



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Olympia Heights Elementary School**

9797 SW 40TH ST

Miami, FL 33165

305-221-3821

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 92%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 98%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> B	<b>2011-12</b> A	<b>2010-11</b> C
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## **Purpose and Outline of the SIP**

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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.

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### **Part I: Current School Status**

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

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### **Part II: Expected Improvements**

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

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### **Part III: Coordination and Integration**

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

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### **Appendix 1: Professional Development Plan to Support Goals**

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

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### **Appendix 2: Budget to Support Goals**

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## 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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### 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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Olympia Heights Elem. School

##### Principal

Francisca Nobregas C

##### School Advisory Council chair

Elizabeth Villegas

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Frances C Nobregas	Principal
Ariadna Valdes-Hernandez	Assistant Principal
Yolanda Sanchez	Counselor
Elizabeth Villegas	EESAC Chair
Stephanie Montoya	Teacher
Sharlene Gisbert	Teacher
Sonia Gonzalez	Teacher
Janeth Cano	Teacher
Lourdes Ibarra	Teacher
Maria Cosio	Teacher
Annette Vega	Teacher

#### District-Level Information

##### District

Dade

##### Superintendent

Mr. Alberto M Carvalho

##### Date of school board approval of SIP

12/11/2013

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

The SAC members include the following: 1 Principal; 1 Alternate Principal; 1 UTD Steward; 5 teachers; 2 Alternate teachers; 1 Educational Support employee; 1 Alternate Educational Support employee; 5 parents; 1 alternate parent; 1 student; 1 alternate student; 3 Business Representative

#### Involvement of the SAC in the development of the SIP

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 2013-2014 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.

### **Activities of the SAC for the upcoming school year**

SAC meets on an ongoing basis to plan, review, recommend, approve, and inform the school community of the school improvement plan, school events, special activities, goals, and objectives that impact the students and the school. Listed below are some of the functions of EESAC:

- Reach out to stakeholders to obtain more partnerships
- Hold meetings to address school improvement
- Approve funds for school-related activities

### **Projected use of school improvement funds, including the amount allocated to each project**

Honor Roll Awards \$800.00

Fifth Grade Awards \$850.00

### **Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

### **If not in compliance, describe the measures being taken to comply with SAC requirements**

## **Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **Administrators**

#### **# of administrators**

2

#### **# receiving effective rating or higher**

(not entered because basis is < 10)

#### **Administrator Information:**





**# reading endorsed**

2, 7%

**# with advanced degrees**

11, 41%

**# National Board Certified**

4, 15%

**# first-year teachers**

0, 0%

**# with 1-5 years of experience**

0, 0%

**# with 6-14 years of experience**

18, 67%

**# with 15 or more years of experience**

20, 74%

**Education Paraprofessionals****# of paraprofessionals**

7

**# Highly Qualified**

7, 100%

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the 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.

**Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

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.

**Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

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.

**Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

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.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

1. Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

2. Managed data will include:

Academic

- FAIR assessment (Broad Screening, Progress Monitoring, Targeted Diagnostic Indicators, Broad Diagnostic Indicators, Ongoing Progress Monitoring Tools, Phonics Screening Inventory)
- Oral Reading Fluency Measures
- Voyager Checkpoints
- Voyager Benchmark Assessments
- Baseline Benchmark Assessments
- Success Maker Utilization and Progress Reports
- Interim assessments
- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

Behavior

- Student Case Management System
- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Based upon the information from [http://www.florida-rti.org/educatorResources/MTSS\\_Book\\_ImplComp\\_012612.pdf](http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf), but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**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 Purpose(s)**

- Instruction in core academic subjects

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Administrator

**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 Purpose(s)**

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

**How is data collected and analyzed to determine the effectiveness of this strategy?**

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

**Who is responsible for monitoring implementation of this strategy?**

Administrator; Tutoring Teacher

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Frances Nobregas	Principal

Name	Title
Ariadna Valdes-Hernandez	Assistant Principal
Sonia Gonzalez	1st grade chairperson
Janeth Cano	2nd grade chairperson
Stephanie Montoya	3rd grade chairperson
Lourdes Ibarra	4th grade chairperson
Elizabeth Villegas	5th grade chairperson
Sharlene Gisbert	Kindergarten Chairperson
Yolanda Sanchez	Counselor
Maria Cosio	Teacher
Annette Vega	Teacher

### How the school-based LLT functions

The principal selects team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. The team will meet quarterly throughout the school year. School Reading Leadership Teams may choose to meet more often. Additionally, the principal may expand the RLT by encouraging personnel from various sources such as District and Regional support staff to join. The RLT maintains a connection to the school's Response to Intervention process by using the Rtl problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

### Major initiatives of the LLT

Multi-disciplinary teams will develop lessons that provide students with opportunities for research and incorporate writing throughout.

## Every Teacher Contributes to Reading Instruction

### How the school ensures every teacher contributes to the reading improvement of every student

Not Applicable

## Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	63%	57%	No	66%
American Indian				
Asian				
Black/African American				
Hispanic	63%	57%	No	66%
White				
English language learners	58%	50%	No	63%
Students with disabilities	42%	33%	No	48%
Economically disadvantaged	63%	56%	No	66%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	29%	32%
Students scoring at or above Achievement Level 4	63	26%	27%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		<i>[data excluded for privacy reasons]</i>	39%
Students scoring at or above Level 7		<i>[data excluded for privacy reasons]</i>	16%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)		57%	61%
Students in lowest 25% making learning gains (FCAT 2.0)		56%	60%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	135	52%	57%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	73	28%	35%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	77	30%	37%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	45	52%	57%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

**Area 3: Mathematics****Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	58%	58%	Yes	63%
American Indian				
Asian				
Black/African American				
Hispanic	58%	58%	Yes	63%
White				
English language learners	56%	51%	No	60%
Students with disabilities	38%	38%	Yes	44%
Economically disadvantaged	58%	57%	No	62%

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	64	27%	30%
Students scoring at or above Achievement Level 4	70	29%	30%



**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	39%
Students scoring at or above Level 7		[data excluded for privacy reasons]	16%

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		58%	62%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		57%	61%

**Area 4: Science****Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	27	36%	40%
Students scoring at or above Achievement Level 4		[data excluded for privacy reasons]	14%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6		[data excluded for privacy reasons]	0%
Students scoring at or above Level 7		[data excluded for privacy reasons]	0%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	1		1
Participation in STEM-related experiences provided for students	1	1%	1%

**Area 8: Early Warning Systems**

**Elementary School Indicators**

	<b>2013 Actual #</b>	<b>2013 Actual %</b>	<b>2014 Target %</b>
Students who miss 10 percent or more of available instructional time	60	11%	10%
Students retained, pursuant to s. 1008.25, F.S.	22	4%	3%
Students who are not proficient in reading by third grade	32	42%	38%
Students who receive two or more behavior referrals	3	1%	1%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	0	0%	0%

## Goals Summary

- G1.** The results of the 2013 FCAT Reading Test indicate that 55% of students in grades 3-5 achieved satisfactory in FCAT proficiency. Our goal for the 2013-2014 school year is to increase FCAT proficiency by 11 percentage points to 66%.
- G2.** The results of the 2012-2013 FCAT Writing 2.0 indicate that 52% of the students scored at or above a 3.5. Our goal for 2013-2014 is to have 57% of the students scoring at a 3.5 or above.
- G3.** The results of the 2013 FCAT Mathematics Test indicate that 56% of students in grades 3-5 achieved satisfactory in FCAT proficiency. Our goal for the 2013-2014 school year is to increase FCAT proficiency by 10 percentage points to 66%.
- G4.** The results of the 2012-2013 FCAT Science indicate that 36% of the students scored at achievement level 3. Our goal for the 2013-2014 school year is to increase proficiency by 4 percent to 40%.
- G5.** On the 2013 STEM results 1% of students at Olympia Heights Elementary participated in STEM related activities. Our STEM goal for 2013-2014 is to increase opportunities and to increase the students participating in the opportunities from 1% to 5%.
- G6.** Our goal for the 2013-2014 school year is to increase attendance performance by decreasing the number of students with excessive absences and/or tardies.

## Goals Detail

**G1.** The results of the 2013 FCAT Reading Test indicate that 55% of students in grades 3-5 achieved satisfactory in FCAT proficiency. Our goal for the 2013-2014 school year is to increase FCAT proficiency by 11 percentage points to 66%.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)

### Resources Available to Support the Goal

- Ready Common Core Supplemental materials that can assist teachers with the implementation of the new District adopted Reading series; Professional development for teachers that focus on the new District adopted Reading series; Hiring of hourly personnel that provides intervention during the school day; professional development opportunities; materials; and schedules alignment

### Targeted Barriers to Achieving the Goal

- On the 2013 Reading FCAT 2.0 29% of the students scoring level 3, lowest 25% and CELLA reading had limited opportunities using graphical information. The target goal for the 2013-2014 school year is to increase from 29% to 32%.
- On the 2013 Reading FCAT 2.0 29% of the students scoring at achievement level 3 including the lowest 25% and CELLA had limited exposure to determining main idea in grade level text through inferring, paraphrasing, summarizing, and identifying relevant details. The target goal for the 2013-2014 school year is to increase from 29% to 32%.
- On the 2013 Reading FCAT 2.0 40% of the students scoring levels 3 including lowest 25% and CELLA had limited options to analyze and develop an interpretation of literal work by describing an authors use of literal elements. The target goal for the 2013-2014 school year is to increase from 40 % to 42 %.
- On the 2013 Reading FCAT 2.0 26% of the students scoring levels 4 and 5 had limited opportunities using graphical information. The target goal for the 2013-2014 school year is to increase from 26% to 27%.
- On the 2013 Reading FCAT 2.0 26% of the students scoring levels 4 and 5 had limited exposure to determine main idea in grade level text through inferring, paraphrasing, summarizing and identifying relevant details. The target goal for the 2013-2014 school year is to increase from 26% to 27%.
- On the 2013 Reading FCAT 2.0 15% of the students scoring levels 4 and 5 had limited options to analyze and develop interpretation of literary text by describing and authors' use of literal elements. The target goal for the 2013-2014 school year is to increase from 15 % to 18 %.
- During the 2013-2014 school year the percentage of students in the lowest 25% making learning gains in reading was affected by the inability to attend tutoring intervention program.
- During the 2012-2013 school year all students had a restricted number of computers and availability which has had a causal effect in regards to students spending time with tutorial programs.
- On the 2013 CELLA, 52% of students scored proficient in the area of listening/speaking. The goal for the 2013-2014 school year is to increase the number of ELL students achieving proficiency in CELLA in the area of listening/speaking by 5 percentage points from 52% to 57%.
- On the 2013 CELLA, 28% of students scored proficient in the area of reading. The goal for the 2013-2014 school year is to increase the number of ELL students achieving proficiency in CELLA in the area of reading by 7 percentage points from 28% to 35%.

- On the 2013 CELLA, 30% of students scored proficient in the area of writing. The goal for the 2013-2014 school year is to increase the number of ELL students achieving proficiency in CELLA in the area of writing by 7 percentage points from 30% to 37%.

### Plan to Monitor Progress Toward the Goal

Data analysis meeting will be conducted to collect and review student reports

#### Person or Persons Responsible

Administrator Teacher

#### Target Dates or Schedule:

Ongoing

#### Evidence of Completion:

2014 FCAT 2.0 Reading Assessment Results; FAIR results

**G2.** The results of the 2012-2013 FCAT Writing 2.0 indicate that 52% of the students scored at or above a 3.5. Our goal for 2013-2014 is to have 57% of the students scoring at a 3.5 or above.

#### Targets Supported

- Writing

#### Resources Available to Support the Goal

- Use of hourly teacher to provide writing tutoring after school

#### Targeted Barriers to Achieving the Goal

- On the 2013 FCAT Writing 2.0, 52% of the students including lowest 25% and CELLA have limited life experience opportunities to be able to write an effective prompt based on their personal experience. The target goal for all students in the 2013-2014 school year is to increase from 52% to 57%.

### Plan to Monitor Progress Toward the Goal

Review of student performance on monthly writing prompt at data analysis meetings

#### Person or Persons Responsible

Administrator

#### Target Dates or Schedule:

Ongoing

#### Evidence of Completion:

Student performance on monthly writing prompt

**G3.** The results of the 2013 FCAT Mathematics Test indicate that 56% of students in grades 3-5 achieved satisfactory in FCAT proficiency. Our goal for the 2013-2014 school year is to increase FCAT proficiency by 10 percentage points to 66%.

**Targets Supported**

- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)

**Resources Available to Support the Goal**

- Hourly Teacher to provide after school tutoring

**Targeted Barriers to Achieving the Goal**

- On the 2013 FCAT 2.0 Math, 54% of the ELL and ED subgroups have limited performance on solving real world problems using basic math skills. The target goal for the 2013-2014 school year is to increase from 54% to 61 %.
- On the 2013 FCAT 2.0 Math, 27% of students scoring a level 3 on the FCAT were affected by number sense: base ten block and fractions. The target goal for the 2013-2014 school year is to increase from 27 % to 30 %.
- On the 2013 FCAT 2.0 Math, 29% of the students in grades 3-5 scored a level 4 or 5 due to not enough exposure to math problems using approximation, selection of appropriate tools, and precision in measurement. The target goal for the 2013-2014 school year is to increase from 29 % to 30 %.
- On the 2013 FCAT 2.0 Math, 58% of students making learning gains in mathematics has been limited by the access to computers and the amount of time students spend using tutorial programs. The target goal for the 2013-2014 school year is to increase from 58 % to 62 %.
- On the 2013 FCAT 2.0 Math, 57% of students in lowest 25% making learning gains in mathematics was affected by the limited exposure to the Saturday tutoring program. The target goal for the 2013-2014 school year is to increase from 57 % to 61 %.

**Plan to Monitor Progress Toward the Goal**

Review and analysis of student data during data analysis meetings with teachers and Leadership team

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule:**

Quarterly

**Evidence of Completion:**

District Interim Assessments; 2014 FCAT 2.0 Mathematics Test results

**G4.** The results of the 2012-2013 FCAT Science indicate that 36% of the students scored at achievement level 3. Our goal for the 2013-2014 school year is to increase proficiency by 4 percent to 40%.

**Targets Supported**

- Science
- Science - Elementary School

**Resources Available to Support the Goal**

- Science Liaison; District Science Fair; Use of Gizmos during Science labs

**Targeted Barriers to Achieving the Goal**

- During the 2012-2013 school year the area in need of improvement for students scoring at achievement level 3 is the Nature of Science benchmark.
- During the 2012-2013 school year students scoring at achievement level 4 and 5 can benefit from more exposure to Gizmos.

**Plan to Monitor Progress Toward the Goal**

Implementation of Gizmos during science labs

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule:**

Ongoing

**Evidence of Completion:**

Student performance on the 2014 FCAT 2.0 Science Test

**G5.** On the 2013 STEM results 1% of students at Olympia Heights Elementary participated in STEM related activities. Our STEM goal for 2013-2014 is to increase opportunities and to increase the students participating in the opportunities from 1% to 5%.

**Targets Supported**

- STEM
- STEM - All Levels

**Resources Available to Support the Goal**

- Science Liaison

**Targeted Barriers to Achieving the Goal**

- Student understanding of the scientific method and proper board set up due to limited experiences in completing a science experiment from start to finish including all parts of the scientific method.
- The number of third through fifth graders that participate in the science fair projects is limited.

### Plan to Monitor Progress Toward the Goal

Science Fair timeline that will be provided to parents for informational purposes

**Person or Persons Responsible**

Administrator; Teachers

**Target Dates or Schedule:**

Science Fair timeline

**Evidence of Completion:**

Student performance on Science fair project

**G6.** Our goal for the 2013-2014 school year is to increase attendance performance by decreasing the number of students with excessive absences and/or tardies.

**Targets Supported**

- EWS
- EWS - Elementary School

**Resources Available to Support the Goal**

- Counselor; Administrator

**Targeted Barriers to Achieving the Goal**

- The goal for the 2013-2014 school year is to decrease the number of students who missed 10% or more of available instructional time by 1 percentage point, from 11 percent to 10 percent. Due to family emergencies and marital situations, students tend to be absent and/or travel from 3 to 5 days out of the county.

### Plan to Monitor Progress Toward the Goal

Student recognition for perfect attendance during Honor Roll assemblies

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule:**

Ongoing during the 2013-2014 school year

**Evidence of Completion:**

Attendance generated reports



## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** The results of the 2013 FCAT Reading Test indicate that 55% of students in grades 3-5 achieved satisfactory in FCAT proficiency. Our goal for the 2013-2014 school year is to increase FCAT proficiency by 11 percentage points to 66%.

**G1.B1** On the 2013 Reading FCAT 2.0 29% of the students scoring level 3, lowest 25% and CELLA reading had limited opportunities using graphical information. The target goal for the 2013-2014 school year is to increase from 29% to 32%.

**G1.B1.S1** Provide students with more opportunities to locate text features.

### Action Step 1

Use research based and content based texts and resources

#### Person or Persons Responsible

Teacher

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student classwork performance

#### Facilitator:

Administrator

#### Participants:

3-5 grade teachers

### Plan to Monitor Fidelity of Implementation of G1.B1.S1

Teacher observations and classroom walkthroughs

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

Bi-weekly

**Evidence of Completion**

Student classwork performance and performance on teacher made tests

### Plan to Monitor Effectiveness of G1.B1.S1

Data analysis reports

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Student classwork performance

**G1.B2** On the 2013 Reading FCAT 2.0 29% of the students scoring at achievement level 3 including the lowest 25% and CELLA had limited exposure to determining main idea in grade level text through inferring, paraphrasing, summarizing, and identifying relevant details. The target goal for the 2013-2014 school year is to increase from 29% to 32%.

### G1.B2.S1 Provide students with more opportunities to locate text features

**Action Step 1**

Use Zoobooks

**Person or Persons Responsible**

Teacher; Media Specialist

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Response to article

## Action Step 2

Use newspapers and magazines such as Time For Kids

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student generated activities

## Plan to Monitor Fidelity of Implementation of G1.B2.S1

Students will practice analyzing the author's perspective, choice of words, style, and technique to understand how these elements influence the meaning of text.

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student classroom performance

## Plan to Monitor Effectiveness of G1.B2.S1

District Reading Interim Assessments data analysis

### Person or Persons Responsible

Administrator

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student classroom performance

**G1.B3** On the 2013 Reading FCAT 2.0 40% of the students scoring levels 3 including lowest 25% and CELLA had limited options to analyze and develop an interpretation of literal work by describing an authors use of literal elements. The target goal for the 2013-2014 school year is to increase from 40 % to 42 %.

**G1.B3.S1** Provide students with graphic organizers

**Action Step 1**

Students will state the essential message in the story or article

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

on going

**Evidence of Completion**

Verbally and or in written form

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

Teacher observation and classroom walkthroughs.

**Person or Persons Responsible**

Administration

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student classwork performance.

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

Interim Assessments

**Person or Persons Responsible**

Teacher, Administration

**Target Dates or Schedule**

October/January Data Analysis Meetings

**Evidence of Completion**

Student interim scores on Main Idea benchmark

**G1.B4** On the 2013 Reading FCAT 2.0 26% of the students scoring levels 4 and 5 had limited opportunities using graphical information. The target goal for the 2013-2014 school year is to increase from 26% to 27%.

**G1.B4.S1** Use graphic organizers to practice note taking and summarization activities, engage in text marking and encourage students to read from a wide variety of texts

**Action Step 1**

Students will practice analyzing the authors perspective, choice of words, style and technique to understand how these elements influence the essential message of texts

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student classroom performance

**Plan to Monitor Fidelity of Implementation of G1.B4.S1**

Students will practice analyzing the main idea and details of text the the use of graphic organizers to understand how these elements influence the meaning of text

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student classroom performance

**Plan to Monitor Effectiveness of G1.B4.S1**

Interim Assessments

**Person or Persons Responsible**

Teacher, Administration

**Target Dates or Schedule**

October 2013/January 2014 Data Analysis Meetings

**Evidence of Completion**

Students scores on the Main Idea benchmark

**G1.B5** On the 2013 Reading FCAT 2.0 26% of the students scoring levels 4 and 5 had limited exposure to determine main idea in grade level text through inferring, paraphrasing, summarizing and identifying relevant details. The target goal for the 2013-2014 school year is to increase from 26% to 27%.

**G1.B5.S1** Teach students how to decipher between descriptive language, figurative language and authors' craft

**Action Step 1**

Students will be given opportunities to highlight examples of descriptive and idiomatic language using copies of prose

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

on going

**Evidence of Completion**

verbally and in written form

**Plan to Monitor Fidelity of Implementation of G1.B5.S1**

Students will practice writing and using figurative and descriptive language in their writing to express themselves

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Students writing journals

## Plan to Monitor Effectiveness of G1.B5.S1

Reading Interim Assessment

### Person or Persons Responsible

Teacher, Administration

### Target Dates or Schedule

October 2013 and January 2014

### Evidence of Completion

Student scores on the Figurative Language Benchmark

**G1.B5.S2** Teach students to graphically depict comparison and contrast relationships to help understand them

### Action Step 1

Emphasis should be placed on reading closely to identify relevant details that support comparison and contrast

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

ongoing

### Evidence of Completion

Student classwork performance

## Plan to Monitor Fidelity of Implementation of G1.B5.S2

Use Venn Diagrams, T-Charts and Tables to compare and contrast various elements in fiction and non fiction texts

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student reading journals

## Plan to Monitor Effectiveness of G1.B5.S2

Interim Assessment

### Person or Persons Responsible

Teacher, Administrators

### Target Dates or Schedule

October 2013 and January 2014 data Analysis Meetings

### Evidence of Completion

Student scores on the Compare/Contrast Benchmark

**G1.B6** On the 2013 Reading FCAT 2.0 15% of the students scoring levels 4 and 5 had limited options to analyze and develop interpretation of literary text by describing and authors' use of literal elements. The target goal for the 2013-2014 school year is to increase from 15 % to 18 %.

**G1.B6.S1** Provide students with more time to use the computer labs and access to intervention software programs

### Action Step 1

Access to computer lab and access to intervention software program

### Person or Persons Responsible

Administrator

### Target Dates or Schedule

ongoing

### Evidence of Completion

Intervention usage data reports

## Plan to Monitor Fidelity of Implementation of G1.B6.S1

Students will attend daily intervention sessions

### Person or Persons Responsible

Teacher, Interventionist

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Daily attendance and schedules



### Plan to Monitor Effectiveness of G1.B6.S1

Weekly reports showing student progress or lack of progress to be reviewed by teacher to make adjustments if necessary

**Person or Persons Responsible**

Teacher, Interventionist

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Weekly data reports

### G1.B6.S2 Morning and after school access to technology in the classroom available to students

**Action Step 1**

Access to school software in specified classrooms

**Person or Persons Responsible**

Teachers

**Target Dates or Schedule**

ongoing

**Evidence of Completion**

Teacher Log

### Plan to Monitor Fidelity of Implementation of G1.B6.S2

Computers made available to students before and after school

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Student sign in log, Student score reports

## Plan to Monitor Effectiveness of G1.B6.S2

Students usage of selected programs before and after school

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Students score reports to monitor progress

**G1.B7** During the 2013-2014 school year the percentage of students in the lowest 25% making learning gains in reading was affected by the inability to attend tutoring intervention program.

**G1.B7.S1** Offer students the opportunity to engage in tutoring during the week for those students who could not attend on Saturdays

### Action Step 1

Use Brainchild computerized software program

### Person or Persons Responsible

Hourly teacher

### Target Dates or Schedule

ongoing

### Evidence of Completion

Usage reports and attendance logs

## Plan to Monitor Fidelity of Implementation of G1.B7.S1

Students will attend weekday tutorial sessions in place of Saturday sessions

### Person or Persons Responsible

Teacher, Hourly Teacher

### Target Dates or Schedule

Selected school days, Ongoing

### Evidence of Completion

Student work samples

### Plan to Monitor Effectiveness of G1.B7.S1

Student attendance at weekday tutorial sessions

**Person or Persons Responsible**

Teacher, Hourly Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student attendance log and work samples

### G1.B7.S2 Provide parents with the opportunity to attend FCAT strategy workshops

**Action Step 1**

FCAT parent workshop

**Person or Persons Responsible**

CIS coordinator

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Sign in logs

### Plan to Monitor Fidelity of Implementation of G1.B7.S2

Parents will attend the Parent Workshops to help their children become better test takers

**Person or Persons Responsible**

Community Involvement Specialist

**Target Dates or Schedule**

Quarterly

**Evidence of Completion**

Parent sign in sheets

## Plan to Monitor Effectiveness of G1.B7.S2

Monitor parent attendance

### Person or Persons Responsible

Community Involvement Specialist, Administration

### Target Dates or Schedule

Quarterly

### Evidence of Completion

Parent Attendance Sheets

**G1.B8** During the 2012-2013 school year all students had a restricted number of computers and availability which has had a causal effect in regards to students spending time with tutorial programs.

## G1.B8.S1 Teach students to graphically depict comparison and contrast relationships

### Action Step 1

Using various types of graphic organizers to compare and organize information

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

ongoing

### Evidence of Completion

Student work

## Plan to Monitor Fidelity of Implementation of G1.B8.S1

Students use graphic organizers to show understanding of literal elements of a story

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Reading Journals

## Plan to Monitor Effectiveness of G1.B8.S1

Interim Assessment

### Person or Persons Responsible

Teacher, Administration

### Target Dates or Schedule

October 2013 and January 2014 Data Meetings

### Evidence of Completion

Student scores on compare and contrast benchmark

**G1.B9** On the 2013 CELLA, 52% of students scored proficient in the area of listening/speaking. The goal for the 2013-2014 school year is to increase the number of ELL students achieving proficiency in CELLA in the area of listening/speaking by 5 percentage points from 52% to 57%.

**G1.B9.S1** The use of illustrations and diagrams will be implemented within the teacher led groups.

### Action Step 1

During teacher led groups students will be provided numerous opportunities to increase their listening/speaking skills. Teachers will provide illustrations and diagrams in order for students to verbally formulate questions.

### Person or Persons Responsible

Reading and ESOL teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Teacher observations during class discussion

## Plan to Monitor Fidelity of Implementation of G1.B9.S1

Support and resources will be provided to teachers and students

### Person or Persons Responsible

administration and literacy leadership team

### Target Dates or Schedule

as needed

### Evidence of Completion

student work samples

## Plan to Monitor Effectiveness of G1.B9.S1

Observe improvement in listening and speaking skills during the teacher-student interaction and student-students interactions

### Person or Persons Responsible

reading teachers

### Target Dates or Schedule

Daily

### Evidence of Completion

Teacher observations

**G1.B10** On the 2013 CELLA, 28% of students scored proficient in the area of reading. The goal for the 2013-2014 school year is to increase the number of ELL students achieving proficiency in CELLA in the area of reading by 7 percentage points from 28% to 35%.

**G1.B10.S1** Reading teachers will use graphic organizers during whole group and small group instruction to promote reading comprehension.

### Action Step 1

Teachers will utilize graphic organizers such as vocabulary maps and story structure maps to assist students in planning ideas to answer guiding questions.

### Person or Persons Responsible

Teachers

### Target Dates or Schedule

Weekly

### Evidence of Completion

Student work samples, teacher observation

### Plan to Monitor Fidelity of Implementation of G1.B10.S1

Classroom walk-throughs

**Person or Persons Responsible**

Administration and Literacy Leadership Team

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student work samples, teacher observation

### Plan to Monitor Effectiveness of G1.B10.S1

Analyze student performance data

**Person or Persons Responsible**

Reading teachers, administration and Literacy Leadership Team

**Target Dates or Schedule**

During Data chats

**Evidence of Completion**

Progress evident in classroom weekly assessment and district mandated assessments

**G1.B11** On the 2013 CELLA, 30% of students scored proficient in the area of writing. The goal for the 2013-2014 school year is to increase the number of ELL students achieving proficiency in CELLA in the area of writing by 7 percentage points from 30% to 37%.

**G1.B11.S1** Teachers will provide instruction through effective writing strategies in order to develop their understanding of the writing process.

**Action Step 1**

Provide students with the opportunities to write descriptive sentences and summarize ideas in order to continue to formulate the writing process.

**Person or Persons Responsible**

Reading teachers

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Student Work samples

## Plan to Monitor Fidelity of Implementation of G1.B11.S1

Classroom walk-throughs

### **Person or Persons Responsible**

Administration

### **Target Dates or Schedule**

Monthly

### **Evidence of Completion**

Lesson plans, observations

## Plan to Monitor Effectiveness of G1.B11.S1

Monitor progress through student work

### **Person or Persons Responsible**

Reading teachers

### **Target Dates or Schedule**

Weekly, monthly

### **Evidence of Completion**

Student writing samples, district mandated assessments.



**G2.** The results of the 2012-2013 FCAT Writing 2.0 indicate that 52% of the students scored at or above a 3.5. Our goal for 2013-2014 is to have 57% of the students scoring at a 3.5 or above.

**G2.B1** On the 2013 FCAT Writing 2.0, 52% of the students including lowest 25% and CELLA have limited life experience opportunities to be able to write an effective prompt based on their personal experience. The target goal for all students in the 2013-2014 school year is to increase from 52% to 57%.

**G2.B1.S1** Encourage students to write a narrative that includes a main idea and characters, use ideas and content that demonstrate vivid descriptions, and determine the purpose of the writing based on the intended audience.

### **Action Step 1**

Use projector and computer to show videos from Discovery Science

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student writing

### **Action Step 2**

Exposure to monthly writing prompts

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Student drafting and editing writing process assessment

### Plan to Monitor Fidelity of Implementation of G2.B1.S1

Teacher observations and classroom walkthroughs

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student performance on District writing prompt assessments

### Plan to Monitor Effectiveness of G2.B1.S1

Student performance on District writing prompt assessments and review during data analysis meetings with teacher

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student performance on writing prompt score

### G2.B1.S2 Enable students to experience the real world through field trips

**Action Step 1**

Field trips

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student writing reflections

### **Plan to Monitor Fidelity of Implementation of G2.B1.S2**

Students will participate in real world trips that will allow them to expand their ideas and vocabulary

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Students participation in field trips

### **Plan to Monitor Effectiveness of G2.B1.S2**

Students will write about their new life experiences

#### **Person or Persons Responsible**

Teacher

#### **Target Dates or Schedule**

Ongoing

#### **Evidence of Completion**

Students journal write on their experiences in their writing journals including newly learned information, vocabulary and descriptive language

**G3.** The results of the 2013 FCAT Mathematics Test indicate that 56% of students in grades 3-5 achieved satisfactory in FCAT proficiency. Our goal for the 2013-2014 school year is to increase FCAT proficiency by 10 percentage points to 66%.

**G3.B1** On the 2013 FCAT 2.0 Math, 54% of the ELL and ED subgroups have limited performance on solving real world problems using basic math skills. The target goal for the 2013-2014 school year is to increase from 54% to 61 %.

**G3.B1.S1** Provide opportunities for students to make sense of word problems and be able to solve them.

**Action Step 1**

Teacher implementation of classroom review at home to assist in mastery of problem solving using real world problems.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student performance on classroom assessment.

**Action Step 2**

Teachers provide more opportunities to work on word problems during small group instruction.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student classwork

### **Plan to Monitor Fidelity of Implementation of G3.B1.S1**

Implementation of classroom activities and follow up at home logs that demonstrate student mastery on multiplication facts

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student performance on weekly assessment

### **Plan to Monitor Effectiveness of G3.B1.S1**

Student mastery on multiplication facts

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student performance on classroom assessments

**G3.B2** On the 2013 FCAT 2.0 Math, 27% of students scoring a level 3 on the FCAT were affected by number sense: base ten block and fractions. The target goal for the 2013-2014 school year is to increase from 27 % to 30 %.

**G3.B2.S1** Provide opportunities for students to compare and order fractions in different forms as well as use base ten blocks as manipulatives.

**Action Step 1**

Provide contexts for mathematical exploration and the development of student understanding of number and operations through the use of manipulatives and engaging opportunities for practice.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student classwork performance

**Plan to Monitor Fidelity of Implementation of G3.B2.S1**

Teacher Lesson plans will be monitored to ensure implementation of student activities

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student performance on classwork assessment

**Plan to Monitor Effectiveness of G3.B2.S1**

Review and analysis of student data during data analysis meetings

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

District Interim Assessments results

**G3.B3** On the 2013 FCAT 2.0 Math, 29% of the students in grades 3-5 scored a level 4 or 5 due to not enough exposure to math problems using approximation, selection of appropriate tools, and precision in measurement. The target goal for the 2013-2014 school year is to increase from 29 % to 30 %.

**G3.B3.S1** Provide grade-level appropriate activities that promote the use of geometric knowledge and spatial reasoning to develop foundations for understanding area, volume, and surface area

**Action Step 1**

Activities that should include the selection of appropriate units, strategies, and tools to solve problems involving these measures.

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student classwork assessments

**Plan to Monitor Fidelity of Implementation of G3.B3.S1**

Teacher lesson plans will be monitored to ensure implementation of student activities

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student performance on classwork assessments

**Plan to Monitor Effectiveness of G3.B3.S1**

Student data reports will be reviewed and analyzed at data analysis meetings

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Teacher participation and data review during data analysis

**G3.B4** On the 2013 FCAT 2.0 Math, 58% of students making learning gains in mathematics has been limited by the access to computers and the amount of time students spend using tutorial programs. The target goal for the 2013-2014 school year is to increase from 58 % to 62 %.

**G3.B4.S1** Provide opportunities for students to use tutorial programs to assist them in solving numerical and real world situations.

**Action Step 1**

Intervention pull-out during the school day

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Daily

**Evidence of Completion**

Student attendance rosters

**Plan to Monitor Fidelity of Implementation of G3.B4.S1**

Student attendance during the week and usage of SuccessMaker software during intervention

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student attendance roster; Success Maker usage reports

**Plan to Monitor Effectiveness of G3.B4.S1**

Success Maker usage reports that will be reviewed during data analysis meetings with teachers

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Success Maker usage reports



**G3.B5** On the 2013 FCAT 2.0 Math, 57% of students in lowest 25% making learning gains in mathematics was affected by the limited exposure to the Saturday tutoring program. The target goal for the 2013-2014 school year is to increase from 57 % to 61 %.

**G3.B5.S1** Support mathematical fluency and problem solving skills by solving equations and analyzing data by providing time to practice and apply learned concepts in real-life situations.

**Action Step 1**

Implementation of student learning activities that require students to analyze data and apply skills to real-life situations

**Person or Persons Responsible**

Teacher

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student performance on classwork assessment

**Plan to Monitor Fidelity of Implementation of G3.B5.S1**

Teacher Lesson Plans will be monitored to ensure implementation of student activities during classroom observations

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

Ongoing

**Evidence of Completion**

Student performance on classwork assessments

## Plan to Monitor Effectiveness of G3.B5.S1

Classroom walkthroughs and Teacher Observations

### Person or Persons Responsible

Administrator

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student performance on classroom assessments

**G4.** The results of the 2012-2013 FCAT Science indicate that 36% of the students scored at achievement level 3. Our goal for the 2013-2014 school year is to increase proficiency by 4 percent to 40%.

**G4.B1** During the 2012-2013 school year the area in need of improvement for students scoring at achievement level 3 is the Nature of Science benchmark.

**G4.B1.S1** Provide parents with opportunities to engage in their children's learning through Science Informational meetings where parents can participate on hands on science activities.

### Action Step 1

After school science tutoring

### Person or Persons Responsible

5th grade teachers

### Target Dates or Schedule

weekly

### Evidence of Completion

Labs

## Action Step 2

Engagement of students in classroom science experiments

### Person or Persons Responsible

Teacher

### Target Dates or Schedule

Monthly

### Evidence of Completion

Student classroom experiment

### Facilitator:

Science Liaison

### Participants:

Fourth and fifth grade teachers

## Plan to Monitor Fidelity of Implementation of G4.B1.S1

Teacher observation and classroom walkthroughs

### Person or Persons Responsible

Administrator

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Implementation of lesson and student classroom science project

## Plan to Monitor Effectiveness of G4.B1.S1

Teacher observation and classroom walkthroughs

### Person or Persons Responsible

Administrator

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Student performance on classroom science projects

**G4.B2** During the 2012-2013 school year students scoring at achievement level 4 and 5 can benefit from more exposure to Gizmos.

**G4.B2.S1** Provide students with more opportunities to engage in hands-on/interactive activities during labs with the use of Gizmos software

**Action Step 1**

Teacher training in using Gizmos

**Person or Persons Responsible**

Science Liaison

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

Teacher participation in Gizmos training

**Facilitator:**

Gizmos Representative

**Participants:**

Administrator

**Plan to Monitor Fidelity of Implementation of G4.B2.S1**

Teacher observation and classroom walkthroughs

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

During Science Labs

**Evidence of Completion**

Student participation during science labs using Gizmos

## Plan to Monitor Effectiveness of G4.B2.S1

Teacher understanding and appropriate use of Gizmos during science labs

### Person or Persons Responsible

Administrator

### Target Dates or Schedule

Ongoing

### Evidence of Completion

Teacher observation during Gizmos implementation

**G5.** On the 2013 STEM results 1% of students at Olympia Heights Elementary participated in STEM related activities. Our STEM goal for 2013-2014 is to increase opportunities and to increase the students participating in the opportunities from 1% to 5%.

**G5.B1** Student understanding of the scientific method and proper board set up due to limited experiences in completing a science experiment from start to finish including all parts of the scientific method.

**G5.B1.S1** Allow students the opportunity to complete the scientific method each time a science experiment is done in class, whether verbally or written.

### Action Step 1

Information on how to choose, create, and incorporate all required components of science projects

### Person or Persons Responsible

Science Liaison; Translator

### Target Dates or Schedule

During Science night workshop for parents

### Evidence of Completion

Parent sign in roster

### Facilitator:

### Participants:

Science Liaison; Translator

### Plan to Monitor Fidelity of Implementation of G5.B1.S1

Ensure that all materials and information will be readily available to parents during workshop

#### Person or Persons Responsible

Administrator

#### Target Dates or Schedule

During Science Night for parents workshop

#### Evidence of Completion

Parent sign in Roster

### Plan to Monitor Effectiveness of G5.B1.S1

Student performance on science projects based on rubric

#### Person or Persons Responsible

Science Liaison

#### Target Dates or Schedule

Completion of Science fair

#### Evidence of Completion

Student performance on science project

**G5.B2** The number of third through fifth graders that participate in the science fair projects is limited.

**G5.B2.S1** Provide students and parents with an opportunity to learn additional information on how to participate in the science fair projects and the requirements.

#### Action Step 1

Science Fair Night

#### Person or Persons Responsible

Science Liaison; Translator

#### Target Dates or Schedule

October 2013

#### Evidence of Completion

Parent sign in roster

### Plan to Monitor Fidelity of Implementation of G5.B2.S1

Observation of Science Fair Night

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

October 2013

**Evidence of Completion**

Parent Sign In sheet and materials provided to parents.

### Plan to Monitor Effectiveness of G5.B2.S1

The product of students science fair experiment

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

November 2013

**Evidence of Completion**

Completed Science Fair experiment

**G6.** Our goal for the 2013-2014 school year is to increase attendance performance by decreasing the number of students with excessive absences and/or tardies.

**G6.B1** The goal for the 2013-2014 school year is to decrease the number of students who missed 10% or more of available instructional time by 1 percentage point, from 11 percent to 10 percent. Due to family emergencies and marital situations, students tend to be absent and/or travel from 3 to 5 days out of the county.

**G6.B1.S1** Identify students with three or more unexcused absences, and network with the Counselor in order to provide parents with assistance and support in promoting good attendance habits by recognizing students for good attendance during Honor Roll assemblies

**Action Step 1**

Reward students for earning 100 days of perfect attendance

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

During Honor Roll assemblies

**Evidence of Completion**

Attendance reports

**Plan to Monitor Fidelity of Implementation of G6.B1.S1**

Teacher attendance record keeping

**Person or Persons Responsible**

Administrator

**Target Dates or Schedule**

During the 9-week grading period

**Evidence of Completion**

Attendance reports



## Plan to Monitor Effectiveness of G6.B1.S1

Attendance records

### **Person or Persons Responsible**

Administrator

### **Target Dates or Schedule**

During each nine-week grading period

### **Evidence of Completion**

Attendance generated reports

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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 CHESS; 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.

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G1.** The results of the 2013 FCAT Reading Test indicate that 55% of students in grades 3-5 achieved satisfactory in FCAT proficiency. Our goal for the 2013-2014 school year is to increase FCAT proficiency by 11 percentage points to 66%.

**G1.B1** On the 2013 Reading FCAT 2.0 29% of the students scoring level 3, lowest 25% and CELLA reading had limited opportunities using graphical information. The target goal for the 2013-2014 school year is to increase from 29% to 32%.

**G1.B1.S1** Provide students with more opportunities to locate text features.

### PD Opportunity 1

Use research based and content based texts and resources

#### Facilitator

Administrator

#### Participants

3-5 grade teachers

#### Target Dates or Schedule

Ongoing

#### Evidence of Completion

Student classwork performance

**G4.** The results of the 2012-2013 FCAT Science indicate that 36% of the students scored at achievement level 3. Our goal for the 2013-2014 school year is to increase proficiency by 4 percent to 40%.

**G4.B1** During the 2012-2013 school year the area in need of improvement for students scoring at achievement level 3 is the Nature of Science benchmark.

**G4.B1.S1** Provide parents with opportunities to engage in their children's learning through Science Informational meetings where parents can participate on hands on science activities.

**PD Opportunity 1**

Engagement of students in classroom science experiments

**Facilitator**

Science Liaison

**Participants**

Fourth and fifth grade teachers

**Target Dates or Schedule**

Monthly

**Evidence of Completion**

Student classroom experiment

**G4.B2** During the 2012-2013 school year students scoring at achievement level 4 and 5 can benefit from more exposure to Gizmos.

**G4.B2.S1** Provide students with more opportunities to engage in hands-on/interactive activities during labs with the use of Gizmos software

**PD Opportunity 1**

Teacher training in using Gizmos

**Facilitator**

Gizmos Representative

**Participants**

Administrator

**Target Dates or Schedule**

September 2013

**Evidence of Completion**

Teacher participation in Gizmos training

**G5.** On the 2013 STEM results 1% of students at Olympia Heights Elementary participated in STEM related activities. Our STEM goal for 2013-2014 is to increase opportunities and to increase the students participating in the opportunities from 1% to 5%.

**G5.B1** Student understanding of the scientific method and proper board set up due to limited experiences in completing a science experiment from start to finish including all parts of the scientific method.

**G5.B1.S1** Allow students the opportunity to complete the scientific method each time a science experiment is done in class, whether verbally or written.

### **PD Opportunity 1**

Information on how to choose, create, and incorporate all required components of science projects

#### **Facilitator**

#### **Participants**

Science Liaison; Translator

#### **Target Dates or Schedule**

During Science night workshop for parents

#### **Evidence of Completion**

Parent sign in roster

## Appendix 2: Budget to Support School Improvement Goals

### Budget Summary by Goal

Goal	Description	Total
G1.	The results of the 2013 FCAT Reading Test indicate that 55% of students in grades 3-5 achieved satisfactory in FCAT proficiency. Our goal for the 2013-2014 school year is to increase FCAT proficiency by 11 percentage points to 66%.	\$2,000
G3.	The results of the 2013 FCAT Mathematics Test indicate that 56% of students in grades 3-5 achieved satisfactory in FCAT proficiency. Our goal for the 2013-2014 school year is to increase FCAT proficiency by 10 percentage points to 66%.	\$1,500
G6.	Our goal for the 2013-2014 school year is to increase attendance performance by decreasing the number of students with excessive absences and/or tardies.	\$300
Total		\$3,800

### Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Other	Total
Title I	\$3,000	\$0	\$3,000
EESAC	\$500	\$300	\$800
Total	\$3,500	\$300	\$3,800

### Budget Details

*Budget items identified in the SIP as necessary to achieve the school's goals.*

**G1.** The results of the 2013 FCAT Reading Test indicate that 55% of students in grades 3-5 achieved satisfactory in FCAT proficiency. Our goal for the 2013-2014 school year is to increase FCAT proficiency by 11 percentage points to 66%.

**G1.B1** On the 2013 Reading FCAT 2.0 29% of the students scoring level 3, lowest 25% and CELLA reading had limited opportunities using graphical information. The target goal for the 2013-2014 school year is to increase from 29% to 32%.

**G1.B1.S1** Provide students with more opportunities to locate text features.

**Action Step 1**

Use research based and content based texts and resources

**Resource Type**

Evidence-Based Materials

**Resource**

Ready Common Core Reading

**Funding Source**

Title I

**Amount Needed**

\$1,500



**G1.B2** On the 2013 Reading FCAT 2.0 29% of the students scoring at achievement level 3 including the lowest 25% and CELLA had limited exposure to determining main idea in grade level text through inferring, paraphrasing, summarizing, and identifying relevant details. The target goal for the 2013-2014 school year is to increase from 29% to 32%.

**G1.B2.S1** Provide students with more opportunities to locate text features

**Action Step 2**

Use newspapers and magazines such as Time For Kids

**Resource Type**

Evidence-Based Materials

**Resource**

Time for Kids (Fifth grade)

**Funding Source**

EESAC

**Amount Needed**

\$500

**G3.** The results of the 2013 FCAT Mathematics Test indicate that 56% of students in grades 3-5 achieved satisfactory in FCAT proficiency. Our goal for the 2013-2014 school year is to increase FCAT proficiency by 10 percentage points to 66%.

**G3.B1** On the 2013 FCAT 2.0 Math, 54% of the ELL and ED subgroups have limited performance on solving real world problems using basic math skills. The target goal for the 2013-2014 school year is to increase from 54% to 61 %.

**G3.B1.S1** Provide opportunities for students to make sense of word problems and be able to solve them.

**Action Step 2**

Teachers provide more opportunities to work on word problems during small group instruction.

**Resource Type**

Evidence-Based Materials

**Resource**

Florida Common Core Mathematics

**Funding Source**

Title I

**Amount Needed**

\$1,500

**G6.** Our goal for the 2013-2014 school year is to increase attendance performance by decreasing the number of students with excessive absences and/or tardies.

**G6.B1** The goal for the 2013-2014 school year is to decrease the number of students who missed 10% or more of available instructional time by 1 percentage point, from 11 percent to 10 percent. Due to family emergencies and marital situations, students tend to be absent and/or travel from 3 to 5 days out of the county.

**G6.B1.S1** Identify students with three or more unexcused absences, and network with the Counselor in order to provide parents with assistance and support in promoting good attendance habits by recognizing students for good attendance during Honor Roll assemblies

**Action Step 1**

Reward students for earning 100 days of perfect attendance

**Resource Type**

Other

**Resource**

Attendance ribbons; Perfect attendance certificates

**Funding Source**

EESAC

**Amount Needed**

\$300