wisdom, Cassandra	Teacher, K-12
Avery, Andrea	Instructional Coach
Nelson, Kerry Ann	Instructional Coach
Maffeo, Kristen	Teacher, K-12
Petzko, Christina	Teacher, K-12
McCalla, Tricia	Teacher, K-12
Gayle, Scott	Instructional Coach
Rojas, Julian	Psychologist
Stanislaw, Alexandra	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 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. In addition, data chats are held with teachers throughout the academic school year.

**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.

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.

**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 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, Rtl/ 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 IDEA. 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 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 summer enrichment programs. At the school level, a reading, math, reading resource teacher, academic tutors and SAI teacher providing pull out instruction for retained third grade students. 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. 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. In addition, there is an ESOL coordinator who works with parents, teachers, and students. Cholee Lake has an ESOL guidance counselor, teachers who work directly with English Language Learners and a Spanish Dual Language coach.

Guidance Counselors, PTA, and the Community Resource Person 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 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
Maria Botello	Business/Community
Suzanne Rivera	Parent
Scott Gayle	Teacher
Geraldo Reyes	Education Support Employee
Guyette Duhart	Teacher
Irma Roblero	Parent
Jose Perez	Parent
Marie Lovissaint	Parent
Marina Hernandez	Parent
Luz Perez	Parent
Mirna Sandoval	Parent
Noella Garcia	Parent
Nubia Barrera	Parent
Mayleibys Ramirez	Parent
Keny Borjas	Parent
Keydi Antunez	Parent
Jodi Rund	Business/Community
Shari Shenman	Business/Community
Kelly Garrison	Teacher
Kerryann Nelson	Teacher

**b. Duties**

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

*a. Evaluation of last year's school improvement plan*

In reviewing the SIP from FY17, SAC members were able to see that the goals, strategies and resources were aligned and benefited our students. Upon reviewing the recent FSA and FCAT 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 FY18 budget and SIP were presented at a SAC meeting where the members offered suggestions and provided feedback. The projected use of FY18 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 FY17 SIP to determine what the resource needs are for this year.

In FY17, 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
Sariol, Ruben	Teacher, ESE
Voparil, Mariana	School Counselor
Castro, Carlos	Assistant Principal
Angelino, Denise	Teacher, K-12
Haera, Jenna	Teacher, K-12
Gayle, Scott	Instructional Coach
Hernandez, Misabel	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement, as well as inclusive educational practices are monitored and instruction is modified as needed based on decisions made through collaboration.

**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  
Valerie Goulet (K)-Marifi Lontoc  
Iris Rosa (K)-Bianca Soto  
Danielle Tuchinsky-(K) Kamara Bernard  
Isamar Cedeno (1)- Kristen Maffeo  
Brandy Demes (1)-Misabel Hernandez  
Joann Herrera (1)-Jenna Hera  
Janet Rodriguez-Colon (1)-Marinella Portillo  
Mary Simpson (1)-Scott Gayle  
Heidi Davis (2)-Casey Park  
Gladys Giraldo (2)-Sandra Garcia  
Trudy Murray (2)-Christina Petzko  
Jorge Rocha (2)-Kerryan Nelson  
Xiomora Valle Del Rio (2)-Jenna Haera  
Joanna Landers (3)-Casandra Wisdom  
Elizabeth McGlynn (3)-Cassandra Kenski  
Margarett Tilley (3)-Lindsay Eisele  
Arlette Alicea (4)-Henna Blanchard  
Lisbeth Frederick (4)-Andrea Avery  
Jill Vicino (5)-Jacqueline Kerley  
Mirna Cedeno (ESE)-Cheryl Sousi  
Alexandra Gibbons-Yudermis Diaz  
Erin Kendee (Guidance)-Mariana Voparil  
Marietta Merced-Dr. Ruben Sariol

## 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.**

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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.**

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

Various Data obtained from Reading Running Record, Diagnostic Test ,FSQ and USA 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
- Teacher collaboration, planning and professional development

### **Person(s) responsible for monitoring implementation of the strategy**

Weathersby-Cardona, Joycelyn, joycelyn.weathersby-cardona@palmbeachschools.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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, Cholee Lake Elementary offers a school year Voluntary Prekindergarten (VPK) program that is supplemented with enrichment hours. This VPK program is supported by the Department of Early Childhood Education and follows all statutes, rules and contractual mandates in the Florida VPK Statewide Provider Agreement, including the use of a developmentally appropriate curriculum that enhances the age-appropriate progress of children in attaining each of the performance standards adopted by the Florida DOE. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

To assist with the transition of school-based and community children into the kindergarten program at Cholee Lake Elementary, distribution of Backpack with books, transition to kindergarten activities, and a parent guide for enrolled VPK students are provided to parents by the Department of Early Childhood Education. In addition, Cholee Lake's Kindergarten, ELL, and ESE teachers collaboratively engage on an ongoing basis with the pre-kindergarten teachers in our program as well as those in feeder programs to discuss students' readiness for entering kindergarten. Cholee Lake Elementary also conducts a Kindergarten Round-Up each spring to inform parents of how to prepare their child 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.

## 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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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.

### 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" 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.

### 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

G094865

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	75.0
FSA ELA Achievement	50.0

**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
- Foundations
- Professional Development
- Instructional Coaches

**Plan to Monitor Progress Toward G1.** 8

Administration will monitor all strategies and action steps (Reading Coach, Math 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 8/14/2017 to 6/1/2018

**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**

G094866

**Targets Supported** **1b**

Indicator	Annual Target
FSAA Mathematics Achievement	75.0
FCAT 2.0 Science Proficiency	75.0
FSA Mathematics Achievement	65.0
FCAT 2.0 Science Proficiency	65.0

**Targeted Barriers to Achieving the Goal** **3**

- Teachers lack of knowledge of DOK Complexity levels to provide explicit rigorous math and science instruction.
- Parents are unfamiliar with strategies that can reinforce reading, math, and writing skills because of language barriers.

**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
- PLC Meetings
- Professional Development
- Community Resource Person
- Math Coach

**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, will be collected, analyzed in PLC and monitored by Principal. Teachers will also help individual students to track their progress towards goals and targets.

**Person Responsible**

Dr. Marline Campbell

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018

**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

G094865

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

B255186

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

S269649

### Strategy Rationale

If teachers deliver personalized, effective instruction based on standards, then student achievement will increase.

### Action Step 1 5

The Administration, Instructional Coaches 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 8/14/2017 to 6/1/2018

#### 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

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

#### Person Responsible

Carlos Castro

#### Schedule

Biweekly, from 8/14/2017 to 6/1/2018

#### Evidence of Completion

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



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

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

**Person Responsible**

Dr. Marline Campbell

**Schedule**

Weekly, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

Assessment Data (FSQs, USAs, iReady reports, Diagnostic reports, RRR), Administration 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**

Dr. Marline Campbell

**Schedule**

Monthly, from 8/14/2017 to 6/1/2018


**Evidence of Completion**

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

**G1.B2 Meet the individual needs of all students** 2

 B255187

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

 S269650

**Strategy Rationale**

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

**Action Step 1** 5

Resource teachers and academic tutors will work with students to remediate reading deficiency and building critical thinking skills.

**Person Responsible**

Dr. Marline Campbell

**Schedule**

Daily, from 8/14/2017 to 6/1/2018

**Evidence of Completion**

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

**Action Step 2** 5

Math resource will support math to provide critical academic games to develop students critical thinking skills.

**Person Responsible**

Dr. Marline Campbell

**Schedule**

Daily, from 8/14/2017 to 6/1/2018

**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

Administration will monitor Reading Resource teachers and academic tutors in the delivery of small group instruction in order to meet the individual needs of all students.

**Person Responsible**

Dr. Marline Campbell

**Schedule**

Daily, from 8/14/2017 to 6/1/2018

***Evidence of Completion***

Administration meeting agenda, sign-in, reflection notes, feedback to Reading Resource and academic tutors.

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

Administration 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 8/14/2017 to 6/1/2018

***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

G094866

**G2.B1** Teachers lack of knowledge of DOK Complexity levels to provide explicit rigorous math and science instruction. 2

B255189

**G2.B1.S1** Provide Professional Development through PLCs, common planning and PDD for math and science standards. 4

S269651

### Strategy Rationale

When teachers understand DOK Complexity levels to provide explicit rigorous math and science instruction teachers are then able to deliver effective math and science instruction.

### Action Step 1 5

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

#### Person Responsible

Andrea Avery

#### Schedule

Weekly, from 8/14/2017 to 6/1/2018

#### Evidence of Completion

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

### 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

Dr. Marline Campbell

#### Schedule

Monthly, from 8/14/2017 to 6/1/2018

#### Evidence of Completion

Administration 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 PLCs 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 8/14/2017 to 6/1/2018

***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**

 B255190

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

 S269652

### **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**

Administration, teachers, Community Resource Facilitator and APTT Champion, will meet to plan and implement parent training (APTT), coordinate parent events, and build community partnerships (business partners) to include all stakeholders.

#### **Person Responsible**

Carlos Castro

#### **Schedule**

Daily, from 8/14/2017 to 6/1/2018

#### **Evidence of Completion**

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

### **Action Step 2** **5**

Administration, teachers, guidance counselors and Community Resource Person 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 8/14/2017 to 6/1/2018

#### **Evidence of Completion**

Schedule/log, work product

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

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

**Person Responsible**

Carlos Castro

**Schedule**

Monthly, from 9/26/2017 to 6/1/2018

**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**

Quarterly, from 9/29/2017 to 6/1/2018

**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 teachers will develop an action plan and make adjustments based on participation/feedback.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1  M384997	Administration will monitor all strategies and action steps (Reading Coach, Math Coach Professional...	Campbell, Dr. Marline	8/14/2017	Review the principal's dashboard (assessment results of FSQs, USAs, iReady, Diagnostics, RRR, attendance, discipline, etc.)	6/1/2018 monthly
G2.MA1  M385005	In an effort to track progress towards goal and targets, data from assessments such as diagnostic...	Campbell, Dr. Marline	8/14/2017	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.	6/1/2018 monthly
G1.B1.S1.MA1  M384993	Administration team will monitor the effectiveness of professional development by reviewing student...	Campbell, Dr. Marline	8/14/2017	Review data results (FSQs,USAs, iReady, Diagnostic results, RRR), develop action plan to reflect adjustments as needed after data chats.	6/1/2018 monthly
G1.B1.S1.MA1  M384994	Administration team will monitor fidelity of Instructional Coaches to provide professional...	Campbell, Dr. Marline	8/14/2017	Assessment Data (FSQs, USAs, iReady reports, Diagnostic reports, RRR), Administration 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	6/1/2018 weekly
G1.B1.S1.A1  A360273	The Administration, Instructional Coaches will develop teacher's ability to effectively plan and...	Nelson, Kerry Ann	8/14/2017	Schedule/ coaching log, lesson plans, work product PLC agendas, notes and minutes of meetings, sign-in sheets, PD agendas, reflection notes.	6/1/2018 daily
G1.B1.S1.A2  A360274	Provide teachers with professional development in the use of technology to support instruction.	Castro, Carlos	8/14/2017	Agenda, sign-in sheets, Lesson Plans, iReady usage reports, iObservation	6/1/2018 biweekly
G1.B2.S1.MA1  M384995	Administration team will monitor the effectiveness of the Reading Resource teachers (k-2 and 3-5)...	Campbell, Dr. Marline	8/14/2017	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	6/1/2018 monthly
G1.B2.S1.MA1  M384996	Administration will monitor Reading Resource teachers and academic tutors in the delivery of small...	Campbell, Dr. Marline	8/14/2017	Administration meeting agenda, sign-in, reflection notes, feedback to Reading Resource and academic tutors.	6/1/2018 daily
G1.B2.S1.A1  A360275	Resource teachers and academic tutors will work with students to remediate reading deficiency and...	Campbell, Dr. Marline	8/14/2017	Schedule/log, list of student groups, sample lesson plans, work sample	6/1/2018 daily
G1.B2.S1.A2  A360276	Math resource will support math to provide critical academic games to develop students critical...	Campbell, Dr. Marline	8/14/2017	Schedule/log, list of students, sample lesson plans, sample work product.	6/1/2018 daily
G2.B1.S1.MA1  M384998	Administration will attend PLCs and PDD's to ensure fidelity of delivery as well as monitor for...	Campbell, Dr. Marline	8/14/2017	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.	6/1/2018 daily
G2.B1.S1.MA1  M384999	Administration and PD Team will monitor agendas for professional development topics, tasks and...	Campbell, Dr. Marline	8/14/2017	Administration 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	6/1/2018 monthly



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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				walkthroughs for desired outcome, reflection log	
G2.B1.S1.A1 A360277	Professional Development opportunities will be provided through PLCs, common planning Professional...	Avery, Andrea	8/14/2017	Schedule/log, sign-in sheets, agendas, lesson plans, work product	6/1/2018 weekly
G2.B2.S1.MA1 M385000	Administration will review effectiveness of parent trainings (APTT) and other school events and...	Castro, Carlos	9/29/2017	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 teachers will develop an action plan and make adjustments based on participation/feedback.	6/1/2018 quarterly
G2.B2.S1.MA1 M385001	Parent Trainings will be held (APTT Team Meetings), and monitored by Administration, APTT Champion,...	Castro, Carlos	9/26/2017	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.	6/1/2018 monthly
G2.B2.S1.A1 A360278	Administration, teachers, Community Resource Facilitator and APTT Champion, will meet to plan and...	Castro, Carlos	8/14/2017	Invitations, sign-in sheets, agendas, evaluation, sample materials, evidence of interaction Schedule/log, work product	6/1/2018 daily
G2.B2.S1.A2 A360279	Administration, teachers, guidance counselors and Community Resource Person will work on providing...	Castro, Carlos	8/14/2017	Schedule/log, work product	6/1/2018 daily

## 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 teachers capacity to deliver personalized, effective instruction that is customized to the individual strengths needs interest of each learner.

#### **PD Opportunity 1**

The Administration, Instructional Coaches 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**

Dr. Marline Campbell and Kery Ann Nelson

##### **Participants**

K-5 teachers, ESE and ESOL teachers

##### **Schedule**

Daily, from 8/14/2017 to 6/1/2018

#### **PD Opportunity 2**

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

##### **Facilitator**

SSCC, Reading Coach, Resource Teacher, Math Coach

##### **Participants**

K-5 teachers, ESE, ESOL Teachers

##### **Schedule**

Biweekly, from 8/14/2017 to 6/1/2018

**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 of DOK Complexity levels to provide explicit rigorous math and science instruction.

**G2.B1.S1** Provide Professional Development through PLCs, common planning and PDD for math and science standards.

### **PD Opportunity 1**

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

#### **Facilitator**

Instructional Coaches, Administration

#### **Participants**

Cholee Lake teachers

#### **Schedule**

Weekly, from 8/14/2017 to 6/1/2018

## VI. Technical Assistance Items

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