The School District of Palm Beach County

South Olive Elementary School

2015-16 School Improvement Plan

South Olive Elementary School

7101 S OLIVE AVE, West Palm Beach, FL 33405

www.edline.net/pages/south_olive_elementary_school

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	59%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	54%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

*Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/17/2015.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

South Olive Elementary is committed to providing a world-class education with excellence and equality to empower each student to reach his or her highest potential with the most effective staff to foster the knowledge, skills, and ethics required for responsible citizenship and productive careers.

Provide the school's vision statement

South Olive Elementary envisions a dynamic collaborative multi-cultural community where education and lifelong learning are valued and supported, and all learners reach their highest potential and succeed in the global economy.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to:
• History of Holocaust
• History of African and African Americans
• Hispanic Contributions
• Women's Contributions
• Sacrifices of Veterans
Additionally, the school's diversity committee will create opportunities for the entire student body to learn about historical moments and celebrations through the morning announcements and talent show, at minimum.
At South Olive Elementary School the faculty and staff will ensure that relationship building is a clear priority. We selected a variety of methods that faculty members used in the first days of school to establish a positive culture that supports teaching and learning and clarify the values that will guide interpersonal interactions between students and between teachers and students. Additionally, teachers reviewed School-wide Positive Behavior Support (SwPBS) single school culture procedures and behavioral expectations with their students. Some teachers will attend district provided Professional Development on multicultural offerings. Finally, all teachers will embed cultural activities within curriculum and daily course work (e.g. reading selections, writing prompts).

Describe how the school creates an environment where students feel safe and respected before, during and after school

At South Olive Elementary School, administrators, faculty and staff have developed and implemented a differentiated system of school counseling services with dedicated time for the core social-emotional curriculum, supplemental supports (small group counseling) based on identified student need, and intensive (brief individual counseling, referral) supports to students including school based and community resources. Our guidance counselors and teachers will articulate, demonstrate, and teach the specific practices that reflect the applications of the school's SwPBS Universal Guidelines to the situations students may encounter before, during and after school. Adults across the campus will clarify their expectations for positive interpersonal interaction. At South Olive Elementary School, we involve all staff, including office staff, cafeteria personnel, and after-school personnel in the process of modeling and teaching interpersonal expectations in non-academic settings.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Students at South Olive Elementary School will be taught the Universal Guidelines and behavior matrix to ensure that they are aware of school wide expectations. These expectations are Respect, Own Your Actions, Achieve Success and Responsibility. Teachers are trained in Classroom management procedures included in the TIPs Professional Development Program. Differentiated instruction is taking place in all areas of the curriculum in order to meet the needs of all students. All faculty and staff provide positive feedback to students regarding the Universal Guidelines. South Olive Elementary School also has a school wide recognition system in place known as Tiger Tickets. Finally, there is a differentiated system of school counseling services with dedicated time for core classroom guidance instruction for all students.

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

To ensure that the social-emotional needs of all students are being met at South Olive Elementary the School Based Team (SBT) meets when necessary to discuss students with barriers to academic and social success. Our guidance counselors are implementing the Student Success Skills program, a comprehensive school counseling program with dedicated time to assess the needs of the students and the barriers blocking their success, identify interventions that research suggests works to remove the barrier to success and evaluate our interventions. Identified staff will provide a differentiated delivery of services based on student/ school need. It will include core, supplemental and intensive supports utilizing data based decision making to close academic and social emotional equity gaps by connecting all students to the services they need.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

At South Olive Elementary School administration, faculty and staff will use data systems to identify students who have attendance, behavioral or academic concerns. There are also guidelines created for the number of absences before a referral is generated to SBT.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	15	16	8	8	10	6	63
One or more suspensions	0	1	0	0	0	0	1
Course failure in ELA or Math	13	39	28	36	29	15	160
Level 1 on statewide assessment	0	0	0	0	0	0	

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

Indicator	Grade Level						Total
	K	**1**	**2**	**3**	**4**	**5**	
Students exhibiting two or more indicators	3	11	3	4	5	1	27

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

At South Olive Elementary School there is an effective multidisciplinary teams in place to problem solve and create actions plans. Some interventions that are utilized include Supplemental Academic Instruction (SAI) , immediate intensive intervention (iii), Leveled Literacy Intervention (LLI), Fundations, small group instruction and differentiated instruction. Some online resources that are utilized are iStation, V-Math Live and Thinkcentral. Teachers are encouraged to set set goals with all students, but are required to set goals with those identified by the school's early warning system.

Family and Community Involvement
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

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

Description

At South Olive Elementary School, stakeholder involvement is encouraged through participation in the School Advisory Council (SAC), the Parent Teacher Organization (PTO), and volunteering in the classroom or at special events.
Meet the Teacher, Open House, Curriculum Nights, parent/teacher conferences and a highly visible administrative staff all foster positive relationships among stakeholder groups.
During the 2015-2016 school year, South Olive ES will host a minimum of one Latino Community Cares event - an event run entirely in Spanish by staff members to include familiarization with resources provided by SOE and PBCSD, discussions around growth mindset, and technology for translation assistance. The goal of this event is to increase involvement from all aspects of our parent community.
The School's mission and vision are communicated through the PTO Newsletter, the Tiger Times and edline.
Edline, progress Reports, report cards and student agendas (planners) are used to communicate student progress to parents.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

In addition to maintaining an involved School Advisory Council, South Olive ES continues to develop and seek new partnerships.
Community Partnerships for 2015-2016 will include but are not limited to partnerships with:
-Local business My Tutoring Place, who provides bi-lingual tutoring through a growth mindset approach and parent workshops on the importance of Creating Learning Environments at home

-Family Church, who provides generous donations toward curriculum supplementary materials, parent resources, and families in need

- Shoppe 561, who provides donations for teacher morale events, as well as hosting frequent Gallery Walks at the shop, including display of student artwork and a portion of the proceeds returning to the school

- Palm Beach Atlantic University basketball team Reading with Tigers - students visiting classrooms to partner with students and practice fluency through reading in a fun setting

- Family-Run Exchange Closet, providing exchanged uniforms for families in need through low cost options as well as gifting uniforms to families in significant need

- Lakeside Presbyterian, who donated 25 student backpacks filled with supplies for families in need

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Springman, Melinda	Principal
Hamerling, Dava	Assistant Principal
Graat, Melinda	Teacher, K-12
Zapata Henao, Natalia	Guidance Counselor
Owens, Hillary	Guidance Counselor
Chiacchio, Kathy	Other
Frutos, Gloria	Teacher, K-12
Coggins, April	Teacher, K-12
Powers, Michelle	Teacher, K-12
Reves, Misty	Teacher, K-12
Bell, Yiselk	Teacher, K-12
Bennett, Jamie	Teacher, K-12
Bohlman, Jessica	Teacher, K-12
Maik, Ellie	Teacher, K-12
Camizzi, Betsy	Teacher, K-12
Abrams, Sharon	Teacher, K-12
Van Weddingen, Kerry	Teacher, K-12
Stinchcomb, Stephanie	Teacher, K-12
Lake, Joline	Teacher, K-12
Hodgkiss, Maggie	Teacher, K-12

Duties

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

The members of the Instructional Leadership Team meet one time each month to share school wide information as it relates to monitoring teaching and learning and meeting the needs of all students. Decisions are made collaboratively using the shared decision making model.

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

The Instructional Leadership Team and the School Based Team (SBT) will use the Problem Solving Model to conduct all meetings. Based on data and discussion, the team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of deficiencies and appropriate research - based intervention to address these deficiencies. The team will ensure the necessary resources are available and the intervention is implemented with fidelity.Each case will be assigned a case liaison to support the interventionist (i.e., teacher, inclusion teacher, guidance counselor) and report back on all data collected for further discussion at future meetings.
South Olive Elementary school integrates Single School Culture by sharing Universal Guidelines for Success (ROAR), following our Behavior Matrix, teaching Expected Behaviors, communicating with parents, and monitoring the SwPBS. We update our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign, structured lessons, and implementation of SwPBS programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Claudia Kirk Barto	Parent
Jennifer Ali	Parent
Yiselk Bell	Teacher
Cynthia Rose	Teacher
Kathy Chiacchio	Teacher
Juana Triana	Education Support Employee
Dina Rubio	Business/Community
Robert Norvell	Business/Community
John Critchett	Parent
Melinda Springman	Principal
Victoria Mesa-Estrada	Parent
Grace Gutierrez	Parent
Josh Galle	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The 2014-2015 School Improvement Plan (SIP) was approved by the School Advisory Council September 2014. Data supporting the SIP goals to be reviewed at the October SAC meeting in 2015.

Development of this school improvement plan

Review of the previous plan was discussed with the SAC and the Instructional Leadership Team in August 2015, with limited student data provided due to delay in results from the state. Both groups discussed which goals to continue, modify, and add based on qualitative and quantitative data available. In September, the SAC and Instructional Leadership Team reviewed the final draft of the plan, with the SAC voting at their September meeting.

Preparation of the school's annual budget and plan

The preliminary 2016 budget was submitted April 2015. The updated budget was reviewed at the August 2015 SAC meeting.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

$5,300 of the allotted funds was spent on a curriculum supplement program titled Thinking Maps, which includes training materials for staff as well as resources for classroom strategies regarding use of graphic organizers and executive functioning skills.
$1000 of the allotted funds was spent on a stipend for the School-Based Team Leader.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Hamerling, Dava	Assistant Principal
Dunlap, Michelle	Teacher, ESE
Coggins, April	Teacher, K-12
Graat, Melinda	Teacher, K-12
Kovner, Robyn	Teacher, K-12
Orlove, Laura	Teacher, K-12
Powers, Michelle	Teacher, K-12
Moreland, Lauren	Teacher, K-12
Parsons, Tina	Teacher, K-12
Havican, Adam	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

Literacy Leadership Team Members will:
• Attend planning cycle and facilitate grade level collaborative planning following planning cycle to teach others

- Support grade level teachers as they plan instruction
- Support literacy instruction of teachers on the grade level
- Monitor use of web based program, iStation
- Monitor fidelity of implementation of Reading Running Record (RRR), Leveled Literacy Intervention (LLI), immediate intensive intervention (iii)

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Teachers participate in weekly Learning Team Meetings, utilizing Professional Learning Community Research as a framework for discussion. The master schedule has been designed to provide consistent time for teachers to meet by common content. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student achievement is monitored and instruction is modified as needed based on decisions made through collaboration.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The Assistant Principal will assign one "Buddy" and one "Mentor" teacher to each new teacher.
Team Leaders will provide support through grade level and/or learning team meetings.
The Professional Development Contact will provide support through Professional Development.
The Principal will schedule on-going meetings with Leadership Team.
The Principal will solicit teacher candidate referrals from colleagues (administrators /teachers).
Highly qualified and effective teachers will be provided with opportunities to serve as role models for their peers, developing their own leadership capacity.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

In addition to activities outlined in the District Educator Support Program (ESP) Program, teachers new to South Olive Elementary School will be assigned a Buddy Teacher, participate in Learning Team Meetings (PLCs), on-going face to face professional development and web-based professional development. Teachers new to the Gifted Program will have on-going meetings with the District Gifted Specialist. Teachers new to gifted and new to ESOL will be working on their endorsement coursework throughout the year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to analyze the standards as they design assessments and instruction for all contents with a strong focus on literacy and mathematics. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards. During 2015-2016, the teachers will begin implementation of common assessments which will be aligned to the expected rigor of the standards and utilized for data analysis of student performance.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

South Olive Elementary School administrators ensure every teacher contributes to literacy and mathematics improvement of every student by:
• Providing a 30 minute block for intervention and enrichment on a daily basis
• Analyzing assessment results to determine action plans for students who do not master standards
• Teaching students to self-select texts based on RRR levels
• Providing push-in/pull out services for ESE/ELL
• Providing Leveled Literacy Intervention(LLI) instruction to students performing a year or more below grade level

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 0

A certified classroom teacher oversees the program.
Program - Explore Literacy K-2
Lessons are aligned with Common Core Standards for Reading.
Incorporates engaging fiction and non-fiction read alouds that build on prior knowledge.
Builds fluency using age appropriate Reader's Theater.
Daily hands-on activities and projects.
Lessons are supplemented with Technology extentions for further understanding.

Strategy Rationale

The rationale for this strategy is to help build a community of readers, improve reading comprehension and build fluency.

Strategy Purpose(s)

•   Enrichment

Person(s) responsible for monitoring implementation of the strategy
Hamerling, Dava, dava.hamerling@palmbeachschools.org

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The District Department of Afterschool will collect and analyze data.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Preschool parents and preschool staff will be invited to special events at South Olive Elementary, including SAC meetings, PTO meetings and Family Fun Nights.

South Olive Elementary School will hold Kindergarten Round-Up in the Spring 2016 in addition to transition activities for 5th graders preparing for middle school.

Incoming Kindergarten students are given a designated start date for staggered start which allows 1/3 of the population to attend each day and become familiar with the classroom environment, routines, rules, and procedures.

Tea and Sympathy is held within the first two weeks of school for parents of incoming Kindergarten children to provide an opportunity for parents to network with each other, learn about the school volunteer program and meet the members of the PTO board.

A Child Associate from the Boys' Town Primary Project is on campus full-time to transition Kindergarten and First Grade students.

College and Career Readiness

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.
The following documents were submitted as evidence for this section:

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Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

While 2015 results are not available at the time of publication, 2013-2014 FCAT trends show significant gains in proficiency for all students in writing, reading, mathematics, and social studies. 2015 FCAT results for Science show gains in proficiency of all students for Science.

Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

2015 results were not available at time of publication. While all students show an increase in gains for the FCAT between 2013 and 2014, analysis of district-generated assessments during 2015 show an achievement gap remains for Students with Disabilities, English Language Learners, and Hispanic students. Specifically, a gap is evident between the percentage of students in these subgroups achieving proficiency in comparison to the percentage of all students achieving proficiency.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B = Barrier** **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   If teachers analyze and use data to drive instruction, then student performance in literacy and mathematics will improve.

G2.   If we increase the number of authentic learning experiences for every student at South Olive Elementary School, the percentage of all students experiencing learning gains will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. If teachers analyze and use data to drive instruction, then student performance in literacy and mathematics will improve. 1a

🔑 G069994

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	81.0

Resources Available to Support the Goal 2

- Use available resources from the PBSD website.

- Professional Development in strategies for Professional Learning Communities

Targeted Barriers to Achieving the Goal 3

- Limited experience in analyzing data,identifying effective teaching strategies, grouping students for differentiated instruction.

- Lack of experience designing common assessments.

Plan to Monitor Progress Toward G1. 8

Attendance at PLC Meetings & Data Analysis

Person Responsible
Melinda Springman

Schedule
Biweekly, from 9/21/2015 to 5/27/2016

Evidence of Completion
Improved Student Achievement

G2. If we increase the number of authentic learning experiences for every student at South Olive Elementary School, the percentage of all students experiencing learning gains will increase. 1a

🔑 G069995

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	60.0

Resources Available to Support the Goal 2

- Field Trip Opportunities
- Traveling Exhibitions & Guest Experts
- Professional Learning Community Planning Framework

Targeted Barriers to Achieving the Goal 3

- Teachers need to gain common understanding of authentic learning experiences (real-world, inquiry-based activities with pre-learning and post-reflection).
- Teachers need more opportunities to plan and execute authentic learning experiences for all students.

Plan to Monitor Progress Toward G2. 8

Quarterly Discussion with Instructional Leadership Team monitoring the number and quality of authentic learning experiences provided to all students (expectation is a minimum of four experiences this school year)

Person Responsible

Melinda Springman

Schedule

Quarterly, from 11/10/2015 to 5/10/2016

Evidence of Completion

Agendas from ILT Meeting

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal　　**B = Barrier**　　**S** = Strategy

1 = Problem Solving Step　　🔑 S123456 = Quick Key

G1. If teachers analyze and use data to drive instruction, then student performance in literacy and mathematics will improve. 1

🔑 G069994

G1.B1 Limited experience in analyzing data,identifying effective teaching strategies, grouping students for differentiated instruction. 2

🔑 B182168

G1.B1.S1 Provide training to Team Leads and Content Contacts in facilitation of professional learning communities related to designing common assessments, data analysis, and planning for differentiation. 4

🔑 S193862

Strategy Rationale

Team Leads and Content Contacts are trained to look at data deeply, take it apart and use it to differentiate instruction. They can utilize all these skills with their teams at Professional Learning Communities (aka LTMs).

Action Step 1 5

Provide Professional Development

Person Responsible

Melinda Springman

Schedule

Monthly, from 9/2/2015 to 4/6/2016

Evidence of Completion

Agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Monitor Professional Learning Community Time (aka LTMs)

Person Responsible

Dava Hamerling

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Meeting agendas and/or notes

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

PLC Meetings, Attendance & Agendas

Person Responsible

Dava Hamerling

Schedule

Weekly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Meeting agendas

G1.B2 Lack of experience designing common assessments. 2

B182169

G1.B2.S1 Provide training and support during PLC time to design quality, common assessments 4

S193863

Strategy Rationale

Proper analysis of and agreement on prioritized standards for assessments will yield stronger lesson planning as well as meaningful results

Action Step 1 5

Support and Training in Development of Common Assessments

Person Responsible

Dava Hamerling

Schedule

Monthly, from 9/17/2015 to 6/3/2016

Evidence of Completion

Assessments, Agendas, and/or Notes from PLC meetings

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monitor PLC time

Person Responsible

Melinda Springman

Schedule

Weekly, from 9/17/2015 to 6/3/2016

Evidence of Completion

Agendas and/or notes from PLC meetings

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Instructional Leadership will share results collaboratively during our monthly ILT meetings

Person Responsible

Dava Hamerling

Schedule

Weekly, from 9/17/2015 to 6/3/2016

Evidence of Completion

Agendas from ILT Meetings

G2. If we increase the number of authentic learning experiences for every student at South Olive Elementary School, the percentage of all students experiencing learning gains will increase. `1`

🔍 G069995

G2.B1 Teachers need to gain common understanding of authentic learning experiences (real-world, inquiry-based activities with pre-learning and post-reflection). `2`

🔍 B182170

G2.B1.S1 Provide training on authentic learning experiences through professional development time and PLC framework. `4`

🔍 S193864

Strategy Rationale

With a common understanding, all teachers will be able to design quality authentic learning experiences for all students

Action Step 1 `5`

Training on Authentic Learning Experiences

Person Responsible

Dava Hamerling

Schedule

On 10/20/2015

Evidence of Completion

Agenda from training

Plan to Monitor Fidelity of Implementation of G2.B1.S1 `6`

Collaborative Planning of Authentic Learning Experiences

Person Responsible

Dava Hamerling

Schedule

Monthly, from 10/20/2015 to 5/31/2016

Evidence of Completion

Lesson Plans for Authentic Learning Experiences

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 `7`

PLC Collaborations to debrief results of Auth Learn Exp

Person Responsible

Dava Hamerling

Schedule

Quarterly, from 10/20/2015 to 5/27/2016

Evidence of Completion

Agendas

G2.B2 Teachers need more opportunities to plan and execute authentic learning experiences for all students. 2

B182171

G2.B2.S1 South Olive Elementary School will increase the number of Authentic Learning Experiences for every student to a minimum of 4 times per year. 4

S193865

Strategy Rationale

With increased opportunities for inquiry-based, real-world experiences, students at South Olive will experienced increased engagement and deeper understanding of content knowledge.

Action Step 1 5

PLC time will be devoted on a quarterly basis to designing comprehensive authentic learning experiences

Person Responsible

Dava Hamerling

Schedule

Quarterly, from 10/20/2015 to 5/2/2016

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Teacher leaders will collaborate regarding regarding frequency and quality of Authentic Learning Experiences

Person Responsible

Dava Hamerling

Schedule

Semiannually, from 10/20/2015 to 5/27/2016

Evidence of Completion

Agendas and Minutes from ILT Meetings

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Review Results and Attend Collaborations after Authentic Learning Experiences

Person Responsible

Melinda Springman

Schedule

Quarterly, from 11/20/2015 to 5/27/2016

Evidence of Completion

Notes from ILT and PLC Meetings

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide Professional Development	Springman, Melinda	9/2/2015	Agendas	4/6/2016 monthly
G1.B2.S1.A1	Support and Training in Development of Common Assessments	Hamerling, Dava	9/17/2015	Assessments, Agendas, and/or Notes from PLC meetings	6/3/2016 monthly
G2.B1.S1.A1	Training on Authentic Learning Experiences	Hamerling, Dava	10/20/2015	Agenda from training	10/20/2015 one-time
G2.B2.S1.A1	PLC time will be devoted on a quarterly basis to designing comprehensive authentic learning experiences	Hamerling, Dava	10/20/2015		5/2/2016 quarterly
G1.MA1	Attendance at PLC Meetings & Data Analysis	Springman, Melinda	9/21/2015	Improved Student Achievement	5/27/2016 biweekly
G1.B1.S1.MA1	PLC Meetings, Attendance & Agendas	Hamerling, Dava	9/21/2015	Meeting agendas	5/27/2016 weekly
G1.B1.S1.MA1	Monitor Professional Learning Community Time (aka LTMs)	Hamerling, Dava	9/7/2015	Meeting agendas and/or notes	5/27/2016 weekly
G1.B2.S1.MA1	Instructional Leadership will share results collaboratively during our monthly ILT meetings	Hamerling, Dava	9/17/2015	Agendas from ILT Meetings	6/3/2016 weekly
G1.B2.S1.MA1	Monitor PLC time	Springman, Melinda	9/17/2015	Agendas and/or notes from PLC meetings	6/3/2016 weekly
G2.MA1	Quarterly Discussion with Instructional Leadership Team monitoring the number and quality of authentic learning experiences provided to all students (expectation is a minimum of four experiences this school year)	Springman, Melinda	11/10/2015	Agendas from ILT Meeting	5/10/2016 quarterly
G2.B1.S1.MA1	PLC Collaborations to debrief results of Auth Learn Exp	Hamerling, Dava	10/20/2015	Agendas	5/27/2016 quarterly
G2.B1.S1.MA1	Collaborative Planning of Authentic Learning Experiences	Hamerling, Dava	10/20/2015	Lesson Plans for Authentic Learning Experiences	5/31/2016 monthly
G2.B2.S1.MA1	Review Results and Attend Collaborations after Authentic Learning Experiences	Springman, Melinda	11/20/2015	Notes from ILT and PLC Meetings	5/27/2016 quarterly
G2.B2.S1.MA1	Teacher leaders will collaborate regarding regarding frequency and	Hamerling, Dava	10/20/2015	Agendas and Minutes from ILT Meetings	5/27/2016 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	quality of Authentic Learning Experiences				

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If teachers analyze and use data to drive instruction, then student performance in literacy and mathematics will improve.

G1.B1 Limited experience in analyzing data,identifying effective teaching strategies, grouping students for differentiated instruction.

G1.B1.S1 Provide training to Team Leads and Content Contacts in facilitation of professional learning communities related to designing common assessments, data analysis, and planning for differentiation.

PD Opportunity 1

Provide Professional Development

Facilitator

Melinda Springman

Participants

Instructional Leadership: Team Leads and Content Contacts

Schedule

Monthly, from 9/2/2015 to 4/6/2016

G1.B2 Lack of experience designing common assessments.

G1.B2.S1 Provide training and support during PLC time to design quality, common assessments

PD Opportunity 1

Support and Training in Development of Common Assessments

Facilitator

Melinda Springman and Dava Hamerling

Participants

All Instructional Staff

Schedule

Monthly, from 9/17/2015 to 6/3/2016

G2. If we increase the number of authentic learning experiences for every student at South Olive Elementary School, the percentage of all students experiencing learning gains will increase.

G2.B1 Teachers need to gain common understanding of authentic learning experiences (real-world, inquiry-based activities with pre-learning and post-reflection).

G2.B1.S1 Provide training on authentic learning experiences through professional development time and PLC framework.

PD Opportunity 1

Training on Authentic Learning Experiences

Facilitator

AP Dava Hamerling

Participants

Classroom Teachers

Schedule

On 10/20/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Provide Professional Development				$0.00
2	G1.B2.S1.A1	Support and Training in Development of Common Assessments				$562.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0572 - South Olive Elementary School	School Improvement Funds		$562.00
			Notes: Funds toward supplement for School Based Team Leader, who will utilize assessment results to target strategies for at-risk students			

3	G2.B1.S1.A1	Training on Authentic Learning Experiences				$0.00
4	G2.B2.S1.A1	PLC time will be devoted on a quarterly basis to designing comprehensive authentic learning experiences				$1,900.00

	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0572 - South Olive Elementary School	School Improvement Funds		$1,900.00
			Notes: SIP funds will be utilized to increase field trip opportunities for underprivileged students			
					Total:	$2,462.00