

Orange County Public Schools

Olympia High



2015-16 School Improvement Plan

Olympia High

4301 S APOPKA VINELAND RD, Orlando, FL 32835

www.ocps.net/lc/west/hol

School Demographics

School Type

High

2014-15 Title I School

No

2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)

45%

Alternative/ESE Center

No

Charter School

No

2015-16 Minority Rate (Reported as Non-white on Survey 2)

64%

School Grades History

Year
Grade

2014-15
A*

2013-14
A

2012-13
A

2011-12
A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Olympia has several processes through which we identify and learn about students' cultures. Our goal is to build a school family where all students are accepted and feel welcome. This starts with the relationships students develop with the adults on campus. Throughout the school year, teachers, administrators and staff work hard to get to know our students academically and personally. Our administrative and counseling teams are responsible for specific areas of the student body. These teams identify students who are in need of help and create plans to handle the individual situations. Many freshman students are placed in a Freshman Seminar course where, along with academics, school culture and student culture are discussed. Additionally, we encourage all members of our school community to attend games and performances in support of our students and at each home game students see at least one member of the administrative team. The school administration and over-all school culture supports cultural events from the Italian club, ESOL department, Art department and many other clubs.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Per OCPS guidelines, the Code of Civility is followed by all adults and expected of all students on campus. Both adults and students following this Code, model a positive example for all. The embedded culture of Olympia High School is one where students feel safe and respected while on our campus. This is reinforced by the accessibility of our staff. Our SRO and Administrative team are active and visible throughout the day and at school events. In addition to administrative support, parents and visitors are required to sign-in at the front desk where they are met by the school's "Director of First Impressions" with a smile and a positive attitude. The front desk is really where our school culture begins. That interaction sets a positive attitude sets the tone for the entire school. At Olympia High School, students may also avail themselves of the opportunity to visit with the SAFE coordinator, school psychologist, guidance counselors, and the health attendant. With these measures in place, students are able to focus on their academics and achieve their fullest potential.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Instructional time is highly valued by all Olympia High School stakeholders. The discipline team takes time during pre-planning and during teacher planning periods to train teachers and other staff members on ways to diffuse difficult situations in the classroom. All staff members with student

contact are taught positive ways to handle classroom discipline, discipline protocols, and ESE student behavioral strategies. After school begins, a Code of Conduct review video is shown multiple times during the first week of school and again each quarter. When discipline issues arise, the administrative team uses a discipline matrix to keep fidelity of the system and the SAFE coordinator is involved in cases where she might be of value.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The staff of Olympia High school employs a comprehensive guidance program that involves one or more of the following: SAFE, peer counseling, Alateen, parenting classes, anger management classes, guidance counseling, mentor program, team interventions by Alpha, subject specific tutoring, and National Honors Society tutoring program. Furthermore, the administrative team is building a new culture to encourage students to act as leaders on campus, with the continuation of the Order of the Torch. These programs are an integral piece of the school culture and are designed to meet the needs of our students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

- SMS attendance report pulled regularly: Child Study teams meet to discuss the attendance and put a plan into place.
- Plasco attendance and tardy reports are pulled weekly and as needed
- SMS Discipline report pulled regularly: Students with one or more suspensions will meet with their dean and a behavioral contract is put into place.
- Grade reports are pulled from IMS, SMS and ProgressBook for teachers and administrators regularly for all courses and specifically ELA and Math courses. Students who fail ELA or math: a letter is sent home indicating the failing grade and a tutoring invite is sent home via student. Targeted tutoring is available to students.
- Administrative teams, set up in an alpha system, regularly monitor students at all levels including level 1 scoring students. These teams implement appropriate interventions. Level 1 students are placed in a reading and math rotation based classes.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	47	75	50	34	206
One or more suspensions	59	34	25	16	134
Course failure in ELA or Math	124	119	87	22	352
Level 1 on statewide assessment	104	103	89	76	372

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	115	99	62	32	308

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- Math tutoring focused on Algebra 1 and 2, Geometry, and intensive math
- AP Tutoring
- SAT Prep.
- ACT Prep.
- Reading Tutoring
- Science Tutoring
- PERT preparation
- After school tutoring for Algebra 1 and 2, Geometry, and Intensive Math
- National Honor Society tutoring
- Mu Alpha Theta (Math honor society) tutoring
- Teachers are given lists of students who are not performing academically so that the teacher may apply appropriate interventions and modification within the classroom to insure success.
- Curriculum nights are held for parents in the area of Math EOCs
- Writing Camps are held in the Spring
- EOC camps are established 6 weeks prior to Algebra 1, Biology, and Geometry EOC's
- Student Teams (Organized by Alpha)

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Olympia High School strives to build ongoing positive relationships with students and their families with the focus on each student's success. Below is a list of how that connection is made.

1. Olympia High School will maintain 15,000 volunteer hours
2. Olympia High School will increase parent attendance at beginning of the year events such as: 9th Grade Orientation, Meet the teacher, Open House, APEX Orientation, DREAM Orientation and Sports Night
3. Olympia High School will have at least 6 campus clean-ups a year that include students, families and the community
4. Olympia High School will have at least two curriculum nights. One will be in the fall and the other will be in the spring.
5. Olympia High School will increase the amount of 9th grade students and families who log on to Progressbook.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Olympia High School strives to build ongoing positive relationships with the community to focus on our students' success. Below is a partial list of how that is accomplished.

1. We frequently let the local law enforcement agencies use our facility for events including trainings and awards.
2. We have been the home to the Spirit of Excellence Awards several times.
3. We encourage partners in education with local businesses.
4. We frequently rent our facility to local groups such as Pop Warner football.
5. We have a partnership with the Stars of West Orange who provide our less economically stable students with free school supplies.
6. Our SAC committee meets on our campus, provides the teachers mini grants and brings community members in to be part of the meetings.
7. We have curriculum nights for parents.
8. We have campus cleanups several times a year. Students, partners in education and community members are invited.
9. We host annually Step Up Nights for all feeder middle schools.
10. We have worked in conjunction with elementary schools to host awards nights in our auditorium to promote a feeling of community.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Bradley, Lauren	Administrative Support
Zambri, Nick	Assistant Principal
Pachnik, Nora	Dean
Petrusic, Gordana	Administrative Support
Swenson, Guy	Principal
Green, Ava	Assistant Principal
Hammons, Glenda	Assistant Principal
Russ, Sasha	Assistant Principal
Pagan-Pearl, Michael	Teacher, K-12
Oliver, Stevie	Dean
Knight, Seth	Dean
Greer, Jason	Dean
Ramos Rios, Geydi	Instructional Coach
Wooten, Lorna	Administrative Support
Serrano, Hector	Dean
Laracuente, Mariela	Instructional Coach
Perrotti, August	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal:

Guy Swenson - Oversees and monitors all aspects of Olympia High School. Specially oversees and monitors evaluations for 20% of the staff, FAC, SAC, all Student Teams, Reading, Staff Meetings, the Assistant Principals and school level communication.

Assistant Principals:

Dr. Ava Green - Oversees and monitors Student Team (P-Z), Science, ESOL, Visual Arts, Paraprofessionals – ESE, evaluations for 20% of the staff, PLCs, Pep-Rallies, Dances, Schedule distribution, Parking, Attendance, Advanced Placement, AP Tutoring, Baccalaureate, Senior Awards, Interns, Dress Code, Cafeteria, Supervision Schedule and Sonitrol.

Dr. Glenda Hammons - Oversees and monitors Student Team (A-Gh), APEX World Language AVID, HSHPT Physical Education, CTE, evaluations for 20% of the staff, Testing, PD, FTE Website, Electronic Sign School Newspaper, Yearbook, Data Corrections, PLC Plan, Summer Teacher Training, Honor Board, Grade Changes, Summer Testing

Sasha Russ - Oversees and monitors the guidance team, evaluations for 20% of the staff, PLCs, Language Arts, Guidance, Performing Arts, Student Progression, SMS, Progress Book, Exam Schedules, Report Cards, Student Schedules, Bell Schedules, FTE, Curriculum Guide, Progress Reports, Class Rank, Transcripts and Academic Integrity.

Nick Zambri - Oversees and monitors Student Team (Gi-O), evaluations for 20% of the staff, PLCs, Social Studies, ESE, Mathematics, Paraprofessionals – ESE, Custodial, School Improvement Plan, Field Trips, Campus Clean-up, Grad Prep Plus (All Tutoring Programs)/Supports Dr. Green in AP Tutoring), F Letters, Emergency Plan, Safety Drills, Keys, Lockers, Environmental Inspections, Fire/Safety Inspections, Work Orders, Interviewing/Hiring, Summer Camps, Year End Make-up Exams, Property Custodian and Maintenance.

Deans:

Jason Greer - Oversees and monitors discipline (A-Gh), P.A.S.S, Minority Achievement and supports Dr. Glenda Hammons.

Stevie Oliver - Oversees and monitors discipline (Gi-O), Mentoring Program, School tours, Parking, SAT/ACT Testing and supports Nick Zambri.

Hector Serrano - Oversees and monitors attendance data, Child Study Teams, Social Worker Liaison and assists with discipline as needed.

Nora Pachnik - Oversees and monitors discipline (P-Z), Transportation, Wednesday Detention and supports Dr. Ava Green.

Amy Fischer - Coordinates and monitors our school-wide testing and resources, MTSS and assists with discipline as needed.

Seth Knight - Provided by Westside Tech. Oversees and monitors Career and Technical Ed and Accelerated Success for School Grade.

Athletic Director:

Lauren Bradley - Coordinates and monitors our school rentals and athletic services, teams and resources.

CCT:

Mariela Laracuenta - Coordinates and monitors our ESOL services, student placement, data and resources.

ESE Placement Specialist:

Lorna Wooten- Coordinates and monitors ESE staffings, student placement, data and resources.

LRS:

Stephanie Johnson-Possell - Coordinates and monitors SAC, Title II, Professional Development, New Teacher Orientation and Partners in Education.

Director of Guidance

August Perotti - Monitors and assists the API in guidance operations and oversees and monitors night school.

Reading Coach:

Geydi Ramos-Rios - Coordinates reading data and student reading placement.

Math Coach:

Gordona Petrusic - Coordinates math data and student math placement.

Department Leaders:

Greg Isaacson - Coordinates the Language Arts department and department meetings.

Sabrina Lawrence - Coordinates the Math department and department meetings.

Chris Conrad - Coordinates the Social Studies department and department meetings.

Nancy Bridge - Coordinates the Science department and department meetings.

Ed Budd - Coordinates the Performing Arts department and department meetings.

Stephanie Adolph - Coordinates the Fine Arts department and department meetings.

Sylvia D'Torres - Coordinates the Business department and department meetings.

Allan Pagan-Pearl - Coordinates the World Languages department and department meetings.

Kim Childress - Coordinates the PE department and department meetings.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Olympia High School's data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness are as follows:

1. Core Instruction - Our core instruction uses the common core standards as well as district and state data in each subject area. Teachers meet in Professional Learning Communities (PLC) groups to make sure instruction is given consistently and tests have fidelity. There are cross curricular meetings in multiple areas.
2. Resource Allocation (Funding and Staffing) - The principal of the school is responsible for the allocation of funding and all staff members are in the appropriate area for staffing. Resources are allocated by the principal and the administrative team.
3. Teacher Support Systems - The Learning Resource Specialist (LRS) along with the administrative team is responsible for our teacher support systems. There is ongoing staff development for seasoned staff members and staff developments for new teachers to support them. Each new teacher is paired with a mentor that oversees the new teachers transition to the classroom. The new evaluation system also gives our new teachers extra support.
4. Small Group and Individual Student Needs - Small group and individual needs are met through the use of IEP's, parent-teacher conferences, and 504 plans. Data is used for proper class placement and course selection as well. Additionally guidance counselors meet with specific students to make sure that students are provided the right coursework to meet their academic success.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Guy Sewnson	Principal
Adriana Herrera	Parent
Terralyn Henry	Parent
Edward Thomas	Parent
Sandra Zaccagnini	Teacher
Norma Pattee	Parent
Julia Whidden	Parent
Erick Ewoldt	Parent
Luz Dejesus	Parent
Brenda Oquendo	Parent
Wanda Caraballa	Business/Community
Renee Hopegill	Parent
Stephanie Johnson-Possell	Teacher
Michelle Carbello	Parent
Lisa Otto	Education Support Employee
Katia Puchaski	Parent
Hunter Clifton	Student
Jordan Ford	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC review last year's plan and at the end of the school year and was given updates on meeting the goals.

Development of this school improvement plan

This year, the SAC will review the plan and suggest additions and edits.

Preparation of the school's annual budget and plan

School improvement funds are the part of the school budget that the SAC has an effect over. The 2015 - 2016 Starting Balance is \$11,568.10.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds are used for teacher and support team mini grants. The amount of each mini grant varies based on the project that it supports. The grants have historically ranged from \$50.00 to \$5,000.00. Typically a staff member comes to the meeting and presents their grant request. From there, the SAC discusses the grant and votes whether or not to approve.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

The school will upload the final SAC roster by October 30, 2015.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Swenson, Guy	Principal
Conrad, Chris	Teacher, K-12
Dooley, Dori	Teacher, K-12
Hattabaugh, Joshua	Teacher, K-12
Lunsford, Angela	Teacher, K-12
Morgan, Zach	Teacher, K-12
Otto, Lisa	Administrative Support
Puchein, John	Teacher, K-12
Russ, Sasha	Assistant Principal
Steward, Timothy	Teacher, K-12
Stockard, Gail	Teacher, K-12
Zambri, Nick	Assistant Principal
Williams, Louise	Teacher, K-12
Green, Ava	Assistant Principal
Hammons, Glenda	Assistant Principal
Ramos Rios, Geydi	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will continue to use data to ensure the following initiatives are implemented in an effort to increase Olympia High School's reading scores:

1. Data will be used to target the bottom 25% in reading. Instructional staff will be provided reading data for their students to analyze in order to differentiate instruction appropriately.
2. Instructional staff support will provide writing workshops to ensure writing across the content areas.
3. The LLT will increase their proficiency in obtaining, disaggregating and distributing data to classroom personnel across the curriculum.
4. The Media Center and other areas of school instructional support will endeavor to recognize literacy through a variety of means including: Celebrate Literacy Week, Banned Book Week and various cultural awareness months. Instructional personnel will support this effort in their classrooms.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Olympia High Schools School uses the following strategies to encourage positive working relationships between teachers:

1. PLCs
2. Mentors for new teachers
3. Common planning when possible
4. On-site professional development
5. Reading and math coach to facilitate team building
6. ESE facilitative teachers
7. Teacher empowerment, such as planning tutoring schedules together
8. Teachers are part of the new staff selection team

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

To recruit teachers we use the school's record of success to make applying at Olympia appealing. Additionally, we use the OCPS recruiting system to get the properly certified candidates. We only hire in-field teachers. Our system of selection includes the school secretary reviewing the applications and resumes of the teacher candidates and their field of certification. A selection committee of teacher leaders and an assistant principal conducts interviews and narrows the group of candidates to one or two; the final candidate is selected by the principal.

To retain and motivate teachers several strategies are used:

1. Professional relationships that promote effective practices and excellence
2. On-site professional development to acquire points
3. Opportunities for leadership and advancement
4. Fair and consistent evaluations
5. Input on classes teachers teach
6. PLCs
7. Staff functions to build camaraderie
8. Staff recognition for excellence
9. SAC grants
10. Teachers are part of the new staff selection team

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Olympia High School's Learning Resource Specialist (LRS) is in charge of our school mentoring program. The LRS pairs each new teacher with someone in his or her field who would like to guide a new teacher or teacher that is new to the district. There are many formal and informal meetings over the school year to give support in all elements of teaching. Support opportunities include meetings with the designated Professional Learning Community (PLC), the mentor teacher and the LRS. Additionally, staff development is provided throughout the year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Olympia High School uses different types of data in the following ways:

- AP Testing Data - To help teachers check their rate of success and adjust strategies.
- Quarterly Teacher and Course GPA Data – To predict student failure rates so teachers can adjust strategies appropriately and collaborate effectively so students can learn the curriculum and pass the course
- GPA Data - To predict failure rates and graduation rate and to target students for tutoring and academic interventions
- Grade Data - used to produce quarterly F letters in order to provide one more contact with parents of failing students and increase the rate of student success and graduation rate
- ProgressBook Sign In Data - This data is specifically used for 9th grade students to make sure the parents and students are logging on to ProgressBook. This data directly correlates with student success.
- FSA Retake Students - Review data and differentiate based on the needs of students
- EOC Data - To target students for interventions and the best class placement
- Discipline Data - This is used to help students be placed in the best academic settings and used to help teachers increase their strategies with students who require behavioral interventions
- Graduation Data - This is used to analyze year by year to adjust instructional strategies for senior students and to target interventions
- Attendance Data - This is used to track students who are not attending school and are failing. Strategies are applied to students on a case by case basis.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 4,000

After school tutoring is provided to students in preparation for the Algebra I, Algebra II and Geometry EOC. Instruction is focused on benchmark and test taking skills.

Strategy Rationale

This gives students the opportunity to strengthen skills that were presented in class that they did not understand in a timely manner and to receive immediate feedback.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Zambri, Nick, nicholas.zambri@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Benchmark assessment scores and EOC scores are collected to track the progress of students participating in the after school tutoring program to see if their scores increase over time. The EOC scores of students participating in the program vs. not participating in the program are compared to see if the participating students' scores are higher than those of their counterparts.

Strategy: Weekend Program

Minutes added to school year: 1,500

EOC camps are established 6 weeks prior to Algebra 1, Biology, and Geometry EOCs to remediate and increase student performance in deficit areas within the curriculum. These camps are staggered to begin 6 weeks before each EOC is administered.

Strategy Rationale

All of these students are given the opportunity for tutoring each year. These students have been given the opportunity to attend EOC camps and increase the possibility of success on the EOC.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Zambri, Nick, nicholas.zambri@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

EOC test data is used to determine the effectiveness of the EOC camps.

Strategy: Weekend Program

Minutes added to school year: 1,000

SAT/ACT Prep

Students will be given the opportunity to learn the skills relevant to passing or increasing their scores on the ACT/SAT.

Strategy Rationale

There are two tiered system of preparation. The first tier is intended to help students who have not taken the tests while the second tier helps students who want to increase their scores.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Oliver, Stevie, stevie.oliver@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

SAT/ACT data will be collected and correlated with sign-in sheets.

Strategy: Extended School Day

Minutes added to school year: 2,000

AP Tutoring

This tutoring is provided in various AP classes with a focus on the largest courses. Additionally, this program has weekend hours. The primary focus of this program is in after school hours.

Strategy Rationale

This program allows students to increase skill and knowledge in individual AP courses.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Green, Ava, ava.green@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

AP pass rates and scores will be collected and compared to tutoring attendance.

Strategy: Extended School Day

Minutes added to school year: 480

Writing Camps

Writing camps will take place for two - three weeks prior to FSA writes. Students will be given the opportunity to focus on the expectations of the test and practice several writing prompts. Feedback will be given.

Strategy Rationale

This concept has been successful in the past to get students ready for FSA writes.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pagan-Pearl, Michael , michael.pagan-pearl@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Sign-in sheets will be collected and test data will be correlated. FSA Writes data and OC Writes data will be reviewed.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

- Olympia High School has a Summer Transition Camp for incoming 9th graders who are specified to be at risk.
- Olympia High School has a Summer Algebra Camp to help EOC testing and to retain skills for the following year
- Olympia High School has a college and career center for post secondary readiness
- Olympia High School visits feeder pattern middle schools to talk to 8th grade students about course selection and high school expectations

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

All students meet with their guidance counselor in the spring of the school year to discuss their course selection for next year. The team reviews recent test scores, grades and future testing. They also review future plans after graduation. During the fall of student's senior year, guidance counselors provide a "Senior Interview" to reinforce the student's graduation status. During this meeting, the counselor discusses college, career and what processes need to be accomplished so the student can graduate with an expectation of post-secondary education.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The school applies college readiness to seek and identify students who are able to take honor courses and Advanced Placement courses. Guidance counselors discuss with students their class selections as a path to college, military and vocational occupations. Teachers as well discuss with students the possible future occupations and their courses they are taking. CTE is provided on campus to students in the areas of Computer Education and Video Production. We are now providing the students the following opportunities to test in the following areas through our partnership with Westside Tech. Following that are future tests we hope to provide this year.

Cloud Computing

Digital Video

Drafting PSAV

CURRENTLY:

ACA Premiere Pro

ACU Autocad

ACU Revit

ACU Inventer

PC Pro Networking

ACA Photoshop

MOS

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The school reviews reports of AP data and exam pass rate. Also taken in consideration is data from Collegeboard and ACT of the number of students and the mean score. Students who receive high test scores in the new Florida Standards Assessment are strongly encouraged to take AP classes and honor classes. We are now providing more students opportunities in technical education through our partnership and sharing of teachers with Westside Tech.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

We have included a partnership with the tech centers to dual enroll our students. We have implemented the following to improve student readiness for the public postsecondary level.

1. SAT, ACT and PERT prep classes to increase test readiness and pass rates
2. The college and career center in guidance which sees 30-50 a week
3. During lunch there is an extension of the college and career center In the cafeteria.
4. Our partnership with Westside Tech now gives our students the opportunities to earn various industry certifications.
5. The TABE test is encouraged more and provided on campus.
6. We have increased the number of seniors in Reading Courses on Saturday to decrease the number of students enrolled in Remedial Reading or Writing at the post-graduation level.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will gain competence in rigorous, standards based instruction and in the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital)
- G2.** Student achievement will increase with the implementation of the MTSS process. (Division Priority: Narrow achievement gap)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will gain competence in rigorous, standards based instruction and in the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital) 1a

 G073109

Targets Supported 1b

Indicator	Annual Target
U.S. History EOC Pass	70.0
Bio I EOC Pass	80.0
AMO Math - All Students	73.0
Algebra I EOC Pass Rate	65.0
AMO Reading - All Students	80.0
4-Year Grad Rate (Standard Diploma)	96.0
4-Year Grad Rate (At-Risk)	75.0

Resources Available to Support the Goal 2

- Achieve 3000, Systems 44, Read 180, and Reading Plus
- Instructional Coaches
- Algebra Nation
- Instructional Framework
- Math core program
- Springboard
- Item Specs
- IMS

Targeted Barriers to Achieving the Goal 3

- Teachers have difficulty developing learning goals, targets, and activities that are aligned to the standard.

Plan to Monitor Progress Toward G1. 8

Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards incorporating Marzano strategies.

Person Responsible

Guy Swenson

Schedule

Weekly, from 11/2/2015 to 6/8/2016

Evidence of Completion

Florida state assessments and formative and summative data

G2. Student achievement will increase with the implementation of the MTSS process. (Division Priority: Narrow achievement gap) 1a

 G073110

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	75.0
4-Year Grad Rate (Standard Diploma)	96.0
AMO Reading - All Students	80.0
Bio I EOC Pass	80.0
U.S. History EOC Pass	70.0
AMO Math - All Students	73.0
Algebra I EOC Pass Rate	65.0

Resources Available to Support the Goal 2

- Guidance Team
- Deans
- Student Teams
- SMS
- Progressbook
- Administrative Team
- MTSS leadership team
- Achieve 3000, Systems 44, Reading Plus, and Read 180
- Springboard
- Math Core program
- Algebra Nation
- IMS
- Instructional Coaches (reading and math)

Targeted Barriers to Achieving the Goal 3

- Teachers do not meet the diverse needs of their students by differentiating instruction.

Plan to Monitor Progress Toward G2. 8

Based on the the implementation of the MTSS process, the graduation rate will continue to increase to ensure that all students graduate with their cohorts. MTSS (Student Service Teams) team will meet bi-weekly to determine students at risk.

Person Responsible

Guy Swenson

Schedule

On 5/29/2016

Evidence of Completion

MTSS (Student Service Teams) team meeting notes, SMS data, Progress Book data, Performance Matters data, and Florida State Standards Assessment.

Plan to Monitor Progress Toward G2. 8

FSA/FCAT/and EOC and other forms of formative assessment data will be analyzed to ensure the effectiveness of the strategy.

Person Responsible

Guy Swenson

Schedule

Quarterly, from 11/9/2015 to 6/8/2016

Evidence of Completion

FSA/FCAT/EOC data and formative assessment data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will gain competence in rigorous, standards based instruction and in the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital) **1**

 G073109

G1.B5 Teachers have difficulty developing learning goals, targets, and activities that are aligned to the standard. **2**

 B190945

G1.B5.S1 Teachers will participate in PD on deconstructing the standards, while using the MTPs and other state/district resources to guide their planning process. **4**

 S202420

Strategy Rationale

The need for teachers to become more familiar with the Florida standards.

Action Step 1 **5**

The leadership team will participate in PD on deconstructing the standards while using multiple resources to provide actionable feedback to their teachers on standards based instruction.

Person Responsible

Guy Swenson

Schedule

Semiannually, from 10/19/2015 to 6/8/2016

Evidence of Completion

Sign-in sheets and agenda

Action Step 2 5

Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process.

Person Responsible

Guy Swenson

Schedule

Semiannually, from 10/29/2015 to 6/8/2016

Evidence of Completion

Sign-in sheets and agenda

Action Step 3 5

The leadership team will conduct i-Observations and provide teachers feedback as it relates to learning goals and scales aligned to the standard.

Person Responsible

Guy Swenson

Schedule

Weekly, from 10/30/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers and lesson plan reviews

Action Step 4 5

Instructional coaches will provide modeling and side-by-side coaching to struggling teachers.

Person Responsible

Guy Swenson

Schedule

Weekly, from 11/2/2015 to 6/8/2016

Evidence of Completion

Coach's logs, i-Observations data/feedback

Action Step 5 5

LSI will continue to support the leadership team with the utilization of the instructional framework.

Person Responsible

Guy Swenson

Schedule

Quarterly, from 9/18/2015 to 6/8/2016

Evidence of Completion

LSI trend data

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Through i-Observation, the leadership team will provide teachers ongoing feedback on the design questions to ensure teachers are utilizing the state standards throughout their delivery.

Person Responsible

Guy Swenson

Schedule

Weekly, from 11/2/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers and lesson plan reviews

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Through i-Observation data and feedback to teachers, teachers will embed standards based lessons through delivery and align tasks to the standard.

Person Responsible

Guy Swenson

Schedule

Weekly, from 11/2/2015 to 6/8/2016


Evidence of Completion

i-Observation data and feedback and lesson plan reviews

G2. Student achievement will increase with the implementation of the MTSS process. (Division Priority: Narrow achievement gap) 1

 G073110

G2.B7 Teachers do not meet the diverse needs of their students by differentiating instruction. 2

 B190952

G2.B7.S1 Teachers have difficulty differentiated instruction to meet the needs of Tier 2 and Tier 3 students. Professional development will be offered to teachers on the the MTSS process and strategies to support this. 4

 S202425

Strategy Rationale

The data indicates the need for instruction to be differentiated to meet the needs of all learners.

Action Step 1 5

Provide school-wide professional development on analyzing student assessment data to inform instruction.

Person Responsible

Guy Swenson

Schedule

Quarterly, from 8/24/2015 to 6/8/2016

Evidence of Completion

Agenda and sign-in sheets

Action Step 2 5

Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.

Person Responsible

Guy Swenson

Schedule

Weekly, from 9/4/2015 to 5/29/2016

Evidence of Completion

Sign-in sheets, agendas, lesson plans that incorporate differentiated activities and rotational differentiated activities created by coaches.

Action Step 3 5

Through i-Observations, the leadership team will provide feedback to teachers on using data to deliver their lessons.

Person Responsible

Guy Swenson

Schedule

Weekly, from 10/19/2015 to 6/8/2016

Evidence of Completion

i-Observation data/feedback

Action Step 4 5

Teachers will have the opportunity to observe peer teachers who have implemented differentiated instruction.

Person Responsible

Guy Swenson

Schedule

Weekly, from 10/19/2015 to 6/8/2016

Evidence of Completion

Peer observation reflection logs

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

Classroom Walkthroughs during the teacher observance of centers. Exit slips will be reviewed after the PD and the differentiated center activities will be reviewed by grade level admin, lesson plans will be reviewed.

Person Responsible

Nick Zambri

Schedule

Quarterly, from 9/4/2015 to 5/29/2016

Evidence of Completion

Meeting notes, i-Observation data and feedback and lesson plans reviews

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

MTSS leadership team meeting notes/agenda

Person Responsible

Nora Pachnik

Schedule

Weekly, from 9/7/2015 to 6/8/2016

Evidence of Completion

Sign in sheets, meeting agendas, MTSS team meeting notes, and student data.

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

Leadership team will walk together to calibrate data using the Instructional Framework to ensure teachers are using data to drive instruction.

Person Responsible

Guy Swenson

Schedule

Weekly, from 10/5/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

Classroom walkthrough for evidence of differentiated Instruction, i-Observation data

Person Responsible

Nick Zambri

Schedule

Biweekly, from 9/4/2015 to 6/8/2016

Evidence of Completion

Classroom walkthrough notes, meeting notes, differentiated instructional lesson plans, i-Observation data/feedback

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Orange - 1632 - Olympia High - 2015-16 SIP
Olympia High

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B5.S1.A1	The leadership team will participate in PD on deconstructing the standards while using multiple resources to provide actionable feedback to their teachers on standards based instruction.	Swenson, Guy	10/19/2015	Sign-in sheets and agenda	6/8/2016 semiannually
G2.B7.S1.A1	Provide school-wide professional development on analyzing student assessment data to inform instruction.	Swenson, Guy	8/24/2015	Agenda and sign-in sheets	6/8/2016 quarterly
G1.B5.S1.A2	Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process.	Swenson, Guy	10/29/2015	Sign-in sheets and agenda	6/8/2016 semiannually
G2.B7.S1.A2	Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.	Swenson, Guy	9/4/2015	Sign-in sheets, agendas, lesson plans that incorporate differentiated activities and rotational differentiated activities created by coaches.	5/29/2016 weekly
G1.B5.S1.A3	The leadership team will conduct i-Observations and provide teachers feedback as it relates to learning goals and scales aligned to the standard.	Swenson, Guy	10/30/2015	i-Observation data and feedback to teachers and lesson plan reviews	6/8/2016 weekly
G2.B7.S1.A3	Through i-Observations, the leadership team will provide feedback to teachers on using data to deliver their lessons.	Swenson, Guy	10/19/2015	i-Observation data/feedback	6/8/2016 weekly
G1.B5.S1.A4	Instructional coaches will provide modeling and side-by-side coaching to struggling teachers.	Swenson, Guy	11/2/2015	Coach's logs, i-Observations data/ feedback	6/8/2016 weekly
G2.B7.S1.A4	Teachers will have the opportunity to observe peer teachers who have implemented differentiated instruction.	Swenson, Guy	10/19/2015	Peer observation reflection logs	6/8/2016 weekly
G1.B5.S1.A5	LSI will continue to support the leadership team with the utilization of the instructional framework.	Swenson, Guy	9/18/2015	LSI trend data	6/8/2016 quarterly
G1.MA1	Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards incorporating Marzano strategies.	Swenson, Guy	11/2/2015	Florida state assessments and formative and summative data	6/8/2016 weekly
G1.B5.S1.MA1	Through i-Observation data and feedback to teachers, teachers will embed standards based lessons through delivery and align tasks to the standard.	Swenson, Guy	11/2/2015	i-Observation data and feedback and lesson plan reviews	6/8/2016 weekly
G1.B5.S1.MA1	Through i-Observation, the leadership team will provide teachers ongoing feedback on the design questions to ensure teachers are utilizing the state standards throughout their delivery.	Swenson, Guy	11/2/2015	i-Observation data and feedback to teachers and lesson plan reviews	6/8/2016 weekly
G2.MA1	Based on the the implementation of the MTSS process, the graduation rate will continue to increase to ensure that all students graduate with their cohorts. MTSS (Student Service Teams) team will meet bi-weekly to determine students at risk.	Swenson, Guy	10/1/2015	MTSS (Student Service Teams) team meeting notes, SMS data, Progress Book data, Performance Matters data, and Florida State Standards Assessment.	5/29/2016 one-time
G2.MA2	FSA/FCAT/and EOC and other forms of formative assessment data will be analyzed to ensure the effectiveness of the strategy.	Swenson, Guy	11/9/2015	FSA/FCAT/EOC data and formative assessment data	6/8/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B7.S1.MA1	Classroom walkthrough for evidence of differentiated Instruction, i-Observation data	Zambri, Nick	9/4/2015	Classroom walkthrough notes, meeting notes, differentiated instructional lesson plans, i-Observation data/feedback	6/8/2016 biweekly
G2.B7.S1.MA1	Classroom Walkthroughs during the teacher observance of centers. Exit slips will be reviewed after the PD and the differentiated center activities will be reviewed by grade level admin, lesson plans will be reviewed.	Zambri, Nick	9/4/2015	Meeting notes, i-Observation data and feedback and lesson plans reviews	5/29/2016 quarterly
G2.B7.S1.MA3	MTSS leadership team meeting notes/ agenda	Pachnik, Nora	9/7/2015	Sign in sheets, meeting agendas, MTSS team meeting notes, and student data.	6/8/2016 weekly
G2.B7.S1.MA4	Leadership team will walk together to calibrate data using the Instructional Framework to ensure teachers are using data to drive instruction.	Swenson, Guy	10/5/2015	i-Observation data and feedback to teachers	6/8/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will gain competence in rigorous, standards based instruction and in the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital)

G1.B5 Teachers have difficulty developing learning goals, targets, and activities that are aligned to the standard.

G1.B5.S1 Teachers will participate in PD on deconstructing the standards, while using the MTPs and other state/district resources to guide their planning process.

PD Opportunity 1

The leadership team will participate in PD on deconstructing the standards while using multiple resources to provide actionable feedback to their teachers on standards based instruction.

Facilitator

District and learning community administrators

Participants

Leadership team

Schedule

Semiannually, from 10/19/2015 to 6/8/2016

PD Opportunity 2

Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process.

Facilitator

District coaches

Participants

All instructional staff

Schedule

Semiannually, from 10/29/2015 to 6/8/2016

G2. Student achievement will increase with the implementation of the MTSS process. (Division Priority: Narrow achievement gap)

G2.B7 Teachers do not meet the diverse needs of their students by differentiating instruction.

G2.B7.S1 Teachers have difficulty differentiated instruction to meet the needs of Tier 2 and Tier 3 students. Professional development will be offered to teachers on the the MTSS process and strategies to support this.

PD Opportunity 1

Provide school-wide professional development on analyzing student assessment data to inform instruction.

Facilitator

Leadership team

Participants

Instructional staff

Schedule

Quarterly, from 8/24/2015 to 6/8/2016

PD Opportunity 2

Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.

Facilitator

Instructional Coaches

Participants

Instructional staff

Schedule

Weekly, from 9/4/2015 to 5/29/2016

Budget

Budget Data

1	G1.B5.S1.A1	The leadership team will participate in PD on deconstructing the standards while using multiple resources to provide actionable feedback to their teachers on standards based instruction.	\$0.00
2	G1.B5.S1.A2	Teachers will be provided PD on deconstructing the standards and using MTPs and other district and state resources to guide their planning process.	\$0.00

Budget Data

3	G1.B5.S1.A3	The leadership team will conduct i-Observations and provide teachers feedback as it relates to learning goals and scales aligned to the standard.	\$0.00
4	G1.B5.S1.A4	Instructional coaches will provide modeling and side-by-side coaching to struggling teachers.	\$0.00
5	G1.B5.S1.A5	LSI will continue to support the leadership team with the utilization of the instructional framework.	\$0.00
6	G2.B7.S1.A1	Provide school-wide professional development on analyzing student assessment data to inform instruction.	\$0.00
7	G2.B7.S1.A2	Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.	\$0.00
8	G2.B7.S1.A3	Through i-Observations, the leadership team will provide feedback to teachers on using data to deliver their lessons.	\$0.00
9	G2.B7.S1.A4	Teachers will have the opportunity to observe peer teachers who have implemented differentiated instruction.	\$0.00
Total:			\$0.00