

Olympia High



2017-18 Schoolwide Improvement Plan

Olympia High

4301 S APOPKA VINELAND RD, Orlando, FL 32835

<https://olympiahs.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	58%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

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

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

Olympia High School 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.

b. 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 the administrative team are active and visible throughout the day and at school events. Before the school day, during class changes, during lunches, and after school, there is a supervision rotation using the vast majority of the administrators. Supervision is continued until the students are in class and the students that are tardy have been sent to class. The schedule changes quarterly and all members of the administrative team are expected to participate and make coverage a priority. This has proved effective in preventing issues and helping keep students safe during the entire school day. 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 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.

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.

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. When students are not meeting expectations the teacher is most often the first person to contact the student's family. This is often followed by guidance counselors and deans as needed. For additional support, student teams (formalized by Alpha) often contact families when issues arise. The issues may include attendance, grades, GPA, graduation requirements, behavior or anything we can effect that may be holding back the student from reaching his or her full potential. The ESE team takes a CPI course to make sure that the interventions in the ESE classrooms are safe and student appropriate as possible. Additionally, BIPs are written prescriptively with each individual student's needs in mind.

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.

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.

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.

- SMS attendance report generated 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.

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	80	86	78	187	431
One or more suspensions	0	0	0	0	0	0	0	0	0	124	133	107	47	411
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	107	117	131	36	391
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	131	100	1	0	232
Level 1 on FSA	0	0	0	0	0	0	0	0	0	0	100	100	1	201

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	110	215	102	42	469

c. 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
- Saturday Tutoring
- AP Tutoring
- SAT Prep.
- ACT Prep.
- Reading Tutoring
- Science by Course Tutoring - Focus on Biology
- 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 and Other EOCs
- Writing Camps are held in the Spring
- EOC camps are established 12 weeks prior to Algebra 1, Biology, and Geometry EOC's
- Student Teams (Organized by Alpha)

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

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 logon to Progressbook.

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.

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 the school 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.

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
Bradley, Lauren	Administrative Support
Zambri, Nick	Assistant Principal
Pachnik, Nora	Dean
Petrusic, Gordana	Administrative Support
Swenson, Guy	Principal
Green, Ava	Assistant Principal
Russ, Sasha	Assistant Principal
Pagan-Pearl, Michael	Teacher, K-12
Oliver, Stevie	Dean
Wooten, Lorna	Administrative Support
Laracuente, Mariela	Instructional Coach
Perrotti, August	School Counselor

b. Duties

1. 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 15% of the staff, Curriculum Implementation, 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 (A-Ga), Science, ESOL, Reading, ESOL, Math, Paraprofessionals, Instructional Support, P.A.S.S, evaluations for 17% of the staff, PLCs, Pep-Rallies, Dances, Parking, Attendance, Advanced Placement, AP Tutoring, Baccalaureate, Senior Awards, Interns, Dress Code, Cafeteria Liaison, Supervision Schedule and Sonitrol.

Kenya Nelson - Warren - Oversees and monitors Student Team (Ge-Nd), APEX World Language AVID, HSHT, Physical Education, CTE, evaluations for 17% 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 17% 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 (Ne-Z), evaluations for 17% of the staff, PLCs, Science, Visual Arts, ESE, Mathematics, ESE Paraprofessionals, Custodial, School Improvement Plan, Field Trips, Campus Clean-up, Tutoring Programs/Supports Implementation, F-Letters, Emergency Plan, Safety Drills, Keys, Lockers, Environmental Inspections, Fire/Safety Inspections, Work Orders, Interviewing/Hiring, Summer Camps, Property Custodian and Maintenance.

Nora Pachnik - Oversees and monitors discipline, Honor Roll, evaluations for 17% of the staff, PLCs, PE, CTE, World Languages, Minority Achievement, property support, transportation, Assists with School Improvement Plan

Deans:

TBA - Oversees and monitors digital discipline, assists with discipline as needed and supports Dr. Ava Green.

Cody Jarrett - Oversees and monitors discipline (A - GA), Dream Academy, school tours, facilities support, and supports Dr. Ava Green.

Stevie Oliver - Oversees and monitors discipline (Ge-Nd), mentoring program, parking, class coverage support, SAT/ACT testing and supports Nick Zambri.

Lauren Bradley - Oversees and monitors attendance data, Child Study Teams, Social Worker liaison and assists with discipline and testing as needed.

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

Diana Lin Melendez - Provided by Westside Tech. Oversees and monitors Career and Technical Ed and Accelerated Success for School Grade.

Athletic Director:

Aaron Crawford - 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 Specialists:

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

Vivian Triche - 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.

Digital LRS:

Randall Wolfe - Coordinates technology for the digital rollout.

Guidance Lead:

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

Instructional Coach:

Eric Saxon - Leads Tech Titans and assists teachers in professional growth and development.

Reading Coach:

Meire Silva - Supports reading programs and data and assists teachers in professional growth and development.

Gifted Resource Teacher:

Renee Hope-Gill - Coordinates gifted services and MTSS.

Department Leaders:

Louise Williams - Coordinates the Language Arts department and department meetings.

Sabrina Perrotti - 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.

Josh Freeman - 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.

Lorna Wooten - Coordinates the ESE department and department meetings.

Wanda Whitehead - Coordinates the Reading department and department meetings.

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.

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 as needed.
3. Teacher Support Systems - The Learning Resource Specialist (LRS) and other academic coaches along with the administrative team are 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 teacher's 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Guy Swenson	Principal
Sharon Warner	Parent
Karina Santoro	Parent
Sudarshana Bhat	Parent
Debra Negrete	Parent
Davina Chunoo	Parent
Linda Gardiner	Education Support Employee
NanetteCampbell	Parent
Loubna Tazi	Parent
Heather Eubanks	Parent
Stephanie Johnson Possell	Teacher
Kim Marcus	Parent
Julie Marcus	Student
Geraldine Riley	Parent
	Student
Kenya Nelson-Warren	Education Support Employee
Shona Ewoldt	Business/Community
Erich Ewoldt	Business/Community
Julia Gardiner	Student
Lisa Otto	Education Support Employee
Sandra Zaccagnini	Teacher
Esther Moitt	Parent
Denis Warner	Student
Stacy Steinman	Parent
Emily Steinman	Student
Tikisha Hughes	Parent
Pierre Lesperance	Parent

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

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

b. Development of this school improvement plan

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

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

School improvement funds are the part of the school budget. The 2017-2018 starting balance is \$27,547.20.

2. 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.

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

Yes

a. 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 10, 2017.

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
Swenson, Guy	Principal
Conrad, Chris	Teacher, K-12
Hattabaugh, Joshua	Teacher, K-12
Morgan, Zach	Teacher, K-12
Otto, Lisa	Administrative Support
Puchein, John	Teacher, K-12
Russ, Sasha	Assistant Principal
Stockard, Gail	Teacher, K-12
Zambri, Nick	Assistant Principal
Williams, Louise	Teacher, K-12
Green, Ava	Assistant Principal
Pachnik, Nora	Dean
Petrusic, Gordana	

b. Duties

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

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 and Instructional Coaches and the Administrative Team will support this effort the classrooms.

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.

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 instructional coaches 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
9. Including teachers in the staff selection process
10. Scheduled collaboration

2. 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

3. 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. Additionally, the Reading Coach and Instructional Coach support in this function as well.

The LRS and the coaches pair 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.

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.

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

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.

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.
- 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.

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: Extended School Day

Minutes added to school year: 4,000

After school and school day tutoring is provided to students in preparation for the Algebra I, Algebra II, Biology, Geometry and other Core Class EOCs. Instruction is focused on CRMs, previewing content and test taking skills.

Strategy Rationale

This gives students the opportunity to preview content and 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: 5,000

Saturday School

Strategy Rationale

Build Core Subject Rigor and Proficiency

Strategy Purpose(s)

- Core Academic Instruction

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

EOC Data/Before and after Implementation

Strategy: Weekend Program

Minutes added to school year: 3,000

EOC camps will be established 12 weeks prior to Algebra 1, Biology, Geometry and other Core 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 is a 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: 1,000

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

Zambri, Nick, nicholas.zambri@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.

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.

- 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
- Olympia High School provides New Student Orientation for 8th-graders of feeder schools in the spring and at the end of summer for all new students

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.

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 and career decisions and what processes need to be accomplished so the student can graduate with an expectation of post-secondary education.

This year we have expanded the strategies by adding a graduation coach to help students focus obtain scholarships and graduate smoothly.

2. 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 Inventor
PC Pro Networking
ACA Photoshop
MOS
Adobe Suite-InDesign

3. 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 is 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.

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.

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 to support the main center in the guidance suite.
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.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Goal 1: Student achievement and engagement will improve across all content areas through teacher participation in the DPLCs, a continued focus on standards-based instruction, and the utilization of common assessments. This goal focuses on OCPS District Division Priority #1 Accelerate Student Performance/Narrow the Achievement Gap and District Division Priority #2 Invest in Human Capital.
- G2.** Goal 2: Student achievement will increase with the procedural team implementation of the MTSS process and monitoring focusing on Algebra I, Liberal Arts Math and Geometry achievement. This goal focuses on OCPS District Priority #1: Accelerate Student Performance/ Narrow the Achievement Gap and District Priority #2: Invest in Human Capital.

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. Goal 1: Student achievement and engagement will improve across all content areas through teacher participation in the DPLCs, a continued focus on standards-based instruction, and the utilization of common assessments. This goal focuses on OCPS District Division Priority #1 Accelerate Student Performance/ Narrow the Achievement Gap and District Division Priority #2 Invest in Human Capital. **1a**

G095278

Targets Supported **1b**

Indicator	Annual Target
U.S. History EOC Pass	70.0
Bio I EOC Pass	80.0
AMO Math - All Students	77.0
Algebra I EOC Pass Rate	60.0
AMO Reading - All Students	83.0
4-Year Grad Rate (Standard Diploma)	92.0
4-Year Grad Rate (At-Risk)	80.0

Targeted Barriers to Achieving the Goal **3**

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

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

- Reading Support Programs
- Instructional Coaches
- Algebra Nation
- Instructional Framework
- Math core program
- Springboard
- Item Specs
- IMS
- Digital Curriculum Resource Materials
- PLCs
- PDS Blackboard Online District Training
- Instructional Tools: Marzano Instructional Framework-Learning Map, Marzano Element Strategy Protocols, Depth of Knowledge Levels of Thinking/Marzano Taxonomy
- District DPLC meeting

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 9/2/2017 to 6/1/2018

Evidence of Completion

Florida state assessments and formative and summative data

G2. Goal 2: Student achievement will increase with the procedural team implementation of the MTSS process and monitoring focusing on Algebra I, Liberal Arts Math and Geometry achievement. This goal focuses on OCPS District Priority #1: Accelerate Student Performance/ Narrow the Achievement Gap and District Priority #2: Invest in Human Capital. 1a

G095279

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	80.0
4-Year Grad Rate (Standard Diploma)	92.0
AMO Reading - All Students	83.0
Bio I EOC Pass	80.0
U.S. History EOC Pass	70.0
AMO Math - All Students	77.0
Algebra I EOC Pass Rate	55.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Guidance Team
- Deans
- Student Teams
- SMS
- Progressbook
- Administrative Team
- MTSS Leadership Team
- Achieve 3000, Systems 44, Reading Plus, Study Island and Read 180
- Springboard
- Math Core program
- Algebra Nation
- IMS
- Instructional Coaches (reading and digital)
- Rotational and Facilitation Models for Algebra and Math
- PLCs
- Data Meetings
- Gifted/MTSS Resource Teacher

Plan to Monitor Progress Toward G2. 8

Based on 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) teams will meet bi-weekly to determine students at risk.

Person Responsible

Guy Swenson

Schedule

On 5/29/2018

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 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 11/9/2017 to 6/8/2018

Evidence of Completion

FSA and 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

 = Problem Solving Step  S123456 = Quick Key

G1. Goal 1: Student achievement and engagement will improve across all content areas through teacher participation in the DPLCs, a continued focus on standards-based instruction, and the utilization of common assessments. This goal focuses on OCPS District Division Priority #1 Accelerate Student Performance/Narrow the Achievement Gap and District Division Priority #2 Invest in Human Capital. 1

G095278

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

B256472

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

S271249

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 10/19/2017 to 6/8/2018

Evidence of Completion

Sign-in sheets and agenda

Action Step 2 5

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

Person Responsible

Guy Swenson

Schedule

Semiannually, from 10/30/2017 to 6/8/2018

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 10/30/2017 to 6/8/2018

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 11/2/2017 to 6/8/2018

Evidence of Completion

Coach's logs, i-Observations data/feedback

Action Step 5 5

The Olympia leadership team will continue to support the utilization of the instructional framework with fidelity.

Person Responsible

Guy Swenson

Schedule

Monthly, from 9/18/2017 to 6/8/2018

Evidence of Completion

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 11/2/2017 to 6/8/2018

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 9/1/2017 to 6/8/2018

Evidence of Completion

i-Observation data and feedback and lesson plan reviews

G2. Goal 2: Student achievement will increase with the procedural team implementation of the MTSS process and monitoring focusing on Algebra I, Liberal Arts Math and Geometry achievement. This goal focuses on OCPS District Priority #1: Accelerate Student Performance/ Narrow the Achievement Gap and District Priority #2: Invest in Human Capital. 1

G095279

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

B256481

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 MTSS process and strategies to support this. 4

S271255

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 8/25/2017 to 6/8/2018

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 9/4/2017 to 5/29/2018

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 10/20/2017 to 6/8/2018

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 10/20/2017 to 6/8/2018

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 9/5/2017 to 5/29/2018

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 9/7/2017 to 6/8/2018

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 10/5/2017 to 6/8/2018

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 9/5/2017 to 6/8/2018


Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G2.MA1 M388635	Based on the implementation of the MTSS process, the graduation rate will continue to increase to...	Swenson, Guy	10/3/2017	MTSS (Student Service Teams) team meeting notes, SMS data, Progress Book data, Performance Matters data, and Florida State Standards Assessment.	5/29/2018 one-time
G2.B7.S1.MA1 M388632	Classroom walkthroughs during the teacher observance of centers. Exit slips will be reviewed after...	Zambri, Nick	9/5/2017	Meeting notes, i-Observation data and feedback and lesson plans reviews	5/29/2018 quarterly
G2.B7.S1.A2 A363581	Professional development will be provided on differentiated instruction, using data to...	Swenson, Guy	9/4/2017	Sign-in sheets, agendas, lesson plans that incorporate differentiated activities and rotational differentiated activities created by coaches.	5/29/2018 weekly
G1.MA1 M388628	Regular lesson plan checks and classroom observations will verify that lessons taught consistently...	Swenson, Guy	9/2/2017	Florida state assessments and formative and summative data	6/1/2018 weekly
G2.MA2 M388636	FSA and EOC and other forms of formative assessment data will be analyzed to ensure the...	Swenson, Guy	11/9/2017	FSA and EOC data and formative assessment data	6/8/2018 quarterly
G1.B5.S1.MA1 M388626	Through i-Observation data and feedback to teachers, teachers will embed standards based lessons...	Swenson, Guy	9/1/2017	i-Observation data and feedback and lesson plan reviews	6/8/2018 weekly
G1.B5.S1.MA1 M388627	Through i-Observation, the leadership team will provide teachers ongoing feedback on the design...	Swenson, Guy	11/2/2017	i-Observation data and feedback to teachers and lesson plan reviews	6/8/2018 weekly
G1.B5.S1.A1 A363574	The leadership team will participate in PD on deconstructing the standards while using multiple...	Swenson, Guy	10/19/2017	Sign-in sheets and agenda	6/8/2018 semiannually
G1.B5.S1.A2 A363575	Teachers will be provided PD on deconstructing the standards and using CRMs and other district and...	Swenson, Guy	10/30/2017	Sign-in sheets and agenda	6/8/2018 semiannually
G1.B5.S1.A3 A363576	The leadership team will conduct i-Observations and provide teachers feedback as it relates to...	Swenson, Guy	10/30/2017	i-Observation data and feedback to teachers and lesson plan reviews	6/8/2018 weekly
G1.B5.S1.A4 A363577	Instructional coaches will provide modeling and side-by-side coaching to struggling teachers.	Swenson, Guy	11/2/2017	Coach's logs, i-Observations data/ feedback	6/8/2018 weekly
G1.B5.S1.A5 A363578	The Olympia leadership team will continue to support the utilization of the instructional framework...	Swenson, Guy	9/18/2017	Data	6/8/2018 monthly
G2.B7.S1.MA1 M388631	Classroom walkthrough for evidence of differentiated Instruction, i-Observation data	Zambri, Nick	9/5/2017	Classroom walkthrough notes, meeting notes, differentiated instructional lesson plans, i-Observation data/feedback/ scores	6/8/2018 biweekly
G2.B7.S1.MA3 M388633	MTSS leadership team meeting notes/ agenda	Pachnik, Nora	9/7/2017	Sign in sheets, meeting agendas, MTSS team meeting notes, and student data.	6/8/2018 weekly
G2.B7.S1.MA4 M388634	Leadership team will walk together to calibrate data using the Instructional Framework to ensure...	Swenson, Guy	10/5/2017	i-Observation data and feedback to teachers	6/8/2018 weekly
G2.B7.S1.A1 A363580	Provide school-wide professional development on analyzing student assessment data to inform...	Swenson, Guy	8/25/2017	Agenda and sign-in sheets	6/8/2018 quarterly
G2.B7.S1.A3 A363582	Through i-Observations, the leadership team will provide feedback to teachers on using data to...	Swenson, Guy	10/20/2017	i-Observation data/feedback	6/8/2018 weekly

Orange - 1632 - Olympia High - 2017-18 SIP
Olympia High

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B7.S1.A4  A363583	Teachers will have the opportunity to observe peer teachers who have implemented differentiated...	Swenson, Guy	10/20/2017	Peer observation reflection logs	6/8/2018 weekly

V. Professional Development Opportunities

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

G1. Goal 1: Student achievement and engagement will improve across all content areas through teacher participation in the DPLCs, a continued focus on standards-based instruction, and the utilization of common assessments. This goal focuses on OCPS District Division Priority #1 Accelerate Student Performance/Narrow the Achievement Gap and District Division Priority #2 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 CRMs 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 10/19/2017 to 6/8/2018

PD Opportunity 2

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

Facilitator

District coaches

Participants

All instructional staff

Schedule

Semiannually, from 10/30/2017 to 6/8/2018

PD Opportunity 3

The Olympia leadership team will continue to support the utilization of the instructional framework with fidelity.

Facilitator

Participants

Schedule

Monthly, from 9/18/2017 to 6/8/2018

G2. Goal 2: Student achievement will increase with the procedural team implementation of the MTSS process and monitoring focusing on Algebra I, Liberal Arts Math and Geometry achievement. This goal focuses on OCPS District Priority #1: Accelerate Student Performance/ Narrow the Achievement Gap and District Priority #2: Invest in Human Capital.

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 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 8/25/2017 to 6/8/2018

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 9/4/2017 to 5/29/2018

VI. Technical Assistance Items

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

VII. Budget

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 CRMs and other district and state resources to guide their planning process.				\$0.00
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	The Olympia leadership team will continue to support the utilization of the instructional framework with fidelity.				\$0.00
6	G2.B7.S1.A1	Provide school-wide professional development on analyzing student assessment data to inform instruction.				\$1,250.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1632 - Olympia High	General Fund		\$1,250.00
			Notes: Notes: Provide materials as needed for professional development and possible stipends.			
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.				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		140-Substitute Teachers	1632 - Olympia High	School Improvement Funds		\$750.00
Total:						\$2,000.00