

The School District of Palm Beach County

South Olive Elementary School



2022-23 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: 7/5/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2021-22 ESSA Subgroups Represented (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
School Grades History	2021-22: B (55%) 2018-19: B (60%) 2017-18: B (57%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

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.

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

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School KG-5</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>89%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>67%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	B	B	B

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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. 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Springman, Melinda	Principal	<p>As principal of South Olive Elementary, Mrs. Springman-Herrera manages or supervises all aspects of the educational program. As the instructional leader of the school, she is responsible for an equitable, successful instruction of all students. She makes the decisions regarding professional development, the master schedule, teacher supervision and evaluation, recruitment and retention of staff, and stakeholder involvement. She makes budgetary and contract decisions as well.</p> <p>Director of SAC Leader of the School Responsible for submitting SIP after it is drafted and approved by the SAC. Monitoring and data chats Teacher Coaching</p>
Hamerling, Dava	Assistant Principal	<p>Assistant Principal Participates in drafting and approval of SIP Monitors initiatives and facilitates teacher coaching Monitors student performance to adjust professional development plans and initiatives Testing Coordinator Teacher Coaching Responsible for ESSA implementation and monitoring in SIP</p>
Sanabria, Daneen	Behavior Specialist	<p>Behavioral Health Professional, McKinney Vento Works with families in need to make sure that basic Maslow needs are met so that students can be successful with instruction and learning Demographic Information</p>
Zelnick, Elizabeth	Teacher, K-12	<p>Grade Level Lead, 1st grade. Facilitates PLCs and data chats Serves on Leadership team to gather input from her teachers and advise principal on school-wide decisions that impact instruction for all students</p>
Havican, Adam	Teacher, K-12	<p>Mr. Havican is a 4th grade teacher who two Math classes. Facilitates and Monitors PLCs for instruction and data interventions. Serves on Leadership team to gather input from his teachers and advise principal on school-wide decisions that impact instruction for all students</p>

Name	Position Title	Job Duties and Responsibilities
Van Weddingen, Kerry	Teacher, K-12	ESOL Coordinator Monitoring ESE initiatives and participates in classroom walk throughs to monitor instruction Serves on Leadership team to gather input from her teachers and advise principal on school-wide decisions that impact instruction for all students Teacher of ESOL students
Chiacchio, Kathy	Teacher, ESE	ESE Coordinator Monitoring ESE initiatives and participates in classroom walk throughs to monitor instruction and coach Serves on leadership team to provide input and suggestions
Graat, Melinda	Teacher, K-12	SAI Teacher SBT Co-Lead Ms. Graat teachers interventions for students grades 2-5, supports all grade levels with reading intervention selection and monitoring, and facilitates School Based Team. She is involved in school-wide decisions on a consistent basis because of this role.

Demographic Information

Principal start date

Sunday 7/5/2015, Saara Saarela Vening

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

11

Total number of teacher positions allocated to the school

25

Total number of students enrolled at the school

485

Identify the number of instructional staff who left the school during the 2021-22 school year.

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

8

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	82	86	72	75	73	78	0	0	0	0	0	0	0	466
Attendance below 90 percent	0	26	12	20	16	8	0	0	0	0	0	0	0	82
One or more suspensions	0	0	3	0	0	1	0	0	0	0	0	0	0	4
Course failure in ELA	0	25	19	21	36	36	0	0	0	0	0	0	0	137
Course failure in Math	0	6	7	11	15	7	0	0	0	0	0	0	0	46
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	3	7	7	0	0	0	0	0	0	0	17
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	2	16	0	0	0	0	0	0	0	18
Number of students with a substantial reading deficiency	0	9	24	19	6	7	0	0	0	0	0	0	0	65

Using the table above, complete the table below with the number of students by current grade level who have 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	0	16	8	16	19	18	0	0	0	0	0	0	0	77

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	4	0	0	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	1	1	0	0	0	0	0	0	0	0	2

Date this data was collected or last updated

Tuesday 8/30/2022

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	
Number of students enrolled	76	70	63	74	81	95	0	0	0	0	0	0	0	459
Attendance below 90 percent	0	7	9	11	8	16	0	0	0	0	0	0	0	51
One or more suspensions	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	14	27	26	38	35	0	0	0	0	0	0	0	140
Course failure in Math	0	7	14	15	30	32	0	0	0	0	0	0	0	98
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	7	3	7	7	13	0	0	0	0	0	0	0	37
FY21 ELA Winter Diag Level 1 & 2	0	0	0	33	41	29	0	0	0	0	0	0	0	103
FY21 Math Winter Diag Level 1 & 2	0	0	0	23	34	23	0	0	0	0	0	0	0	80

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	0	8	16	18	28	29	0	0	0	0	0	0	0	99

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	0	0	2	0	1	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	
Number of students enrolled	76	70	63	74	81	95	0	0	0	0	0	0	0	459
Attendance below 90 percent	0	7	9	11	8	16	0	0	0	0	0	0	0	51
One or more suspensions	0	1	0	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	14	27	26	38	35	0	0	0	0	0	0	0	140
Course failure in Math	0	7	14	15	30	32	0	0	0	0	0	0	0	98
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	6	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Number of students with a substantial reading deficiency	0	7	3	7	7	13	0	0	0	0	0	0	0	37
FY21 ELA Winter Diag Level 1 & 2	0	0	0	33	41	29	0	0	0	0	0	0	0	103
FY21 Math Winter Diag Level 1 & 2	0	0	0	23	34	23	0	0	0	0	0	0	0	80

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	0	8	16	18	28	29	0	0	0	0	0	0	0	99

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	0	0	2	0	1	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	61%	59%	56%				68%	58%	57%
ELA Learning Gains	63%						64%	63%	58%
ELA Lowest 25th Percentile	40%						52%	56%	53%
Math Achievement	60%	53%	50%				70%	68%	63%
Math Learning Gains	62%						64%	68%	62%
Math Lowest 25th Percentile	57%						52%	59%	51%
Science Achievement	45%	59%	59%				52%	51%	53%

Grade Level Data Review - State Assessments

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	66%	54%	12%	58%	8%
Cohort Comparison		0%				
04	2022					
	2019	72%	62%	10%	58%	14%
Cohort Comparison		-66%				
05	2022					
	2019	62%	59%	3%	56%	6%
Cohort Comparison		-72%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	74%	65%	9%	62%	12%
Cohort Comparison		0%				
04	2022					
	2019	62%	67%	-5%	64%	-2%
Cohort Comparison		-74%				
05	2022					
	2019	70%	65%	5%	60%	10%
Cohort Comparison		-62%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	50%	51%	-1%	53%	-3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	26	45	41	26	42	39	32				
ELL	46	56	44	41	60	50	9				
BLK	82			64							
HSP	57	62	46	54	66	61	35				
WHT	66	64	33	67	58	60	64				
FRL	53	55	36	54	61	56	33				
2021 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 2019-20	C & C Accel 2019-20
SWD	24	50		30	50						
ELL	44	67		44	60		20				
HSP	59	67	58	58	50	50	42				
WHT	72	77		72	61		85				
FRL	55	68	56	55	53	47	46				
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				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	453
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	46
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	73
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

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%	0
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%	0
White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

For data comparison, we will compare our FY22 results to our FY19 results.

ELA:

Grade 3 In FY22, 58% of students scored Level 3+ on the FSA, compared to 66% in FY19 (-8%)

Grade 4 In FY22, 72% of students scored Level 3+ on the FSA, compared to 72% in FY19 (same)

Grade 5 In FY22, 55% of students scored Level 3+ on the FSA, compared to 62% in FY19 (-6%)

Math:

Grade 3 In FY22, 57% of students scored Level 3+ on the FSA, compared to 74% in FY19 (-17%)

Grade 4 In FY22, 60% of students scored Level 3+ on the FSA, compared to 62% in FY19 (-2%)

Grade 5 In FY22, 55% of students scored Level 3+ on the FSA, compared to 62% in FY19 (-7%)

Science:

Grade 5 In FY 22, 45% of students scored Level 3+ on State Test, compared to 52% in FY19 (-7%)

End of Year Results for Adaptive Technology:

Percent Proficient in iReady Reading: K 87%, 1 63%, 2 67%, 3 76%, 4 63%, and 5 44%.

Percent Proficient in iReady Math: K 54%, 1 50%, 2 59%, 3 58%, 4 75%, and 5 55%.

Based on this data trend, our focus will be improve proficiency through interventions in ELA, Math, and Science.

We will specifically focus on our ESSA identified subgroup of SWD to ensure they receive targeted interventions delivered by ESE endorsed teachers.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Our ELA results for students in the lowest 25th percentile demonstrate the greatest need for improvement, with only 38% of students making learning gains on the FSA. While data shows that 58% of students made a typical learning growth in iReady for K-5 and the FSA shows that 63% of our students made learning gains for ELA, our students in the lowest 25th percentile are not making adequate gains to close the gap and reach proficiency. Through targeted small group instruction and after school tutoring options, teachers will tailor learning to individual needs and work to close the gaps in foundational learning.

Similarly, our Math results indicate that we need to increase the amount of learning gains for our students, to close the gap between our proficient and non-proficient students. With 40% of our 3rd, 4th, and 5th graders scoring a level 1 or 2 on the FY22 FSA, we need to target our support of students to move them to proficient or higher.

Targeted support will be provided in both subjects for our ESE and ESOL students, both through push-in teaching and targeted tutoring delivered by teachers with ESE and ESOL endorsements.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

5th grade had multiple personnel changes throughout the year. The master schedule was re-designed mid-year in an effort to give more time to the ELA block, but these changes resulted in an inconsistent year for the same students who were sent home before the FSA during third grade and remained home for a large portion of fourth grade due to virtual learning and Covid-19. These gaps in instruction impacted the time when students learn the most about reading informational text for comprehension and the time in math when foundational math skills are reinforced and abstract math concepts are introduced. This had a significant impact on the skills these 5th graders started the year with, which was further impacted by the inconsistent teaching staff.

During FY22, our 3rd graders were the same students who were sent home for Covid-19 during 1st grade, foundational skills in reading. These students remained virtual for the majority of second grade, when they were learning to read for comprehension. We continue to see gaps in foundational skills in 4th grade, including phonics and fluency.

Tutorials were difficult to staff and poorly attended by students in upper grades, resulting in most remediation occurring during the core block for both ELA and math, with limited time.

This year, students will have consistent teachers, and the tutorial program is being expanded with additional teachers doing targeted interventions for students in our lowest 25th percentile.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Our FY22 Math results show an increase of the percentage of students making learning gains, with a 7% increase overall and a 8% increase for students in the lowest 25th percentile.

Our FY22 adaptive technology results show that more K-3 students met their typical growth in FY22 iReady Reading in comparison to FY21. 66% of Kindergarten met typical growth, in comparison to 56%

in FY21. 49% of 1st grade met typical growth, compared to 42% in FY21. 66% of 2nd grade in FY22 compared to 45% in FY21. 72% of 3rd grade in FY22 in comparison to 70% in FY21.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We attribute these successes in Math to our intentional work around small group instruction, which gives teachers the ability to truly differentiate and fill gaps in mathematical concepts. This was done with fidelity in grades 3-5, and we believe it made a difference for our students who had gaps in their learning due to Covid-19 and loss of instructional time.

Our improvements in iReady Reading growth for grades K-3 can be attributed to our intentional approach to core instruction, in particular with foundational skills such as phonics and phonemic awareness. We supplement the core instruction with supplemental time, utilizing approved interventions such as Voyager and the additional interventions that come with Benchmark.

What strategies will need to be implemented in order to accelerate learning?

ELA - teachers in grades K-2 have received supplemental resources for beginning letters and sounds, called Lively Letters - purchased with School Improvement Funds approved by the School Advisory Council. With one of our teachers being a certified trainer, we will be able to support the teachers continuously with these new resources, using kinesthetic learning practices to reinforce beginning phonics. Teachers in grades 3-5 will roll out the new Benchmark curriculum in addition to two supplemental programs: Top Score for Writing and Heggerty Bridge the Gap for Literacy. Top Score writing was funded through SIP Funds and approved by SAC, and our Heggerty resources will be purchased through a Mayoral Grant funded by the City of West Palm Beach. Teachers will supplement the district curriculum with these programs to support a vertical alignment of expectations for writing (Top Score) and to provide resources for foundational interventions with students in upper grades (Heggerty). Tutoring will be provided for students in the lowest 25th percentile of ELA performance, in addition to ESE and ESOL students receiving additional tutoring from teachers with an ESE or ESOL endorsement.

Math - continued focus on small group math instruction, teachers are rolling out new standards with a new curriculum. This comes with a new set of manipulatives for hands-on learning, in addition to an order we will be placing utilizing granted funds from the City of West Palm Beach to support math teachers in their efforts to teach concepts of math through hands-on learning materials.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

In ELA, our teachers will work closely with the Benchmark Instructional Specialist, who will work alongside teachers to plan, model, and support with the roll out of Benchmark as well as the new standards for FL. Teachers have already been provided with professional development for our new supplemental resources, including Lively Letters and Top Score, and this professional development will be job-embedded throughout the year on PD Days, PLCs, and Faculty Meetings, to guarantee a successful implementation.

In Math, our teachers will plan closely with one another as they roll out the new Math curriculum and standards for FL, with intentional planning for small group instruction and differentiation through PD Days, PLCs, and Faculty Meetings.

Teachers will calibrate expectations for the classroom in all subjects utilizing Peer Observations, Instructional Coaching provided by administration, and lesson studies of recorded lessons in group

settings. Through these strategies, teachers will continue to expand their repertoire of strategies and be able to discern between effective and ineffective practices.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

ESSR funds will be utilized to provide additional tutoring both during the day and after school, with an academic tutor working with students in grades K-2 and certified teachers working with students in grades 3-5 during after-school tutoring. Reading support will also be provided to 1-5 by pushing an additional teacher into the reading block during small group rotations, so that teachers can have multiple small groups receiving small group instruction in every rotation rather than just the one group with the teacher.

The master schedule has been designed to allow for additional teacher support during supplemental time for third grade, guaranteeing that students receive supplemental time tailored to their individual needs. This will be provided in addition to the small group rotations in the core block, when ESE and ESOL students will be seen twice a day during small group rotations as well as an additional time during supplemental time.

Utilizing teacher experts in the building to create calibration time, modeling, and coaching, we will develop the leadership capacity of our teachers in addition to collaboration between teachers. These factors will sustain the work beyond a single year of focus and have lasting effects in years to come.

Our VPK program receives monitoring, coaching, and support from administration in addition to regular visits from the Early Learning Department. VPK teacher Ms. Hodgkiss continues her own professional development and plans to enroll in a new support program this year as well, provided through the Early Learning Coalition.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

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#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

To ensure effective and targeted instruction for success of all students in English Language Arts in alignment with District Initiative A1a - Ensure consistent and effective literacy instruction in every PreK - 3rd grade classroom.

When reviewing our school data, we see that our lowest performance comes from our ELA scores, specifically for the group of students who are performing in the lowest 25th percentile. With only 38% of these students passing the FSA for FY22, this needs to be our primary focus. Further analysis of student performance in grades K-5 shows that 90% of Kindergarteners scored proficient in iReady in spring of FY21, while only 63% of 1st graders scored proficient in FY22. Similarly, 69% of 1st graders scored proficient in iReady in Spring of FY21, while 67% of second graders scored proficient in FY22. While there is some turn over in our student population, the trend as a cohort indicates we are not increasing proficiency in primary grades. As we know, reading provides a direct correlation to performance in other content areas as well, including Science and Mathematics.

With only 55% of our current fourth graders scoring a level 3 or higher on the FSA for Reading in 3rd grade, we can confirm a need to strengthen instructional interventions for reading in grades K-3.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By February 2023, we will increase the overall percentage of students performing at a proficient level on the ELA Progress Monitoring by 3% bringing us to 64.4%.

By May 2023, South Olive ES will attempt to increase the overall percentage of students performing at a proficient level on the ELA Progress Monitoring to 66.4% which would be an increase of 5%.

Progress monitoring will take place through grade level data dives to monitor unit assessments, iReady results, and progress monitoring through state assessments for STAR and FAST. Adjustments to instruction and intervention groups will be made as needed. With the results that come from the end of February, we will make mid year adjustments, that could include instructional minutes and resources for reading and math.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring is an essential piece to achieving student success. Without it, students could continue using ineffective strategies for the entire year. iReady Diagnostics will be utilized for a comparison throughout the year, along with unit assessments for Benchmark Literacy. A data dive will take place at least once a month, alongside administration, to monitor student progress and adjust strategies as necessary. This time will be utilized to review student progress, lesson plans, adjust action plans, determine needs for professional development, and adjustments to student groupings for small group, supplemental, and tutoring.

Person responsible for monitoring outcome:

Dava Hamerling (dava.hamerling@palmbeachschools.org)

Evidence-based Strategy: Describe the evidence-

1. Data Dives will take place, alongside administration, to monitor lead and lag measures to monitor effectiveness of strategies.
2. Teachers in grades K-2 will be trained to utilize Lively Letters to supplement core literacy instruction in the acquisition of letters and sounds.

based strategy being implemented for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

1. Research shows that highly effective schools make data-informed decisions about instruction through professional learning communities and common planning.
2. By using short and long-term results such as guideposts, teachers will be able to pinpoint and determine which skill deficits need a targeted short term focus and when is the best time to do so.
3. Teachers will not only review the data to determine what needs to be the focus but will collaborate on which research-based practices are best to use at which time.
4. The school district provides a selection of research-based strategies to target specific skill deficits.
5. In order for teachers to deliver on-grade level instruction and maintain high expectations for learning, interventions for skill deficits need to be completed outside of the ELA block of time, which is why tutoring is necessary.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Data Dives will take place, alongside administration, to monitor lead and lag measures to monitor effectiveness of strategies.
2. Teachers in grades K-2 will be trained to utilize Lively Letters to supplement core literacy instruction in the acquisition of letters and sounds.

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

3. Teachers will utilize district approved strategies for intervention to target skill deficits during supplemental time, including but not limited to Benchmark Intervention, Lively Letters, Heggerty, Spire, and Voyager.
4. A part-time tutor will be hired using ESSR funds for additional interventions in grades K-2 during and after the school day.
5. An after school tutoring program will target ESE, ESOL, and the students performing in the lowest 25th percentile in literacy as well.

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

#2. ESSA Subgroup specifically relating to Students with Disabilities

To guarantee individualized education for our Students with Disabilities in alignment with district objective A1a: Ensure consistent and effective literacy instruction in every PreK - 3rd grade classroom.

When reviewing our school data, we see that our lowest performing subgroup of students are our Students with Disabilities. ESSA identified students with disabilities as an area of Targeted Support & Intervention.

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our FY22 ELA achievement results on the FSA resulted in 22.5% of our students with disabilities being proficient in ELA, in comparison to 22.4% in FY21. 25.5% proficient in Math, compared to 28.6% in FY21, and 31.8% proficient in Science, in comparison to 22.2% in FY21. When viewed as specific grade levels only 10% of 3rd graders were proficient in ELA, 40% of 4th graders were proficient in ELA, and 22.7% of 5th graders were proficient in ELA.

Reading provides a direct correlation to performance in other content areas as well, including Science and Math. We know that our fourth graders in FY22 were sent home in FY20 and had significant gaps in their learning during FY21 as well, due to virtual learning and a decrease in student engagement. For students with learning disabilities, this resulted in significant loss of foundational skills, which is why we need to target support for these students in all subjects, and especially reading.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By February 2023, we will increase the overall percentage of Students with Disabilities performing at a proficient level on the ELA Progress Monitoring by 5% bringing us to 30.5%.

By May 2023, South Olive ES will attempt to increase the percentage of Students with Disabilities performing at a proficient level on the ELA Progress Monitoring to 41%, which would take SOE off of the ESSR list for Targeted Support & Intervention.

Progress monitoring will take place through grade level data dives to monitor unit assessments, iReady results, and progress monitoring through state assessments for STAR and FAST. Adjustments to instruction and intervention groups will be made as needed. With the results that come from the end of February, we will make mid year adjustments, that could include instructional minutes and resources for reading and math.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monitoring is an essential piece to achieving student success. Without it, students could continue using ineffective strategies for the entire year. Teachers of students with disabilities will monitor present levels of performance during interventions, small group rotations, and tutoring by using iReady, Benchmark assessments, EasyCBM, and anecdotal notes for a comparison throughout the year, along with additional measures such as district assessments and diagnostics.

Data dives will take place alongside administration, to monitor student progress and adjust strategies as necessary. This time will be utilized to review student progress, lesson plans, adjust action plans, determine needs for professional development, and adjustments to student groupings for small group, supplemental, and tutoring.

Person responsible for monitoring outcome:

Kathy Chiacchio (kathy.chiacchio@palmbeachschools.org)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

1. Data dives will take place, where teachers will monitor short and long term goals and discuss practice adjustments. These meetings will be focused on long term measures such as iReady and district diagnostics at appropriate times when those assessments are given.
2. Teachers will utilize formative assessments between these times to narrow in on specific skills for practice, assessment, and adjustment. These formative assessments will be determined by the teacher teams through collaboration, based on the current needs of the curriculum as well as foundational deficits that need to be addressed.
3. Teachers will use a similar format to monitor the progress of students during supplemental time, with initial diagnostics utilized for groupings at the start of the year, with district-approved and research-based interventions including, but not limited to: SPIRE, Voyager, Benchmark, and Heggerty.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Research shows that highly effective schools make data-informed decisions about instruction through professional learning communities and common planning.
2. By using long-term results such as diagnostics as guideposts, teachers will be able to pinpoint and determine which skill deficits need a targeted short term focus and when is the best time to do so.
3. Teachers will not only review the data to determine what needs to be the focus but will collaborate on which research-based practices are best to use at which time.
4. SPIRE, Voyager, Benchmark, and Heggerty are recommended by the School District of Palm Beach County as valid and effective strategies that pair well with the new Benchmark Curriculum.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Data dives will take place, where teachers will monitor short- and long-term goals and discuss practice adjustments. These meetings will be focused on long term measures such as iReady and district diagnostics at appropriate times when those assessments are given.
2. Teachers will utilize formative assessments between these times to narrow in on specific skills for practice, assessment, and adjustment. These formative assessments will be determined by the teacher teams through collaboration, based on the current needs of the curriculum as well as foundational deficits that need to be addressed.
3. Teachers will use a similar format to monitor the progress of students during supplemental time, with initial diagnostics utilized for groupings at the start of the year, with district-approved and research-based interventions including, but not limited to: SPIRE, Voyager, Benchmark, and Heggerty.

Person Responsible

Melinda Springman (melinda.springmanherrera@palmbeachschools.org)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

At South Olive Elementary we are Ohana. Ohana means family. Family means nobody gets left behind or forgotten. We are constantly striving to live up to this motto and to create a positive school culture and environment. Our School-wide Positive Behavior Support (SwPBS) work tirelessly to ensure that there is a positive climate for students, faculty and staff. At South Olive we have the "PAWS" system in place to demonstrate school wide expectations. PAWS stands for:

Practice Kindness

Act Safely

Work Together

Show Respect

Our PAWS matrix is posted in classrooms and throughout the building. Students are expressly taught by their teachers to use and refer to our PAWS matrix. Our matrix covers all settings and situations on campus including the hallways, cafeteria, bathrooms, playground, computer labs, as well as virtual learning.

Our SwPBS committee also makes sure our teachers and students are celebrated. Classes have a chance to earn positive behavior notes in the form of a paper "PAW" that are displayed on a huge bulletin board in the hallway for all to see. At the end of each trimester, one class one each grade level is celebrated with a special treat, party, or extra recess time. Also, each week teachers are asked to fill out positive office referrals for a student in their classroom. Students who are referred are called to the office where their referral is read aloud, they are given a treat and if possible student pictures are posted on Twitter. Another way we celebrate students is when they reach a goal whether it is academic or behaviorally, they can "ring the bell" in the front office. Students are asked to come down to ring the bell with the assistant principal. Each student states the goal met, rings a rather large bell for the entire office and most of the front hall to hear! Their picture is taken and it is placed on a bulletin board for all to see. For all our hard work in the last couple of years, South Olive was recognized as a Gold Level Tier 1 Model PBIS school for the 2019-2020 school year and again as a School of Resilience in 2020-2021 by the Florida BPIS Project.

In addition to SwPBS, South Olive ensures all stakeholders are involved through a strong Parent-Teacher Organization (PTO) and School Advisory Committee (SAC), which are both led by parents of students at the school and involve teachers, administration, and parents working together. Our PTO Executive Board is comprised of a dedicated group of parents who have remain involved for years.

Suite 360 is the curriculum that the school district selected to implement the five-our state mandated instruction related to youth mental health and awareness. Throughout the Suite 360 curriculum, students participated in lessons on the following topics: Mental Health Awareness and Assistance, Supporting Someone with a Mental Health Condition, Prevention of Substance Misuse, Child Trafficking, and Awareness of Resources and the Process of Assessing Treatment.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Principal: Promotes collaboration and fellowship among staff members, creates a positive environment where teachers can share their best practices with one another while responding to student needs. Designs positive recognition practices for both staff and students to celebrate achievements and positive influencers, while encouraging others through demonstrating and uplifting these practices.

Assistant Principal: Facilitates PBIS committee, meets with teachers on a regular basis to determine if PBIS practices outlined above are effective and determines when adjustments are necessary.

School Counselor: Supports the positive culture as our SEL coordinator, modeling SEL activities for faculty, recording teacher / classroom exemplars to share out for best practices. Facilitates small groups for students with a variety of social/emotional needs, assists families and students in crisis, and serves as a member of the intervention team.

Mental Health Behavioral Professional (SBHP): supports the behavioral and mental health of students. The SBHP position started for the FY20 school year as part of the Marjory Stoneman Douglas HS Public Safety Act to have more mental health professionals in schools and is funded through local referendum dollars. All schools in Palm Beach County have a SBHP.

Teachers: Incorporate SWPBS into their daily work, their classroom communities, and their operations. Create a safe, nurturing environment for students, where the goal is to improve social, emotional, behavioral, and academic outcomes for students. Teachers provide Tier 1 supports to all students by making sure they have an equitable and equal opportunity to be in a positive environment. Targeted Tier 2 support for some students focuses on specific skill deficits and improving their outcomes. Tier 3 intensive support for a few students who need an individualized plan to guarantee their success in a safe environment.

In addition, as stipulated within Florida Statute & Policy 2.09 our school ensures all students receive equal access to the pillars of Effective Instruction: Students are immersed in rigorous tasks encompassing the the full intent of the Florida State Standards and content required by Florida State Statute 1003.42 continuing to develop a single school culture and appreciation of multicultural diversity in alignment to S.B. 2.09 Instruction will also be infused as applicable to appropriate grade levels including but not limited to:

(a) History of the Holocaust, the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions, including the policy, definition, and historical and current examples of anti-Semitism, as described in s. 1000.05(7), and the prevention of anti-Semitism. The second week in November shall be designated as "Holocaust Education Week" in this state in recognition that November is the anniversary of Kristallnacht, widely recognized as a precipitating event that led to the Holocaust.

(b) History of African and African Americans including the history of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society. Instructional materials shall include the contributions of African Americans to American society.

(c) Women's Contribution

(d) Sacrifices of Veterans, and the value of Medal of Honor recipients

These concepts are introduced as stand-alone teaching points and may also be integrated into other core subjects: math, reading, social studies, science. Our goal is for our students to learn the content and curriculum taught through Florida State Statute 1003.42 to ensure inclusiveness for all.

Teachers follow the scope and sequence as outlined on the Palm Beach County curriculum resource blender, This ensures that teachers have a concrete timeline as well as the resources to provide quality instruction on the mandated curriculum Additionally, topics are often addressed in greater depth through the school counselor during her instruction on the wheel and special events held throughout the school year. Students will also learn character development, the character development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.