
Title I Comprehensive Schoolwide Plan
SOUTH OLIVE ELEMENTARY SCHOOL (0572)

ELA

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Based on FY23 FAST PM3 53.4% of students were proficient. Based on the FY24 PM2 45.6% of students are proficient I-Ready Diagnostic data show increase performance in kindergarten and 3rd grade, decrease occurs in 1st and 2nd, 4th and 5th in ELA

2. List the root causes for the needs assessment statements you prioritized.

Teachers need to better understand differentiated instruction. Inconsistent phonics instruction in grades K-2 Lack of supplemental support, too many students to adequately serve Attendance concerns-264 students with 5 or more absences, 100 students with 10 or more absences, 24 students who have missed 15 or more days Students lack foundational skills

3. Share possible solutions that address the root causes.

System for monitoring attendance; additional staff to provide academic intervention; implement mentoring program; data chats with teachers to discuss results and identify next steps; additional staff to provide supplemental instruction/remediation tutorial during the school day, before school, after school, Saturdays; computer lab open 7:30-7:50 for targeted IReady usage. Implement strategies to increase intrinsic motivation; contact parents regarding attendance and refer to SBT when it becomes chronic; Community engagement person to link to resources. Additional resources for the classroom. Professional development for staff and staff members. Small group instruction for remediation. Additional staff for PLCs with strong pedagogical background. Additional resources for targeted interventions. Improve the use of technology in classroom instruction to provide more interactive student experiences. Provide opportunities for teachers to engage in work around B.E.S.T standards and best practices for differentiated instruction in reading, provide time to observe peer teachers

4. How will school strengthen the PFEP to support ELA?

• Communication

Weekly newsletter. Schoolwide communication tool. Actively reach out to families when not active in school.

- **Parent Training**

-Provide parent trainings that have a home school connection. -Where to find resources to provide access to children if parent cannot provide the support -How to access extended learning opportunities on the portal -How to support child's learning at home

5. How will each stakeholder group strengthen the School-Parent Compact to support ELA?

- **School**

-Provide parent information/training sessions on how parents can help their children at home with Reading and Writing. -Follow B.E.S.T. Standards for ELA and provide rigorous instruction to help students achieve high levels of Reading and Writing instruction and academic performance. -Provide opportunities for additional academic support. -prepare student for college and career through AVID -provide free Parent Trainings that will help families work with their children at home -provide resources in all classrooms that integrate literacy with content areas -Teach effective skills and strategies that ensure retention of learning. -Communicate successes and concerns with parents in an efficient and frequent manner -Set high instructional expectations for all students that promote the development of the state's content standards and benchmarks

- **Students**

-Arrive at school and attend class on time each day prepared -Complete homework and class assignments on time and in a way that shows my personal best -Keep trying when I make a mistake -to use technology responsibly and respectfully -to follow my teacher's directions

- **Parents**

-Ensure my child attends school each day. -Send my child to school on time and ready to learn in school uniform -assist with homework, review the Parent Communication Folder and sign student agenda daily -Review homework assignments, sign assessments and offer assistance when needed.

- **Staff Training**

Training for best practices and research-based pedagogical practices that positively impact outcomes for all students.

- Accessibility

-Connect parents with community resources -Communicate in native languages -School is ADA accessible

Math

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

Based on FY23 FAST PM3 50.2% of students were proficient. Based on the FY24 PM2 31.4% of students are proficient Math data shows decreases after Kindergarten and 4th

2. List the root causes for the needs assessment statements you prioritized.

Inconsistent instruction in foundational math skills and differentiated instruction. Lack of supplemental support, too many students to adequately serve Lack of inconsistent attendance of students. Lack of basic foundational skills. Teachers struggle with BEST Standards.

3. Share possible solutions that address the root causes.

Supplemental support for targeted instruction Technology to support extra practice, remediation and prescriptive lessons. Data chats with teachers to discuss results and identify next steps through PLCs with a facilitator. Professional Development to assist with better understanding of the BEST standards. Use of manipulatives/ hands-on and extra practice materials Improve the use of technology in classroom instruction to provide more interactive student experiences. Parent support to bridge the home-to-school gap.

4. How will school strengthen the PFEP to support Math?

- Communication

Weekly newsletter. Schoolwide communication tool. Actively reach out to families when not active in school.

- **Parent Training**

Parent Trainings that may be offered to support parents/families as they work with their students at home (Math)

5. How will each stakeholder group strengthen the School-Parent Compact to support Math?

- **School**

Provide parent information/training sessions on how parents can help their children at home with mathematics. -Follow B.E.S.T. Standards for mathematics and provide rigorous instruction to help students achieve high levels of mathematics instruction and academic performance. -Provide opportunities for additional academic support. -prepare student for college and career through AVID -provide free Parent Trainings that will help families work with their children at home -provide resources in all classrooms that integrate mathematics with content areas -Teach effective skills and strategies that ensure retention of learning. -Communicate successes and concerns with parents in an efficient and frequent manner -Set high instructional expectations for all students that promote the development of the state's content standards and benchmarks

- **Students**

-Arrive at school and attend class on time each day prepared -Complete homework and class assignments on time and in a way that shows my personal best -Keep trying when I make a mistake -to use technology responsibly and respectfully -to follow my teacher's directions

- **Parents**

Ensure my child attends school each day. -Send my child to school on time and ready to learn in school uniform -assist with homework, review the Parent Communication Folder and sign student agenda daily -Review homework assignments, sign assessments and offer assistance when needed.

- **Staff Training**

Training for best practices and research-based pedagogical practices that positively impact outcomes for all students.

- **Accessibility**

-Connect parents with community resources -Communicate in native languages -School is ADA accessible

Science

Using your recording templates from your CNA discussions respond to each item in detailed.

1. List prioritized needs statements.

FY24 Science diagnostic data shows consistency compared to District but Diagnostic and state assessment results are inconsistent.

2. List the root causes for the needs assessment statements you prioritized.

Lack of consistent science instruction across all grade levels and classrooms. Students don't have prior knowledge

3. Share possible solutions that address the root causes.

Make science instruction a priority Provide supplemental resources Provide hands-on experiences

4. How will school strengthen the PFEP to support Science?

- Communication

Utilize schoolwide communication tool Reach out to parents who may need additional assistance with students.

- Parent Training

Parent Trainings that may be offered to support parents/families as they work with their students at home (Science) -where to find resources to provide access to children if parent cannot provide the support -How to access extended learning opportunities on the portal -How to support child when at home

5. How will each stakeholder group strengthen the School-Parent Compact to support Science?

- **School**

Provide parent information/training sessions on how parents can help their children at home with science. -Follow NGSSS for Science and provide rigorous instruction to help students achieve high levels of Science instruction and academic performance. -Provide opportunities for additional academic support. -prepare student for college and career through AVID -provide free Parent Trainings that will help families work with their children at home -provide resources in all classrooms that integrate mathematics with content areas -Teach effective skills and strategies that ensure retention of learning. -Communicate successes and concerns with parents in an efficient and frequent manner -Set high instructional expectations for all students that promote the development of the state's content standards and benchmarks

- **Students**

-Arrive at school and attend class on time each day prepared -Complete homework and class assignments on time and in a way that shows my personal best -Keep trying when I make a mistake -to use technology responsibly and respectfully -to follow my teacher's directions

- **Parents**

-Ensure my child attends school each day. -Send my child to school on time and ready to learn in school uniform -assist with homework, review the Parent Communication Folder and sign student agenda daily -Review homework assignments, sign assessments and offer assistance when needed.

- **Staff Training**

Better understanding of how science standards spiral in preparation for state assessment.

- **Accessibility**

Connect parents with community resources

Action Step: Classroom Instruction

Build a learning community that sets high expectations, accommodates diverse learners, promotes collaboration, and supports students' academics and social/emotional needs.

Budget Total: \$45,220.00

Acct Description	Description									
Resource Teacher	This Resource Teacher will do push-in and pullout for Math, Reading/ELA, and Science for students in grades 5. They will provide remediation and targeted instruction.									
Out-of-system Tutors	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	
	Certified Out of System Tutors for Reading, Math and Science to do small group instruction, push in and pull out for grades 1-5	2	\$37.00	1	2	18	Certified	Original	\$2,664.00	

Action Step: Professional Development

Provide ongoing professional development, lesson modeling, PLC support, progress monitoring, and tracking student data in the areas of ELA, Math and Science K-5.

Budget Total: \$112,371.40

Acct Description	Description						
Supplies	Item	Quantity	Rate	Supply Type		Type	Total
	Colored paper	2	\$11.09	General Supplies		Original	\$22.18
	Copy Paper	2	\$44.61	General Supplies		Original	\$89.22

Acct Description	Description
Single School Culture Coordinator	Single School Culture Coordinator (SSCC) will analyze data during professional learning community meetings, model best practices, and strategies, and plan and deliver professional development activities to build the capacity of all teachers in grades K-5 for all subject areas.

Action Step: Parent Engagement

Engage parents to increase and maximize the home to school connection, Increase publicity and communication in all native languages for all school events.

Budget Total: \$2,865.10

Acct Description	Description										
Online subscription	Item						Quantity	Rate	Type	Total	
	Smore Subscription Newsletter for weekly parent communication.						1	\$179.00	Original	\$179.00	
Parent Support by School Staff	Item			Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Certified Teachers will lend support for AVID Night/ STEAM Night			3	\$25.00	1	2	4	Certified	Original	\$600.00
Postage	Item						Quantity	Rate	Type	Total	
	Stamps for parent newsletter for 1040 families. Sent out in Fall.						1040	\$0.68	Original	\$707.20	

Acct Description	Description					
Enrichment Contracts	Item	Quantity	Rate	Type	Total	
	Cox Science Center will provide a STEAM Night for families on October 15, 2024	1	\$500.00	Original	\$500.00	
Supplies	Item	Quantity	Rate	Supply Type	Type	Total
	Shipping	1	\$0.33	General Supplies	Original	\$0.33
	Envelopes/labels	1	\$103.16	General Supplies	Original	\$103.16
	Copy Paper	5	\$44.61	General Supplies	Original	\$223.05
	Astro bright colored paper	4	\$11.09	General Supplies	Original	\$44.36
Printing	Item	Quantity	Rate	Type	Total	
	Kindergarten Round Up and PFEP training printing for materials to enforce skills at home that were learned from training	1	\$300.00	Original	\$300.00	

Mission Statement

Create one statement that communicates the vision for parent and family engagement in a motivating way. The mission statement should:

- reflect the beliefs or values the school holds regarding the importance of family engagement;
- explain the purpose of the school's Parent and Family Engagement Plan;
- be written in parent-friendly language; and
- inspire stakeholders to be engaged and supportive of the program.

1. Mission Statement

South Olive Elementary is committed to providing a world-class education with excellence and equality to empower each student with the assistance of district, school, family and community partnerships 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.

Involvement of Stakeholders

Describe how the school will engage stakeholders (parents, families, school personnel, District staff and community) in the planning, development, review, implementation and improvement of the Title I Schoolwide Plan. Include decisions regarding how funding will support parent and family engagement. All SAC meetings should have Title I as a standing agenda item and discussion of such is reflected in the minutes to ensure compliance is met. (Note: Evidence of stakeholder input during the CNA process is available in the CNA Launcher.)

Name	Title
Saara Saarela-Vening	Principal
Michelle Dunlap	SAC Co-Chair/Teacher
Lisa Mohler	SAC Co-Chair/Parent
Dava Hamerling	Assistant Principal
Catherine Greenan	Parent
Blair Simpson	Parent
Jillian Forrest	PTO President/Parent
Brenda Hockman	Community Partner
Hara Klimantiris	SSCC
Michelle Smith	Parent
Kerry Van Weddingen	ESOL Contact
Alexa Kokotoff	School Counselor
Daneen Sanabria	BHP

2. What are the procedures for selecting members representing all stakeholders? Describe the process for electing members.

All stakeholders have been invited to participate and provide input by advertising via school newsletter, and parent communication app. Those in leadership roles and those voted to represent each stakeholder group for the School Advisory Council were asked to participate.

3. How will stakeholders be involved in jointly developing the Schoolwide Plan (CNA/SWP/PFEP)? Include details of meeting dates and times.

Stakeholders were involved by participating in a schoolwide Title I meeting. Meeting was held on January 31st, 2024 at 4:30pm in the Media Center.

4. How did stakeholders provide input as to how Title I funding will support parent and family engagement? Include the outcome.

Stakeholders provided input via an advertised Title I stakeholder meeting. Stakeholders were provided with relevant school data based on the FY23 Statewide Assessment Data as well as the PM1 and PM2 data for FY24. Stakeholders provided feedback on how funds should be utilized.

Name	Title
Saara Saarela-Vening	Principal
Dava Hamerling	Assistant Principal
Kerry Van Weddingen	ESOL Contact
Michelle Dunlap	SAC Co-Chair/Teacher
Hara Klimantiris	SSCC

Annual Parent Meeting

All parents and families are invited and encouraged to attend the Title I Annual Meeting, at a convenient time, to learn about the school's Title I programs, requirements and the rights of Title I parents.

Describe the steps the school will take to conduct an effective Annual Meeting. The meeting should inform parents about:

- What it means to be a Title I School;
- The school's Title I Schoolwide Plan;
- Parent and Family Engagement Plan, including the School-Parent Compact;

- Special programs such as Migrant Education and McKinney-Vento;
- Parent's Right-to-Know; and
- Other opportunities for parents.

1. What is the actual date, time and location of the Annual Meeting?

September 24, 2024 at 5pm in the Media Center.

2. How will you notify parents, teachers and the community of the Annual Meeting? Be specific (school website, marquee, call-out, newsletter, invitations, etc.).

The schoolwide Title I meeting will be advertised via school newsletter, parent communication app, and ParentLink (email, text, and call-out), and marquee.

3. What resources will be prepared for the Annual Meeting? List materials or supplies needed to host the meeting.

Chart paper, copy paper, stamps, markers, computer, and presentation screen.

Staff Trainings

Describe the professional development trainings you will provide to build the capacity of teachers and other support personnel to understand the value and contribution of parents/families, build ties between parents and school staff, effectively reach out to, communicate with and work with families as equal partners in order to improve student achievement.

1. Staff Training for Parent and Family Engagement #1

- Name of Training

Parents as Partners: School Compact

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will learn how to use the school compact to build and develop a partnership with parents to help children achieve improved academic achievement and overall success in school.

- What is the expected impact of this training on family engagement?

Teachers will have an outline of how parents, the entire school staff, and students will share the responsibility for student achievement to refer to during parent conferences and other communication with parents.

- What will teachers submit as evidence of implementation?

Meeting notes or presentations where teachers share the school compact with parents.

- Month of Training

September 2024

- Responsible Person(s)

Hara Klimantiris

2. Reflection/Evaluation of Training #1

- Name and Brief Description

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- Number of Participants

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- What were teachers able to do as a result of the training?

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- How do you know?

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- What went well with the training

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- What improvements would be made and what steps will you implement to make the training more effective

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3. Staff Training for Parent and Family Engagement #2

- Name of Training

Parents as Partners: Parent Conferences

- What specific strategy, skill or program will staff learn to implement with families?

Teachers will learn strategies on effective face-to-face conferences that include tools for scheduling, translation, communicating present levels compared to expected outcomes, how to have difficult conversations and timelines for conferences.

- What is the expected impact of this training on family engagement?

Teachers will learn about the importance and impact of face-to- face conferences with parents and the impact it has on academic achievement.

- What will teachers submit as evidence of implementation?

Parent conference notes on PBCSD form 1051.

- Month of Training

October

- Responsible Person(s)

Administration

4. Reflection/Evaluation of Training #2

- Name and Brief Description

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- Number of Participants

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- What were teachers able to do as a result of the training?

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- How do you know?

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- What went well with the training

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- What improvements would be made and what steps will you implement to make the training more effective

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Parent Trainings

Describe the trainings you will offer parents and families that will build their capacity to support learning at home to improve student academic achievement. Trainings must focus on skills that parents and families can use to extend learning at home, support students in meeting challenging state standards and monitor their child's academic progress.

1. Parent and Family Capacity Building Training #1

- Name of Training

AVID Family Night

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will learn what it means to be AVID and the organizational pieces and expectations for students at each grade level.

- Describe the interactive hands-on component of the training.

Parents will have an opportunity to view real student organizational exemplars.

- What is the expected impact of this training on student achievement?

Parents can help their child follow organizational strategies at home and at school for improved student outcomes.

- **Date of Training**

September 11 2024

- **Responsible Person(s)**

Admin

- **Resources and Materials**

Paper, pens, folders, markers, chart paper, binders, dividers, pencil pouches, pencils,

- **Amount (e.g. \$10.00)**

\$300

3. Parent and Family Capacity Building Training #2

- **Name of Training**

STEAM Night

- **What specific strategy, skill or program will parents learn to implement with their children at home?**

Parents will engage in hands-on sciences stations to build science content knowledge.

- **Describe the interactive hands-on component of the training.**

Parents will participate in science stations set up by the science museum.

- What is the expected impact of this training on student achievement?

Parents will build their own capacity of science content knowledge to support their child at home.

- Date of Training

October 8, 2024

- Responsible Person(s)

Hara Klimantiris

- Resources and Materials

Cox Science Center and Museum stations Paper, pens, folders, markers, chart paper Door prizes

- Amount (e.g. \$10.00)

\$650

5. Parent and Family Capacity Building Training #3

- Name of Training

AMP Parent Meeting

- What specific strategy, skill or program will parents learn to implement with their children at home?

Parents will better understand the Accelerated Math pathway through elementary school, into secondary school, and beyond

- Describe the interactive hands-on component of the training.

Families will have the opportunity to interact with AMP content and discover where they can go for assistance with AMP coursework.

- What is the expected impact of this training on student achievement?

Parents will be better prepared to support their child's achievement in these accelerated courses

- Date of Training

September 18, 2024

- Responsible Person(s)

Hara Klimantiris

- Resources and Materials

Presentation Paper, pens, folders, markers, chart paper

- Amount (e.g. \$10.00)

100

Coordination and Integration

Describe how your school collaborates with other federal programs, District departments, the business community, library systems and other governmental and non-governmental organizations to provide integrated parent and family engagement opportunities. Identify the three (3) **most relevant agencies/organizations that support your school's parent and family engagement goal.**

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Development, ESOL/ELL, IDEA, Region Support, or Safe Schools

- Name of Agency

Safe Schools/MVP

- Describe how agency/organization supports families.

Provides support for families with resources who are experiencing temporary homelessness such as clothing, school supplies, and community resources.

- Based on the description list the documentation you will provide to showcase this partnership.

Email communication

- Frequency

TBD

2. Partnership #2 - List Department, Organization, or Agency

- Name of Agency

The Park

- Describe how agency/organization supports families.

The Park - Golf provides free tutoring to students in need after school and throughout the summer.

- Based on the description list the documentation you will provide to showcase this partnership.

Email communication, permission slips

- Frequency

TBD

3. Partnership #3 - List Department, Organization, or Agency

- Name of Agency

PTO

- Describe how agency/organization supports families.

The school's PTO provides opportunities for families to engage in activities together on the school's campus via educational and entertainment opportunities such as STEAM Night.

- Based on the description list the documentation you will provide to showcase this partnership.

English and Spanish invitations, social media posts

- Frequency

Once per trimester.

Communication

After reflecting on the stakeholder input meeting, training evaluations and analysis of events, describe the process that your school will use to provide timely and easy to understand updates to parents and families on Title I programs, curriculum, assessments and student progress/proficiency level information.

1. Describe how school will provide parents and families with timely information about the Title I programs, meetings and other activities in a format and language parents can understand. Consider Title I programs such as tutoring, mentoring, parent/family trainings.

2. Describe how school will inform parents about the curriculum and proficiency levels students are expected to meet.

3. Describe how school will inform parents about forms of academic assessments used to measure student progress and achievement levels of State academic standards.

4. Describe how school will inform parents about opportunities to participate in decision-making related to the education of their children.

5. Describe how the school will offer flexible meeting dates and times for trainings, activities and events to remove barriers for attendance.

- **Description**

Families will receive communication in English and Spanish regarding meetings, programs, tutoring opportunities, and trainings.

- **List evidence that you will upload based on your description.**

Parent communication in both languages from flyers, school newsletter and ParentLink (email, text, call-out).

- **Description**

Families will be invited to curriculum night to learn about the year's curriculum and proficiency levels students are expected to meet. Parents receive communication in English and Spanish regarding student proficiency levels and progress; they will be paper-based and sent home via student take-home folders.

- **List evidence that you will upload based on your description.**

Samples of communication from curriculum night and sent home to families.

- **Description**

Families will receive communication in English and Spanish regarding academic assessments via weekly principal newsletter. They will also have information during a curriculum night.

- List evidence that you will upload based on your description.

Copy of newsletter in English and Spanish.

- Description

Families will receive communication in English and Spanish via newsletter and ParentLink (email, text, call-out).

- List evidence that you will upload based on your description.

Copies of newsletter and ParentLink in English and Spanish.

- Description

Parents will have an opportunity to attend a morning and evening session that best accommodates their schedules.

- List evidence that you will upload based on your description.

Parent communication via newsletter and ParentLink.

Accessibility

It is important to address barriers that hinder families' participation in activities. After considering information gathered at your parent input meetings, describe how you ensure parents and families in the special categories below are able to fully participate in school meetings, trainings, activities and events. Describe the accommodations the school will provide for each subgroup of parents listed below.

1. Parents and families with limited English proficiency

2. Parents and families with disabilities

3. Families engaged in migratory work

4. Families experiencing homelessness

- **Description**

Title I funds have been allocated for non-instructional staff to attend meetings in order to provide translation services for families that need assistance.

- **List evidence that you will upload based on your description.**

Translated agendas and photos of meeting.

- **Description**

Meetings will be available virtually as needed. Handicapped parking is available and meetings will be held on the first floor and accessible restrooms are available.

- **List evidence that you will upload based on your description.**

Google Meet login. Photos of handicap parking and accessible restrooms will be uploaded.

- **Description**

Referrals will be made as needed to the districts migrant education program contact.

- **List evidence that you will upload based on your description.**

Emails to the MEP and/or SIS notes as needed. Flyers to the Migrant program.

- Description

Connect with families via the school's MVP contact to identify ways to best communicate school related information to them.

- List evidence that you will upload based on your description.

MVP contact log and/or SIS notes.

Other Activities

This is an optional step. List other activities, including additional parent and family trainings, which are planned to strengthen parent and family engagement at your school. Title I funds may not be used to purchase food for these activities.

1. Activity #1

- Name of Activity

TBD

- Brief Description

TBD

2. Activity #2

- Name of Activity

TBD

- Brief Description

TBD

3. Activity #3

- Name of Activity

TBD

- Brief Description

TBD

Building Non-Academic Skills

How do you build students' skills outside of academic subject areas? Include descriptions of:

- Build coping skills;
- Address social/emotional needs;
- Foster a growth mindset;
- Teach resilience and persistence;
- Promote healthy habits;
- Promote positive behavior;
- Develop students organizational skills;
- Build strong study habits;
- Build character; and/or
- Develop a sense of service for others.

1. Building Students' Non-Academic Skills

All students participate in the development of classroom rules and structures that foster positive behavior. These, along with school-wide our "PAWS" expectations, are posted in each classroom. PAWS stands for Practice Kindness, Act Safely, Work together, Show respect. A system of school-wide Positive Behavioral Support is in place, with clear expectations. Teachers explicitly teach and model these expectations with regard to the classroom, the hallways, the cafeteria, student assemblies, ways to interact appropriately online, etc. The afterschool program mirrors these guidelines and serves as an extensive of teaching and learning. Morning Meeting is implemented in each K-2 classroom daily to build a strong classroom community, and grades 3-5 engage in weekly SLL lessons. Our character education program, Character Now!, follows the Florida state approved Character Education standards for the State of Florida. The School District of Palm Beach County believes that the foundation of character education is the development of positive character qualities. Students who develop positive character qualities will in turn exhibit many of the outcomes envisioned by the Character Education Standards. Character Now!, uses seven pillars to organize our Character Education Program, which aligns to the Character Education State Standards and Statute. 1. Demonstrating Respect 2. Being Responsible 3. Being Generous and Helpful (Charity) 4. Being Honest and Trustworthy 5. Showing Kindness and Empathy 6. Demonstrating Tolerance 7. Cooperating and Demonstrating Citizenship The monthly character student recognition system allows for students to be nominated based on these characteristics. One student nominee is then chosen to receive a bicycle, helmet, and lock in partnership with the "Jack the Bikeman" organization. Additionally, there is a "Student of the Month" recognition in place where students are nominated by their teachers to receive this award and recognition in the principal's Friday Notes newsletter and a yard sign displaying their achievement. Our school implements AVID elementary strategies to provide support that students need to close the achievement gap and encourage college/career readiness skills that will lead to success. AVID teaches and reinforces academic behaviors and higher level thinking skills. Students learn about organization, study skills, communication, and self-advocacy.

SBT/MTSS Implementation

Describe your implementation of a tiered model of support (SBT/MTSS):

- Identify students for tiered support;
- Determine supports needed;
- Implement support; and
- Track students' progress.

1. SBT/MTSS Implementation

In addition to the Core (Tier 1) Instruction, a student may need targeted intervention support in the form of Supplemental (Tier 2) and/or Intensive (Tier 3) Intervention. Based upon screening, diagnostic, statewide assessments, and other formative assessment data or through teacher observations, teachers will identify students for tiered support and provide Supplemental (Tier 2) Intervention daily for students identified with a reading deficiency, and Supplemental (Tier 2) and Intensive (Tier 3) Intervention daily for any students who exhibit a substantial reading deficiency in reading or the characteristics of dyslexia (Florida Statute 1008.25; HB 7039). Interventions are based on students' needs and focus on either a skill subset or targeted skill. The K-5 Decision Trees and Decision Tree Guides outline how data will be used to determine specific instructional needs and interventions for all students in grades K-5. Supplemental (Tier 2) Intervention (6A-6.053, F.A.C.) is provided in addition to and in alignment with effective Core Instruction to individual students or groups of targeted students who need additional instruction. Supplemental (Tier 2) Intervention occurs daily, in addition to and outside of the Core (Tier 1) instructional ELA block of time. Supplemental (Tier 2) Intervention may be provided by the general education teacher or by trained instructional personnel. Interventionists that are providing Supplemental (Tier 2) Intervention should be trained in the specific evidence-based system, program, or strategy being used in order to ensure implementation of intervention with fidelity. At South Olive there is time scheduled within the master schedule specifically for intervention (i.e., 30 min. "DIF IN" block). Intensive (Tier 3) Intervention (6A-6.053, F.A.C) support is the most intensive intervention, is teacher directed, and is based upon an individual student's specific needs. Intensive (Tier 3) support is provided daily, aligned with and in addition to Core (Tier 1) and Supplemental (Tier 2) academic curriculum, instruction, and support. Intensive (Tier 3) Intervention should include a consideration of the following variables: group size, time, intervention integrity, skill or skill set focus, data-based individualization, and interventionist expertise. All intensive reading interventions are delivered by a teacher who is certified or endorsed in reading in accordance with Section (s.) 1011.62(8)(e), F.S., or instructional personnel pursuant to Section 1012.01(2), F.S., who possess a literacy micro-credential. Typically, there is not a blocked off chunk of time in the master schedule for Intensive (Tier 3) Interventions. Time allotted for Intensive (Tier 3) Interventions is prescribed by the evidence-based program, system or strategy being used and can take place before or after school or during the PE block of time (with a signed 2301 Physical Education Parent Notification waiver). Intensive (Tier 3) Interventions do not take the place of regular instruction in the Core literacy and/or mathematics block. Additionally, students are not assigned a performance code for a content area where intervention services are being provided (i.e., science/social studies/writing). Progress monitoring tools are brief assessments that must be evidence-based and meet technical standards for reliability, validity and sensitivity. They must also be available in multiple forms of equivalent difficulty in order to compare a student's progress over time. Interventionists provide progress monitoring assessments bi-weekly for students receiving Supplemental (Tier 2) intervention and weekly for Intensive (Tier 3) intervention. The more intensive the level of support, the more frequent the progress monitoring occurs. Problem Solving Teams use progress monitoring data that is collected at agreed upon intervals during the intervention phase to evaluate the effectiveness of the intervention based on the student's or group of students' rate of improvement, severity, and response to instruction/intervention. Progress monitoring data should directly reflect the targeted skill or skill set. Goals are set on the student's instructional level. Supplemental (Tier 2) intervention for academics is monitored bi-weekly and academic goals are based on a 16 week timeline and students are provided ample time to meet their goal. Intensive (Tier 3) academic interventions are monitored weekly and academic goals are based on a 16 week timeline and students are provided ample time to meet their goal. Students must be present at least four days that week in order to be assessed. Our team uses the Response to Intervention Progress Monitoring Log (PBSD 2318) for monitoring student progress during intervention implementation. Other progress monitoring forms may be used if they minimally include the same information. Graphed data is used to determine a student's or group of students' response to instruction.

Provision of a Well-Rounded Education

How do you ensure all students are provided with a well-rounded education including enrichment opportunities? Describe:

- The process used to determine core instructional needs (data).
- How the school ensures instruction is aligned to standards.
- Courses/electives that are not considered core-content.
- Courses/electives that are focused on job skills.
- Opportunities to extend learning time.
- How the school connects classroom learning to real world applications
- How extra curricular opportunities enrich the students' education.

**The term "well-rounded education" means courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the State or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience. [ESSA, section 8101 (52)].*

1. Well-Rounded Education

All K-5 students participate in a Fine Arts wheel on a rotational basis. The rotation includes Art, Music, Physical Education, and Media where they learn and apply new skills and knowledge in these disciplines. Rising 5th graders have the opportunity to be nominated for and selected as school Safety Patrols. A safety patrol's job is to model for students the safety rules that have been taught in the classroom, to assist students in safe transitions throughout the school, and to keep students safe on campus by communicating in a positive manner. At our elementary school we are also helping our children to develop creatively. Students are encouraged to participate in many of the enrichment opportunities that we have available for students to participate in. These enrichment opportunities include the Disney school musical, dance, Lego & Robotics club, SECME, Future Teachers of Tomorrow, The Park Golf Club, Student Council, Art Club, Garden Club, and more. Our Behavior and Mental Health Professionals supports students in one-on-one and/or small group sessions where they learn strategies and activities to cope with possible issues/concerns prior to them becoming a greater concern. Weekly behavior leadership meetings are held to analyze data and determine supports necessary for the student prior to an RtI referral. Our strong Parent Teacher Organization (PTO) provides extended learning opportunities on campus such as the annual STEAM night. The PTO also offers important community socialization activities at no cost to our families, such as Boo Bingo and Grandparents' breakfast. PTO established strong business partnerships that help enhance what is offered to the students and families at South Olive. One such example is our partnership with the local All Pro Dads chapter that provides monthly breakfast events for dads to learn and spend valuable time with their kids. The PTO supports the vision and mission of the school through strong community and business partnerships to that provide necessary tools for school success.

Post-Secondary Opportunities and Workforce Readiness

How do you build students' awareness of and readiness for post-secondary opportunities and the workforce? Consider the following examples:

- College awareness/readiness curricula and programs;
- Building pathways to rigorous coursework;
- Accelerated course offerings (AMP, Honors, AP, AICE, IB);
- Dual enrollment opportunities;
- Career and technical courses;
- ACT/SAT prep programs;
- Project-based learning opportunities;
- Job skills development (collaboration, critical thinking);
- ROTC programs;
- Career Days or guest speakers; and
- Job shadowing, field experiences, clinicals.

1. Post-Secondary Opportunities and Workforce Readiness

South Olive is committed to providing all K-5 students with the appropriate tools for success through AVID and access to accelerated coursework through AMP in grades 3 through 5. Students on the AMP math track will have greater access to higher level math coursework, opening up opportunities for them in middle, high school and beyond. Through AVID, there a strong sense of college and career attainment throughout the campus, evident through displays of college banners, growth mindset quotes, in addition to the organizational systems in place.

Transition From Early Childhood to Elementary School

Elementary Schools: Describe the strategies used to assist preschool students in transitioning from early childhood education programs to elementary school. Consider:

- Headstart programs
- VPK on campus
- Bridges Program
- Meetings at local preschool programs to provide information to rising Kindergartners' parents
- Kindergarten Round-up
- Pre-K parent trainings throughout the school year to provide Kindergarten readiness strategies
- On-site school tours for new kindergarten families
- Early school year start/summer program for incoming Kindergarteners
- Staggered start
- Meet the teacher
- Kindergartener for a day for pre-K students
- Looping from Pre-K to K
- Collaboration with local preschools to develop readiness skills

Secondary Schools: Click on the Exemption button above if this is not applicable to you.

1. Transition to Elementary School

South Olive has two Pre-K ESE classrooms serving three and four year old students with varying exceptionalities. In addition, there are two Voluntary Pre-Kindergarten classrooms that serve up to 40 students, one of which is an ESE inclusion model. Students are encouraged to continue studying at South Olive if they are in the zoned school area, or through controlled open enrollment. Students are from this program, the community and through the office of choice programs as the school district are invited to participate in the annual Kindergarten round up held in March or April of each school year. Parents are given important information about the school and school district, are trained in reading and math strategies to work on at home to prepare their future Kindergartener for school and are encouraged to register their child for the upcoming school year. Student are invited back to Meet the Teacher in August before the school year begins to visit their new classroom, meet their new teacher, and drop off school supplies. Kindergarten students then return on their staggered start date. Staggered start allows for a smaller class teacher to student ration to the first days of school to allow for easier transitions and teaching of new routines.

Professional Development

In addition to Title I funded professional development listed in the CNA/Strategies section, what other opportunities are provided for teachers, tutors, paraprofessionals, and instructional coaches to improve the delivery of instruction and the use of data to support instructional decisions? Consider:

- Regional Support
- District Curriculum Support
- Conferences (AVID, content specific, STEM, AP/IB/AICE, etc)
- APTT
- Peer Observation Program using Palm Beach Model of Instruction
- Mentoring
- PAR Teacher
- Online workshops
- Professional book study
- Consultants
- Multicultural and ESE trainings

1. Professional Development

PLCs: Professional Learning Communities is where teachers meet by grade level and discuss best practices for effective classroom instruction. In PLCs teachers get Professional Development on the standards and best practices when it comes to instructional growth in the classroom. PLCs are lead by team leaders in conjunction with the Single School Culture Coordinator who provides support and professional development on the standards, data analysis, instructional strategies. Our school gets area support from the district in reading and math. District area support personnel come out to our school and model and coach our teachers in Reading, Writing and Math. In professional learning communities, the SSCC provides real time professional development to teachers on appropriate and aligned resources found in Blender to support instruction that reaches the full extent of the standard. The SSCC and PLC leader guide discussion on the FL B.E.S.T standards, as well as science and social studies standards. The SSCC informs and provides support to teachers of required instruction per state statute. ESE & ESOL contacts attend monthly compliance trainings and bring back important information as well skills and strategies to share with teachers. Teachers also attend district provided trainings for ESE and ESOL strategies. The teachers also receive training in supplemental interventions and strategies to support struggling readers. Our VPK and ESE teachers have district support personnel who provide guidance and individualized support based on the the teacher's needs and the classroom community. Our school has an ESP (Educator Support Program) program for new teachers, where new teachers are assigned a personal mentor to support them through their first year of teaching. The ESP contact meets with new teachers and their mentors monthly to touch base and provide additional ongoing support. The opportunity for AVID (Advancement Via Individual Determination) training is provided to teachers at Summer Institute and throughout the year from the AVID site team and district personnel.

Recruitment and Retention of Effective Educators

How do you recruit and retain effective teachers (particularly in high need subjects)? Consider:

Recruitment:

- Job Fairs
- Collaboration with HR and Region Office
- Intern Teachers, Interim Teachers, Substitutes, Academic Tutors (Grow Your Own)
- Word of Mouth
- Glades Supplement

Retention:

- Orientation
- Mentoring/Peer Teacher
- Teaching Team with Team Leaders
- Collaborative Planning
- Department Chairs
- Coaching Support

- Other Incentives such as signing bonuses and pay for performance
- School/Employee Morale
- Professional Development
- Open Door Policy
- Opportunities for part-time pay such as tutoring

1. Recruitment and Retention

Administration strives to recruit and retain certified and effective educators. Some strategies for recruitment include Job Fairs, Collaboration with HR and Regional Office, and Word of Mouth. There are various things in place to support the retention of qualified and quality teachers. The Assistant Principal holds monthly ESP meetings with new teacher and mentors as an additional support. The daily school schedule ensures teacher have ample time for planning and collaboration. Special events and days are organized to help build school morale and camaraderie amongst staff. Administrators have an open-door policy for all teachers as a way to open communication to ensure that everyone feels heard. Teachers are frequently asked to provide input around academic, behavioral and climate concerns. Clinical Education trained teachers volunteer to host student interns and field experience students from PBAU and FAU.