
Title I Comprehensive Schoolwide Plan
CHOLEE LAKE ELEMENTARY SCHOOL (2761)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

• STAR Early Literacy PM 2 Assessment showed 57% of students in K -1 are not on track to meet end of year grade level expectations. • STAR Literacy PM 2 Assessment shows 52% of students in 2 are not on track to meet end of year grade level expectations. • PM 2 FAST data indicates that 56% of grade 3 students are scoring level 1 in reading. • PM 2 FAST data indicates that 55% of grade 4 students are scoring level 1 in reading. • PM 2 FAST data indicates that 79% of ELL in grades 3 -5 students are scoring level 1 in reading. . PM 2 FAST data indicates that 66% of ESE in grades 3 -5 students are scoring level 1 in reading.

2. List the root causes for the needs assessment statements you prioritized.

• Teachers limited knowledge of effective reading strategies for differentiated instruction for struggling readers. • Planning of effective small group instruction. • Using student's data effectively to target specific areas of weakness. • Integration of evidence – based strategies during interventions needs to be implemented consistently. • Limited resources for differentiated instruction. • Limited exposure to standards-based questions and text types on the computer.

3. Share possible solutions that address the root causes.

• ELA supplemental resource materials and online subscriptions to support differentiated instruction in reading. • Provide during and after school tutorial to support students in need of remediation. Also implementing an English Language Learner tutorial. • Reading Coach, SSCC and resource teachers to provide collegial planning for the continued implementation of BEST standards and Benchmark program. • Reading Coach, SSCC and resource teachers provide additional support by providing small group instruction to students. • Additional evidence –based Intervention materials to focus on foundational skills and phonics. • Increase student engagement in ELA by utilizing the CORE Actions effectively (CORE ACTION folders) • Reading support team will model best practices and share effective strategies for teachers during PLCs, collaborative planning, subject area meetings and on Professional Development Day. • District personnel will provide additional training on effective instruction for students with a focus on ELLs and ESE subgroups. • Opportunities will be provided for teachers to observe best practices for differentiated instruction in reading. Reading coach will model and teachers will be provided time to observe their peers. • Technology test taking program that exposes students to a variety of text-based question types. • Implementation of triage for remediation of targeted skills. • Professional Development to strengthen teachers understanding of standards and provide best practices.

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

- **Communication**

-Communication to families will be in the form of school newsletter, SAC Meetings, Annual Title 1 Meeting, Parent phone calls, Parent conferences, Marquee announcements and flyers that will be sent home.

- **Parent Training**

To support ELA at home, parents will be provided with trainings such as; • FAST/ STAR TALK - parent night to help parents understand the BEST standards as well as the ELA reporting categories. Student data will be used to identify strengths and weaknesses. Teachers will provide parents with resources and strategies that can be used at home to help increase students' performance. • To support ELA at home, parents will be provided with trainings such as ELA Academic Game Night. During this training, parents will learn different strategies to reinforce important reading strategies at home. • ELL primary learning community – Informs parents of services their child receives and parents are provided strategies to support their students at home.

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

- **School**

School will... • Provide a safe and orderly school climate that is conducive to learning. • Provide high quality curriculum and instruction that enables students to meet high standards. • Respect and value the wide variety of cultural differences of students and families. • Communicate effectively and frequently with students and their families regarding individual student progress as well as opportunities to be meaningful partners in learning.

- **Students**

Students will... • Attend school regularly and on time. • Be prepared and dressed appropriately. • Follow school rules, show respect for all people, and accept responsibility for my actions. • Use self – control at all times and solve conflicts peacefully and safely.

- **Parents**

Parents will... • Ensure my child attends school regularly, is on time every day and dressed appropriately. • Communicate with my child's teacher(s) immediately with questions and concerns and ask for assistance when the need arises. • Attend trainings to help support my child at home.

- **Staff Training**

Staff trainings that will be provided to teachers include; - Trainings on how to effectively use the SBT process to identify students in need of additional support and continuously communicate and collaborate with parents to address the needs of the student. - ESOL instructional district support - provides teachers with Go to strategies training to increase ELL students' performance, in addition teachers will work with parents during conferences to share strategies learned that can be utilized at home. - Teacher training on strategies to develop teacher – parent communication to support students' academics.

- **Accessibility**

• Vary the times and days for parental trainings and activities • Provide communication in parents native language • Provide CLF translators during meetings • Ensure elevators and handicap parking are accessible for parents in need.

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

• PM 2 FAST data indicates that 58% of students in grade 3 are scoring level 1 in Math. PM 2 FAST data indicates that 77% of students in grades 4 students are scoring level 1 in Math. • PM 2 indicates that 45% of students in grade 2 are not proficient in Math. • PM 2 FAST data indicates that 84% of ELL students in grades 3 -5 are scoring level 1 in Math. PM 2 FAST data indicates that 71% of ESE students in grades 3 -5 are scoring level 1 in Math.

2. List the root causes for the needs assessment statements you prioritized.

• Limited exposure to standards based questions and text types. • Students need more hands-on practice using manipulatives. • Lack of Math resources. • Planning of effective small group instruction • Lack of providing remediation in a timely manner. • Utilizing data effectively to target areas of weakness in order to provide students with small group instruction.

3. Share possible solutions that address the root causes.

- Remediation resources designed to target individual students based on standards of weakness.
- Implementation of triage for remediation of targeted skills.
- Provide during and after school tutorial to support students in need of remediation.
- Math Coach, SSCC and resource teachers Collegial planning for the continued implementation of BEST standards and SAAVAS program.
- Manipulatives to teach math standards.
- Increase student engagement in Math by utilizing the CORE Actions effectively (CORE ACTION folders)
- Math instructional Coach will provide teachers with professional development focused on best practices for teaching math concepts and math language support.
- Math Resource teacher provide instruction to students, using Chess to build critical thinking skills.
- Technology test taking program that exposes students to a variety of question types.
- Math coach uses data to determine secondary benchmarks to remediate weak standards.

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

• Communication

Communication to families will be in the form of school newsletter, SAC Meetings, Annual Title 1 Meeting, parent phone calls, Marquee announcements and flyers that will be sent home.

• Parent Training

To support Math at home, parents will be provided with trainings such as; • FAST/ STAR TALK - parent night to help parents understand the BEST standards as well as the Math reporting categories. Student data will be used to identify strengths and weaknesses. Teachers will provide parents with resources and strategies that can be used at home to help increase students' performance. • To support Math at home, parents will be provided with trainings such as Math Academic Game Night. During this training, parents will learn different strategies to reinforce math skills at home. • ELL primary learning community – Informs parents of services their child receives and parents are provided strategies to support their students at home.

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

• School

School will... • Provide a safe and orderly school climate that is conducive to learning. • Provide high quality curriculum and instruction that enables students to meet high standards. • Respect and value the wide variety of cultural differences of students and families. • Communicate effectively and frequently with students and their families regarding individual student progress as well as opportunities to be meaningful partners in learning.

- **Students**

Students will... • Attend school regularly and on time. • Be prepared and dressed appropriately. • Follow school rules, show respect for all people, and accept responsibility for my actions. • Use self – control at all times and solve conflicts peacefully and safely.

- **Parents**

Parents will... • Ensure my child attends school regularly, is on time every day and dressed appropriately. • Communicate with my child’s teacher(s) immediately with questions and concerns and ask for assistance when the need arises. • Attend trainings to help support my child at home.

- **Staff Training**

Staff trainings that will be provided to teachers include: • Teacher training on strategies to develop teacher – parent communication to support students’ academics. • ESOL instructional district support - provides teachers with Go to strategies training to increase ELL students’ performance, in addition teachers will work with parents during conferences to share strategies learned that can be utilized at home.

- **Accessibility**

To strengthen this, we will: • Vary the times and days for parental trainings and activities • Provide communication in parents native language • Provide CLF translators during meetings • Ensure elevators and handicap parking are accessible for parents in need.

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

2% of Grade 5 students have achieved mastery based on FY 24 Winter Diagnostic Assessment.

2. List the root causes for the needs assessment statements you prioritized.

- Students need more hands-on learning opportunities/ labs to understand and master science concepts.
- Students' need more exposure to science academic vocabulary.
- Lack of Science remediation.
- Students need more practice with SSA question types.
- Lack of Science standards taught in grades K -4.

3. Share possible solutions that address the root causes.

- Use students' data to help drive instruction and identifying weaknesses
- Implement Science lab days to provide students with more exposure to hands on experiments.
- Materials for Science labs
- Increase opportunities for students to conduct science experiments throughout the curriculum.
- Implement school wide science fair.
- Provide during and after school tutorial to support students in need of remediation.
- Collegial planning for the continued implementation of SSA Standards.
- RARE Fridays designed to target individual students based on standards of weakness.
- Explicitly teaching Science vocabulary.
- Additional resources: Science Boot Camp books to be utilized during center rotations.
- Continuing the use of CORE Action Activities to increase student engagement in science.
- Science resource teacher to conduct professional development focused on best practices for teaching science concepts and science vocabulary.
- Include science labs during fine arts rotations
- PD on effective science instruction in the primary grades.

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

• Communication

Communication to families will be in the form of school newsletter, SAC Meetings, Parent conferences, Annual Title 1 Meeting, Parent Phone calls, Marquee announcements and flyers that will be sent home.

• Parent Training

To support Science at home, parents will participate in activities such as Fun with Science Night where parents will join their children for a night of engaging activities and experiments during Academic Game Night. - Parent night to help parents understand the SSA standards as well as the weaknesses in Science. Teachers will provide parents with resources and strategies that can be used at home to help increase students' performance.

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

- **School**

School will... • Provide a safe and orderly school climate that is conducive to learning. • Provide high quality curriculum and instruction that enables students to meet high standards. • Respect and value the wide variety of cultural differences of students and families. • Communicate effectively and frequently with students and their families regarding individual student progress as well as opportunities to be meaningful partners in learning.

- **Students**

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- **Staff Training**

Staff trainings that will be provided to teachers include: • ESOL instructional district support provides teachers with Go to strategies training to increase ELL students’ performance, in addition teachers will work with parents during conferences to share strategies learned that can be utilized at home. • Teacher training on strategies to develop teacher – parent communication to support students’ academics.

- **Accessibility**

To strengthen this, we will: • Vary the times and days for parental trainings and activities • Provide communication in parents native language • Provide CLF translators during meetings • Ensure elevators and handicap parking are accessible for parents in need.

Action Step: Classroom Instruction

Provide differentiated remediation and enrichment through whole group and small group instruction for students in grades K-5.

Budget Total: \$264,181.69

Acct Description	Description					
Supplies		Quantity	Rate	Supply Type	Type	Total
	Paper Clips	6	\$1.60	General Supplies	Original	\$9.60
	Sharpies Highlighters	5	\$27.52	General Supplies	Original	\$137.60
	Copy Paper	40	\$44.61	General Supplies	Original	\$1,784.40
	FAST Reading workbook shipping	1	\$567.00	Instructional Materials	Original	\$567.00
	Flip Chart Paper	9	\$126.99	General Supplies	Original	\$1,142.91
	FAST Reading Workbook	160	\$21.99	Instructional Materials	Original	\$3,518.40
	Shipping - iReady Magnetic Reading (Grades 3 -5)easuring Up Math (Grades 3 -5)	1	\$567.00	Instructional Materials	Original	\$567.00
	Fine Sharpies	6	\$28.04	General Supplies	Original	\$168.24
	Pencils	4	\$52.79	General Supplies	Original	\$211.16
	Black Dry Erase Markers	18	\$8.06	General Supplies	Original	\$145.08
	Crates (set of 10) for housing student portfolios and manipulative organization for students	10	\$39.99	General Supplies	Original	\$399.90
Color Paper	10	\$4.97	General Supplies	Original	\$49.70	

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	K-2 Composition Books (sets of 10)	35	\$26.66	General Supplies	Original	\$933.10
	Science Speed Bag Gr. 5 set of 25 students book	3	\$350.00	Instructional Materials	Original	\$1,050.00
	Chisel Sharpies	6	\$33.46	General Supplies	Original	\$200.76
	Shipping Measuring Up Math (Grades 3 -5)	1	\$1,712.86	Instructional Materials	Original	\$1,712.86
	iReady Magnetic Reading (Grades 3 -5)	400	\$15.00	Instructional Materials	Original	\$6,000.00
	Science Speed Bag shipping	1	\$253.93	Instructional Materials	Original	\$253.93
	Measuring Up Math (Grades 3 -5)	43	\$331.95	Instructional Materials	Original	\$14,273.85
	Purple Folders	5	\$50.42	General Supplies	Original	\$252.10
	Assorted Dry Erase Markers	5	\$219.64	General Supplies	Original	\$1,098.20
	Manila Folders Library Pockets	10	\$26.99	General Supplies	Original	\$269.90
Resource Teacher	Reading Resource will provide small group (push-in and pull-out) instruction for targeted students in third (3rd) through fifth (5th) grades.					
Resource Teacher	Reading Resource Teacher will provide small group (push-in and pull-out) instruction for targeted students in Kindergarten (K) through second (2nd) grades.					

Acct Description	Description								
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	
	Subs for Math Enrichment Lab Resource Teacher	1	\$16.00	7	6.5	1	Original	\$728.00	
Online subscription	Item	Quantity	Rate	Type			Total		
	Penda Science expires 6/20/24, site license for approximately 450 students in third (3rd) through fifth (5th) grades for targeted science small group intervention and differentiation in whole group instruction.	1	\$4,000.00	Original			\$4,000.00		
	Flocabulary Plus expires 5/26/24, site license for approximately 450 students in third (3rd) through fifth (5th) grades, for content-area vocabulary integration.	1	\$3,125.00	Original			\$3,125.00		
	Reading A-Z (expires 6/30/24), site license for approximately 1,000 students in Kindergarten (K) through fifth (5th) grades, for targeted small group instructional activities.	1	\$125.00	Original			\$125.00		
	Science AZ-expires 6/30/24, site license for approximately 1,000 students in Kindergarten (K) through fifth (5th) grades, for targeted science small group intervention and differentiation in whole group instruction.	1	\$114.00	Original			\$114.00		
Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Teachers to provide after-school tutorial in third (3rd) through fifth (5th) grades in the subject areas of ELA, Math, and Science to remediate standards not mastered on formative assessments. Will begin in October 2024.	6	\$37.00	2	2	10	Certified	Original	\$8,880.00

Acct Description	Description
Resource Teacher	Math Resource Teacher will provide math enrichment for students in Kindergarten (K) through fifth (5th) grade with strategies to target critical thinking and higher order thinking skills through a Math Lab class on the Fine Arts wheel.
Resource Teacher	Math Resource Teacher will provide small group (push-in and pull-out) instruction for targeted students in third (3rd) through fifth (5th) grades.

Action Step: Professional Development

Provide ongoing PD by unpacking standards; analyzing data at PLC, modeling best practices attained through professional development and build teacher capacity through various PD opportunities.

Budget Total: \$272,987.00

Acct Description	Description										
Travel out-of-county	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Marzano- Orlando - June 21 -23; PD for Administrators/ Leadership team to gain additional strategies to develop learner driven classrooms. and to redeliver concepts to staff throughout academic year. (For Each: Registration - \$800.00, Transportation - \$99.00, Lodging - \$730.00, Per Diem - \$108, Total: \$1,737.00 each)</td> <td>2</td> <td>\$1,737.00</td> <td>Original</td> <td>\$3,474.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Marzano- Orlando - June 21 -23; PD for Administrators/ Leadership team to gain additional strategies to develop learner driven classrooms. and to redeliver concepts to staff throughout academic year. (For Each: Registration - \$800.00, Transportation - \$99.00, Lodging - \$730.00, Per Diem - \$108, Total: \$1,737.00 each)	2	\$1,737.00	Original	\$3,474.00
	Item	Quantity	Rate	Type	Total						
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Single School Culture Coordinator	Single School Culture Coordinator (SSCC) will conduct and monitor MTSS/SBT process, implement the coaching cycle, build the capacity of teachers, progress monitoring, collect, organize and analyze data to implement best instructional practices.										

Acct Description	Description																											
Coach	Reading Coach will plan and implement PD, analyze data, implement the coaching cycle and support PLCs for Kindergarten (K) through second (2nd) grade teachers.																											
Coach	K-5 Math Coach will provide ongoing PD on unpacking standards, analyzing data at PLCs, implementing the coaching cycle and plan professional development for K-5 teachers.																											
Teacher Collaboration	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Days</th> <th>Hours</th> <th>Weeks</th> <th>Certified</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>K- 5 Teachers to collaboratively plan for standards based instruction/ small groups.</td> <td>30</td> <td>\$25.00</td> <td>1</td> <td>3</td> <td>1</td> <td>Certified</td> <td>Original</td> <td>\$2,250.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	K- 5 Teachers to collaboratively plan for standards based instruction/ small groups.	30	\$25.00	1	3	1	Certified	Original	\$2,250.00
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K- 5 Teachers to collaboratively plan for standards based instruction/ small groups.	30	\$25.00	1	3	1	Certified	Original	\$2,250.00																				
Coach	Third (3rd) through fifth (5th) Reading Coach will plan and implement PD, analyze data, implement the coaching cycle and support PLCs for grades 3-5.																											
Travel out-of-state	<table border="1"> <thead> <tr> <th>Item</th> <th>Quantity</th> <th>Rate</th> <th>Type</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>NABE (Feb 19 - 22, 2025 in Atlanta Ga; arriving one day before for school visit and pre-conference activities); PD for DL teachers/ Administrators to gain best practice strategies for dual language instruction across the curriculum (For Each: Registration - \$885.00, Transportation - \$538.00, Lodging - \$1,000.00, Per Diem: \$108; Total Per Person: \$2, 531.00)</td> <td>4</td> <td>\$2,531.00</td> <td>Original</td> <td>\$10,124.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Type	Total	NABE (Feb 19 - 22, 2025 in Atlanta Ga; arriving one day before for school visit and pre-conference activities); PD for DL teachers/ Administrators to gain best practice strategies for dual language instruction across the curriculum (For Each: Registration - \$885.00, Transportation - \$538.00, Lodging - \$1,000.00, Per Diem: \$108; Total Per Person: \$2, 531.00)	4	\$2,531.00	Original	\$10,124.00								
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Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$7,755.31

Acct Description	Description																	
Supplies	Item										Quantity	Rate	Supply Type	Type	Total			
	English For Everyone- Vocabulary builder for parents (Workbook for parents)										38	\$18.00	General Supplies	Original	\$684.00			
	Shipping										1	\$16.00	General Supplies	Original	\$16.00			
	Food for FAST\STAR parent night.										300	\$3.00	Program Supplies	Original	\$900.00			
	Card Stock- Blue to print Newsletter										2	\$19.33	General Supplies	Original	\$38.66			
	Copy Paper- Flyers										9	\$4.97	General Supplies	Original	\$44.73			
Parent Support by School Staff	Item										Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Teachers will facilitate Parent University - Jan 5 - Mar 11										3	\$25.00	3	2	10	Certified	Original	\$4,500.00
Postage	Item										Quantity	Rate	Type	Total				
	Postage - Letters 1 ounce for parent communication regarding upcoming activities, student progress, etc.										19	\$0.68	Original	\$12.92				

Mission Statement

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

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

1. Mission Statement

Our school strives to empower parents and families to be active participants in their child's academic and social emotional success by promoting parental involvement through communication, family/parent education courses, training and activities.

Involvement of Stakeholders

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

Name	Title
Dr. Marline Campbell	Principal
Kerryann Nelson	Assistant Principal
Denise Angelino	Single School Culture Coordinator
July Baquerizo	ESE Coordinator
Andrea Avery	Math Coach
Mirtha Campero	Parent
Joanne Herrera	Parent
Joann Iglesias	ESOL Coordinator
Mislande Loudort	Parent

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

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

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

1.Meeting by leadership team held February 8, 2024 to discuss and give input on targeted areas of CNA, SWP and PFEP. 2. Parent meeting held on February 14, 2024 to involve parents to receive input and feedback in the creation of CNA, SWP and PFEP. 3. Faculty meeting held on February 15, 2024 to discuss and give input on targeted areas of CNA, SWP and PFEP.

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

Stakeholders provided input and suggestions using the FY25 Title I SWP Comprehensive Needs Assessment Recording Template. All information from the three meetings were reviewed and assisted in the creation of the CNA.

Name	Title
Dr. Marline Campbell	Principal
Kerryann Nelson	Assistant Principal
Denise Angelino	Single School Culture Coordinator
July Baquerizo	ESE Coordinator
Joann Iglesias	ESOL Coordinator

Annual Parent Meeting

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

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

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

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

September 18, 2024 5:00 p.m. September 19, 2024 5:00 p.m. Meeting will be held in the Cafeteria.

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

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

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

- Title I Annual Meeting Agenda - Title 1 Parent Sign in Sheet -Title I Cholee Lake PowerPoint Presentation -FY25 School-Compact -FY25 Parent and Family Engagement Plan - Parent Evaluation/ Survey - Parent Evaluation for Title I Meeting

Staff Trainings

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

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Effectively using the SBT process to support students

- What specific strategy, skill or program will staff learn to implement with families?

The school staff will learn how to effectively use the SBT process to identify students in need of additional support and continuously communicate and collaborate with parents to address the needs of the student.

- What is the expected impact of this training on family engagement?

The expected impact of this training is that the staff will be able to create strong partnership with parents as they provide additional resources and support that parents can use at home. In addition, they will foster a partnership that is built on continuous communication and collaboration with parents to address the needs of the student.

- What will teachers submit as evidence of implementation?

- Evidence of communication through parent conference notes - Artifacts / Resources shared with parents - Decision Tree (Identifying students in need of additional support through SBT)

- Month of Training

September 2024

- Responsible Person(s)

Kerryann Nelson, Denise Angelino

2. Reflection/Evaluation of Training #1

- Name and Brief Description

TBD

- Number of Participants

TBD

- What were teachers able to do as a result of the training?

TBD

- How do you know?

TBD

- What went well with the training

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Go to Strategies for ESOL Support

- What specific strategy, skill or program will staff learn to implement with families?

The school staff will learn "Go to strategies" to support ELLs in order increase their academic performance in ELA. Teachers will learn best practices for parent collaboration and communication as well as strategies that parents can use to support their ELLs at home.

- What is the expected impact of this training on family engagement?

The expected impact of this training is that the staff will be able to create strong partnership with parents as they provide resources and strategies that parents can use at home to support their English Language Learners.

- What will teachers submit as evidence of implementation?

- Evidence of communication through parent conference notes - Sample artifacts shared with parents - Lesson plan with identified "Go to strategies" to be implemented

- **Month of Training**

November 2024

- **Responsible Person(s)**

Kerryann Nelson, Joann Iglesias

4. Reflection/Evaluation of Training #2

- **Name and Brief Description**

TBD

- **Number of Participants**

TBD

- **What were teachers able to do as a result of the training?**

TBD

- **How do you know?**

TBD

- **What went well with the training**

TBD

- What improvements would be made and what steps will you implement to make the training more effective

TBD

Parent Trainings

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

1. Parent and Family Capacity Building Training #1

- Name of Training

Curriculum Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Curriculum Night will focus on parents learning strategies to reinforce essential foundational skills needed for students to master grade level content and increase students' achievement. For example parents of students in grade 4 will learn strategies to reinforce multiplication, as this is a foundational skill needed for fourth grade.

- Describe the interactive hands-on component of the training.

Parents will participate in interactive hands-on activities that reinforces the essential foundational skill for their child's grade level. For example, parents will be taught the strategy of using cards to reinforce the concept of addition. They will then have the opportunity to practice with their student. Parents will then be provided with samples to take home so they can continue to practice and reinforce these skills with their children.

- What is the expected impact of this training on student achievement?

The expected impact of this Curriculum Night is for parents to have a better understanding of the BEST standards and essential foundational skills needed for students to master grade level content. Parents will be provided with practice resources and strategies that can be used at home to help increase students' academic performance.

- Date of Training

September 2024

- Responsible Person(s)

Kerryann Nelson, Denise Angelino

- Resources and Materials

-Invitation, - agenda - sign-in sheets - evidence of parent and family interaction - evaluations

- Amount (e.g. \$10.00)

N/A

3. Parent and Family Capacity Building Training #2

- Name of Training

Academic Game Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

During this interactive game night, parents will learn different strategies through standards based games to reinforce important reading strategies as well as math and science skills at home.

- Describe the interactive hands-on component of the training.

Parents will be provided with the opportunity to participate and engage in hands on interactive standards based games with their children. This is an interactive family event which parents will be provided with academic standards based games they can use at home to support academic achievement.

- What is the expected impact of this training on student achievement?

The expected impact of this training is for the parents to support their child at home in ELA, Math and Science. It is the hope of this training to increase student achievement by closing the academic gap. Additionally, the expected impact of this training is to make parents aware of the skills sets that are needed for students to master grade level concepts.

- Date of Training

December 2024

- Responsible Person(s)

Kerryann Nelson, Denise Angelino

- Resources and Materials

- Grade level interactive games (ELA/ Math/Science) - Samples of interactive academic standards based games for parents

- Amount (e.g. \$10.00)

N/A

5. Parent and Family Capacity Building Training #3

- **Name of Training**

FAST/STAR PARENT NIGHT

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

To support student learning at home, parents will engage in a variety hands on activities that focus on ELA: Comprehension strategies and Math: Algebraic thinking, measurement, data and geometry.

- **Describe the interactive hands-on component of the training.**

During the training parents will have hands-on practice with different question types. Parents will be provided and given the opportunity to dissect different test practice questions. Teachers will opportunities for parents to ask any clarification questions so that they are able to utilize the materials at home effectively.

- **What is the expected impact of this training on student achievement?**

The expected impact of this FAST/STAR Parent Night is for parents to have a better understanding of the BEST standards, FAST/STAR student report and FAST/STAR reporting categories/ Parents will be provided with practice resources and strategies that can be used at home to help increase students' academic performance.

- **Date of Training**

February 2025

- **Responsible Person(s)**

Kerryann Nelson, Denise Angelino

- **Resources and Materials**

-Interactive Powerpoint Presentations - FAST Practice assessments (ELA/Math) - Individual Student report (FAST/STAR)

- Amount (e.g. \$10.00)

900

Coordination and Integration

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

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Multicultural Department

- Describe how agency/organization supports families.

Cholee Lake staff collaborates with the Multicultural Department in working with parents for effective communication. ESOL staff conducts multiple open houses throughout the year to showcase the Dual Language program, best practices for all students as well as involving parents within the school.

- Based on the description list the documentation you will provide to showcase this partnership.

- Photos of events - Fliers advertising events - Letters home

- Frequency

As needed

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

Palm Beach County Food Bank

- Describe how agency/organization supports families.

Palm Beach County Food Bank supports Cholee Lake families by donating a weekend's worth of nutritious, shelf-stable food to support families.

- Based on the description list the documentation you will provide to showcase this partnership.

- Photos of donations - Partnership Agreement - Thank you letters

- Frequency

As needed

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

Department of Early Childhood Education

- Describe how agency/organization supports families.

Department of Early Childhood Education supports Cholee Lake families by providing them with the opportunity to enroll their child in a free Florida VPK program. This program provides developmentally appropriate curriculum that enhances the age appropriate progress of children and fosters a smooth transition from preschool to kindergarten.

- Based on the description list the documentation you will provide to showcase this partnership.

- Letters home - Emails - Flyers

- Frequency

As needed

Communication

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

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.
2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.
3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.
4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.
5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- Description

Cholee Lake will provide parents and families with timely information about Title 1 programs or meetings through communication methods such as advertising on the Marquee, Flyers, class Dojo, email/phone calls to parents (Parent Link), SAC Invitation, parent/family trainings, Title 1 meetings, posting on school's website.

- List evidence that you will upload based on your description.

- Parent/ Family training invitation -Class Dojo Parent Communication - SAC Invitation

- **Description**

Parents will be informed about the curriculum and proficiency levels students are to meet by means of Curriculum Night, FAST/STAR Parent Night, Parent/Teacher conferences and Progress Reports.

- **List evidence that you will upload based on your description.**

- Open house/curriculum night presentation - parent teacher conference notes - advertisement of parent event - sign-in sheets.

- **Description**

Parents will be informed about forms of academic assessments used to measure student progress and achievement levels of State academic standards at Curriculum Nights, FAST/STAR Parent Night, Parent/Teacher conferences, IEP/LEP meetings and using assessment results from Renaissance, FAST and iReady.

- **List evidence that you will upload based on your description.**

- Assessment results (FSA, Diagnostic, iReady) - LEP meeting sign-in sheets/ IEP meeting sign-in sheets -Parent-teacher conference notes

- **Description**

The school will widely announce opportunities for parents input: SAC Meetings, Title I Annual Meeting, Parent conferences Report cards meetings, and Curriculum night.

- **List evidence that you will upload based on your description.**

-Title I Annual meeting invitation and sign-in sheets - SAC meeting invitations and sign-in sheets -Parent-teacher conference notes

- **Description**

To remove barriers for attendance, the school will provide childcare during each parent training as well as, Title I Annual Meeting, SAC, and other parent only sponsored events. Parent Teacher conferences will be offered at times convenient to families as well as IEP/LEP meetings.

- List evidence that you will upload based on your description.

-Schedule of staggered times for meetings - Letters asking parents to choose a time that is more convenient (parent-teacher conferences, IEP meetings, LEP meetings) -Flyers offering child care for parent only sponsored events

Accessibility

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

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- Description

For parents and families with limited English proficiency all communication will be translated, interpreters will be provided during parent teacher conferences, SAC meetings, parent trainings and IEP/LEP meetings.

- List evidence that you will upload based on your description.

-Translated compacts - PFEP summaries translated -translated letters/ flyers

- **Description**

Cholee Lake is a 21st Century School providing easy accessibility to all parents and visitors. The school's provides ample handicap parking and ramps for easy entrance into the school. There is an elevator to the second for any and all parents to use. Cholee Lake works closely with the school district to meet any additional needs arising from our parents and community.

- **List evidence that you will upload based on your description.**

- Photos of availability of disabled parking -Photos of Ramps -Photos of Elevators

- **Description**

Parents of Migrant students and/or English Language Learners (ELLs) will be equally included in parent involvement activities and will be informed through either the Migrant Contact or English for Speakers of Other Languages (ESOL) Coordinator. In addition, parents of these students will also be informed of other programs/events that are specific to their children through parent flyers, invitations and/or letters.

- **List evidence that you will upload based on your description.**

- Flyer of services offered - Translated letters -School staff referrals to Migrant Department

- **Description**

Cholee Lake will provide information to parents and families experiencing homelessness will have access to school information in a variety of forums and settings. Parents will have access to guidance counselors and local agencies to support families. Student Housing Questionnaire (SHQ) form (2479) is provided at the beginning of the year, McKinney-Vento program flyer of services offered, email seeking support for families, flyers, donate uniforms, school supplies, food and transportation.

- **List evidence that you will upload based on your description.**

-Student Housing Questionnaire (SHQ) form (2479) - McKinney-Vento program flyer of services offered - Distribution logs for donated uniforms, school supplies, food

Other Activities

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

1. Activity #1

- Name of Activity

N/A

- Brief Description

N/A

2. Activity #2

- Name of Activity

N/A

- Brief Description

N/A

3. Activity #3

- Name of Activity

N/A

- Brief Description

n/A

Building Non-Academic Skills

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

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

1. Building Students' Non-Academic Skills

Single School Culture is integrated at Cholee Lake by sharing our Universal Guidelines for Success and communicating these expectations to parents via student protocols, and monitoring SwPBS through data. In alignment, to school board 2.09 and Florida State statute 1003.42 our school highlights multicultural diversity within the curriculum and the arts. Students participate in activities and studies including, but not limited to, art expos of different cultures and in music our students study music of different eras and countries and in media our library selection is filled with books related to the variety of cultures. Students are immersed in rigorous task encompassing the full intent of the B.E.S.T standard and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of the multicultural diversity in alignment to S.B. 2.09 with a focus on reading and writing across all content areas. Our students focus on content and curriculum related to: The History of the Holocaust The History of Black and African American The Contributions of Latino and Hispanics The Contributions of Women The Sacrifices of Veterans and Medal of Honor recipients within U.S. History Counselors at Cholee Lake Elementary School (CLES) provide students SLL instruction that addresses skills for learning and life . This includes character education. CLES conducts a Code of Conduct Assembly twice a year in order to teach students 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. CLES offers bullying prevention and anti-drug counseling to students that incorporates field trips, community service, and counseling. CLES integrates Single School Culture (SSC), which includes Universal Guidelines for Success, a Behavior Matrix and teaching expected behaviors. SSC is communicated to parents. CLES instills an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of a Schoolwide Positive Behavior Support (SwPBS) program of creating a universal climate for success for all students.

SBT/MTSS Implementation

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

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

1. SBT/MTSS Implementation

The School Based Team uses the Problem Solving Model to conduct all meetings. Utilizing data as the basis for discussion, the team identifies students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan is developed, which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies. Each case is assigned a case liaison to support the interventionist (e.g., teacher, Rtl/ Inclusion Facilitator, school counselor) and report back on all data collected for further discussion at future meetings. The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process supports our implementation of the Individuals with Disabilities Education Act (IDEA). Specifically, our program support all students achieving benchmarks regardless of their status in general or special education. Tier I: The Whole Class. All students are taught with methods that research has shown to be effective. All students are screened to see who is and isn't responding to these strategies. Students may be broken into small groups that address different strengths and areas of need. Tier II: Small Group Interventions. Some students receive more targeted support in small groups. The scheduling of these interventions is important. The goal is to keep students from missing any core instruction or other Tier I activities that might make it harder to catch up. Students in Tier II receive intervention through District Approved research based program and strategies. Tier III: Intensive, Individualized Support. A few students who move up to this most intensive level of support continue with Tier I activities. Their break-out groups are smaller than in Tier II. Tier II sessions last longer and are more narrowly focused. Students in Tier III receive small group instruction using the research-based Fountas and Pinnell Leveled Literacy Intervention System (LLI). The goal of LLI is to lift the literacy achievement of students who are not performing at grade-level expectations in reading.

Provision of a Well-Rounded Education

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

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

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as*

determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].

1. Well-Rounded Education

Based on an extensive data review of FY24 during preschool, on going through PLCs and common planning, CLES provided students with a high level of rich academic core subjects. During common planning teachers plan directly using the BEST Standards and the Next Generation Sunshine State Standards for Science. The school aligns the standards by utilizing look fors to ensure that high quality standards based instruction occur in the classroom. During PLCs/common planning, teachers are engaged in standards based planning. The master schedule includes thirty (30) minutes of built-in Fine arts instruction. CLES offers a wide variety of specials, including music, art, physical education, SLL-building character education, and chess. CLES utilizes a six (6) day fine arts rotation with physical education twice on the wheel. Fine arts classes have a district approved curriculum and instruction provided by qualified educators. CLES students in need of additional learning support are provided extended learning opportunities through an after-school tutorial program in all core subjects. Student performing at and above grade level also participate in enrichment tutorial after school. CLES offers an exciting Spanish Dual Language program. The program allows native English speakers to acquire Spanish and native Spanish speakers to acquire the English language. Students learn 50% of the day in each language. All programs and after school activities at CLES increase academic achievement for all students, while providing behavioral supports and skills for learning and life.

Post-Secondary Opportunities and Workforce Readiness

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

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

1. Post-Secondary Opportunities and Workforce Readiness

By providing the following, CLES strives to assure all students are successful beyond their elementary school years: -Dual Language Program (K-5)- The goal of the dual language program is to create an environment that promotes equity and positive cross-cultural attitudes while students become bilingual and biliterate, thus laying the groundwork for future success in the international marketplace. -Career Day-CLES invites numerous members from the community and workforce to provide students with in depth information of careers and jobs. A few noted professional include: First responders, lawyers, city employees, plumbers, nurses, doctors, and chefs. - Various School Clubs-CLES's after school clubs that provide all the students opportunities for growth include: Music Club, Chorus Club, Chess Club, Dance Club -Accelerated Math Program (AMP) that allows students as early as third (3rd) grade to get a jumpstart in learning advanced mathematical concepts. Students in grades 3-5 have the opportunity to participate in mathematics instruction that occurs above-grade-level.

Transition From Early Childhood to Elementary School

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

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

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

As an early intervention to increase reading on grade level by third grade and to increase student readiness to enter kindergarten, CLES offers a Voluntary Pre-Kindergarten (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 CLES, distribution of Backpacks 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, CLES's Kindergarten, English Language Learner (ELL), and Exceptional Student Education (ESE) teachers collaborate 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. CLES also conducts a Kindergarten Round-Up each Spring to inform parents of how to prepare their child for Kindergarten. Kindergarten Roundup also provides parents hands-on assistance with this transition and resources to take home and use throughout the summer in preparation for the school year. Parents are also taught readiness strategies and informed about the various assessments utilized in Kindergarten.

Professional Development

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

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

1. Professional Development

CLES focuses 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, CLES provides teachers and staff opportunities to participate in collaborative planning and instruction. One venue for encouraging positive working relationships with teachers is participation in Professional Learning Communities. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement, as well as inclusive educational practices are monitored and instruction is modified as needed based on decisions made through collaboration. Our 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. The SSCC utilizes data to diagnose and assess student learning, while guiding teachers in tailoring instruction to meet individual student needs. The SSCC provides side-by-side support at Professional Learning Communities (PLC). Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrates core instructional activities/materials into Tier III instruction, and collaborates with general education teachers through such activities as co-teaching. All first year teachers participate in the Educator Support Program (ESP). The systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. CLES's math and reading coaches provide professional development to support all content teachers. The coaches support teachers by modeling best practices. They analyze data with teachers and create plans of action to meet student needs.

Recruitment and Retention of Effective Educators

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

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support

- Other Incentives such as signing bonuses and pay for performance
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

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

- Utilizing the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
- Participating 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
- Monitoring and assisting all applicants throughout the hiring process to reduce the length of the hiring process and to increase time for face-to-face facilitation of instruction.
- Establishing and maintaining relationships with colleges and officials in the field of education to promote the District
- Maintaining regular contact with designated recruiters to improve talent acquisition effectiveness

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