Olympic Heights Community High School

2023-24
Schoolwide Improvement Plan (SIP)

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Olympic Heights Community High

20101 LYONS RD, Boca Raton, FL 33434

https://ohhs.palmbeachschools.org

School Board Approval

This plan was approved by the Palm Beach County School Board on 10/18/2023.

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.

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, 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
Leaming, Joseph	Assistant Principal	Oversight of SIP implementation Coordinate all Fire/Code/ Safety Drills Assist with behavior management plans for ESE teachers and students Serve as the Chair of the Accreditation Committee (when applicable) PBIS Contact/committee Develop the School Improvement Plan and oversee its implementation Parent link messages as needed Attend SBT Meetings Assist with Coordinating the IDs/Lanyards to students Update Marquee's as needed Supervise after school activities as needed Monitor hallways Discipline for M-R Title IX Contact Monitor Community Service Hours Monthly Attend Graduation Meetings to assist students (2nd semester) Other Duties as Assigned
Riley, Sarah	Assistant Principal	Oversight of SIP implementation
Ludy, Connie	Administrative Support	Testing Coordinator and Math Department Chair
Burke, Kelly	Principal	Ensuring that academic policies and curriculum are followed Developing and tracking benchmarks for measuring institutional success Helping teachers maximize their teaching potential Meeting and listening to concerns of students on a regular basis Encouraging, guiding and assisting student leaders and teachers Meeting with parents and administrators on a regular basis for problem resolution Enforcing discipline when necessary Providing an atmosphere free of any bias in which students can achieve their maximum potential
Borah, Sara	Assistant Principal	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

Name	Position Title	Job Duties and Responsibilities
Posner, Deborah	Teacher, K-12	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.
Zerbo, Laura	Teacher, ESE	Assess students' skills and determine their educational needs Adapt general lessons to meet students' needs Develop Individualized Education Programs (IEPs) for each student Plan activities that are specific to each student's abilities Teach and mentor students as a class, in small groups, and one-on-one Implement IEPs, assess students' performance, and track their progress Update IEPs throughout the school year to reflect students' progress and goals Discuss students' progress with parents, other teachers, counselors, and administrators Supervise and mentor teacher assistants who work with students with disabilities Prepare and help students transition from grade to grade and from school to life outside of school facilitate student success and is the 504 contact
Denny, Amy	ELL Compliance Specialist	Assist Principals and teachers as needed in the supervision and evaluation of ESOL personnel. • 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.

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.

Community stakeholders will be integrated through participation in School Advisory Council (SAC) meetings. The school's leadership team will receive notifications during administration meetings, while faculty members will be informed through dedicated faculty meetings. Updates regarding our interventions for students will be shared via parent communication such as all-calls and teacher updates. Teachers and staff will be updated through faculty meetings, surveys, and administrative updates.

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))

The SIP team, including Assistant Principal Leaming, Assistant Principal Riley, Math Department Head, Math Coach, PLC Coordinator, and New Teacher Program Supervisor will all collaborate to ensure effective implementation of School Improvement Plan. Data will be analyzed to make targeted adjustmentes as needed.

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

2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	50%
2022-23 Economically Disadvantaged (FRL) Rate	50%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (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)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A 2019-20: A 2018-19: A 2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

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*	57	52	50	64	55	51	65		
ELA Learning Gains				55			56		
ELA Lowest 25th Percentile				43			41		
Math Achievement*	38	38	38	60	42	38	52		
Math Learning Gains				53			25		
Math Lowest 25th Percentile				52			20		
Science Achievement*	64	68	64	65	43	40	70		
Social Studies Achievement*	75	67	66	80	53	48	83		
Middle School Acceleration					46	44			
Graduation Rate	100	90	89	100	65	61	100		
College and Career Acceleration	73	71	65	75	69	67	79		
ELP Progress	52	40	45	71			48		

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)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	459
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	97
Graduation Rate	100

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	718
Total Components for the Federal Index	11
Percent Tested	98
Graduation Rate	100

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	46			
ELL	51			
AMI				
ASN	78			
BLK	57			
HSP	61			
MUL	75			
PAC				
WHT	71			
FRL	57			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	49			
ELL	56			
AMI				
ASN	76			
BLK	59			
HSP	63			
MUL	76			
PAC				
WHT	68			
FRL	60			

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	57			38			64	75		100	73	52
SWD	28			20			40	49		41	6	
ELL	32			26			41	56		51	7	52
AMI												
ASN	68			58			80	87		76	6	
BLK	41			24			53	61		60	6	
HSP	49			32			54	75		68	7	52
MUL	67			50			94	69		67	6	
PAC												
WHT	64			45			70	79		78	7	59
FRL	46			28			55	61		66	7	40

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	64	55	43	60	53	52	65	80		100	75	71
SWD	33	44	32	30	52	59	34	58		97	48	
ELL	29	46	47	49	51	50	44	66		100	60	71
AMI												
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	71
MUL	71	56		73			76	92		100	62	
PAC												
WHT	67	55	44	66	56	54	70	82		100	80	79
FRL	53	52	43	47	47	51	53	74		99	66	74

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	65	56	41	52	25	20	70	83		100	79	48
SWD	31	33	26	26	24	12	39	70		97	56	
ELL	32	51	47	34	24	24	57	59		100	66	48
AMI												
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	39
MUL	65	65		69	20			90				
PAC												
WHT	72	60	42	56	24	17	75	85		99	87	71
FRL	54	50	37	45	25	18	63	78		100	67	50

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	55%	50%	5%	50%	5%
09	2023 - Spring	56%	48%	8%	48%	8%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	25%	48%	-23%	50%	-25%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	54%	50%	4%	48%	6%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	63%	63%	0%	63%	0%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	74%	62%	12%	63%	11%

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.

Our Algebra scores dropped from 60% to 25%. This drop can be credited to two key factors. Firstly, the removal of the Liberal Arts course from the masterboard course selection was necessary due to district regulations. This led to students missing out on preparatory work before taking Algebra 1. Secondly, the state's shift from FSA to the more demanding BEST standards increased the difficulty of the exams. These combined factors resulted in the observed decline in scores.

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

Over the past year, we've embarked on a journey to enhance Algebra 1 proficiency levels. While facing certain challenges, we have seen shifts in proficiency rates, with scores declining from 61% in FY22 to 16% on the midterm and 25% on the end-of-year exam. These changes were influenced by factors such as the availability of Liberal Arts for remedial students and the introduction of the new BEST exam.

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.

Algebra 1 currently stands at 25% proficiency, while the state average is 50%. These changes were influenced by factors such as the availability of Liberal Arts for remedial students and the introduction of the new BEST exam.

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

Among the EOC exams, 9th-grade ELA has shown the most significant difference compared to the district's performance. Our school achieved a commendable 58%, while the district scored 48%, reflecting a 10-point gap. To foster improvement, we're initiating key actions, including revised teaching assignments, collaborative planning, and an expansion of AICE General Papers sections for 9th graders. These strategies aim to increase the gap and enhance overall ELA performance in 9th grade.

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

One of our main concerns, which coincides with our #1 SIP Goal, is that we had 485 students fail a quarter in Math. Additionally, 444 students were listed as Level 1 on State Wide Math Assessments.

Additionally, we had 124 12th graders missing 10% or more of their school days. As part of our emphasis on graduation rates, this is having a negative impact on our graduation.

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

Algebra 1
ELA 10th
Geometry
Biology
ELA 9th

Our school will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09 (8)(b)(ii), as applicable to appropriate grade levels, including but not limited to:
(g) History of Holocaust
(h) History of Africans and African Americans
(i) History of Asian Americans & Pacific Islanders
(o) Health Education, Life Skills & Social Media
(q) Hispanic Contributions
(r) Women's Contributions
(t) Civic & Character Education
(u) Sacrifices of Veterans, and the value of Medal of Honor recipients

2. Character-development program (required K-12) with curriculum to address: patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-

control; racial, ethnic, and religious tolerance; and cooperation.
3. Our school highlights multicultural diversity within the curriculum and the arts.

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

#1. Instructional Practice specifically relating to Math

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.
We want to improve our Algebra 1 PM and Geometry PM test scores.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.
We want to improve our Alg 1 PM3 test scores from 25 to 40, and improve our Geometry PM3 test scores from 54 to 59.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.
Math Coach, Data Collection, Targeted Pull outs, ongoing support system, daya analysis of diagnostic tests, practice tests, and test results, PLC meetings.

Person responsible for monitoring outcome:
Connie Ludy (connie.ludy@palmbeachschools.org)

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.)
Students in need of extra support will be placed in Algebra 1A before taking the Algebra 1 EOC in 10th grade. Both Algebra 1 and Geometry teams will be participaitng in biweekly PLC meetings to incorporate EOC based practice questions and comprehension checks to track student progress. We also will be utilizing a Math Coach to conduct small group pullouts with level 2 students throughout the year. During the second semester, various Math teachers are going to conduct a math pull out for students that scored a level 1 or 2 on the disagnostic scores. All year, we will be running an after school program for level 1 students to recieve extra support once a week.

Rationale for Evidence-based Intervention: Explain the rationale for selecting this specific strategy.
Data shows that ongoing and consistent PLC meetings, small group interventions, and taregted practice questions have been effective in improving student performance.

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.
Monitoring of Algebra 1 and Geometry PLC meetings

Person Responsible: Connie Ludy (connie.ludy@palmbeachschools.org)

By When: Ongoing throughout the year

Math Coach begins targeted pullouts to assist Level 2 students

Person Responsible: [no one identified]

By When: 9/1/2023

Afterschool turtoring for Level 1 students once per week

Person Responsible: Connie Ludy (connie.ludy@palmbeachschools.org)

By When: 9/1/2023

#2. Positive Culture and Environment specifically relating to Other

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 overall teacher satisfaction and morale through increased support systems and collaborative professional development opportunities.

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

We want to improve teacher satisfaction and morale. We want 75% of teachers to approve of school morale through an increase in administrative feedback and support systems.

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

Our school has appointed an administrative liaison to work with our Teachers, Admin Team, and PTO and monitor our school's engagement and support opportunities. This intervention includes an increase in our provision of PDD opportuinities, and consistent PLC opportunities with targeted feedback and ongoing monitoring.

Person responsible for monitoring outcome:

Sarah Riley (sarah.riley@palmbeachschools.org)

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.)

We have implemented a liaison to work with the PTO to honor teachers on a monthly basis, we are providing teachers with more Professional Development Opportunities to improve their pedagogy, an increase in Data Chats at the beginning of the year and mid year, and an ESP Program onboarding program that focuses on classroom management, lesson plan developing, and asking the right questions.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Research shows that improved targeted Professional Development, increased data analysis, and targeted ongoing support for teachers is effective in improving teacher retention and school morale.

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.

Collect and analyze data from Teacher Satisfaction Survey

Person Responsible: Joseph Leaming (joseph.leaming@palmbeachschools.org)

By When: 9/8/2023

Share results with admin team and SSCS to determine next steps and specific targeted interventions

Person Responsible: Sarah Riley (sarah.riley@palmbeachschools.org)

By When: 9/11/2023

Continue to monitor PLC meetings, department meetings, data chats, and teacher feedback for fidelity.

Person Responsible: Joseph Leaming (joseph.leaming@palmbeachschools.org)

By When: Ongoing throughout the school year

Provide teachers with Midyear Needs Assessment to determine areas of improvement along with areas of need.

Person Responsible: Joseph Leaming (joseph.leaming@palmbeachschools.org)

By When: 12/11/23