



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Cholee Lake Elementary School

6680 DILLMAN RD

Greenacres, FL 33413

561-383-9600

www.edline.net/pages/cholee_lakes_elementary_school

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 93%
Alternative/ESE Center No	Charter School No	Minority Rate 93%

School Grades History

2013-14 B	2012-13 B	2011-12 B	2010-11 C
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Cholee Lake Elementary School

Principal

Dr. Marline Campbell

School Advisory Council chair

Gorgianna Dziaba

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Jamillia Andrews-Steel	Guidance

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced numbers of teachers, education support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school. The majority (50% + 1) of the members of the SAC shall be non-district employees.

- Principal-Dr. Marline Campbell
- Chairperson – Ms. Georgianna Dziaba, Parent Liaison
- Secretary-Ms. Jenna Haera, First grade teacher
- SAC Business Partner- Djerry Georges Chase Bank

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

This year SAC will focus on identifying the needs to support both academic improvement and school safety.

Projected use of school improvement funds, including the amount allocated to each project

SAC reviewed the previous year's data to determine what the resource needs are for this year. Projected use of SAC funds Student Supplies and materials \$3,000.00

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Dr. Marline Campbell

Principal

Years as Administrator: 10

Years at Current School: 1

Credentials

Bachelors Degree- Elementary Education, Nova Southeastern University;
 Master of Science- School Counseling , Palm Beach Atlantic University; Educational Specialist- Educational Leadership, Nova Southeastern University;
 Doctorate – Educational Leadership, Nova Southeastern University;
 Principal Certification-State of Florida
 ESOL Endorsement

Performance Record

Principal of Pine Grove Elementary in 2012-2013:
 Grade: D, Reading Proficiency 29%, Math 44%, Writing Proficiency 56%, and Science Proficiency 30%.
 Principal of Pine Grove Elementary in 2011-2012:
 Grade: D, Reading Proficiency 35%, Math 41%, Writing Proficiency 82%, and Science Proficiency 35%.
 Principal of Pine Grove Elementary in 2010-2011:
 Grade: C, Reading Proficiency 46%, Math 64%, Writing Proficiency 77%, and Science Proficiency 29%. AYP: 74%, criteria met.
 Principal of Pine Grove Elementary in 2009-2010:
 Grade: C, Reading Proficiency 51%, Math 68%, Writing Proficiency 78%, and Science Proficiency 33%. AYP: 82%, criteria met for all subgroups.
 Principal of Pine Grove Elementary in 2008-2009:
 Grade: B, Reading mastery 62%, Math mastery: 69%, Writing mastery: 89%, Science mastery 38%. AYP: 72%, of Criteria met.
 Assistant Principal at Grassy Waters Elementary 2007-2008:
 Grade: A, Reading mastery: 70%, Math mastery: 73%, Writing mastery: 91%, Science mastery: 44%. AYP: 100% in all subgroups.
 Assistant Principal at Grassy Waters Elementary 2006-2007:
 Grade: A, Reading mastery: 71%, Math mastery: 68%, Writing mastery: 91%, Science mastery: 46%. AYP: 100% in all subgroups.
 Assistant Principal at Grassy Waters

Elementary 2005-2006
 Grade: A, Reading mastery: 70%, Math mastery: 64%, Writing mastery: 89%.
 AYP: 97%
 Black subgroup did not make AYP in math.
 Assistant Principal at Grassy Waters Elementary 2004-2005
 Grade: B,
 Reading Mastery: 69%,
 Math Mastery: 61%,
 Writing Mastery: 88%. AYP: 90%, SWD subgroup did not make AYP in reading, SWD and Black subgroups did not make AYP in math.

Kara Schwarz

Asst Principal

Years as Administrator: 0

Years at Current School: 1

Credentials

Masters Degree in Educational Leadership all levels, Bachelors Degree and Certification in Elementary Education 1-6, Primary K-3, with ESOL and Gifted Endorsement,

Performance Record

Assistant Principal: Cholee Lake Elementary - Grade: B, Reading Proficiency 47%, Math 61%, Writing Proficiency 72%, and Science Proficiency 49%.

Instructional Coaches

of instructional coaches

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Michele Milano		
Full-time / School-based	Years as Coach: 2	Years at Current School: 1
Areas	Reading/Literacy	
Credentials	BA Florida Gulf Coast University - Early Childhood Education/ Birth to 3 Years/Pre-Kindergarten Handicapped/Elementary Education K-6. MA Graceland University - Quality Schools ESOL Endorsed Reading Endorsed	
Performance Record	Reading Coach Pine Grove Elementary in 2012-2013: Grade: D, Reading Proficiency 29%, Math 44%, Writing Proficiency 56%, and Science Proficiency 30%. Fifth Grade Teacher of Pine Grove Elementary in 2011-2012: Grade: D, Reading Proficiency 35%, Math 41%, Writing Proficiency 82%, and Science Proficiency 35%. Pine Grove Elementary in 2010-2011: Grade: C, Reading Proficiency 46%, Math 64%, Writing Proficiency 77%, and Science Proficiency 29%. AYP: 74%, criteria met.	

Amarylis Garcia		
Full-time / School-based	Years as Coach:	Years at Current School:
Areas	Mathematics	
Credentials	Bachelor of Arts in Elementary Education (K-8) Masters in Education National Board Certified	
Performance Record	Math Coach Cholee Lake Elementary 2012-2013: Reading Proficiency 47%%, Math Proficiency 61%, Writing Proficiency 72%, Science Proficiency 49% Learning Team Facilitator at Crosspointe Elementary; Palm Springs Elementary, and Lincoln Elementary School (2011-2012)	

Classroom Teachers

# of classroom teachers	78
# receiving effective rating or higher	78, 100%
# Highly Qualified Teachers	100%
# certified in-field	78, 100%

ESOL endorsed

46, 59%

reading endorsed

4, 5%

with advanced degrees

20, 26%

National Board Certified

1, 1%

first-year teachers

12, 15%

with 1-5 years of experience

23, 29%

with 6-14 years of experience

30, 38%

with 15 or more years of experience

13, 17%

Education Paraprofessionals

of paraprofessionals

5

Highly Qualified

78, 1560%

Other Instructional Personnel

of instructional personnel not captured in the sections above

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Cholee Lake Elementary follows the Palm Beach County Educators Support Program. Mentors were selected based upon classroom experience and common grade level/subject area and or department. Each mentor has demonstrated characteristics of being a team player, having a positive attitude and being a role model. All mentors are also clinical Education Trained or have enrolled in the Effective Mentoring course available through Trainu. (online training course)

Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rtl)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The Rtl Leadership Team will use the Problem Solving Model to conduct all meetings. Based on data and 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 & 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

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.

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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Rtl Leadership Team meets with the administrative team provide data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helps set clear expectations for instruction (Rigor, Relevance, Relationship); facilitates the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligns processes and procedures.

School Improvement Committees/School Advisory Council monitor each component of the School Improvement Plan for effectiveness.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline Data: Progress Monitoring and Reporting Network (PMRN), Palm Beach County School District Fall Diagnostic, Florida Comprehensive Assessment Test (FCAT), Fountas and Pinnell's Oral Reading Record.

Progress Monitoring: PMRN, Palm Beach County School District Winter Diagnostic, Fountas and Pinnell's Oral Reading Record and District Embedded Assessments.

Midyear: Florida Assessments for Instruction in Reading (FAIR), Diagnostic Assessment for Reading (DAR), Fountas and Pinnell's Oral Reading Record.

End of year: FAIR, FCAT, Fountas and Pinnell's Oral Reading Record.

Frequency of Data Days: twice a month for data analysis

School Improvement Committees/School Advisory Council monitor each component of the School Improvement Plan for effectiveness.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Cholee Lake Elementary's plan for supporting understanding includes, Preschool Faculty Meetings, Department meetings, grade level meetings, Discuss data, Effective and ineffective strategies, Progress monitoring, Staff development, Parents, Curriculum Night, Open House, PTO, SAC, Edline blasts, newsletters, Contact parent prior to an SBT meeting (invitation to attend meeting), Parent Conferences.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or 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 Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this strategy?

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

Who is responsible for monitoring implementation of this strategy?

Administrators and Literacy Coach

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Dr. Marline Campbell	Principal
Kara Schwarz	Assistant Prinicipal
Michele Milano	Literacy Coach
Brenda VanSickler	ESOL Coordinator
Karen Vargas	SAI
Marifi Lontoc	Kindergarten Team Leader
Kristin Edwardo	First Grade Team Leader
Mina Clement	Second Grade Team Leader
Naomi Matilus	Third Grade Team Leader
Chazzie Henderson	Fourth Grade Team Leader
Tawana King	Fifth Grade Team Leader

How the school-based LLT functions

The LLT meets monthly to problem solve reading instruction concerns and strategize for effective strategy implementation. Meetings are led by the Principal.

Major initiatives of the LLT

Analyzing student academic literacy (performance and growth) in reading, math, science and writing using formal and informal assessments, analyzing data from EDW and PNRN, FAIR, and Reading, Running Records.

Recommending research-based instructional practices/strategies and materials to implement as interventions, and school-based assessments.

Determine what tools to use to measure fidelity of instructional practices and use of instructional materials.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

The school ensures that every teachers contribute to the reading improvement of students through the implementation of a common planning and learning team meetings. Coaching cycle is implemented by Literacy coach to model effective reading strategies. Professional development such as the Next Generation Content Area Reading Professional Development (NG CAR-PD) and Common Core State Standards. Teachers engage in the analysis of data to plan differentiated instruction using evidenced-based instruction/interventions. Supplemental instructions are planned and utilized for students needing remediation. In school and after school tutorial programs are provided for remediation and enrichment.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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. Parents are informed of readiness and the various assessments at the kindergarten round-up.

For initial student placement, the FAIR 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.

In addition, teachers facilitate Partners in Print reading instruction workshops for Pre-Kindergarten and kindergarten parents throughout the school year where parents are instructed in literacy skills that they can utilize at home to support their child's reading development.

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	48%	47%	No	54%
American Indian				
Asian				
Black/African American	47%	44%	No	52%
Hispanic	45%	45%	Yes	51%
White	67%	51%	No	70%
English language learners	39%	33%	No	45%
Students with disabilities	29%	24%	No	36%
Economically disadvantaged	47%	43%	No	52%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	109	28%	33%
Students scoring at or above Achievement Level 4	76	19%	21%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		100%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		50%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	300	72%	75%
Students in lowest 25% making learning gains (FCAT 2.0)	309	74%	77%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	192	44%	47%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	72	16%	19%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	56	13%	16%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	101	72%	80%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	44%	61%	Yes	50%
American Indian				
Asian				
Black/African American	47%	65%	Yes	52%
Hispanic	40%	58%	Yes	46%
White	67%	76%	Yes	70%
English language learners	35%	55%	Yes	42%
Students with disabilities	31%	38%	Yes	38%
Economically disadvantaged	43%	59%	Yes	48%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	120	30%	34%
Students scoring at or above Achievement Level 4	123	31%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	265	67%	70%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	40	55%	60%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	39	33%	35%
Students scoring at or above Achievement Level 4	19	16%	20%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		100%
Students scoring at or above Level 7	[data excluded for privacy reasons]		100%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	9		10
Participation in STEM-related experiences provided for students	540	56%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	32	3%	0%
Students retained, pursuant to s. 1008.25, F.S.	12	1%	0%
Students who are not proficient in reading by third grade	103	69%	30%
Students who receive two or more behavior referrals	32	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	34	3%	1%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
By June 2014 the percentage of parents participating in school activities (report card conferences, Title I Annual parent meeting, after-school activities will increase to 50%	450	40%	50%

Area 10: Additional Targets

Additional targets for the school

Cholee Lake Elementary 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

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
All K-5 teachers will infuse the content required by the Florida statue as appropriate.			100%

Goals Summary

- G1.** By June 2014, 55% (229) of students will achieve proficiency (level 3) on the 2014 FCAT science assessment.
- G2.** By June 2014, 50% (225) students will achieve proficiency (level 3) on the 2014 FCAT mathematics assessment.
- G3.** By June 2014, 50% (225) will achieve proficiency (level 4.0 or higher) on the 2014 FCAT writing assessment.
- G4.** By June 2014, 50%(225)of the students will score a level 3 on the 2014 FCAT 2.0 Reading assessment.

Goals Detail

G1. By June 2014, 55% (229) of students will achieve proficiency (level 3) on the 2014 FCAT science assessment.

Targets Supported

- Science
- Science - Elementary School

Resources Available to Support the Goal

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

Targeted Barriers to Achieving the Goal

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

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Classroom teachers, Literacy coach, Math coach, Administrators, Area support staff

Target Dates or Schedule:

Ongoing monitoring

Evidence of Completion:

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

G2. By June 2014, 50% (225) students will achieve proficiency (level 3) on the 2014 FCAT mathematics assessment.

Targets Supported

- Math (Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Professional Development on differentiated instructions. Common planning and Learning Team Meetings to support the development of rigorous lessons and differentiated instruction.

Targeted Barriers to Achieving the Goal

- Teacher proficiency in differentiating instruction to provide remediation and enrichment.

Plan to Monitor Progress Toward the Goal

Common Assessments, Multiple Benchmark Assessments, Core K-12, Diagnostics, teacher generated tests and teacher observations.

Person or Persons Responsible

Area support staff, Math coach, administrators, classroom teachers

Target Dates or Schedule:

ongoing

Evidence of Completion:

Item Analysis, Lesson plans, Classroom walkthrough, Coaching Cycle

G3. By June 2014, 50% (225) will achieve proficiency (level 4.0 or higher) on the 2014 FCAT writing assessment.

Targets Supported

- Writing
- Additional Targets

Resources Available to Support the Goal

- Implementation of new writing program, professional development, and district support, Literacy coach.

Targeted Barriers to Achieving the Goal

- Implementing the writing process with fidelity.

Plan to Monitor Progress Toward the Goal

Palm Beach Writes, School-Wide Writing, FCAT Writes

Person or Persons Responsible

Administrators, Literacy coach, District Support staff

Target Dates or Schedule:

Ongoing

Evidence of Completion:

analysis of writing data

G4. By June 2014, 50%(225)of the students will score a level 3 on the 2014 FCAT 2.0 Reading assessment.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

Resources Available to Support the Goal

- Professional Development on differentiated instructions. Common planning and Learning Team Meetings to support the development of rigorous lessons and differentiated instruction.

Targeted Barriers to Achieving the Goal

- Teachers' proficiency in differentiated instruction to provide remediation and enrichment.

Plan to Monitor Progress Toward the Goal

Common Assessments, Multiple Benchmark Assessments, Core K-12, Diagnostics, teacher generated tests and teacher observations.

Person or Persons Responsible

Administrators, Literacy Coach, Teachers and Learning Team Facilitator.

Target Dates or Schedule:

On-going

Evidence of Completion:

Item Analysis, Lesson plans, Classroom walkthrough, Coaching Cycle

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. By June 2014, 55% (229) of students will achieve proficiency (level 3) on the 2014 FCAT science assessment.

G1.B1 Limited exposure to real-world connections relating to the science benchmarks with opportunities to apply the scientific method.

G1.B1.S1 Students record results from classroom science experiments using the scientific method in their science journals. Students use manipulative, science apparatus (measurement tools for liquid and dry measurements, weight balance scales, microscopes, consumables). Reinforce concepts using anchor charts. Teachers incorporate the use of science word walls. Student use science journals to record information and define vocabulary words in science. Teachers incorporate computer programs such as GIZMOS in their instruction. Students receive science support via an eight day rotation through the science lab.

Action Step 1

Professional development on GIZMOS, Implement Sensational Science Day, Implementation of mini-benchmark assesments, Implementation of multiple benchmarks assessments, Utilize Core K-12 assesments, classroom walkthroughs. Analysis of student performance on common assessments at least every two weeks. Monitor adherence to science focus calendar.

Person or Persons Responsible

Literacy and Math coach, Classroom teachers, Area support staff, Administrators, Science Teacher Resource

Target Dates or Schedule

Daily and ongoing

Evidence of Completion

Data obtained from benchmark mini assessments from Core K-12, targeted assessment questions from Fusion Focus assessments, Florida Achieves, Diagnostic Assessments . Student science journals. SECME Olympiad participation. Science fair participation.

Facilitator:

Area support staff, SECME Coordinator

Participants:

All teachers

Action Step 2

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

Person or Persons Responsible

All Third, Fourth, and Fifth Grade students.

Target Dates or Schedule

Tutorial will begin in January 2014 and run through April 2014 twice a week.

Evidence of Completion

A pre and post assessments to monitor progress and effectiveness of the tutorial program.

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

Improvement on science classroom assessments. Student Progress on science classroom assessments and diagnostic assessments as well as placement in SECME competitions.

Person or Persons Responsible

Classroom teachers, Literacy and Math coach, Area support staff, Administrators

Target Dates or Schedule

Daily and ongoing monitoring

Evidence of Completion

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

Plan to Monitor Effectiveness of G1.B1.S1

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

Person or Persons Responsible

Classroom teachers, Literacy and Math coach, Area support staff, Administrators

Target Dates or Schedule

Daily and ongoing monitoring for effectiveness of implementation.

Evidence of Completion

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

G2. By June 2014, 50% (225) students will achieve proficiency (level 3) on the 2014 FCAT mathematics assessment.

G2.B1 Teacher proficiency in differentiating instruction to provide remediation and enrichment.

G2.B1.S1 Provide professional development on differentiating instruction for students.

Action Step 1

Professional development provided by the district staff, administrators, and Math coach on differentiating instruction.

Person or Persons Responsible

District support staff, administrators, Math coach, classroom teachers, Math Resource Teacher

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, analysis of math data,

Facilitator:

Area support staff, math coach, administrators

Participants:

All instructional staff

Action Step 2

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

Person or Persons Responsible

All Third, Fourth, and Fifth Grade students.

Target Dates or Schedule

Tutorial will begin in January 2014 and run through April 2014 twice a week.

Evidence of Completion

A pre and post assessments to monitor progress and effectiveness of the tutorial program.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B1.S1

Lesson plans, classroom instruction, students academic performance

Person or Persons Responsible

Area support staff, classroom teachers, Math coach, administrators

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, data from Unit assessments, Chapter Assessments, Common Assessments

G3. By June 2014, 50% (225) will achieve proficiency (level 4.0 or higher) on the 2014 FCAT writing assessment.

G3.B1 Implementing the writing process with fidelity.

G3.B1.S1 Provide daily direct instruction in the writing process through modeling and using scales/rubrics to monitor progress over time.

Action Step 1

Model the writing process for students. Have students use writing journals and notebooks to practice their writing. Provide and explain the writing scale/rubric to help them monitor their progress over time. Implement district writing plan.

Person or Persons Responsible

Classroom teachers, Literacy coach, district area support staff, administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, writing data, students notebooks\journals, published writing samples

Facilitator:

Writing training - Top Score Writing training - Area staff

Participants:

Grade 4 teachers, administrators, Literacy coach

Action Step 2

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

Person or Persons Responsible

All Third, Fourth, and Fifth Grade students.

Target Dates or Schedule

Tutorial will begin in January 2014 and run through April 2014 twice a week.

Evidence of Completion

A pre and post assessments to monitor progress and effectiveness of the tutorial program.

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

Conduct individual conferences with students on their work. Review student writing notebooks/journals
Lesson plans Classroom Walkthroughs

Person or Persons Responsible

Classroom teachers, Literacy coach, area support staff, administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

writing data, lesson plans, published students writing samples

Plan to Monitor Effectiveness of G3.B1.S1

Palm Beach Writes, School-based writing, Writing journals data

Person or Persons Responsible

Administrators and literacy coach will monitor revision and editing process by reviewing student drafts during random walkthrough.

Target Dates or Schedule

Daily and ongoing

Evidence of Completion

Coach's log, lesson plans, ongoing observations conducted by administration

G4. By June 2014, 50%(225)of the students will score a level 3 on the 2014 FCAT 2.0 Reading assessment.

G4.B1 Teachers' proficiency in differentiated instruction to provide remediation and enrichment.

G4.B1.S1 Provide professional development in Differentiating Instruction. Teachers will use the Standards in Practice protocol and Assessment Literacy strategies to analyze student assignments and assessments for rigor and for differentiating instruction.

Action Step 1

Professional development provided by the district staff, administrators, and Literacy coach on differentiating instruction.

Person or Persons Responsible

District support staff, administrators coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

sign-in sheets, agendas, lesson plans, coach's log, daily walkthrough conducted by administrators

Facilitator:

District area support staff, Literacy coach, administrators

Participants:

All Instructional Staff

Action Step 2

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

Person or Persons Responsible

All Third, Fourth, and Fifth Grade students.

Target Dates or Schedule

Tutorial will begin in January 2014 and run through April 2014 twice a week.

Evidence of Completion

A pre and post assessments to monitor progress and effectiveness of the tutorial program.

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Lesson plans, classroom instruction, students academic performance

Person or Persons Responsible

Administrators, Literacy coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Student data, small group lesson plans submitted, iii lesson plans

Plan to Monitor Effectiveness of G4.B1.S1

Student data from Common Assessments, Multiple Benchmark Assessments, Diagnostics, classroom assignments.

Person or Persons Responsible

Literacy coach, learning team facilitator, administration, teachers

Target Dates or Schedule

Bi-weekly Common Assessments, Monthly Multiple Benchmark Assessments, and ongoing teacher observations

Evidence of Completion

analysis of data completed through learning team meetings.

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Cholee Lake Elementary integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavior Matrix and teaching expected behaviors, communicating with parents, and monitoring SwPBS. We update our action plan during learn team meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

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 math, reading, and 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 and Math 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, Math to promote academic improvement.

District Migrant programs provide services and support to students and parents. In addition, migrant students making academic progress are identified and recognized annually. Cholee Lake has had a student recognized for the last two years for their substantial progress.

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 Gizmos, a web-based program to improve math and science achievement.

Services are provided through the district for education materials and ESOL district support services to improve the education of immigrant 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 and three teachers who work directly with English Language Learners.

Guidance Counselors, PTA, and 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.

In addition, the school has partnered with the Homeless Coalition of Palm Beach County to provide the the students with the education program, "Faces of Homelessness".

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

The school conducts a Code of Conduct Assembly at the beginning of each trimester 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 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.

This year the school is also participating in the School-Wide Positive Discipline Support program through the district's Safe Schools Department. Each month teachers will teach lessons dealing with social skills to promote cooperation and positive conflict resolution. The Positive Support Team provides support to teachers in management of student discipline.

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 our Food Services department that provides a free breakfast program for all students at our school. In addition, students in grades 3-5 received the Commit2BFit agenda planner that outlines tips and lessons for students to eat properly and exercise.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. By June 2014, 55% (229) of students will achieve proficiency (level 3) on the 2014 FCAT science assessment.

G1.B1 Limited exposure to real-world connections relating to the science benchmarks with opportunities to apply the scientific method.

G1.B1.S1 Students record results from classroom science experiments using the scientific method in their science journals. Students use manipulative, science apparatus (measurement tools for liquid and dry measurements, weight balance scales, microscopes, consumables). Reinforce concepts using anchor charts. Teachers incorporate the use of science word walls. Student use science journals to record information and define vocabulary words in science. Teachers incorporate computer programs such as GIZMOS in their instruction. Students receive science support via an eight day rotation through the science lab.

PD Opportunity 1

Professional development on GIZMOS, Implement Sensational Science Day, Implementation of mini-benchmark assesments, Implementation of multiple benchmarks assessments, Utilize Core K-12 assesments, classroom walkthroughs. Analysis of student performance on common assessments at least every two weeks. Monitor adherence to science focus calendar.

Facilitator

Area support staff, SECME Coordinator

Participants

All teachers

Target Dates or Schedule

Daily and ongoing

Evidence of Completion

Data obtained from benchmark mini assessments from Core K-12, targeted assessment questions from Fusion Focus assessments, Florida Achieves, Diagnostic Assessments . Student science journals. SECME Olympiad participation. Science fair participation.

G2. By June 2014, 50% (225) students will achieve proficiency (level 3) on the 2014 FCAT mathematics assessment.

G2.B1 Teacher proficiency in differentiating instruction to provide remediation and enrichment.

G2.B1.S1 Provide professional development on differentiating instruction for students.

PD Opportunity 1

Professional development provided by the district staff, administrators, and Math coach on differentiating instruction.

Facilitator

Area support staff, math coach, administrators

Participants

All instructional staff

Target Dates or Schedule

ongoing

Evidence of Completion

Lesson plans, analysis of math data,

G3. By June 2014, 50% (225) will achieve proficiency (level 4.0 or higher) on the 2014 FCAT writing assessment.

G3.B1 Implementing the writing process with fidelity.

G3.B1.S1 Provide daily direct instruction in the writing process through modeling and using scales/rubrics to monitor progress over time.

PD Opportunity 1

Model the writing process for students. Have students use writing journals and notebooks to practice their writing. Provide and explain the writing scale/rubric to help them monitor their progress over time. Implement district writing plan.

Facilitator

Writing training - Top Score Writing training - Area staff

Participants

Grade 4 teachers, administrators, Literacy coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, writing data, students notebooks\journals, published writing samples

G4. By June 2014, 50%(225)of the students will score a level 3 on the 2014 FCAT 2.0 Reading assessment.

G4.B1 Teachers' proficiency in differentiated instruction to provide remediation and enrichment.

G4.B1.S1 Provide professional development in Differentiating Instruction. Teachers will use the Standards in Practice protocol and Assessment Literacy strategies to analyze student assignments and assessments for rigor and for differentiating instruction.

PD Opportunity 1

Professional development provided by the district staff, administrators, and Literacy coach on differentiating instruction.

Facilitator

District area support staff, Literacy coach, administrators

Participants

All Instructional Staff

Target Dates or Schedule

Ongoing

Evidence of Completion

sign-in sheets, agendas, lesson plans, coach's log, daily walkthrough conducted by administrators

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	By June 2014, 55% (229) of students will achieve proficiency (level 3) on the 2014 FCAT science assessment.	\$80,175
G2.	By June 2014, 50% (225) students will achieve proficiency (level 3) on the 2014 FCAT mathematics assessment.	\$141,306
G3.	By June 2014, 50% (225) will achieve proficiency (level 4.0 or higher) on the 2014 FCAT writing assessment.	\$2,500
G4.	By June 2014, 50%(225)of the students will score a level 3 on the 2014 FCAT 2.0 Reading assessment.	\$127,646
Total		\$351,627

Budget Summary by Funding Source and Resource Type

Funding Source	Technology	Other	Evidence-Based Program	Evidence-Based Materials	Personnel	Total
Title 1	\$65,175	\$233,806	\$15,000	\$5,000	\$32,646	\$351,627
	\$0	\$0	\$0	\$0	\$0	\$0
Total	\$65,175	\$233,806	\$15,000	\$5,000	\$32,646	\$351,627

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. By June 2014, 55% (229) of students will achieve proficiency (level 3) on the 2014 FCAT science assessment.

G1.B1 Limited exposure to real-world connections relating to the science benchmarks with opportunities to apply the scientific method.

G1.B1.S1 Students record results from classroom science experiments using the scientific method in their science journals. Students use manipulative, science apparatus (measurement tools for liquid and dry measurements, weight balance scales, microscopes, consumables). Reinforce concepts using anchor charts. Teachers incorporate the use of science word walls. Student use science journals to record information and define vocabulary words in science. Teachers incorporate computer programs such as GIZMOS in their instruction. Students receive science support via an eight day rotation through the science lab.

Action Step 1

Professional development on GIZMOS, Implement Sensational Science Day, Implementation of mini-benchmark assesments, Implementation of multiple benchmarks assessments, Utilize Core K-12 assesments, classroom walkthroughs. Analysis of student performance on common assessments at least every two weeks. Monitor adherence to science focus calendar.

Resource Type

Technology

Resource

Computers and GIZMOS program, chart paper, markers, ink for printers, paper. science Resource Teacher

Funding Source

Title 1

Amount Needed

\$65,175

Action Step 2

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

Resource Type

Evidence-Based Program

Resource

Tutorial materials (instructional support materials), paper, chart paper, ink for printers, pencils, markers, composition notebooks, teachers, folders, Tutorial Coordinators, binders.

Funding Source

Title 1

Amount Needed

\$15,000

G2. By June 2014, 50% (225) students will achieve proficiency (level 3) on the 2014 FCAT mathematics assessment.

G2.B1 Teacher proficiency in differentiating instruction to provide remediation and enrichment.

G2.B1.S1 Provide professional development on differentiating instruction for students.

Action Step 1

Professional development provided by the district staff, administrators, and Math coach on differentiating instruction.

Resource Type

Other

Resource

Evidenced Based Materials, Chart paper, Paper, journals, ink for printers, Instructional support materials, pencils, markers. Personnel: Math Coach, Math Resource Teacher and Math Part time in System Tutor

Funding Source

Title 1

Amount Needed

\$136,306

Action Step 2

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

Resource Type

Evidence-Based Materials

Resource

Instructional Math Materials, paper, pencils, chart paper, manipulatives, Technology

Funding Source

Title 1

Amount Needed

\$5,000

G3. By June 2014, 50% (225) will achieve proficiency (level 4.0 or higher) on the 2014 FCAT writing assessment.

G3.B1 Implementing the writing process with fidelity.

G3.B1.S1 Provide daily direct instruction in the writing process through modeling and using scales/rubrics to monitor progress over time.

Action Step 1

Model the writing process for students. Have students use writing journals and notebooks to practice their writing. Provide and explain the writing scale/rubric to help them monitor their progress over time. Implement district writing plan.

Resource Type

Other

Resource

Evidenced Based Writing Materials and Professional Development, paper, pencils, pens, binders, folders, journals, Top Score Writing Facilitator, FCAT parent training

Funding Source

Title 1

Amount Needed

\$2,500

Action Step 2

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

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed

G4. By June 2014, 50%(225)of the students will score a level 3 on the 2014 FCAT 2.0 Reading assessment.

G4.B1 Teachers' proficiency in differentiated instruction to provide remediation and enrichment.

G4.B1.S1 Provide professional development in Differentiating Instruction. Teachers will use the Standards in Practice protocol and Assessment Literacy strategies to analyze student assignments and assessments for rigor and for differentiating instruction.

Action Step 1

Professional development provided by the district staff, administrators, and Literacy coach on differentiating instruction.

Resource Type

Other

Resource

Personnel: Literacy Coach Professional Development International Reading Conference
Instructional Materials, paper, chart paper, markers, ink for printers, computer, printers to run EDW reports, Fountas and Pinnell resources

Funding Source

Title 1

Amount Needed

\$95,000

Action Step 2

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

Resource Type

Personnel

Resource

Part-time in-system tutorial assistant for lowest 25%. Parent Resource staff provides FCAT resources for parents

Funding Source

Title 1

Amount Needed

\$32,646