South Olive Elementary School

2017-18 Schoolwide Improvement Plan

South Olive Elementary School

7101 S OLIVE AVE, West Palm Beach, FL 33405

https://soes.palmbeachschools.org

School Demographics

School Type and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	65%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	61%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	A

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 11/8/2017.

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 that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for South Olive Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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)(ii), as applicable to appropriate grade levels, including but not limited to:
(a) History of Holocaust
(b) History of Africans and African Americans
(c) Hispanic Contributions
(d) Women's Contributions
(e) Sacrifices of Veterans

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:
• Declaration of Independence
• Constitution of the United States and the Bill of Rights
• Federalist papers: Republican form of government
• Flag education
• Civil government: functions and interrelationships
• History of the United States
• Principles of Agriculture
• Effects of alcohol and narcotics
• Kindness to animals
• Florida history
• Conservation of natural resources
• Health education
• Free enterprise
• Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

Our school will host an International Night to celebrate the multicultural diversity of our community, as an extension of our Latino Community Cares Events hosted in 2015-2016 and 2016-2017.

At South Olive Elementary School the faculty and staff will ensure that relationship building is a clear

priority. The teaching staff received professional development in this area through Sanford Harmony during pre-school. During the first two weeks of school, teachers utilized the Sanford Harmony program in grades K-5 on a daily basis to set a positive tone and clarify the values that will guide interpersonal interaction between students and between the teacher and students. During this time, we gained gain information about students' cultures that will be incorporated into learning and future Harmony Discussions. 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.

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:
• Collaborating in a student-centered, personalized environment: Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.
• Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

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. We continue to utilize the Sanford Harmony program in grades K-5 on a weekly basis to establish relationships and a sense of community in our classrooms. 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.

The school strives to provide all parent information in the preferred language, including but not limited to: monthly newsletters, permission forms, phone blasts, mass emails, and club/activity bulletins. All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school. All SWDs have the same opportunities as students without disabilities to participate in all school sponsored, non-academic, age appropriate activities including electives, sports, dances, clubs, field trip, school plays, community service activities, and graduation activities.

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.

During the first two weeks of school, students at South Olive Elementary School are taught the Universal Guidelines and behavior matrix on a daily basis to ensure that they are aware of school wide expectations. These expectations are (PAWS) Practice Kindness, Act Safely, Work Together, and Show Respect. 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 PAWS, where groups of students may be recognized for their demonstration of PAWS as well as individual student recognition through positive office referrals and classroom reward systems. 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, utilizing both Second Step and Sanford Harmony as their resources. 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 address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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.

Students identified through the early warning indicators are assigned mentors, referred to SBT as appropriate, and discussed in PLCs to determine the best use of iii time for intervention during the school day.

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	9	7	7	10	9	9	0	0	0	0	0	0	0	51
One or more suspensions	1	0	2	1	2	2	0	0	0	0	0	0	0	8
Course failure in ELA or Math	13	29	43	44	42	59	0	0	0	0	0	0	0	230
Level 1 on statewide assessment	0	0	0	26	24	35	0	0	0	0	0	0	0	85

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	5	4	4	28	24	37	0	0	0	0	0	0	0	102

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 team in place to problem solve and create actions plans (SBT). 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. We consider our individual students' needs and IEP goals when planning for intervention strategies in order to close the achievement gap. 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 once a month.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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 SOE we host a minimum of one Latino Community Cares event - a state-recognized 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. This year the event will be expanded to an International Night to foster celebrations of our multicultural diversity and to make sure that all aspects of our parent community are represented.

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. Additionally, all teachers will host a conference day during October of 2017 to meet with all parents regarding their child's progress.

Our Reading with Tigers program allows local community members to volunteer in the school on a regular basis.

Learning opportunities and resources are provided to families of SWD students as a result of needs assessments conducted during parent conferences and IEP meetings. Survey results, the School Improvement Plan, and Performance Data are disseminated to families, school district personnel, and community members via the State of the School Address, School Advisory Council meetings, and the school website.

Based on an identified concern with attendance for Hispanic Female students, the School Advisory Council plans to seek outside partnerships to raise student and parent engagement for our female students, with targeted attention paid to our Spanish-speaking families.

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 2017-8 will include but are not limited to partnerships with:
-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 mentorships
-Palm Beach Atlantic University's Workship Program - Reading with Tigers - college 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
-Hispanic Bar Association, assists with fundraising and providing free legal counsel to parents in need

All parents are invited to Curriculum Night, where the State of the School Address is delivered, and the address is also published to the school website.

C. Effective Leadership

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
Van Weddingen, Kerry	Teacher, K-12
Vernachio, Ulrike	Teacher, K-12
Dunlap, Michelle	Teacher, K-12
Keen, Brittany	Teacher, K-12
Nixon, Ilona	Teacher, K-12
Donaldson, Jennifer	Teacher, K-12
Murphy, Lisa	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 7 days to improve instruction by supporting one another with the work of curriculum mapping, lesson planning, and data analysis. Each member of this team is responsible for collaborating with their teams on budgetary decisions for the funds allotted to their departments and monitoring those expenditures to ensure alignment to instructional priorities.

Key members of this team also participate in the design of the master schedule, including adjustments throughout the year based on student needs and budget allocations.

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 (PAWS), following our Behavior Matrix, teaching Expected Behaviors, communicating with parents, and monitoring the SwPBS. We update our Action Plans during PLCs and SBT meetings. We instill an appreciation for multicultural diversity through our anti-bullying campaign delivered through guidance courses on the fine arts wheel, 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
Amy Allgood	Parent
Melinda Springman	Principal
Victoria Mesa-Estrada	Parent
Derek Simpson	Parent
Kevin Chiacchio	Education Support Employee
Natalia Zapata	Teacher
Lisa Murphy	Teacher
Lindsey Sass	Teacher
Joline Lake	Teacher
Kimberly Rolston	Parent
Carmela Bedgregal	Parent
Tanya Hacker	Business/Community
Mireille Aleman	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The 2016-2017 School Improvement Plan (SIP) was approved by the School Advisory Council September 2016. Data supporting the SIP goals to be reviewed quarterly through the SAC meetings.

b. Development of this school improvement plan

On June 8, 2017 all members of the Instructional Leadership team met to review results from the prior school year and determine a plan of action for the 2017-2018 school year. These results were utilized to draft the school improvement plan. On September 25th, the staff conducted a data analysis and discussion to determine strategies for school improvement and to evaluate their alignment to the targets set forth by the district of palm beach county and therefore SOE. Teachers discussed which goals to continue, modify, and add based on qualitative and quantitative data available. On September 26th, members of the SAC reviewed the strategies chosen by the staff and discussed the plan of action as well as its alignment to the targets. At the conclusion of the meeting, 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 2018 budget was submitted April 2017. The updated budget will be reviewed at the October 2017 SAC meeting.

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

No school improvement funds were allocated to SOE for 2016-2017.

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.

The school can describe what programs or initiatives they use in the school to encourage both reading and writing, how they encourage students and staff to participate, as well as incentives that might be part of the program. 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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff

opportunities to participate in collaborative planning and instruction.

Teachers participate in collaborative planning time every five 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 improvement is monitored and instruction is modified as needed based on decisions made through collaboration between special education teachers, general education teachers and related service providers as appropriate.

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

School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.
Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time.
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.

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback. 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.

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

• Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
• Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the 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.

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.
• Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
• Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

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, including specifically designed instruction per students' IEP needs
• Teaching students to self-select texts based on RRR levels
• Providing push-in services for ESE/ELL
• Providing Leveled Literacy Intervention(LLI) instruction to students performing a year or more below grade level and FUNdations word work to all K-2 students

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

Ohana Tutoring: 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 address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

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

The principal provides guided tours of the school to parents and students who are new to the area.

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 2018 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 Talk 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.

SOE has 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 part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

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.

During the 2016-2017 school year, the percentage of Low 25% students making gains increased from 29% to 49% in Mathematics, and from 45% to 49% in English Language Arts.

Learning Gains for the entire student body dropped from 62% to 58% for ELA, and from 63% to 61% in Math.

The Percentage of students meeting the standard dropped from 66% to 64% in ELA, and from 72% to 66% in Math.

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"Â? 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.

2017 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.

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

1 = 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`

🔍 G094929

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement - Grade 3	70.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal `3`

- Limited Human Resources to meet the needs of a large number of students who require intervention

- Formative assessments are not effectively utilized to adjust instruction.

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

- PBPA volunteers, Community Volunteers, Ohana Tutoring

- Arrange Coverage from Fine Arts to allow teachers to plan collaboratively every five 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 10/16/2017 to 4/27/2018

Evidence of Completion

Use of iReady 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

G094930

Targets Supported 1b

Indicator	Annual Target
Math Gains	60.0
Math Lowest 25% Gains	75.0
FSAA Science Achievement	70.0

Targeted Barriers to Achieving the Goal 3

- Small Group Instruction is not taking place in all math classes.

- Teachers need professional development in small group instruction for Math and Science

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher Experts will provide Professional Development

- County Level Personnel will provide support to specific teachers in need

- Professional Learning Community Planning Framework

Plan to Monitor Progress Toward G2. 8

Classroom Observations

Person Responsible
Melinda Springman

Schedule
Quarterly, from 9/20/2017 to 5/25/2018

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`

🔍 G094929

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

🔍 B255406

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`

🔍 S269902

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 9/1/2017 to 4/27/2018

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 10/16/2017 to 4/27/2018

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 9/4/2017 to 4/27/2018

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 10/16/2017 to 5/25/2018

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 10/2/2017 to 4/27/2018

Evidence of Completion

Observations during volunteer and tutoring times

G1.B2 Formative assessments are not effectively utilized to adjust instruction. 2

🔑 B255407

G1.B2.S1 Administration supports PLC leads by attending PLCs and hosting PD and discussion for lead teachers. 4

🔑 S269903

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

Monthly, from 10/2/2017 to 4/27/2018

Evidence of Completion

Assessments, Agendas, and/or Notes from PLC training

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

Monitor PLC time

Person Responsible

Dava Hamerling

Schedule

Weekly, from 9/4/2017 to 5/18/2018

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 month

Person Responsible

Dava Hamerling

Schedule

Monthly, from 9/4/2017 to 5/7/2018

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`

🔑 G094930

G2.B1 Small Group Instruction is not taking place in all math classes. `2`

🔑 B255409

G2.B1.S1 Teachers will receive support in small group learning strategies. `4`

🔑 S269904

Strategy Rationale

In small groups, teachers are better able to provide differentiation based on student needs. If we increase effective small group work, students will make gains in their learning.

Action Step 1 `5`

Professional Development in Small Group Instruction delivered through PLCs

Person Responsible

Dava Hamerling

Schedule

Quarterly, from 9/4/2017 to 5/18/2018

Evidence of Completion

Agenda from training

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

Collaborative Planning of Small Group Learning Activities

Person Responsible

Dava Hamerling

Schedule

Monthly, from 9/11/2017 to 5/18/2018

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 formative and summative assessments

Person Responsible

Dava Hamerling

Schedule

Quarterly, from 10/6/2017 to 5/25/2018

Evidence of Completion

Agendas

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M385586	Monitor Diagnostic Data for students	Hamerling, Dava	10/16/2017	Use of iReady data as well as district diagnostics to monitor the progress of all students, including interest in percentage of students scoring level 4 and 5	4/27/2018 semiannually
G1.B1.S1.MA1 M385582	Monitor effectiveness of volunteer and tutoring programs	Springman, Melinda	10/2/2017	Observations during volunteer and tutoring times	4/27/2018 biweekly
G1.B1.S1.A1 A360903	Develop Volunteer Network	Springman, Melinda	9/1/2017	Volunteer Sign In and Schedule of Volunteer Support	4/27/2018 monthly
G1.B1.S1.A2 A360904	Provide additional after school tutoring for at risk students	Springman, Melinda	10/16/2017	Attendance from Tutoring Sessions	4/27/2018 weekly
G1.B1.S1.A3 A360905	Deepen understanding of and ability to properly conduct the RTI process	Hamerling, Dava	9/4/2017	Minutes from SBT meetings	4/27/2018 monthly
G1.B2.S1.A1 A360906	PD in Authentic PLCs	Springman, Melinda	10/2/2017	Assessments, Agendas, and/or Notes from PLC training	4/27/2018 monthly
G1.B2.S1.MA1 M385584	Observations of PLCs daily and Instructional Leadership Meetings every month	Hamerling, Dava	9/4/2017	Agendas from PLCs and ILT Meetings	5/7/2018 monthly
G1.B2.S1.MA1 M385585	Monitor PLC time	Hamerling, Dava	9/4/2017	Agendas and/or notes from PLC meetings	5/18/2018 weekly
G2.B1.S1.MA1 M385588	Collaborative Planning of Small Group Learning Activities	Hamerling, Dava	9/11/2017	Lesson Plans for Authentic Learning Experiences	5/18/2018 monthly
G2.B1.S1.A1 A360907	Professional Development in Small Group Instruction delivered through PLCs	Hamerling, Dava	9/4/2017	Agenda from training	5/18/2018 quarterly
G2.MA1 M385589	Classroom Observations	Springman, Melinda	9/20/2017	Agendas from ILT Meeting	5/25/2018 quarterly
G1.B1.S1.MA1 M385583	Monitor attendance of volunteer and tutoring program	Springman, Melinda	10/16/2017	Reports from Volunteer Sign In and Attendance at Tutoring	5/25/2018 every-3-weeks
G2.B1.S1.MA1 M385587	PLC Collaborations to debrief results of formative and summative assessments	Hamerling, Dava	10/6/2017	Agendas	5/25/2018 quarterly

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 9/4/2017 to 4/27/2018

G1.B2 Formative assessments are not effectively utilized to adjust instruction.

G1.B2.S1 Administration supports PLC leads by attending PLCs and hosting PD and discussion for lead teachers.

PD Opportunity 1

PD in Authentic PLCs

Facilitator

Melinda Springman

Participants

2 Teacher leaders per GL (per PLC)

Schedule

Monthly, from 10/2/2017 to 4/27/2018

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 Small Group Instruction is not taking place in all math classes.

G2.B1.S1 Teachers will receive support in small group learning strategies.

PD Opportunity 1

Professional Development in Small Group Instruction delivered through PLCs

Facilitator

AP Dava Hamerling

Participants

Classroom Teachers

Schedule

Quarterly, from 9/4/2017 to 5/18/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Develop Volunteer Network				$0.00
2	G1.B1.S1.A2	Provide additional after school tutoring for at risk students				$3,000.00

Function	Object	Budget Focus	Funding Source	FTE	2017-18
		0572 - South Olive Elementary School	School Improvement Funds		$3,000.00
		Notes: Funding for Ohana Tutoring provided through donations and lease funds. Additional funds from SIP (if available) will go towards additional after school tutoring programs.			

3	G1.B1.S1.A3	Deepen understanding of and ability to properly conduct the RTI process	$0.00
4	G1.B2.S1.A1	PD in Authentic PLCs	$0.00
5	G2.B1.S1.A1	Professional Development in Small Group Instruction delivered through PLCs	$0.00
		Total:	$3,000.00