

Miami-Dade County Public Schools

# Olympia Heights Elementary School



2015-16 School Improvement Plan

## Olympia Heights Elementary School

9797 SW 40TH ST, Miami, FL 33165

<http://oheights.dadeschools.net/>

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	Yes	90%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	100%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	C*	C	B	A

*\*Preliminary Informational Baseline School Grade*

**Note:** The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

### School Board Approval

This plan is pending approval by the Dade County School Board.

### SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

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

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

The goals at Olympia Heights Elementary are designed to enable students to achieve their potential, foster a respect for the cultural heritage of the nation, and become contributing members of society through a well-rounded education that involves critical thinking, modern technology and active participation of students, parents, and community members.

##### **Provide the school's vision statement**

Olympia Heights Elementary provides its students, parents, and community with access to a state-of-the-art comprehensive curriculum designed to support the academic needs and values of all the stakeholders.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

Olympia Heights participates in various cultural events throughout the school year. During various times of the year students are encouraged to share experiences and knowledge about their home country. Teachers and students participate in classroom activities that represent the various cultures found at Olympia Heights Elementary. Events such as, Hispanic Heritage where students create projects representing a country of origin, as well as dress the part.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Teachers use a buddy system when sending students around the building. Students participate in safety drills such as code red. The school has a zero tolerance for Bullying. The school counselor and social worker implement lessons that encourage students to respect one another. Students are encouraged to report any situations where they feel uncomfortable to the teacher, counselor, administration or any school personnel. The school security monitors who is coming in and out of the school grounds. Visitors must report to the main office in order to be granted access to any location of the building.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**

At Olympia Heights Elementary students have clear behavioral expectations. The following protocol is in place. Reprimand, Parent/Guardian contact, Conference, Behavioral Plan , revocation of the right to participate in social and/or extra curricular activities.

##### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

At Olympia Heights Elementary students are provided with the opportunity to be counseled in small groups as well as large group. The counselor also provides parent conferences to discuss the students emotional needs as well as academic. The counselor can also refer families to outside



resources if necessary. Olympia Heights Elementary welcomes the opportunity to help students and their families. The support staff consists of the school counselor, school psychologist, and the school social worker who meet regularly to discuss specific needs of students. The school counselor is trained in mental health and offers support to students, teachers and parents in an effort to increase academic achievement. Individual and group counseling services are available to students referred by teachers or parents and to students who are self-referred.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

Not applicable

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	15	12	9	2	8	3	49
One or more suspensions	0	0	0	0	0	0	
Course failure in ELA or Math	1	1	3	9	5	3	22
Level 1 on statewide assessment	0	0	0	7	10	29	46

*The number of students identified by the system as exhibiting two or more early warning indicators:*

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	5	7	11	1	2	15	41

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

At Olympia Heights Elementary students are rewarded for perfect attendance at the end of every quarter as well as citizenship. Our school offers daytime and after school tutoring. Accelerated Reward is another form of positive reinforcement towards academics. Students are also encouraged to bring a book to the cafeteria to promote reading as a leisurely activity. Students are rewarded for positive behavior such as Do the Right Thing, SPOT Success, and recognition on morning announcements.

**Family and Community Involvement**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

Yes

**PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

**Description**

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

At Olympia Heights we work together with our community by involving them in our EESAC meetings and decisions that help impact our resources and performance. Our PTA also plays a large role in securing and utilizing student achievement. Our Dade partners provide our school with incentives for our students to help raise their performance. Olympia Heights is proud of the relationships it has fostered within the community. Some of our Dade Partners include: Burger King, Publix, Fit Kids, Winn Dixie.

**Effective Leadership**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

**School Leadership Team**

**Membership:**

Name	Title
Gornail, Ara	Teacher, K-12
Mestre, Lourdes	Teacher, K-12
Montoya, Stephanie	Teacher, K-12
Nobregas, Francisca	Principal
Perez, Gloria	Teacher, K-12
Valdes-Hernandez, Ariadna	Assistant Principal
Villegas, Elizabeth	SAC Member
Vivas, Cynthia	Teacher, K-12
Imperatori, Maria	Teacher, K-12
Cortes, Ana	Teacher, K-12
Fernandez, Claudia	Teacher, K-12

**Duties**

**Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making**

The following steps will be considered by the school's Leadership Team to address how we can utilize the Rtl process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

The Leadership Team will:

1. Use the Tier 1 Problem Solving process to set Tier 1 goals, monitor academic and behavior data evaluating progress at least three times per year by addressing the following important questions:
  - What will all students learn? (curriculum based on standards)
  - What progress is expected in each core area?
  - How will we determine if students have made expected levels of progress towards proficiency? (common assessments)

- How will we respond when grades, subject areas, or class of, or individual students have not learned? (Response to Intervention problem solving process and monitoring progress of interventions)
  - How will we respond when students have learned or already know? (enrichment opportunities).
2. Gather and analyze data at all Tiers to determine professional development for faculty as indicated by group or individual student diagnostic and progress monitoring assessment.
  3. Hold regular team meetings. Use the four step problem solving process as the basis for goal setting, planning, and program evaluation during all team meetings that focus on increasing student achievement or behavioral success.
  4. Gather ongoing progress monitoring (OPM) for all interventions and analyze that data using the Tier 2 and Tier 3 problem solving process after each OPM.
  5. Maintain communication with staff for input and feedback, as well as updating them on procedures and progress.
  6. Support a process and structure within the school to design, implement, and evaluate both daily instruction and specific interventions.
  7. Provide clear indicators of student need and student progress, assisting in examining the validity and effectiveness of program delivery.
- Assist with monitoring and responding to the needs of subgroups within the expectations for meeting Annual Measurable Objectives.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

1. The MTSS/Rtl Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The MTSS/Rtl Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The MTSS/Rtl Leadership Team will provide levels of support and interventions to students based on data.

The MTSS/Rtl leadership team will consider data the end of year Tier 1 problem solving.

Title I, Part A- Olympia Heights Elementary offers services that are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school. The District coordinates with Title II and Title III in ensuring staff development needs are provided. Olympia Heights also has a Community Involvement Specialists (CIS), funded through Title I, who serves as bridge between the home and school through home visits, telephone calls, school site and community parenting activities. The CIS schedules meetings and activities, encourage parents to support their child's education, provide materials, and encourage parental participation in the decision making processes at the school site. Curriculum Coaches develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assist with whole school screening programs that provide early intervening services for children to be considered "at risk"; assist in the design and implementation for progress monitoring, data collection and data analysis, participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Other components that are integrated into the school-wide program include an extensive Parental Program; Title I CHERS; and Supplemental Educational Services.

Title I, Part C- Migrant

Not Applicable at this time

Title I, Part D

Olympia Heights Elementary School collaborates with the feeder pattern schools in order to support the outreach/drop-out prevention programs.

#### Title II

The District collaborates with Olympia Heights Elementary School and uses supplemental funds for improving basic education as follows:

- Training to certify qualified mentors for the New Teacher (MINT) Program
- Training for add-on endorsement programs, such as Reading, Gifted, ELL
- Training and substitute release time for Professional Development Liaisons (PDL) focusing on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation and protocols

#### Title III

Olympia Heights Elementary School utilizes Title III funds to provide tutorial services for self-contained classes of English Language Learners in levels 1 and 2, and resource classrooms that include ELL students of levels 3 and 4.

In addition, Title III funds are used to supplement and enhance the programs for English Language Learner (ELL) and Recently Arrived Immigrant Children and Youth by providing funds to implement and/or provide parent outreach activities through the Bilingual Parent Outreach Program (The Parent Academy), cultural supplementary instructional materials, and cultural Activities through the Cultural Academy for New Americans for eligible recently arrived, foreign born students.

#### Title X- Homeless

Olympia Heights Elementary School takes part in “Health Connect in Our Schools” and will provide assistance to any child through the School Nurses and/or Social Worker in order to ensure a successful educational experience by collaborating with parents, schools, and the community.

#### Violence Prevention Programs

Olympia Heights Elementary School partners with D.A.R.E. of Miami-Dade County to provide prevention presentations, safety projects, assemblies, and special events to address school safety and violence.

#### Nutrition Programs

Olympia Heights Elementary School adheres to and implements the nutrition requirements stated in the District Wellness Policy and nutrition education, as per state statute, is taught through physical education. The school food service program, school breakfast, school lunch, and after care snacks, follow the Healthy Food and Beverage Guidelines as adopted in the District’s Wellness Policy.

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Elizabeth Villegas	Teacher
Frances Nobregas	Principal
Aileen Martinez	Teacher
Janeth Cano	Teacher
Sadie Clark	Teacher
Sharlene Gisbert	Teacher
Desiree Giron	Teacher
Nancy Nabino	Education Support Employee
Matilde Blanco	Parent
Rafael Sanchez	Student
Connie Sutoon	Business/Community
Jose David Gonzalez	Business/Community
John Navarro	Business/Community
Richard Rojas	Student

## Duties

***Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes***

### *Evaluation of last year's school improvement plan*

The EESAC meets to review the school improvement plan from the prior year and evaluates the school's needs according to the test scores. The committee discusses and decides on resources and strategies to help improve the students academic performance.

### *Development of this school improvement plan*

SAC recommends providing funds to support student tutoring and student incentives, as well as, for support, materials, and equipment that will enhance student achievement. EESAC members examine and provide input in the development of the SIP training component.

SAC recommends a continued review of the training needs in order to effectively implement the Comprehensive Research-Based Reading Plan (CRRP). Continued training in math, science, technology and critical thinking skills are also addressed by the Council.

SAC recommends that members assist in the selection and ordering of the instructional materials necessary to implement the SIP for the 2015-2016 school year.

SAC reviews and considers the use of funds to upgrade and enhance existing technology in order to complement instructional activities across the academic areas.

SAC recommends that members analyze the current Student Support Service operation to ensure that services are maximized in the SIP.

### *Preparation of the school's annual budget and plan*

EESAC members made recommendation to the principal for items to be purchased the next year. These items included test preparation materials, honor roll incentives and reading textbooks

***Describe the use of school improvement funds allocated last year, including the amount budgeted for each project***

This past school year EESAC used \$425.00 for Scholastic Social Studies to assist in the implementation of social studies curriculum. Also purchased for Mrs. Cosio was Scholastic for her ESOL students for a total of \$104.50. A JV transfer of \$1500 was also approved and \$650 was allocated for the fifth grade awards.

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

**Literacy Leadership Team (LLT)**

**Membership:**

Name	Title
Nobregas, Francisca	Principal
Valdes-Hernandez, Ariadna	Assistant Principal
Gornail, Ara	Teacher, K-12
	Teacher, K-12
Mestre, Lourdes	Teacher, K-12
Montoya, Stephanie	Teacher, K-12
Perez, Gloria	Teacher, K-12
Villegas, Elizabeth	Teacher, K-12
Vivas, Cynthia	Teacher, K-12

**Duties**

**Describe how the LLT promotes literacy within the school**

Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout the curriculum. Using the Accelerated Reader Program a point system has been implemented where students and classes are recognized during morning announcements.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

Teachers are encouraged to work together during common planning time as well as on early release days, Wednesday's, and teacher planning days. Teachers are encouraged to not only plan with their grade level but with the other teacher in their grade level that teaches the same subject as well as occasionally meet with special area teachers, special education teachers, ELL teacher and literacy specialist to review and track student assessment data and use this information to discuss ways to improve overall student learning.

**Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**



Olympia Heights Elementary recruits and retains highly qualified effective teachers by using "SPOT SUCCESS" program to recognize teachers for achievement; implementing teacher appreciation activities; and collaborating with college/universities' programs during student Internships.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

At any time that Olympia Heights Elementary hires a new teacher, the teacher receives a district orientation prior to the beginning of the school year. In addition, these teachers receive support, such as, professional development, lesson planning, reading strategies, and modeling lessons, from a peer mentor teacher (MINT). New teachers are also provided with opportunities to observe other teachers. Grade level meetings are held on a bi-weekly basis. During this time teachers are given a chance to build on the strength of others while planning, monitoring, and acting upon their plan of action. The administration also facilitates in-service training in order to promote the professional growth of all staff members.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

##### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Olympia Heights Elementary teachers use the provided pacing guides to keep students and their learning on track for state assessments. They use various resources provided to them such as I-Ready, CPALMS, Think Central, Discovery, GIZMO's, P-Sell, and more. Administrators conduct regular classroom walk-throughs to ensure teachers are aligning their instruction with the given Florida Standards. Establishing expectations and supporting student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning. Ensures that system-wide curricular and instructional decisions are based on data and research at all levels.

#### **Instructional Strategies**

##### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Teachers and administrators review data throughout the year. At the beginning of the year, teachers and administrators review FSA and I-Ready data to determine the needs of the students. Students who are low in reading are identified for daytime tutoring as well as before and after school tutoring. Instruction is differentiated by adding the gradual release model as well as small group instruction to those in need. Students are often paired with other students to help support one another. Paraprofessionals are used in some classrooms to support the teacher and students in the classroom. The ESE teachers are placed with inclusion classes so that ESE and 504 students receive services as needed. Data will be collected throughout the year and compared with the district to see if the plan is being effective.

##### ***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** Extended School Day

**Minutes added to school year:** 2,040

Writing Tutoring for students in grade 4 performing at 3.0 - 4.0 on the District Pre-writing assessment test.

**Strategy Rationale**

Providing students with additional instruction in writing will help increase writing scores.

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Valdes-Hernandez, Ariadna, ahernandez@dadeschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data will be collected based on pre and post writing District prompts

**Strategy:** Weekend Program

**Minutes added to school year:** 1,140

Online Application tutorial (Brainchild/Study Island) for FCAT levels 1 and 2 students based on data reported from the 2013 FCAT 2.0 assessment

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Data collection will be monitored based on pre and post assessment results

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Research suggests that successful transitions from home to school or preschool to kindergarten can contribute to long-term academic success. Successful adjustment to kindergarten will influence the child's perceptions, attitudes, and performance in subsequent school years. The early childhood programs at Olympia Heights Elementary School ensures that students develop socially, physically, intellectually, creatively, and emotionally. The pre-K and kindergarten programs provide learning experiences that meet the needs of all children. Prior to the beginning of the school year, all incoming kindergarten students will be assessed to identify ELL levels and determine classroom placement. In



addition, they are given the FLKRS assessment during the school year to identify readiness levels. Furthermore, the school implements and provides parents with informational meetings of pre-kindergarten transition to kindergarten. Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice of all academic and/or social emotional skills identified by screening data.

Title I Administration assists Olympia Heights Elementary School by providing supplemental funds beyond the State of Florida funded voluntary Pre-Kindergarten program (VPK). Funds are used to provide extended support through a full time highly qualified teacher and Paraprofessional. This will assist with providing young children with a variety of meaningful learning experiences, in environments that give them opportunities to create knowledge through initiative shared with supportive adults. In selected school communities, the Title I program further provides assistance for preschool transition through the Home Instruction for Parents of Preschool Youngsters (HIPPY) Program. HIPPY provides in-home training for parents to become more involved in the Educational process of their three-and four-year old children.

### College and Career Readiness

***Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations***

not applicable

***Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs***

not applicable

***Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement***

not applicable

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

not applicable

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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**Problem Identification Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

**Problem Analysis Summary**

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

**G1.** Increase student achievement by improving core instruction in all content areas.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1. Increase student achievement by improving core instruction in all content areas.** 1a

G070843

**Targets Supported** 1b

Indicator	Annual Target
Math Lowest 25% Gains	67.0
AMO Math - ELL	
AMO Math - All Students	
AMO Math - Hispanic	
Math Gains	55.0
AMO Math - SWD	
AMO Math - ED	
FSA Mathematics - Achievement	54.0
FAA Mathematics Achievement	68.0
AMO Reading - All Students	
ELA/Reading Gains	75.0
FSA English Language Arts - Achievement	56.0
AMO Reading - Hispanic	
AMO Reading - ELL	
FAA Reading Proficiency	76.0
CELLA Listening/Speaking Proficiency	54.0
CELLA Reading Proficiency	41.0
FCAT 2.0 Science Proficiency	42.0
CELLA Writing Proficiency	38.0

**Resources Available to Support the Goal** 2

- Media Center, Computer Labs, Model Classrooms, Curriculum Support Specialist , Tutoring (day time and after school) online reading series, Success Maker, Promethean Board in every classroom, Departmentalization in grades 3-5, Think Central, Go Math Resources, MyOn, I-Ready, Gizmos (grades 3-5), Discovery, CPALMS, AIMS, Science Kits.

**Targeted Barriers to Achieving the Goal** 3

- Effective Planning

**Plan to Monitor Progress Toward G1.** 8

Lesson Plans

**Person Responsible**

Ariadna Valdes-Hernandez

**Schedule**

Biweekly, from 10/5/2015 to 6/8/2016

**Evidence of Completion**

grade level meeting planning form

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** Increase student achievement by improving core instruction in all content areas. **1**

 G070843

**G1.B3** Effective Planning **2**

 B184641

**G1.B3.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weakness to identify clear and accessible future instructional paths. **4**

 S196116

### Strategy Rationale

Lack of common planning for teachers to plan as a grade level, delivery of instruction based on MAFS and LAFS .

### Action Step 1 **5**

Provide professional development on comprehensive lesson planning, purpose driven standard instruction, bell to bell instruction, and the gradual release model.

#### Person Responsible

Ariadna Valdes-Hernandez

#### Schedule

Monthly, from 10/5/2015 to 1/4/2016

#### Evidence of Completion

Agenda, PD framework, Sign-In Sheets

### Action Step 2 5

Collaboratively plan using an instructional framework to establish standard based instruction in an effective instructional practice that will include the gradual release model, bell to bell instruction and purpose driven standard instruction as well as the use of interactive notebooks.

**Person Responsible**

Ariadna Valdes-Hernandez

**Schedule**

Monthly, from 10/5/2015 to 1/4/2016

***Evidence of Completion***

Framework, lesson plans, agenda, sign in sheets

### Action Step 3 5

Implementation of lesson plans created from the collaborative planning session which will include the purpose driven standard, essential question, bell to bell instruction and the gradual release model

**Person Responsible**

Ariadna Valdes-Hernandez

**Schedule**

Monthly, from 10/5/2015 to 1/4/2016

***Evidence of Completion***

lesson plans, student discourse

### Action Step 4 5

Ensure that collaborative planning is effective and done with fidelity by attending collaborative planning sessions and conducting classroom walk throughs to ensure instructional delivery is aligned to the pacing guide.

**Person Responsible**

Francisca Nobregas

**Schedule**

Biweekly, from 10/5/2015 to 1/4/2016

***Evidence of Completion***

lesson plans, walk through notes

**Plan to Monitor Fidelity of Implementation of G1.B3.S1 6**

Monitor effective planning and instructional delivery

**Person Responsible**

Francisca Nobregas

**Schedule**

Monthly, from 10/5/2015 to 1/4/2016

**Evidence of Completion**

Scheduling of PD, Pd sign in sheets, agendas, planning form, lesson plans

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7**

Monitor effective planning and instruction

**Person Responsible**

Francisca Nobregas

**Schedule**

Monthly, from 10/5/2015 to 1/4/2016

**Evidence of Completion**

Scheduling of PD, PD sign in, agenda, and lesson plans

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	Provide professional development on comprehensive lesson planning, purpose driven standard instruction, bell to bell instruction, and the gradual release model.	Valdes-Hernandez, Ariadna	10/5/2015	Agenda, PD framework, Sign-In Sheets	1/4/2016 monthly
G1.B3.S1.A2	Collaboratively plan using an instructional framework to establish standard based instruction in an effective instructional practice that will include the gradual release model, bell to bell instruction and purpose driven standard instruction as well as the use of interactive notebooks.	Valdes-Hernandez, Ariadna	10/5/2015	Framework, lesson plans, agenda, sign in sheets	1/4/2016 monthly
G1.B3.S1.A3	Implementation of lesson plans created from the collaborative planning session which will include the purpose driven standard, essential question, bell to bell	Valdes-Hernandez, Ariadna	10/5/2015	lesson plans, student discourse	1/4/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	instruction and the gradual release model				
G1.B3.S1.A4	Ensure that collaborative planning is effective and done with fidelity by attending collaborative planning sessions and conducting classroom walk throughs to ensure instructional delivery is aligned to the pacing guide.	Nobregas, Francisca	10/5/2015	lesson plans, walk through notes	1/4/2016 biweekly
G1.MA1	Lesson Plans	Valdes-Hernandez, Ariadna	10/5/2015	grade level meeting planning form	6/8/2016 biweekly
G1.B3.S1.MA1	Monitor effective planning and instruction	Nobregas, Francisca	10/5/2015	Scheduling of PD, PD sign in, agenda, and lesson plans	1/4/2016 monthly
G1.B3.S1.MA1	Monitor effective planning and instructional delivery	Nobregas, Francisca	10/5/2015	Scheduling of PD, Pd sign in sheets, agendas, planning form, lesson plans	1/4/2016 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*



## Professional Development Opportunities

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

### G1. Increase student achievement by improving core instruction in all content areas.

#### G1.B3 Effective Planning

**G1.B3.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weakness to identify clear and accessible future instructional paths.

#### PD Opportunity 1

Provide professional development on comprehensive lesson planning, purpose driven standard instruction, bell to bell instruction, and the gradual release model.

##### Facilitator

Mrs. Valdes-Hernandez, Assistant Principal

##### Participants

Teachers in grades k-5

##### Schedule

Monthly, from 10/5/2015 to 1/4/2016

#### PD Opportunity 2

Collaboratively plan using an instructional framework to establish standard based instruction in an effective instructional practice that will include the gradual release model, bell to bell instruction and purpose driven standard instruction as well as the use of interactive notebooks.

##### Facilitator

Ariadna Valdes-Hernandez, Assistant Principal

##### Participants

Teachers in grades 3- 5

##### Schedule

Monthly, from 10/5/2015 to 1/4/2016

## Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

### G1. Increase student achievement by improving core instruction in all content areas.

#### G1.B3 Effective Planning

**G1.B3.S1** Plan for and deliver instruction that is based on standards and/or specific course benchmarks. Students will experience and master course content and skills, as a result of rigorous, purposeful, and engaging instructional activities. Stakeholders will use student data to ascertain strengths and weakness to identify clear and accessible future instructional paths.

#### PD Opportunity 1

Implementation of lesson plans created from the collaborative planning session which will include the purpose driven standard, essential question, bell to bell instruction and the gradual release model

##### Facilitator

Valdes-Hernandez, Ariadna

##### Participants

K-5 teachers

##### Schedule

Monthly, from 10/5/2015 to 1/4/2016

#### PD Opportunity 2

Ensure that collaborative planning is effective and done with fidelity by attending collaborative planning sessions and conducting classroom walk throughs to ensure instructional delivery is aligned to the pacing guide.

##### Facilitator

Nobregas, Francisca

##### Participants

K-5 teachers

##### Schedule

Biweekly, from 10/5/2015 to 1/4/2016

## Budget

## Budget Data

1	G1.B3.S1.A1	Provide professional development on comprehensive lesson planning, purpose driven standard instruction, bell to bell instruction, and the gradual release model.	\$0.00
2	G1.B3.S1.A2	Collaboratively plan using an instructional framework to establish standard based instruction in an effective instructional practice that will include the gradual release model, bell to bell instruction and purpose driven standard instruction as well as the use of interactive notebooks.	\$0.00
3	G1.B3.S1.A3	Implementation of lesson plans created from the collaborative planning session which will include the purpose driven standard, essential question, bell to bell instruction and the gradual release model	\$0.00
4	G1.B3.S1.A4	Ensure that collaborative planning is effective and done with fidelity by attending collaborative planning sessions and conducting classroom walk throughs to ensure instructional delivery is aligned to the pacing guide.	\$0.00
<b>Total:</b>			<b>\$0.00</b>