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

ELA

1. List prioritized needs statements.

Overall students scoring 3+ was below 58% in FY24. Reading gains were below 57%. Current PM 2 data shows -47% of students in grades 3-5 are on track to score a 3 or higher - 49% of students in K-2 are on track to score a 3 or higher. - 46% of 3rd graders are on track to score a 3 or higher

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

-Students may begin school already behind and struggle to catch up. Teachers need to differentiate instruction to meet students where they are. - Many students lack appropriate foundational skills in core subjects and these need to be retaught. -Chronic absenteeism needs to be addressed through stronger communication. -Consistent curriculum delivery needs to occur across all grade levels. -Teacher need support analyzing data and implementing instructional strategies.

3. Share possible solutions that address the root causes.

*Teachers need to align instruction with student needs based on data * Development opportunities need to be provided for instructional strategies *Opportunities for additional support for students through extended learning opportunities, as well as targeted small-group instruction * Students need opportunities to increase background knowledge and exposure to real-world scenarios * Increased parental and community involvement at school/home and communication may need strengthening and additional staff will help address these needs * Motivation/incentives/rewards *Additional resources and adaptive technologies will be used to provide extra practice, enrichment, or remediation * Increase and preserve dedicated instructional time * Provide small-group targeted instruction both during the day and before and afterschool * Provide teachers with ongoing opportunities for planning and professional development

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

• Communication

Share digital and print resources with parents to help with ELA at home Weekly newsletter Schoolwide communication tool.

- **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

- **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**

Digital and/or Print resources, resources in multiple languages, in person and online options, Connect parents with community resources, school is ADA accessible

Math

1. List prioritized needs statements.

Math: 36% of SWD scored a 3+ in grades 3-5 in FY 24. Current PM 2 data shows: - 32% of students in 3-5 (taking math 3,4,5, & 6) are on track to score a 3 or higher - 40% of students K-2 are on track to score a 3 or higher - 21.6% of Gr. 3-5 SWD are on track to score a 3 or higher

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

-Students may begin school already behind and struggle to catch up. Teachers need to differentiate instruction to meet students where they are. - Many students lack appropriate foundational skills in core subjects and these need to be retaught. -Chronic absenteeism needs to be addressed through stronger home-school communication.

3. Share possible solutions that address the root causes.

*Teachers need to align instruction with student needs based on formative and summative data * Professional development opportunities need to be provided for instructional strategies and interventions for math * Opportunities for additional support for students through extended learning opportunities, as well as targeted small-group instruction * Students need access to and increased opportunities to use manipulatives when learning new content, and during reteach/small group instruction * Increased parental and community involvement at school/home and communication may need strengthening and additional staff will help address these needs * Motivation/incentives/rewards for progress and achievement *Additional resources and adaptive technologies will be used to provide extra practice, enrichment, or remediation * Increase and preserve dedicated instructional time, with dedicated time to building mathematical fluency * Provide small-group targeted instruction both during the day and before and afterschool * Provide teachers with ongoing opportunities for planning and professional development

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

1. List prioritized needs statements.

Science: 55% of students in 5th grade did not score a 3+ on Science SSS in FY 24. 45% not meeting on current year winter diagnostic.

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

Students may begin school already behind and struggle to catch up. Many students lack appropriate foundational skills in core subjects and teachers must reteach skills. Chronic absenteeism and need for parent communication to be strengthened.

3. Share possible solutions that address the root causes.

*Teachers need to align instruction with student needs based on data from formative and summative assessments. * Development opportunities need to be provided for instructional strategies *Opportunities for additional support for students through extended learning opportunities, as well as targeted small-group instruction * Students need opportunities to increase background knowledge and new content knowledge with manipulatives and hands-on experiments and experiences * Increased parental and community involvement at school/home and communication may need strengthening and additional staff will help address these needs * Motivation/incentives/rewards for progress and achievement *Additional resources and adaptive technologies will be used to provide extra practice, enrichment, or remediation * Increase and preserve dedicated instructional time across all grade levels * Provide small-group targeted instruction both during the day and before and afterschool * Provide teachers with ongoing opportunities for planning and professional development

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: \$50,833.00

Acct Description	Description						
Online subscription	Item			Quantity	Rate	Type	Total
	IReady Teacher Toolbox will be used for ELA classrooms in grades K-5 to provide standards based resources for extra practice and reteach.			1	\$2,700.00	Original	\$2,700.00
Supplies	Item		Quantity	Rate	Supply Type	Type	Total
	Adjustment - benefits credit and final allocation.		1	\$2,210.00	General Supplies	Other	\$2,210.00
	BT 516323- Reducing allocation adjustment to purchase student agendas		-1	\$1,000.00	General Supplies	Budget Transfer	-\$1,000.00
Resource Teacher	Resource teacher will provide academic support to non-native speaking students and other identified student with lowest percentile in reading and math through push-in and pull-out support in grades K-5 in all academic areas.						

Acct Description	Description																											
Tutorial	<table border="1"> <thead> <tr> <th data-bbox="436 215 1022 293">Item</th> <th data-bbox="1022 215 1167 293">Quantity</th> <th data-bbox="1167 215 1287 293">Rate</th> <th data-bbox="1287 215 1388 293">Days</th> <th data-bbox="1388 215 1501 293">Hours</th> <th data-bbox="1501 215 1621 293">Weeks</th> <th data-bbox="1621 215 1772 293">Certified</th> <th data-bbox="1772 215 1902 293">Type</th> <th data-bbox="1902 215 2026 293">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="436 293 1022 527">Certified teacher will provide tutoring in Reading, Math, Science, and Writing to support student achievement. These will be grades K-5. It will be August-May. this will be after school hours.</td> <td data-bbox="1022 293 1167 527">2</td> <td data-bbox="1167 293 1287 527">\$37.00</td> <td data-bbox="1287 293 1388 527">1</td> <td data-bbox="1388 293 1501 527">1</td> <td data-bbox="1501 293 1621 527">39.5</td> <td data-bbox="1621 293 1772 527">Certified</td> <td data-bbox="1772 293 1902 527">Original</td> <td data-bbox="1902 293 2026 527">\$2,923.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total	Certified teacher will provide tutoring in Reading, Math, Science, and Writing to support student achievement. These will be grades K-5. It will be August-May. this will be after school hours.	2	\$37.00	1	1	39.5	Certified	Original	\$2,923.00
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Action Step: Professional Learning

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

Budget Total: \$120,117.00

Acct Description	Description																			
Single School Culture Coordinator	Single School Culture Coordinator (SSCC) will analyze data during professional learning community meetings, model best practices, model differentiated instruction, and strategies, and plan and deliver professional learning activities to build the capacity of all teachers in grades K-5 for all subject areas.																			
Travel out-of-county	<table border="1"> <thead> <tr> <th data-bbox="468 1235 1474 1313">Item</th> <th data-bbox="1474 1235 1621 1313">Quantity</th> <th data-bbox="1621 1235 1772 1313">Rate</th> <th data-bbox="1772 1235 1902 1313">Type</th> <th data-bbox="1902 1235 2026 1313">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="468 1313 1474 1503">UFLI Gainesville, Florida professional learning on the Science of Reading through the University of Florida Literacy Institute. Teachers in K-3 will be identified to attend and they will learn to implement phonics instruction with fidelity and strategies for reading development. Date TBD</td> <td data-bbox="1474 1313 1621 1503">4</td> <td data-bbox="1621 1313 1772 1503">\$1,011.00</td> <td data-bbox="1772 1313 1902 1503">Original</td> <td data-bbox="1902 1313 2026 1503">\$4,044.00</td> </tr> </tbody> </table>										Item	Quantity	Rate	Type	Total	UFLI Gainesville, Florida professional learning on the Science of Reading through the University of Florida Literacy Institute. Teachers in K-3 will be identified to attend and they will learn to implement phonics instruction with fidelity and strategies for reading development. Date TBD	4	\$1,011.00	Original	\$4,044.00
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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: **\$3,624.50**

Acct Description	Description								
Parent Support by Comm Language Facilitator	Item	Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	CLF to provide translation at community events on campus, School Advisory Council Meetings, and Title I trainings.	1	\$27.00	1	40	1	Non-Certified	Original	\$1,060.00
Supplies	Item	Quantity	Rate	Supply Type		Type	Total		
	Pencils	1	\$2.62	General Supplies		Original	\$2.62		
	Folder	1	\$14.60	General Supplies		Original	\$14.60		
	Paper	12	\$34.69	General Supplies		Original	\$416.28		
	Adjustment - benefits credit and final allocation.	1	\$8.00	General Supplies		Other	\$8.00		
	BT 516323- Allocated funds to purchase student agendas	1	\$1,000.00	General Supplies		Budget Transfer	\$1,000.00		

Acct Description	Description											
Online subscription	Item							Quantity	Rate	Type	Total	
	Smores will help build home-school connection via parent communication using a weekly newsletter.							1	\$179.00	Original	\$179.00	
Out-of-system Subs for Parent Conferences	Item				Quantity	Rate	Days	Hours	Weeks	Certified	Type	Total
	Subs for teachers to attend parent conferences during the school day. Parent Conference Coverage - These will take place throughout the year and will not be grade level specific on the conference days.				5	\$18.00	1	6.5	1	Non-Certified	Original	\$569.00

Mission Statement

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

Name	Title
Saara Saarela-Vening	Principal
Michelle Dunlap	SAC Co-Chair/Teacher
Kristi Rothell	SAC Co-Chair/Parent
Dava Hamerling	Assistant Principal
Kelsey Guffanti	Parent
Joni Rodriguez	Parent
Erin Courage	PTO President/Parent
Hara Klimantiris	SSCC
Kerry Van Weddingen	ESOL Contact
Alexa Kokotoff	School Counselor
Daneen Sanabria	BHP
Casey Rose	ESE Contact

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 February 25th, 2025 at 5:00pm 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 FY24 Statewide Assessment Data as well as the PM1 and PM2 data for FY25. 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
Casey Rose	ESE Contact

Annual Parent Meeting

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

Tuesday, September 30th 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.).

Parents will receive notification through the weekly Friday notes newsletter sent by the principal and on Class Dojo.

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

1. Staff Training for Parent and Family Engagement #1

• Name of Training

Parents as Partners: UFLI Home Connection

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

Staff will learn about UFLI Home Connection Resources and best practices for using and communicating these resources to engage parent support at home.

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

There is a positive expected impact to student achievement, as teachers will provide timely resources to parents on the content being learned in class so that parents can support their child at home.

• What will teachers submit as evidence of implementation?

Evidence of sharing the resources with families (ParentLink, Class Dojo, or email)

• Month of Training

August

- Responsible Person(s)

Hara Klimantiris

3. Staff Training for Parent and Family Engagement #2

- Name of Training

Parents as Partners

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

Staff will learn about Savvas Family Engagement resources and best practices for using and communicating these resources to engage parent support at home.

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

There is a positive expected impact to student achievement, as teachers will provide timely resources to parents on the content being learned in class so that parents can support their child at home.

- What will teachers submit as evidence of implementation?

Evidence of sharing the resources with families (ParentLink, Class Dojo, or email)

- Month of Training

September

- Responsible Person(s)

Hara Klimantiris

Parent Trainings

1. Parent and Family Capacity Building Training #1

- 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

January 2026

- 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)

\$450

3. Parent and Family Capacity Building Training #2

- Name of Training

At Home Series: Everyday Reading

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

Parents will learn strategies to help their children with reading at home.

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

Parents will have an opportunity to try out strategies and choose books to develop their library at home.

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

Parents will build their own capacity of the reading process to support their child at home.

- Date of Training

October 2025

- Responsible Person(s)

Michelle Dunlap

- Resources and Materials

Paper, pens, folders, markers, chart paper, bags, books

- Amount (e.g. \$10.00)

\$600

5. Parent and Family Capacity Building Training #3

- Name of Training

At Home Series: Everyday Math

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

Parents will learn strategies to help their children with math at home.

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

Parents will have an opportunity to try out math strategies and activities.

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

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

- Date of Training

December

- Responsible Person(s)

Hara Klimantiris

- Resources and Materials

Paper, pens, folders, markers, chart paper, bags, math manipulatives

- Amount (e.g. \$10.00)

\$600

Coordination and Integration

1. Partnership #1 - List Federal Program such as Migrant, Homeless, Professional Learning, 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, registration/permission form

- 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

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/or 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/or Spanish regarding student proficiency levels and progress.

- **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/or Spanish regarding academic assessments via school 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/or Spanish via newsletter and ParentLink (email, text, call-out)/Class Dojo

- **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/Class Dojo

Accessibility

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 from 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

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

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. Florida Statute 1003.42(2)(o)4 requires schools to teach students in grades K-12 "life skills that build confidence, support mental and emotional health, and enable students to overcome challenges, including self-awareness and self-management, responsible decision-making, resiliency, relationship skills and conflict resolution, understanding and respecting other viewpoints and backgrounds." The School District of Palm Beach County (SDPBC) is ensuring that all Resiliency Characteristics and State Resiliency Education Standards are taught throughout the year using explicit instruction lessons from the SLL Resource Center and resources from our new SDPBC Resiliency Palm Beach Program. Each month, students will explore the 11 Resiliency Characteristics: Responsibility, Self Awareness, Self Management, Grit, Gratitude, Empath, Mentorship, Responsible Decision Making, Perseverance. Critical Thinking & Problem Solving, Honesty, Citizenship. At South Olive, 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. There is also 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. Positive Office Referrals are done weekly on Fridays where any staff member can nominate a student for a Positive Office Referral for exhibiting exceptional character and/or celebrating an accomplishment. Both student of the month and positive office referrals are presented in front of student peers to share and celebrate each other, as well as with the entire school community in the Friday Notes newsletter the principal sends out. 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

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. Graphed data is used to determine a student's or group of students' response to instruction.

Provision of a Well-Rounded Education

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. Students in 5th grade also rotate through Service Learning where they are assigned to a classroom or other area of the school based on an interest survey. During service they are able to learn and apply real work skills like communication, collaboration, and problem solving. Rising 5th graders have the opportunity to be nominated for and selected as school Safety Patrols for the following school year. 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's Musicals in Schools grant, Lego & Robotics club, SECME, Future Teachers of Tomorrow, The Park Golf Club, Student Council, Art Club, Garden Club, and more. Students in grades 3-5 participate in the district Battle of the Book competition, competing in teams to answer questions about the SSYRA books. Students in K-5 participate in the Scripps's National Spelling Bee at the school level. Our Mental Health Team consists of our school Counselor, our BHP (Behavioral Health Professional), our child associate from 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 Rtl 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 Fall Festival and Grandparents' Day. 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

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 Accelerated Math in grades 3 through 5. Students on the Accelerated 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 is 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

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 Kick-off held in 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 Learning

1. Professional Learning

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 with support from the Single School Culture Coordinator to coordinate professional learning on the state 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. The school-based professional development team works with the principal to develop a yearly plan focused on bringing relevant and aligned professional learning opportunities for the teachers. Professional learning topics include Palm Beach Model of Instruction, curriculum standards, classroom management, digital learning, and assessment. 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

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 through our strong parental and community involvement. 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.