

Orange County Public Schools

# Olympia High School



2023-24

Schoolwide Improvement Plan (SIP)

---

## Table of Contents

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>17</b>
<b>III. Planning for Improvement</b>	<b>22</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>27</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>0</b>
<b>VI. Title I Requirements</b>	<b>0</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>0</b>

# Olympia High

4301 S APOPKA VINELAND RD, Orlando, FL 32835

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

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## I. School Information

### School Mission and Vision

**Provide the school's mission statement.**

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

**Provide the school's vision statement.**

To ensure every student has a promising and successful future

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Gorberg, Christy	Principal	<p>Manifests a professional code of ethics and values. Responds to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. Manages all operations and functions of his/her school consistent with district goals.</p> <p>Develops and administers policies that provide a safe and effective learning environment. Is visible in her school community and recognized as the educational leader. Serves as a member of the area superintendent's team and participates in the learning community's planning, development and evaluation. Keeps the area superintendent informed of current school critical issues and incidents about which she should be aware.</p> <p>Uses a variety of problem solving techniques and decision making skills to resolve problems. Communicates and interacts effectively with all stakeholders in the community. Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines. Follow the district's policies and procedures as related to fixed assets. Develop leadership in subordinates. Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. Responsible for self development and keeping up to date on current research, trends and best practices relevant to the area of responsibility.</p> <p>Perform other duties and responsibilities as assigned by supervisor.</p>
Nelthropp, Karen	Assistant Principal	<p>Manifests a professional code of ethics and values. Responds to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. As delegated by the principal, manages the daily operations and functions of the school consistent with district policy and district priorities. Administers policies that provide a safe and effective learning environment. Communicates the school's vision, mission and priorities to the community. Serves as a member of the principal's leadership team and participates in the school's planning, development and evaluation.</p> <p>Keeps the Principal informed of current school critical issues and incidents about which he/she should be aware. Makes decisions in a timely fashion using the best available data. Communicates and interacts effectively with all stakeholders in the community. Plans and schedules so that priorities and goals can be met</p> <p>As designated by the principal, supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities. As designated by the principal, develops and implements a school-based induction plan to meet the needs of teachers</p>

Name	Position Title	Job Duties and Responsibilities
		<p>in the OCPS Comprehensive new Teacher Induction Program Pursues improvement of personal professional development</p> <p>Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students. Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines. Follow the district's policies and procedures as related to fixed assets.</p> <p>Develop leadership in subordinates. Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. Responsible for self-development and keeping up to date on current research, trends and best practices relevant to the area of responsibility.</p> <p>Perform other duties and responsibilities as assigned by supervisor.</p>
Gabriel, Travis	Dean	<p>Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school. Participates as an active member with other faculty and staff. Participates in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement. Manages classroom and supervises proper care of equipment used. Participates in personal professional growth activities focused on the acquisition of new and improved skills and knowledge. Utilizes classroom management techniques conducive to an effective classroom climate. Shows sensitivity to students, parents and the community and promotes student self esteem. Maintains professional relationship between school and parents. Maintains contact with parents through parent-teacher conferences, telephone, or written communications. Encourages parental involvement through school activities, connecting home and school. Maintains all records as required. Assists in the protection of student and school property.</p> <p>Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. Responsible for timely and accurate information they maintain as part of their job responsibilities. Performs other duties as assigned by the Principal.</p>
Perrotti, August	School Counselor	<p>Provides personal and social growth counseling which includes individual and group counseling relating to academic success, understanding of self and others, communication skills, decision making, relationship skills, conflict</p>



Name	Position Title	Job Duties and Responsibilities
		<p>resolution and goal setting. Provides crisis intervention services, e.g. suicide prevention, child abuse, health concerns, substance abuse and follow-up services as appropriate. Conducts individual conferences and group meetings with parents to effectively communicate with and involve parents in improving student performance. This also includes the referral of students and parents to appropriate specialists in keeping with district guidelines. Maintains student guidance records and confidentiality. Provides career counseling to students as assigned. Makes recommendations to students for higher education and colleges for admission and scholarships. Makes arrangements for alternative educational processes as needed. Confers with teachers to provide possible interventions for classroom academic or behavior modifications. Identifies and evaluates critical data such as grades, test scores, attendance, promotion rates, graduation and postsecondary enrollment rate. Uses data to develop strategies to positively impact students. Guides individuals and groups of students through the development of educational plans, career awareness and personal and social growth issues. Assists the principal and staff in the evaluation of the guidance services being rendered and provides data which serves as the basis for recommending changes within the school program. Identifies students that are at risk of leaving school and begins a program to improve their educational skills and increase their interest in school. Develops and provides a variety of materials on education, career awareness and personal and social development for students, teachers and parents. Participates in a multi-disciplinary team staffing for students being considered for exceptional student education programs or for 504 accommodations. Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. Responsible for timely and accurate information they maintain as part of their job responsibilities. Performs other duties as assigned by the principal.</p>
Eaddy, Staci	Instructional Coach	<p>Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school. Participates as an active member with other faculty and staff. Participates in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement. Manages classroom and supervises proper care of equipment used. Participates in personal professional growth activities focused on the acquisition of new and improved skills and knowledge. Diagnoses and analyzes student progress and programs for the purpose of providing appropriate instruction based on the developmental stages of students. Utilizes a variety of instructional techniques to meet the individual needs of students. Utilizes technology and current research in instruction. Evaluates students' progress on a regular basis. Utilizes classroom management techniques conducive to an effective classroom climate. Shows sensitivity to students, parents and the community and promotes student self-esteem. Maintains professional relationship between school and parents. Maintains contact with parents through parent-teacher</p>

Name	Position Title	Job Duties and Responsibilities
		<p>conferences, telephone, or written communications. Encourages parental involvement through school activities, connecting home and school. Maintains all records as required, including but not limited to grade books, attendance records and student progress reports. Assists in the protection of student and school property. Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. Responsible for timely and accurate information they maintain as part of their job responsibilities. Performs other duties as assigned by the Principal.</p>
Chiorazzi, Steven	Assistant Principal	<p>Manifests a professional code of ethics and values. Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. As delegated by the principal, manages the daily operations and functions of the school consistent with district policy and district priorities. Administers policies that provide a safe and effective learning environment. Communicates the school's vision, mission and priorities to the community. Serves as a member of the principal's leadership team and participates in the school's planning, development and evaluation. Keeps the Principal informed of current school critical issues and incidents about which he/she should be aware. Makes decisions in a timely fashion using the best available data. Communicates and interacts effectively with all stakeholders in the community. Plans and schedules so that priorities and goals can be met. As designated by the principal, supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities. As designated by the principal, develops and implements a school-based induction plan to meet the needs of teachers in the OCPS Comprehensive new Teacher Induction Program. Pursues improvement of personal professional development. Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students. Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines. Follow the district's policies and procedures as related to fixed assets. Develop leadership in subordinates. Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. Responsible for self-development and keeping up to date on current research, trends and best practices relevant to</p>

Name	Position Title	Job Duties and Responsibilities
		<p>the area of responsibility.</p> <p>Perform other duties and responsibilities as assigned by supervisor.</p>
Krawczyk, Kimberly	Instructional Coach	<p>Works with administrators and instructional teams to plan and implement hands-on programs and activities for students and the school. Participates as an active member with other faculty and staff. Participates in a cooperative effort with faculty and staff to plan, implement and evaluate programs of continuing school improvement. Manages classroom and supervises proper care of equipment used. Participates in personal professional growth activities focused on the acquisition of new and improved skills and knowledge. Diagnoses and analyzes student progress and programs for the purpose of providing appropriate instruction based on the developmental stages of students. Utilizes a variety of instructional techniques to meet the individual needs of students. Utilizes technology and current research in instruction. Evaluates students' progress on a regular basis. Utilizes classroom management techniques conducive to an effective classroom climate. Shows sensitivity to students, parents and the community and promotes student self-esteem. Maintains professional relationship between school and parents. Maintains contact with parents through parent-teacher conferences, telephone, or written communications. Encourages parental involvement through school activities, connecting home and school. Maintains all records as required, including but not limited to grade books, attendance records and student progress reports. Assists in the protection of student and school property. Responsible for keeping up to date on current technology, as job appropriate, being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. Responsible for timely and accurate information they maintain as part of their job responsibilities. Performs other duties as assigned by the Principal.</p>
Ortiz, Betzaida	ELL Compliance Specialist	<p>Monitor school for compliance with Florida State mandates. Act as a resource to the principal, staff and parents regarding ESOL procedures, State Board Rules and the Florida Consent Decree. Ensure registration procedures are implemented and followed at the school site in a timely manner. Conduct and coordinate ELL Committee Meetings. Monitor students on an Academic Needs Improvement Plan. Conduct aural/oral language testing on students entering the school and follow-up on students needing the Reading/Writing assessment. Assess, evaluate, and monitor the individual progress of each student in the ESOL program. Coordinate the re-evaluation (extension of instruction) process of ESOL students. Follow exit procedures for student's that qualify to exit the ESOL program through the state set criteria or through an ELL Committee Meeting. Coordinate the use of all ESOL forms at the school level including referral, testing, ELL student plans, data entry forms, FTE and any other forms as may be required by state and/or district policy. Monitor student's ESOL records and keep them accurate, complete, and updated as required by law and district policy. Maintain and organize ESOL Portfolios in student cumulative files. Update and maintain ELL student electronic records in the OCPS data system. Serve as liaison in providing</p>

Name	Position Title	Job Duties and Responsibilities
		<p>immediate feedback to school administrators from completed MSES monitoring tool in order to meet compliance requirements during school visits. Assure adherence to required ESOL coding verification and schedules during FTE survey periods in partnership with school's registrar and data entry staff. Serve as the school contact for all State Reporting and FTE issues and data corrections regarding ESOL through each FTE Survey period. Maintain all ESOL program data within the district's student database system ensuring accuracy. Monitor the progress of ESOL students and former ESOL students on a 2 year monitoring plan. Assist the guidance department in the scheduling of ESOL students. Provide appropriate ESOL in-services for faculty and staff at the school site. Provide instructional support to the classroom teachers of ESOL students. Mentors teachers and acts as a classroom facilitator to assess best learning practices for teachers to use in the classroom. Observes and assesses teacher/student needs to promote a productive learning environment. Support the coordination of the English Language Proficiency (ELP) Test. Keep the school administrators apprised of current critical issues in ESOL compliance and instructional practices. Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attend training to ensure skill level in various technologies is at the level required to perform in current position. Attend workshops, conferences and meetings necessary to maintain and update knowledge in the area of ESOL. Coordinate the school's Multilingual Parent Leadership Council (MPLC) Meetings. Responsible for maintaining timely and accurate information and accountable for the quality of information maintained. Perform other duties and responsibilities as assigned by the multilingual services department as related to federal, state and district mandates.</p>
Blevins, Jodi	Assistant Principal	<p>Manifests a professional code of ethics and values. Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. As delegated by the principal, manages the daily operations and functions of the school consistent with district policy and district priorities. Administers policies that provide a safe and effective learning environment. Communicates the school's vision, mission and priorities to the community. Serves as a member of the principal's leadership team and participates in the school's planning, development and evaluation. Keeps the Principal informed of current school critical issues and incidents about which he/she should be aware. Makes decisions in a timely fashion using the best available data. Communicates and interacts effectively with all stakeholders in the community. Plans and schedules so that priorities and goals can be met. As designated by the principal, supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities. As designated by the principal, develops and implements a</p>

Name	Position Title	Job Duties and Responsibilities
		<p>school-based induction plan to meet the needs of teachers in the OCPS Comprehensive new Teacher Induction Program. Pursues improvement of personal professional development. Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students. Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school district's charter guidelines. Follow the district's policies and procedures as related to fixed assets. Develop leadership in subordinates. Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. Responsible for self-development and keeping up to date on current research, trends and best practices relevant to the area of responsibility. Perform other duties and responsibilities as assigned by supervisor.</p>
Shreffler, Bradley	Assistant Principal	<p>Manifests a professional code of ethics and values. Respond to internal and external customers in a timely, accurate, courteous and empathetic manner representing OCPS in a positive light. Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. As delegated by the principal, manages the daily operations and functions of the school consistent with district policy and district priorities. Administers policies that provide a safe and effective learning environment. Communicates the school's vision, mission and priorities to the community. Serves as a member of the principal's leadership team and participates in the school's planning, development and evaluation.</p> <p>Keeps the Principal informed of current school critical issues and incidents about which he/she should be aware. Makes decisions in a timely fashion using the best available data. Communicates and interacts effectively with all stakeholders in the community. Plans and schedules so that priorities and goals can be met</p> <p>As designated by the principal, supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities. As designated by the principal, develops and implements a school-based induction plan to meet the needs of teachers in the OCPS Comprehensive new Teacher Induction Program. Pursues improvement of personal professional development.</p> <p>Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks. In the absence of the principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students. Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the district's instructional initiatives, and the school</p>



Name	Position Title	Job Duties and Responsibilities
		<p>district's charter guidelines. Follow the district's policies and procedures as related to fixed assets.</p> <p>Develop leadership in subordinates. Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position. Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise. Responsible for self-development and keeping up to date on current research, trends and best practices relevant to the area of responsibility.</p> <p>Perform other duties and responsibilities as assigned by supervisor.</p>

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The SIP was developed through the meeting of professional learning communities, School Advisory Council (SAC), and school stakeholders to decide school improvement goals. Through looking at the school's state assessment data, all stakeholders were able to identify the school's greatest areas of need and improvement.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Ongoing monitoring will occur to ensure all professional learning communities are planning for differentiation and high quality instruction. Administration and Instructional coaches will work collaboratively with teachers to ensure students are afforded differentiation, intervention and remediation opportunities needed to ensure overall improvement in academics. The principal and leadership team will monitor the closing of subgroup achievement gaps through regular classroom walkthroughs, analyzing test data, involvement in weekly common planning, review of lesson planning, professional development of faculty and staff and district assessment data. As an entire leadership team, Olympia will review the SIP at the end of semester 1 to see if we are on track and what modifications may need to occur to ensure we are keeping on target with our plan.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	High School 9-12

<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	No
<b>2022-23 Minority Rate</b>	74%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	53%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: A 2018-19: A 2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	

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

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

**Using the table above, complete the table below with the number of students identified retained:**

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

**Prior Year (2022-23) As Initially Reported (pre-populated)**

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	3	1100	
One or more suspensions	0	0	0	0	0	0	0	0	2	264	
Course failure in ELA	0	0	0	0	0	0	0	0	2	131	
Course failure in Math	0	0	0	0	0	0	0	0	3	108	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	3	581	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	3	796	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	3	796	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	0	0	4	845

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	1	22

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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



Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	0	0	3	3	
One or more suspensions	0	0	0	0	0	0	0	0	2	2	
Course failure in ELA	0	0	0	0	0	0	0	0	2	2	
Course failure in Math	0	0	0	0	0	0	0	0	3	3	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	3	3	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	3	3	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	3	3	

**The number of students by current grade level that had two or more early warning indicators:**

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

**The number of students identified retained:**

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

## II. Needs Assessment/Data Review

### ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	54			52	50	52	54		
ELA Learning Gains				51	50	52	54		
ELA Lowest 25th Percentile				37	38	41	46		
Math Achievement*	39			26	32	41	23		
Math Learning Gains				40	43	48	21		
Math Lowest 25th Percentile				50	49	49	20		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	66			61	63	61	62		
Social Studies Achievement*	63			76	71	68	71		
Middle School Acceleration									
Graduation Rate	93			98			96		
College and Career Acceleration	66			67			65		
ELP Progress	55			61			59		

\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

#### ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	436
Total Components for the Federal Index	7
Percent Tested	97
Graduation Rate	93

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	619
Total Components for the Federal Index	11
Percent Tested	96
Graduation Rate	98

**ESSA Subgroup Data Review (pre-populated)**

<b>2022-23 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	41			
ELL	50			
AMI				
ASN	81			
BLK	52			
HSP	59			
MUL	66			
PAC				
WHT	75			
FRL	54			

<b>2021-22 ESSA SUBGROUP DATA SUMMARY</b>				
<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	38	Yes	1	
ELL	48			
AMI				
ASN	79			
BLK	49			
HSP	54			
MUL	59			
PAC				
WHT	63			
FRL	51			

**Accountability Components by Subgroup**

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	54			39			66	63		93	66	55
SWD	32			28			33	48		25	6	
ELL	28			31			45	42		58	7	55
AMI												
ASN	70			63			86	81		85	6	
BLK	39			27			49	47		41	7	71
HSP	46			38			59	61		67	7	53
MUL	66			39			75	60		59	6	
PAC												
WHT	74			49			82	80		78	7	67
FRL	45			31			56	52		55	7	54

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	52	51	37	26	40	50	61	76		98	67	61
SWD	21	35	26	15	29	45	35	38		94	42	
ELL	27	45	42	18	40	43	39	61		99	57	61
AMI												
ASN	85	76	80	60	58		85	85		100	84	
BLK	37	41	28	17	39	53	47	63		97	46	69
HSP	43	49	40	22	37	47	55	73		98	66	60
MUL	54	44		26	24		75	82		100	64	
PAC												
WHT	67	56	42	42	42	50	76	89		99	79	52
FRL	42	46	35	20	39	52	55	68		97	57	55

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	54	54	46	23	21	20	62	71		96	65	59
SWD	16	23	25	13	12	13	36	51		89	21	
ELL	26	55	55	16	25	21	45	48		97	57	59

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	75	67	36	53	33		75	84		97	75	
BLK	41	46	39	13	16	20	48	57		93	51	45
HSP	45	50	48	23	22	18	57	64		97	61	59
MUL	48	63		23	11		64	67		94	69	
PAC												
WHT	71	63	58	35	26	32	77	86		96	76	63
FRL	38	46	43	16	19	16	47	60		94	56	55

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	53%	49%	4%	50%	3%
09	2023 - Spring	52%	46%	6%	48%	4%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	30%	47%	-17%	50%	-20%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	34%	45%	-11%	48%	-14%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	63%	-2%	63%	-2%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	59%	62%	-3%	63%	-4%

### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

According to the data, the lowest performance occurred in the math department. However, the department showed an increase of 13% from the previous year in proficiency. During the 2021-2022 school year math achievement was 26%, but increased to 39% during the 2022-2023 school year. The contributing factor to last year's performance was due to the low attendance rate and foundational skills. Attendance improved during the 2022-2023 school year and students were given more opportunities for remediation and tutoring.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

According to the data, the greatest decline in performance occurred in the social studies department in the subject area of U.S. History with a drop of 16 points in proficiency from 76% in 2021-2022 to 61% during the 2022-2023 school year. The contributing factor to last year's change in performance was due to a lack of differentiating instruction for our students that needed remediation.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

According to the data, the greatest gap in proficiency compared to the state was in US History. The state had a 61% average proficiency rate, while Olympia's US History proficiency was 61%. Olympia met or exceeded the state in all other proficiency metrics. The contributing factor to performance was due to a lack of differentiated instruction for our students that needed remediation.

**Which data component showed the most improvement? What new actions did your school take in this area?**

The math department showed the most improvement from 26% proficiency during the 2021-2022 school year to 39% proficiency during the 2022-2023 school year. The biggest contribution to the improvement in these areas were consistent common planning practices, differentiated instruction, and professional development for teaching pedagogy.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

One potential area of concern based on the EWS data is:

Attendance

**Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.**

Attendance

U.S. History proficiency

Math proficiency

ELA/Reading proficiency

Biology proficiency

### **Area of Focus**

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

**#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Improve student achievement on high-stakes assessments through implementation of differentiated support based on data for students within core content classrooms. School leadership will guide the differentiation process by providing teachers with literacy strategies, data analysis and support through PLCs of ELA, Math, US History, and Biology. In addition, leadership will provide appropriate professional development to ensure students from all subgroups are identified and supported. Improving differentiated instruction will increase overall student improvement. This need was identified by reviewing overall data as well as looking at our lowest overall performing ESSA subgroups.

**Measurable Outcome:**

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

We plan to achieve an increase in pass rates on state EOC's and FAST by 5% across the board in all EOC's in the ESSA subgroups of Students with Disabilities, Black/African American, and Economically Disadvantaged, as well as our lowest 25% in math and reading.

**Monitoring:**

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

Ongoing monitoring will occur to ensure all professional learning communities are planning for differentiation and high quality instruction. Administration and Instructional coaches will work collaboratively with teachers to ensure students are afforded differentiation, intervention and remediation opportunities needed to ensure overall improvement in academics. The principal and leadership team will monitor the closing of subgroup achievement gaps through regular classroom walkthroughs, providing feedback, analyzing test data, involvement in weekly common planning, review of lesson planning, professional development of faculty and staff and district assessment data.

**Person responsible for monitoring outcome:**

Christy Gorberg (christy.gorberg@ocps.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Differentiation through providing Tier 1, 2 and 3 interventions based student assessment data. IXL will be utilized in our reading courses and Khan Academy will be used to provide students with skills needed to perform better on standardized tests.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Through the use of differentiated instruction and support we can help meet students where they are and close achievement gaps. IXL and Khan academy provide relevant and timely data that teachers, coaches, and administrators can then use to drive instruction and results.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No



### 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.

Observe, analyze data and provide actionable feedback for tested subject areas. Provide professional developments for best instructional practices for student efficacy and classroom differentiation.

**Person Responsible:** Christy Gorberg (christy.gorberg@ocps.net)

**By When:** End of First 9 weeks of school

Observe, analyze data and provide actionable feedback for tested subject areas. Provide professional developments for best instructional practices for student processing and teacher monitoring.

**Person Responsible:** Christy Gorberg (christy.gorberg@ocps.net)

**By When:** End of Second 9 weeks of school

Review common assessment data and identify students who need to be targeted for triage review before state testing. Ensure students are in tutoring programs and receiving small group targeted instruction.

**Person Responsible:** Christy Gorberg (christy.gorberg@ocps.net)

**By When:** End of Third 9 Weeks of schools

**#2. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment****Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

At Olympia High School, the administration will work hard to build a positive school culture and climate between the administration, faculty and staff. This area of focus was identified through the Panorama survey results.

**Measurable Outcome:**

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

Through school surveys and district surveys we will measure the outcome of school's culture and climate. Our goal is to improve school climate rating by 10% in this year's Panorama survey.

**Monitoring:**

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

Through outreach using traditional meetings and gatherings as well as through Social Media, we will strive to build lasting relationships with faculty and staff as well as students, families and the community. PLC meetings, student meetings, and family meetings will all assist in the building of the school's culture and climate that is inclusive and inviting. We will provide a myriad of opportunities for our all stakeholders to communicate with each other and with school leaders. Communication is key to building community and success. We will monitor this by the results that we receive on the Panorama survey.

**Person responsible for monitoring outcome:**

Bradley Shreffler (bradley.shreffler@ocps.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

School surveys and district surveys as well as the number of teachers will provide a evidence of the work being tailored to this specific area of focus. Prioritizing school safety and having our leaders lead by example will be our intervention strategies.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Administrators leading by example inspires the leadership team which then will inspire all staff to prioritize school safety and a positive school climate and culture.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Continue to stress the importance of our drills and hold staff accountable when they are not following procedures or taking drills seriously

**Person Responsible:** Travis Gabriel (travis.gabriel@ocps.net)

**By When:** Continuously throughout the year

Stress the importance of school cleanliness and pride in our school grounds

**Person Responsible:** Steven Chiorazzi (steven.chiorazzi@ocps.net)

**By When:** Quarterly

Provide opportunities to socialize and celebrate success with each other

**Person Responsible:** Staci Eaddy (staci.eaddy@ocps.net)

**By When:** Quarterly

### #3. -- Select below -- specifically relating to

#### Area of Focus Description and Rationale:

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

#### Measurable Outcome:

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

#### Monitoring:

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

#### Person responsible for monitoring outcome:

[no one identified]

#### Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

#### Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

#### Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

#### Will this evidence-based intervention be funded with UniSIG?

No

#### 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***

### CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

School improvement funding is allocated based on greatest need as agreed upon through periodic meetings with the administration team, PLCs, faculty, and SAC input. Priority for funding is determined on a needs based system based on what areas would make the greatest impact for student learning and achievement.