

The School District of Palm Beach County

# South Olive Elementary School



2016-17 Schoolwide Improvement Plan

## South Olive Elementary School

7101 S OLIVE AVE, West Palm Beach, FL 33405

<https://soes.palmbeachschools.org>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2015-16 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School KG-5	No	64%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	58%

### School Grades History

<b>Year</b>	<b>2017-18</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>
<b>Grade</b>	B	A*	A	B

*\*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 11/16/2016.

### 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 a monitoring status of "Former F" (see page 4). 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>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2016-17 DA Category and Statuses for South Olive Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	Not In DA - N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. 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.

##### b. 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.

#### 2. School Environment

##### a. 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).

##### b. 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.

**c. 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.

**d. 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. Our guidance counselors teach character education as part of the rotation on the fine arts wheel. Additionally, students who are identified to struggle academically will be assigned a mentor who will work with them on their social-emotional needs and mindset toward learning throughout the year. This program is titled "SOS: Save one Starfish."

### 3. Early Warning Systems

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

**a. 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. Early indicators include:  
Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension  
One or more suspensions, whether in school or out of school  
Course failure in English Language Arts or mathematics  
A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

There are also guidelines created for the number of absences before a referral is generated to SBT.

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

**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
Attendance below 90 percent	5	9	7	11	13	11	0	0	0	0	0	0	0	56
One or more suspensions	1	0	0	2	1	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	16	21	42	31	52	25	0	0	0	0	0	0	0	187
Level 1 on statewide assessment	0	0	0	19	31	28	0	0	0	0	0	0	0	78

**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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	4	5	19	1	1	0	0	0	0	0	0	0	31

**c. 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), Foundations, small group instruction and differentiated instruction. Each grade level works together to create groupings for intervention collectively rather than each teacher doing so individually. Our SOS (Save One Starfish) mentor program allows all students in the bottom quartile to receive individualized attention from a mentor at least twice a month.

**B. Family and Community Engagement**

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

**1. 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. Â§ 6314(b)(1)(F).

**a. Will the school use its PIP to satisfy this question?**

No

**1. PIP Link**

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

**2. 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.

At SOES we 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. Parent Information is provided on a monthly basis via phone message to reach our community



members without email as well.

Edline, progress Reports, report cards and student agendas (planners) are used to communicate student progress to parents.

Our Reading with Tigers program allows local community members to volunteer in the school on a regular basis, in addition to our new partnership with the Foster Grandparent program for 2016-2017.

## **2. 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 2016-7 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
- Lakeside Presbyterian Church, who provides resources for families in need and helps promote volunteer opportunities.
- 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
- Duffy's Foundation, donating filled backpacks for students in need

## **C. Effective Leadership**

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

### **1. School Leadership Team**

#### **a. Membership**

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

Name	Title
Springman, Melinda	Principal
Hamerling, Dava	Assistant Principal
Zapata Henao, Natalia	School Counselor
Owens, Hillary	School Counselor
Chiacchio, Kathy	Other
Bell, Yiselk	Teacher, K-12
Abrams, Sharon	Teacher, K-12
Van Weddingen, Kerry	Teacher, K-12
Stinchcomb, Stephanie	Teacher, K-12
Lake, Joline	Teacher, K-12
Vernachio, Ulrike	Teacher, K-12
Dunlap, Michelle	Teacher, K-12
Cody, Barbara	Teacher, K-12

**b. Duties**

**1. 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. These teacher leaders are also responsible for leading the work in their professional learning communities - a team of teachers who work collaboratively every 5-7 days to improve instruction by supporting one another with the work.

**2. 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.

**2. School Advisory Council (SAC)**

**a. Membership**

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Claudia Kirk Barto	Parent
Cynthia Rose	Teacher
Kathy Chiacchio	Teacher
Dina Rubio	Business/Community
Melinda Springman	Principal
Victoria Mesa-Estrada	Parent
Josh Galle	Parent
Steve Sylvester	Business/Community
Derek Simpson	Parent
Kevin Chiacchio	Education Support Employee
Natalia Zapata	Teacher
Lisa Murphy	Teacher

**b. Duties**

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

*a. Evaluation of last year's school improvement plan*

The 2015-2016 School Improvement Plan (SIP) was approved by the School Advisory Council September 2015. Data supporting the SIP goals to be reviewed quarterly through the SAC meetings.

*b. Development of this school improvement plan*

On June 9, 2016 all members of the Instructional Leadership team met to review results from the prior school year and determine a plan of action for the 2016-2017 school year. On August 22, members of the SAC and staff were invited to a session to review barriers to student learning at SOE and to determine strategies to remove those barriers. Representatives from both the SAC and the teaching staff were present. Both groups discussed which goals to continue, modify, and add based on qualitative and quantitative data available. These results were utilized to draft the plan that was provided for review and discussion at the August SAC meeting for 2016 and will be discussed with the Instructional Leadership Team in September 2016. In August, the SAC reviewed the final draft of the plan and voted on the plan.

*c. Preparation of the school's annual budget and plan*

The preliminary 2017 budget was submitted April 2016. The updated budget will be reviewed at the September 2016 SAC meeting.

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

\$1000 of the allotted funds was spent on a stipend for the School-Based Team Leader.

The remaining funds were utilized toward providing substitutes for teachers that attended a training on Professional Learning Communities.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Hamerling, Dava	Assistant Principal
Dunlap, Michelle	Teacher, ESE
Graat, Melinda	Teacher, K-12
Kovner, Robyn	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

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 in primary or intermediate grades respectively.
- Monitor use of web based program iReady.
- Monitor fidelity of implementation of Reading Running Record (RRR), Leveled Literacy Intervention (LLI), immediate intensive intervention (iii)

**D. Public and Collaborative Teaching**

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

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

Teachers participate in collaborative planning time every six days, 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.

**2. 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.

### **3. 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.

## **E. Ambitious Instruction and Learning**

### **1. Instructional Programs and Strategies**

#### **a. Instructional Programs**

##### **1. 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. Through their work as professional learning communities, 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.

#### **b. Instructional Strategies**

##### **1. 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. This time of day is when teachers support one another by grouping students to allow for small group opportunities for intervention.
- 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

##### **2. 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.

**Strategy: After School Program**

**Minutes added to school year: 0**

At-risk students will be provided an opportunity for after school tutoring free of charge at one hour per week for 30 weeks.

**Strategy Rationale**

This after school time will be utilized to close skill deficits that are barriers to students accessing on level curriculum.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Springman, Melinda, melinda.springmanherrera@palmbeachschools.org

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

Learning Gains for students involved in tutoring (from FSA 2016 to 2017)

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

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

**1. 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 2017 in addition to transition activities for 5th graders preparing for middle school. Student leaders from Kindergarten will be selected as Ambassadors to help students feel welcome.

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.

Starting in 2016-2017, SOE will have a 5th Grade Academy. The academy will be a portion of the building that will allow students to experience an increase in independence throughout the year, including but not limited to: class changes, hall passing without walking in lines, and open seating in the cafeteria. These privileges will be earned throughout the year, with each step providing training and support for student behavior.

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

**b. College and Career Readiness**

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

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

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

**4. 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.**

## II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

### A. Problem Identification

#### 1. Data to Support Problem Identification

##### b. 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:

*No files were uploaded*

## 2. 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.

2016 results show an overall decrease in the percentage of students scoring proficient on the FSA for Reading and Math. Results 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.

## B. 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.

## C. Strategic Goals



## 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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3.
  
- G2.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase performance on grade level in math and science achievement for all students.

## Strategic Goals Detail

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

**G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3. 1a

G083816

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	80.0
FSA ELA Achievement	72.0

**Targeted Barriers to Achieving the Goal** 3

- Limited Human Resources to meet the needs of a large number of students who require intervention
- Lack of time and understanding of PLC strategies to plan collaboratively

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Peer Tutoring, Foster Grandparents, PBPA volunteers, Community Volunteers
- Arrange Coverage from Fine Arts to allow teachers to plan collaboratively every six days, including work around student groupings and "shared work" from the entire team for intervention

**Plan to Monitor Progress Toward G1.** 8

Monitor Diagnostic Data for students

**Person Responsible**

Dava Hamerling

**Schedule**

Semiannually, from 9/5/2016 to 4/28/2017

**Evidence of Completion**

Use of iStation data as well as district diagnostics to monitor the progress of all students, including interest in percentage of students scoring level 4 and 5

**G2.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase performance on grade level in math and science achievement for all students. 1a

G083817

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	75.0
Statewide Science Assessment Achievement	75.0

**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.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

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

**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 11/1/2016 to 5/31/2017

**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 we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3. **1**

 G083816

**G1.B1** Limited Human Resources to meet the needs of a large number of students who require intervention **2**

 B222692

**G1.B1.S1** Utilize additional volunteer and tutoring programs to increase the number of people available to assist struggling students during the school day. **4**

 S234960

### Strategy Rationale

Some teachers may have as many as half of their students in one classroom who require intensive intervention, in addition to their remaining students. By bringing volunteers into the classroom, the ratio of students to support will improve.

### Action Step 1 **5**

Develop Volunteer Network

#### **Person Responsible**

Melinda Springman

#### **Schedule**

Monthly, from 9/1/2016 to 4/28/2017

#### **Evidence of Completion**

Volunteer Sign In and Schedule of Volunteer Support

### Action Step 2 **5**

Provide additional after school tutoring for at risk students

#### **Person Responsible**

Melinda Springman

#### **Schedule**

Weekly, from 9/19/2016 to 4/28/2017

#### **Evidence of Completion**

Attendance from Tutoring Sessions

**Action Step 3** 5

Deepen understanding of and ability to properly conduct the RTI process

**Person Responsible**

Dava Hamerling

**Schedule**

Monthly, from 8/9/2016 to 5/26/2017

***Evidence of Completion***

Minutes from SBT meetings

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

Monitor attendance of volunteer and tutoring program

**Person Responsible**

Melinda Springman

**Schedule**

Every 3 Weeks, from 9/26/2016 to 5/26/2017

***Evidence of Completion***

Reports from Volunteer Sign In and Attendance at Tutoring

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

Monitor effectiveness of volunteer and tutoring programs

**Person Responsible**

Melinda Springman


**Schedule**

Biweekly, from 9/5/2016 to 4/28/2017

***Evidence of Completion***

Observations during volunteer and tutoring times

**G1.B2** Lack of time and understanding of PLC strategies to plan collaboratively **2**

 B222693

**G1.B2.S1** Provide training for a minimum of 2 teacher leads per PLC group through Daniel Venables "Authentic PLCs" training. **4**

 S234961

**Strategy Rationale**

Teacher leadership is the most effective lever to improve instruction. By providing teachers with the necessary tools to facilitate critical discussions and data analysis, the capacity of the entire team will grow - and therefore student achievement.

**Action Step 1** **5**

PD in Authentic PLCs

**Person Responsible**

Melinda Springman

**Schedule**

On 5/11/2016

**Evidence of Completion**

Assessments, Agendas, and/or Notes from PLC training

**Action Step 2** **5**

Restructure master schedule to allow for more common planning time for teachers

**Person Responsible**

Dava Hamerling

**Schedule**

On 8/12/2016

**Evidence of Completion**

PLC Schedule

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

Monitor PLC time

**Person Responsible**

Dava Hamerling

**Schedule**

Weekly, from 8/23/2016 to 5/19/2017

***Evidence of Completion***

Agendas and/or notes from PLC meetings

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

Observations of PLCs daily and Instructional Leadership Meetings every six weeks

**Person Responsible**

Dava Hamerling

**Schedule**

Every 6 Weeks, from 8/18/2016 to 5/19/2017

***Evidence of Completion***

Agendas from PLCs and ILT Meetings



**G2.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase performance on grade level in math and science achievement for all students. **1**

 G083817

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

 B222694

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

 S234962

### 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 10/13/2016

#### **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 11/1/2016 to 5/31/2017

#### **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 11/1/2016 to 5/31/2017

***Evidence of Completion***

Agendas

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

B222695

**G2.B2.S1** Teachers will utilize increased collaborative planning time to plan authentic learning experiences for all students across content areas. 4

S234963

### 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 10/1/2016 to 5/30/2017

#### Evidence of Completion

### Action Step 2 5

Science Lab will be implemented, allowing students access to hands-on science experiences on a more regular basis

#### Person Responsible

Melinda Springman

#### Schedule

On 8/12/2016

#### Evidence of Completion

Science Lab in Place and in Use

**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 10/1/2016 to 5/30/2017

***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 11/1/2016 to 5/30/2017

***Evidence of Completion***

Notes from ILT and PLC Meetings

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G1.B2.S1.A1 A302814	PD in Authentic PLCs	Springman, Melinda	5/9/2016	Assessments, Agendas, and/or Notes from PLC training	5/11/2016 one-time
G1.B2.S1.A2 A302815	Restructure master schedule to allow for more common planning time for teachers	Hamerling, Dava	7/5/2016	PLC Schedule	8/12/2016 one-time
G2.B2.S1.A2 A302818	Science Lab will be implemented, allowing students access to hands-on science experiences on a more...	Springman, Melinda	5/2/2016	Science Lab in Place and in Use	8/12/2016 one-time
G2.B1.S1.A1 A302816	Training on Authentic Learning Experiences	Hamerling, Dava	10/13/2016	Agenda from training	10/13/2016 one-time
G1.MA1 M307462	Monitor Diagnostic Data for students	Hamerling, Dava	9/5/2016	Use of iStation data as well as district diagnostics to monitor the progress of all students, including interest in percentage of students scoring level 4 and 5	4/28/2017 semiannually
G1.B1.S1.MA1 M307458	Monitor effectiveness of volunteer and tutoring programs	Springman, Melinda	9/5/2016	Observations during volunteer and tutoring times	4/28/2017 biweekly
G1.B1.S1.A1 A302811	Develop Volunteer Network	Springman, Melinda	9/1/2016	Volunteer Sign In and Schedule of Volunteer Support	4/28/2017 monthly
G1.B1.S1.A2 A302812	Provide additional after school tutoring for at risk students	Springman, Melinda	9/19/2016	Attendance from Tutoring Sessions	4/28/2017 weekly
G1.B2.S1.MA1 M307460	Observations of PLCs daily and Instructional Leadership Meetings every six weeks	Hamerling, Dava	8/18/2016	Agendas from PLCs and ILT Meetings	5/19/2017 every-6-weeks
G1.B2.S1.MA1 M307461	Monitor PLC time	Hamerling, Dava	8/23/2016	Agendas and/or notes from PLC meetings	5/19/2017 weekly
G1.B1.S1.MA1 M307459	Monitor attendance of volunteer and tutoring program	Springman, Melinda	9/26/2016	Reports from Volunteer Sign In and Attendance at Tutoring	5/26/2017 every-3-weeks
G1.B1.S1.A3 A302813	Deepen understanding of and ability to properly conduct the RTI process	Hamerling, Dava	8/9/2016	Minutes from SBT meetings	5/26/2017 monthly
G2.B2.S1.MA1 M307465	Review Results and Attend Collaborations after Authentic Learning Experiences	Springman, Melinda	11/1/2016	Notes from ILT and PLC Meetings	5/30/2017 quarterly
G2.B2.S1.MA1 M307466	Teacher leaders will collaborate regarding regarding frequency and quality of Authentic Learning...	Hamerling, Dava	10/1/2016	Agendas and Minutes from ILT Meetings	5/30/2017 semiannually
G2.B2.S1.A1 A302817	PLC time will be devoted on a quarterly basis to designing comprehensive authentic learning...	Hamerling, Dava	10/1/2016		5/30/2017 quarterly
G2.MA1 M307467	Quarterly Discussion with Instructional Leadership Team monitoring the number and quality of...	Springman, Melinda	11/1/2016	Agendas from ILT Meeting	5/31/2017 quarterly
G2.B1.S1.MA1 M307463	PLC Collaborations to debrief results of Auth Learn Exp	Hamerling, Dava	11/1/2016	Agendas	5/31/2017 quarterly
G2.B1.S1.MA1 M307464	Collaborative Planning of Authentic Learning Experiences	Hamerling, Dava	11/1/2016	Lesson Plans for Authentic Learning Experiences	5/31/2017 monthly

## V. Professional Development Opportunities

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

**G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase reading on grade level by grade 3.

**G1.B1** Limited Human Resources to meet the needs of a large number of students who require intervention

**G1.B1.S1** Utilize additional volunteer and tutoring programs to increase the number of people available to assist struggling students during the school day.

### **PD Opportunity 1**

Deepen understanding of and ability to properly conduct the RTI process

#### **Facilitator**

Melinda Springman

#### **Participants**

Entire staff

#### **Schedule**

Monthly, from 8/9/2016 to 5/26/2017

**G1.B2** Lack of time and understanding of PLC strategies to plan collaboratively

**G1.B2.S1** Provide training for a minimum of 2 teacher leads per PLC group through Daniel Venables "Authentic PLCs" training.

### **PD Opportunity 1**

PD in Authentic PLCs

#### **Facilitator**

Outside Consultant: Daniel Venables

#### **Participants**

2 Teacher leaders per GL (per PLC)

#### **Schedule**

On 5/11/2016

**G2.** If we deliver effective and relevant instruction to meet the needs of all students, then we will increase performance on grade level in math and science achievement for all students.

**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 10/13/2016

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B1.S1.A1</b>	<b>Develop Volunteer Network</b>				<b>\$0.00</b>
<b>2</b>	<b>G1.B1.S1.A2</b>	<b>Provide additional after school tutoring for at risk students</b>				<b>\$1,300.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0572 - South Olive Elementary School	School Improvement Funds		\$1,300.00
<i>Notes: Remaining SIP funding towards additional pay for teachers to conduct after school tutoring</i>						
<b>3</b>	<b>G1.B1.S1.A3</b>	<b>Deepen understanding of and ability to properly conduct the RTI process</b>				<b>\$1,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0572 - South Olive Elementary School	School Improvement Funds		\$1,000.00
<i>Notes: Funding for \$1000 stipend to the SBT chairperson</i>						
<b>4</b>	<b>G1.B2.S1.A1</b>	<b>PD in Authentic PLCs</b>				<b>\$0.00</b>
<b>5</b>	<b>G1.B2.S1.A2</b>	<b>Restructure master schedule to allow for more common planning time for teachers</b>				<b>\$0.00</b>
<b>6</b>	<b>G2.B1.S1.A1</b>	<b>Training on Authentic Learning Experiences</b>				<b>\$0.00</b>
<b>7</b>	<b>G2.B2.S1.A1</b>	<b>PLC time will be devoted on a quarterly basis to designing comprehensive authentic learning experiences</b>				<b>\$0.00</b>
<b>8</b>	<b>G2.B2.S1.A2</b>	<b>Science Lab will be implemented, allowing students access to hands-on science experiences on a more regular basis</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$2,300.00</b>