

The School District of Palm Beach County

Cholee Lake Elementary School



2020-21 Schoolwide Improvement Plan

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Cholee Lake Elementary School

6680 DILLMAN RD, Greenacres, FL 33413

<https://cles.palmbeachschools.org>

Demographics

Principal: Marline Campbell

Start Date for this Principal: 7/21/2013

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (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*
School Grades History	2018-19: C (50%) 2017-18: C (52%) 2016-17: C (53%) 2015-16: C (50%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	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.

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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Cholee Lake Elementary School

6680 DILLMAN RD, Greenacres, FL 33413

<https://cles.palmbeachschools.org>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">92%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">89%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

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SIP Authority

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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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Campbell, Dr. Marline	Principal	The job duties and responsibilities include but are not limited to the following. The principal provides visionary leadership; supporting the mission and vision of both the school district and the school and its community. Additionally the principal is tasked with the duties of developing safety protocols and emergency procedures to ensure that a safe community exists at Cholee Lake Elementary. Overall, the principal ensures that a collaborative and equitable culture, in which students can reach their fullest potential and teachers supported, exists at Cholee Lake Elementary.
Castro, Carlos	Assistant Principal	Supports the district's and principal's vision in assuring all students reach his/her highest potential.
Hernandez, Misabel	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.
Avery, Andrea	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.
Nelson, Kerry Ann	Instructional Coach	Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards. Applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention and SBT Leader
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.

Name	Title	Job Duties and Responsibilities
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.
Portillo, Teresa	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.
Angelino, Denise	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.

Demographic Information

Principal start date

Sunday 7/21/2013, Marline Campbell

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

24

Total number of teacher positions allocated to the school

91

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5

Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (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*
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2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	136	136	145	170	184	175	0	0	0	0	0	0	0	946
Attendance below 90 percent	35	30	24	37	30	39	0	0	0	0	0	0	0	195
One or more suspensions	0	0	0	1	1	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	37	73	76	83	64	0	0	0	0	0	0	0	333
Course failure in Math	0	28	43	70	54	42	0	0	0	0	0	0	0	237
Level 1 on 2019 statewide ELA assessment	0	0	0	62	53	58	0	0	0	0	0	0	0	173
Level 1 on 2019 statewide Math assessment	0	0	0	33	39	58	0	0	0	0	0	0	0	130
FY20 ELA Winter Diag Levels 1 & 2	0	0	0	121	87	125	0	0	0	0	0	0	0	333
FY20 Math Winter Diag Levels 1 & 2	0	0	0	88	58	106	0	0	0	0	0	0	0	252

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	0	35	55	70	70	65	0	0	0	0	0	0	0	295

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	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 7/21/2020

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	
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	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
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	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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%

School Grade Component	2019			2018		
	School	District	State	School	District	State
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	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

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	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%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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 Accel 2017-18
SWD	34	53	48	49	56	46	23				
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

Students With Disabilities

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%	0

English Language Learners

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%	0

Native American Students

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%	0

Asian Students

Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students

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%	0

Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
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%	0
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%	0
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%	0

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.

Math Achievement on the 2020 Diagnostic showed the lowest performance. Overall percentage for the school was 36. Contributing factors include but not limited to standards tested were not taught, Limited resources to address standards. Lack of effective planning and fully comprehending the full intent of the standards.

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

Math Achievement showed the greatest decline. 2019- 53%; 2020- 36%. Contributing factors include but not limited to standards tested were not taught, Limited resources to address standards. Lack of effective planning and fully comprehending the full intent of the standards.

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.

Math had the greatest gap when compared to the school State's average. In 2020, the school averaged 36% compared to the states FSA 2019 Math average of 57%. This is a gap of 17% . Factors that contributed to this gap included, but not limited to planning and fully comprehending the full intent of the standards.

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

The most improved data component was Science. 2019 FSA data was 30% and 2020 Diagnostic was 47 % an increase of 17%. An inclusion of Systematic Strategic Planning was implemented. Additionally, more inclusion of STEM and Lab activities were implemented in the science block.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

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.

Based on this data trend our focus will be to increase learning gains and achievement for grade 3 in addition to focusing on the needs of our students with disabilities. If we do not support these concerns, we are increasing the learning gaps, and students' improvement journey will be negatively affected. When we focus on literacy, math and science with remediation of standards, foundational skills, while scaffolding instruction that meets the full intent and rigor of standards in all content areas we will support all learners, especially our ESSA identified subgroups.

Increasing students learning gains in Math helps us think analytically and have better reasoning abilities. Analytical thinking refers to the ability to think critically about the world around us. Analytical and reasoning skills are essential because they help us solve problems and look for solutions, thus allowing our students the opportunity to become well-rounded, productive citizens by providing them with vital skills necessary for day to day.

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

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. Resources and strategies will be aligned to grade level standards and scaffolds will be put in place to support students who are not yet performing at their grade level to ensure:

1. Increase Long Term Outcome 1 from 47% to 54% by decreasing the number of ND students from 92-84
2. Subgroup-SWD will increase ESSA percentage points from 43% to 45%.
3. Increase math achievement in grades 3-5
4. Decrease Grade 5 Level 1 students from 89 to 80.
5. Increase ELA achievement in Grades 3 - 5.

Increasing students learning gains in Literacy allows for our students to develop the skills necessary towards future success. It is the foundation towards a higher education and better opportunities. Children who have developed strong reading skills perform better in school and have a healthier self-image. They become lifelong learners and sought-after employees. Lacking basic reading and writing skills is a tremendous disadvantage. Literacy not only enriches an individual's life, but it creates

opportunities for people to develop skills that will help them provide for themselves and a better future.

To address this problem, Explicit vocabulary instruction is a school-wide initiative to occur in the context of all content area instruction. Additionally, high level research-based texts are provided for teachers to implement rigorous standards-based instruction using the three Core Actions (reading text, talking about the text and completing a task around the text/standard). Targeted support will be provided for all struggling learners. Teachers will assist learning through small group strategy and skill based instruction. Progress monitoring of student achievement using formative assessment data will occur, with follow up action planning to address area(s) of deficiency. Student and teacher data chats will be scheduled by administration after analyzing student data. Implementation of small group differentiated instruction will occur to address the needs of our diverse learners.

Ensuring learning gains & progress for ESSA categorized sub groups: we will analyze student data to identify which students fall under various subgroup categories. Students who fall within our ESSA Subgroups will specifically be monitored for progress and receive additional support by teachers ensuring lessons are planned based on the specific needs of the students.

Mathematics learning at the elementary level correlates over the long term with school readiness and academic achievement. Mathematics introduces students to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum. It helps students make sense of the numbers, patterns and shapes they see in the world around them, offers ways of handling data in an increasingly digital world and makes a contribution to their development as successful learners. Mathematics offers students a powerful way of communicating. They learn to explore and explain their ideas using symbols, diagrams and spoken and written language.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Increase LTO1 goal of 47 to 54. As we work to meet the districts LTO 1, the focus needs to be on current grade 3 students. Of the current grade 3 students (Grade 2 last year) 94 received ND in ELA or math for the 2019 school year.

Measurable Outcome: Our measurable goals for FY21 Increase Long Term Outcome 1 from 47% to 54% by decreasing the number of ND students in Grade 2 from 94 to 84.

Person responsible for monitoring outcome: Dr. Marline Campbell (marline.campbell@palmbeachschools.org)

Evidence-based Strategy:

1. ELA teachers will plan standard based instruction during collaborative planning and PLC.-Gayle,Delaney, Nelson, Castro, Campbell
- 2.Provide students with differentiated small group instruction during the ELA block.- Gayle, Delaney, Nelson, Castro, Campbell
3. ELA teachers will utilize iReady workbook for standard based instruction. Gayle,Delaney, Nelson, Castro, Campbell
4. Remediation for students through digital learning opportunities using adaptive technology. Gayle,Delaney, Nelson, Castro, Campbell

Rationale for Evidence-based Strategy:

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.
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.
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.
- 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.

Action Steps to Implement

- Provide on-going collaboration through PLC.
- a. Detailed schedule is set allowing all teachers to meet regularly for collaboration and detailed standard based planning
 - b. Review data and create action plan for remediation
 - c.Review material and make adjustment as needed
2. Provide on-going PD.
- a. Teachers will be provide professional development on small group/guided reading groups
 - 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)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: When analyzing SSA Science Achievement data there was a decline in data from 49% in 2018 to 33% in 2019. This is a significant area for improvement as when compared to the district, there was a gap of 21% and a gap of 23% when compared to the state. Increasing the science data will impact students' achievement which will provide a successful outcome in science data.

Measurable Outcome: Our measurable goals for FY21 Increase Science achievement will increase from 33% to 38%.

Person responsible for monitoring outcome: Dr. Marline Campbell (marline.campbell@palmbeachschools.org)

Evidence-based Strategy:

1. Science teachers will plan standard based instruction during collaborative planning and PLC, focusing on the NGSS. Nelson, Campbell
2. Provide students with differentiated small group instruction during the Science block. Nelson, Campbell
3. Science teachers will utilize hands on labs. Nelson, Campbell
4. Instruction for students through digital learning opportunities using adaptive technology. Nelson, Castro, Campbell

Rationale for Evidence-based Strategy:

1. Science teachers 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.
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.
3. The use of hands on laboratories provides students with differentiated knowledge of content adding real world experiences.
4. Include STEM activities.

Action Steps to Implement

Provide on-going collaboration through PLC.

1. a Detailed schedule is set allowing all teachers to meet regularly for collaboration and detailed standard based planning; Campbell/Nelson
 - b. Review data and create action plan for remediation
 - c. Review material and make adjustment as needed
2. Provide on-going PD.-Campbell/Nelson
 - a. Teachers will be provide professional development on science small groups
 - b. On-going support from district science personnel with lesson planning
 - c. Allow teachers to observe colleagues for best practices
3. Increase the use of hands-on science demonstrations and experiments.-Campbell/Nelson
 - a. Research labs tied directly to NGSSS
 - b. Provide students with lab type assessments
4. inclusion of Systematic Strategic Planning-Campbell/Nelson

Person Responsible Dr. Marline Campbell (marline.campbell@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

In alignment with the District's Strategic Plan, students are immersed in rigorous tasks at the full intent of the Florida State Standards and content required by Florida State Statute 1003.42. Priority will continue to be placed on developing a single school culture and appreciation of the multicultural diversity in alignment to S.B. 2.09 . This priority will include the focusing on reading and writing across all content areas. Emphasis will be placed on the inclusion of the following in the school's curriculum.

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. Godliness are 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. Our PBIS universal school guidelines and matrix will be demonstrated and taught through specific practices and students will be responsible to abide by the guides to be a Safe, Optimistic, Achieving, Respectful student. A single school culture of excellence will also be achieved by using our advisory sessions throughout the year.

CLES continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. We continue to maintain a single school culture through PBIS quarterly celebrations as well as advisory sessions that discuss applicable topics based on school culture/ climate and mental health. We also are implementing the mental health lessons mandated by the state of Florida utilizing the Suite360 lessons which are delivered to the students from their content-area teachers.

Suite 360 is the curriculum that the school district selected to implement the five hour state mandated instruction related to youth mental health and awareness. Throughout the suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Healthy Coping Skills for Teens, #STOPTHESTIGMA- The Truth About Mental Health Conditions, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

The School Behavioral Health Professional (SBHP) supports the behavioral and mental health of students. The SBHP position started for the 2019-2020 school year as part of the Marjory Stoneman Douglas High School Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Resources- 2-1-1 is a community helpline and crisis hotline that provides suicide prevention, crisis intervention, information, assessment, and referral to community services for people of all ages. Caring staff will listen to each individual's situation to provide information on available social services, community services and resources that include food assistance, medical clinics, foreclosure prevention, parenting info on developmental concerns (Help Me Grow) & special needs, senior services that include free "Sunshine" daily calls, services for teens and more. Calls are Free, Confidential, and available 24/7.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Cholee Lake Elementary encompasses a School-Wide Positive Behavior system where staff, students, parents, and the community come together and share trust, academic, and behavioral success. Cholee Lake recognizes students by using Crane Cash to reward those students modeling the expected behaviors throughout the campus. Students use the Crane Cash to purchase a variety of academic items (books, pens, pencils, paper, etc.) in the Crane Store. Attendance is a major component of student success. Cholee Lake rewards weekly classes with the highest attendance percentage with a healthy snack. Monthly class winners receive a traveling trophy.

Character development is a shared value at Cholee Lake. The curriculum presented to students includes the Six Pillars of Character-Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. Students are supported academically through data chats, and behavioral through the counselors and Behavior Health Professional.

Cholee Lake engages families in multiple modalities:

Parent University

APTT

FSA Night

ESOL Parent Night

Volunteer Opportunities

SAC

Multicultural Night

Musical Performances

Cholee Lake uses a variety of communication tools to reach our community:

Website

Parent Link

Marquee

Newsletter

Social Media

We have in place the Positive Behavior Support System. The PBS Team provides all stakeholders (staff, students, parents and community) with professional development on the Behavior Matrix and behavior expectations which focuses on being Respectful , Responsible and Safe throughout the building (classroom, hallways, and cafeteria, common areas). Learning strategies, social behaviors, and self-management skills are emphasized during the professional development session also used in the after school program and School Based Team (SBT) meets weekly to discuss students with academic, social, and/or behavioral concerns. Other methods of social-emotional support available to students is the Check-in/Check-out process which involves daily goal setting and feedback with one of the school's counselor. A student mentoring program is also in place to provide pre-identified students with guidance and support as well as a Professional Mental Health Professional staff member to support students with counseling services and behavioral mental health needs.

SEL strategies are also incorporated into all parent, families and community meetings. Each meeting is initiated by an opening ritual to establish a positive and welcoming environment and the meeting concludes with an optimistic closure where participants are encouraged to provide feedback, and reflect on what was shared. On-going communication is established to keep parents informed as well.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$567.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1141	500-Materials and Supplies	2761 - Cholee Lake Elementary School	School Improvement Funds		\$567.00
			<i>Notes: Funds to purchase supplemental materials to support area focus LTO 1 pending SAC Approval.</i>			
2	III.A.	Areas of Focus: Instructional Practice: Science				\$567.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	1141	500-Materials and Supplies	2761 - Cholee Lake Elementary School	School Improvement Funds		\$567.00
			<i>Notes: Funds to purchase supplemental materials to support area focus of Science increasing achievement pending SAC Approval.</i>			
					Total:	\$1,134.00