

The School District of Palm Beach County

Olympic Heights Community High



2022-23 Schoolwide Improvement Plan

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Olympic Heights Community High

20101 LYONS RD, Boca Raton, FL 33434

<https://ohhs.palmbeachschools.org>

Demographics

Principal: Kelly Mills Burke

Start Date for this Principal: 8/24/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	50%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (65%) 2018-19: A (64%) 2017-18: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Palm Beach County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	50%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	50%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of the School District of Palm Beach County is to educate, affirm, and inspire each student in an equity-embedded school system. 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 interest and talents. Students will graduate as responsible lifelong learners who will make a positive impact on their community and the world.

Provide the school's vision statement.

We envision...

The School District of Palm Beach County is an educational and working environment, where both students and staff are unimpeded by bias or discrimination. Individuals of all backgrounds and experiences are embraced, affirmed, and inspired. Each and every one will succeed and flourish.

The School District of Palm Beach County will take ownership for students' academic mastery, emotional intelligence, and social-emotional needs by creating environments where students, families, staff, and communities will develop agency and voice.

A joy of learning is fostered in each student and a positive vision for their future is nurtured. Each student's cultural heritage is valued and their physical, emotional, academic, and social needs are met.

...WE SEE YOU.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Burke, Kelly	Principal	<p>Ensuring that academic policies and curriculum are followed</p> <p>Developing and tracking benchmarks for measuring institutional success</p> <p>Helping teachers maximize their teaching potential</p> <p>Meeting and listening to concerns of students on a regular basis</p> <p>Encouraging, guiding and assisting student leaders and teachers</p> <p>Meeting with parents and administrators on a regular basis for problem resolution</p> <p>Enforcing discipline when necessary</p> <p>Providing an atmosphere free of any bias in which students can achieve their maximum potential</p>
Leaming, Joseph	Dean	<p>Coordinate all Fire/Code/ Safety Drills</p> <p>Assist with behavior management plans for ESE teachers and students</p> <p>Serve as the Chair of the Accreditation Committee (when applicable)</p> <p>PBIS Contact/committee</p> <p>Develop the School Improvement Plan and oversee its implementation (Riley can assist)</p> <p>Parent link messages as needed</p> <p>Attend SBT Meetings</p> <p>Assist with Coordinating the IDs/Lanyards to students</p> <p>Update Marquee's as needed (work with LeJuene)</p> <p>Supervise after school activities as needed</p> <p>Monitor hallways (when available)</p> <p>Discipline for M-R</p> <p>Title IX Contact</p> <p>Assist Videtto with instructional materials</p> <p>Assist with overseeing tardy system and assigning detentions</p> <p>Develop and Monitor early release system for students leaving campus early</p> <p>Monitor Community Service Hours Monthly</p> <p>Attend Graduation Meetings to assist students (2nd semester)</p> <p>Other Duties as Assigned</p>
Riley, Sarah	Assistant Principal	<p>General Administration & Supervision</p> <p>Weekly Newsletter of upcoming events</p> <p>Parent link messages (as needed)</p> <p>Organize SIP and oversee updating/implementing with Joe Leaming</p> <p>Assist Joe Leaming with the Accreditation Committee as needed.</p> <p>Ensure timely referrals to School Based Team are made by your assigned departments.</p> <p>Oversee AP/AICE Enrollment/Equity and Access Data etc..</p> <p>Oversee Equity Committee and implement strategies</p> <p>ESP Coordinator/oversees all new teachers</p> <p>Liaison to the Reading department</p> <p>Liaison to the PLC teachers</p> <p>Assist Testing Coordinator(s) with scheduling for May</p> <p>PLC Coordinator -oversee PLC's and help with their data driven instruction</p> <p>Assist with disaggregating data for curriculum areas</p> <p>Assist with checking lesson plans (quarterly) and grade books (every 2 weeks)</p>

Name	Position Title	Job Duties and Responsibilities
		<p>via SIS) throughout the year. Conduct teacher observations and write end-of-the year evaluations. Supervise evening activities as assigned (i.e. arts, ceremonies etc...).</p> <p>Minimum of 1 night assigned every 2 weeks Daily period(s) assigned to monitor hallways Attend SAC meetings, help develop SIP, implement & monitor SIP. Other Duties as Assigned</p>
Posner, Deborah	Teacher, K-12	<p>ELA Department Chair Facilitate a PLC to include the maintenance of agendas, notes, learnings, data, etc. Engage as the liaison between the assistant principal over PLCs and the PLC group. Prepare briefings to include in the SIP as related to the work of the PLC. Ensuring the PLC maintains its focus on the four PLC questions. Effectively lead their PLC Focus on ensuring competence and growth for all students. Work with Teacher Leaders and Administration to set mission, goals and processes.</p>
Borah, Sara	Assistant Principal	<p>General Administration & Supervision Master Schedule – work with data processors on timely input of information, monitor class size/loads, determine room assignments, determine 6th period supplements, and monitor CSR. Ensure timely referrals to School Based Team are made by your assigned departments Work closely with Guidance for scheduling/reasons for changes; oversee changes that are made to schedules after deadlines. Put a strict system in place for schedule changes to be timely and efficient with date certain deadlines/monitor No dropping AP/AICE classes without final approval from you and log kept of ALL changes/reasons. Monitor that all senior privilege students meet criteria Monitor classroom instruction, serve as curriculum resources to teachers, and ensure equitable access for all students to programs. Supervise secretaries in Guidance and assist in writing end-of-year evaluations. Supervise Data Processors, collect FTE, and write end-of-year evaluations Organize and monitor tutorial programs/work with Belton on K-12 Grant and Deboo for Tutorials Oversee Department Chairs, facilitate meetings Assist Testing Coordinators with scheduling for May Liaison to the English Dept., Liaison to the SS Dept, Liaison to the Guidance Dept. Assist with checking lesson plans and grade books periodically throughout the year. Conduct teacher observations and write end-of-the year evaluations.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>Supervise evening activities as assigned (i.e. sports, arts, ceremonies etc...).</p> <p>Minimum of 1 night assigned every 2 weeks.</p> <p>Daily period(s) assigned to monitor hallways</p> <p>Attend SAC meetings & department chair meetings, help develop SIP, implement & monitor SIP.</p> <p>Other Duties as Assigned</p>
Zerbo, Laura	Teacher, ESE	<p>Assess students' skills and determine their educational needs</p> <p>Adapt general lessons to meet students' needs</p> <p>Develop Individualized Education Programs (IEPs) for each student</p> <p>Plan activities that are specific to each student's abilities</p> <p>Teach and mentor students as a class, in small groups, and one-on-one</p> <p>Implement IEPs, assess students' performance, and track their progress</p> <p>Update IEPs throughout the school year to reflect students' progress and goals</p> <p>Discuss students' progress with parents, other teachers, counselors, and administrators</p> <p>Supervise and mentor teacher assistants who work with students with disabilities</p> <p>Prepare and help students transition from grade to grade and from school to life outside of school</p> <p>facilitate student success and is the 504 contact</p>
Denny, Amy	ELL Compliance Specialist	<p>Assist Principals and teachers as needed in the supervision and evaluation of ESOL personnel.</p> <ul style="list-style-type: none"> • Maintain all administrative paperwork associated with the ESOL program. • Conduct parent meetings for in-service in ESOL education and encourage active participation in the district program. • Conduct screenings and assessments and establish files for all students who have been referred to the ESL program. • Chair the selection committee for identification of students for the ESOL program. • Assist and provide support and resources for teachers with ESOL students in their classrooms as they attempt to identify and meet the needs of these students. • Provide a liaison between parents and the school, regular teachers and special teachers, the administration, program personnel, and the community at large. • Monitor and evaluate progress and revise plans. • Assist in the development of assessment and accountability systems to monitor student progress.
Lejeune, Bryan	Behavior Specialist	<p>Oversee tardy system, closely monitor tardy procedures, lunch detentions, ISS to ensure consistency</p> <p>Assist with behavior management plans for ESE teachers and students</p> <p>Coordinate the IDs/Lanyards/pictures for students</p> <p>Assist with monitoring early release system for students leaving campus early</p> <p>Back-up to update Marquee's as needed (work with Leaming)</p>

Name	Position Title	Job Duties and Responsibilities
		Supervise after school activities as needed Monitor Hallways (when available) Discipline for ESE Students and S-Z Assist Videtto with instructional materials Assist with behavior management plans for ESE teachers and students Title IX Contact (back-up) Assist with helping students get Community Service Hours with projects around school etc.. Attend Graduation Meetings to assist students (2nd semester) Other Duties as Assigned

Demographic Information

Principal start date

Wednesday 8/24/2022, Kelly Mills Burke

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

3

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

28

Total number of teacher positions allocated to the school

153

Total number of students enrolled at the school

2,589

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

2

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

28

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	649	670	626	641	2586
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	116	72	74	66	328
One or more suspensions	0	0	0	0	0	0	0	0	0	51	71	71	56	249
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	94	119	91	304
Course failure in Math	0	0	0	0	0	0	0	0	0	4	109	139	135	387
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	103	125	93	84	405
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	94	76	25	92	287
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	174	164	132	111	581

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	94	157	146	150	547

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	1	0	0	12	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	3	2	1	13	19

Date this data was collected or last updated

Thursday 7/28/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	676	622	623	574	2495
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	12	31	22	28	93
One or more suspensions	0	0	0	0	0	0	0	0	0	15	22	23	7	67
Course failure in ELA	0	0	0	0	0	0	0	0	0	64	111	111	75	361
Course failure in Math	0	0	0	0	0	0	0	0	0	72	108	117	136	433
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	82	72	67	48	269
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	22	22
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	187	184	165	128	664
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	196	221	0	0	417

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	67	102	105	84	358

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	21	33	26	45	125
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	2	2	12	18

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	676	622	623	574	2495
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	12	31	22	28	93
One or more suspensions	0	0	0	0	0	0	0	0	0	15	22	23	7	67
Course failure in ELA	0	0	0	0	0	0	0	0	0	64	111	111	75	361
Course failure in Math	0	0	0	0	0	0	0	0	0	72	108	117	136	433
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	82	72	67	48	269
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	22	22
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	187	184	165	128	664
FY21 ELA Winter Diag Level 1 & 2	0	0	0	0	0	0	0	0	0	196	221	0	0	417

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	67	102	105	84	358

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	21	33	26	45	125
Students retained two or more times	0	0	0	0	0	0	0	0	0	2	2	2	12	18

Part II: Needs Assessment/Analysis

School Data Review

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

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	64%	55%	51%				68%	57%	56%
ELA Learning Gains	55%						56%	51%	51%
ELA Lowest 25th Percentile	43%						52%	43%	42%
Math Achievement	60%	42%	38%				62%	54%	51%
Math Learning Gains	53%						40%	45%	48%
Math Lowest 25th Percentile	52%						28%	43%	45%
Science Achievement	65%	43%	40%				77%	73%	68%
Social Studies Achievement	80%	53%	48%				85%	74%	73%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	69%	8%	67%	10%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	85%	69%	16%	70%	15%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	58%	64%	-6%	61%	-3%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	64%	60%	4%	57%	7%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21
SWD	33	44	32	30	52	59	34	58		97	48
ELL	29	46	47	49	51	50	44	66		100	60
ASN	76	68	50	63	67		74	87		100	100
BLK	48	52	45	45	52	64	38	76		100	65
HSP	62	56	43	55	48	46	66	77		99	70
MUL	71	56		73			76	92		100	62
WHT	67	55	44	66	56	54	70	82		100	80
FRL	53	52	43	47	47	51	53	74		99	66
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	31	33	26	26	24	12	39	70		97	56
ELL	32	51	47	34	24	24	57	59		100	66
ASN	76	65		61	32		81	79		100	91
BLK	44	49	41	44	25	19	53	75		100	66
HSP	59	51	40	47	26	20	64	81		100	70
MUL	65	65		69	20			90			
WHT	72	60	42	56	24	17	75	85		99	87
FRL	54	50	37	45	25	18	63	78		100	67
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	44	47	33	36	32	20	47	57		97	46
ELL	46	65	64	43	38	38	58	69		98	58
ASN	75	63		75	45		93	90		95	71
BLK	50	39	47	55	40	28	66	70		100	55
HSP	64	57	58	54	36	28	72	83		99	63
MUL	68	60		50	47		75				
WHT	74	58	46	68	42	32	82	90		100	75
FRL	56	55	53	55	40	31	67	77		98	58

ESSA Data Review

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	71
Total Points Earned for the Federal Index	718
Total Components for the Federal Index	11
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	49
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	63
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	76
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

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

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

Trends that were identified were that the ELA achievements consistently dropped over the last three years from 46% to 32% to 29 consecutively. Additionally, the learning gains decreased during the same time span from 65% to 51% to 46%.

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

The greatest need for improvement is to focus on the ELL student population in both 9th and 10th grade.

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

ELL students were home for two years in isolation. This caused them to speak only in their native language. Some logged into Google meets but many did not. While English speaking students maintained their vocabulary and learning, ELL students widened the learning gap and fell behind.

The DLA-R/ELD (Fiegen's English language classes) and our ESOL sheltered English teachers are

focused on increasing student academic vocabulary and exposing them to short articles with written responses. For ESOL students, writing is the final stage of language development and is where they need the most support.

Mrs. Vargas and Mrs. Wise do novel studies and providing more activities such as common lit They also teach them writing.

Another thing we have done is to lower ESOL class sizes to allow for more individualized attention.

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

The biggest improvement was in math Lowest 25%. This group increased from 28% to 52%.

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

Several new steps were taken to improve our math learning gain scores from FY21. SAC approved funds to create a Video Library of important EOC topics. Ten minute videos were created by the math coach and made available to all students in EOC classes in the spring of FY22 as the students prepared for their EOC exams. There were over 40 videos created. We credit much of our success to these videos.

SAC also approved funds to purchase over 800 IXL Math licenses for all of our EOC students. We used IXL with our students all year long and teachers found students' scores and skills improved significantly.

Students who struggled in both Algebra 1 and Geometry in the first quarter last year were given the opportunity to exit the EOC course and take an alternate foundational math course last year to strengthen their skills before attempting their EOC course again this year. We had approximately 150 students take advantage of this opportunity.

Strong teachers remain at the heart of our program. Teachers continued to plan together in PLCs to strengthen their delivery of the curriculum. PLCs were also used to analyze data collected from the District Midterm Exam, Comprehension Checks and other assessments to determine that growth was occurring.

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

Olympic Heights implemented an accelerated initiative over the past 3 fiscal years. The initiative goals are as follows:

1. Promote the opportunity to take a rigorous course to ensure career and/or college readiness for all students regardless of race or disability.
2. The course recommendation process will help match the level, complexity, and pace of a curriculum with the readiness (data) and motivation/willingness of a student (teacher, student, and parent input).
3. Develop a progression of rigorous course pathways to move students (with potential) from regular to honors OR honors to accelerated by the time s(he) graduates.
4. Increase opportunities for students to attain the AICE diploma and qualify for Florida Bright Futures.

Olympic Heights implemented a four step process to achieve these goals. (1) In January the course recommendation process begins with students being placed into their core classes based on previous

grades and assessment results like FSA, PSAT, AP, and AICE scoring. The grades and assessment results determine the readiness or potential of each student. (2) In February, teachers provide feedback to inform guidance if the student has the motivation to take recommended courses. (3) In March, final recommendations are uploaded to SIS for students and parents to determine if the students are willing to take the recommended course based on interest or workload. (4) For the remaining of the year the guidance department will make changes based on the readiness, motivation, and willingness of the student.

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

Acceleration Initiative process is data driven and begins in January of the previous school year. In May 2022, the process identified the different subgroups that have the potential of being successful in an accelerated course. 66.8% (black), 72.1% (Hispanic), 79% (white), 55% (ELL), 39.3% (ESE). Once the potential was match with the willingness and motivation the percentages dropped because students were opting out of taking accelerated courses. As of August 29, 2022, the acceleration rate for each subgroups are 55.3%, 64.8%, 71.1%, 47.3%, 29.4% respectively. The decrease in percentage can be contributed to the following factors

1. Parent awareness of method and process of the acceleration initiative
2. Teacher ability to support students that are taking an accelerated course for the first time.
3. Additional support for students to learn organizational skills to be successful in a rigorous course.
4. A school culture that supports a belonging.

FY23 provides an opportunity for Olympic Heights to implement PDD to help teachers identify students with potential and differentiate instruction to help first time accelerated students to be successful. In addition, we are working on starting a peer-to-peer mentoring program and tutoring sessions before, during lunch, and after school to help said students learn organizational skills.

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

Olympic Heights is in the beginning stages of creating a Community Outreach Program directed at improving ELL academic scores and graduation rates. This program will target ELL students and communities that have shown the need for intervention. One of the pillars of this program will be a sustainable communication system to improve communication between the school and families of ELL students. In addition, we will implement consistent and ongoing professional development to improve teacher practice.

Areas of Focus

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

:

#1. Instructional Practice specifically relating to ELA

Area of Focus

Description and Rationale:

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

Following the completion of the FY23 FAST Test, the learning gains reported for the lowest 25% in ELA will increase by at least 5% from 43% to 48%. ELA learning goals have decreased 11% points since 2019 to 2021 due to the covid learning slide. In 2022 learning gains increased by 2% and the goal is to continue to increase gains by 5%.

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

Measurable outcome will be determined by the new FY23 FAST diagnostics. The first diagnostic is administered in September to determine the baseline scores for the lowest 25% of students. Learning gains will be re-evaluated after the 2nd diagnostic (PM2) is administered in February.

ELA will administer district USAs to determine the proficiency rate throughout the school year.

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

Teachers will monitor student progress through the FY23 FAST PM1 and PM2 diagnostic test to track students' academic progress. Teachers will utilize common planning to continually evaluate the effectiveness of their teaching and make more informed instructional decisions. If the rate at which a particular student is learning seems insufficient, the teacher can adjust instruction.

Person responsible for monitoring outcome:

Sarah Riley (sarah.riley@palmbeachschools.org)

Evidence-based Strategy:

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

Teachers will utilize the newly district adopted StudySync textbooks that are closely aligned with the B.E.S.T. standards. Teachers participate in common planning to share best strategies and implement into their curriculum. In addition, teachers are using the FAST test, and USAs to track students' academic growth.

Rationale for Evidence-based Strategy:

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

This is the first year for implementation of the new B.E.S.T standards so teachers are using data from the PM1 and PM2 assessments to make instructional decisions during their common planning.

Action Steps to Implement

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

1. 9th/10th ELA teachers trained on the B.E.S.T. standards by the district on September 15, 2022
2. Administer FAST PM1 to students in September
3. Analyze data during PLC meetings to determine which standards and benchmarks to focus on.
4. Re-evaluate strategies and skills mastered every two weeks during common planning.

Person Responsible

Deborah Posner (deborah.posner@palmbeachschools.org)

#2. Positive Culture and Environment specifically relating to SEL

Area of Focus Description and Rationale:

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

Social Emotional Learning provides a pathway for problem-solving for collaboration and communication Social between peers; peer and teacher, peers and trusted adults. It was identified as a critical need due to the emotional, mental status of students when they are dealt with certain stresses in their lives such as taking test, home issues, and now dealing with not being able to be social with their peers due to COVID-19. We want to empower students to self-advocate, create a sense of belonging, and a positive outlook.

Measurable Outcome:

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

We want to create some sort of relationship skills, social awareness, with the students. we will be able to measure the outcome through students with complete self-assessments, welcoming rituals, kahoots, exit tickets and various activities to demonstrate their awareness and understanding.

An SEL committee creating the resources for supporting purposes. Each Monday teachers receive SEL activities that they can utilize in their classroom to build relationship with the students.

Monitoring:

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

The PTO plays an important role in building relationship with the teachers by providing raffles prizes and sponsoring meals.

Student can participate in various clubs for a sense of belonging.

We have school counselors and mental health counselors housed at the school to assist with students exhibiting social or emotional issues.

Person responsible for monitoring outcome:

Sarah Riley (sarah.riley@palmbeachschools.org)

Evidence-based Strategy:

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

We selected these strategies due to the fact it helps build a class community, appropriate adult-to-student, student-to student relationships. Engaging practices will take place during class in the manner of transitioning between activities.

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

The resources used for selecting these strategies are SEL lessons for teachers to implement with their students, SEL committee which consist of an Assistant Principal, School Counselor, math teacher and an ESE teacher. During this time of COVID-19 we notice students exhibiting a high level of anxiety,

depression, and lack of social contact with their peers. Therefore, these strategies will help all of our students cope with some of the issues they are encountering.

Action Steps to Implement

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

No action steps were entered for this area of focus

Positive Culture & Environment

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

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

Olympic Heights' teachers also involve parents by communicating on a weekly basis to provide positive notes and letters. We offer Professional Development concerning effective strategies for conducting supportive and effective parents phones calls and virtual Google Meet conferences.

All special education teachers are full, collaborative members of a general education curriculum team.

*A secondary school special education is an active member of the social studies department.

*Special education teachers collaborative with general education teachers made by the team.

*Special and general education teachers meet regularly to share information on curriculum and individual student support needs.

*All team members receive minutes of team meetings and have input into decisions when not available to attend in person.

*Special education teachers are not pulled from regularly scheduled classroom schedules to attend other meetings (e.g., IEP or parent conferences).

Our Olympic Heights website highlighted information for freshman orientation which allowed students and parents to take a virtual tour of the campus and it also highlighted the school's COVID preparation videos for parents to view how Olympic Heights prepared the school for student arrival.

*The academies are available to choice students and include: Engineering, Finance, Early Childhood, Culinary, Hospitality and Tourism, and MCJROTC. Parents can find out more about the academies by visiting the school's websites and also via social media.

Olympic Heights fine arts program provides another opportunity for parents and students to get involved. Students can participate in the award-winning theatre department, award-winning band program, a choral program that travels all over Florida to perform, or participate in our art program led by two highly effective teachers. Detail information regarding the fine arts program can be found on the school's website.

Finally, Olympic Heights offers a variety of clubs such as: gay-straight, Theatrical Dance, Cosplay Club, FFEA, FBLA, Debate, Special Olympics (SWD),

Women of Tomorrow (WOT)- This is designed to guide, motivate, empower and inspire at risk girls achieve their full potential through mentoring by professional women.

FBLA- This organization provides the business leaders of tomorrow with the necessary skills to successfully compete in the job market, pursue post-secondary education or manage personal skills.

Girls Who Code-This club is designed to close the gender gap in technology and engineering

SECME- This program is a hands-on engineering national competition where students demonstrate

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practical skills in the fields of electricity generation, bridge building, mechanics of a mouse trap car, and a water bottle rocket.

In alignment with the District Strategic plan and with the goal to increase academic instruction of all students, students are immersed in rigorous tasks encompassing the full intent of the Florida State Standards including the content required by fl State Statue 1003.42 continuing to develop a single school culture of excellence in academics, behavior, and climate with an appreciation of multicultural diversity in alignment to S.B. policy 2.09 with a focus on the that builds the social and emotional relationships within students, teachers, and staff. In addition we will focus on

(a) History of Holocaust

(b) History of Africans and African Americans

(c) Study of Hispanic Contributions

(d) Study of Women's Contributions

(e) Sacrifices of Veterans in serving our country

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

* Constitution of the United States and the Bill of Rights

* Declaration of Independence*

* Flag Education

* History of the United States

* Principles of Agriculture

* Effects of alcohol and narcotics

* Civil government: functions and interrelationships

* Florida History

We have also incorporated Social and Emotional Learning (SEL) by using the CASEL framework during the last 20 minutes of our 3rd and 4th block period. This is a systemic, schoolwide approach to SEL

intentionally cultivates a caring participatory, and equitable learning environment and practices that actively involve all students in their social, emotional and academic growth.

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

Olympic Heights ensures communication with all stakeholders by scheduling weekly call/email blast to provide parents and students will safety and curriculum updates. The newsletter is also scheduled on a weekly basis and provides departmental and extracurricular updates. This is the main mode Olympic Heights uses to communicate classroom and schools news to parents and provides the opportunity invite parents to participate in the cultural decision-making process.

A PTO and SAC provides parents to be involved and support our teachers and students by soliciting feedback from parents regarding their comfort level in contacting teachers and administrators with questions or problems. PTO supports our athletic program by volunteering to sale merchandise and event tickets. PTO is also a source of external funding to enhance the school environment (rewards for students, grants to teacher projects, supplies for school safety).

Parents can connect with our guidance counselors and the OAPA coordinator by visiting the "Guidance Corner" located on our school's website. Parents can learn more information about graduation requirements, scholarships, and college information. Guidance hosted a Q&A session for Olympic Heights virtual open house night. Finally, parents can learn about visit our "Guidance Corner to participate in interactive tutorials to learn more about the district Student Information System (SIS).

The Sunshine Committee: Supporting a positive environment at school by hosting social engagement activities for faculty and staff. Providing emotional support for faculty and staff during family loss or

hospitalization with gestures of kindness and offering help.

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Boca Hoops: Donated glass backboards, Squat Racks for our weight room, donations for school improvements and academics. This is a youth basketball program that provides basketball recreational leagues, travel teams and camps for our local community kids. Olympic Heights is a location that Boca Hoops uses for the youth in our community to have an opportunity to play basketball. They give back to our school to improve our facilities academics.

Olympic Heights nominates Teacher and Support Staff every month along with presenting them with a gift.

We also have the Kindness People of the Month.

Part V