

Miami-Dade County Public Schools

Olympia Heights Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents	
School Demographics	3
Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	16
Positive Culture & Environment	24
Budget to Support Goals	25

Olympia Heights Elementary School

9797 SW 40TH ST, Miami, FL 33165

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

Demographics

Principal: Victoria Bourland

Start Date for this Principal: 7/27/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: C (45%) 2016-17: A (63%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	6
Needs Assessment	9
Planning for Improvement	16
Title I Requirements	0
Budget to Support Goals	25

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Bourland, Victoria	Principal	Mrs. Bourland is an instructional leader responsible for the overall well-being of students and staff. She balances well in providing a safe learning environment for students in which they academically succeed. She also provides the vision in a data-driven classroom environment that allows for improved school performance.
Valdes-Hernandez, Ariadna	Assistant Principal	Mrs. Valdes-Hernandez works together with the Principal to provide instructional leadership, as well as a safe, learning environment that nurtures the academic and socio-emotional well-being of students, teachers, and staff.
Grainger, Nicole	Teacher, ESE	Teacher of the Gifted
Vega, Annette	Teacher, ESE	Facilitates as a teacher of students with special needs in grades K-5

Demographic Information

Principal start date

Tuesday 7/27/2021, Victoria Bourland

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

9

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

Total number of teacher positions allocated to the school

31

Total number of students enrolled at the school

304

Identify the number of instructional staff who left the school during the 2020-21 school year.

1

Identify the number of instructional staff who joined the school during the 2021-22 school year.

1

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	29	45	54	61	42	66	0	0	0	0	0	0	0	297
Attendance below 90 percent	3	6	8	10	3	7	0	0	0	0	0	0	0	37
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	4	3	2	5	0	0	0	0	0	0	0	17
Course failure in Math	0	3	4	3	1	4	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	2	9	21	24	11	10	0	0	0	0	0	0	0	77

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	4	4	6	0	5	0	0	0	0	0	0	0	21

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	4	3	5	0	2	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Tuesday 7/27/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated**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	
Number of students enrolled	48	58	67	48	65	68	0	0	0	0	0	0	0	354
Attendance below 90 percent	9	8	11	3	6	14	0	0	0	0	0	0	0	51
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	5	3	3	5	0	0	0	0	0	0	0	20
Course failure in Math	0	4	7	1	3	6	0	0	0	0	0	0	0	21
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	4	4	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	8	0	0	0	0	0	0	0	10

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	4	4	6	0	5	0	0	0	0	0	0	0	21

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	4	3	5	0	2	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	62%	57%	56%	62%	56%
ELA Learning Gains				57%	62%	58%	49%	62%	55%
ELA Lowest 25th Percentile				55%	58%	53%	41%	59%	48%
Math Achievement				70%	69%	63%	61%	69%	62%
Math Learning Gains				62%	66%	62%	36%	64%	59%
Math Lowest 25th Percentile				35%	55%	51%	35%	55%	47%
Science Achievement				54%	55%	53%	38%	58%	55%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	59%	60%	-1%	58%	1%
Cohort Comparison						
04	2021					
	2019	68%	64%	4%	58%	10%
Cohort Comparison		-59%				
05	2021					
	2019	54%	60%	-6%	56%	-2%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	78%	67%	11%	62%	16%
Cohort Comparison						
04	2021					
	2019	75%	69%	6%	64%	11%
Cohort Comparison		-78%				
05	2021					
	2019	50%	65%	-15%	60%	-10%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	53%	53%	0%	53%	0%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready progress monitoring reports are used to compile data by grade level.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	41.7	37.5	58.3
	Economically Disadvantaged	38.6	34.1	54.5
	Students With Disabilities			
	English Language Learners	15.4	7.7	15.4
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	22.9	41.7	54.2
	Economically Disadvantaged	20.5	38.6	52.3
	Students With Disabilities			
	English Language Learners	7.7	30.8	30.8

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28.6	46.4	60.7
	Economically Disadvantaged	29.6	46.3	61.1
	Students With Disabilities	18.2	18.2	9.1
	English Language Learners	7.7	30.8	15.4
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21.4	52.7	51.8
	Economically Disadvantaged	20.4	52.8	51.9
	Students With Disabilities	9.1	27.3	27.3
	English Language Learners			
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35.7	45.2	64.3
	Economically Disadvantaged	35.0	45.0	65.0
	Students With Disabilities	40.0	40.0	70.0
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students		26.2	56.1
	Economically Disadvantaged		25.0	56.4
	Students With Disabilities		40.0	44.4
	English Language Learners			

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44.8	55.2	62.1
	Economically Disadvantaged	46.0	54.0	64.0
	Students With Disabilities		20.0	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29.3	56.9	79.3
	Economically Disadvantaged	30.0	58.0	78.0
	Students With Disabilities			
	English Language Learners	20.0		
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36.5	41.9	41.9
	Economically Disadvantaged	32.8	38.6	38.6
	Students With Disabilities			
	English Language Learners	10.0		11.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	22.2	37.7	45.8
	Economically Disadvantaged	19.0	33.9	42.6
	Students With Disabilities	10.0	11.1	
	English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students		19.0	
	Economically Disadvantaged		15.0	
	Students With Disabilities		0.0	
	English Language Learners		17.0	

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	27	9		26			9				
ELL	51	39	27	50	11		33				
HSP	55	37	29	47	7		32				
FRL	51	32	29	44	6		31				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	24		38	29						
ELL	56	60	53	64	64	37	45				
HSP	61	58	55	69	62	33	54				
FRL	60	56	55	68	60	35	52				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	41	48		38	33		25				
ELL	46	49	38	55	35	38	23				
HSP	56	48	39	61	36	36	39				
FRL	56	50	39	60	34	31	37				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	261
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	18
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	33
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	31
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

2019 data findings:

All ELA subgroups achieved an increase except for SWD which decreased by 12 percentage points. All ELA learning gains achieved an increase except for SWD which decreased by 24 percentage points.

ELA learning gains of the L25 increased across all subgroups.

All Math subgroups increased achievement levels except for SWD which remained constant.

All Math subgroups shows an increase in the learning gains.

The learning gains of the L25 shows a decrease of 3 percentage points in the Hispanic subgroup and by 1 percentage point in the ELL subgroup.

Science achievement levels increased across all subgroups.

2021 data findings:

ELA achievement as evidenced by 54% proficiency in 2021 indicated a decrease in grades 3 - 5.

Math achievement levels decreased across all grade levels, as evidenced by 46% in 2021.

Science proficiency decreased by 22 percentage points from 54% in 2019.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

2019 data findings:

All the subgroups learning gains of the L25 decreased by at least 1 percentage point in Math. SWD decreased by learning gains in Math by 4 percentage points and by 24 percentage points in ELA achievement and learning gains.

2021 data findings:

All grade levels decreased overall proficiency in the subjects of math and science.

Learning gains is a critical area as evidenced by no gains identified in the lowest 25%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Lack of effective use for implementation of hands-on activities and need for differentiated instruction were contributing factors that demonstrated the greatest need for improvement. We will continue to focus on intervention for lower performing subgroups and will review ongoing progress monitoring

during data chats.

2021 data findings:

Disengaged students during virtual learning, quarantined students, and decreased attendance were contributing factors that affected overall school achievement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

2019 data findings:

ELA learning gains increased from 49 percentage points on the 2018 FSA to 57 percentage points on the 2019 FSA. ELA L25 also increased from 41 percentage points to 55 percentage points on the 2019 FSA. Math achievement increased from 61 percentage points on the 2018 FSA to 70 percentage points on the 2019 FSA. The math learning gains increased by 26 percentage points, from 36% in 2018 to 62% in 2019.

2021 data findings:

ELA showed a growth of 29 points in grade 3 when comparing i-Ready AP1 to AP3.

Math showed a growth of 50 points in grade 4 when comparing i-Ready AP1 to AP3.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors that led to this improvement were the implementation of monthly professional development activities during the school year.

What strategies will need to be implemented in order to accelerate learning?

Differentiated instruction, small group instruction, intervention, and data-driven instruction are strategies that will be implemented in order to accelerate learning.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The PLST will develop monthly professional development sessions to assist teachers with ongoing progress monitoring reports in order to dissect data and align resources to small group instruction.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Extended learning opportunities will be provided through STEAM. Professional development days will be scheduled to allow for collaborative planning.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation**Area of****Focus****Description and****Rationale:**

Based on the 2021 data review, our school will implement the instructional practice of differentiation. According to 2020-2021, FSA math data indicated 68% performance in grades 3-5, as compared to 44% in 2019; a decrease of 24 percentage points.

Measurable Outcome:

If we successfully implement differentiation, then our students will increase math performance by a minimum of 15 percentage points as evidenced by the 2022 State assessments.

Monitoring:

The administrative team will conduct data chats in order to review i-Ready diagnostics' data, monitor topic assessments, create small groups, and follow up with classroom walkthroughs to ensure implementation of differentiated instruction. In addition, i-Ready monitoring reports will be reviewed weekly to monitor usage and lesson passing rates.

Person responsible for monitoring outcome:

Victoria Bourland (pr4091@dadeschools.net)

Evidence-based Strategy:

Within the targeted element of differentiation, our school will focus on the differentiated instruction (DI) strategy. Differentiated instruction will assist teachers in targeting specific skills in order to increase and accelerate instruction. Ongoing progress monitoring will be reviewed following topic assessments and i-Ready diagnostics.

Rationale for Evidence-based Strategy:

By using differentiated instruction strategies and data-driven instruction to deliver small group instruction, teachers will be using real time data and plan lessons that are standards-aligned and fluent.

Action Steps to Implement

Teachers will participate in quarterly data chats with leadership team to review, and identify areas of need.

Person Responsible

Victoria Bourland (pr4091@dadeschools.net)

Teachers will create instructional groups that are fluid based on i-Ready diagnostics, topic assessments, and benchmark assessments.

Person Responsible

Victoria Bourland (pr4091@dadeschools.net)

Teachers will monitor ongoing student progress and will set measurable goals based on i-Ready usage and lesson passing rates.

Person Responsible

Victoria Bourland (pr4091@dadeschools.net)

Administrators will conduct classroom walkthroughs to ensure that differentiated instruction is being implemented effectively and with fidelity.

Person Responsible

Victoria Bourland (pr4091@dadeschools.net)

Teachers will provide Administrators with DI schedules to be implemented.

Person Responsible

Victoria Bourland (pr4091@dadeschools.net)

Administrators will continue to conduct classroom walkthroughs to monitor implementation of DI.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

Accelerate learning during DI by providing teacher led center activities and completing i-Ready toolbox lessons that are aligned to standards.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

The Math Coach will assist teachers by providing instructional coaching cycles focusing on DI.

Person Responsible Nicole Grainger (276451@dadeschools.net)

#2. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: Based on 2020-2021 data review, our school will implement the Targeted Element of student attendance. Student attendance comparison indicates an increase in the number of students with 0-5 absences. Due to the pandemic, many of our students have faced reoccurring attendance issues due to quarantining and/or transportation.

Measurable Outcome: If we successfully implement the Targeted Element of Student Attendance and provide student incentives, then our attendance will increase by 10 percentage points.

Monitoring: The attendance committee will meet monthly, or as needed, to communicate with parents and identify causes of attendance patterns. The counselor will also review truancy reports and monitor daily attendance in order to collaborate with teachers and parents on intervention strategies. The Community Involvement Specialist (CIS) will assist in making home visits as follows ups if necessary. The administrative team will identify opportunities for students to connect virtually when quarantined. Teachers will monitor daily attendance bulletins at the end of the school day, and attendance reports will be reviewed during data chats.

Person responsible for monitoring outcome: Victoria Bourland (pr4091@dadeschools.net)

Evidence-based Strategy: The evidence-based strategy being implemented for increasing attendance is Attendance Initiatives. Student absences will be monitored weekly and attendance bulletins will be used to identify patterns of excessive unexcused absences.

Rationale for Evidence-based Strategy: Attendance initiatives will assist in decreasing the number of excessive absences. The specific strategy of initiatives will help the attendance committee to identify attendance patterns and intervention strategies.

Action Steps to Implement

Attendance committee will meet monthly to review attendance reports and identify student excessive absence patterns.

Person Responsible Ariadna Valdes-Hernandez (ahernandez@dadeschools.net)

Teachers will monitor daily attendance bulletins and ensure that attendance documentation is accurate.

Person Responsible Ariadna Valdes-Hernandez (ahernandez@dadeschools.net)

The counselor will assist in following up with parents when students are absent and offer resources if needed.

Person Responsible Ariadna Valdes-Hernandez (ahernandez@dadeschools.net)

The attendance committee will monitor students who have 15 or more unexcused absences for truancy.

Person Responsible Ariadna Valdes-Hernandez (ahernandez@dadeschools.net)

Administrator will refer students with excessive absences to school social worker to remind parents of attendance protocols.

Person Responsible Ariadna Valdes-Hernandez (ahernandez@dadeschools.net)

Administrator will collaborate with Community Involvement Specialist to contact parents of students with 3 or more consistent absences.

Person Responsible Ariadna Valdes-Hernandez (ahernandez@dadeschools.net)

The attendance committee will hold truancy meetings for students with more than 15 unexcused absences.

Person Responsible Ariadna Valdes-Hernandez (ahernandez@dadeschools.net)

The attendance committee will collaborate together and monitor quarantined students to ensure that they are learning virtually and are returning physically in a timely manner.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

#3. Leadership specifically relating to Instructional Leadership Team

Area of Focus Description and Rationale:	Based on quantitative data from the SIP survey, we chose the Targeted Element of Instructional Leadership Team. Teachers in the building did not feel they were provided the opportunity to actively participate in establishing implementation steps for the school improvement process, as evidenced by 13% of teachers.
Measurable Outcome:	If we successfully implement the Targeted Element of instructional leadership team, then our teachers will be provided with opportunities to participate in establishing implementation steps for the school improvement process during monthly faculty meetings. This process will also allow teachers to engage in a problem-solving environment that will allow them to solve real issues.
Monitoring:	The leadership team will identify Grade Level Chairpersons to serve as Liaisons between the team and the grade level. During grade level meetings, teachers will review, analyze, and assess the effectiveness of the school improvement plan by focusing on the action steps and providing summary of what's working and what's not working. Information from the grade level meetings will then be discussed during professional development meetings.
Person responsible for monitoring outcome:	Victoria Bourland (pr4091@dadeschools.net)
Evidence-based Strategy:	Th evidence-based strategy being implemented for this area of focus is Consistent, developmental Feedback. By allowing teachers to discuss and review implementation of the school improvement process, they will gain a better understanding of what is working, what is not, and what needs to be modified in order to be effective.
Rationale for Evidence-based Strategy:	Involving teachers in a consistent, and developmental feedback process of the school improvement plan, will allow them to better understand the effectiveness of the action steps as they are being implemented throughout the school year.

Action Steps to Implement

Provide teachers with opportunities to share ideas and concerns about new initiatives.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

Provide teachers with opportunities and activities that promote collaboration during grade level meetings.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

Provide teachers with opportunities for peer-to-peer professional development during scheduled faculty meetings.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

Will develop a process that involves all teachers in setting goals and monitoring action steps in order to receive feedback to develop strategies collaboratively.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

Administrator will provide opportunities for teachers who attend ICads training sessions to present information at faculty meetings.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

Teachers will be provided with opportunities to share Best Practices during professional development meetings.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

Teachers will collaborate with District support personnel in order to focus on learning and be provided with feedback on delivery of instruction.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

Conduct grade level meetings to discuss data and areas of concern.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: The implementation of Standards Based Assessment and new BEST standards requires an increase in rigor and individualized instruction. In addition, data from the 2021 ELA Reading FSA indicated that 54% of students scored at proficiency in grades 3 - 5. In addition, only 36% percent made learning gains while only 29% of the L25 made learning gains.

Measurable Outcome: If we successfully implement reading intervention with fidelity and maintain groups fluid based on ongoing monitoring, then our students in 3 - 5 grade will increase by a minimum of 10 percentage points as evidenced by the 2022 State Standards.

Monitoring: The administrative team will conduct data chats in order to review i-Ready diagnostics' data, monitor McGraw-Hill bi-weekly assessments, monitor intervention rosters for students doing intervention, create small groups, and follow up with classroom walkthroughs to ensure implementation of differentiated instruction and intervention implementation. In addition, i-Ready monitoring reports will be reviewed weekly to monitor usage and lesson passing rates.

Person responsible for monitoring outcome: Victoria Bourland (pr4091@dadeschools.net)

Evidence-based Strategy: Within the Targeted Element of ELA, our school will focus on the evidence-based strategy of: Data-Driven Instruction. This process will allow teachers to deliver instruction to students that are standards based and correlated to progress monitoring data.

Rationale for Evidence-based Strategy: Small group instruction will facilitate teachers with delivery of instruction that allows them to break down material and deliver differentiated instruction to each group based on student targeted needs.

Action Steps to Implement

Teachers will review data reports consistently in order to create groups of students who meet an area of focus.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

Teachers will utilize lesson plans as a tool to deliver small group instruction that is focused on specific learning objectives.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

Provide professional development on best practices when scheduling and delivering small group instruction.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

Administrators will conduct classroom walkthroughs to observe small group instruction and assist teachers by providing feedback on implementation.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

Administrators will participate in grade level planning reading sessions to collaborate with teachers and assist in the implementation of activities and instruction that is relevant and aligned to standards.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

English language learners in the lowest 25% will participate in extended learning opportunities in the subject of reading in order to increase academic performance.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

Administrators will continue to monitor implementation of strategies during Reading intervention.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

Administrators will schedule and facilitate meetings with District's Reading Support Specialist focusing on increasing rigor using the Reading writing companion.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Olympia Heights Elementary will continue to monitor discipline and implement initiatives through the school counselor that focus on the socio-emotional well-being of the students.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Olympia Heights Elementary's strengths within school culture are in Leadership and Relationships, and in Resources and Support Systems. Our school has a diverse population of students, staff, and community members. We welcome our parents to engage in classroom activities and maintain good communication with teachers and administrators. Staff members have the opportunity to be considered and take on leadership roles. Professional development days have been designed to meet teachers' instructional needs and engage in collaborative planning.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

The Principal, Assistant Principal, Counselor, and Community Involvement Specialist, are the stakeholders involved in building a positive culture and environment at the school. The Principal's role is to oversee the school's initiatives and provide staff with team building activities that encourage collaboration to maintain good morale. The Assistant Principal will monitor action plans and disseminate information to all stakeholders. The Community Involvement Specialist is responsible for networking with Dade Partners, and build relationships with students and their families.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
3	III.A.	Areas of Focus: Leadership: Instructional Leadership Team	\$0.00
4	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00