

Miami-Dade County Public Schools

Olympia Heights Elementary School



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	94%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	100%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	D	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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	13
Ambitious Instruction and Learning	14
8-Step Planning and Problem Solving Implementation	17
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	22
Appendix 2: Professional Development and Technical Assistance Outlines	23
Professional Development Opportunities	23
Technical Assistance Items	24
Appendix 3: Budget to Support Goals	24

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Olympia Heights Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 and African American History months, 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 out of the classroom inside the building. On a monthly basis, students participate in fire drills, and in lockdown drills three times during the year. 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. In addition, the counselor maintains an "anonymous" system to protect students' privacy when having the need to report an incident. There are two school security monitors that monitor the building on an ongoing basis. Visitors must report to the main office and show proper identification 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 protocol includes verbal reprimand, parent/guardian contact, conference with administration, behavioral plan intervention (BIP), and revocation of the right to participate in social and/or extra curricular activities (if applicable).

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 settings. 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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. 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 who scored a level 1 on the 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 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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	5	0	4	6	7	2	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	2	1	6	11	13	16	0	0	0	0	0	0	0	49

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	4	1	4	6	14	18	0	0	0	0	0	0	0	47

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 (AR) is another form of positive reinforcement being implemented towards academics. Students are rewarded for positive behavior on an ongoing basis via "Do the Right Thing", SPOT Success, and recognition during morning announcements.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Parents are involved with the school through student activities (i.e. honor roll assemblies; field day); ongoing student progress monitoring (progress and report cards); and through the participation during EESAC meetings.

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

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
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 RtI process to enhance data collection, data analysis, problem solving, differentiated assistance, and progress monitoring.

All members of the leadership team (Principal, Assistant Principal, and Transformation Math Coach) use the Tier 1 problem solving process to set Tier 1 goals, monitor academic and behavior data, and evaluate 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/RtI Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The MTSS/RtI Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The MTSS/RtI 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 before school and after school tutoring programs. 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 Mathematics Transformation Coach develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. She identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies, assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection and data analysis, participates in the design and delivery of professional development; and provides 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

At this time, there are no migrant students enrolled at the school site. If a migrant student were to enroll, the Homeless Liaison would coordinate the provision of services and support to ensure student needs are being met.

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.

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

Miami-Dade County Public Schools' School Board approved the policy 5111.01 titled, Homeless Students. This policy ensures that homeless students receive all the services they are entitled to. In addition, Olympia Heights Elementary School takes part in "Health Connect in Our Schools" that will provide assistance to any homeless child through the School Nurses and/or Social Worker in order to ensure a successful educational experience. Each school identifies a school-based Homeless Liaison to be trained on the McKinney-Vento Law to ensure appropriate interventions.

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.

Bullying and Harassment

Miami-Dade County Public Schools adopted Policy 5517.01, titled Bullying and Harassment. It is the practice of all Miami-Dade County Public Schools that all of its students and school employees have a safe, and free of harassment educational setting.

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
Elizabeth Villegas	Teacher
Maria Gonzalez	Parent
Yoana Hernandez	Parent
Yeniffer Rodriguez	Parent
Danny Medina	Student
Jennifer Hay	Teacher
Eucaris Angulo	Education Support Employee
Misleidys Rodriguez	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

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

EESAC 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.

EESAC 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.

EESAC recommends that members assist in the selection and ordering of the instructional materials necessary to implement the SIP for the 2017-2018 school year.

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

EESAC 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.

During the 2016-2017 school year, \$1500 were used for student honor roll recognition 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
Gonzalez, Sonia	Teacher, K-12
Villegas, Elizabeth	Teacher, K-12
Gisbert, Sharlene	Teacher, K-12
Vega, Annette	Teacher, ESE
Aleman, Desiree	Teacher, K-12
Hernandez, Zeidy	Teacher, K-12
Hay, Jennifer	Teacher, K-12
Pertierra, Pedro	Instructional Media
Mestre, Lourdes	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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

As a Tier Watch I school, teachers are encouraged to work together and plan with the assistance of the math transformation coach 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 recognizing 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 District 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, and GIZMOS. 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 Wonder Works intervention (Reading) 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 during centers. Topic Assessments in mathematics and science are also used in grades 3 -5 to monitor ongoing student performance during the school year. A teacher 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. 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: After School Program

Minutes added to school year: 2,220

Olympia Heights Elementary will provide reading and math tutoring for students and will use i-Ready to increase academic achievement.

Strategy Rationale

To provide students with additional differentiated instruction in reading and mathematics in an effort to increase performance.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bourland, Victoria, pr4091@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 bi-weekly basis.

Strategy: After School Program

Minutes added to school year: 22,050

Olympia Heights Elementary will provide a science, technology, engineering, arts, and mathematics (STEAM) enrichment curriculum through SECME.

Strategy Rationale

To provide students with science enrichment activities that include hands-on activities and labs.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bourland, Victoria, pr4091@dadeschools.net

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

Completion of activities that are science standard-based

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 within the first 30 days of school 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.

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.

N/A

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

N/A

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

N/A

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.

N/A

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If student engagement is increased during instructional time using project-based learning, 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 student engagement is increased during instructional time using project-based learning, then student achievement will increase. 1a

G097089

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

- Limited use of project-based activities for students to engage in during independent and/or small group instruction

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, technology use, Think Central, Go Math resources, MyOn, i-Ready, Gizmos (grades 3-5), Discovery, CPALMS, science kits, after school enrichment

Plan to Monitor Progress Toward G1. 8

i-Ready performance scores, District assessments

Person Responsible

Victoria Bourland

Schedule

Quarterly, from 10/23/2017 to 5/25/2018

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

 = Problem Solving Step  S123456 = Quick Key

G1. If student engagement is increased during instructional time using project-based learning, then student achievement will increase. **1**

 G097089

G1.B1 Limited use of project-based activities for students to engage in during independent and/or small group instruction **2**

 B261175

G1.B1.S1 Adjust existing teaching techniques to be even more effective by implementing new techniques that keep students on track of their learning **4**

 S276527

Strategy Rationale

Through project-based learning, students will gain a deeper understanding of content material

Action Step 1 **5**

Provide teachers with professional development designed to train on project-based activities will enhance classroom instruction.

Person Responsible

Anita Fernandez

Schedule

Monthly, from 10/23/2017 to 5/25/2018

Evidence of Completion

Agendas; sign-in sheets

Action Step 2 **5**

Increase implementation of science labs and completion of application writing responses.

Person Responsible

Anita Fernandez

Schedule

Weekly, from 10/23/2017 to 5/25/2018

Evidence of Completion

Completion of science application writing responses on interactive science journals

Action Step 3 **5**

Engage students in authentic learning during small group instruction that involves rigorous differentiated instruction.

Person Responsible

Victoria Bourland

Schedule

Weekly, from 10/23/2017 to 5/25/2018

Evidence of Completion

DI journals

Plan to Monitor Fidelity of Implementation of G1.B1.S1 **6**

Student participation during project-based learning

Person Responsible

Victoria Bourland

Schedule

Weekly, from 10/23/2017 to 5/25/2018

Evidence of Completion

Classroom walkthroughs; Coaching cycles' feedback and follow-up

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 **7**

Classroom walkthroughs will be conducted to ensure implementation of teaching techniques

Person Responsible

Victoria Bourland







Schedule

Weekly, from 10/23/2017 to 5/25/2018

Evidence of Completion

Lesson plans; rotation charts; DI journals

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1  M400770	i-Ready performance scores, District assessments	Bourland, Victoria	10/23/2017	Assessment reports	5/25/2018 quarterly
G1.B1.S1.MA1  M400768	Classroom walkthroughs will be conducted to ensure implementation of teaching techniques	Bourland, Victoria	10/23/2017	Lesson plans; rotation charts; DI journals	5/25/2018 weekly
G1.B1.S1.MA1  M400769	Student participation during project-based learning	Bourland, Victoria	10/23/2017	Classroom walkthroughs; Coaching cycles' feedback and follow-up	5/25/2018 weekly
G1.B1.S1.A1  A372629	Provide teachers with professional development designed to train on project-based activities will...	Fernandez, Anita	10/23/2017	Agendas; sign-in sheets	5/25/2018 monthly
G1.B1.S1.A2  A372630	Increase implementation of science labs and completion of application writing responses.	Fernandez, Anita	10/23/2017	Completion of science application writing responses on interactive science journals	5/25/2018 weekly
G1.B1.S1.A3  A372631	Engage students in authentic learning during small group instruction that involves rigorous...	Bourland, Victoria	10/23/2017	DI journals	5/25/2018 weekly

V. Professional Development Opportunities

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

G1. If student engagement is increased during instructional time using project-based learning, then student achievement will increase.

G1.B1 Limited use of project-based activities for students to engage in during independent and/or small group instruction

G1.B1.S1 Adjust existing teaching techniques to be even more effective by implementing new techniques that keep students on track of their learning

PD Opportunity 1

Provide teachers with professional development designed to train on project-based activities will enhance classroom instruction.

Facilitator

Ariadna Valdes-Hernandez, Assistant Principal

Participants

Teachers in grades K-5

Schedule

Monthly, from 10/23/2017 to 5/25/2018

VI. Technical Assistance Items

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

G1. If student engagement is increased during instructional time using project-based learning, then student achievement will increase.

G1.B1 Limited use of project-based activities for students to engage in during independent and/or small group instruction

G1.B1.S1 Adjust existing teaching techniques to be even more effective by implementing new techniques that keep students on track of their learning

TA Opportunity 1

Increase implementation of science labs and completion of application writing responses.

Facilitator

Francisca Nobregas, Principal

Participants

Teachers in grades 3-5

Schedule

Weekly, from 10/23/2017 to 5/25/2018

VII. Budget

1	G1.B1.S1.A1	Provide teachers with professional development designed to train on project-based activities will enhance classroom instruction.	\$0.00
2	G1.B1.S1.A2	Increase implementation of science labs and completion of application writing responses.	\$0.00
3	G1.B1.S1.A3	Engage students in authentic learning during small group instruction that involves rigorous differentiated instruction.	\$0.00
Total:			\$0.00