

Miami-Dade County Public Schools

OLYMPIA HEIGHTS ELEM. SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

I. School Information

A. 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.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Victoria Bourland

vbourland@dadeschools.net

Position Title

Principal

Job Duties and Responsibilities

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

Leadership Team Member #2

Employee's Name

Ariadna Valdes-Hernandez

ahernandez@dadeschools.net

Position Title

Assistant Principal

Job Duties and Responsibilities

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.

Leadership Team Member #3

Employee's Name

Stephanie Montoya

smcnairy@dadeschools.net

Position Title

Media Specialist

Job Duties and Responsibilities

Mrs. Montoya assists faculty with curriculum development and monitors media inventory.

Leadership Team Member #4

Employee's Name

Yolanda Sanchez

ysanchez1@dadeschools.net

Position Title

School Counselor

Job Duties and Responsibilities

Ms. Sanchez assists students with academic planning and goal setting, supports and initiates academic/emotional referrals, and provides individual and group counseling to address students' personal and emotional concerns. As a School Counselor, she also collaborates with teachers, administrators, and parents to identify and address barriers to student success, and help implement plans that support mental health, conflict resolution, and social skills development.

Leadership Team Member #5

Employee's Name

Annette Vega

atvega@dadeschools.net

Position Title

Teacher

Job Duties and Responsibilities

Mrs. Vega plays a crucial role in supporting students with disabilities and serving as the liaison between administration, general education staff, and special education staff.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 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 the 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 meeting, where they provide their input in the SIP development meeting.

3. 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 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

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: B 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	38	49	49	53	60	66				315
Absent 10% or more school days	0	3	6	2	6	3				20
One or more suspensions	0	0	1	0	0	0				1
Course failure in English Language Arts (ELA)	0	5	6	3	1	4				19
Course failure in Math	0	8	7	5	4	1				25
Level 1 on statewide ELA assessment	0	0	0	4	7	8				19
Level 1 on statewide Math assessment	0	0	0	3	5	6				14
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	3	6	9	11	16				49
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	2	5	1	0	0				10

Current Year 2025-26

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	10	9	9	11	9				50

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	10	3	2	0	0				19
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2024-25) As Last 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 school days		3	5	2	5	3				18
One or more suspensions			1							1
Course failure in English Language Arts (ELA)		5	7	3	1	3				19
Course failure in Math		8	8	5	4					25
Level 1 on statewide ELA assessment				2	13	16				31
Level 1 on statewide Math assessment					4	8				12
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	3	12	13	16						44
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	3	4	3	4						14

Prior Year (2024-25) As Last Reported (pre-populated)

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	3	11	9	8	14	16				61

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	4	8	5	2						19
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	70	65	59	59	63	57	68	60	53
Grade 3 ELA Achievement	68	65	59	64	63	58	71	60	53
ELA Learning Gains	71	65	60	63	64	60			
ELA Lowest 25th Percentile	89	62	56	77	62	57			
Math Achievement*	72	72	64	71	69	62	68	66	59
Math Learning Gains	68	66	63	53	65	62			
Math Lowest 25th Percentile	73	59	51	40	58	52			
Science Achievement	59	63	58	57	61	57	49	58	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	68	66	63	67	64	61	60	63	59

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	71%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	638
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
71%	61%	67%	66%	33%		56%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 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%
Students With Disabilities	67%	No		
English Language Learners	68%	No		
Hispanic Students	71%	No		
Economically Disadvantaged Students	70%	No		

D. 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.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	70%	68%	71%	89%	72%	68%	73%	59%					68%
Students With Disabilities	50%		79%	90%	56%	69%		62%					66%
English Language Learners	64%	65%	71%	86%	73%	71%	75%	43%					68%
Hispanic Students	69%	67%	72%	89%	72%	68%	73%	59%					68%
Economically Disadvantaged Students	66%	62%	72%	84%	76%	70%	73%	57%					66%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS										
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.
										GRAD RATE 2022-23
										C&C ACCEL 2022-23
										ELP PROGRESS
All Students	59%	64%	63%	77%	71%	53%	40%	57%		67%
Students With Disabilities	30%	45%	56%		44%	25%				59%
English Language Learners	49%	62%	54%	73%	72%	59%	50%	54%		67%
Hispanic Students	60%	66%	63%	76%	72%	53%	38%	59%		67%
Economically Disadvantaged Students	56%	62%	60%	81%	67%	52%	36%	60%		65%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%	71%			68%			49%					60%
Students With Disabilities	63%	62%			53%			57%					71%
English Language Learners	60%	52%			68%			39%					81%
Hispanic Students	69%	71%			69%			49%					81%
Economically Disadvantaged Students	65%	66%			67%			45%					82%

E. 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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	60%	60%	0%	57%	3%
ELA	4	72%	59%	13%	56%	16%
ELA	5	54%	60%	-6%	56%	-2%
Math	3	62%	69%	-7%	63%	-1%
Math	4	83%	68%	15%	62%	21%
Math	5	56%	62%	-6%	57%	-1%
Science	5	47%	56%	-9%	55%	-8%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

Learning gains in math of the lowest 25% showed the most improvement with 68% in 2025 from 53% in 2024. Extended learning opportunities were offered after school, and small group instruction played a vital role in increasing performance.

Lowest Performance

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

When analyzing 24-25 science data reports, science showed the lowest performance from 59% in 2024 to 57% in 2025. Factors that may have impacted performance include limited implementation of science labs.

Greatest Decline

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 in 2024 with 59% proficiency to 57% proficiency, when compared to 2025. Factors that may have impacted this decline may include limited implementation of science labs.

Greatest Gap

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.

When compared to 2025, data reports show the greatest gap in the area of ELA learning gains of the lowest 25%, with a gap of 12 percentage points as compared to 77% in 2024. Lack of foundational reading skills, limited vocabulary, and language barriers are factors that contributed when compared to state average.

EWS Areas of Concern

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

Implementation of science labs and the number of students with a substantial reading deficiency are two potential areas of concern during the 2025-2026 school year.

Highest Priorities

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

1. Science labs
2. ELA Instruction
3. Math Instruction
4. Attendance
5. Professional Development

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to RAISE data, 83% of students in grade 2 performed below a level 3 in the Star Reading assessment. Based on the data and the identified contributing factors of limited language proficiency and limited phonemic awareness, ELA was identified as a crucial need to increase proficiency.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Evidenced that 83% of second grade students performed below level 3 according to state data, the school's focus will be tailored to strengthen foundational reading instruction by implementing targeted phonics, fluency, and comprehension strategies through differentiated instruction, small group instruction, and consistent progress monitoring during the school year.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Not Applicable.

Grades K-2: Measurable Outcome(s)

Our school aims to increase ELA proficiency with this group of students from a baseline of 83% in second grade to at least 50% proficiency in third grade by the end of the 2025-2026 school year, as measured by the FAST assessment.

Grades 3-5: Measurable Outcome(s)

Not Applicable.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

In addition to reviewing and analyzing i-Ready usage and passing reports and F.A.S.T. progress

monitoring assessment reports, the leadership team will assist teachers in the creation, monitoring, and implementation of differentiated instructional groups during data chats and classroom delivery.

Person responsible for monitoring outcome

Victoria Bourland, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Within the Targeted Element of Before, During, and After (BDA) reading strategies, our school will focus on the implementation of English Language Learner strategies such as explicit vocabulary instruction, visuals support, and structured language practice, in order to help students with limited vocabulary build the language skills needed to improve reading comprehension.

Rationale:

During small group instruction and differentiated instruction, teachers will provide a structured and accessible way to build language proficiency. BDA strategies will create a language-rich environment that enhances students' ability to decode, comprehend, and engage with text.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Provide Phonemic Awareness to teachers implementing small group instruction.

Person Monitoring:

Victoria Bourland, Principal

By When/Frequency:

September 26, 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement targeted small group reading instruction focused on phonemic awareness and foundational decoding skills for students performing below 41% using intervention program weekly. Impact will be measured by progress monitoring data every 4 weeks in phonemic awareness and decoding skills, and F.A.S.T. Star Reading PM1 reports for targeted students.

Action Step #2

Provide professional development on language proficiency for students.

Person Monitoring:

Victoria Bourland, Principal

By When/Frequency:

September 26, 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:

Integrate English Language Learner (ELL) strategies across ELA instruction to strengthen language proficiency and support reading comprehension. Impact will be monitored through classroom walkthroughs that demonstrate regular use of strategies, and F.A.S.T. Star Reading comprehension scores.

Action Step #3

Implement ten-minute drills during instruction.

Person Monitoring:

Ariadna Valdes-Hernandez, Assistant Principal

By When/Frequency:

September 26, 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement a weekly, one 10-minute phonemic awareness activity during small-group reading time. Impact will be monitored through classroom walkthroughs during the activity to monitor student engagement.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Differentiated instruction addresses diverse learning needs and readiness levels. By tailoring instruction to meet students' specific learning goals, students have access to content in ways that align with their strengths, thereby, increasing understanding.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of differentiated instruction in science with a focus on increasing performance in state assessments, students in fifth grade will increase proficiency by 10 percentage points as indicated by upcoming science assessments in 2026.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

The leadership team will review and analyze topic assessments, and baseline/midyear science assessments in order to monitor student achievement.

Person responsible for monitoring outcome

Victoria Bourland, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Within the the targeted element of differentiation, our school will focus on individualized instruction for students in science during the science block. Teachers can provide students with specific scientific concepts in multiple ways, such as through hands-on labs, reading materials in order for students to access and understand content.

Rationale:

Within the targeted element of differentiation, our school will focus on targeting specific instruction for students in science. Science requires students to engage in critical thinking, problem-solving, and the application of complex concepts. By implementing DI, teachers can tailor lessons to students' readiness levels. This approach will ensure that every student is supported, leading to increased achievement.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Implement tiered Instruction during differentiated instruction.

Person Monitoring:

Victoria Bourland, Principal

By When/Frequency:

September 26, 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will design and deliver tiered DI fluid groups and instruction that vary in complexity to match students' readiness levels. Implementation of DI will be monitored through classroom walkthroughs and documentation of grade level planning.

Action Step #2

Implement use of topic assessments to drive differentiated instruction.

Person Monitoring:

Victoria Bourland, Principal

By When/Frequency:

September 26, 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will use baseline science data and topic assessments to identify student understanding and group students for DI. Classroom walkthroughs and data analysis meetings will monitor implementation and data reports to adjust instruction and track student progress over time.

Action Step #3

Implement instructional strategies during differentiated instruction.

Person Monitoring:

Victoria Bourland, Principal

By When/Frequency:

September 26, 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Incorporate varied instructional strategies and materials (hands-on labs and tiered questioning) tailored to different student readiness levels and learning styles during science instruction. The impact of this action will be monitored through classroom walkthroughs during the implementation of science labs.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math**Area of Focus Description and Rationale**

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to F.A.S.T. Math PM3, only 68% of students in grades 3-5 demonstrated learning gains. Based on the data and the identified contributing factors of an increased need for consistent and intentional differentiated instruction, we will implement the targeted element of math to increase learning gains.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of differentiated math instruction, students will increase learning gains by 2 percentage points as indicated by F.A.S.T. math assessment in 2026.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Teachers will participate in data chat meetings with administrators to identify students' needs and analyze data reports during assessment windows. DI will be monitored through classroom walkthroughs.

Person responsible for monitoring outcome

Victoria Bourland, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Implementation of data-driven instruction using a process embedded in the school where data is used at every grade level to make informed decisions on how best to differentiate for students. This implementation will include fluid grouping intervention and DI based on assessments and delivery of lessons tailored to specific student needs.

Rationale:

Data-driven instruction is one of the strongest tools for increasing student achievement, especially in math. It supports increasing learning gains by identifying students strengths and gaps; guiding targeted instruction during DI; and improving student accountability. Data-driven instruction makes learning more precise and it ensures that instruction time is focused on the right skills for the right students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Addressing learning gaps during lesson planning.

Person Monitoring:

Victoria Bourland, Principal

By When/Frequency:

September 26, 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Use F.A.S.T. math PM1 to identify student learning gaps that are aligned with state standards. This will be monitored through the implementation of data analysis meetings.

Action Step #2

Implement a tiered intervention to differentiate instruction.

Person Monitoring:

Victoria Bourland, Principal

By When/Frequency:

September 26, 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement learning activities that are differentiated in terms of complexity during math instruction. This will be monitored during data analysis meetings and a thorough review of student performance data reports.

Action Step #3

Implement flexible grouping during differentiated instruction and small group instruction.

Person Monitoring:

By When/Frequency:

Ariadna Valdes-Hernandez, Assistant Principal September 26, 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Adjust student groupings for differentiated instruction based on ongoing data analysis and student identification. Progress will be monitored through regular reviews of data report.

IV. Positive Learning Environment

Area of Focus #1

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Consistent student attendance is a critical factor in academic achievement and overall school success. Students with higher attendance rates have consistently proven to excel academically by performing at grade level and developing school habits that support long-term success. During the 2024-2025 school year, our school had an attendance percentage average of 94.22%. Frequent absences, whether excused or unexcused, disrupt student learning and widen achievement gaps. Attendance challenges were tied to factors including health, transportation, and weather.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By strengthening relationships between families and the school through proactive communication and incentive programs, the school aims to increase attendance by one percentage point from 94% to 95% during the 2025-2026 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Classroom teachers will track attendance daily by reviewing attendance bulletins. Daily communication with parents will be enforced in the effort to increase parent communication, and the School Counselor will maintain frequent communication with absent students. In addition, the attendance committee will meet bi-weekly to identify, problem-solve, and implement strategies to address chronic student absences.

Person responsible for monitoring outcome

Ariadna Valdes-Hernandez, Assistant Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The chosen evidence-based intervention for the 2025-2026 school year is attendance initiatives. To improve attendance, Olympia Heights Elementary will implement a multi-tiered intervention system that combines daily monitoring, family support, incentives, and check-ins with the School Counselor for identified students.

Rationale:

The rationale for choosing attendance initiatives as an evidence-based intervention is that attendance is one of the strongest predictors of academic performance. When students are absent, they lose instructional time and fall behind in mastering grade-level standards, as chronic absenteeism has also been linked to lower test scores.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Improve family communication to improve student attendance.

Person Monitoring:

Ariadna Valdes-Hernandez, Assistant Principal

By When/Frequency:

September 26, 2025/Bi-weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The attendance committee will reach out to parents of students with excessive excused absences to collaboratively develop a support plan. This will be monitored through the identification of students during attendance meetings reviews.

Action Step #2

Provide families with resources to improve student attendance.

Person Monitoring:

Ariadna Valdes-Hernandez, Assistant Principal

By When/Frequency:

September 26, 2025/Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Connect families to school resources through collaboration with the school counselor and the school social worker. This will be monitored during attendance committee meetings and teacher communication logs.

Action Step #3

Implement a school-wide incentive program to increase attendance.

Person Monitoring:

Ariadna Valdes-Hernandez, Assistant Principal

By When/Frequency:

September 26, 2025/Daily

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implement a recognition program that rewards students for reducing excused absences incrementally. This will be monitored through daily recognition of students who are in attendance and honor roll reports.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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 (20 U.S.C. § 6314(b)(4), ESEA Section 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, email, and in the parent resource center.

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 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.

<https://olympiaheights.net/wp-content/uploads/School-Level-Parent-and-Family-Engagement-Plan-Stamped.pdf>

- 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, Schoology)
- 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.

Plans to Strengthen the Academic Program

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 II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(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.

How Plan is Developed

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

this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

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.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(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.

Preparing for Postsecondary Opportunities and the Workforce

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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.

Addressing Problem Behavior and Early Intervening Services

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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.

Professional Learning and Other Activities

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(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.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(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.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.	No
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BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00