



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

South Olive Elementary School

7101 S OLIVE AVE

West Palm Beach, FL 33405

561-202-0200

www.edline.net/pages/south_olive_elementary_school

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 58%
Alternative/ESE Center No	Charter School No	Minority Rate 60%

School Grades History

2013-14 A	2012-13 B	2011-12 A	2010-11 A
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SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

South Olive Elementary School

Principal

Sharon B. Hench

School Advisory Council chair

Ken Pope

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Kristin Kuhn	Assistant Principal
Kathy Chiacchio	ESE Contact
Sherry Morgan	ESOL Coordinator
Melinda Graat	Supplemental Academic Instruction (SAI) Teacher
Cynthia Rose	School-Based Team Leader/ESE Teacher
Sharon Hench	Principal

District-Level Information

District

Palm Beach

Superintendent

Mr. E. Wayne Gent

Date of school board approval of SIP

11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC membership includes the following:

- Principal
- Five Parents - Non District Employees
- One Community Member - Non District Employee
- One Education Support Employee
- Two Teachers

Involvement of the SAC in the development of the SIP

The changes in the School Improvement Plan (SIP) template were shared with the members of the SAC. One parent member of SAC will work with the principal and staff to complete the draft of the SIP.

Activities of the SAC for the upcoming school year

The SAC will participate in the development of the SIP.
The SAC will review the implementation of the SIP.
The SAC will enlist, promote and support greater interaction between the school and community.
The SAC will provide input in matters concerning disbursement of school improvement funds.
The SAC will consult with the Leadership Team when making decisions concerning educational practices within the school.
The SAC will consult with persons or departments impacted by the SIP.
The SAC will review the bylaws.

Projected use of school improvement funds, including the amount allocated to each project

At this time, school improvement funds have not been determined.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

Not In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Currently, the ethnic breakdown of our student population is:
White - 41%
Black- 3%
Hispanic - 50%
Asian - 3%
Multi Ethnic - 2%
The SAC membership should closely mirror the make-up of the student population. At this time it does not. The SAC Chair and principal will work with staff to identify potential Hispanic parents and/or community partners willing to be part of SAC. This may mean increasing the SAC membership to 13 members. It is our intent to resolve this issue and be in compliance by our November 2013 SAC meeting.

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Sharon B. Hench

Principal

Years as Administrator: 31

Years at Current School: 1

Credentials

B.A. Ed. Elementary Education
 M. Ed. Elementary/Early Childhood Education
 M. Ed. Educational Administration/Supervision
 Certifications:
 School Principal (all levels)
 Early Childhood Education (Nursery - Kindergarten)
 Elementary Education (1-6)
 National Principal Mentoring - National Association of Elementary School Principals (NAESP)

Performance Record

H. L. Johnson Elementary School
 FCAT 2.0 FY13 Grade A, points earned 611
 Reading High Standards: 78%
 Math High Standards: 82%
 Writing High Standards: 66%
 Science High Standards: 86%
 Learning Gains Reading: 79%
 Learning Gains Math: 73%
 Learning Gains Low 25% Reading: 82%
 Learning Gains Low 25% Math: 65% H. L. Johnson Elementary School
 FCAT 2.0 FY12 Grade A, points earned 601
 Reading High Standards: 76%
 Math High Standards: 79%
 Writing High Standards: 86%
 Science High Standards: 82%
 Learning Gains Reading: 70%
 Learning Gains Math: 76%
 Learning Gains Low 25% Reading: 59%
 Learning gains Low 25% Math: 73%
 H.L. Johnson Elementary School
 FCAT 2.0 FY11 Grade A, points earned 668
 Reading High Standards: 93%
 Math High Standards 94%
 Writing High Standards: 95%
 Science High Standards: 90%
 Learning Gains Reading: 73%
 Learning Gains Math: 76%
 Learning Gains Low 25% Reading: 73%
 Learning Gains Low 25% Math: 74%

Kristin Kuhn		
Asst Principal	Years as Administrator: 1	Years at Current School: 1
Credentials	B.A. - Special Education M.A. - Educational Leadership Certifications: Exceptional Student Education/Grades K-12 Educational Leadership/All Levels	
Performance Record	N/A	

Instructional Coaches

# of instructional coaches	0	
# receiving effective rating or higher (not entered because basis is < 10)		
Instructional Coach Information:		
Part-time / District-based	Years as Coach:	Years at Current School:
Areas	[none selected]	
Credentials		
Performance Record		

Classroom Teachers

# of classroom teachers	51	
# receiving effective rating or higher	0%	
# Highly Qualified Teachers	100%	
# certified in-field	51, 100%	
# ESOL endorsed	40, 78%	
# reading endorsed	6, 12%	
# with advanced degrees	16, 31%	
# National Board Certified	3, 6%	

first-year teachers

2, 4%

with 1-5 years of experience

14, 27%

with 6-14 years of experience

13, 25%

with 15 or more years of experience

22, 43%

Education Paraprofessionals

of paraprofessionals

1

Highly Qualified

1, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above

receiving effective rating or higher

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The 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).

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the 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 (LTMs), faculty meetings, 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.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The members of the SBT participate in the development of the SIP. The school - based Rtl Leadership Team is comprised of the following members: principal, assistant principal, ESE contact, school psychologist, classroom teacher, inclusion teacher, and guidance counselor. The SBT will meet regularly to review universal screening data, diagnostic data, and progress monitoring data. Based on this information, the team will identify students who are not meeting identified academic targets. These students will be referred to the SBT.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The Problem Solving process is self-correcting. If necessary, it recycles in order to achieve the best outcomes for all students. This process is strongly supported by both IDEA and NCLB. Specifically, both legislative actions support all students achieving benchmarks regardless of their status in general or special education. Information considered include: FCAT 2.0 scores and the lowest 30%, strengths and weaknesses of intensive programs and mentoring, tutoring, and other services.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Florida Comprehensive Assessment Test (FCAT) 2.0
Curriculum Based Assessment
Palm Beach County Diagnostic Assessments
Palm Beach Writes
Palm Beach Performance Assessment
FCAT Writes
K-4 Literacy Assessment System
Diagnostic Assessment for Reading (DAR)
Progress Monitoring and Reporting Network (PMRN)
Comprehensive English Language Learning Assessment (CELLA)
Discipline Referrals
Retentions
Absences and Tardies

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

Professional Development will be offered to Rtl/iii/Inclusion Team members by inclusion teachers during SY14. Professional Development on the Rtl process is scheduled for the October 2013 faculty meeting.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 2,160

Program - Explore Literacy K-3

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 Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

The District Department of Afterschool will collect and analyze data.

Who is responsible for monitoring implementation of this strategy?

District Afterschool staff.

Strategy: Before or After School Program

Minutes added to school year: 2,160

Program - Give Em A Boost

Utilizes Sports, Play and Active Recreation for Kids (SPARK), Camp Boost and Discover Art.

SPARK increases physical activities, maintains physical fitness, and develops social skills.

Camp Boost develops skills and attitudes needed to lead healthier lives.

Discover Art engages students in art appreciation and exploration activities.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

The District Department of Afterschool will collect and analyze data

Who is responsible for monitoring implementation of this strategy?

District Afterschool staff.

Strategy: Before or After School Program

Minutes added to school year: 2,160

STEAM (Science, Technology, Engineering, Arts, and Math)
 Uses 5E Learning Cycle (engage, explore, explain, elaborate, evaluate)
 Aligned with District Scope and Sequence as well as Common Core Standards.
 Explores in a cooperative learning environment.
 Daily hands-on activities and experiments.

Strategy Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

The District Department of Afterschool will collect and analyze data.

Who is responsible for monitoring implementation of this strategy?

District Afterschool staff.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Sharon Hench	Principal
Kristin Kuhn	Assistant Principal
Gloria Frutos	Teacher
Barbara Dodson	Teacher
Chelsea Clough	Teacher
Michelle Powers	Teacher
April Coggins	Teacher
Kimberly Everman	Teacher

How the school-based LLT functions

The LLT meets monthly to analyze and discuss school-wide reading data, identify concerns/ trends/ patterns, and develop an action plan to include strategies for development and improvement. Team members are assigned specific responsibilities and tasks to aid in the implementation of the action plan. This includes the dissemination of information to their grade level team and gathering feedback from them to determine the effectiveness of the plan.

Major initiatives of the LLT

Use of Improved monitoring tools for Grades K, 1, and 2.
 Implementation of Ticket to Read web-based program school-wide.
 Identification of grade level Literacy Lead Teachers.
 Participation in district supported Literacy in Action Center.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

With the implementation of Common Core, all teachers are Reading teachers.

All classrooms, regardless of the content taught, will have reading centers which will be monitored through classroom walk through observations.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 2014.

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 the 4th day of school for parents of incoming Kindergarten children to provide an opportunity for parents to network with each other, learn about the school volunteer program and meet the members of the PTO board.

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

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	84%	80%	No	86%
American Indian				
Asian	94%	100%	Yes	94%
Black/African American	77%	62%	No	79%
Hispanic	78%	73%	No	80%
White	94%	88%	No	95%
English language learners	67%	48%	No	70%
Students with disabilities	47%	41%	No	52%
Economically disadvantaged	77%	69%	No	79%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	74	23%	26%
Students scoring at or above Achievement Level 4	179	57%	60%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	231	73%	76%
Students in lowest 25% making learning gains (FCAT 2.0)	26	71%	74%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	46	34%	37%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	41	31%	34%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	34	26%	29%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	75	79%	82%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	80%	76%	No	82%
American Indian				
Asian	100%	92%	No	100%
Black/African American	68%	52%	No	72%
Hispanic	73%	72%	No	75%
White	93%	82%	No	93%
English language learners	63%	32%	No	67%
Students with disabilities	53%	28%	No	57%
Economically disadvantaged	73%	67%	No	75%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	97	30%	33%
Students scoring at or above Achievement Level 4	147	46%	49%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	177	56%	59%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	16	43%	50%

Area 4: Science

Elementary School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	30	26%	29%
Students scoring at or above Achievement Level 4	60	53%	56%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		5
Participation in STEM-related experiences provided for students	20	30%	90%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	6	0%	0%
Students retained, pursuant to s. 1008.25, F.S.	6	0%	0%
Students who are not proficient in reading by third grade	25	21%	24%
Students who receive two or more behavior referrals	5	0%	0%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	3	0%	0%

Area 10: Additional Targets

Additional targets for the school

South Olive Elementary School will infuse single school culture and appreciation of multicultural diversity and content required by Florida Statue 1003.42 (2) and School Board Policy 2.09 , as applicable to appropriate grade levels, including but not limited to:

- History of Holocaust
- History of Africans and African Americans
- Hispanic Contributions

Women's Contributions
 Sacrifices of Veterans
 Disabilities Awareness

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Teachers will infuse single school culture and appreciation of multicultural diversity and content required by Florida Statue 1003.42 (2) and School Board Policy 2.09.	42	100%	100%

Goals Summary

- G1.** Parents will partner with the school to enhance the academic environment through the use of web-based academic programs and participation in family academic nights including but not limited to science night and Winn Dixie night.
- G2.** Teachers will Implement the Fountas and Pinnell Reading Running record system with fidelity.
- G3.** Teachers will analyze and use data from Diagnostics, CORE K-12 Assessments, and other EDW reports to drive instruction.
- G4.** Teachers will require students to maintain subject area notebooks that will be used for note-taking, vocabulary development, responding to reading, and journal entries as appropriate.

Goals Detail

G1. Parents will partner with the school to enhance the academic environment through the use of web-based academic programs and participation in family academic nights including but not limited to science night and Winn Dixie night.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- Parental Involvement

Resources Available to Support the Goal

- School will provide parents with access to web-based academic support programs including but not limited to VMath Live, Ticket to Read, and Think Central (Science and Math).
- School will provide hands-on training on to access and use the web-based programs.

Targeted Barriers to Achieving the Goal

- Lack of access to technology in the home.

Plan to Monitor Progress Toward the Goal

Monitor student use of various web-based programs outside of school day.

Person or Persons Responsible

ITSA and teachers can monitor student use of VMath Live, Ticket to Read, and Think Central.

Target Dates or Schedule:

Continous monitoring throughout each trimester.

Evidence of Completion:

Program reports, SRI, Diagnostics, RRR, and FCAT results.

G2. Teachers will Implement the Fountas and Pinnell Reading Running record system with fidelity.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing

Resources Available to Support the Goal

- Literacy in Action Center
- District provided RRR training

Targeted Barriers to Achieving the Goal

- Teachers not making the connection between the Reading Running Record (RRR) data and the Fountas and Pinnell Continuum of Literacy Learning.
- Teachers lacking Level 1 & 2 RRR training.

Plan to Monitor Progress Toward the Goal

Teacher Developed Progress Monitoring tools as part of Marzano Professional Growth Plan

Person or Persons Responsible

Teachers and Administrators

Target Dates or Schedule:

Ongoing through May 2014

Evidence of Completion:

Marzano Professional Growths

G3. Teachers will analyze and use data from Diagnostics, CORE K-12 Assessments, and other EDW reports to drive instruction.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Use available resources from the PBSB website.
- District provided Professional Development.
- Florida Continuous Improvement Model (FCIM)

Targeted Barriers to Achieving the Goal

- Limited experience in analyzing data, identifying effective teaching strategies, grouping students for differentiated instruction.
- Lack of experience using FCIM with fidelity.

Plan to Monitor Progress Toward the Goal

Classroom Walk-Through (CWT) Observations

Person or Persons Responsible

Administration

Target Dates or Schedule:

Ongoing through May 2014

Evidence of Completion:

Improved Student Achievement

G4. Teachers will require students to maintain subject area notebooks that will be used for note-taking, vocabulary development, responding to reading, and journal entries as appropriate.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School

Resources Available to Support the Goal

- Literacy in Action Center professional development
- Marzano training materials

Targeted Barriers to Achieving the Goal

- Teachers need Professional Development in the use of notebooks as it relates to teaching and learning.

Plan to Monitor Progress Toward the Goal

Marzano Tracking Student Progress

Person or Persons Responsible

Classroom Teachers

Target Dates or Schedule:

Ongoing through May 2014

Evidence of Completion:

Improved Student Achievement

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Parents will partner with the school to enhance the academic environment through the use of web-based academic programs and participation in family academic nights including but not limited to science night and Winn Dixie night.

G1.B1 Lack of access to technology in the home.

G1.B1.S1 Encourage parents to take their children to local community centers, public libraries, and parent's place of employment to access these web-based programs (VMath Live, Ticket to Read, Think Central).

Action Step 1

Locate public libraries and community centers with computer access

Person or Persons Responsible

School Staff and parents

Target Dates or Schedule

After school hours, evenings, weekends, school breaks

Evidence of Completion

Web-based generated reports

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

Review web-based reports.

Person or Persons Responsible

Teachers and administration.

Target Dates or Schedule

Ongoing through May 20, 2014

Evidence of Completion

Review web-based reports.

Plan to Monitor Effectiveness of G1.B1.S1

Academic EDW reports

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Ongoing through May 2014

Evidence of Completion

Academic EDW reports

G2. Teachers will implement the Fountas and Pinnell Reading Running record system with fidelity.

G2.B1 Teachers not making the connection between the Reading Running Record (RRR) data and the Fountas and Pinnell Continuum of Literacy Learning.

G2.B1.S1 Use the Fountas & Pinnell Continuum of Literacy Learning to ensure demonstration of students' higher levels of thinking.

Action Step 1

Fountas & Pinnell Reading Running Record training

Person or Persons Responsible

Literacy Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

Facilitator:

District and Area Reading Specialists

Participants:

Literacy teachers

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

Fidelity checks of RRR assessment books

Person or Persons Responsible

Leadership Team

Target Dates or Schedule

Ongoing through May 2014

Evidence of Completion

RRR Log

Plan to Monitor Effectiveness of G2.B1.S1

EDW Reading Reports

Person or Persons Responsible

Teachers and Leadership Team

Target Dates or Schedule

Ongoing through May 2014

Evidence of Completion

EDW Reading Reports

G2.B1.S2 Use data to drive instruction and provide interventions based on student's individual needs, as determined on the K-4 Literacy Assessment, Scholastic Reading Inventory, Diagnostic Assessment of Reading and RRR.

Action Step 1

Fountas & Pinnell Reading Running Record training

Person or Persons Responsible

Literacy Teachers

Target Dates or Schedule

Ongoing through May 2014

Evidence of Completion

Student Work Samples

Facilitator:

District and Area Reading Specialists

Participants:

Literacy Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S2

Literacy Lesson Plans

Person or Persons Responsible

Administration and Literacy Lead Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student Grouping Forms

Plan to Monitor Effectiveness of G2.B1.S2

RRR Assessment book

Person or Persons Responsible

Literacy Lead Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

RRR Student Log

G3. Teachers will analyze and use data from Diagnostics, CORE K-12 Assessments, and other EDW reports to drive instruction.

G3.B1 Limited experience in analyzing data, identifying effective teaching strategies, grouping students for differentiated instruction.

G3.B1.S1 Identify grade level Learning Team Facilitators and provide training.

Action Step 1

Provide Professional Development

Person or Persons Responsible

Staff from Safe Schools Department

Target Dates or Schedule

First Semester

Evidence of Completion

Training Log

Facilitator:

Safe Schools PD Facilitator

Participants:

Designated Grade Level LTFs

Plan to Monitor Fidelity of Implementation of G3.B1.S1

Monitor LTMs and Grade Level Meetings

Person or Persons Responsible

Team Leaders and Leadership Team

Target Dates or Schedule

Ongoing through May 2014

Evidence of Completion

Meeting agendas and notes

Plan to Monitor Effectiveness of G3.B1.S1

LTMs and Grade Level Meetings

Person or Persons Responsible

Leadership Team and Team Leaders

Target Dates or Schedule

Ongoing through May 2014

Evidence of Completion

Meeting agendas

G4. Teachers will require students to maintain subject area notebooks that will be used for note-taking, vocabulary development, responding to reading, and journal entries as appropriate.

G4.B1 Teachers need Professional Development in the use of notebooks as it relates to teaching and learning.

G4.B1.S1 Provide professional development activities during Learning Team Meetings and Professional Development days (PDD).

Action Step 1

Professional Development on use of Notebooks

Person or Persons Responsible

School- based Professional Development Team and Literacy in Action PD Facilitator

Target Dates or Schedule

First Semester

Evidence of Completion

Student Notebook samples

Facilitator:

School-based Professional Development Team and Literacy in Action PD Facilitator

Participants:

Classroom Teachers

Plan to Monitor Fidelity of Implementation of G4.B1.S1

CWT Observations

Person or Persons Responsible

Administration and Literacy in Action PD Facilitator

Target Dates or Schedule

Ongoing through May 2014

Evidence of Completion

Student notebook samples

Plan to Monitor Effectiveness of G4.B1.S1

CWT Observations

Person or Persons Responsible

Administration and Literacy in Action PD Facilitator

Target Dates or Schedule

Ongoing through May 2014

Evidence of Completion

Student Notebook Samples

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

South Olive Elementary school integrates Single School Culture by sharing Universal Guidelines for Success (ROAR), following our Behavioral 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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G2. Teachers will Implement the Fountas and Pinnell Reading Running record system with fidelity.

G2.B1 Teachers not making the connection between the Reading Running Record (RRR) data and the Fountas and Pinnell Continuum of Literacy Learning.

G2.B1.S1 Use the Fountas & Pinnell Continuum of Literacy Learning to ensure demonstration of students' higher levels of thinking.

PD Opportunity 1

Fountas & Pinnell Reading Running Record training

Facilitator

District and Area Reading Specialists

Participants

Literacy teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student work samples

G2.B1.S2 Use data to drive instruction and provide interventions based on student's individual needs, as determined on the K-4 Literacy Assessment, Scholastic Reading Inventory, Diagnostic Assessment of Reading and RRR.

PD Opportunity 1

Fountas & Pinnell Reading Running Record training

Facilitator

District and Area Reading Specialists

Participants

Literacy Teachers

Target Dates or Schedule

Ongoing through May 2014

Evidence of Completion

Student Work Samples

G3. Teachers will analyze and use data from Diagnostics, CORE K-12 Assessments, and other EDW reports to drive instruction.

G3.B1 Limited experience in analyzing data, identifying effective teaching strategies, grouping students for differentiated instruction.

G3.B1.S1 Identify grade level Learning Team Facilitators and provide training.

PD Opportunity 1

Provide Professional Development

Facilitator

Safe Schools PD Facilitator

Participants

Designated Grade Level LTFs

Target Dates or Schedule

First Semester

Evidence of Completion

Training Log

G4. Teachers will require students to maintain subject area notebooks that will be used for note-taking, vocabulary development, responding to reading, and journal entries as appropriate.

G4.B1 Teachers need Professional Development in the use of notebooks as it relates to teaching and learning.

G4.B1.S1 Provide professional development activities during Learning Team Meetings and Professional Development days (PDD).

PD Opportunity 1

Professional Development on use of Notebooks

Facilitator

School-based Professional Development Team and Literacy in Action PD Facilitator

Participants

Classroom Teachers

Target Dates or Schedule

First Semester

Evidence of Completion

Student Notebook samples

Appendix 2: Budget to Support School Improvement Goals