Olympia Heights Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Olympia Heights Elementary School

9797 SW 40TH ST, Miami, FL 33165

http://oheights.dadeschools.net/

School Board Approval

This plan was approved by the Dade County School Board on 10/11/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%;   2. Have a graduation rate at or below 67%;   3. Have a school grade of D or F; or   4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation 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.
Montoya, Stephanie	Other	Mrs. Montoya assists faculty with curriculum development and monitors media inventory.
Grainger, Nicole	Math Coach	Mrs. Grainger assists with math curriculum and supports student instruction.
Sanchez, Yolanda	School Counselor	Ms. Sanchez assists students with curriculum decisions, supports and initiates academic referrals, and provides counseling to students on personal matters.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The process for involving stakeholders that includes leadership team, teachers and staff, parents, and community partners begins with an analysis of data points that include school improvement reflections, data chats, and climate surveys during leadership team meetings. This information is reviewed during faculty meetings and EESAC meetings. Parents have an opportunity to attend EESAC meetings and attend Title I annual meting where they provide their input in the SIP development meeting.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP is monitored monthly during a faculty meeting, and during each scheduled EESAC meeting, for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards. The leadership team gathers feedback and determines if any revisions are necessary and adjusts goal timelines. Once changes are documented and completed, an EESAC meeting is scheduled 5 days in advance and all required stakeholders must be present for the approval of the changes.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	100%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A

	2019-20: B
	2018-19: B
	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	2	7	4	6	2	7	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	2	4	7	2	2	0	0	0	17
Course failure in Math	0	2	6	4	1	3	0	0	0	16
Level 1 on statewide ELA assessment	0	0	0	4	12	19	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	1	5	9	0	0	0	15
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	12	17	14	13	21	0	0	0	81

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	2	3	11	6	9	0	0	0	33

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	6	2	5	1	0	0	0	0	0	14
Students retained two or more times	0	0	0	3	0	0	0	0	0	3

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	3	8	1	6	2	0	0	0	20
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	9	3	1	1	0	0	0	17
Course failure in Math	0	2	3	0	0	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	2	6	2	0	0	0	10
Level 1 on statewide Math assessment	0	0	0	1	7	4	0	0	0	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	9	7	8	2	0	0	0	31

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	5	5	3	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	3	8	1	6	2	0	0	0	20
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	9	3	1	1	0	0	0	17
Course failure in Math	0	2	3	0	0	0	0	0	0	5
Level 1 on statewide ELA assessment	0	0	0	2	6	2	0	0	0	10
Level 1 on statewide Math assessment	0	0	0	1	7	4	0	0	0	12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	9	7	8	2	0	0	0	31

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	5	5	3	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	68	60	53	69	62	56	54		
ELA Learning Gains				76			36		
ELA Lowest 25th Percentile				58			29		
Math Achievement*	68	66	59	71	58	50	46		
Math Learning Gains				72			7		
Math Lowest 25th Percentile				57			0		
Science Achievement*	49	58	54	60	64	59	32		
Social Studies Achievement*					71	64			
Middle School Acceleration					63	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress	81	63	59	66			57		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	337
Total Components for the Federal Index	5
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	529
Total Components for the Federal Index	8
Percent Tested	100
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	61			
ELL	60			
AMI				
ASN				
BLK				
HSP	68			
MUL				
PAC				
WHT				

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	65			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	64			
ELL	62			
AMI				
ASN				
BLK				
HSP	66			
MUL				
PAC				
WHT				
FRL	66			

Accountability Components by Subgroup
Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	68			68			49					81
SWD	63			53			57				5	71
ELL	60			68			39				5	81
AMI												
ASN												
BLK												
HSP	69			69			49				5	81
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT												
FRL	65			67			45				5	82

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	69	76	58	71	72	57	60					66
SWD	56	75		66	65							59
ELL	63	73	60	72	70	47	44					66
AMI												
ASN												
BLK												
HSP	70	76	57	72	71	55	60					66
MUL												
PAC												
WHT												
FRL	69	76	58	71	71	57	58					65

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	54	36	29	46	7	0	32					57
SWD	27	9		26	0		9					37
ELL	51	39	27	50	11	0	33					57
AMI												
ASN												
BLK												
HSP	55	37	29	47	7	0	32					57
MUL												
PAC												
WHT												
FRL	51	32	29	44	6	0	31					55

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	65%	56%	9%	54%	11%
04	2023 - Spring	50%	58%	-8%	58%	-8%
03	2023 - Spring	54%	52%	2%	50%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	73%	63%	10%	59%	14%
04	2023 - Spring	67%	64%	3%	61%	6%
05	2023 - Spring	37%	58%	-21%	55%	-18%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	42%	50%	-8%	51%	-9%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

When analyzing 22-23 data reports, we found the science and math data in grades 3 – 5 to show the lowest performance. Factors that may have impacted performance include student attendance, teacher attendance, and delivery and implementation of B.E.S.T standards during instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Data reports show the greatest decline to be in science when compared to the prior year. Factors that may have impacted this decline may include student attendance and teacher attendance.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Data reports show the greatest gap in grade 4 Reading with a scale score of 305 compared to the state average of 312. Factors that contributed to this gap may include student attendance, and number of limited English proficient students in fourth grade.

Which data component showed the most improvement? What new actions did your school take in this area?

Third grade math showed the most improvement as compared to District and State data. Extended learning opportunities were offered after school.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Student attendance and science performance are two potential areas of concern.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Student attendance
2. Science instruction
3. Math instruction
4. Differentiated instruction
5. Professional development

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to the 2022-2023 NGSSS science assessment, 26% of English Language Learners (ELL) students were proficient in science and fell below the 41% threshold. Based on the data and the identified contributing factors of increased need for science labs and hands-on learning, we will implement the instructional practice of student engagement.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of student engagement, the English Language Learners (ELL) students will increase proficiency by 10 percentage points in science as indicated by upcoming science assessments in 2024.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The administrative team will review and analyze science topic assessments during data chats, and implement walkthroughs during science labs.

Person responsible for monitoring outcome:

Victoria Bourland (pr4091@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the the Targeted Element of student engagement, our school will focus on implementation of hands-on activities during science labs. During small group instruction, teachers can reinforce a specific skill through a reduced student-teacher ratio.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

During student engagement activities in science, small groups can be used to implement hands-on learning projects and target student specific goals.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide teachers in grade 5 with science data reports during data chats and identify target areas and low performing standards in order to provide targeted instruction.

Person Responsible: Victoria Bourland (pr4091@dadeschools.net)

By When: 8/14/23 - 9/29/23

Collaborate with teachers and create a schedule for science labs in order to engage students in hands-on activities and increase implementation of science labs.

Person Responsible: Victoria Bourland (pr4091@dadeschools.net)

By When: 8/14/23 - 9/29/23

Provide teachers with professional development on lesson planning that includes activities that provide a basis for observations, data collection, reflection, and allows students to generate questions and conclusions from their experiences specifically relating to science, in order to increase student engagement.

Person Responsible: Victoria Bourland (pr4091@dadeschools.net)

By When: 8/14/23 - 9/29/23

#2. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

According to FAST math PM3 in 2023, students with disabilities (SWD) demonstrated 35% proficiency and fell below the 41% threshold. Based on the data and the identified contributing factors of increased need for math DI, we will implement professional development during the 2023-2024 school year in order to increase use of data-driven planning and delivery of instruction.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

With the implementation of differentiation in math, then students with disabilities will increase proficiency by 10 percentage points in as indicated by progress monitoring assessments in 2024.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The leadership team will review and analyze progress monitoring math assessments, math i-Ready diagnostics, and math topic assessments during data chats, and conduct walkthroughs during differentiated instruction.

Person responsible for monitoring outcome:

Victoria Bourland (pr4091@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Within the the targeted element of differentiation, our school will focus on individualized instruction for students with disabilities. Teachers can reinforce a specific skill through a set of targeted learning objectives for each student.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Within the the targeted element of differentiation, our school will focus on specific data-driven teaching in math that involves providing different students with different avenues to learning in terms of acquiring content, processing, constructing, or making sense of ideas, and developing teaching materials and assessment measures so that all students within a classroom can learn effectively. Research demonstrates this method benefits a wide range of students.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will participate in professional development related to math that targets effective ways to maximize time in the classroom and improve delivery of math instruction.

Person Responsible: Victoria Bourland (pr4091@dadeschools.net)

By When: 8/14/23 - 9/29/23

Teachers will use fluent grouping to differentiate instruction in math based on student data during FAST math progress monitoring, math topic assessments, and math i-Ready diagnostics.

Person Responsible: Victoria Bourland (pr4091@dadeschools.net)

By When: 8/14/23 - 9/29/23

Administrators will conduct classroom walkthroughs to ensure fidelity and implementation of differentiated instruction.

Person Responsible: Victoria Bourland (pr4091@dadeschools.net)

By When: 8/14/23 - 9/29/23

#3. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on 2022-2023 data review, our school will implement the targeted element of student attendance. Student attendance reports demonstrate that 32% of students in the school have an average of 6-10 absences during the school year. Based on the data and the identified contributing factors of increasing student attendance, we will monitor attendance daily in the efforts to decrease the number of student absences to less than 5 absences.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the targeted element of student attendance and increase monitoring, the percentage of student absences will decrease by 5% by the end of the 2023-2024 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Administrator, in conjunction with the Registrar and the classroom teachers, will monitor attendance bulletins daily and meet weekly. The attendance committee will meet bi-weekly, or as needed, to identify students with 5 or more unexcused absences. The Community Involvement Specialist (CIS) and School Counselor will assist in communicating with parents daily and conducting home visits if needed. The School Social Worker will also assist in identifying absenteeism patterns and provide support to parents.

Person responsible for monitoring outcome:

Victoria Bourland (pr4091@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based intervention being implemented for this area of focus is attendance initiatives. These initiatives will include daily attendance monitoring, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies as well as incentives for students with perfect attendance.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Attendance initiatives will aide in the efforts to increase student attendance. This specific strategy will assist the administrators and attendance committee in identifying students and providing early-on intervention strategies.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Identify students with attendance patterns or excessive unexcused absences from the previous year in order to provide parent support if needed.

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

By When: 8/14/23 - 9/29/23

Administrator and Registrar will review attendance bulletins daily and communicate patterns to classroom teachers in order to follow through with student absences.

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

By When: 8/14/23 - 9/29/23

Contact the parent in writing (attendance letter) of any student who accumulates 3 or more absences (unexcused) in order to maintain a student file.

Person Responsible: Victoria Bourland (pr4091@dadeschools.net)

By When: 8/14/23 - 9/29/23

#4. Instructional Practice specifically relating to Collaborative Planning

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Data from the 2022-2023 school climate survey indicated that 16% of teachers believe that quarterly collaboration takes place among grade level members to improve student outcomes. Based on the data and the identified contributing factors of increased need for quarterly collaborative grade level planning, the leadership team will schedule and engage, along with teachers, in collaborative planning activities to articulate and increase grade level communication.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

If we successfully implement the targeted element of collaborative planning, our teachers can successfully articulate consistently throughout the school year. With the implementation of collaborative meetings, 50% of teachers will agree that quarterly grade level meetings take place in order to improve student outcomes by the completion of the 2023-2024 school climate survey.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

With the implementation of collaborative meetings, 50% of teachers will agree that quarterly grade level meetings take place in order to improve student outcomes. This will be measurable through grade level planning meetings sign-ins.

Person responsible for monitoring outcome:

Victoria Bourland (pr4091@dadeschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

With the targeted element of collaborative planning, we will focus on the evidence-based strategy of collaborative efficacy. Based on staff's beliefs that through their collective actions they can influence student actions, student achievement can be increased.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Due to compiled results from the 2022-2023 school improvement surveys, we selected to target quarterly collaborative grade level meetings in order to improve student outcomes.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Teachers will be provided with opportunities to take on roles within the school that requires to work in collaborative ways in order to complete tasks.

Person Responsible: Victoria Bourland (pr4091@dadeschools.net)

By When: 8/14/23 - 9/29/23

Teachers will be engaged in decision-making opportunities during faculty meetings in order to increase the number of teachers who take on leadership roles.

Person Responsible: Victoria Bourland (pr4091@dadeschools.net)

By When: 8/14/23 - 9/29/23

The leadership team will collaborate with teachers during professional development and will assist on specific lesson planning that address learning targets in order to increase targeted instruction and learning goals.

Person Responsible: Victoria Bourland (pr4091@dadeschools.net)

By When: 8/14/23 - 9/29/23

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

Once the leadership team identifies areas of focus according to data points and action steps, the SIP will be disseminated according to the following:
- A copy of the SIP will be provided to all staff during the opening of schools' meetings. It will be reviewed and feedback will be gathered. Once all revisions (as applicable) are noted, a final copy will be drafted and approved by all stakeholders.
- Once all changes and recommendations are executed as per Region review, the SIP will also be approved by EESAC, and a final copy will be published.
- The SIP will be presented at the Title I annual meeting in language all parents can understand (English and Spanish).
- A final copy of the SIP will also be disseminated via school website (olympiaheights.net) , email, and in the parent resource center.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Olympia Heights Elementary plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
- Parents will be invited to develop the annual Title I School-Parent compact that outlines the way in which parents will share responsibilities with the school on improving student academic achievement.
- Parents will be invited to partake in the development and execution of the Parent and Family

Engagement Plan (PFEP) as required by Title I. During the school year, parents will also be invited to review and monitor the effectiveness of implementation (Olympiaheights.net).
- During Back to School night, parents will be informed of the school's participation in the Title I program and will also be informed about the climate surveys conducted yearly in order to gather feedback on current leadership and improvement practices as we strive to support the needs of students and parents.
- Parents will be invited to attend EESAC meetings and partake in the decision-making of the school.
- The Title I Community Involvement Specialist (CIS) will provide assistance to parents when completing forms and lunch applications, and navigating the school's website.
- Parents will have opportunities to meet with classroom teachers during the school year and review their child's progress. This includes communication through progress reports, weekly behavior/performance reports, report cards, and electronic ways such as email and applications (ClassDojo and Bloomz).
- To further inform parents, we will use the school's marquee, social media, flyers, and send monthly calendars in order to disseminate information and reminders.
- The School Counselor and School Social Worker will also be available as resources to support parents and student needs.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

Olympia Heights Elementary plans to provide students with intervention strategies to address academic needs during the school day and after school, through extended learning opportunities.
Based on the data and the identified contributing factors of increased need for enriched and accelerated learning, we will implement the instructional practice of student engagement and differentiation.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

This plan is developed in coordination and integration with resources and programs such as early childhood programs (VPK); Parents - helping- Parents who serve as liaisons between the families, schools, and District offices to help families access services and programs; and Project Up-Start who provides information regarding resources available to students and families in unstable housing situations.

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Olympia Heights Elementary provides mental health services through the School Counselor and the Mental Health Coordinator. The School Counselor focuses on a specialized program that embeds academic, social, and emotional support. These services includes peer support groups and one-to-one intervention that addresses matters such as divorce, bullying, and death. The School Counselor and Mental Health Coordinator also work in collaboration with teachers and parents to identify students in need and deliver small lessons in the classroom throughout the school year in the efforts to improve students' skills outside academic areas.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

Olympia Heights Elementary provides opportunities for awareness of postsecondary programs and makes the connection early on, starting in kindergarten. A school-wide career day is scheduled yearly and conducted with the assistance of many community stakeholders and parents who volunteer their time to present. During career day, students in grades K-5, receive guided information during classroom presentations that offer different career pathways. Teachers get involved by planning lessons that include short activities on career of choice. Other ways for students to get involved are opportunities to join the School Safety Patrols club and FEA (Future Educators of America) club, both depending on academic and behavior performance.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Olympia Heights Elementary uses the Early Warning Indicators system to identify students at risk and implement interventions. The leadership team and attendance review committee meet to address attendance matters and/or target students who accumulate more than 10 unexcused absences. Parents are contacted daily for those students who are absent. Students who do not meet high standards on the statewide assessments are tiered and provided with intervention, differentiated instruction, and small group instruction in the classroom. In addition, extended learning opportunities are provided after school for remediation. Once placed in intervention, students who do not make adequate progress are referred to the multi-tiered support system and are closely monitored to determine if further testing is necessary.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Olympia Heights Elementary collaborates with District in order to use supplemental funds for improving academic achievement that includes training to certify mentor teachers for the MINT program; training for add-on endorsement programs such as reading, gifted, and ESOL endorsement; and training for substitute release time for professional development of teachers. In addition, professional learning meetings are scheduled and provided on a monthly basis. Surveys are used as a tool to identify professional development needs. In addition, teachers have opportunities to attend District sponsored trainings that are tailored to improve instruction.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Olympia Heights Elementary incorporates transition to kindergarten activities yearly through the Transition to Kindergarten initiative. These activities include visits to the neighborhood daycare centers; parent orientation meetings on what is expected when the children transition to kindergarten; and classroom visits.