

Miami-Dade County Public Schools

OLYMPIA HEIGHTS ELEM. SCHOOL



2026-27 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

Yolanda Sanchez

ysanchez1@dadeschools.net

Position Title

School Counselor

Job Duties and Responsibilities

Ms. Yolanda Sanchez supports students' academic, social-emotional, and personal development. She helps students succeed in school while also addressing challenges that may affect learning and behavior.

Leadership Team Member #4

Employee's Name

Annette Vega

atvega@dadeschools.net

Position Title

ESE Teacher

Job Duties and Responsibilities

Ms. Vega provides specialized instruction and individualized support to students with special educational needs. She implements IEPs, provides academic interventions, monitors student progress, and collaborates with general education teachers, families, and other school professionals to help students succeed.

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, including 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 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

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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>	2025-26: B 2024-25: A 2023-24: B 2022-23: A 2021-22: A

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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	39	36	46	53	51	55				280
Absent 10% or more school days	1	2	3	4	8	4				22
One or more suspensions	0	0	0	0	0	0				0
Course failure in English Language Arts (ELA)	0	5	7	4	2	2				20
Course failure in Math	0	2	6	1	2	0				11
Level 1 on statewide ELA assessment	0	0	0	5	9	3				17
Level 1 on statewide Math assessment	0	0	0	1	3	4				8
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	0	4	10	14	9				40
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	2	1	1	0	2	0				6

Current Year 2026-27

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	1	6	8	13	4				34

Current Year 2026-27

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	4	7	1	0	0				16
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2025-26) 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		
School Enrollment	38	49	49	53	60	66				315	
Absent 10% or more school days		3	6	2	6	3				20	
One or more suspensions			1							1	
Course failure in English Language Arts (ELA)		5	6	3	1	4				19	
Course failure in Math		8	7	5	4	1				25	
Level 1 on statewide ELA assessment				4	7	8				19	
Level 1 on statewide Math assessment				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						10	

Prior Year (2025-26) 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	2	10	9	9	11	9				50

Prior Year (2025-26) 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	10	3	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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026			2025			2024		
	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]	SCHOOL	DISTRICT [†]	STATE [†]
ELA Achievement*	60	67	62	70	65	59	59	63	57
Grade 3 ELA Achievement	52	67	61	68	65	59	64	63	58
ELA Learning Gains	64	66	63	71	65	60	63	64	60
ELA Lowest 25th Percentile	75	61	58	89	62	56	77	62	57
Math Achievement*	76	74	66	72	72	64	71	69	62
Math Learning Gains	65	65	64	68	66	63	53	65	62
Math Lowest 25th Percentile	46	55	50	73	59	51	40	58	52
Science Achievement	51	63	62	59	63	58	57	61	57
Social Studies Achievement*			95			92			
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)					66	63		64	61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	61%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	489
Total Components for the FPPI	8
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
61%	71%	61%	67%	66%	33%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	44%	No		
English Language Learners	62%	No		
Hispanic Students	61%	No		
Economically Disadvantaged Students	60%	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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	60%	52%	64%	75%	76%	65%	46%	51%					
Students With Disabilities	43%	30%	54%	60%	54%	38%	33%	36%					
English Language Learners	59%	50%	65%	82%	77%	65%	47%	49%					
Hispanic Students	60%	52%	64%	75%	76%	65%	46%	51%					
Economically Disadvantaged Students	58%	48%	68%	81%	72%	62%	43%	45%					

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%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	52%	64%	-12%	60%	-8%
ELA	4	40%	64%	-24%	60%	-20%
ELA	5	73%	65%	8%	61%	12%
Math	3	71%	72%	-1%	66%	5%
Math	4	77%	71%	6%	65%	12%
Math	5	67%	67%	0%	62%	5%
Science	5	45%	59%	-14%	60%	-15%

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?

Proficiency in math showed the most improvement with 76% in 2026 from 72% in 2025. Extended learning opportunities were offered after school for subgroups (ELL students), small group instruction during lesson delivery, and after school activities that included enrichment.

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 2025-2026 data reports, learning gains of the lowest 25% in math showed the lowest performance from 73% in 2025 to 46% in 2026. Factors that may have impacted performance include limited implementation of differentiated instruction.

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 the learning gains of the lowest 25% in math in 2025 with 73% proficiency to 46% proficiency, when compared to 2026. Factors that may have impacted this decline may include limited implementation of differentiated instruction.

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, raw data reports show the greatest gap to be in fourth grade in the area of ELA proficiency with a gap of 16 percentage points increase as compared to state, compared to a decrease of 20 percentage points as compared to 40% in 2026. Lack of foundational reading skills, very 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.

The main areas of concern are reading proficiency and ELA performance. A total of 40 students have

a substantial reading deficiency, particularly in grades 3–5, and 20 students have experienced an ELA course failure. These trends suggest that additional reading and ELA interventions may be needed.

Highest Priorities

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

1. Increase learning gains of the lowest 25% in math
2. Increase ELA proficiency in all grades
3. Increase science performance in 5th grade
4. Increase student attendance by reducing the number of 10+ absences during the school year

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, 65% of students in grade 2 performed below a level 3 in the Star Reading assessment and 57% of students in grade 4 performed below a level 3 in the PM3 ELA FAST assessment. This area directly affects student learning because foundational reading skills are essential for comprehending grade-level texts, developing vocabulary, and accessing content across all subject areas. The data identified reading proficiency as a crucial need because the high percentage of students performing below Level 3 demonstrates a significant achievement gap that may hinder students' continued academic growth.

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

Evidenced that 65% of second grade students performed below level 3 according to state data, the school's focus will be tailored to targeted standards-based instruction, intervention with fidelity, and ongoing progress monitoring to increase the percentage of students performing at or above level 3.

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

Evidenced that 57% of fourth grade students performed below level 3 according to state data, the school's focus will be tailored to targeted standards-based instruction, intervention with fidelity, and ongoing progress monitoring to increase the percentage students performing at or above level 3.

Grades K-2: Measurable Outcome(s)

Our school aims to increase ELA proficiency with this group of students (grade 2) from a baseline of 39% proficiency in second grade to at least 50% by the end of the 2026-2027 school year, as measured by the FAST PM3 ELA assessment.

Grades 3-5: Measurable Outcome(s)

Our school aims to increase ELA proficiency with this group of students (grade 4) from a baseline of

43% in fourth grade to at least 50% proficiency in fifth grade by the end of the 2026-2027 school year, as measured by FAST PM3 ELA assessment.

Monitoring

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

Student progress will be monitored through Star Reading and FAST assessment data reports, classroom formative assessments, and i-Ready reports. Teachers will monitor students' progress toward Level 3 by analyzing data and identifying students who continue to perform below standards. Small-group instruction and differentiated instruction will be adjusted based on student performance. The goal is to see a decrease in the percentage of students performing below Level 3 and an increase in the percentage of students demonstrating proficiency in grade-level reading standards.

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 ELA, our school will focus on the implementation of explicit academic language instruction in order to help students with limited vocabulary build the language skills needed to improve reading comprehension.

Rationale:

During differentiated and intervention instruction, teachers will integrate daily strategies such as journal writing, discussions, and exposure to diverse texts, that will assist students in developing consistent vocabulary to strengthen reading comprehension.

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

Targeted small group reading instruction

Person Monitoring:

Victoria Bourland, Principal

By When/Frequency:

September 25, 2026/Weekly

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

step:

Provide targeted small-group reading instruction based on assessment data and identify skill gaps, with a focus on phonics, fluency, vocabulary, and comprehension.

Action Step #2

Ongoing reading progress monitoring

Person Monitoring:

Victoria Bourland, Principal

By When/Frequency:

September 25, 2026/Weekly

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

Conduct ongoing progress monitoring using bi-weekly assessments to identify students needing additional support.

Action Step #3

Data-driven instructional adjustments

Person Monitoring:

Victoria Bourland, Principal

By When/Frequency:

September 25, 2026/Weekly

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

Analyze ongoing assessment data and adjust instruction by regrouping students and providing targeted intervention based on individual needs of students.

Area of Focus #2

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.

Feeder Pattern Area of Focus:

While the overall Math proficiency is strong at 76% and overall learning gains are at 65%, there is a significant disparity in the progress of the lowest-performing students. The learning gains for the lowest 25% in Math are only 46%, which is the lowest metric across all reported categories.

Addressing this need is crucial because it ensures that students who are performing below grade level are making the necessary year-to-year progress to eventually reach proficiency and close the achievement gap.

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.

The Math learning gains for the lowest 25% were 46%. By FAST PM3 assessment, the school plans

to increase the Math learning gains of the lowest 25% from 43% to at least 53%, representing a 10-percentage point increase in the progress of these students.

Monitoring

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

Administrators will conduct classroom walkthroughs to ensure that targeted small-group interventions specifically for the lowest 25% are occurring during the math block, in addition to walkthroughs during differentiated instruction implementation designed for students in the lowest 25%.

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 math, our school will focus on the implementation of explicit instruction to help students strengthen mathematical reasoning.

Rationale:

During mathematics intervention, teachers will consistently provide instruction that is systematic and data-driven. This way, students will demonstrate increased confidence and mathematics achievement that will progress over time.

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

Identify students in the lowest 25% for math

Person Monitoring:

Victoria Bourland, Principal

By When/Frequency:

September 25, 2026/Weekly

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

During the first four weeks of school, teachers and administrators will analyze the previous year's performance math data to identify the specific students within the lowest 25% subgroup.

Action Step #2

Conduct data chats with students in the lowest 25% in math

Person Monitoring:
Victoria Bourland, Principal

By When/Frequency:
September 25, 2026/Weekly

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

Teachers will conduct data chats with the students identified in the lowest 25% to review their prior performance in math and collaboratively set personalized, reachable growth targets for the first nine weeks.

Action Step #3

Data-driven differentiated math instruction

Person Monitoring:
Victoria Bourland, Principal

By When/Frequency:
September 25, 2026/Weekly

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

Provide differentiated, standards-based math instruction using assessment data to identify individual student needs, and provide targeted intervention to increase mastery of grade-level math skills.

Area of Focus #3

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

Instructional Practice specifically relating to Science

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.

This focus targets the improvement of students' fundamental understanding of scientific concepts, inquiry-based learning, and technical vocabulary across the relevant grade levels. Science proficiency is a critical indicator of a student's ability to process complex informational texts and apply logic to problem-solving. Low proficiency in this area can hinder a student's success in future STEM-related coursework and integrated learning opportunities. Falling below the 50% threshold indicates that more than half of the student population is not meeting grade-level expectations in Science, making it a high priority for instructional intervention.

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.

The school aims to increase Science proficiency from 51% to 55% as evidenced by the 2027 science assessment. This 4 percentage point increase would maintain the school above the 50% proficiency threshold and represent a significant step toward aligning Science performance with the higher standards.

Monitoring

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

Administrators will conduct regular walkthroughs during Science instructional blocks to ensure that inquiry-based learning and hands-on lab activities are being implemented with fidelity.

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 science, our school will focus on collaborative evaluation of student work. Teachers will review and analyze student work in order to determine levels of mastery and adjust instruction.

Rationale:

This process promotes consistent expectations for student performance and supports informed instructional decision-making based on evidence of student learning.

Tier of Evidence-based Intervention:

Tier 2 – Moderate 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 baseline science assessment

Person Monitoring:

Victoria Bourland, Principal

By When/Frequency:

September 25, 2026/Monthly

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

During the first two weeks of school, teachers will administer the science baseline assessment to pinpoint the specific standard-level gaps that contributed to the current 49% proficiency rate.

Action Step #2

Implement 10-minute vocabulary lesson before each chapter.

Person Monitoring:

Victoria Bourland, Principal

By When/Frequency:

September 25, 2026/Weekly

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

step:

After the science baseline data reports have been generated, teachers will integrate a daily 10-minute routine focused on vocabulary before each new chapter, in order to provide the foundational support necessary for students to successfully engage with grade-level inquiry-based labs and assessments.

Action Step #3

Instruction through small group in hands-on labs

Person Monitoring:

Victoria Bourland, Principal

By When/Frequency:

September 26, 2026/Weekly

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

Implement data-driven science instruction through targeted small-group intervention and hands-on labs-based learning.

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.

School attendance data indicates a need to improve attendance among students with more than ten absences to ensure students have consistent access to instruction and academic support.

Decreasing attendance average to less than ten absences during the school year will reduce missed instructional time, improve student engagement, and support academic goals.

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.

According to our school attendance data in 2025, 27% of students had between 6–10 absences. By the end of grading period 4, in 2027, the school will reduce the percentage of students with 6–10 absences to 25% representing a 2 percentage-point reduction from the 2025 baseline. Progress will be monitored through student attendance data to measure improvement in attendance at each relevant grade level.

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.

Daily attendance bulletins will be reviewed by teachers and administrators. Students who are approaching or exceeding chronic absenteeism thresholds will be identified and monitored under the school attendance plan. Students with more than 5 absences will receive targeted intervention, and the effectiveness of the support system will be reviewed during attendance review committee meetings. Improving attendance will increase students' access to daily instruction, intervention, and academic support. Consistent attendance is expected to reduce learning gaps and provide opportunities for students to master grade-level standards.

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:

Within the Targeted Element of student attendance, our school will focus on attendance initiatives in order to increase attendance and reduce chronic absenteeism.

Rationale:

Student attendance data reports indicate a need to strengthen attendance practices and reduce chronic absenteeism. Consistent school attendance is essential to ensuring students have regular access to high-quality instruction, academic intervention, and opportunities to engage with teachers and classroom peers. These efforts will increase daily attendance and academic 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 early identification and monitoring

Person Monitoring:

Ariadna Valdes-Hernandez, Assistant Principal

By When/Frequency:

September 25, 2026/Weekly

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

Implement weekly attendance review committee meetings to identify students with chronic absences.

Action Step #2

Target family engagement

Person Monitoring:

Ariadna Valdes-Hernandez, Assistant Principal

By When/Frequency:

September 25, 2026/Daily

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

Conduct daily outreach to parents of students with chronic absences that include phone calls and attendance conferences to identify barriers and develop attendance improvement plans.

Action Step #3

Tiered attendance interventions and incentives

Person Monitoring:

Ariadna Valdes-Hernandez, Assistant Principal

By When/Frequency:

September 25, 2026/Daily

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

Implement positive attendance incentives to encourage improved daily attendance and recognize consistent improvement.

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 a 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 their 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, TSI, 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 2026-27 UniSIG funds but has chosen
NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00