

Miami-Dade County Public Schools

Olympia Heights Elementary School



2016-17 Schoolwide Improvement Plan

Olympia Heights Elementary School

9797 SW 40TH ST, Miami, FL 33165

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	C	C

**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 a monitoring status of "Former F" (see page 4). 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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	8
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	23
Appendix 2: Professional Development and Technical Assistance Outlines	24
Professional Development Opportunities	24
Technical Assistance Items	26
Appendix 3: Budget to Support Goals	26

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Olympia Heights Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. 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.

2. School Environment

a. 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. During Hispanic Heritage for instance, students create projects representing a country of origin, as well as dress the part.

b. 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. On a monthly basis, 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 and work collaboratively with the classroom teachers in the effort to 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. There are two School Security Monitors that monitor the building on an ongoing basis. Visitors must report to the main office in order to be granted access to any location of the building.

c. 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.

d. 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 also provides families with resources to outside agencies 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.

3. Early Warning Systems

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

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

The attendance committee meets once per month, (or as deemed necessary) to review student attendance and meet with parents. Students with excessive absences are referred to the truancy committee for further action steps. Students with course level failure are referred to the School Support Team (SST) for academic review and students level 1 on statewide assessments are provided with daytime tutoring during the following school year. Olympia Heights focuses on early indicators that include, but are not limited to,:

- *5 or more absences during a grading period
- * Behavior intervention
- * One or more teacher's referrals for behavior
- *Low achieving student performance during assessments

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	15	12	9	2	8	3	0	0	0	0	0	0	0	49
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	6	4	1	6	5	0	0	0	0	0	0	0	0	22
Level 1 on statewide assessment	0	0	0	25	23	20	0	0	0	0	0	0	0	68

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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	3	3	2	5	28	26	0	0	0	0	0	0	0	67

c. 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 and citizenship at the closing of every grading period. The school provides Reading daytime intervention and after school tutoring. Accelerated Reader is another form of positive reinforcement being implemented towards academics. Students are rewarded for positive behavior on an ongoing basis that includes "Do the Right Thing", SPOT Success, and recognition during morning announcements.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/345912>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. 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.

Olympia Heights Elementary works together with the community by involving them in EESAC meetings and decisions that help impact our resources and performance. The Parent-Teacher Association (PTA) also plays a role in sustaining partnerships that support student achievement. Dade Partners provide the school with incentives for students to help increase academic 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 of America, and Winn Dixie.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Bourland, Victoria	Principal
Valdes-Hernandez, Ariadna	Assistant Principal
Dominguez, Lisany	Instructional Coach
Fernandez, Anita	Instructional Coach

b. Duties

1. 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.

2. 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.

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 to ensure staff development needs are provided. Olympia Heights Elementary also has a Community Involvement Specialist (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, encourages parents to support their child's education, provides materials, and encourages parental participation in the decision making process at the school site. The Reading and Mathematics Transformation 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; and Title I CHESS.

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, and 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Pedro Pertierra	Teacher
Frances Nobregas	Principal
Janeth Cano	Teacher
Sadie Clark	Teacher
Desiree Giron	Teacher
Nancy Narino	Education Support Employee
Connie Sootin	Business/Community
Jose David Gonzalez	Business/Community
John Navarro	Business/Community
Richard Rojas	Student
Elizabeth Villegas	Teacher
Rosa De Lara	Education Support Employee
Maria Gonzalez	Parent
Yoana Hernandez	Parent
Yeniffer Rodriguez	Parent
Danny Medina	Student

b. Duties

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

a. 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.

b. 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 2016-2017 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.

c. Preparation of the school's annual budget and plan

EESAC members make recommendations to the Principal for items to be purchased during the school year. These items include test preparation resources, incentives to be used with students and teachers, etc.

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

This past school year EESAC used \$400.00 for Scholastic Social Studies to assist in the implementation of social studies curriculum. A JV transfer of \$1500 was also approved and \$650 was allocated for the fifth grade awards.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Bourland, Victoria	Principal
Valdes-Hernandez, Ariadna	Assistant Principal
Imperatori, Maria	Teacher, K-12
Gonzalez, Sonia	Teacher, K-12
Ibarra, Lourdes	Teacher, K-12
Dominguez, Lisany	Instructional Coach
Villegas, Elizabeth	Teacher, K-12
Gisbert, Sharlene	Teacher, K-12
Vega, Annette	Teacher, ESE
Grainger, Nicole	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 that allow students and teachers to be recognized during morning announcements.

D. Public and Collaborative Teaching

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

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

Teachers are encouraged to work together and plan with the assistance of Transformational Coaches and District Curriculum Support Specialists under the guidance from the Educational Transformation Office (ETO) during common planning time as well as on early release days, and teacher planning days. On planning days, teachers attend professional development sponsored by the school and District office. Teachers are also encouraged to articulate with other grade levels in an effort to educate themselves on curriculum needs.

2. 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.

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

In the event that a new teacher is placed at Olympia Heights Elementary and hired through Teacher Match, 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 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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 implement regular classroom walkthroughs 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 are investigating new approaches to apply their learning.

b. Instructional Strategies

1. 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 on an ongoing basis. At the beginning of the year, teachers and administrators review FSA and I-Ready data to identify the needs of the school. Students who have a deficiency in Reading are identified for WonderWorks intervention and are provided with such

for a minimum of 150 minutes per week. Instruction is differentiated by adding the gradual release model as well as small group instruction in the classroom. Topic Assessments in Mathematics and Science are also used in grades 3 -5 to monitor ongoing student performance during the school year. A data tracking system is used during leadership and literacy team meetings to address mastery of Florida standards during instruction. Paraprofessionals are placed in some classrooms to support the teacher and students in the classroom. The Special Education (SPED) Teachers provide facilitative support to students with special needs and those who are placed on a 504 Plan for accommodations.

2. 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

Olympia Heights Elementary will provide Reading and Math tutoring for students by using i-Ready to increase academic achievement.

Strategy Rationale

To provide students with additional instruction in Reading, Mathematics, and writing in an effort to increase performance in the area of Reading, Mathematics, and Writing

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 the usage rate and percent of lessons passed during i-Ready use on a weekly basis.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 can contribute to long-term academic success. Successful adjustment to kindergarten for instance, will influence the child's perceptions, attitudes, and performance in subsequent school years. The early childhood programs at Olympia Heights Elementary School ensure that students develop socially, physically, intellectually, creatively, and emotionally. The Pre-Kindergarten 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 are 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 includes 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.

b. College and Career Readiness

1. 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

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

Not applicable

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** If differentiated instruction is implemented with fidelity during core instruction, then student achievement will increase.

Strategic Goals Detail

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

G1. If differentiated instruction is implemented with fidelity during core instruction, then student achievement will increase. 1a

G088088

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	67.0
Math Gains	55.0
FSA Mathematics Achievement	54.0
FSAA Mathematics Achievement	68.0
ELA/Reading Gains	75.0
FSA ELA Achievement	56.0
FSAA ELA Achievement	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
AMO Math - ELL	
AMO Math - All Students	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - ED	
AMO Reading - All Students	
AMO Reading - Hispanic	
AMO Reading - ELL	

Targeted Barriers to Achieving the Goal 3

- Effective use of time for implementation of differentiated instruction during centers

Resources Available to Help Reduce or Eliminate the Barriers 2

- Media Center, Computer Labs, Model Classrooms, Curriculum Support Specialist , Tutoring (day time and after school) online reading series,iReady, Technology use, Think Central, Go Math Resources, MyOn, I-Ready, Gizmos (grades 3-5), Discovery, CPALMS, AIMS, Science Kits.

Plan to Monitor Progress Toward G1. 8

iReady performance scores, District assessments

Person Responsible

Ariadna Valdes-Hernandez

Schedule

Quarterly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Assessment reports

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. If differentiated instruction is implemented with fidelity during core instruction, then student achievement will increase. 1

G088088

G1.B3 Effective use of time for implementation of differentiated instruction during centers 2

B234220

G1.B3.S1 Plan for and deliver differentiated 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 intervention activities. 4

S247004

Strategy Rationale

Lessons need to be individualized according to student data.

Action Step 1 5

Provide professional development on comprehensive lesson planning, purpose driven standard instruction, and bell to bell instruction with increased rigor.

Person Responsible

Victoria Bourland

Schedule

Weekly, from 8/22/2016 to 6/8/2017

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 differentiated instruction, rigor during lessons, as well as the use of student interactive notebooks

Person Responsible

Victoria Bourland

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

lesson plans, agendas, sign-in sheets

Action Step 3 5

Implementation of lesson plans created from collaborative planning sessions with Transformational Coaches that will include the purpose driven standard, essential question, gradual release model, effective use of differentiated instruction during centers, and rigor.

Person Responsible

Victoria Bourland

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

lesson plans, student work samples

Action Step 4 5

Ensure that collaborative planning is effectively implemented and conduct classroom walk throughs to ensure instructional delivery is effective and it addresses student deficiencies during differentiated instruction.

Person Responsible

Victoria Bourland

Schedule

Weekly, from 8/22/2016 to 6/8/2017

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

Victoria Bourland

Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Observation logs, notes, lesson plans

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

Monitor effective planning and instruction

Person Responsible

Victoria Bourland








Schedule

Weekly, from 8/22/2016 to 6/8/2017

Evidence of Completion

Observation logs, notes, lesson plans

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.MA1  M334395	iReady performance scores, District assessments	Valdes-Hernandez, Ariadna	8/22/2016	Assessment reports	6/8/2017 quarterly
G1.B3.S1.MA1  M334393	Monitor effective planning and instruction	Bourland, Victoria	8/22/2016	Observation logs, notes, lesson plans	6/8/2017 weekly
G1.B3.S1.MA1  M334394	Monitor effective planning and instructional delivery	Bourland, Victoria	8/22/2016	Observation logs, notes, lesson plans	6/8/2017 weekly
G1.B3.S1.A1  A321268	Provide professional development on comprehensive lesson planning, purpose driven standard...	Bourland, Victoria	8/22/2016	Agenda, PD framework, Sign-In Sheets	6/8/2017 weekly
G1.B3.S1.A2  A321269	Collaboratively plan using an instructional framework to establish standard based instruction in an...	Bourland, Victoria	8/22/2016	lesson plans, agendas, sign-in sheets	6/8/2017 weekly
G1.B3.S1.A3  A321270	Implementation of lesson plans created from collaborative planning sessions with Transformational...	Bourland, Victoria	8/22/2016	lesson plans, student work samples	6/8/2017 weekly
G1.B3.S1.A4  A321271	Ensure that collaborative planning is effectively implemented and conduct classroom walk throughs...	Bourland, Victoria	8/22/2016	lesson plans, walk through notes	6/8/2017 weekly

V. Professional Development Opportunities

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

G1. If differentiated instruction is implemented with fidelity during core instruction, then student achievement will increase.

G1.B3 Effective use of time for implementation of differentiated instruction during centers

G1.B3.S1 Plan for and deliver differentiated 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 intervention activities.

PD Opportunity 1

Provide professional development on comprehensive lesson planning, purpose driven standard instruction, and bell to bell instruction with increased rigor.

Facilitator

Mrs. Valdes-Hernandez, Assistant Principal

Participants

Teachers in grades K-5

Schedule

Weekly, from 8/22/2016 to 6/8/2017

PD Opportunity 2

Collaboratively plan using an instructional framework to establish standard based instruction in an effective instructional practice that will include differentiated instruction, rigor during lessons, as well as the use of student interactive notebooks

Facilitator

Ariadna Valdes-Hernandez, Assistant Principal

Participants

Teachers in grades K-5

Schedule

Weekly, from 8/22/2016 to 6/8/2017

PD Opportunity 3

Implementation of lesson plans created from collaborative planning sessions with Transformational Coaches that will include the purpose driven standard, essential question, gradual release model, effective use of differentiated instruction during centers, and rigor.

Facilitator

Valdes-Hernandez, Ariadna

Participants

Teachers in grades K-5

Schedule

Weekly, from 8/22/2016 to 6/8/2017

PD Opportunity 4

Ensure that collaborative planning is effectively implemented and conduct classroom walk throughs to ensure instructional delivery is effective and it addresses student deficiencies during differentiated instruction.

Facilitator

Nobregas, Francisca

Participants

Teachers in grades K-5

Schedule

Weekly, from 8/22/2016 to 6/8/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B3.S1.A1	Provide professional development on comprehensive lesson planning, purpose driven standard instruction, and bell to bell instruction with increased rigor.	\$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 differentiated instruction, rigor during lessons, as well as the use of student interactive notebooks	\$0.00
3	G1.B3.S1.A3	Implementation of lesson plans created from collaborative planning sessions with Transformational Coaches that will include the purpose driven standard, essential question, gradual release model, effective use of differentiated instruction during centers, and rigor.	\$0.00
4	G1.B3.S1.A4	Ensure that collaborative planning is effectively implemented and conduct classroom walk throughs to ensure instructional delivery is effective and it addresses student deficiencies during differentiated instruction.	\$0.00
Total:			\$0.00