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

ELA

1. List prioritized needs statements.

STAR Early Literacy PM 2 Assessment showed 65% of students in K -1 are not on track to meet end-of-year grade level expectations. STAR Literacy PM 2 Assessment shows 54% of students in 2nd gr. are not on track to meet end of year grade level expectations. FAST PM 2 data indicates that 55% of grade 3 students are scoring level 1 in reading. FAST PM 2 data indicates that 62% of grade 4 students are scoring level 1 in reading. FAST PM 2 data indicates that 67% of ELL in grades 3 -5 students are scoring level 1 in reading. FAST PM 2 data indicates that 63% 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 need additional support in implementing effective reading strategies for differentiated instruction for struggling readers. Need to enhance the planning and execution of effective small-group instruction. Need to utilize student data more effectively to address specific areas of weakness. Need to ensure consistent implementation of evidence-based strategies during interventions. Need to expand resources to support differentiated instruction. Need to increase student exposure to standards-based questions and diverse text types in a digital format.

3. Share possible solutions that address the root causes.

Provide ELA supplemental resources and online subscriptions to support differentiated reading instruction. Offer tutoring sessions before and after school for students needing remediation. Additional Staff will collaborate on planning to ensure the effective implementation of BEST standards and the Benchmark program. Additional Staff will support students through targeted small-group instruction. Incorporate additional evidence-based intervention materials to enhance foundational skills and phonics instruction. Boost student engagement in ELA by effectively utilizing CORE ACTION folders. The reading support team will model best practices and share effective strategies with teachers during PLCs, collaborative planning, subject area meetings, and Professional Development Days. District personnel will offer specialized training focused on effective instruction for ELLs and ESE student subgroups. Provide teachers with opportunities to observe best practices in differentiated reading instruction, with modeling by the reading coach and time for peer observations. Utilize a technology-based test preparation program to familiarize students with various text-based question formats. Offer professional development to enhance teachers' understanding of standards and best instructional practices. Provide families with resources and strategies to support reading development at home.

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, Robocall, Parent conferences, Marquee announcements and flyers that will be sent home.

- **Parent Training**

- FAST/STAR TALK Parent Night – A session designed to help parents understand the BEST standards and ELA reporting categories. Student data will be analyzed to identify strengths and areas for improvement, and teachers will provide parents with resources and strategies to support their child’s learning at home. - ELA Academic Game Night – An interactive training where parents will learn engaging strategies to reinforce essential reading skills at home through educational games and activities. - ELL Primary Learning Community – A program that informs parents about the services their child receives and equips them with strategies to support their child's English language development 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

-SBT Process Training – Teachers will receive training on effectively utilizing the SBT process to identify students needing additional support and ensure ongoing communication and collaboration with parents to address student needs. - ESOL Instructional Support – District-provided training on "Go-To Strategies" to enhance ELL student performance. Teachers will also engage with parents during conferences to share effective strategies that can be implemented at home. -Teacher-Parent Communication Training – Professional development focused on strategies to strengthen communication between teachers and parents, fostering collaboration to support student academic success.

- 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

1. List prioritized needs statements.

PM 2 FAST data indicates that 44% of grades 3 students are scoring level 1 in Math. PM 2 FAST data indicates that 63% of grades 4 students are scoring level 1 in Math. PM 2 indicates that 58% of students in grade 2 are not proficient in Math. PM 2 FAST data indicates that 59% of ELL students in grades 3 -5 are scoring level 1 in Math. PM 2 FAST data indicates that 54% 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.

-Insufficient exposure to standards-based questions and diverse text types. - Need to increase hands-on practice with manipulatives for student engagement. -Limited availability of math instructional resources. -Need for more effective planning and implementation of small-group instruction. - Delays in providing timely remediation for students who need support. -Improve the use of data to identify areas of weakness and deliver targeted small-group instruction.

3. Share possible solutions that address the root causes.

- Targeted Remediation Resources – Instructional materials designed to address individual student needs based on specific standards of weakness. - Triage for Skill Remediation – Systematic implementation of targeted interventions to strengthen key skills. - Before and After-School Tutoring – Additional instructional support for students requiring remediation. - Collaborative Planning – Additional staff will work together to ensure the effective implementation of BEST standards and the SAAVAS program. - Hands-On Math Instruction – Use of manipulatives to reinforce math standards and enhance conceptual understanding. - Enhancing Math Engagement – Increasing student involvement in math through effective use of CORE ACTION folders. - Professional Development for Teachers – Math Instructional Coach will provide training on best practices for teaching math concepts and strategies for supporting math language development.. - Technology-Based Test Preparation – Online programs designed to familiarize students with various question formats.

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

FAST/STAR TALK Parent Night – A session designed to help parents understand the BEST standards and ELA reporting categories. Student data will be analyzed to identify strengths and areas for improvement, and teachers will provide parents with resources and strategies to support their child's learning at home. Math Academic Game Night – An interactive training where parents will learn engaging strategies to reinforce essential Math skills at home through educational games and activities. ELL Primary Learning Community – A program that informs parents about the services their child receives and equips them with strategies to support their child's English language development 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**

SBT Process Training – Teachers will receive training on effectively utilizing the SBT process to identify students needing additional support and ensure ongoing communication and collaboration with parents to address student needs. ESOL Instructional Support – District-provided training on "Go-To Strategies" to enhance ELL student performance. Teachers will also engage with parents during conferences to share effective strategies that can be implemented at home. Teacher-Parent Communication Training – Professional development focused on strategies to strengthen communication between teachers and parents, fostering collaboration to support student academic success.

- **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

1. List prioritized needs statements.

43% of Grade 5 students have achieved mastery based on FY 25 Winter Diagnostic Assessment..

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

- Need to increase Hands-On Learning – Provide more lab experiences and interactive activities to help students understand and master science concepts. - Need to enhance Science Vocabulary Exposure – Expand opportunities for students to engage with and apply science academic vocabulary. - Need for Science Remediation – Implement targeted support to help students struggling with science concepts. - Need for practice with SSA Question Types – Increase student exposure to and practice with SSA-style questions. - Need to strengthen Science Instruction in Early Grades – Ensure consistent integration of science standards in grades K-4.

3. Share possible solutions that address the root causes.

- Data-Driven Instruction – Utilize student data to guide instruction and identify areas of weakness. - Dedicated Science Lab Days – Implement scheduled lab days to provide students with hands-on experiential learning. - Science Lab Materials – Ensure access to necessary resources and materials for conducting science experiments. - Increased Experimentation Opportunities – Integrate more hands-on science experiments throughout the curriculum. - School-Wide Science Fair – Organize an annual science fair to engage students in scientific inquiry and exploration. Before and After-School Science Tutoring – Offer additional support for students needing science remediation. Collaborative Planning – Facilitate collegial planning to support the continued implementation of SSA standards. Targeted Remediation (RARE Fridays) – Provide focused instruction based on students' individual weaknesses in science standards. Explicit Science Vocabulary Instruction – Strengthen student understanding of key science terms through direct instruction. Supplemental Resources – Utilize Science Boot Camp books and online subscriptions during center rotations for additional reinforcement. Enhancing Student Engagement – Continue using CORE Action Activities to promote active learning in science. Science Professional Development – Science resource teacher will lead training sessions on best practices for teaching science concepts and vocabulary. Integrating Science into Fine Arts Rotations – Include science labs as part of the fine arts rotation schedule. Primary Science Instruction Training – Provide professional development on effective science teaching strategies in the early 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**

Fun with Science Night – Parents and students will engage in hands-on activities and experiments during Academic Game Night to promote a love for science. Science Parent Night – A session designed to help parents understand SSA standards, identify common areas of weakness in science, and receive resources and strategies to support their child’s learning at home.

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**

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**

ESOL Instructional Support – District-led training on "Go-To Strategies" to enhance ELL student performance. Teachers will collaborate with parents during conferences to share strategies that can be implemented at home. Effective Teacher-Parent Communication – Professional development on strategies to improve teacher-parent communication and foster collaboration in supporting students' academic success in science.

- 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: \$292,984.92

Acct Description	Description								
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 2025.	10	\$37.00	2	2	10	Certified	Original	\$14,800.00
	Certified teachers to provide after-school tutorial in K-2 grades in the subject areas of ELA, Math, and Science to remediate standards not mastered on formative assessments. Will begin in October 2025.	10	\$37.00	2	2	10	Certified	Original	\$14,800.00

Acct Description	Description											
Online subscription	<table border="1"> <thead> <tr> <th data-bbox="447 215 1518 297">Item</th> <th data-bbox="1528 215 1665 297">Quantity</th> <th data-bbox="1675 215 1801 297">Rate</th> <th data-bbox="1812 215 1938 297">Type</th> <th data-bbox="1948 215 2020 297">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total						
	Item	Quantity	Rate	Type	Total							
	Science A-Z site license for approximately 1,000 students in Kindergarten (K) through fifth (5th) grades, for science small group intervention and differentiation in whole group instruction.	1	\$114.00	Original	\$114.00							
Reading A-Z (expires 6/30/26), K-5 site license for approximately 1,000 students in Kindergarten (K) through fifth (5th) grades, for small group instructional activities.	1	\$125.00	Original	\$125.00								
Resource Teacher	(Amend #27) 3-5 Reading Resource Teacher will provide small group (push-in and pull-out) instruction in ELA and Math for identified students in grades 3-5. Data Analysis, Professional Development, Lead Professional Learning Communities, Lead District Literacy and Math Initiatives, Lead School Based- Team Meetings, Promote and lead Positive Behavior Supports initiatives											
Supplies	<table border="1"> <thead> <tr> <th data-bbox="447 857 1140 930">Item</th> <th data-bbox="1150 857 1287 930">Quantity</th> <th data-bbox="1297 857 1444 930">Rate</th> <th data-bbox="1455 857 1707 930">Supply Type</th> <th data-bbox="1717 857 1896 930">Type</th> <th data-bbox="1906 857 2020 930">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
	Item	Quantity	Rate	Supply Type	Type	Total						
	iReady Magnetic Shipping	1	\$567.68	General Supplies	Original	\$567.68						
	Flip charts	14	\$126.99	General Supplies	Original	\$1,777.86						
	Chisel sharpies	6	\$33.46	General Supplies	Original	\$200.76						
	Measuring Up Math (Grades 3 -5)	43	\$331.95	Instructional Materials	Original	\$14,273.85						
	Measuring up Shipping	1	\$1,712.86	General Supplies	Original	\$1,712.86						
	Paper clips	10	\$1.60	General Supplies	Original	\$16.00						
Pencils	4	\$52.79	General Supplies	Original	\$211.16							

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Copy paper	40	\$44.61	General Supplies	Original	\$1,784.40
	FAST Reading Workbook	160	\$21.99	Instructional Materials	Original	\$3,518.40
	Black dry erase markers	28	\$8.06	General Supplies	Original	\$225.68
	Science Speed Bag Gr. 5 set of 25 students book	3	\$350.00	Instructional Materials	Original	\$1,050.00
	Manila Folders Library Pockets	10	\$26.99	General Supplies	Original	\$269.90
	Top score Student workbooks	166	\$45.00	Instructional Materials	Original	\$7,470.00
	Color paper	13	\$4.97	General Supplies	Original	\$64.61
	Science speed bag shipping	1	\$253.93	General Supplies	Original	\$253.93
	FAST Reading workbook shipping	1	\$567.00	General Supplies	Original	\$567.00
	Assorted Dry erase markers	5	\$219.64	General Supplies	Original	\$1,098.20
	Sharpies highlighter	5	\$27.52	General Supplies	Original	\$137.60
	Fine sharpies	6	\$28.04	General Supplies	Original	\$168.24
	K-2 composition books (sets of 10)	34	\$26.66	General Supplies	Original	\$906.44
	Crates (set of 10) for housing student portfolios and manipulative organization for students	10	\$39.99	General Supplies	Original	\$399.90

Acct Description	Description											
	<table border="1"> <thead> <tr> <th data-bbox="420 203 1142 277">Item</th> <th data-bbox="1144 203 1287 277">Quantity</th> <th data-bbox="1289 203 1451 277">Rate</th> <th data-bbox="1453 203 1707 277">Supply Type</th> <th data-bbox="1709 203 1892 277">Type</th> <th data-bbox="1894 203 2024 277">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Supply Type	Type	Total					
Item	Quantity	Rate	Supply Type	Type	Total							
	IReady Magnetic Reading (Grades 3 -5)	400	\$15.00	Instructional Materials	Original	\$6,000.00						
	Purple folders	5	\$50.25	General Supplies	Original	\$251.25						
	Paper clips, pens, pencils	1	\$6.00	General Supplies	Original	\$6.00						
	Adjustment - benefits credit and final allocation	1	\$5,872.00	General Supplies	Other	\$5,872.00						
	Amend #27/BT 518079- Measuring UP ELL	7	\$495.93	Instructional Materials	Amendment	\$3,471.51						
	Amend #27/BT 518079- Shipping Measuring UP ELL	1	\$579.49	Instructional Materials	Amendment	\$579.49						
Resource Teacher	3-5 Reading Resource Teacher will provide small group (push-in and pull-out) instruction for identified student in grades 3-5.											
Resource Teacher	K-2 Reading Resource Teacher will provide small group (push-in and pull-out) instruction for identified student in grades K-2.											
Resource Teacher	Math Resource Teacher will provide small group (push-in and pull-out) instruction for identified students in grades 3-5.											
Computer HW; cap	<table border="1"> <thead> <tr> <th data-bbox="420 1247 1451 1321">Item</th> <th data-bbox="1453 1247 1598 1321">Quantity</th> <th data-bbox="1600 1247 1759 1321">Rate</th> <th data-bbox="1761 1247 1892 1321">Type</th> <th data-bbox="1894 1247 2024 1321">Total</th> </tr> </thead> </table>	Item	Quantity	Rate	Type	Total						
Item	Quantity	Rate	Type	Total								
	Computer Lab - laptops to be used in computer lab - need larger screen for computer science and online STEAM activities.	18	\$1,570.40	Original	\$28,267.20							

Action Step: Professional Learning

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

Budget Total: \$245,973.44

Acct Description	Description									
Teacher Collaboration	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	K-5 Teachers (October 2025), To collaboratively plan for standards based instruction/ small groups.	30	\$25.00	1	3	1	Certified	Original	\$2,250.00	
Travel out-of-state	Item	Quantity	Rate	Type	Total					
	NEASP - July 2026, Attending the 2025 UNITED Conference in Seattle is an invaluable opportunity for educators and school leaders who seek professional growth, meaningful connections, and actionable strategies. With insights from distinguished leaders across the educational spectrum, participants will gain fresh perspectives and innovative approaches that can be directly applied to their schools. This is the only conference of this kind being offered. Registration \$1300.00 + Transportation \$630.00 + Lodging \$980 + Per diem \$144 × 3 attendees.	3	\$3,054.00	Original	\$9,162.00					
	NABE - Feb 2026, Professional Learning for DL teachers/ Administrators to gain best practice strategies for dual language instruction across the curriculum. Registration \$885.00 + Transportation \$538.00 + Lodging \$1000 + Per diem \$144 × 4 attendees.	4	\$2,567.00	Original	\$10,268.00					
	La Coescha - November 2025, Professional Learning for DL teachers/ Administrators to gain best practice strategies for dual language instruction	4	\$2,435.36	Original	\$9,741.44					

Acct Description	Description														
	<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>across the curriculum. Registration \$850 + Transportation \$576.36 + Lodging \$865 + Per diem \$144 + 4 attendees.</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	across the curriculum. Registration \$850 + Transportation \$576.36 + Lodging \$865 + Per diem \$144 + 4 attendees.								
Item	Quantity	Rate	Type	Total											
across the curriculum. Registration \$850 + Transportation \$576.36 + Lodging \$865 + Per diem \$144 + 4 attendees.															
Coach	K-2 Reading Coach Reading Coach will plan and implement PD, analyze data, implement the coaching cycle, and support PLCs for grades K-2.														
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 (only 1 vehicle, but divided by both participants). Registration \$800, Transportation \$100, Lodging \$750.00, Per Diem \$144 for 2 attendees.</td> <td>2</td> <td>\$1,794.00</td> <td>Original</td> <td>\$3,588.00</td> </tr> </tbody> </table>	Item	Quantity	Rate	Type	Total	Marzano- Orlando - June 21 -23 (only 1 vehicle, but divided by both participants). Registration \$800, Transportation \$100, Lodging \$750.00, Per Diem \$144 for 2 attendees.	2	\$1,794.00	Original	\$3,588.00				
Item	Quantity	Rate	Type	Total											
Marzano- Orlando - June 21 -23 (only 1 vehicle, but divided by both participants). Registration \$800, Transportation \$100, Lodging \$750.00, Per Diem \$144 for 2 attendees.	2	\$1,794.00	Original	\$3,588.00											
Single School Culture Coordinator	Single School Culture Coordinator will conduct and monitor MTSS/SBT process, implement the coaching cycle, build the capacity of teachers, progress monitoring, and collect, organize, and analyze data to implement best instructional practices. 260 days.														
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.														
Coach	K-5 Math Coach will provide ongoing PD on unpacking standards, analyzing data at PLCs, implementing the coaching cycle and plan professional learning for K-5 teachers.														

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: \$7,697.39

Acct Description	Description									
Supplies	Item	Quantity	Rate	Supply Type			Type	Total		
	Food for FAST/STAR parent night.	300	\$3.00	Program Supplies			Original	\$900.00		
	Copy paper- flyers	9	\$4.97	General Supplies			Original	\$44.73		
	Shipping for English for Everyone	1	\$16.00	General Supplies			Original	\$16.00		
	Card Stock- Blue to print Newsletter	2	\$19.33	General Supplies			Original	\$38.66		
	English For Everyone- Vocabulary builder for parents (Workbook for parents)	38	\$18.00	Program Supplies			Original	\$684.00		
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	

Mission Statement

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

Name	Title
Dr. Marline Campbell	Principal
Kerryann Nelson	Assistant Principal
Denise Angelino	Single School Culture Coordinator
July Baquerizo	ESE Coordinator
Andrea Avery	Math Coach
Joanne Herrera	Parent
Joann Iglesias	ESOL Coordinator
Mislande Loudort	Parent
Reina LeGaspi	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 5, 2025 to discuss and give input on targeted areas of CNA, SWP and PFEP. 2. Faculty meeting held on February 10, 2025 to discuss and give input on targeted areas of CNA, SWP and PFEP. 3. Parent meeting held on February 12, 2025 to involve parents to receive input and feedback in the creation 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 FY26 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

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

September 17, 2025 5:00 p.m. September 18, 2025 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: -Parent Link call out -Invitations sent home - Class Dojo Notification

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 -FY26 School-Compact -FY26 Parent and Family Engagement Plan - Parent Evaluation/ Survey - Parent Evaluation for Title I Meeting

Staff Trainings

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Maximizing the School-Based Team (SBT) Process for Student Success

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

The school staff will learn how to involve families early in the SBT process, ensuring they feel like partners in decision-making. They will also learn how to collaborate with families to create intervention strategies at school and home.

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

- Stronger Parent-Teacher Collaboration – Families will feel included, informed, and empowered as active participants in their child's support plan. - Increased Trust & Positive Relationships – Clear, consistent communication through the SBT process builds stronger relationships between families and schools. - Improved Student Outcomes – When families understand interventions and support strategies, they can reinforce learning and behavior strategies at home, leading to better student success.

- What will teachers submit as evidence of implementation?

- Communication Records: Emails, call logs, or meeting summaries showing how they engaged with families before, during, and after the SBT process. - SBT Meeting Documentation: Notes from an SBT meeting, including parental involvement and action steps.

- **Month of Training**

September 2025

- **Responsible Person(s)**

Kerryann Nelson, Denise Angelino

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 2025

- Responsible Person(s)

Kerryann Nelson, Joann Iglesias

Parent Trainings

1. Parent and Family Capacity Building Training #1

- Name of Training

Empowering Parents: Enhancing Core Academic Support

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

This event will focus on equipping parents with practical strategies, tools, and understanding to support their children's academic growth in core subjects—Literacy, Math, and Science—at home.

- 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?

By equipping parents with targeted tools—such as reading comprehension questioning techniques, number talks, and inquiry-based science activities—families will be better prepared to reinforce classroom learning in a consistent, meaningful way. The expected impact includes improved student performance in core subject areas, increased confidence in academic tasks, and stronger home-school collaboration.

- **Date of Training**

September 2025

- **Responsible Person(s)**

Kerryann Nelson, Denise Angelino, Andrea Avery, Marifi Lontoc

- **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: Empowering Families to Support Learning Through Play

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

During this interactive game night, Parents will learn how to use games to strengthen academic skills such as math, literacy, and science. They will learn how to use math, literacy, and problem-solving games to reinforce foundational skills at home.

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

Families will rotate through different game stations, each focusing on a key academic skill (e.g., literacy, math, science). 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?

Improved Academic Skills – Game-based learning reinforces key math, reading, and critical thinking skills in an engaging way. Increased Parent Involvement – Parents gain confidence in supporting their child's learning at home. Higher Student Motivation – Learning through games reduces stress and increases engagement with academic material. Stronger Home-School Connection – Parents and educators work together to create a culture of learning beyond the classroom.

- Date of Training

December 2025

- Responsible Person(s)

Kerryann Nelson, Denise Angelino, Andrea Avery, Marifi Lontoc

- Resources and Materials

- Grade level interactive games (ELA/ Math/Science) - Samples of interactive academic standards-based games for parents - Invitation, - agenda - sign-in sheets - evidence of parent and family interaction - evaluations

- 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 2026

- Responsible Person(s)

Kerryann Nelson, Denise Angelino, Andrea Avery, Marifi Lontoc

- Resources and Materials

-Interactive Powerpoint Presentations - FAST Practice assessments (ELA/Math) - Individual Student report (FAST/STAR) -Invitation, - agenda - sign-in sheets - evidence of parent and family interaction - evaluations

- Amount (e.g. \$10.00)

N/A

Coordination and Integration

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

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

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.

- Migrant flyers offered by the department - Title I Annual Meeting slides shared during the Title I Annual Meeting -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

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

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

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, RtI/ 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 interventions and strategies.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Based on an extensive data review of FY25 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

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

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

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

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.