Cholee Lake Elementary School

2022-23 Schoolwide Improvement Plan

Table of Contents

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (42%) 2018-19: C (50%) 2017-18: C (52%)
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	ATSI
* 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.](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.

Table of Contents

Cholee Lake Elementary School

6680 DILLMAN RD, Greenacres, FL 33413

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	92%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Campbell, Dr. Marline	Principal	• Vision of Academic Success for All • Deepens understanding of standards and engage 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. environment. • Builds a culture of pride, trust, and respect. • Implements and monitors an effective approach to bullying prevention.

Name	Position Title	Job Duties and Responsibilities
		• 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. • 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.

Name	Position Title	Job Duties and Responsibilities
		• 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 i 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 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. • 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

Name	Position Title	Job Duties and Responsibilities
		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.
Nelson, Kerry Ann	Assistant Principal	. 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 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 • 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.

Name	Position Title	Job Duties and Responsibilities
		• 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 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 academic success aligned to the new standards. • 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

Name	Position Title	Job Duties and Responsibilities
		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
Angelino, Denise	Other	• 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. • Provides teachers with instructional leadership and support for the continuous academic improvement of all students in accordance with Florida Standards. • Functions as Florida Standards expert in mentoring and coaching teachers to build literacy instruction. • Provides coaching, support, and professional learning strategies to individual teachers to improve classroom instruction and facilitate growth as highly effective educators. •Provides modeling and coaching support for small group instruction. •Provides curricular support for Summer bridge /Summer slide programs. • Applies principles and practices of Multi-Tiered System of Supports (MTSS) in behavior/academic intervention determination and student progress monitoring in the Response to Intervention (RtI) process. • Assists the District in ensuring cultural/social competence and responsiveness within the instructional practices and in the implementation of the school-wide culture. • Monitors and ensures effective instruction and equitable access to resources necessary for the success of all students. • Uses existing data appropriately to diagnose and assess student needs; guides teachers in tailoring instruction to meet individual needs. • Provides side-by-side support at Learning Team Meetings (LTM) or Professional Learning Communities (PLC). • Facilitates the implementation of instructional programming, digital, and blended learning customized to the individual strengths, needs, and aspirations of each student. • Guides teachers in effectively using data to make adjustments to instruction, successful alignment and implementation of school improvement decisions, and development of the

Name	Position Title	Job Duties and Responsibilities
		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.
Hernandez, Misabel	Other	Complies with State and Federal regulations regarding ELL placement and progress; Model lessons and provide instructional support to teachers, represents students serviced within the program at SBT meetings and attends regularly held meetings for ELL instructional coordinators.
Avery, Andrea	Math Coach	Works collaboratively with school administrators, to assure student success in mathematics, coaches and builds teacher capacity with the math BEST standards.
Baquerizo, July	Other	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.
DeLaney , Peggy	Instructional Coach	Works collaboratively with school administrators, to ensure student success as well a coaches and provides opportunities to build teachers capacity in ELA. Provides support with the utilization of the BEST standards,
Toledo, Bertha	Teacher, K-12	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.
Sehl, Caitlin	Teacher, K-12	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.
Frederick Felder, Lisbeth	Teacher, K-12	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.
Herrera, Joann	Teacher, K-12	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.

Name	Position Title	Job Duties and Responsibilities
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.

Demographic Information

Principal start date

Saturday 7/13/2013, Marline Campbell

Number of teachers with a 2022 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.*

6

Number of teachers with a 2022 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.*

18

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

931

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

16

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	150	162	164	148	139	168	0	0	0	0	0	0	0	931
Attendance below 90 percent	96	84	47	44	47	46	0	0	0	0	0	0	0	364
One or more suspensions	1	1	0	1	0	0	0	0	0	0	0	0	0	3
Course failure in ELA	51	54	49	51	56	29	0	0	0	0	0	0	0	290
Course failure in Math	20	43	42	51	56	29	0	0	0	0	0	0	0	241
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	52	65	69	0	0	0	0	0	0	0	186
Level 1 on 2022 statewide FSA Math assessment	0	0	0	57	60	75	0	0	0	0	0	0	0	192
Number of students with a substantial reading deficiency	0	68	76	68	77	78	0	0	0	0	0	0	0	367

Using the table above, complete the table below with the number of students by current grade level who have 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	36	47	41	70	72	83	0	0	0	0	0	0	0	349

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Thursday 9/1/2022

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	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		
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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	59%	56%				47%	58%	57%
ELA Learning Gains	50%						60%	63%	58%
ELA Lowest 25th Percentile	38%						52%	56%	53%
Math Achievement	39%	53%	50%				59%	68%	63%
Math Learning Gains	53%						58%	68%	62%
Math Lowest 25th Percentile	51%						40%	59%	51%
Science Achievement	27%	59%	59%				33%	51%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	41%	54%	-13%	58%	-17%
Cohort Comparison		0%				
04	2022					
	2019	47%	62%	-15%	58%	-11%
Cohort Comparison		-41%				
05	2022					
	2019	44%	59%	-15%	56%	-12%
Cohort Comparison		-47%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	65%	0%	62%	3%
Cohort Comparison		0%				
04	2022					
	2019	60%	67%	-7%	64%	-4%
Cohort Comparison		-65%				
05	2022					
	2019	45%	65%	-20%	60%	-15%
Cohort Comparison		-60%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	30%	51%	-21%	53%	-23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	25	41	43	31	53	57	21				
ELL	30	49	36	36	54	50	24				
AMI	45	73		36	73						
BLK	46	48		37	54	50	10				
HSP	38	51	41	41	54	51	33				
WHT	28	29		29	40		13				
FRL	38	50	40	38	53	54	26				
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											
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	43

ESSA Federal Index	
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	47
Total Points Earned for the Federal Index	344
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	41
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	57
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	43
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	45
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	30
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 the data the following trends emerged:
ELA:
- ELA achievement increased 4 percentage points from 35% in 2021 to 39% in 2022.
- ELA Learning gains increased 6% points from 44% in 2021 to 50% in 2022.
- ELA lowest 25th percentile increased 3 percentage points from 35% in 2021 to 38% in 2022.
- Grade 4 ELA achievement showed a decrease in the past three years. From 2019 to 2022 FSA, grade 4 ELA has decreased from 47.5% to 35.8%.
- Grade 5 ELA achievement showed a decrease in the past three years. From 2019 to 2022 FSA, grade 5 ELA has decreased from 44% to 37%.

MATH:
- Math achievement increased 2 percentage points from 37% in 2021 to 39% in 2022.
- Math Learning gains increased 33 percentage points from 20% in 2021 to 53% in 2022.
- Math lowest 25th percentile increased 38 percentage points from 13% in 2021 to 51% in 2022.
- SWD students showed a decrease from 2019 to 2022. Over the three year span they decreased 11 percentage points from 44% in 2019 to 31% in 2022.

- White students showed a decrease from 2016 to 2022. Over the 5 year span they decreased 34 percentage points from 62% in 2016 to 28% in 2022.

SCIENCE:
- Science Achievement has shown a decrease since 2018. Over the 3 year span science has decreased 22% points from 48% in 2018 to 26% in 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off progress monitoring and 2022 state assessment, Science showed the greatest need for improvement. The Science data has declined from 48% in 2018 to 29% in 2019. In 2021 it further decreased to 27%, then in 2022 it decreased to 26%. This is a total of 22 percentage points over the course of three years. This data indicates that there is a downward trend in Science achievement.

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 FY22 school year a contributing factor was the limited exposure to hands on labs, differentiated small group instruction, lack of exposure to tier 2 vocabulary words and infusing science literacy texts. Therefore, our focus will be to increase science proficiency in fifth grade in addition to focusing on science instruction in grades K - 4. The new actions we will take to address this need for improvement will include project based learning which will give students opportunities to solve problems, work cooperatively, experiment and explore science concepts. We will provide students with small group instruction that focuses on reteaching and remediation of deficient standards, as well as tutorial sessions that focus on standards in need of remediation. We will have science lab days, as well as science based field trips that will give students the opportunity to participate in real world applications.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

There was an increase ELA in proficiency for third grade from 22% in 2021 to 40% in 2022 . This was an increase of +18 percentage points. Our subgroups in ELA demonstrated a significant increase. The black subgroups increased 12 percentage points from 36% in 2021 to 48% in 2022. The male subgroup increased 7 percentage points from 28 % in 2021 to 35% in 2022.

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 and tracked data to develop differentiated instruction for the lowest 25% of students.
- Using iReady Diagnostic data, we provide targeted interventions to close achievement gaps.
- Focused small group instruction with subject area planning sessions.
-Data were also analyzed during PLCs to identify areas of weaknesses and to drive instruction.
- Implemented activities that focused on building students stamina.
- Continuous implementation of the Core Action Activity folders during small group instruction. This increased student engagement as well as provided them with opportunities to interact with rigorous standards based activities aligned to a text.
- Targeted support provided to struggling learners with specific focus on ELL and SWD.
- Data chats with administration and students, then using this data to focus on providing interventions or enrichment.
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 continue to 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. We will continue to provide ELA, Math and Science tutorial to remediate areas of weakness. There will be a focus in science with an emphasis on implementation of content and deeper understanding. During PLCs, we will continue to focus on developing effective and relevant instruction through: analyzing data, implementing standards based lessons using research based resources and materials from the District. We will continue to share best practices, following and participating with the coaching continuum model, incorporate research based strategies in all areas and infuse cognates within instruction. Teachers will continue to engage in subject area planning sessions to improve instructional capacity. We will continue to provide professional development opportunities to build teacher capacity and increase student achievement. We will develop and implement an additional thirty minutes of phonics based intervention for all students to increase reading foundational skills to close achievement gaps.

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.

Teachers will engage in professional development on:
- Implementing Benchmark Universe/Adelante to support student academic achievement.
- ELL strategies for ESOL students.
- Core Action activity folders to increase student engagement.
- Understanding and utilizing Iready/ iStation reports to form groups for instruction and interventions.
- Ellevation training to support ESOL students.
- Hands-on labs and experiments for Science.

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

In order to ensure sustainability of improvement our primary focus will be:
- To continue implementing standards based instruction and providing students with small group differentiated instruction.
- Implementation of phonics/ word study interventions. A thirty minute block of time dedicated to increasing proficiency in phonics & decoding to close the achievement gap.
- Implementation of Reading Recovery Programs to increase ELA achievement as well as the academic performance of students in the lowest 25 category.
- Hands on Science lab days to increase students exposure to real world applications.
- Re-focus in Science with an emphasis on ensuring students are exposed to and understand tier 2 vocabulary words.
- Continue to implement teacher and student data chats to facilitate discussions on next steps for student and teacher improvements.
- Early identification of students who are in the low 25% in order to provide support and monitor growth. As well as targeting these students for tutorials.

- To increase student attendance and engagement in class.

As an early intervention to increase student readiness to enter kindergarten, we offer a school year Voluntary Prekindergarten (VPK) Program supplemented with enrichment hours. This program is supported by the Department of Early Childhood Education and follows all Florida statutes, rules, and contractual mandates, including developmentally appropriate curriculum that enhances the age-appropriate progress of
children in attaining each of the Florida Early Learning performance standards. Participating children are expected to transition to kindergarten ready to learn and be successful in school and later life.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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. Our goal is to increase student proficiency rate in ELA to 44%. Our ELA achievement only increased 4 percentage points from 35% in 2021 to 39% in 2022 on the FSA. - ELA Learning gains increased 6% points from 44% in 2021 to 50% in 2022. - ELA lowest 25th percentile increased 3 percentage points from 35% in 2021 to 38% in 2022. - Black students have shown significant improvement from 2021 to 2022 FSA, they increased from 36% to 48%. - Grade 4 ELA achievement showed a decrease in the past three years. From 2019 to 2022 FSA, grade 4 ELA has decreased from 47.5% to 35.8%. - Grade 5 ELA achievement showed a decrease in the past three years. From 2019 to 2022 FSA, grade 5 ELA has decreased from 44% to 37%. - Grades 3 - 5 ELL Achievement has shown an increase from 5 percentage points from 2019 to 2022. - Grades 3 - 5 white subgroup has showed a decrease from 2019 to 2022. In 2019 white subgroup achievement was 55% and it decreased to 26.7% in 2022. This data shows that we need to be strategic in targeting students for remediation and that we need to ensure that best practices is utilised throughout the ELA block. We will analyze and use iReady, FSQs. USAs, Progress Monitoring data to guide our instructional practice.With professional development, planning, support and coaching we will reach our ELA goal.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our Mid year Goal: By February 2023, 26% of our students will be proficient in ELA based on the PM 2 FAST Assessment. Our end of year goal is that by May 2023: 44% of our students will be proficient in ELA based on the PM 3 FAST Assessment. 65% of our students will make overall learning gains in ELA based on the PM 3 FAST Assessment. 42% of our lowest 25% of our students will make learning gains in ELA based on the PM 3 FAST Assessment. ESSA subgroups will increase by 6%.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	In order for us to achieve our desired outcome monitoring will be instrumental. Monitoring will consist of: -Analyzing of data from IReady/ Istation/ PM data -Classroom walkthroughs -Data chats with leadership team, teachers, students, and parents -Monitoring of students through the SBT process -Monitoring of students' attendance -Student portfolio reviewed and monitored -Monitor iReady, ELA, informative assessment data This monitoring will be supported by key members of the leadership team.
Person responsible for monitoring outcome:	Dr. Marline Campbell (marline.campbell@palmbeachschools.org)

Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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. Action 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. 5. Continued implementation of Core Action activity folder- This resource will be used in small group instruction to ensure students' engagement in the learning process. 6. Remediation for students through digital learning opportunities using adaptive technology.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	1. Professional Development and PLCs opportunities provides teachers and leaders an opportunity collaborate, analyze data and make informed decisions to improve students' academic achievement. 2. Data chats drives instruction and enable teachers to differentiate instruction based on a student's specific area of need, which will lead to increased comprehension, student growth and capacity. 3. Tutorial programs are implemented to bridge learning gaps and provide enrichment to students. 4. Core Action Activity folders provides students opportunities to collaborate with peers and increase student engagement. 5. Adaptive technology is utilized to monitor students' performance, create plan of actions to address areas of need and provides students prescribed lessons based on their individual needs.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

During Professional Development and PLCs:
a. Teachers will work collaboratively and share best practices and methodologies.
b. Teachers will analyze data to drive instruction and create small groups for remediation and enrichment.
c. Teachers will participate in ongoing PDs to build teacher capacity, learn research based best practices in order to support students needs.

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

Data Chats:
a. Data Chats will be held with students to identify areas for growth and to allow students to track their progress.
b. Data Chats will be held with teachers to drive instruction and enable them to differentiate instruction based on a student's specific area of need, which will lead to increased comprehension, student growth and capacity.

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

Tutorial Programs will be implemented to:

a. Provide students that are performing below grade level with additional support in a small group setting.

b. Target students in the L25% to bridge achievement gaps.

c. Enrich students performing on and above grade level to provide them with additional strategies and resources.

d. Target areas of weaknesses identified on assessments such as, PM, USAs and FSQs.

Person Responsible   Denise Angelino (denise.angelino@palmbeachschools.org)

Core Action Activity folder will be utilized to:

a. Increase student engagement as they work collaboratively with their peers.

b. Decrease the amount of teacher talk and increase student led discussions.

c. Provide opportunities for students to practice standards based activities while allowing them to take accountability for their learning.

Person Responsible   Peggy DeLaney (peggy.delaney@palmbeachschools.org)

Adaptive Technology:

a. Throughout the academic year planning sessions will be utilized to support teachers in the use of various

adaptive technologies for growth, intervention and monitoring of students.

b. Training on the use and implementation of the various adaptive technologies such as iReady, iStation and

Benchmark to ensure ELA Literacy block is implemented with fidelity.

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

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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%. We will analyze and use SuccessMaker, FSQs. USAs, and diagnostic data to guide our instructional practice. With professional development, planning, support and coaching we will reach our Math goal.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Our Mid year goal: By February 2023, 22% of our students will be proficient in Math based on the PM 2 FAST Assessment Our End of year goal is to increase: 44%-50% of our students proficiency in Math by May 2023 as measured by PM 3 FAST Assessment. 58%-65% of our students making overall learning gains in Math by May 2023 as measured by PM 3 FAST Assessment. 56%-60% of our lowest 25% of our students making learning gains in Math by May 2023 as measured by PM 3 FAST Assessment.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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
Person responsible for monitoring outcome:	Dr. Marline Campbell (marline.campbell@palmbeachschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	1. Math teachers will plan standard based instruction during collaborative planning and PLC. Avery, Nelson, Angelino 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.
Students will be provided with differentiated small group instruction during the math block.
Avery, Nelson, Angelino
Remediation for students through digital learning opportunities using adaptive technology.
Avery, Nelson, Angelino

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Math teachers will plan standard based instruction during collaborative planning and
PLC.
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.
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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 chat

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	Denise Angelino (denise.angelino@palmbeachschools.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	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 35%. 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: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	By February 2023, 30% of our students proficient in Science based on the District Diagnostic Assessment. By May 2023 35%-40% of our students proficient in Science on the SSA.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	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: **Describe the evidence-based strategy being implemented for this Area of Focus.**	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,Campbell

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

Person Responsible

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

2. 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)

. Tutorials
3. 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

[no one identified]

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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, 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.

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 information on developmental concerns (Help Me Grow) and special needs.

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

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 small group interactions and experience for students, our counselors ensure students feel safe, welcome, and included.
Cholee Lake Staff-Incorporates 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.