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

ELA

1. List prioritized needs statements.

- STAR Early Literacy PM 2 Assessment showed 63% of students in KG are not on track to meet end-of-year grade level expectations.
- STAR Literacy PM 2 Assessment shows 61% of students in grades 1 and 2 are not on track to meet end of year grade level expectations.
- PM 2 FAST data indicates that 51% of students in grades 3 -5 are scoring level 1 in reading.
- PM 2 FAST data indicates that 66% of ELL in grades 3 -5 students are scoring level 1 in reading.
- PM 2 FAST data indicates that 65% 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 require additional support in implementing effective, evidence-based reading strategies to provide differentiated instruction for struggling readers.
- There is a need to strengthen the planning and execution of effective small-group instruction.
- Student data is not being utilized consistently or effectively to target specific standards-based areas of weakness.
- Evidence-based instructional strategies are not being implemented with consistency during intervention blocks.
- There is a need to expand and enhance instructional resources to better support differentiated instruction.
- Students have limited exposure to standards-based questions and a variety of text types, particularly in digital formats.
- Attendance challenges affecting continuity of reading instruction for some students.
- Parents may have limited knowledge of effective reading strategies to support their children at home.
- Families may not know how to interpret progress monitoring results or support learning goals at home.
- Some families may have limited awareness of the academic impact of chronic absenteeism.

3. Share possible solutions that address the root causes.

- Provide ELA supplemental instructional resources and online subscriptions to support differentiated reading instruction.
- Offer before-school and after-school tutoring opportunities for students requiring remediation.
- Ensure collaboration among the Reading Coach, SSCC, and Resource Teachers to support effective implementation of the Florida B.E.S.T. Standards and the district-adopted Benchmark program.
- Utilize the Reading Coach, SSCC, and Resource Teachers to provide targeted small-group instruction for students based on identified needs.
- Incorporate additional evidence-based intervention materials to strengthen foundational literacy skills and phonics instruction.
- Increase student engagement in ELA by effectively utilizing CORE ACTION folders during instruction.
- Leverage the reading support team to model best practices and share effective instructional strategies with teachers during PLCs, collaborative planning sessions, subject-area meetings, and professional development days.
- Partner with district personnel to provide specialized professional development focused on effective instructional strategies for ELL and ESE student subgroups.
- Provide teachers with opportunities to observe and reflect on best practices in differentiated reading instruction through coaching, modeling, and structured peer observations.
- Utilize technology-based test preparation programs to familiarize students with a variety of text-based question formats.
- Offer ongoing professional development to deepen teachers' understanding of grade-level standards and effective instructional practices.
- Provide families with resources and practical strategies to support reading development at home.
- Implement targeted, evidence-based reading interventions to support struggling students and reinforce essential literacy skills.

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

• Communication

Communication with families will be provided through multiple channels, including the school newsletter, School Advisory Council (SAC) meetings, the Annual Title I Meeting, robocalls, parent-teacher conferences, marquee announcements, and flyers sent home.

• Parent Training

- FAST/STAR Talk Parent Night: A session designed to help parents understand the Florida B.E.S.T. Standards and ELA reporting categories. Student data will be reviewed to identify strengths and areas for growth, and teachers will provide families with resources and strategies to support 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 provides strategies to support English language development at home.

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

- School

School will... o Provide a safe and orderly school climate o that is conducive to learning. o Provide high quality curriculum and instruction that enables students to meet high standards. o Respect and value the wide variety of cultural differences of students and families. o 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... o Attend school regularly and on time. o Be prepared and dressed appropriately. o Follow school rules, show respect for all people, and accept responsibility for mg actions. o Use self-control at all times and solve conflicts peacefully and safely.

- Parents

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

- Staff Training

• Maximizing the School-Based Team (SBT) Process for Student Success: Teachers will receive training on effectively utilizing the SBT process to identify students in need of additional support and to ensure ongoing communication and collaboration with parents to address student needs. • ESOL Instructional Support: Teachers will participate in district-provided training to enhance English Language Learner (ELL) student performance. Teachers will also engage families during conferences to share effective strategies that can be implemented at home. • Teacher-Parent Communication Training: Professional development will be provided to strengthen communication strategies between teachers and parents, fostering meaningful collaboration to support student academic success.

- Accessibility

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/ESE meetings.

Math

1. List prioritized needs statements.

- PM 2 FAST data indicates that 50% of grades 3 students are scoring level 1 in Math.
- PM 2 FAST data indicates that 51% of students in grades 3-5 are scoring level 1 in Math.
- PM 2 indicates that 71% of students in grade 2 are not proficient in Math.
- PM 2 FAST data indicates that 66% of ELL students in grades 3 -5 are scoring level 1 in Math.
- PM 2 FAST data indicates that 62% 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.

- Students have insufficient exposure to standards-based questions and a variety of text types.
- Increased opportunities for hands-on learning with manipulatives are needed to improve student engagement.
- There is limited availability of instructional resources to support effective math instruction.
- Planning and implementation of small-group instruction need to be strengthened.
- Timely remediation for students in need of additional support is not consistently implemented.
- Student data is not being used consistently or effectively to identify areas of weakness and guide targeted small-group instruction.
- Variability in teacher understanding of math standards and instructional rigor.
- Limited access to technology-based math practice and assessment tools.
- Student attendance issues impacting continuity of math instruction.
- Families may have limited access to practice resources that reinforce standards-based math questions at home.
- Some families may not have access to supplemental math materials or digital learning platforms at home.
- Parents may not be familiar with modern math instruction that emphasizes conceptual understanding and reasoning.
- Some families may have limited awareness of how absences impact academic progress in math.

3. Share possible solutions that address the root causes.

- Targeted Remediation Resources: Provide instructional materials designed to address individual student needs based on identified standards-based areas of weakness.
- Strategic Skill Remediation: Implement a systematic approach to targeted interventions that strengthen essential math skills.
- Before- and After-School Tutoring: Offer additional instructional support for students requiring remediation.
- Collaborative Planning: The Math Coach, SCCC, and Resource Teachers will collaborate to ensure effective implementation of the Florida B.E.S.T. Standards and the Savvas math program.
- Hands-On Math Instruction: Increase the use of manipulatives to reinforce math standards and deepen students' conceptual understanding.
- Increasing Math Engagement: Enhance student engagement in math through the effective use of CORE ACTION folders.
- Professional Development for Teachers: The Math Instructional Coach will provide training focused on best practices for teaching math concepts and strategies to support academic math language development.
- Technology-Based Test Preparation: Utilize online programs to familiarize students with a variety of standards-based question formats.
- Provide coaching cycles that include modeling, observation, and feedback to support instructional fidelity.
- Offer family math workshops or take-home resources to support math practice outside of school.

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

- Communication

Communication with families will be provided through multiple channels, including the school newsletter, School Advisory Council (SAC) meetings, the Annual Title I Meeting, robocalls, parent-teacher conferences, marquee announcements, and flyers sent home.

- Parent Training

• FAST/STAR Talk Parent Night: A session designed to help parents understand the Florida B.E.S.T. Standards and Math reporting categories. Student data will be reviewed to identify strengths and areas for growth, and teachers will provide families with resources and strategies to support 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 provides strategies to support English language development at home.

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

- School

School will... o Provide a safe and orderly school climate o that is conducive to learning. o Provide high quality curriculum and instruction that enables students to meet high standards. o Respect and value the wide variety of cultural differences of students and families. o 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... o Attend school regularly and on time. o Be prepared and dressed appropriately. o Follow school rules, show respect for all people, and accept responsibility for mg actions. o Use self-control at all times and solve conflicts peacefully and safely.

- Parents

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

- **Staff Training**

- Maximizing the School-Based Team (SBT) Process for Student Success: Teachers will receive training on effectively utilizing the SBT process to identify students in need of additional support and to ensure ongoing communication and collaboration with parents to address student needs.
- ESOL Instructional Support: Teachers will participate in district-provided training to enhance English Language Learner (ELL) student performance. Teachers will also engage families during conferences to share effective strategies that can be implemented at home.
- Teacher-Parent Communication Training: Professional development will be provided to strengthen communication strategies between teachers and parents, fostering meaningful collaboration to support student academic success.

- **Accessibility**

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.

Science

1. List prioritized needs statements.

42% of Grade 5 students have not achieved mastery based on FY 26 Winter Diagnostic Assessment

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

- Increase hands-on learning opportunities by providing additional lab experiences and interactive activities to support student understanding and mastery of science concepts.
- Enhance students' exposure to science academic vocabulary by expanding opportunities to engage with and apply scientific terminology.
- Implement targeted science remediation to support students who are struggling with key science concepts.
- Increase student exposure to and practice with Science Statewide Assessment (SSA)-style question types.
- Strengthen science instruction in the early grades by ensuring consistent integration of science standards in grades K-4. . Parents may not be familiar with science vocabulary or strategies to support vocabulary development at home. . Parents may have limited opportunities to participate in school science events, STEM activities, or family engagement programs. . Parents may have limited awareness of the impact of student attendance on continuity of science instruction and hands-on learning experiences.

3. Share possible solutions that address the root causes.

- Dedicated Science Lab Day- Implement a consistent schedule for laboratory sessions to ensure all students engage in hands-on, experimental learning.
- Resource Management: Maintain a fully stocked inventory of essential science lab materials to support rigorous classroom experimentation.
- Curriculum Integration: Increase the frequency of hands-on experiments across all grade levels to bridge the gap between theory and practice.
- School-Wide Science Fair: Host an annual science fair to encourage student-led scientific inquiry, exploration, and public presentation.
- Data-Driven Instruction: Systematically analyze student performance data to tailor instructional delivery and address specific learning gaps.
- Targeted Remediation: Utilize dedicated "RARE Friday" sessions to provide intensive, standards-based instruction customized to individual student needs.
- After-School Tutoring: Offer extended learning opportunities for students requiring additional remediation and support in science.
- Explicit Science Vocabulary Instruction: Improve student comprehension of complex scientific concepts through direct, systematic vocabulary development.
- Supplemental Reinforcement: Incorporate Science Boot Camp resources into center rotations to provide rigorous practice and standard reinforcement.
- Active Engagement: Utilize CORE Action Activities to promote high levels of student participation and kinesthetic learning.
- Collaborative Planning: Facilitate weekly collegial planning sessions to ensure alignment with the Statewide Science Assessment (SSA) standards.
- Science Professional Development: The Science Resource Teacher will lead specialized training sessions to enhance teacher content knowledge and instructional delivery.
- Integrating Science into Fine Arts Rotations: Include dedicated science lab sessions as part of the Fine Arts rotation schedule to ensure consistent, hands-on learning across all disciplines.
- Primary Science Instruction Training: Provide professional development focused on effective, age-appropriate science teaching strategies for educators in the early grades.

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

• Communication

Communication with families will be provided through multiple channels, including the school newsletter, School Advisory Council (SAC) meetings, the Annual Title I Meeting, robocalls, parent-teacher conferences, marquee announcements, and flyers sent home.

• Parent Training

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

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

- **School**

School will... o Provide a safe and orderly school climate that is conducive to learning. o Provide high quality curriculum and instruction that enables students to meet high standards. o Respect and value the wide variety of cultural differences of students and families. o 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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- **Parents**

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

- **Staff Training**

• ESOL Instructional Support: Teachers will participate in district-provided training to enhance English Language Learner (ELL) student performance. Teachers will also engage families during conferences to share effective strategies that can be implemented at home. • Teacher-Parent Communication Training: Professional development will be provided to strengthen communication strategies between teachers and parents, fostering meaningful collaboration to support student academic success.

- **Accessibility**

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.

Action Step: Classroom Instruction

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

Budget Total: \$225,448.00

Acct Description	Description								
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	(Amend 21/BT 542869) Non-certified personnel (no degree) will provide push-in support for small-group interventions in ELA and Math for 3rd-5th grade students beginning in September.	2	\$15.00	5	6	31	Non-Certified	Amendment	\$27,900.00
Resource Teacher	Math Resource Teacher will provide targeted small-group instruction for students in grades 3–5 through both push-in and pull-out service delivery models.								
Resource Teacher	The Math Resource Teacher will provide small group (push-in and pull-out) instruction for targeted students in grades 3-5, support hands-on instruction in the Math Lab, teach academic games such as CHESS to foster critical and higher-order thinking skills.								
Online subscription	Item					Quantity	Rate	Type	Total
	Reading A-Z Site License for approximately 1,000 students in Kindergarten (K) through fifth (5th) grades will support targeted small group instructional activities.					1	\$125.00	Original	\$125.00
	NEW - (BT 544518): Increase Reading A-Z Site License for approximately 1,000 students in Kindergarten (K) through fifth (5th) grades will support targeted small group instructional activities.					1	\$12.50	Budget Transfer	\$12.50

Acct Description	Description								
Certified Tutorial	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified tutors will provide after-school math tutoring for students in grades 3–5 to remediate content. Services will begin in September.	10	\$37.00	2	2	10	Certified	Original	\$14,800.00
	Certified tutors will provide after-school tutoring in ELA, Math, and Science for students in grades K-2 to remediate standards not mastered on formative assessments. Services will begin in October.	6	\$37.00	2	2	10	Certified	Original	\$8,880.00
	Amend 4 BT 541515 - REDUCED BY 280 HRS - Certified tutors will provide after-school math tutoring for students in grades 3–5 to remediate content. Services will begin in September.	1	\$37.00	1	-280	1	Certified	Amendment	-\$10,360.00
Resource Teacher	The Reading Resource Teacher will provide small group (push-in and pull-out) instruction for targeted students in grades 3-5 to assist students in meeting grade level expectations.								
Out-of-system Subs	Item	Quantity	Rate	Days	Hours	Weeks	Type	Total	
	Substitutes	1	\$21.00	5	6.5	3	Original	\$1,999.00	
	(Amend 21/BT 542869) COLLAPSE OOS Subs for Position # 10090154 (Collapsed/Frozen)	-1	\$21.00	5	6.5	3	Amendment	-\$1,999.00	

Acct Description	Description					
Paraprofessional	Amend 4/BT 541515 Paraproessional will support with small group instruction, via push in, for remediation and enrichment in ELA and Math for students in grades K-5.					
Supplies						
	Item	Quantity	Rate	Supply Type	Type	Total
	Pencils	3	\$52.79	General Supplies	Original	\$158.37
	Black Dry Erase Markers	28	\$8.06	General Supplies	Original	\$225.68
	Paper Clips	10	\$1.60	General Supplies	Original	\$16.00
	K-2 Composition Books (sets of 10)	20	\$26.66	General Supplies	Original	\$533.20
	Purple Folders	5	\$50.25	General Supplies	Original	\$251.25
	Top Score Student Workbooks	99	\$45.00	Instructional Materials	Original	\$4,455.00
	Math Quik Pik Student Books Bk 1 (Acaletics)	478	\$8.95	Instructional Materials	Original	\$4,278.10
	Math Quik Pik Student Books Bk 3 (Acaletics)	478	\$8.95	Instructional Materials	Original	\$4,278.10
	Flip Charts	14	\$126.99	General Supplies	Original	\$1,777.86
	Shipping	1	\$48.16	Instructional Materials	Original	\$48.16
	Fundations Readers	18	\$1,570.00	Instructional Materials	Original	\$28,260.00
	Sharpies Highlighters	5	\$27.52	General Supplies	Original	\$137.60

Acct Description	Description					
	Item	Quantity	Rate	Supply Type	Type	Total
	Math Quik Pik Student Books Bk 4 (Acaletics)	478	\$8.95	Instructional Materials	Original	\$4,278.10
	Fine Sharpies	6	\$28.04	General Supplies	Original	\$168.24
	Colored Paper	16	\$4.97	General Supplies	Original	\$79.52
	Chisel Sharpies	6	\$33.46	General Supplies	Original	\$200.76
	Math Quik Pik Student Books Bk 2 (Acaletics)	478	\$8.95	Instructional Materials	Original	\$4,278.10
	Manila Folders Library Pockets	10	\$26.99	General Supplies	Original	\$269.90
	Copy Paper	36	\$44.61	General Supplies	Original	\$1,605.96
	Assorted Dry Erase Markers	5	\$219.64	General Supplies	Original	\$1,098.20
	Crates (set of 10) for student portfolios and manipulatives for students	10	\$39.99	General Supplies	Original	\$399.90
	Final Allocation Differential	1	\$1,560.00	General Supplies	Original	\$1,560.00
	Amend 4/BT 541515 - Reducing qty of classroom supplies already listed in SWP	-1	\$6,303.00	General Supplies	Amendment	-\$6,303.00
	Amend 4/BT 541515 - REMOVE Top Score Student Workbooks	-99	\$45.00	Instructional Materials	Amendment	-\$4,455.00
	(Amend 21/BT 542869) - INCREASE qty of supplies already listed in the SWP	1	\$8,546.00	General Supplies	Amendment	\$8,546.00
	REMOVED - (BT 544518): Reduce qty of supplies already listed in SWP	-1	\$12.50	General Supplies	Budget Transfer	-\$12.50

Acct Description	Description				
Single School Culture Coordinator	This Single School Culture Coordinator (206 DD) will conduct and monitor the MTSS/SBT process, implement the coaching cycle, build teacher capacity, progress monitoring, collect, organize, and analyze data to implement best instructional practices. 206 days. Kindergarten (K) through grade 3 (3rd) Reading will plan and implement Professional Learning, analyze data, implement the coaching cycle and support Professional Learning Communities (PLCs) for grades K-2.				
Coach	K-5 Math Coach will provide ongoing Professional Learning on unpacking standards, analyzing data at Professional Learning Communities (PLCs), implementing the coaching cycle, and planning professional learning for K-5 teachers.				
Webinar /PL with Purchase	Item	Quantity	Rate	Type	Total
	Top Score Writing Professional Development will provide in-person or virtual training for 30 teachers in grades 3–5 in October, November, and February, focusing on implementation of the specialized writing curriculum.	1	\$6,500.00	Original	\$6,500.00
	Amend 4/BT 541515 - Collapsed Top Score Webinar	-1	\$6,500.00	Amendment	-\$6,500.00
Travel out-of-county	Item	Quantity	Rate	Type	Total
	The Leadership Team will attend the Marzano Conference in Orlando June of 27 to gain strategies for developing learner-driven classrooms and to redeliver these practices to staff throughout the academic year. (2 attendees: Registration \$1,000; Transportation \$100; Lodging \$800; Per Diem \$144)	2	\$2,044.00	Original	\$4,088.00

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: **\$51,231.00**

Acct Description	Description					
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Refreshments for Parent Trainings	250	\$3.00	Program Supplies	Original	\$750.00
	Pencils	1	\$6.28	General Supplies	Original	\$6.28
	Shipping- Workbooks for parents	1	\$16.00	Program Supplies	Original	\$16.00
	Card Stock - Blue	3	\$19.33	General Supplies	Original	\$57.99
	Copy Paper	9	\$4.97	General Supplies	Original	\$44.73
	English For Everyone - (Vocabulary builder workbooks for parents)	38	\$18.00	Program Supplies	Original	\$684.00
	Final Allocation Differential	1	\$21.00	General Supplies	\$21.00	
Community Resource Person	(Amend 21/BT 542869) The Title I Community Resource Person (CRP) will serve as the primary link between the school, families, and community by strengthening parent and family engagement, coordinating Title I parent activities, and connecting families with school and community resources. The CRP will support improved student outcomes and academic success by monitoring attendance, conducting family outreach, collaborating with school staff, and working with students individually and in small groups to promote positive attendance habits and engagement.					

Acct Description	Description								
Certified Parent Support by School Staff	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified teachers will facilitate three Parent University training events for families between January 5 and March 11.	3	\$25.00	3	2	8	Certified	Original	\$3,600.00
	(Amend 21/BT 542869) Adding 2 wks for Parent Univeristy - Extending existing program, NO Increase in HC	3	\$25.00	3	2	2	Certified	Amendment	\$900.00

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
Dalila Torres	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 on January 13, 2026 to discuss and give input on targeted areas of CNA, SWP and PFEP. 2. Faculty meeting held on January 19, 2026 to discuss and give input on targeted areas of CNA, SWP and PFEP. 3. Parent meeting held on January 26, 2026 , February 4, 2026 and February 11, 2026 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, including parents, staff, and members of the School Advisory Council (SAC), provided input through Title I planning meetings, SAC meetings, parent surveys, and the FY27 Title I Schoolwide Plan (SWP) Comprehensive Needs Assessment (CNA) Recording Template. Stakeholders shared feedback and suggestions during three collaborative meetings, and all information collected was reviewed and used to develop the FY27 Comprehensive Needs Assessment and inform the Schoolwide Plan. Stakeholder feedback identified a need for additional opportunities to strengthen parent and family engagement by providing families with strategies and resources to support student learning at home, increase understanding of academic expectations, and strengthen the home-school partnership. As a result, the FY27 Title I budget includes funding for parent and family engagement activities, including supplies and compensation for certified staff to facilitate three parent training events between January 5 and March 11. These Title I-funded events will equip parents with instructional strategies, academic resources, and information needed to support student achievement, resulting in increased family engagement and stronger partnerships between home and school.

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

Annual Parent Meeting

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

September 16, 2026 5:00 p.m. September 17, 2026 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 -FY27 School-Compact -FY27 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

Collaborative School-Based Teams: Centering Families to Support Student Success

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

School staff will learn strategies for engaging families early in the SBT process so they are active partners in decision making. Staff will also develop skills to collaborate with families in designing and implementing intervention strategies across both school and home settings.

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

Stronger Parent-Teacher Collaboration – Families are meaningfully engaged, well-informed, and empowered as active partners in their child’s support plan. Increased Trust and Positive Relationships – Transparent, consistent communication throughout the SBT process fosters stronger, more trusting relationships between families and schools. Improved Student Outcomes – When families understand intervention and support strategies, they can reinforce learning and behavior at home, contributing to greater 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 2026

- Responsible Person(s)

Kerryann Nelson, Denise Angelino

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Partnering with Families: Staff Training for Effective ESOL Support

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

Staff will learn family engagement strategies to support ESOL students. This includes training on effective two-way communication with multilingual families, use of interpreters and translated materials, and strategies for explaining language proficiency data and ESOL services in family-friendly terms. Staff will also learn how to collaborate with families to co-develop support strategies that reinforce language development and academic skills at home and at school.

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

As a result of this training, families of ESOL students will feel more informed, respected, and empowered to participate in their child's education. Improved communication and shared decision-making will increase family involvement in school processes, strengthen trust between families and staff, and promote consistent support for students across home and school settings.

- What will teachers submit as evidence of implementation?

- Evidence of communication through parent conference notes - Sample artifacts shared with parents -Family Communication Samples e.g translated newsletters, emails, text messages, or messaging app logs

- Month of Training

November 2026

- Responsible Person(s)

Kerryann Nelson, Dalila Torres

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; ELA, Math, and Science at home.

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

Parents will engage in interactive, hands-on activities designed to reinforce essential foundational skills aligned to their child's grade level. For example, parents will learn how to use hands-on tools, such as cards, to support the development of addition skills. They will then have the opportunity to practice these strategies alongside their child. Parents will also receive take-home materials so they can continue practicing and reinforcing these skills at home.

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

This training is expected to positively impact student achievement by strengthening the connection between home and school learning. When families understand and practice instructional strategies aligned to grade-level skills, students receive consistent reinforcement that supports academic growth. Hands-on, family-supported practice increases student engagement and confidence in learning. For multilingual learners, this shared approach also supports language development alongside academic skills. Over time, these supports contribute to improved mastery of foundational skills and overall student success.

- Date of Training

September 2026

- 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, families will learn how to use engaging games to strengthen academic skills in math, literacy, and science. Parents will be shown how math, literacy, and problem-solving games can be used to reinforce essential foundational skills at home in meaningful and enjoyable ways.

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

The training will include interactive, hands-on activities that actively engage families in the learning process. Parents will rotate through learning stations where they practice using academic games and instructional tools aligned to math, literacy, and problem-solving skills. Staff will model each strategy, then guide parents as they practice the activities with their children. Families will receive immediate feedback and support to build confidence in using the strategies correctly. Take home materials will be provided so families can continue practicing and reinforcing these skills at home.

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

This training is expected to improve student achievement by strengthening families' ability to support learning at home. When parents understand how to use academic games to reinforce foundational skills, students receive additional practice that aligns with classroom instruction. This consistent reinforcement increases student engagement, confidence, and skill mastery. Students benefit from learning experiences that are both meaningful and motivating. Over time, these supports contribute to improved academic performance across content areas.

- **Date of Training**

January 2027

- **Responsible Person(s)**

Kerryann Nelson, Denise Angelino, Andrea Avery, Marifi Lontoc, Joann Herrera

- **Resources and Materials**

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

- **Amount (e.g. \$10.00)**

N/A

5. Parent and Family Capacity Building Training #3

- **Name of Training**

FAST 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 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 2027

- **Responsible Person(s)**

Kerryann Nelson, Denise Angelino, Andrea Avery, Marifi Lontoc, Joann Herrera

- **Resources and Materials**

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

- **Amount (e.g. \$10.00)**

N/A

Coordination and Integration

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

- **Name of Agency**

Multicultural Department

- **Describe how agency/organization supports families.**

Cholee Lake Elementary will partner with the District Multicultural Department to increase parent and family engagement and provide meaningful support to multilingual families. The school will collaborate with Multicultural Department representatives to support parent and family engagement events by providing translation services, sharing district and community resources, and helping families better understand academic expectations, available supports for English Learners, and strategies to support student learning at home.

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

- Handouts or informational brochures provided by the Multicultural Department. - Email documenting coordination between school staff and the Multicultural Department. - Copies of translated materials or interpretation services provided during the event. - Parent evaluation forms indicating the usefulness of the information provided.

- 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 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 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, 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 interventions and strategies.

Provision of a Well-Rounded Education

1. Well-Rounded Education

Based on an extensive data review of FY26 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 Learning

1. Professional Learning

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. CLEA 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.