

The School District of Palm Beach County

# South Olive Elementary School



## 2019-20 Schoolwide Improvement Plan

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## South Olive Elementary School

7101 S OLIVE AVE, West Palm Beach, FL 33405

<https://soes.palmbeachschools.org>

### Demographics

**Principal: Saara Saarela Vening**

Start Date for this Principal: 7/1/2015

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School KG-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	89%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (60%) 2017-18: B (57%) 2016-17: B (59%) 2015-16: B (58%) 2014-15: A (78%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I

\* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

## School Board Approval

This plan was approved by the Palm Beach County School Board on 11/20/2019.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://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.

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### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 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	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

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<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	Job Duties and Responsibilities
Springman, Melinda	Principal	Director of SAC Leader of the School Responsible for submitting SIP after it is drafted and approved by the SAC. Monitoring and data chats
Hamerling, Dava	Assistant Principal	Assistant Principal Participates in drafting and approval of SIP Monitors initiatives and facilitates teacher coaching
Owens, Hillary	School Counselor	Guidance Counselor Implementation and monitoring of SEL component
Chiacchio, Kathy	Other	ESE Coordinator Monitoring ESE initiatives and participates in classroom walk throughs to monitor instruction
Bell, Yiselk	Teacher, K-12	3rd grade lead Facilitates and Monitors PLCs for instruction and data interventions
Van Weddingen, Kerry	Teacher, K-12	ESOL Coordinator Monitoring ESE initiatives and participates in classroom walk throughs to monitor instruction
Murphy, Lisa	Teacher, K-12	Kinder Lead Facilitates and Monitors PLCs for instruction and data interventions
Moreland, Lauren	Teacher, K-12	4th GR Lead Facilitates and Monitors PLCs for instruction and data interventions
Cody, Barbara	Teacher, K-12	2nd grade lead Facilitates and Monitors PLCs for instruction and data interventions
Nixon, Ilona	Teacher, K-12	5th GL Lead Facilitates and Monitors PLCs for instruction and data interventions

## Early Warning Systems

### Current Year

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	80	94	81	110	84	105	0	0	0	0	0	0	0	554
Attendance below 90 percent	17	9	12	5	15	11	0	0	0	0	0	0	0	69
One or more suspensions	1	0	2	1	5	2	0	0	0	0	0	0	0	11
Course failure in ELA or Math	26	16	48	31	24	44	0	0	0	0	0	0	0	189
Level 1 on statewide assessment	0	0	0	20	17	30	0	0	0	0	0	0	0	67

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	8	5	10	22	18	28	0	0	0	0	0	0	0	91

**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	0	1	2	6	0	0	0	0	0	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**FTE units allocated to school (total number of teacher units)**

31

**Date this data was collected or last updated**

Monday 8/26/2019

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	2	2	24	27	15	0	0	0	0	0	0	0	73

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	3	2	2	24	27	15	0	0	0	0	0	0	0	73

## Part II: Needs Assessment/Analysis

### 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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	68%	58%	57%	64%	53%	55%
ELA Learning Gains	64%	63%	58%	58%	59%	57%
ELA Lowest 25th Percentile	52%	56%	53%	49%	55%	52%
Math Achievement	70%	68%	63%	66%	62%	61%
Math Learning Gains	64%	68%	62%	61%	62%	61%
Math Lowest 25th Percentile	52%	59%	51%	49%	53%	51%
Science Achievement	52%	51%	53%	64%	51%	51%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	80 (0)	94 (0)	81 (0)	110 (0)	84 (0)	105 (0)	554 (0)
Attendance below 90 percent	17 (12)	9 (5)	12 (2)	5 (11)	15 (6)	11 (11)	69 (47)
One or more suspensions	1 (0)	0 (1)	2 (1)	1 (4)	5 (3)	2 (2)	11 (11)
Course failure in ELA or Math	26 (6)	16 (24)	48 (32)	31 (36)	24 (41)	44 (16)	189 (155)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	20 (22)	17 (26)	30 (22)	67 (70)

### Grade Level Data

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

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	66%	54%	12%	58%	8%
	2018	63%	56%	7%	57%	6%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	72%	62%	10%	58%	14%
	2018	65%	58%	7%	56%	9%
Same Grade Comparison		7%				
Cohort Comparison		9%				
05	2019	62%	59%	3%	56%	6%
	2018	51%	59%	-8%	55%	-4%
Same Grade Comparison		11%				
Cohort Comparison		-3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	74%	65%	9%	62%	12%
	2018	68%	63%	5%	62%	6%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	62%	67%	-5%	64%	-2%
	2018	57%	63%	-6%	62%	-5%
Same Grade Comparison		5%				
Cohort Comparison		-6%				
05	2019	70%	65%	5%	60%	10%
	2018	62%	66%	-4%	61%	1%
Same Grade Comparison		8%				
Cohort Comparison		13%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	50%	51%	-1%	53%	-3%
	2018	60%	56%	4%	55%	5%
Same Grade Comparison		-10%				
Cohort Comparison						

### Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	29	47	38	42	58	40	10				

2019 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 2017-18	C & C Accel 2017-18
ELL	50	59	55	54	68	57	28				
ASN	70			70							
BLK	33	53		50	67						
HSP	63	64	51	62	68	53	43				
WHT	82	63	55	84	58		71				
FRL	57	62	47	61	64	59	37				
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				

### ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	72
Total Points Earned for the Federal Index	494
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	55
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	72
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	57
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

50% of all 5th grade students scored a level 3 or higher on the Science FSA.  
Minutes per day in Science were decreased in FY19 to increase time spent on Mathematics.  
This is the first significant drop in Science results in five years.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Language Arts: Students with Disabilities  
Of our ten female students with disabilities in FY19, 33.3% less earned a level 3 or higher on the FSA compared to FY18 female students with disabilities.  
Of our eighteen male students with disabilities in FY19, 18.5% less earned a level 3 or higher on the FSA compared to FY18 male students with disabilities.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

Both ELA Lowest 25th Percentile (Gains) and Science Achievement have a one percent gap between the school and state performance (52% SOE vs. 53% State of FL). While SOE saw a 10% increase in the percentage of L25 students making learning gains in ELA, this still falls short of the state percentage by 1% and the district percentage by 4%. L25 Learning Gains for ELA has been one of the lowest performing data components on our school report card since FY17.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Our most improved data component was ELA Lowest 25th Percentile (Gains) with a 10% improvement. Every teacher participated in multiple data discussions with goal setting throughout the year, with student participating in selecting and monitoring their own goals.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Concern 1: Performance of Students with Disabilities in English Language Arts, FY19 results show 29% of SWD earned a Level 3+; 47% made learning gains; 38% of L25 made learning gains

Concern 2: Performance of 5th grade students on the State Science Assessment, FY19 results show 52% of students earned a Level 3+, with only 10% of SWD and 28% of ELL.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Language Arts: Students with Disabilities (FY19 Achievement 29%, L25 38% made learning gains)
2. Language Arts: Lowest 25th Percentile (FY19 52% made learning gains)
3. Science: All Students (FY19 52% Proficiency)
4. Mathematics: Lowest 25th Percentile (FY19 52%)
5. 3rd Grade Language Arts: (FY19 55% Proficiency)

### Part III: Planning for Improvement

**Areas of Focus:**

#1	
<b>Title</b>	Long Term Objective #1: Increase reading on grade level by 3rd grade to 79%. School data indicates that 58% of our FY20 3rd grade students scored a proficient score on their end of year iReady diagnostic for English/Language Arts (ELA) for 2nd grade FY19. The district's long term objective is for 79% of third graders to be proficient on the FSA in FY20.
<b>Rationale</b>	By focusing learning interventions on our lowest 25th (L25) 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.
<b>State the measurable outcome the school plans to achieve</b>	Improve the percentage of all third grade students achieving a level 3 or higher on the English Language Arts FSA from 66% in FY19 to 79% in FY20. Improve the percentage our L25 students achieving learning gains in ELA from 52% in FY19 to 60% in FY20.
<b>Person responsible for monitoring outcome</b>	Melinda Springman (melinda.springmanherrera@palmbeachschools.org)
<b>Evidence-based Strategy</b>	Strategic Initiative #3 - Provide instructional programming customized to the individual strengths, needs, interest, and aspirations of each learner.  Administration will work with teacher teams to quickly identify students who are in need of supplemental and intensive intervention. Data will be taken during the first four weeks of intervention to determine whether any students need to be referred to School Based Team.  After each iReady diagnostic, administration will hold data dives with teachers regarding all students, with a specific focused action plan for L25 students.  Additional staffing will be provided to the third grade team during intervention times to decrease the number of students per intervention group.
<b>Rationale for Evidence-based Strategy</b>	iReady is a district-approved evidence-based program from which teachers will pull lessons to utilize during intervention time in grades K-3. Curriculum Based Measures (CBM) is a district-approved evidence-based program from which we will pull probes to determine whether interventions are successful. Reduction in teacher:student ratio is a proven strategy for success with individualized attention to student needs.
<b>Action Step</b>	
<b>Description</b>	1. Utilizing the Palm Beach County Decision Tree for intervention, administration will meet with teacher teams to identify students in need of supplemental and intensive reading interventions within the first two weeks of school. 2. Teachers will begin strategic intervention groups by week four of school, utilizing the iReady Toolkit for interventions. 3. Teachers will collect data on each lesson and administer two probes for progress during the first four weeks. 4. Administration will meet with teacher teams at the end of the fourth week of intervention to determine which students should be referred to School Based Team (SBT).



5. Administration will meet with all core content teachers for a one-on-one data dive into student performance to create action plans for L25 students. This will be conducted three times per year.

**Person  
Responsible**

Melinda Springman (melinda.springmanherrera@palmbeachschools.org)

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#2	
<b>Title</b>	Targeted Support & Improvement: Increase learning gains of L25 Students with Disabilities ELA and Math to 50% each.
<b>Rationale</b>	<p>South Olive Elementary has been identified as a school with targeted support and improvement based on the results for our Students with Disabilities (SWD). Schools who have a subgroup perform below 41% on a testing component receive this designation. School data for Language Arts indicates that only 29% of our SWD achieved a level 3+ and only 38% of our SWD in the Lowest 25th (L25) Percentile achieved learning gains. School data for Mathematics indicates that only 40% of our L25 SWD achieved learning gains.</p> <p>By focusing both the homeroom and exceptional student education (ESE) teachers on action plans for students with disabilities in our L25, we will close the achievement gap for our SWD students. This area of focus aligns with the District's Strategic Plan to ensure shared commitment and collective responsibility for the academic success of every student.</p>
<b>State the measurable outcome the school plans to achieve</b>	<p>Improve the percentage of our L25 Students with Disabilities who are achieving learning gains in English/Language Arts from 38% in FY19 to 50% in FY20.</p> <p>Improve the percentage of our L25 Students with Disabilities who are achieving learning gains in Mathematics from 40% in FY19 to 50% in FY20.</p>
<b>Person responsible for monitoring outcome</b>	<p>Dava Hamerling (dava.hamerling@palmbeachschools.org)</p> <p>Strategic Initiative #3 - Provide instructional programming customized to the individual strengths, needs, interest, and aspirations of each learner.</p>
<b>Evidence-based Strategy</b>	Utilizing a framework provided in The Four Disciplines of Execution, administration will meet with teacher teams to determine both lead and lag measures related to students with disabilities in our lowest 25th percentile to monitor the effectiveness of intervention strategies and adjust action plans accordingly.
<b>Rationale for Evidence-based Strategy</b>	<p>The Four Disciplines of Execution provides an excellent framework for a) drilling down to the root cause of problems and b) creating a system for monitoring the success of a program to adjust practices accordingly.</p> <p>These research based strategies are approved and utilized by senior leadership in The School District of Palm Beach County.</p>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Utilizing Successmaker, Reading Running Record data, former iReady data, and FSA results, administration will meet with teacher teams to determine which students with disabilities are performing in our lowest 25th percentile for both ELA and Mathematics prior to the first progress report.</li> <li>2. Utilizing the framework to drill down to root causes, administration will meet with these same teacher teams to determine the root causes of the achievement gaps prior to the end of September.</li> <li>3. Utilizing the framework to monitor lag and lead measures, administration will create a monitoring system to be utilized frequently (minimum of once per grading period - every six weeks).</li> </ol>

4. At these monitoring meetings, administration will work with teacher teams to adjust action plans accordingly, based on lead measures.

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

### Additional Schoolwide Improvement Priorities (optional)

**After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).**

- A. Increase achievement results in Science from 52% Level 3+ in FY19 to 64% Level 3+ in FY20.
- (a) 5th grade science teachers will meet with administration and data support specialist to discuss students' progress in science at a minimum of two times per semester.
  - (b) STEM teachers are provided guidelines for minutes of Science vs. Math on a weekly basis, with a minimum of 150 minutes per week as the expectation for Science.
  - (c) J&J Bootcamp resources have been purchased to supplement the district provided curriculum with additional review and practice opportunities.
  - (d) Professional Development will be provided to 5th grade Science teachers in district expectations and J&J Bootcamp materials.
  - (e) We will explore opportunities for collaboration with local community partners for the benefit of our Science Program, including but not limited to the computer sciences.

B. 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 African Americans
- (c) Hispanic Contributions to the United States
- (d) Women's Contributions to the United States
- (e) Sacrifices of Veterans and Medal of Honor recipients have made in serving our country and protecting democratic values worldwide.

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.

## 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 Schoolwide Improvement Plan 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 stakeholders.

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 2020.

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 FY 18 and FY19. 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.**

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. Additionally, teachers reviewed School-wide Positive Behavior Support (SwPBS) single school culture procedures and behavioral expectations with their students. Starting on September 4th, the SWPBS committee will meet on a monthly basis to review the above practices for effectiveness, plan celebrations, and determine any necessary professional development.

For FY20, South Olive ES has implemented a house system, in which students collaborate and compete across grade levels, across classrooms, and across academic levels. Students are randomly assigned to

one of four college teams (University of Florida, Florida State University, University of Central Florida, and University of Miami) to earn "points for positive behavior" throughout the year. Teams will be rewarded a minimum of once per semester. Additionally, we have begun to host monthly College T-Shirt Fridays to promote college awareness. In our house system, students have opportunities to interact and compete with one another across classrooms and academic performance levels through a college-named team system that will be utilized for Positive Behavior Rewards, attending events and Fine Arts classes, and more.

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), our Monthly Character Counts awards (individuals), and by earning "team points" for individual acts of positive behavior as well.

-In addition to the Sanford Harmony materials provided to all teachers in prior years, all teachers have received training in and been provided with the Morning Meeting Book, by Roxann Kriete & Carol Davis. Teachers will utilize these resources to carve out time for social-emotional learning multiple times each week.

- New to South Olive ES this year is our Behavior Health Professional, who is working closely with families in need as well as promoting school-wide positive behavior initiatives.

Our school will host an International Night to celebrate the multicultural diversity of our community.

**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.

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.

**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

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Long Term Objective #1: Increase reading on grade level by 3rd grade to 79%.					\$2,179.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20	
			0572 - South Olive Elementary School	School Improvement Funds	0.0	\$2,179.00	
			Notes: SAC approved School Improvement Funds to be utilized for fund tutoring after school ton increase ELA proficiency.				
2	III.A.	Areas of Focus: Targeted Support & Improvement: Increase learning gains of L25 Students with Disabilities ELA and Math to 50% each.					\$0.00
Total:						\$2,179.00	