

The School District of Palm Beach County

# Cholee Lake Elementary School



2019-20 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>16</b>
<b>Planning for Improvement</b>	<b>21</b>
<b>Title I Requirements</b>	<b>25</b>
<b>Budget to Support Goals</b>	<b>27</b>

# Cholee Lake Elementary School

6680 DILLMAN RD, Greenacres, FL 33413

<https://cles.palmbeachschools.org>

## Demographics

**Principal: Marline Campbell**

Start Date for this Principal: 7/1/2008

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students* White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (50%) 2017-18: C (52%) 2016-17: C (53%) 2015-16: C (50%) 2014-15: C (46%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	N/A

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan is pending approval by the Palm Beach County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>16</b>
<b>Planning for Improvement</b>	<b>21</b>
<b>Title I Requirements</b>	<b>25</b>
<b>Budget to Support Goals</b>	<b>27</b>

# Cholee Lake Elementary School

6680 DILLMAN RD, Greenacres, FL 33413

<https://cles.palmbeachschools.org>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2018-19 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">92%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">93%</p>

## School Grades History

<b>Year</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Grade</b>	C	C	C	C

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## SIP Authority

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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	Job Duties and Responsibilities
Campbell, Dr. Marline	Principal	<p>Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it.</p> <p>Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning.</p> <p>Challenges beliefs and practices that interfere with achieving the vision. Demonstrates through daily decisions and actions that the school's priority is academic success for every student.</p> <p>Serves as the cheerleader, coach, and standard bearer for the vision. 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.</p> <p>Monitors the implementation of effective instruction to meet the needs of all students.</p> <p>Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.</p> <p>Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.</p> <p>Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. Creates school-wide and team norms and expectations for collective responsibility for student success.</p> <p>Develops staff's capacity to collaborate effectively about standards and effective instruction.</p> <p>Celebrates success as well as opportunities for growth.</p> <p>Eliminates barriers and distractions that interfere with effective teaching and learning.</p> <p>Provides a clean, safe and nurturing school environment.</p> <p>Builds a culture of pride, trust, and respect.</p> <p>Implements and monitors an effective approach to bullying prevention.</p> <p>Aligns new and existing community and parent partnerships.</p> <p>Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction.</p> <p>Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</p> <p>Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.</p> <p>Sets expectations for staff for engaging with teacher leaders in ongoing</p>



Name	Title	Job Duties and Responsibilities
		<p>efforts to improve instruction and student learning.</p> <p>Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.</p> <p>Provides ongoing coaching with constructive feedback to teacher leaders.</p> <p>Implements a comprehensive performance management system.</p> <p>Implements rigorous project management, structures, protocols, and processes.</p> <p>Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in expectations and learning opportunities across classrooms, subjects, and grade levels.</p> <p>Quickly and proactively addresses problems in instruction and student learning.</p> <p>Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <p>Monitors and improves instruction.</p> <p>Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>Hires and retains highly qualified and effective employees.</p> <p>Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or diminish those that interfere with instructional leadership.</p> <p>Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p> <p>Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations</p>

Name	Title	Job Duties and Responsibilities
		<p>and providing staff development/training opportunities.</p> <p>Manages and supervises the school’s financial resources, including the preparation of the school’s budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.</p> <p>Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports.</p> <p>Supervises the school’s food, transportation, maintenance, facility and support services.</p> <p>Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.</p> <p>Coordinates community activities relevant to the school within the school area.</p> <p>Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.</p> <p>Implements and monitors career and leadership advancement pathways.</p> <p>Monitors systemic customer service.</p> <p>Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.</p>
Russ, Elizabeth	Teacher, K-12	<p>Works collaboratively with school administrators, to assure student success, the team leader manages and facilitates team activities, and serves as a liaison to other team members.</p>
King, Tawana	Teacher, K-12	<p>Works collaboratively with school administrators, to assure student success, the team leader manages and facilitates team activities, and serves as a liaison to other team members.</p>
Castro, Carlos	Assistant Principal	<p>Deepens understanding of standards and engages faculty, students, parents, and community members to understand the standards and the vision of academic success aligned to college- and career-readiness. Meets one-on-one, in teams, and as a whole faculty to reinforce high expectations for students and staff, develop plans to achieve the visions and standards, review with evidence progress toward the goals, and identify exemplars of the vision in action and barriers to it.</p> <p>Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning.</p> <p>Challenges beliefs and practices that interfere with achieving the vision. Demonstrates through daily decisions and actions that the school’s priority is academic success for every student.</p> <p>Serves as the cheerleader, coach, and standard bearer for the vision. 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</p>

Name	Title	Job Duties and Responsibilities
		<p>goals.</p> <p>Monitors the implementation of effective instruction to meet the needs of all students.</p> <p>Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center.</p> <p>Creates time within the school day for professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge.</p> <p>Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs.</p> <p>Creates school-wide and team norms and expectations for collective responsibility for student success.</p> <p>Develops staff's capacity to collaborate effectively about standards and effective instruction.</p> <p>Celebrates success as well as opportunities for growth.</p> <p>Eliminates barriers and distractions that interfere with effective teaching and learning.</p> <p>Provides a clean, safe and nurturing school environment.</p> <p>Builds a culture of pride, trust, and respect.</p> <p>Implements and monitors an effective approach to bullying prevention.</p> <p>Aligns new and existing community and parent partnerships.</p> <p>Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction.</p> <p>Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.</p> <p>Provides professional learning for teacher leaders to ensure they have the knowledge, skills, and dispositions to fulfill their responsibilities as facilitators of learning among peers, have deep understanding of content and standards, instructional credibility, and professional respect and trust.</p> <p>Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning.</p> <p>Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks.</p> <p>Provides ongoing coaching with constructive feedback to teacher leaders.</p> <p>Implements a comprehensive performance management system.</p> <p>Implements rigorous project management, structures, protocols, and processes.</p> <p>Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards.</p> <p>Sets clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for academic success aligned to the new standards.</p> <p>Provides intellectually stimulating individual, team, and school-wide professional learning focused on meeting the vision for academic success aligned with standards as a routine part of teachers' workday.</p> <p>Engages teachers in visiting one another's classrooms to promote transparency and shared expertise and to increase consistency in</p>

Name	Title	Job Duties and Responsibilities
		<p>expectations and learning opportunities across classrooms, subjects, and grade levels.</p> <p>Quickly and proactively addresses problems in instruction and student learning.</p> <p>Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals.</p> <p>Monitors and improves instruction.</p> <p>Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner.</p> <p>Hires and retains highly qualified and effective employees.</p> <p>Hires teachers with deep content knowledge, competence in pedagogy, and understanding of pedagogical content knowledge; provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning.</p> <p>Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff.</p> <p>Uses data to inform decisions and instruction, professional learning, performance, and student learning.</p> <p>Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning.</p> <p>Reflects on competing priorities and focuses attention on those that will have the greatest leverage in improving instruction and learning while simultaneously working with colleagues and supervisors to eliminate or diminish those that interfere with instructional leadership.</p> <p>Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning.</p> <p>Supervises and evaluates all school-based personnel, including conducting performance appraisal sessions which are extensions of a Board-approved personnel assessment system, making reappointment recommendations and providing staff development/training opportunities.</p> <p>Manages and supervises the school's financial resources, including the preparation of the school's budget, the monitoring of internal accounts, and the review and approval of purchases and payments for all goods and services received.</p> <p>Maintains appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories and ensures the accuracy and timeliness of all school reports.</p> <p>Supervises the school's food, transportation, maintenance, facility and support services.</p> <p>Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes.</p> <p>Coordinates community activities relevant to the school within the school area.</p> <p>Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives.</p>

Name	Title	Job Duties and Responsibilities
		<p>Implements and monitors career and leadership advancement pathways.                      Monitors systemic customer service.                      Effectively implements resource optimization, including programmatic decisions based on program evaluation or return on investment.</p>
Hernandez, Misabel	Teacher, K-12	<p>Works collaboratively with school administrators, to assure student success, the team leader manages and facilitates team activities, and serves as a liaison to other team members.</p>
Avery, Andrea	Instructional Coach	<p>Works collaboratively with school administrators, to assure student success, the team leader manages and facilitates team activities, and serves as a liaison to other team members.</p>
Nelson, Kerry Ann	Instructional Coach	<p>Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards.                      Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction.                      Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators.                      Provides modeling and coaching support for small group instruction.                      Provides curricular support for Summer bridge / Summer slide programs.                      Applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process.                      Assists the District in ensuring cultural/social competence and responsiveness within the instructional practices and in the implementation of the school-wide culture.                      Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students.                      Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs.                      Provides side-by-side support at Learning Team Meetings (LTM) or Professional Learning Communities (PLC).                      Facilitates the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each student.                      Guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the school-wide culture.                      Meets regularly with school/district administration to ensure continual alignment to the District Strategic Plan.                      Stays abreast of the latest research regarding curriculum, instruction, and professional development related to their content areas.</p>

Name	Title	Job Duties and Responsibilities
Maffeo, Kristen	Teacher, K-12	Works collaboratively with school administrators, to assure student success, the team leader manages and facilitates team activities, and serves as a liaison to other team members.
McCalla, Tricia	Teacher, K-12	Works collaboratively with school administrators, to assure student success, the team leader manages and facilitates team activities, and serves as a liaison to other team members.
Gayle, Scott	Instructional Coach	Works collaboratively with school administrators, to assure student success, the team leader manages and facilitates team activities, and serves as a liaison to other team members.
Rojas, Julian	Psychologist	Works with individual students and groups of students to deal with behavioral problems, academic difficulties, disabilities, and other issues. Also work with teachers and parents to develop techniques to deal with home and classroom behavior, along with being a member of the SBT Team.
Sanchez, Diane	Teacher, ESE	Works collaboratively with school administrators, to assure student success, the team leader manages and facilitates team activities, and serves as a liaison to other team members.
Garcia-De La Noceda, Sandra	Instructional Coach	Works collaboratively with school administrators, to assure student success, the team leader manages and facilitates team activities, and serves as a liaison to other team members.
Soto, Bianca	Teacher, K-12	Works collaboratively with school administrators, to assure student success, the team leader manages and facilitates team activities, and serves as a liaison to other team members.
Tilley, Margaret	Teacher, K-12	Works collaboratively with school administrators, to assure student success, the team leader manages and facilitates team activities, and serves as a liaison to other team members.

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	161	176	189	200	209	198	0	0	0	0	0	0	0	1133
Attendance below 90 percent	42	31	34	35	32	28	0	0	0	0	0	0	0	202
One or more suspensions	0	0	0	0	2	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	31	76	94	94	95	85	0	0	0	0	0	0	0	475
Level 1 on statewide assessment	0	0	0	68	64	89	0	0	0	0	0	0	0	221

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	17	19	23	64	72	76	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	0	11	0	0	0	0	0	0	0	0	11
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

**FTE units allocated to school (total number of teacher units)**

58

**Date this data was collected or last updated**

Wednesday 10/2/2019

**Prior Year - 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	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 with two or more early warning indicators:**

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

**Prior Year - 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	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 with two or more early warning indicators:

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

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	47%	58%	57%	42%	53%	55%
ELA Learning Gains	60%	63%	58%	54%	59%	57%
ELA Lowest 25th Percentile	52%	56%	53%	65%	55%	52%
Math Achievement	59%	68%	63%	57%	62%	61%
Math Learning Gains	58%	68%	62%	52%	62%	61%
Math Lowest 25th Percentile	40%	59%	51%	48%	53%	51%
Science Achievement	33%	51%	53%	54%	51%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	161 (0)	176 (0)	189 (0)	200 (0)	209 (0)	198 (0)	1133 (0)
Attendance below 90 percent	42 (62)	31 (46)	34 (32)	35 (33)	32 (35)	28 (37)	202 (245)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	2 (0)	1 (0)	3 (0)
Course failure in ELA or Math	31 (38)	76 (81)	94 (91)	94 (103)	95 (89)	85 (76)	475 (478)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	68 (88)	64 (60)	89 (64)	221 (212)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.



ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	41%	54%	-13%	58%	-17%
	2018	37%	56%	-19%	57%	-20%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	47%	62%	-15%	58%	-11%
	2018	45%	58%	-13%	56%	-11%
Same Grade Comparison		2%				
Cohort Comparison		10%				
05	2019	44%	59%	-15%	56%	-12%
	2018	46%	59%	-13%	55%	-9%
Same Grade Comparison		-2%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	65%	0%	62%	3%
	2018	49%	63%	-14%	62%	-13%
Same Grade Comparison		16%				
Cohort Comparison						
04	2019	60%	67%	-7%	64%	-4%
	2018	55%	63%	-8%	62%	-7%
Same Grade Comparison		5%				
Cohort Comparison		11%				
05	2019	45%	65%	-20%	60%	-15%
	2018	50%	66%	-16%	61%	-11%
Same Grade Comparison		-5%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	30%	51%	-21%	53%	-23%
	2018	48%	56%	-8%	55%	-7%
Same Grade Comparison		-18%				
Cohort Comparison						

**Subgroup Data**

2019 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 2017-18	C & C 2017-18
SWD	34	53	48	49	56	46	23				

2019 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 2017-18	C & C Accel 2017-18
ELL	39	59	58	55	58	39	23				
AMI											
BLK	53	65		63	55		33				
HSP	45	59	54	57	58	36	31				
WHT	62	76		65	59						
FRL	46	60	51	59	58	38	32				
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				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	409
Total Components for the Federal Index	8
Percent Tested	100%

**Subgroup Data**

<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	71
Native American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Science Achievement dropped from 49% in 2018 to 33% in 2019. Whole group lectures and not enough labs contributed to the decline in students' performance.

#### Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Science Achievement dropped from 49% in 2018 to 33% in 2019. Black Sub group decreased from 67% to 33% in Science. SWD Sub Group L25% in Math decreased from 68% in FY 2018 to 46% in FY 2019.

Whole group lectures and not enough labs, hands-on activities contributed to the decline in students' performance.

#### Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Science had the greatest gap when compared to the state average. In 2019, school averaged at 30% compared to the state at 53%, 23% negative.

#### Which data component showed the most improvement? What new actions did your school take in this area?

The most improved data component was Math. Grade 3 increased from 49% in FY 2018 to 65% in FY 2019. SWD Math achievement increased from 34% in FY 2018 to 49% in FY 2019. Our school incorporated more small group instruction, hands-on activities and academic tutors.

#### Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Count of Students with failure (ND) in ELA or Math in grade 2 increased from 91 in FY 18 to 94 in FY 19. Grade 5 Level 1 students increased from 64 in FY 18 to 89 in FY 19.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Increase Long Term Outcome 1 from 47% to 54% by decreasing the number of ND students in Grade 2 from 94 to 84.
2. Science will increase from 33% to 38%.
3. Decrease Grade 5 Level 1 students from 89 to 80.
4. Increase ELA achievement in Grades 3 - 5.
5. SWD will increase ESSA percentage points from 43% to 45%.

**Part III: Planning for Improvement**

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	Increase Long Term Outcome 1 from 47% to 54% by decreasing the number of ND students in Grade 2 from 94 to 84.
<b>Rationale</b>	When looking at our ELA scores we noticed the achievement gap between our students when compared to the district as well as the state. Upon further review of the data we noticed that our students have closed the gap or outperformed the district and state when comparing ELA Learning Gains. As we work to meet the district's LTO 1 we need to focus on our students in Grade 2 for the FY20 school year. Looking at those students we saw the number of second grade students receiving an ND in ELA or Math in grade 2 increased from 91 in FY 18 to 94 in FY 19. This area of focus will impact student learning and success by increasing ELA, Math and Science proficiency.
<b>State the measurable outcome the school plans to achieve</b>	Our measurable goals for FY20 Increase Long Term Outcome 1 from 47% to 54% by decreasing the number of ND students in Grade 2 from 94 to 84.
<b>Person responsible for monitoring outcome</b>	Dr. Marline Campbell (marline.campbell@palmbeachschools.org)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. ELA teachers will plan standard based instruction during collaborative planning and PLC.-Gayle,Delaney, Nelson, Castro, Campbell</li> <li>2.Provide students with differentiated small group instruction during the ELA block.-Gayle, Delaney, Nelson, Castro, Campbell</li> <li>3. ELA teachers will utilize iReady workbook for standard based instruction. Gayle,Delaney, Nelson, Castro, Campbell</li> <li>4. Remediation for students through digital learning opportunities using adaptive technology. Gayle,Delaney, Nelson, Castro, Campbell</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Teachers in grades K-2 will participate in focused standards based planning through the common planning and PLC cycle. Focusing and on students not mastering standards as well as providing enrichment to those students mastering standards.</li> <li>2. Small group instruction is effective because the focus is strictly on the needs of the students and being able to see what steps are next for remediation.</li> <li>3. The iReady workbook is designed to meet the needs of the students and at a variety of academic needs engaging students in nonfiction content as well as fiction targeting area of weakness.</li> <li>4.The iReady digital toolbox is designed to meet the needs of the students and at a variety of academic needs engaging students in nonfiction content as well as fiction targeting area of weakness.</li> </ol>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide on-going collaboration through PLC.             <ol style="list-style-type: none"> <li>a. Detailed schedule is set allowing all teachers to meet regularly for collaboration and detailed standard based planning</li> <li>b. Review data and create action plan for remediation</li> <li>c.Review material and make adjustment as needed</li> </ol> </li> <li>2. Provide on-going PD.             <ol style="list-style-type: none"> <li>a. Teachers will be provide professional development on small group/guided reading groups</li> </ol> </li> </ol>

- b. Provide teachers with on-going Foundations training
- c. Allow teachers to observe colleagues for best practices
- 3. School leadership support
  - a. Administrative team, SSCC, reading coaches will support and monitor through PLC
  - b. Coaches will provide modeling and coaching best practices
  - c. Provide opportunities data based planning, pre-conferences, post conferences, and data chats.
- 4. Tutorials
  - a. Target students not meeting academic success and invite to tutorials
  - b. Utilize and purchase instructional materials targeting specific areas of weakness
  - c. Monitor of tutorial data and create action plan based on needs of students and data

**Person  
Responsible**

Carlos Castro (carlos.castro@palmbeachschools.org)

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<b>#2</b>	
<b>Title</b>	To ensure progress towards student achievement within science instruction to support the expectations of LTO #2; Ensure high school readiness.
<b>Rationale</b>	When analyzing our Science Achievement we saw a dropped from 49% in 2018 to 33% in 2019. This is a significant area of improvement for all students as we are 21% lower when compared to the district and 23% lower when compared to the state. This area of focus will impact student learning and success by increasing Science proficiency.
<b>State the measurable outcome the school plans to achieve</b>	Our measurable goals for FY20 Increase Science achievement will increase from 33% to 38%.
<b>Person responsible for monitoring outcome</b>	Dr. Marline Campbell (marline.campbell@palmbeachschools.org)
<b>Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Science teachers will plan standard based instruction during collaborative planning and PLC focusing on the NGSS. Nelson, Castro, Campbell</li> <li>2. Provide students with differentiated small group instruction during the Science block. Nelson, Castro, Campbell</li> <li>3. Science teachers will utilize hands on labs. Nelson, Castro, Campbell</li> <li>4. Instruction for students through digital learning opportunities using adaptive technology. Nelson, Castro, Campbell</li> </ol>
<b>Rationale for Evidence-based Strategy</b>	<ol style="list-style-type: none"> <li>1. Science teachers will participate in focused standards based planning through the common planning and PLC cycle. Focusing on students not mastering standards as well as providing enrichment to those students mastering standards.</li> <li>2. Small group instruction is effective because the focus is strictly on the needs of the students and being able to see what steps are next for remediation.</li> <li>3. The use of hands on laboratories provides students with differentiated knowledge of content adding real world experiences.</li> <li>4. The iReady digital toolbox is designed to meet the needs of the students and at a variety of academic needs engaging students in nonfiction content as well as fiction targeting area of weakness.</li> </ol>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Provide on-going collaboration through PLC.                         <ol style="list-style-type: none"> <li>a. Detailed schedule is set allowing all teachers to meet regularly for collaboration and detailed standard based planning</li> <li>b. Review data and create action plan for remediation</li> <li>c. Review material and make adjustment as needed</li> </ol> </li> <li>2. Provide on-going PD.                         <ol style="list-style-type: none"> <li>a. Teachers will be provided professional development on science small groups</li> <li>b. On-going support from district science personnel with lesson planning</li> <li>c. Allow teachers to observe colleagues for best practices</li> </ol> </li> <li>3. Increase the use of hands-on science demonstrations and experiments.                         <ol style="list-style-type: none"> <li>a. Research labs tied directly to NGSSS</li> <li>b. Provide students with lab type assessments</li> </ol> </li> </ol>
<b>Person Responsible</b>	Dr. Marline Campbell (marline.campbell@palmbeachschools.org)



### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

In alignment with the District's Strategic Plan and with the goal to increase academic instruction of all students-Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards 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

Within Cholee Lake, teachers will articulate, demonstrate, and teach the specific practices that reflect the application of the school's SWPBS universal guidelines of students practicing being responsible, respectful and being safe. Adults across campus will clarify the expectations for positive interpersonal interactions and create the structure for a single school culture of excellence.

## 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 Schoolwide Improvement Plan 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.**

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

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.

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 support and Professional Development outlining the expectations for Reading and Math instruction, as well as in-class modeling to ensure students receive effective instruction.

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.

**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 principal facilitates and monitors to ensure effective academic programs are in place through classroom rigorous walks. The principal collaborates with the leadership team to ensure that the implementation of the intervention, support, and enrichment are provided and documented. The administration has ongoing communication with teachers, students, and parents.

Our school integrates Single School Culture 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. Our 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.

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

The students at Cholee Lake have the opportunity to participate in the Accelerated Math Program (AMP) starting in third grade and continuing to fifth grade. The AMP program provides our students with those higher order critical thinking skills as they progress through their schooling careers. Cholee Lake also has an intensive Career Day where 100% of our students participate. Cholee Lake invites numerous business owners and speakers from all formal and informal job fields. This is important as we want our students to start thinking and being prepared for college and career awareness. Cholee Lake continually reaches out to our local businesses to increase our business partnerships.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Increase Long Term Outcome 1 from 47% to 54% by decreasing the number of ND students in Grade 2 from 94 to 84.</b>				<b>\$1,968.50</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1141	500-Materials and Supplies	2761 - Cholee Lake Elementary School	School Improvement Funds		\$1,968.50
			<i>Notes: Funds to purchase supplemental materials to support area focus LTO 1 upon SAC Approval</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: To ensure progress towards student achievement within science instruction to support the expectations of LTO #2; Ensure high school readiness.</b>				<b>\$1,968.50</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1141	500-Materials and Supplies	2761 - Cholee Lake Elementary School	School Improvement Funds		\$1,968.50
			<i>Notes: Funds to purchase supplemental materials to support area focus of Science increasing achievement.</i>			
					<b>Total:</b>	<b>\$3,937.00</b>