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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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	64%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	B	A*

School Board Approval

This plan was approved by the Palm Beach County School Board on 11/14/2018.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

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
Owens, Hillary	School Counselor
Chiacchio, Kathy	Other
Bell, Yiselk	Teacher, K-12
Van Weddingen, Kerry	Teacher, K-12
Dunlap, Michelle	Teacher, K-12
Keen, Brittany	Teacher, K-12
Murphy, Lisa	Teacher, K-12
Moreland, Lauren	Teacher, K-12
Cody, Barbara	Teacher, K-12

Duties

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

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

Early Warning Systems

Year 2017-18

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	12	5	2	11	6	11	0	0	0	0	0	0	0	47
One or more suspensions	0	1	1	4	3	2	0	0	0	0	0	0	0	11
Course failure in ELA or Math	6	24	32	36	41	16	0	0	0	0	0	0	0	155
Level 1 on statewide assessment	0	0	0	22	26	22	0	0	0	0	0	0	0	70

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	3	2	2	24	27	15	0	0	0	0	0	0	0	73

The number of students identified as retainees:

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

Date this data was collected

Monday 9/17/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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

Year 2016-17 - Updated

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
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

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Achievement is the lowest performing achievement area at 63% Level 3+. This has been our lowest performing component for three years in a row. As a Cohort group, 5th grade ELA was the lowest achievement, with 51% proficient in ELA as compared to 60% proficient in the prior school year.

Which data component showed the greatest decline from prior year?

Of the lowest 25% of the student population, only 42% made learning gains in ELA. This was a 7 percent decrease from the prior year.

Which data component had the biggest gap when compared to the state average?

Lowest 25th Percentile has the largest gap compared to the state average, with 42% making gains at South Olive and 48% making gains at the State.

Which data component showed the most improvement? Is this a trend?

ELL students showed the most improvement, with an increase by 21.9% scoring Level 3+ in Language Arts in comparison to the prior school year. This is a positive change in comparison to the decline that took place the prior year.

Describe the actions or changes that led to the improvement in this area.

All ELL students are receiving services in the general setting with push-in services (ESOL teacher collaboratively teaching with general education teacher); in prior years, ESOL services were provided with a combination of sheltered and pull-out format.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	63%	57%	56%	66%	52%	52%
ELA Learning Gains	58%	61%	55%	62%	56%	52%
ELA Lowest 25th Percentile	42%	56%	48%	45%	51%	46%
Math Achievement	66%	65%	62%	72%	61%	58%
Math Learning Gains	57%	63%	59%	63%	61%	58%
Math Lowest 25th Percentile	48%	53%	47%	29%	51%	46%
Science Achievement	64%	56%	55%	66%	53%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	12 (9)	5 (7)	2 (7)	11 (10)	6 (9)	11 (9)	47 (51)
One or more suspensions	0 (1)	1 (0)	1 (2)	4 (1)	3 (2)	2 (2)	11 (8)
Course failure in ELA or Math	6 (13)	24 (29)	32 (43)	36 (44)	41 (42)	16 (59)	155 (230)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	22 (26)	26 (24)	22 (35)	70 (85)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	63%	56%	7%	57%	6%
	2017	61%	54%	7%	58%	3%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	65%	58%	7%	56%	9%
	2017	61%	57%	4%	56%	5%
Same Grade Comparison		4%				
Cohort Comparison		4%				
05	2018	51%	59%	-8%	55%	-4%
	2017	60%	52%	8%	53%	7%
Same Grade Comparison		-9%				
Cohort Comparison		-10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	68%	63%	5%	62%	6%
	2017	66%	62%	4%	62%	4%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	57%	63%	-6%	62%	-5%
	2017	57%	64%	-7%	64%	-7%
Same Grade Comparison		0%				
Cohort Comparison		-9%				
05	2018	62%	66%	-4%	61%	1%
	2017	65%	61%	4%	57%	8%
Same Grade Comparison		-3%				
Cohort Comparison		5%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	60%	56%	4%	55%	5%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	31	38	30	31	38	32					
ELL	40	53	42	39	49	50	25				
BLK	60	60		47	20						
HSP	54	54	39	56	56	50	60				
WHT	74	66		83	65	50	69				
FRL	55	56	43	56	57	51	54				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	26	35	38	35	58	59	40				
ELL	28	40	42	39	53	55	13				
BLK	73	90		73	80						
HSP	53	52	42	57	58	56	59				
WHT	79	63	60	78	62	27	78				
FRL	49	49	46	55	58	51	49				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title

To ensure progress toward student achievement within ELA instruction to support the expectations of LTO #1: Increase reading on grade level by 3rd grade

School data indicates that the percentage of students achieving a learning gain in English / Language Arts, specifically for our lowest 25th percentile, is of significant concern with a drop of 11% from the prior school year. This was the largest decline in performance of all data components.

Rationale

By focusing learning interventions on learning gains for our lowest 25th percentile in English / Language Arts, we will close the achievement gap for our students while maintaining high expectations for all students to meet grade level standards and above. This area of focus aligns with the District Strategic Plan to Increase Reading on grade level.

Intended Outcome

Improve percentage of our lowest 25th percentile in English/Language Arts making a learning gain by 10% to 52%.
Improve ELA proficiency by 4% to 72% for all students be on target for meeting the LTO of the Strategic Plan by 2021.

Point Person

Melinda Springman (melinda.springmanherrera@palmbeachschools.org)

Action Step

Pillars of Effective Instruction - Students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards.

When determining student groups for intervention during the ELA block and for immediate intensive intervention, teachers will utilize data to select students, determine necessary interventions, and monitor student performance.

At each faculty meeting, the staff will discuss and create action plans for the students who are in the lowest 25th percentile (L25) of performance for every class in grades K-5.

On a bi-weekly basis, teacher grade level teams will participate in a data PLC, where they will discuss results of their most recent assessment and create action plans for all students.

Description

During October, administration will hold data dives with teachers regarding all students, with a specific focused action plan for L25 students.

In January, administration will hold one-on-one targeted conferences with students who are in the L25 category.

During second semester, the above strategies will repeat, with updated action plans for these 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.

At South Olive Elementary School the faculty and staff will ensure that relationship building and goal-setting is a clear priority. 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, teachers will discuss growth mindset and goal-setting with their students. After the first two weeks, the first 10-15 minutes of every day will be set aside school-wide for community-building activities, goal-monitoring, and other social-emotional learning experiences. Students are recognized for positive behavior through Tiger Tickets (individuals), Paw Awards (classes), Positive Office Referrals (individuals), and our Monthly Character Counts awards (individuals).

Additionally, teachers reviewed School-wide Positive Behavior Support (SwPBS) single school culture procedures and behavioral expectations with their students. On October 19th, a professional development has been scheduled for Culturally Responsive Teaching for the entire instructional staff. Finally, all teachers will embed cultural activities within curriculum and daily course work (e.g. reading selections, writing prompts).

Person Responsible Melinda Springman (melinda.springmanherrera@palmbeachschools.org)

Plan to Monitor Effectiveness

Description During PLC data chats, administration will monitor the progress of L25 students specifically, which will include anecdotal data, diagnostic data, and data from iReady.

Person Responsible Dava Hamerling (dava.hamerling@palmbeachschools.org)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

At South Olive Elementary School, stakeholder involvement is encouraged through School Advisory Council (SAC), the Parent Teacher Organization (PTO), and volunteering.

Meet and Greet, Kindergarten Round Up, Curriculum Nights, and parent/teacher conferences all foster positive relationships among stakeholder groups.

In prior years, we have hosted one Latino Community Cares event per year - 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. In 2018 we 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. This tradition will continue in the spring of 2019.

The School's mission and vision are communicated through the PTO Newsletter, the Tiger Times and ParentLink. Parent Information is provided on a monthly basis via phone message to reach our community members without email as well.

ParentLink, 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 both Fall and Spring 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. Through our partnership with Palm Beach Atlantic University and Forest Hill High School's Latinos In Action, we have more than 30 volunteers who come to SOE on a weekly basis.

Resources are provided to families of SWD students as a result of needs assessments conducted during parent conferences and IEP meetings.

The School Advisory Council plans to continue the Momentos Con Mama breakfasts, which were well attended during 2017-2018. Guest speakers connect with our community to address important topics such as growth mindset, attendance, and education.

PFEP Link

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

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.

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.

Future Kindergarten Families will be invited to special events at South Olive Elementary, including SAC meetings, PTO meetings and Family Fun Nights.

SOE works closely with Conniston Middle School to schedule a "preview" field trip for 5th grade students in addition to scheduled visitations from Choice Program middle schools, where program facilitators meet with SOE students regarding their programs to both explain and answer questions.

South Olive Elementary School will hold Kindergarten Round-Up in the Spring 2019 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.

New students who arrive during the school year receive a staff escort to their classroom on the first day, when they are assigned a peer mentor who assists with their transition during their first few days as an SOE Tiger. They are also assigned to our New Kids on the Block peer group, hosted by our guidance counselor to support students through their transition to SOE.

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

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.

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

In December of each year, SOE hosts a Career Fair, where students have the opportunity to select from a variety of guest speakers to learn about career options in their future.

Part V: Budget	
Total:	\$1,117.00