

The School District of Palm Beach County

Cholee Lake Elementary School



2021-22 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: 7/13/2013

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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%)
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	
* 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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<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>2020-21 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">88%</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;">93%</p>

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

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 school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Committed to empower students by providing...

Higher

Order

Levels of instruction for

Every student

Every day!

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Campbell, Dr. Marline	Principal	<ul style="list-style-type: none"> • Vision of Academic Success for All • 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. • Establishes and communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. • 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. • 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. • Monitors the implementation of effective instruction to meet the needs of all students. • Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. • Climate • 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. • 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. • Develops staff's capacity to collaborate effectively about standards and effective instruction. • Celebrates success as well as opportunities for growth. • Eliminates barriers and distractions that interfere with effective teaching and learning. • Provides a clean, safe and nurturing school environment. • Builds a culture of pride, trust, and respect. • Implements and monitors an effective approach to bullying prevention. • Aligns new and existing community and parent partnerships. • Cultivating Leadership • Focuses the administrative and school leadership teams' work on implementation of standards and reformed instruction. • Advocates, selects, develops, and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • 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. • Sets expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning. • Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks. • Provides ongoing coaching with constructive feedback to teacher leaders. • Implements a comprehensive performance management system. • Implements rigorous project management, structures, protocols, and processes. • Improving Instruction • Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards. • 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. • 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. • 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. • Quickly and proactively addresses problems in instruction and student learning. • Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals. • Monitors and improves instruction. • Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner. • People, Data, and Processes • Hires and retains highly qualified and effective employees. • 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. • Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff. • Uses data to inform decisions and instruction, professional learning, performance, and student learning. • Analyzes the scope of change required within their school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning. • Reflects on competing priorities and focuses attention on those that will

Name	Position Title	Job Duties and Responsibilities
		<p>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> <ul style="list-style-type: none"> • Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning. • 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. • 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. • 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. • Supervises the school’s food, transportation, maintenance, facility and support services. • Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes. • Coordinates community activities relevant to the school within the school area. • Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives. • 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.
Castro, Carlos	Assistant Principal	<ul style="list-style-type: none"> • Vision of Academic Success for All • 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. • Communicates non-negotiables related to teaching and learning in intellectually stimulating ways that promote application of learning. • 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. • 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

Name	Position Title	Job Duties and Responsibilities
		<p>that will result in achievement of school performance objectives and other District goals.</p> <ul style="list-style-type: none"> • Monitors the implementation of effective instruction to meet the needs of all students. • Monitors the implementation of cultural competence, equity, and access within the instructional practices at the school center. • Climate • Supports professional learning and collaboration amongst teachers and resource staff and facilitates and leads professional learning focused on content, instruction, and pedagogical content knowledge. • Be present in classrooms and learning communities frequently to lend support to teachers and keeps abreast of their professional learning and instructional needs. • Supports school-wide and team norms and expectations for collective responsibility for student success. • Develops staff's capacity to collaborate effectively about standards and effective instruction. • Celebrates success as well as opportunities for growth. • Assists with eliminating barriers and distractions that interfere with effective teaching and learning. • Ensures the provision of a clean, safe and nurturing school environment. • Supports the principal in building a culture of pride, trust, and respect. • Supports the principal in implementing and monitoring an effective approach to bullying prevention. • Assists the principal in aligning new and existing community and parent partnerships. • Cultivating Leadership • Focuses school leadership teams' work on implementation of standards and reformed instruction. • Advocates and supports teacher leaders to expand instructional leadership and job-embedded professional learning in the school. • Supports 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. • Carries out the principal's expectations for staff for engaging with teacher leaders in ongoing efforts to improve instruction and student learning. • Coordinates and narrows teacher leaders' work on learning-focused behaviors and tasks. • Provides ongoing coaching with constructive feedback to teacher leaders. • Assists the principal in implementing a comprehensive performance management system. • Assists the principal in implementing rigorous project management, structures, protocols, and processes. • Improving Instruction • Develops deep understanding of standards and requisite classroom curriculum and instruction to achieve the standards. • Communicates clear goals with individuals, teams, and the whole faculty for student achievement and effective instruction aligned with the vision for

Name	Position Title	Job Duties and Responsibilities
		<p>academic success aligned to the new standards.</p> <ul style="list-style-type: none"> • Supports 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. • 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. • Quickly and proactively addresses problems in instruction and student learning. • Visits classrooms to support and monitor instruction and provides frequent constructive feedback to individuals, teams, and whole faculty on progress toward those goals. • Monitors and improves instruction. • Monitors the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each learner. • People, Data, and Processes • Provides intensive mentoring to new staff members to bring them up-to-date with other staff to prevent gaps in student learning. • Taps the expertise of teachers who have solved persistent instructional problems and supports sharing of these practices and ongoing inquiry among staff. • Uses data to inform decisions and instruction, professional learning, performance, and student learning. • Analyzes the scope of change required within the school and classrooms to select and implement appropriate leadership practices to improve instruction and student learning. • Collaborates with peers, staff, and supervisors to clarify priorities for student and staff learning. • Supervises and provides input on evaluations for school-based personnel as part of a Board-approved personnel assessment system, including providing input on staff development/training opportunities. • Supports the effective, efficient and accurate maintenance of appropriate records related to pupil attendance, FTE generation, instructional and non-instructional school-based personnel, and property inventories. • Assists the principal in supervising the school’s food, transportation, maintenance, facility and support services. • Provides effective communications with and seeks input from parents, teachers, students and the community via systematic processes. • Coordinates community activities relevant to the school within the school area. • Keeps fully abreast of and diligently enforces appropriate federal, state, and local statutes; and complies with audit requirements, School Board policies and administrative directives. • Assist the principal in implementing and monitoring career and leadership advancement pathways. • Monitors systemic customer service.

Name	Position Title	Job Duties and Responsibilities
Nelson, Kerry Ann	Other	<ul style="list-style-type: none"> • 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 (Rtl) 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.
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.
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.
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.

Name	Position Title	Job Duties and Responsibilities
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.
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.
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.
Avery, Andrea	Math Coach	Works collaboratively with school administrators, to ensure student success, the team leader manages and facilitates team activities, and serves as a liaison to other team members.
Angelino, Denise	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.

Demographic Information

Principal start date

Saturday 7/13/2013, 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

Total number of students enrolled at the school

944

Identify the number of instructional staff who left the school during the 2020-21 school year.

10

Identify the number of instructional staff who joined the school during the 2021-22 school year.

7

Demographic Data

Early Warning Systems

2021-22

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	165	158	132	153	153	183	0	0	0	0	0	0	0	944
Attendance below 90 percent	0	54	41	37	38	49	0	0	0	0	0	0	0	219
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	45	75	83	79	115	0	0	0	0	0	0	0	397
Course failure in Math	0	20	51	80	92	99	0	0	0	0	0	0	0	342
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	8	70	70	0	0	0	0	0	0	0	148
Level 1 on 2019 statewide FSA Math assessment	0	0	0	83	67	61	0	0	0	0	0	0	0	211
Number of students with a substantial reading deficiency	0	54	88	96	84	78	0	0	0	0	0	0	0	400
FY21 ELA Winter Diag Level 1 & 2	0	0	0	125	121	112	0	0	0	0	0	0	0	358
FY21 Math Winter Diag Level 1 & 2	0	0	0	106	100	95	0	0	0	0	0	0	0	301

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	26	57	69	90	111	0	0	0	0	0	0	0	353

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	8	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Monday 8/30/2021

2020-21 - 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	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	

2020-21 - 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	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	11	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				47%	58%	57%	46%	57%	56%
ELA Learning Gains				60%	63%	58%	58%	61%	55%
ELA Lowest 25th Percentile				52%	56%	53%	55%	56%	48%
Math Achievement				59%	68%	63%	53%	65%	62%
Math Learning Gains				58%	68%	62%	55%	63%	59%
Math Lowest 25th Percentile				40%	59%	51%	45%	53%	47%
Science Achievement				33%	51%	53%	49%	56%	55%

Grade Level Data Review - State Assessments

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	2021					
	2019	41%	54%	-13%	58%	-17%
Cohort Comparison						
04	2021					
	2019	47%	62%	-15%	58%	-11%
Cohort Comparison		-41%				
05	2021					
	2019	44%	59%	-15%	56%	-12%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	65%	65%	0%	62%	3%
Cohort Comparison						
04	2021					
	2019	60%	67%	-7%	64%	-4%
Cohort Comparison		-65%				
05	2021					
	2019	45%	65%	-20%	60%	-15%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	30%	51%	-21%	53%	-23%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

- 1st-2nd Grade iReady ELA
- 1st-2nd Grade SuccessMaker Math
- 3rd-5th Grade USAs ELA
- 3rd-5th Grade SuccessMaker
- 5th Grade USAs Science

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	20.2	35.1
	Economically Disadvantaged	26.2	17.4	34
	Students With Disabilities	22.2	22.2	29.4
	English Language Learners	15.2	12.5	26.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		58.5	67.7
	Economically Disadvantaged		58	67.2
	Students With Disabilities		61.5	92.3
	English Language Learners		51.7	60.9

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		53.4	50.7
	Economically Disadvantaged		52	49.3
	Students With Disabilities		58.8	55.6
	English Language Learners		43.7	36.7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		72	68.3
	Economically Disadvantaged		70.6	66.9
	Students With Disabilities		73.3	66.7
	English Language Learners		66.2	61

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		54.9	44.5
	Economically Disadvantaged		54.2	45.1
	Students With Disabilities		55.6	31.8
	English Language Learners		48.6	39
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	46	34	27.1
	Economically Disadvantaged	45.7	32.9	25.8
	Students With Disabilities	60	40.9	39.1
	English Language Learners	41.7	30.1	21.7
		Number/% Proficiency	Fall	Winter
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		63.5	60.2
	Economically Disadvantaged		62.9	60.4
	Students With Disabilities		66.7	56.7
	English Language Learners		44.9	55.5
		Number/% Proficiency	Fall	Winter
Mathematics	All Students	40.4	44.5	43.7
	Economically Disadvantaged	38.7	43.7	42.8
	Students With Disabilities	15.4	28.6	36.4
	English Language Learners	20.5	26.5	28.4
		Number/% Proficiency	Fall	Winter

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students		61.2	67.9
	Economically Disadvantaged		60.3	67.8
	Students With Disabilities		44.4	72.2
	English Language Learners		42.3	53.8
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53.1	52.9	44.6
	Economically Disadvantaged	54.4	53.8	45.8
	Students With Disabilities	41.2	50	22.2
	English Language Learners	40.3	41.9	29.6
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	58	60.1	66.5
	Economically Disadvantaged	58.2	60.5	57.5
	Students With Disabilities	57.1	61.1	64.7
	English Language Learners	43.9	46.7	54.3

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	31	36		41	32		11				
ELL	29	42	32	34	25	15	23				
AMI	30			25							
BLK	33	39		39	30		26				
HSP	36	44	35	38	19	15	28				
WHT	40			41							
FRL	35	44	35	37	21	12	29				
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											

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
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	250
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	28
Native American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Native American Students Subgroup Below 32%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	32
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
White Students	
Federal Index - White Students	41
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	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

When analyzing data the following trends emerged:

ELA:

- Grades 3-5 SWD showed a continuous increase in ELA achievement. Over the three-year span, SWD increased from 21% in 2017 to 34% in 2019 which is a total of 13% points.
- Grades 3-5 ELL student data shows that ELA achievement increased from 23% in 2017 to 39% in 2019, which is a 16% point increase.
- Grades 3-5 White subgroups saw an increase of 55% in 2017 to 76% in 2019, which is a total of 21% points.

MATH:

- Overall 3rd grade math achievement from 2018 to 2019 increased by 16%.
- Grades 3-5 ELL math achievement data exhibited an upward trend. From 2017 to 2019, scores increased a total of 9% points. In 2017, grades 3-5 ELL scores were 46% in 2017 and 55% proficiency in 2019.
- Grades 3-5 White subgroups in math achievement displayed an upward trend. Scores increased from 58% in 2017 to 65% in 2019 which is a total of 7% points.
- There was also an upward trend in Math Learning Gains for grades 3-5 Hispanic, SWD, and Free and Reduced Lunch subgroups. SWD scores increased from 43% in 2017 to 56% in 2019, which is a total of 13% points. Grades 3-5Hispanic Students increased from 52% in 2017 to 58% in 2019, which is a total of 6% points.

SCIENCE:

- There is a downward trend in all grade 5 subgroups. Black subgroups had the greatest decline of 38% points from 2017 to 2019.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Standards Based Instruction will continue to be a primary focus during instruction planning sessions, professional learning communities and data chats with teachers and students. The focus at Cholee Lake is to increase student engagement so students become active learners in their own academic. Based on the data trend from 2018 to 2019 there was a decline from 48% to 30% in science achievement, this is a total of 18 percentage points. Therefore, our focus will be to increase science proficiency in fifth grade in addition to focusing the needs of our ELL students. 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 SWD students.

The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. This negatively affects their social and emotional growth towards their future success. We will be targeting students with excessive absenteeism through SBT. We will be implementing district initiatives as well as setting up plans for students who are consistently absent.. At Cholee Lake we develop student engagement and participation towards 100% attendance through our attendance incentives and recognition. For example, the class with the highest attendance receives a treat during lunch. The class with the highest attendance percentage for the month receives the "Attendance Trophy".

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

During the FY19 school year a contributing factor was the limited exposure to hands on labs, lack of science resources and differentiated small group instruction, lack of collaborative planning. We saw a low number of participation in tutorials, this was very apparent during FY21. During the end of FY20 and during FY21, we had a large percentage of our students learning virtually. We are concerned with their transition, their adjustments to the routines, and their focus in class.

Science education provides students with fundamental skills to navigate the subject throughout school and beyond. Skills in measurement and comparison not only contribute to science literacy, but they also build capacity across the curriculum. Process skills like observing, investigating, describing, predicting and experimenting are not just vital to scientific thinking, but contribute academic achievement across all content areas. Science also lends itself to new forms of investigation in the classroom. Project-based learning gives students opportunities to solve problems, work cooperatively, experiment and explore. Hands-on learning connects theory and practice while reinforcing practical applications; skills elementary students will refine and add to as they continue their education.

We will incorporate collaborative planning during PLCs and weekly common planning sessions, analyzing of data, re-teaching of standards during differentiated small group instruction, Science labs on Fine Arts wheel, hands on labs and experiments during Science instruction and tutorial sessions that focus on standards in need of remediation.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Math in third grade demonstrated an increase in proficiency to 65% this was an increase of +16%. Our subgroups in math demonstrated a significant increase. SWDs Math achievement +15%, ELL Math achievement +7% Black Math Achievement +5%, and Free and Reduce +6%. Our ELL students had an increase of 7% in learning gains. Actions taken in FY19 to support these improvements were our math tutorial, implementation of supplemental materials, and an increase in collaborative planning by teachers.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors to this improvement included analyzing data to develop differentiated instructions, provide small group instruction and weekly common planning. Data were also analyzed during PLCs to identify areas of weaknesses. Based on this data secondary benchmark lessons and activities were implemented. New actions taken in this area were the use of manipulatives, hands on activities, purchase of additional math resources and math tutorials that focused on specific areas of weaknesses. At Cholee Lake, there is an emphasis on student achievement, student-learning gains and overall social and emotional growth. We dedicate time to ensure an equitable and equal opportunity for all our students by positively influencing:

- A clear and focused path to success
- Development of time management & preparedness
- Increased intrinsic motivation
- Self-Measurement progress
- Increased self-confidence and independence
- Development of Grit and Resilience in facing challenges
- Enhanced Social-Emotional Learning opportunities

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning the following strategies will be implemented:
Core Action folders that increase student engagement, data driven differentiated small group instruction, data chat with students and teachers, project based learning, accelerated math program (AMP), hands on lab experiments in Science, ELA, Math and Science tutorial to remediate areas of

weakness and provide an academic tutor to support in math and ELA blocks.

There will be a focus in science with an emphasis on implementation of content and deeper understanding. We need to provide additional support to help with achievement in this content area including but not limited to mentoring, tutorials, focused teacher planning/collaboration and professional development to ensure we meet the needs of all of our students in an equitable and accessible manner. Science needs to be a focus in grades K-5.

During PLCs, we will focus on developing effective and relevant instruction through: analyzing data, developing standards based lesson using research based resources and materials from the District, share best practices, following and participating with the coaching continuum model, incorporate research based strategies included but not limited to GO-To Strategies, small group instruction, and differentiated learning. Teachers will engage in common planning as well as lesson study to improve instructional capacity. Professional development

opportunities include district support/training, in-school coaching opportunities. Teachers are encouraged to share best practice implementation at PLCs and Common Planning

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional Development and Professional Learning Communities: Teachers will engage in deep, focused professional development, such as SuccessMaker, Benchmark Universe/Adelante to support student academic achievement, Voyager passport to support ELL students, Small group/ Guided Reading instructions, Core Action activity folders to increase student engagement, differentiated Intervention, SEL, Unpacking BEST Standards, SMART Board training (new teachers) and SWPBS. We will participate in collaborative planning, and data analysis to strengthen standards-based instructional practices to accelerate student learning in ELA, Mathematics, and Science, particularly within the ESSA subgroups.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

-SEL Program, inclusive of daily morning meetings built into the school's master schedule. Additionally, the school will utilize the District's SEL Curriculum.

-Implementation of Reading Recovery Programs to increase ELA achievement as well as the academic performance of students in the lowest 25 category. In science there will be more focus on standards based science experiments. In Mathematics, the continued implementation of Chess Clubs as well as on going chess classes.

To achieve our goal, teachers will participate in collaborative planning, disaggregating of data during PLCs, create an action plan for areas of weakness, and provide differentiated small group instruction. We will continue our tutorial program and possibly expanding it by adding an enrichment tutorial group. A mentor group will be implemented for students and consistently monitor student usage of iReady and Success Maker. Additional support in science will be provided. This will include the addition of hands-on science labs for grade 5 students, to the Fine Arts wheel.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	<p>If we focus on clear instructional practice to meet the needs of all our students then we will ensure our students will have a positive learning outcome, increase student achievement and ensure alignment to the District's Strategic Plan. This area of focus aligns directly with our District Strategic Plan increase reading levels by third grade.</p> <p>Our goal is to increase student proficiency rate in ELA to at least 44%. We will analyze and use iReady, FSQs, USAs, and diagnostic data to guide our instructional practice.</p> <p>With professional development, planning, support and coaching we will reach our ELA goal.</p>
Measurable Outcome:	<p>Our goal is to increase: 34%-44% of our students proficient in ELA on the FSA. 60%-65% of our students making overall learning gains in ELA on the FSA. 52%-57% of our lowest 25% of our students making learning gains in ELA on the FSA. Our goal is for all ESSA subgroups to increase by 6%</p>
Monitoring:	<p>In order for us to achieve our desired outcome monitoring will be instrumental. Monitoring will consist of:</p> <ul style="list-style-type: none"> -Analyzing of data -Classroom walkthroughs -Data chats with leadership team, teachers, students, and parents -Monitoring of students through the SBT process -Student attendance -Student portfolio reviewed and monitored -Monitor iReady, ELA, informative assessment data
Person responsible for monitoring outcome:	<p>Dr. Marline Campbell (marline.campbell@palmbeachschools.org)</p>
Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Teachers in grades K-5 will participate in focused standards based planning through the common planning and PLC cycle. 2. Teachers will be provided with ongoing professional development. 3. Data chats will be held to monitor student progress and focus on areas of strengths as well as areas for improvement. Actions plan to drive instruction based on data will be created. 4. Targeted tutorial for students in the lowest 25%. Students will receive additional remediation and support in addition to the regular school day. Enrichment opportunities will be provided to students needing such. <p>Resources- Core Action activity folder- This resource will be used in Small group instruction to ensure students' engagement in the learning process.</p> <p>ELA teachers will utilize iReady workbook for standard based instruction. Delaney, Nelson, Castro, Campbell</p> <p>Remediation for students through digital learning opportunities using adaptive technology. Delaney, Nelson, Castro, Campbell</p>
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> 1. Teachers in grades K-5 will participate in focused standards based planning through the common planning and PLC cycle. 2. Teachers will be provided with ongoing professional development. 3. Data chats will be held to monitor student progress and focus on areas of strengths as well as areas for improvement. Actions plan to drive instruction based on data will be created.

4.Targeted tutorial for students in the lowest 25%. Students will receive additional remediation and support in addition to the regular school day. Enrichment opportunities will be provided to students needing such.

Resources- Core Action activity folder- This resource will be used in Small group instruction to ensure students' engagement in the learning process.

IReady Materials- 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.

Action Steps to Implement

1.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.

Person

Responsible Kerry Ann Nelson (kerryann.nelson@palmbeachschools.org)

2. Provide on-going PD.

a. Teachers will be provide professional development on small group/guided reading groups.

b. Provide teachers with on-going Benchmark training.

c. Allow teachers to observe colleagues for best practices.

Person

Responsible Carlos Castro (carlos.castro@palmbeachschool.org)

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.

Person

Responsible Carlos Castro (carlos.castro@palmbeachschool.org)

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 Kerry Ann Nelson (kerryann.nelson@palmbeachschools.org)

#2. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale:

If we focus on clear instructional practice to meet the needs of all our students then we will ensure our students will have a positive learning outcome, increase student achievement and ensure alignment to the District's Strategic Plan. This area of focus aligns directly with our District Strategic Plan to ensure high school readiness.
 Our goal is to increase student proficiency rate in Science to at least 37%.
 We will analyze and, FSQs. USAs, and diagnostic data to guide our instructional practice.
 With professional development, planning, support and coaching we will reach our ELA goal.

Measurable Outcome:

27%-37% of our students proficient in Science on the SSA.
 23%-30% of our ELL students making proficiency in Science on the SSA.
 23%-30% of our SWD students making proficiency in Science on the SSA.

Monitoring:

In order for us to achieve our desired outcome monitoring will be instrumental.
 Monitoring will consist of:
 -Analyzing of data
 -Classroom walkthroughs
 -Data chats with leadership team, teachers, students, and parents
 -Monitoring of students through the SBT process
 -Student attendance
 -Student portfolio

Person responsible for monitoring outcome:

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

Evidence-based Strategy:

Science teachers will plan standard based instruction during collaborative planning and PLC, focusing on the NGSS. Nelson, Campbell
 Provide students with differentiated small group instruction during the Science block. Nelson, Campbell
 Science teachers will utilize hands on labs. Nelson, Campbell
 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. Teachers will be provided with ongoing professional development.
3. The use of hands on laboratories provides students with differentiated knowledge of content adding real world experiences.
4. Targeted tutorial for students in the lowest 25%. Students will receive additional remediation and support in addition to the regular school day. Enrichment opportunities will be provided to students needing such.

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.
 The use of hands on laboratories provides students with differentiated knowledge of content adding real world experiences.
 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

Person Responsible Kerry Ann Nelson (kerryann.nelson@palmbeachschools.org)

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
- d. Inclusion of Systematic Strategic Planning

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

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

Person Responsible Kerry Ann Nelson (kerryann.nelson@palmbeachschools.org)

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 Kerry Ann Nelson (kerryann.nelson@palmbeachschools.org)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:	<p>If we focus on clear instructional practice to meet the needs of all our students then we will ensure our students will have a positive learning outcome, increase student achievement and ensure alignment to the District's Strategic Plan. This area of focus aligns directly with our District Strategic Plan to ensure high school readiness.. Our goal is to increase student proficiency rate in Math to at least 44%.</p> <p>We will analyze and use SuccessMaker, FSQs. USAs, and diagnostic data to guide our instructional practice.</p> <p>With professional development, planning, support and coaching we will reach our Math goal.</p>
Measurable Outcome:	<p>Our goal is to increase: 34%-44% of our students proficient in Math on the FSA. 58%-65% of our students making overall learning gains in Math on the FSA. 40%-45% of our lowest 25% of our students making learning gains in Math on the FSA.</p>
Monitoring:	<p>In order for us to achieve our desired outcome monitoring will be instrumental. Monitoring will consist of: -Analyzing of data -Classroom walkthroughs -Data chats with leadership team, teachers, students, and parents -Monitoring of students through the SBT process -Student attendance -Student portfolio reviewed and monitored</p>
Person responsible for monitoring outcome:	<p>Dr. Marline Campbell (marline.campbell@palmbeachschools.org)</p>
Evidence-based Strategy:	<ol style="list-style-type: none"> Math teachers will plan standard based instruction during collaborative planning and PLC. Delaney, Nelson, Castro, Campbell Teachers will be provided with ongoing professional development. Data chats will be held to monitor student progress and focus on areas of strengths as well as areas for improvement. Actions plan to drive instruction based on data will be created. Targeted tutorial for students in the lowest 25%. Students will receive additional remediation and support in addition to the regular school day. Enrichment opportunities will be provided to students needing such. <p>Resources- Core Action activity folder- This resource will be used in Small group instruction to ensure students' engagement in the learning process. Provide students with differentiated small group instruction during the math block. Delaney, Nelson, Castro, Campbell Remediation for students through digital learning opportunities using adaptive technology. Delaney, Nelson, Castro, Campbell</p>
Rationale for Evidence-based Strategy:	<ol style="list-style-type: none"> Math teachers will plan standard based instruction during collaborative planning and PLC. Delaney, Nelson, Castro, Campbell Teachers will be provided with ongoing professional development. Data chats will be held to monitor student progress and focus on areas of strengths as well as areas for improvement. Actions plan to drive instruction based on data will be created. Targeted tutorial for students in the lowest 25%. Students will receive additional remediation and support in addition to the regular school day. Enrichment opportunities will

be provided to students needing such.

Resources- Core Action activity folder- This resource will be used in Small group instruction to ensure students' engagement in the learning process.

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.

Action Steps to Implement

1. 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.

Person Responsible Andrea Avery (andrea.avery@palmbeachschools.org)

2. Provide on-going PD.

- a. Teachers will be provide professional development on small group/guided reading groups.
- b. Provide teachers with on-going Benchmark training.
- c. Allow teachers to observe colleagues for best practices.

Person Responsible Andrea Avery (andrea.avery@palmbeachschools.org)

3. School leadership support.

- a. Administrative team, SSCC, math coach 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.

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

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 Andrea Avery (andrea.avery@palmbeachschools.org)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

When looking at SafeSchoolsforAlex.org we see our school ranked 291 out of 1,395 when compared to all elementary schools statewide. We reported 0.2 students per 100 students. This rating was for a total enrollment of 1,072 during the 2019-2020 school year which falls into the low category. When looking at the ranking details Cholee Lake ranked from low to very low in all three categories. Cholee Lake also ranked 1 out of the 1,395 elementary schools in the state when it came to suspensions.

To continue supporting our students and continue making an impact on incidents we will integrate a Single School Culture by sharing our Universal Guidelines of Be Safe, Be Helpful and Kind and Be Responsible. We will be communicating these expectations to parents via parent conferences, newsletters and Robocalls.

To ensure that all students have an adult as an advocate, a new school wide wall of champions program was implemented this year. All employees on campus selected a number of students to be their mentor and/or advocate.

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.

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. 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. Students will be responsible to abide by the code of conduct; Be Safe, Be helpful and kind, Be Responsible.

A single school culture of excellence will also be achieved by using continuous SWPBS meetings throughout the year.

Cholee lake Elementary, continues to maintain a Single School Culture of excellence and strives to improve climate in a variety of ways. A single school culture is maintained through PBIS quarterly celebrations as well as meetings held to discuss applicable topics based on school culture/climate and mental health. Mental health lessons are conducted utilizing the Suite360 lessons. These lessons are delivered to the students by their content-area teachers. Suite 360 lessons are based on the school district selected curriculum 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.

Families are provided with resources, such as, 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal-Promotes on going collaboration among staff members, with focus and leadership, creates a positive environment in which teachers can share best practices that are responsive to student needs. School Counselors: Supports a positive culture and environment through lessons. The lesson they teach are unique and different from academic instruction. Through the small group interactions and experience for students, our counselors ensure students feel safe, welcome, and included.

Cholee Lake Staff-Incorporate the SWPBs a framework that brings together school communities to develop positive, safe, supportive learning cultures. SWPBS assists schools to improve social, emotional, behavioral and academic outcomes for children and young people. To ensure all students have equitable and equal opportunity to learn in a positive environment. Tier 1: Universal Prevention (All) Tier 1 supports serve as the foundation for behavior and academics. Tier 2: Targeted Prevention (Some) support focuses on improving specific skill deficits students have. Tier 3: Intensive, Individualized Prevention.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
3	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00

	Total: \$0.00
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