

Miami-Dade County Public Schools

Olympia Heights Elementary School



2022-23 Schoolwide Improvement Plan

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Olympia Heights Elementary School

9797 SW 40TH ST, Miami, FL 33165

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

Demographics

Principal: Victoria Bourland

Start Date for this Principal: 7/27/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2021-22: A (66%) 2020-21: (29%) 2018-19: B (56%) 2017-18: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Bourland, Victoria	Principal	Mrs. Bourland is an instructional leader responsible for the overall well-being of students and staff. She balances well in providing a safe learning environment for students in which they academically succeed. She also provides the vision in a data-driven classroom environment that allows for improved school performance.
Valdes-Hernandez, Ariadna	Assistant Principal	Mrs. Valdes-Hernandez works together with the Principal to provide instructional leadership, as well as a safe, learning environment that nurtures the academic and socio-emotional well-being of students, teachers, and staff.
Montoya, Stephanie	Other	Media Specialist
Grainger, Nicole	Math Coach	Mrs. Grainger assists with math curriculum and supports student instruction.
Sanchez, Yolanda	Guidance Counselor	Ms. Sanchez assists students with curriculum decisions, supports and initiates academic referrals, and provides counseling to students on personal matters.

Demographic Information

Principal start date

Tuesday 7/27/2021, Victoria Bourland

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Total number of teacher positions allocated to the school

24

Total number of students enrolled at the school

288

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

1

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	44	46	46	53	56	43	0	0	0	0	0	0	0	288
Attendance below 90 percent	0	3	8	1	6	2	0	0	0	0	0	0	0	20
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	3	9	3	1	1	0	0	0	0	0	0	0	17
Course failure in Math	0	2	3	0	0	0	0	0	0	0	0	0	0	5
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	2	6	2	0	0	0	0	0	0	0	10
Level 1 on 2022 statewide FSA Math assessment	0	0	0	1	7	4	0	0	0	0	0	0	0	12
Number of students with a substantial reading deficiency	0	5	9	7	8	2	0	0	0	0	0	0	0	31

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

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

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	5	5	3	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Monday 8/22/2022

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

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

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

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

The number of students identified as retainees:

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

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

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

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	69%	62%	56%	54%			61%	62%	57%
ELA Learning Gains	76%	69%	61%	36%			57%	62%	58%
ELA Lowest 25th Percentile	58%	60%	52%	29%			55%	58%	53%
Math Achievement	71%	64%	60%	46%			70%	69%	63%
Math Learning Gains	72%	71%	64%	7%			62%	66%	62%
Math Lowest 25th Percentile	57%	66%	55%				35%	55%	51%
Science Achievement	60%	53%	51%	32%			54%	55%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	59%	60%	-1%	58%	1%
Cohort Comparison		0%				
04	2022					
	2019	68%	64%	4%	58%	10%
Cohort Comparison		-59%				
05	2022					
	2019	54%	60%	-6%	56%	-2%
Cohort Comparison		-68%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	78%	67%	11%	62%	16%
Cohort Comparison		0%				
04	2022					
	2019	75%	69%	6%	64%	11%
Cohort Comparison		-78%				
05	2022					
	2019	50%	65%	-15%	60%	-10%
Cohort Comparison		-75%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	53%	53%	0%	53%	0%
Cohort Comparison						

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	56	75		66	65						
ELL	63	73	60	72	70	47	44				
HSP	70	76	57	72	71	55	60				
FRL	69	76	58	71	71	57	58				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	27	9		26			9				
ELL	51	39	27	50	11		33				
HSP	55	37	29	47	7		32				
FRL	51	32	29	44	6		31				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	24		38	29						
ELL	56	60	53	64	64	37	45				
HSP	61	58	55	69	62	33	54				
FRL	60	56	55	68	60	35	52				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	529
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	64
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	62
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	66
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

ELA and math levels 3 and above are trending above District achievement levels. ALL ELA subgroups performance and learning gains increased. All math subgroups, including learning gains and learning gains of the lowest 25% increased in all grade levels. All subgroups in science increased in all grade levels.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The lowest 25% continue to demonstrate the greatest need for improvement, as indicated by 58% in ELA and 57% in Math.

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

Contributing factors to this need for improvement demonstrate the need for data-driven instruction and implementation of standards alignment to curriculum. We will begin to implement new opportunities to focus on BEST standards and maximize participation in professional development provided by District.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

ELA achievement increased from 54% in 2021 to 69% in 2022. Math achievement increased from 46% in 2021 to 71% in 2022. ELA learning gains increased from 36% to 76% in 2022 and math achievement increased from 7% to 72%. Science achievement increased from 32% in 2021, as compared to 60% in 2022.

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

The Math Coach pushed in during small group instruction in math and science. Extended learning opportunities were provided to ELL subgroups. The leadership team will meet monthly to review data and provide support during classroom instruction and grade level planning.

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

Differentiated instruction, data-driven lesson planning and implementation, and extended learning opportunities will need to be implemented in order to accelerate learning.

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

Professional development opportunities will be provided to teachers monthly and data chats will be implemented following progress monitoring assessments and i-Ready diagnostics.

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

Extended learning opportunities through Title III will continue to be provided after school.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Small Group Instruction

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to 2021-2022 data review, the lowest 25% indicated 58% proficiency in ELA and 57% proficiency in math. Based on 2022 data analysis, our school will implement the instructional practice of small group instruction.

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

With the implementation of small group instruction, then the lowest 25% will increase proficiency by 10 percentage points in ELA and Math as indicated by progress monitoring assessments in 2023.

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

The administrative team will review and analyze progress monitoring assessments, i-Ready diagnostics, topic assessments, and bi-weekly assessments during data chats, to ensure differentiated instruction during small groups.

Person responsible for monitoring outcome:

Victoria Bourland (pr4091@dadeschools.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Within the the Targeted Element of walkthroughs, our school will focus on small group instruction. During small group instruction, teachers can reinforce a specific skill through a reduced student-teacher ratio.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

During small group instruction, differentiation can be used to address student needs and target specific goals.

Action Steps to Implement

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

8/22/22-10/14/22

The leadership team will collaborate and participate in grade level meetings to assist teachers in specific lesson planning that address learning targets.

Person Responsible

Victoria Bourland (pr4091@dadeschools.net)

8/22/22-10/14/22

Administrators will conduct classroom walkthroughs to ensure fidelity and implementation of small group during delivery of instruction.

Person Responsible

Victoria Bourland (pr4091@dadeschools.net)

8/22/22-10/14/22

Teachers will participate in professional development that targets effective ways to maximize instruction and improve small group instruction.

Person Responsible

Victoria Bourland (pr4091@dadeschools.net)

8/22/22-10/14/22

Teachers will use fluent grouping to differentiate instruction during small group instruction based on student performance during progress monitoring, topic assessments, and i-Ready diagnostics.

Person Responsible

Victoria Bourland (pr4091@dadeschools.net)

10/31/22-12/16/22

Media Specialist will provide story time to small group of students on a weekly basis.

Person Responsible Stephanie Montoya (smcnairy@dadeschools.net)

10/31/22-12/16/22

Teachers will analyze and use data reports to keep groups fluid during DI.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

#2. Instructional Practice specifically relating to B.E.S.T. Standards

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

According to FSA ELA data in 2022, students demonstrated 69% proficiency in grades 3-5. The implementation of BEST standards during the 2022-2023 school year requires increase in rigor and explicit use of differentiated instruction in grades kindergarten through fifth grade.

Measurable Outcome:

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

With successful implementation of BEST standards during delivery of instruction, ELA proficiency will increase by 10 percentage points on progress monitoring assessments.

Monitoring:

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

Administrators will conduct classroom walkthroughs to ensure that BEST standards are aligned to instruction and are fully implemented.

Person responsible for monitoring outcome:

Victoria Bourland (pr4091@dadeschools.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy being implemented for this area of focus is walkthroughs. Through walkthroughs, Administrators will informally gather evidence of standards-based instruction to identify areas of support for teachers.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Walkthroughs will ensure that teachers are implemented use of BEST standards and make adjustments to their lesson plans and delivery of instruction.

Action Steps to Implement

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

8/22/22-10/14/22

Teachers will attend District provided professional development sessions on implementation of B.E.S.T. standards across all grade levels.

Person Responsible

Victoria Bourland (pr4091@dadeschools.net)

8/22/22-10/14/22

Teachers will participate in professional development for the use and delivery of instruction using the new state-adopted textbook materials.

Person Responsible

Victoria Bourland (pr4091@dadeschools.net)

8/22/22-10/14/22

Administrators will provide teachers with opportunities during grade level planning to collaborate with each other and deepen skills with the implementation of new statewide progress monitoring assessments in alignment to the B.E.S.T. standards.

Person Responsible

Victoria Bourland (pr4091@dadeschools.net)

8/22/22-10/14/22

When conducting classroom walkthroughs, administrators will observe to evaluate implementation of BEST standards during Reading and math instruction.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

10/31/22-12/16/22

Administrators will participate during grade level meetings to assess delivery of instruction and ensure that implementation of standards are aligned across grade levels.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

10/31/22-12/16/22

Teachers will disseminate information to parents during teacher-parent conferences that provides clear implementation of B.E.S.T standards and how to work with the student at home during home learning assignments.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

#3. Positive Culture and Environment specifically relating to Student Attendance

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on 2021-2022 data review, our school will implement the targeted elements of attendance. Student attendance reports show an increase in the number of students with 10 or more unexcused absences.

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

If we successfully implement the Targeted Element of attendance and provide incentives, the percentage of student absences will decrease by 5%.

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

The attendance committee will meet monthly, or as needed, to identify students with 5 or more unexcused absences. Truancy reports will be reviewed weekly, and daily attendance bulletins will be reviewed by teachers. The Community Involvement Specialist (CIS) and School Counselor will assist in communicating with parents and conducting home visits if needed. The School Social Worker will also assist in identifying absenteeism patterns and provide support to parents.

Person responsible for monitoring outcome:

Ariadna Valdes-Hernandez (ahernandez@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

The evidence-based strategy being implemented for this area of focus is Attendance Initiatives. Student absences will be monitored daily through attendance bulletins and truancy reports.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Attendance initiatives will aide in the efforts to decrease student absences. This specific resource will assist the attendance committee in identifying intervention strategies.

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

8/22/22-10/14/22

Administrator will review daily attendance bulletins and communicate with parent via email on the first documented student absence.

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

8/22/22-10/14/22

Counselor will implement parent trainings in the efforts to reduce student absenteeism and provide resources if needed.

Person Responsible Yolanda Sanchez (ysanchez1@dadeschools.net)

8/22/22-10/14/22

The Community Involvement Specialist will conduct daily phone calls to follow up on student absences.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

8/22/22-10/14/22

Teachers will review daily attendance bulletins to identify discrepancies if any.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

10/31/22-12/16/22

Attendance review committees will be held to identify students with excessive absences and/or tardies.

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

10/31/22-12/16/22

Administrator will collaborate with School Social Worker in conducting home visits on students with excessive absences.

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

#4. Transformational Leadership specifically relating to Instructional Leadership Team

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Data from the 2021-2022 school climate survey, indicated that 89% of parents believe that teachers do their best to include parents in matters affecting their child's progress. To increase this percentage, the leadership team will monitor and partake in tasks, along with teachers, to increase communication between teachers, students, and parents.

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

If we successfully implement the Targeted Element of Instructional Leadership Team, our teachers will increase communication with parents on student progress. This will be measurable through teacher and parent participation in data chats, parent-teacher meetings, and follow-up after progress reports and report cards.

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

With the implementation of Leadership Development, an additional 5% of parents will agree that teachers do their best to include them in matters affecting their children's progress by end of the school year.

Person responsible for monitoring outcome:

Victoria Bourland (pr4091@dadeschools.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Within the Targeted Element of Instructional Leadership Team, we will focus on the evidence-based strategy of :Leadership and Relationships. By creating opportunities for teachers to collaborate and communicate with parents on their children's ongoing progress, we hope to increase in the efforts of increasing communication. Administrators will monitor teacher communication logs that reflect communication following absences, missed consecutive assignments, lack of completion of assignments, and progress monitoring reports.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Due to climate surveys compiled results from the 2021-2022 data, we selected to involve the leadership team in collaborating with teachers during the school year in order to assist with teacher-parent meetings and data chats.

Action Steps to Implement

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

8/22/22-10/14/22

Administrators will collaborate with teachers in maintaining frequent communication.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

8/22/22-10/14/22

Administrators will maintain attendance and academic follow ups (meetings) with parents that involve teachers in the process.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

8/22/22-10/14/22

Administrators will provide professional development to teachers on Best Practices as to how be proactive with potential issues that arise involving students.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

8/22/22-10/14/22

Administrators will follow up with teachers to ensure that parents' calls are answered by the teachers and/ or other instructional support personnel within a reasonable amount of time.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

10/31/22-12/16/22

Teachers will communicate and follow up with parents on the importance of excusing absences and completing makeup assignments.

Person Responsible Victoria Bourland (pr4091@dadeschools.net)

10/31/22-12/16/22

Mental Health Specialist and School Counselor will provide a meeting for parents to target and address attendance connection to student achievement.

Person Responsible [no one identified]

Positive Culture & Environment

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

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

Olympia Heights Elementary's strengths within school culture are in Safety and Order and Leadership and Relationships. Our school works together to solve problems effectively and our staff represents the school in a positive manner. Given that our school has a diverse student population, we welcome our parents and stakeholders by engaging them in school activities during the school year.

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

At Olympia Heights Elementary, members of the leadership team comprised of the Principal, Assistant Principal, and School Counselor, along with the Community Involvement Specialist, are the stakeholders involved in promoting a positive school culture and environment. The Principal's vital role is to oversee school's initiatives, monitor school improvement action plans, and create opportunities that promote team building activities and create good morale. The Assistant Principal monitors action steps that encourage collaboration among staff members and disseminates information to all stakeholders. The School Counselor serves as a liaison between parents and teachers to maintain consistent and frequent communication in providing academic and emotional support. The Community Involvement Specialist (CIS) is responsible for networking with Dade partners and build relationships with all stakeholders.