

The School District of Palm Beach County

Cholee Lake Elementary School



2018-19 Schoolwide Improvement Plan

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Cholee Lake Elementary School

6680 DILLMAN RD, Greenacres, FL 33413

<https://cles.palmbeachschools.org>

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	93%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	C	C	C*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Cholee Lake Elementary School is to increase academic achievement for all students, while providing behavioral and social-emotional supports for the well-being of the whole child.

Provide the school's vision statement.

Committed to empower students by providing...
Higher
Order
Levels of instruction for
Every student
Every day!

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Campbell, Dr. Marline	Principal
Russ, Elizabeth	Teacher, K-12
King, Tawana	Teacher, K-12
Lontoc, Marifi	Teacher, K-12
Castro, Carlos	Assistant Principal
Hernandez, Misabel	Teacher, K-12
Avery, Andrea	Instructional Coach
Nelson, Kerry Ann	Other
Maffeo, Kristen	Teacher, K-12
McCalla, Tricia	Teacher, K-12
Gayle, Scott	Instructional Coach
Rojas, Julian	Psychologist
Sanchez, Diane	Teacher, ESE
Garcia-De La Noceda, Sandra	Instructional Coach
Woehlcke, Carl	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing Rtl. Gathers, analyzes and uses data from varied and multiple sources to form concepts and hypotheses, and to consider alternatives. Functions collaboratively with the School Advisory Council to assess school needs, develop a meaningful School Improvement

Plan, and introduce those changes in school programs and personnel assignments that will result in achievement of school performance objectives and other District goals. Enhances the decision-making capabilities of all school-based personnel through involvement of staff and faculty. Develops new skills and approaches to implement the school improvement and accountability. In addition, data chats are held with teachers throughout the academic school year.

Assistant Principal: Shares in creating the common vision and aligns professional development, data based meetings and instructional practices to the goals of the school, monitors in classrooms, planning and collaborative meetings to ensure fidelity, conducts data chats with staff and students, uses data to make decisions.

Single School Culture Coordinator (SSCC) provides teachers with instructional leadership and support for the continuous academic improvement of students. The SSCC provides coaching support and professional learning strategies to teachers to improve classroom instruction. SSCC will use data to diagnose and assess student needs while guiding teachers to tailor instruction to meet individual needs. The SSCC will provide side by side support at Professional Learning Communities (PLC).

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Instructional Literacy Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Instructional Math Coach: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches.

Rtl/Inclusion Facilitator: Provides guidance to instructional staff on identification of specific student deficiencies and makes an appropriate match to students and researched-based interventions. The facilitator will facilitate and support data collection activities; assist in data analysis; provide professional development and technical assistance to teachers regarding data based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.

Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection
ESOL Coordinator: Provides guidance to instructional personnel on ESOL strategies and interventions needed according to the students' individual LEP plans.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	62	46	32	33	35	37	0	0	0	0	0	0	0	245
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	38	81	91	103	89	76	0	0	0	0	0	0	0	478
Level 1 on statewide assessment	0	0	0	88	60	64	0	0	0	0	0	0	0	212

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	24	24	20	77	63	63	0	0	0	0	0	0	0	271

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	1	2	1	0	0	0	0	0	0	0	0	4
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Monday 10/8/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	48	39	48	40	30	28	0	0	0	0	0	0	0	233
One or more suspensions	1	0	0	1	1	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	58	112	95	145	100	94	0	0	0	0	0	0	0	604
Level 1 on statewide assessment	0	0	0	94	65	80	0	0	0	0	0	0	0	239

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	28	30	26	100	71	82	0	0	0	0	0	0	0	337

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	48	39	48	40	30	28	0	0	0	0	0	0	0	233
One or more suspensions	1	0	0	1	1	0	0	0	0	0	0	0	0	3
Course failure in ELA or Math	58	112	95	145	100	94	0	0	0	0	0	0	0	604
Level 1 on statewide assessment	0	0	0	94	65	80	0	0	0	0	0	0	0	239

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	28	30	26	100	71	82	0	0	0	0	0	0	0	337

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Science achievement showed the greatest decline. During the FY18 it declined by 5% overall. Fortunately, this is not a trend as the data from the past three years has fluctuated.

Which data component showed the greatest decline from prior year?

Science achievement declined by 5% from FY17 to FY18.

Which data component had the biggest gap when compared to the state average?

In comparison to the state average, the state average is 56% and Cholee Lake is 46%.

Which data component showed the most improvement? Is this a trend?

During the FY18 school year, Cholee Lake Elementary's ELA achievement increased from 42% to 46%. In addition, ELA learning gains showed improvement from 54% to 58%. This shows a trend in ELA performance as we have seen consistent growth for the past 3 years.

Describe the actions or changes that led to the improvement in this area.

Implementation of academic services from math and reading instructional coaches, academic tutors, after school tutorial programs and standard-based texts.
Professional development targeting specific areas of weakness and standards based curriculum.
Use of coaching continuum and differentiated instruction

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	46%	57%	56%	38%	52%	52%
ELA Learning Gains	58%	61%	55%	55%	56%	52%
ELA Lowest 25th Percentile	55%	56%	48%	54%	51%	46%
Math Achievement	53%	65%	62%	58%	61%	58%
Math Learning Gains	55%	63%	59%	52%	61%	58%
Math Lowest 25th Percentile	45%	53%	47%	50%	51%	46%
Science Achievement	49%	56%	55%	41%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	62 (48)	46 (39)	32 (48)	33 (40)	35 (30)	37 (28)	245 (233)
One or more suspensions	0 (1)	0 (0)	0 (0)	0 (1)	0 (1)	0 (0)	0 (3)
Course failure in ELA or Math	38 (58)	81 (112)	91 (95)	103 (145)	89 (100)	76 (94)	478 (604)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	88 (94)	60 (65)	64 (80)	212 (239)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	37%	56%	-19%	57%	-20%
	2017	35%	54%	-19%	58%	-23%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	45%	58%	-13%	56%	-11%
	2017	46%	57%	-11%	56%	-10%
Same Grade Comparison		-1%				
Cohort Comparison		10%				
05	2018	46%	59%	-13%	55%	-9%
	2017	35%	52%	-17%	53%	-18%
Same Grade Comparison		11%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	49%	63%	-14%	62%	-13%
	2017	56%	62%	-6%	62%	-6%
Same Grade Comparison		-7%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
04	2018	55%	63%	-8%	62%	-7%
	2017	56%	64%	-8%	64%	-8%
Same Grade Comparison		-1%				
Cohort Comparison		-1%				
05	2018	50%	66%	-16%	61%	-11%
	2017	43%	61%	-18%	57%	-14%
Same Grade Comparison		7%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	48%	56%	-8%	55%	-7%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	26	51	73	34	55	68	33				
ELL	34	53	49	48	51	45	32				
BLK	69	68		58	51		67				
HSP	42	56	54	52	54	44	45				
WHT	57	65		61	71						
FRL	45	57	54	53	55	44	48				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	53	63	34	43	45	32				
ELL	23	51	67	46	51	50	34				
BLK	62	59		62	55		71				
HSP	36	52	64	54	52	49	49				
WHT	58	55		58	36						
FRL	40	54	66	55	51	49	53				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	To ensure progress towards student achievement within ELA to support the expectations LTO #1; Increase reading on grade level by third grade
Rationale	<p>ELA is the lowest performing achievement area and showed minimal growth from 2017 to 2018.</p> <p>English Language Learners ELA achievement showed the greatest decline from 2017 to 2018.</p> <p>This area of focus aligns with the District's Strategic Plan to increase reading on grade level to 75%.</p>
Intended Outcome	To increase ELA proficiency by 10% to be on target for meeting the LTO of the Strategic Plan by 2021.
Point Person	Dr. Marline Campbell (marline.campbell@palmbeachschools.org)

Action Step

Description	<p>Pillars of Effective Instruction- Students are immersed in rigorous tasks encompassing the full intent of the Florida state standards and content required by Florida State Statue 1003.42 continuing to develop a Single School Culture and appreciation of multicultural diversity with a focus on Reading and Writing across the content areas:</p> <p>Students use i-Ready to build content knowledge</p> <p>Students will keep journals in which they write to analyze and explain using standards based questions stems from the FSA ELA Reporting Categories.</p> <p>Students will be engaged in accountable talk during instruction.</p> <p>Academic tutors provide in classroom support for small group instruction.</p> <p>Teachers will utilize strategies that engage ELLs and all students more actively in learning.</p>
Person Responsible	Carlos Castro (carlos.castro@palmbeachschools.org)

Plan to Monitor Effectiveness

Description	<p>Single School Culture Coordinator and Instructional coaches monitor students usage of i-Ready achievement to plan effective and relevant instruction for students.</p> <p>School's administration, Single School Culture Coordinator and instructional coaches monitor that teachers plan effective and relevant instruction using sample questions and stems from the FSA Reporting Category.</p> <p>The assistant principal, Single School Culture Coordinator and instructional coaches will monitor instruction and student performance in student journals bi-weekly for substantive writing for evidence of teacher feedback.</p> <p>Single School Culture Coordinator and Instructional coaches monitor student performance through the use of Professional Learning Communities by analyzing academic performance and student work samples with teachers.</p>
Person Responsible	Carlos Castro (carlos.castro@palmbeachschools.org)

Activity #2	
Title	To ensure progress towards student achievement within math and science instruction to support the expectations of LTO #2; Ensure high school readiness.
Rationale	Science achievement declined by 5% from 54% to 49% during 2017 to 2018 school year. English Language Learners performance declined from 34% to 32% in Science. Math achievement declined by 4% from 57% to 53% during 2017 to 2018. Math learning gains of the lowest 25% of students declined from 50% to 45% during the 2017-2018 school year. This area of focus aligns with the District's Strategic Plan to ensure 75% high school readiness.
Intended Outcome	To improve math proficiency by 5% to be on target for meeting the LTO of the Strategic Plan by 2021. To improve science proficiency by 11% to be on target for meeting the LTO of the Strategic Plan by 2021.
Point Person	Dr. Marline Campbell (marline.campbell@palmbeachschools.org)
Action Step	
Description	Pillars of Effective Instruction- Students are immersed in rigorous tasks encompassing the full intent of the Florida state standards to develop a Single School Culture and appreciation of multicultural diversity with a focus on Math and Science across the content areas: Students engage in personalized instruction via i-Ready to reinforce content knowledge. Students develop standards based journals to expand their learning in math and science with the use of question types and stems from the FSA Math and Science Reporting Categories. Academic tutors provide in classroom support for small group instruction. Teachers utilize ESOL Go-To Strategies to support instruction for English Language Learners.
Person Responsible	Carlos Castro (carlos.castro@palmbeachschools.org)
Plan to Monitor Effectiveness	
Description	Single School Culture Coordinator and Instructional coaches monitor students usage of i-Ready achievement to plan effective and relevant instruction for students. School's administration, Single School Culture Coordinator and instructional coaches monitor that teachers plan effective and relevant instruction using sample questions and stems from the FSA Reporting Category. The assistant principal, Single School Culture Coordinator and instructional coaches will monitor instruction and student performance in student's science and math journals weekly for evidence of teacher feedback. Single School Culture Coordinator and Instructional coaches monitor student performance through the use of Professional Learning Communities by analyzing academic performance and student work samples with teachers. Single School Culture Coordinator and Instructional coaches monitors teachers are using i-Ready diagnostic data and resource to build small groups.

Person Responsible Carlos Castro (carlos.castro@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Guidance counselors at Cholee Lake will provide students instruction that addresses various social/emotional needs. School based team (SBT) meets weekly to discuss students with behavioral and/or academic needs. Cholee Lake's staff and teachers will also seek to connect students and families to the various agencies who have Cooperative Agreements with our school district. Cholee Lake will implement a student advocate program, where each students will be assigned an adult mentor.

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

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

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

informed of readiness strategies and the various assessments utilized in kindergarten at the Kindergarten Round-up.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Rtl Leadership Team will use the Problem Solving Model to conduct all meetings. Utilizing data as the basis for discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive).

An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research-based interventions to address these deficiencies.

Each case will be assigned a case liaison to support the interventionist (e.g., teacher, Rtl/Inclusion Facilitator, guidance counselor) and report back on all data collected for further discussion at future meetings.

The problem solving process is self-correcting, and, if necessary, recycles in order to achieve the best outcomes for all students. This process is strongly supported by IDEA. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education.

Cholee Lake Elementary integrates Single School Culture which includes Universal Guidelines for Success, a Behavior Matrix and teaching expected behaviors. is communicated to parents. Cholee Lake instills an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS program of creating a universal climate for success for all students.

Services are provided to ensure students requiring additional remediation are assisted through after-school programs, tutorials, and summer enrichment programs. At the school level, a reading, math, reading resource teacher, academic tutors and SAI teacher providing pull out instruction for retained third grade students. In addition a parent liaison will work with parents and teachers to build home-school connections. Professional Development funds will be used to purchase a Literacy and Math Coach to provide intensive Reading/Math support and Professional Development outlining the expectations for Reading and Math instruction, as well as in class modeling and mentoring to ensure students receive effective instruction.

District Migrant/homeless *programs provide services and support to students and parents. In addition, migrant students making academic progress are identified and recognized annually.

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students. Title II funds are used to support Professional Development and develop teacher pedagogy.

Services are provided through the district for education materials and ESOL district support services to improve the education of immigrants and English Language Learners. In addition, there is an ESOL

coordinator who works with parents, teachers, and students. Cholee Lake has an ESOL guidance counselor, teachers who work directly with English Language Learners and a Spanish Dual Language coach.

Guidance Counselors, PTA, and the CRP provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

The school offers bullying prevention and anti-drug counseling to students that incorporates field trips, community service, and counseling.

The SwPBS Team provides support to teachers in management of student discipline. Discipline, attendance and Safety Data are reviewed monthly.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

N/A

Part V: Budget

Total:	\$0.00
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