

The School District of Palm Beach County

# Olympic Heights Community High



2017-18 Schoolwide Improvement Plan

# Olympic Heights Community High

20101 LYONS RD, Boca Raton, FL 33434

<https://ohhs.palmbeachschools.org>

## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
High School 9-12	No	50%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	53%

## School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	B	A*	A

*\*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 was approved by the Palm Beach County School Board on 11/8/2017.

## 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

### DA Regions

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

### DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

### 2017-18 DA Category and Statuses for Olympic Heights Community High

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

The staff of Olympic Heights High School - with support of parents, the community, and students - will provide a safe learning environment for all students, affording them the opportunity to achieve mastery of essential skills and to develop their unique interests and talents. Students will graduate as responsible lifelong learners who will make a positive impact on their community and world.

##### b. Provide the school's vision statement.

The staff of Olympic Heights addresses itself to the total education of the individual student. This includes the concept of achieving academic excellence through self-discipline in a caring environment. The appreciation of the mutual dependence of individual worth and community responsibility is stressed as contributing to harmony among individuals and groups.

#### 2. School Environment

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

Olympic Heights will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to:

- \* History of Holocaust
- \* Hispanic Contributions
- \* Women's Contributions
- \* Sacrifices of Veterans

Additional content required for instruction by Florida Statute 1003.42(2), as applicable to appropriate grade levels, include:

- Declaration of Independence
- Constitution of the United States and the Bill of Rights
- Federalist papers: Republican form of government
- Civil government: functions and interrelationships
- History of the United States
- Effects of alcohol and narcotics•
- Florida history
- Conservation of natural resources
- Health education
- Free enterprise
- Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.

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

The Pillars of Effective Instruction lead our practices in providing all of our students with opportunities that will support their academic success. All students are:

- Collaborating in a student-centered, personalized environment: Students take ownership of their

learning through voice and choice in order to demonstrate mastery through a variety of means. Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential.

- Empowered and supported through high expectations to be college and career ready: Students consistently experience rigorous, standards-based instruction grounded in the expectation that all students can succeed. Students have access to a support system of services to feel safe, supported, and cared for by peers, adults, and the broader community.

Student involvement in the academic processes is key. Students learn to articulate the academic targets, analyze their own data, derive feedback, and develop their plan for learning. Students also become partners in the assessment process and learn to lead conferences regarding their academic achievement.

The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings. The school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and Teaching Expected Behaviors, communicating with parents, and Monitoring SwPBS. The school updates Action Plans during Leadership and Grade Level Team Meetings. The staff has devised a set of expectations for student behavior in the classroom, cafeteria, hallways, etc.

Our school instills an appreciation for multicultural diversity through its anti-bullying campaign, structured lessons, and implementation of SwPBS incentive programs such as B.A.G. bucks. Positive classroom behavior is implemented through the use of C.H.A.M.P.S.

Single School Culture © for CLIMATE refers to the emotional atmosphere we generate around us, the “context” of school. Climate involves the perception of stakeholders concerning the fairness, openness, friendliness, ethos of caring, and sense of welcome of the school. It also refers to the degree of satisfaction experienced within its organizational structure. In this process, schools identify the problematic practices and their impact on staff/student morale, achievement, and participation. The goals of Single School Culture © for CLIMATE include

Create or enhance a college-going culture through the Eight Components of College and Career Readiness (developing aspirations, academic planning, enrichment and extracurricular engagement, college and career exploration and selection, college and career assessments, affordability planning, admissions and transitions into postsecondary).

**c. 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.**

- Universal Guidelines and behavior matrix taught twice a year to ensure students are aware of school expectations.
- Ensure teachers are trained in Classroom management strategies (CHAMPS, etc.)
- SwPBS team reviews classroom data to ensure students are engaged while in class. Maintain a minimum of a 4:1 ratio of positive interactions (RPI) to ensure students remain engaged during instructional time.
- Ensure differentiation of instruction is taking place to meet the needs of all students. Teachers will convey and review expectations for each learning activity
- Make references to Universal Guidelines and behavioral expectations when providing students with positive feedback ("You were responsible when you returned your library book on time.")

- Class meetings will occur on a frequent basis to include student feedback.
- School-wide recognition system is in place;
- Develop and implement a differentiated system of school counseling services with dedicated time for the core classroom guidance instruction on developing the Behavior Standards: Learning Strategies, Self-Management Skills, and Social Skills (ASCA Mindsets and Behaviors for Student Success) that contribute to student engagement leading to improved academic achievement resulting in college-career readiness.

The SwPBS plays a large role. Additionally, we use a progressive discipline matrix and each teacher submits their behavior management plan.

**d. 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.**

- \* School Based Team (SBT) that meets once a month to discuss students with barriers to academic, behavior and social success.
- \* Crisis Intervention (CIT) to help students who might be in a crisis
- \* Engage with identified staff such as a school counselor or school based team leader to provide a differentiated delivery of services based on student/school need.
- \* School Psychologist for designated students
- \* Safe person/safe place pass
- \* We offer Social Skills classes.
- \* AVID

### 3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

- i. Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension
- ii. One or more suspensions, whether in school or out of school
- iii. Course failure in English Language Arts or mathematics

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

**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		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	9	12	11	15	47
One or more suspensions	0	0	0	0	0	0	0	0	0	0	76	101	100	94	371
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	110	136	115	89	450
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	104	179	175	29	487

i. The number of students by grade level that exhibit each early warning indicator listed above Data available through the New EDW SIP Online 2018 - Master Report -

RXOOA0197 ii. The number of students identified by the system as exhibiting two or more early warning indicators Data available through the New EDW SIP Online 2018 - Master Report - RXOOA0197

0 0 0 0 0 0 0 0 0 0 0 0 0 0 0

0 0 0 0 0 0 0 0 0 0 0 0 0 0 0

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	86	125	118	60	389

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

- Effective multi-disciplinary teams in place to problem solve and create action plans;
- Planned Discussions, Goal Setting for identified student;
- Notification procedures for parents, agency and community outreach;
- Develop and implement a comprehensive school counseling program (Student Development Plan) with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;

Students with Disabilities (SWD) and Best Practices for Inclusive Education (BPIE)

- Consider individual students needs and IEP goals when planning for intervention strategies in order to close the achievement gap
- Run EDW: ESE Educational Benefit Report EDW-RSOOA0444 (Found under: Families, Special Programs, EDW-RPSE0577)

**B. Family and Community Engagement**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**1. 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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

No

### **1. PFEP Link**

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

### **2. Description**

- Soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems;
- During Open House, curriculum night, etc. ensure non-threatening methods of introducing parents to teachers and administrators;
- Offer fun, interactive tutorials to parents who are unfamiliar with EdLine and other forms of educational technology;
- Communicate classroom and school news to parents;
- Offer Professional Development concerning effective strategies for conducting supportive and effective parent phone calls and face-to-face meetings;
- Create the formats for inviting parent participation in the cultural education process;
- Positive notes, letters, phone calls home;

### **2. 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.**

- \* Dog Treats by the ESE department
- \* Partnership with AWWA for model water tower competition
- \* Student drama production, chorus and band recitals for the community
- \* Partnership with local engineering industry, hotels and restaurants for job shadowing purposes
- \* Student Research project with FAU
- \* Preschool on site to help student learning
- \* OAPA raising money through clothing donations
- \* Breast cancer walk led by hospitality
- \* Partnership with MIT and NASA through ZeroRobotics
- \* Girls Who Code alliance
- \* St. Baldricks fundraiser
- \* Boca Helping Hands
- \* Open House

## **C. Effective Leadership**

### **1. School Leadership Team**

#### **a. Membership**

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Arunachalam, Nirmala	Teacher, Career/Technical
Clark, Dave	Principal
Durden, Felicia	Assistant Principal
Giblin, Leslie	Teacher, K-12
Mydlarz, Vivian	Teacher, Adult
Zerbo, Laura	Teacher, ESE
Borah, Sara	Assistant Principal
Hoke, Michelle	Teacher, Adult
Cowan, Margie	Teacher, ESE
Gregory, Sarah	Teacher, Adult
Rew, Sarah	Teacher, Adult
Ryder, Matt	
Krupa, James	
Lawrence, Kelly	
Goldstein, Zach	

**b. Duties**

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

The RtI Leadership Team will meet with the SAC and the principal to help develop the SIP as it is a living document. The team will provide data on Tier 1,2, and 3 targets. They also will discuss academic and social/emotional areas that need to be addressed; help set the clear expectations for instruction, rigor, relevance and relationship.

**2. 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.**

The Principal provides a common vision for the use of data-based decision-making, ensures that the school team is implementing RtI, conducts assessment of RtI skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support RtI implementation, and communicates with parents regarding school-based RtI plans and activities.

General Education Teachers- - Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers- Provide suggestions to general education teachers on how to implement strategies into the mainstream classes in order to facilitate student success.

ESE Contact- Margie Cowan assists team with identification of students eligible for special education and facilitates implementation of IEP's.

504 Contact - Laura Zerbo assists team in identification of students eligible for 504 plans and facilitates implementation of 504 plans.

ELL Contact- Vivian Mydlarz identifies and maintains records of progress of ELL students, reviews quarterly achievement identifying "at risk" students ( lowest 25%) students who have not made adequate yearly progress in spite of interventions.

Laura Zerbo will provide the identified students to the group with data collected from the general education teachers as to the reasons the particular students need the intervention. She will also look at the students records and transcripts to identify particular academic patterns of weaknesses; provide necessary support to students and their parents to assist Laura also along with Hal Videtto facilitates SBT/RTI meetings.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and Monitoring SwPBS. We update our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs.

## 2. School Advisory Council (SAC)

### a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Laura Zerbo	Teacher
Dave Clark	Principal
Andrea Sommer	Teacher
Margie Cowan	Teacher
Carolyn Kramer	Business/Community
Elissa Nacht	Parent
Lynn Salberg	Parent
Sarah Gregory	Teacher
Erica Wogalter	Parent
Amy Hall	Parent
Carly Terkeil	Student
Lauren Kahme	Student
Ethan Mimick	Student
Madison Borman	Student

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

Olympic Heights reached the goal that was set in our SIP last year. The resources to support our goals were available to us. Some of the barriers we had to achieve our goals were broken down for the better.

All of the sections of the SIP were well planned and fully detail.

*b. Development of this school improvement plan*

The SAC reports to the stakeholders the progress of the school community as it relates to academic performance, status, discipline, overall communications, funding and teacher growth. The stakeholders, with their suggestions, input and concerns, as well as votes, drive the changes in the SIP as it is a living, breathing document related to current growth at Olympic Heights.

*c. Preparation of the school's annual budget and plan*

The SAC approves the schools SAC money and allots for providing tutorials for students "at risk", our lowest 25% and for our AP/Honors students by providing "boot camps", after school tutoring and enhanced technology and hands-on learning, teacher training and workshops.

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

There is currently \$16,131 in available SAC funds. There is \$3,500 in available A+ money which can only be used for tutorials and stipends for teachers and tutoring. SAC money should be recurring next year however A+ money will not recur next year.

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

No

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

Outreach to the community through email blasts, all calls, school notices, parent updates, SAC table set up at school wide events and open house events.

**3. Literacy Leadership Team (LLT)**

**a. Membership**

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Clark, Dave	Principal
Borah, Sara	Assistant Principal
Hoke, Michelle	Teacher, K-12
Giblin, Leslie	Teacher, K-12
Gregory, Sarah	Teacher, K-12

**b. Duties**

**1. Describe how the LLT or similar group promotes literacy within the school, if applicable.**

This group of professionals is comprised of leaders in literacy. This team may include a literacy leader from each grade level, a reading coach, a representative from ESOL, a representative from ESE, Single School Culture Coordinator, and both administrators. The team uses data to establish the literacy goals for that school year. Once the goals have been established, the team creates a plan of

action and may meet monthly, (more if necessary) to assess progress towards accomplishing the goals. The team may promote and support literacy in a variety of ways: through literacy nights, professional development, modeling and/or coaching with feedback, developing teacher leaders, summer literacy plans, addressing scheduling concerns, providing instructional and student resources and materials, and other initiatives.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The Pillars of Effective Instruction focus on ensuring ALL students are provided with instruction that will prepare them for post-secondary success. In order to ensure all students are immersed in rigorous tasks encompassing the full intent of the standards, actively engaged in building, connecting, and applying knowledge, collaborating in a student centered, personalized environment, and empowered and supported through high expectations to be college and career ready we provide our teachers and staff opportunities to participate in collaborative planning and instruction.

At Olympic Heights some of our teachers have common planning. They meet weekly to discuss and plan their strategies. Common planning was built into the Master schedule so that the teachers would have the time to work together in order to reach their goals. By meeting weekly they have time to collaborate and discuss on-going positive reinforcement, goals, best practices, and up-coming standards that are to be taught.

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

- Utilize the Department of Recruitment and Retention to provide advice on all hiring and placement procedures
- Participate in job fairs, interview training, and personnel workshops designed to expedite the identification of the most talented instructional applicants
- Recruitment of highly qualified instructional personnel by means of strategic internet recruitment, office interviews, and recruitment events
- Monitor and assist all applicants in the hiring process in an effort to reduce length of hiring process and increase instructional time
- Establish and maintain relationships with colleges and officials in the field of education to promote the District
- Maintain regular contact with designated recruiter to improve talent acquisition effectiveness

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

All first year teachers are participating in the Educator Support Program (ESP). ESP is the School District of Palm Beach County's formal program of support for newly hired educators. Systems of support include a mentor support team, staff development opportunities, observations, conferences, and written and oral feedback.

ESP, the program of support and induction for first year teachers, is designed to elicit evidence that a beginning teacher has demonstrated teaching competencies that promote student learning. ESP helps ensure that all beginning teachers have opportunities to strengthen their knowledge of instructional strategies, enhance their understanding of students as learners, and begin a process of lifelong learning and professional growth.

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

By implementing the first Pillar, students are immersed in rigorous tasks encompassing the full intent of the standards.

- Students are actively engaged with complex texts, tasks, and talk using evidence from the text and creating work samples that are standards-based and rigorous.
- Students are actively engaged in a coherent progression of mathematical practices that relate new concepts to prior skills and target the aspect of rigor called for by the standards

Olympic Heights creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, writing, math, and science curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

#### b. Instructional Strategies

**1. 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.**

By implementing the third Pillar, students collaborate in a student-centered, personalized environment.

- Students take ownership of their learning through voice and choice in order to demonstrate mastery through a variety of means.
- Students take ownership of a culture of learning in a strategy-rich environment which uses space and technology to maximize student potential

\* Knowledge Checks -- Short assessments that test the students' understanding of specific benchmarks.

\* Math Nation -- Support videos with guided practice materials and textbooks

\* District FSQs and USAs

Differentiated instruction is also achieved by a) placement of students in classes based on their EOC scores in the previous year b) Students are paired up for classwork based on understanding of a given topic or skill

**2. 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:** After School Program

**Minutes added to school year:**

After school tutoring 2 times/week; ACT/SAT tutoring; Math boot camps

**Strategy Rationale**

To increase EOC scores.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Borah, Sara, sara.borah@palmbeachschools.org

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

Student attendance is monitored and a correlation is determined between the two.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.

### b. College and Career Readiness

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

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives within Single School Culture © Initiatives include:

- The promotion of increased student participation and performance in Advanced Placement® (AP), Cambridge Advanced International Certificate of Education® (AICE), International Baccalaureate® (IB) coursework, or Dual Enrollment
- The Advanced Placement Incentive Program grant called My AP Plan (MAPP), which focuses on increasing the participation of low income students in STEM and online Advanced Placement® (AP) courses, improved performance in AP courses through student tutorials, teacher and administrator professional development and summer bridge programs, and vertical articulation among middle and high schools to create a pipeline of rigorous instruction so that students are college ready and

prepared for postsecondary success

- The SAT school day test administration which allows the opportunity for students to take the SAT on their own school campus during a school day to remove barriers to Saturday testing for low income students
- The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies
- The Johnson Scholars Program which funds \$10,000 scholarships annually for four-year cohorts of students who compete during their senior year (representing a \$1.6 million commitment between 2008 and 2015)
- The College Success Program which provides First Generation Mentors who are themselves first generation college goers to work with high school students who are potential first generation college goers using the Believing the College Dream (middle school) and Realizing the College Dream (high school) curricula, providing strategies to help them achieve their postsecondary goals
- Guidance Services working with schools to inform and support students and parents in graduation and college readiness goals
- Grant-making assistance to seek out and obtain funding for many of these programs and initiatives
- The promotion of increased student participation and performance in AICE coursework

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

Olympic Heights offers elective courses in art, business, technology and Academy courses such as Engineering, Teacher Education, Finance, Hospitality & Tourism, Culinary, and JROTC. We also offer a DCT/OJT program which allows students to attend school for their academic classes and leave early to work and earn credits.

We provide the students with job shadowing and internship opportunities which provides them with real world experience.

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

Olympic Heights College and Career Prep Center presents a plethora of college prep and planning information, along with access to financial aid, continuous updates on scholarship information, requirements for specific colleges and access to representatives from various types of post-secondary choices. ACT and SAT College Readiness continue to be implemented in FY17 as well as increased student enrollment in Dual Enrollment and enrollment in AP Courses. Our guidance counselors are well informed about the variety of choices to benefit students' individual needs regarding a successful post secondary transition experience. All students are tracked continuously and informed of their necessary graduation requirements and Bright Future requirements from both teachers and guidance counselors. Necessary academic interventions are brought to student's attention as soon as noted and options provided. A school administrator will be assigned to monitor progress towards graduation and post secondary readiness at the school.

**4. 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.**

- \* Strategies Class
- \* Counselors conduct classroom guidance and individual counseling sessions to students
- \* Meetings held with senior parents on Open House night
- \* School based team to review and provide assistance to specific students

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

## A. Problem Identification

### 1. Data to Support Problem Identification

#### b. 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:

*No files were uploaded*

### 2. 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.

## B. 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.

## C. Strategic Goals

## 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

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will foster post-graduate success.

## Strategic Goals Detail

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

**G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will foster post-graduate success. 1a

G094976

**Targets Supported** 1b

Indicator	Annual Target
High School Acceleration	70.0
AP Exam Passing Rate	70.0
CTE Industry Certification Exam Passing Rate	75.0
High School Acceleration	70.0
AICE Exam Passing Rate	80.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers need specific strategies to ensure the goal
- New teachers not familiar with specific Palm Beach Model of Instruction (formally Marzano) Design Questions
- Student access to computers and internet for certain classes such as math

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Palm Beach Model of Instruction Liaison
- Professional Learning Contact (PLC)
- Teachers will infuse effective teaching strategies in their lessons to improve or increase rigor through active learning opportunities
- Reading Plus
- Content Related Reading (CRR)
- Math Nation

**Plan to Monitor Progress Toward G1.** 8

Data from knowledge checks and classroom observations will be used.

**Person Responsible**

Sara Borah

**Schedule**

Daily, from 8/15/2017 to 6/5/2018

**Evidence of Completion**

Lesson Plans; data from knowledge checks; and classroom observations

## 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.** If we deliver effective and relevant instruction to meet the needs of all students, then we will foster post-graduate success. **1**

 G094976

**G1.B1** Teachers need specific strategies to ensure the goal **2**

 B255607

**G1.B1.S1** Presentations from Professional Learning Team at LTM. **4**

 S270142

### Strategy Rationale

Presentations from different members of the PLC will demonstrate different strategies that can be used in their classroom to help students practice skills, strategies, and processes.

### Action Step 1 **5**

Have teachers work together in groups with colleagues from different departments to share their ideas of strategies they use in their classroom.

#### Person Responsible

Sara Borah

#### Schedule

Biweekly, from 8/15/2017 to 6/5/2018

#### Evidence of Completion

Members of the PLC will collect ideas and lesson plans from each group.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1 6**

Administrators and department chair will observe what and how the strategies are being used by the teachers.

**Person Responsible**

Sara Borah

**Schedule**

***Evidence of Completion***

Data from Diagnostices, EDW, EOC, Lesson Plans & classroom observations

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7**

Administrators will observe and meet with teachers to ensure that they are implementing different strategies in the classroom.

**Person Responsible**

Sara Borah

**Schedule**

Weekly, from 8/15/2017 to 6/5/2018

***Evidence of Completion***

Classroom observation & student work

**G1.B2** New teachers not familiar with specific Palm Beach Model of Instruction (formally Marzano) Design Questions **2**

 B255608

**G1.B2.S1** Train new teachers on Palm Beach Model of Instruction (formally Marzano) **4**

 S270143

**Strategy Rationale**

So that teachers are familiar with the Palm Beach Model of Instruction (formally Marzano) evaluation system

**Action Step 1** **5**

The new teachers will complete Palm Beach Model of Instruction (formally Marzano) online training

**Person Responsible**

Felicia Durden

**Schedule**

On 12/23/2020

***Evidence of Completion***

ESP, Teacher portfolio, Tips 1

**Plan to Monitor Fidelity of Implementation of G1.B2.S1** **6**

There will be ESP meetings to help assist new teachers.

**Person Responsible**

Felicia Durden

**Schedule**

Monthly, from 8/15/2017 to 6/5/2018

***Evidence of Completion***

Lesson Plans, classroom observations and online training exercises

**Plan to Monitor Effectiveness of Implementation of G1.B2.S1** 7

There will be classroom observations and feedback given to the teachers.

**Person Responsible**

Felicia Durden

**Schedule**

Daily, from 8/15/2017 to 6/5/2018

**Evidence of Completion**

Lesson plans, student work and completion of online Marzano training

**G1.B3 Student access to computers and internet for certain classes such as math** 2

 B255609

**G1.B3.S1 Use of Math Nation: Introducing new knowledge** 4

 S270144

**Strategy Rationale**

Students are given course specific Math Nation videos to watch at home. This constitutes their homework.

**Action Step 1** 5

Students will use Math Nation on the computer to complete assignments

**Person Responsible**

Connie Ludy

**Schedule**

Daily, from 8/15/2017 to 6/5/2018

**Evidence of Completion**

Lesson plans and student work

**Plan to Monitor Fidelity of Implementation of G1.B3.S1** 6

Department chair or Administrators will check lesson plans and review student portfolios

**Person Responsible**

Connie Ludy

**Schedule**

Quarterly, from 8/15/2017 to 6/5/2018

**Evidence of Completion**

Students work will be collected and test scores of students evaluated.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S1** 7

The Math Nation videos corresponds with skill set practice problems that the curriculum covers and is aligned with common core standards.

**Person Responsible**

Connie Ludy

**Schedule**

Daily, from 8/15/2017 to 6/5/2018

**Evidence of Completion**

Students progress tracking: the math coach and teachers can track student progress through readily available data mining reports on Math Nation

**G1.B3.S2** Differentiated instruction 4

S270145

**Strategy Rationale**

- \* Placement of students in classes based on their EOC scores in the previous year.
- \* Students are paired up for classwork based on understanding of a given topic or skill.

**Action Step 1** 5

The coaches and teachers can track student progress through readily available data.

**Person Responsible**

Connie Ludy

**Schedule**

Daily, from 8/15/2017 to 6/5/2018

**Evidence of Completion**

Data mining reports on Math Nation will be tracked along with student classwork and homework.

**Plan to Monitor Fidelity of Implementation of G1.B3.S2** 6

There will be Walkthroughs and Observations conducted by Administration.

**Person Responsible**

Dave Clark

**Schedule**

Weekly, from 8/15/2017 to 6/5/2018

**Evidence of Completion**

Marzano observations, lesson plan books, and student work.

**Plan to Monitor Effectiveness of Implementation of G1.B3.S2** 7

Administrators and department chairs meet with teachers to ensure that all teachers are implementing differentiated instruction in the classroom.

**Person Responsible**

Dave Clark

**Schedule**

Weekly, from 8/15/2017 to 6/5/2018

***Evidence of Completion***

Observations ,lesson plan books, and student work and tests.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1 M386135	Data from knowledge checks and classroom observations will be used.	Borah, Sara	8/15/2017	Lesson Plans; data from knowledge checks; and classroom observations	6/5/2018 daily
G1.B1.S1.MA1 M386127	Administrators will observe and meet with teachers to ensure that they are implementing different...	Borah, Sara	8/15/2017	Classroom observation & student work	6/5/2018 weekly
G1.B1.S1.MA1 M386128	Administrators and department chair will observe what and how the strategies are being used by the...	Borah, Sara	No Start Date	Data from Diagnostices, EDW, EOC, Lesson Plans & classroom observations	6/5/2018 daily
G1.B1.S1.A1 A361463	Have teachers work together in groups with colleagues from different departments to share their...	Borah, Sara	8/15/2017	Members of the PLC will collect ideas and lesson plans from each group.	6/5/2018 biweekly
G1.B2.S1.MA1 M386129	There will be classroom observations and feedback given to the teachers.	Durden, Felicia	8/15/2017	Lesson plans, student work and completion of online Marzano training	6/5/2018 daily
G1.B2.S1.MA1 M386130	There will be ESP meetings to help assist new teachers.	Durden, Felicia	8/15/2017	Lesson Plans, classroom observations and online training exercises	6/5/2018 monthly
G1.B3.S1.MA1 M386131	The Math Nation videos corresponds with skill set practice problems that the curriculum covers and...	Ludy, Connie	8/15/2017	Students progress tracking: the math coach and teachers can track student progress through readily available data mining reports on Math Nation	6/5/2018 daily
G1.B3.S1.MA1 M386132	Department chair or Administrators will check lesson plans and review student portfolios	Ludy, Connie	8/15/2017	Students work will be collected and test scores of students evaluated.	6/5/2018 quarterly
G1.B3.S1.A1 A361465	Students will use Math Nation on the computer to complete assignments	Ludy, Connie	8/15/2017	Lesson plans and student work	6/5/2018 daily
G1.B3.S2.MA1 M386133	Administrators and department chairs meet with teachers to ensure that all teachers are...	Clark, Dave	8/15/2017	Observations ,lesson plan books, and student work and tests.	6/5/2018 weekly
G1.B3.S2.MA1 M386134	There will be Walkthroughs and Observations conducted by Administration.	Clark, Dave	8/15/2017	Marzano observations, lesson plan books, and student work.	6/5/2018 weekly
G1.B3.S2.A1 A361466	The coaches and teachers can track student progress through readily available data.	Ludy, Connie	8/15/2017	Data mining reports on Math Nation will be tracked along with student classwork and homework.	6/5/2018 daily
G1.B2.S1.A1 A361464	The new teachers will complete Palm Beach Model of Instruction (formally Marzano) online training	Durden, Felicia	8/15/2017	ESP, Teacher portfolio, Tips 1	12/23/2020 one-time

## V. Professional Development Opportunities

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

**G1.** If we deliver effective and relevant instruction to meet the needs of all students, then we will foster post-graduate success.

**G1.B1** Teachers need specific strategies to ensure the goal

**G1.B1.S1** Presentations from Professional Learning Team at LTM.

### PD Opportunity 1

Have teachers work together in groups with colleagues from different departments to share their ideas of strategies they use in their classroom.

#### Facilitator

Professional Learning Contact (PLC)

#### Participants

School Wide

#### Schedule

Biweekly, from 8/15/2017 to 6/5/2018

**G1.B2** New teachers not familiar with specific Palm Beach Model of Instruction (formally Marzano) Design Questions

**G1.B2.S1** Train new teachers on Palm Beach Model of Instruction (formally Marzano)

### PD Opportunity 1

The new teachers will complete Palm Beach Model of Instruction (formally Marzano) online training

#### Facilitator

Professional Development Department

#### Participants

All New Teachers

#### Schedule

On 12/23/2020

**VI. Technical Assistance Items**

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

**VII. Budget**

1	G1.B1.S1.A1	Have teachers work together in groups with colleagues from different departments to share their ideas of strategies they use in their classroom.	\$0.00
2	G1.B2.S1.A1	The new teachers will complete Palm Beach Model of Instruction (formally Marzano) online training	\$0.00
3	G1.B3.S1.A1	Students will use Math Nation on the computer to complete assignments	\$0.00
4	G1.B3.S2.A1	The coaches and teachers can track student progress through readily available data.	\$0.00
<b>Total:</b>			<b>\$0.00</b>