

Olympia High



2014-15 School Improvement Plan

Olympia High

4301 S APOPKA VINELAND RD, Orlando, FL 32835

[no web address on file]

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

40%

Alternative/ESE Center

No

Charter School

No

Minority

61%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

A

A

A

A

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

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

Olympia has several processes through which we identify and learn about students' cultures. Our goal is to build a school family where all students are accepted and feel welcome. This starts with the relationships students develop with the adults on campus. Throughout the school year, teachers, administrators and staff work hard to get to know our students academically and personally. Our administrative and counseling teams are responsible for specific areas of the student body. These teams identify students who are in need of help and create plans to handle the individual situations. All freshman students are placed in a Freshman Seminar course where, along with academics, school culture and student culture are discussed. Additionally, we encourage all members of our school community to attend games and performances in support of our students and at each home game students see at least one member of our team. Furthermore, the school administration supports cultural events from the Italian club, ESOL department, Art department and several other clubs.

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

Per OCPS guidelines, the Code of Civility is followed by all adults and expected of all students on campus. Both adults and students following this Code model a positive example for all. The embedded culture of Olympia High School is one where students feel safe and respected while on our campus. This is reinforced by the accessibility of our staff. Our SRO and Administrative team are active and visible throughout the day and at school events. In addition to administrative support, parents and visitors are required to sign in at the front desk where they are met by Ms. Susan Nolin with a smile and a positive attitude. The front desk is really where our school culture begins. Ms. Nolin's positive attitude sets the tone for the entire school. At Olympia High School students may also avail themselves of the opportunity to visit with the SAFE coordinator, school psychologist, guidance counselors, and the health attendant. With these measures in place, students are able to focus on their academics and find success.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Instructional time is highly valued by all Olympia High School stakeholders. As such, the discipline team takes time during pre-planning and during teacher planning periods to train teachers and other staff members on ways to diffuse tense situations in the classroom, positive pathways to classroom discipline, and discipline protocols. After school begins, a Code of Conduct review video is shown

multiple times during the first week of school and again each quarter. When discipline issues arise, the administrative team uses a discipline matrix to keep fidelity of the system and the SAFE coordinator is involved in cases where she might be of value.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

The staff of Olympia High school employs a comprehensive guidance program that involves one or more of the following: SAFE, peer counseling, Alateen, parenting classes, anger management classes, guidance counseling, mentor program, team interventions by alpha, Saturday tutoring, and National Honors Society tutoring program. Furthermore, the administrative team is building a new society to act as leaders on campus, the Order of the Torch. These programs are an integral piece of the school culture and are designed to meet the needs of our students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

- SMS attendance report pulled regularly: Child Study teams meet to discuss the attendance and put a plan into place.
- Plasco attendance and tardy reports are pulled weekly and as needed
- SMS Discipline report pulled regularly: Students with one or more suspensions will meet with their dean and a behavioral contract is put into place.
- Grade reports are pulled from IMS, SMS and ProgressBook for teachers and administrators regularly for all courses and specifically ELA and Math courses. Students who fail ELA or math: a letter is sent home indicating the failing grade and a tutoring invite is sent home via student. Targeted tutoring is available to students.
- Administrative teams, set up in an alpha system, regularly monitor students at all levels including level 1 scoring students. These teams implement appropriate interventions. Level 1 students are placed in a reading or math double block.

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

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

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	47	75	50	34	206
One or more suspensions	103	108	65	47	323
Course failure in ELA or Math	94	60	33	10	197
Level 1 on statewide assessment	104	103	22	0	229

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	88	88	32	10	218

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

- Saturday Grad Prep
- Math tutoring focused on Algebra 1 and 2, Geometry, and intensive math
- AP Tutoring
- SAT Prep.
- ACT Prep.
- Night School
- Reading Tutoring
- Science Tutoring
- PERT preparation
- After school tutoring for Algebra 1 and 2, Geometry, and Intensive Math
- National Honor Society tutoring
- Mu Alpha Theta (Math honor society) tutoring
- Teachers are given lists of students who are not performing academically so that the teacher may apply appropriate interventions and modification within the classroom to insure success.
- Curriculum nights are held for parents in the area of Math EOC
- Writing Camps are held in the Spring
- EOC camps are established 6 weeks prior to Algebra 1, Biology, and Geometry EOC's
- Student Teams (Organized by Alpha)

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

1. Olympia High School will maintain 15,000 volunteer hours
2. Olympia High School will increase parent attendance at beginning of the year events such as: 9th Grade Orientation, Meet the teacher, Open House, APEX Orientation, AVID Orientation and Sports Night
3. Olympia High School will have at least 4 campus clean-ups a year that include students, families and the community
4. Olympia High School will have at least two math curriculum nights. One will be in the fall and the other will be in the spring.
5. Olympia High School will increase the amount of 9th grade students and families who log on to Progressbook.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

1. We frequently let the local law enforcement agencies use our facility for events including trainings and awards.

2. We have been the home to the Spirit of Excellence Awards for the last two years.
3. We encourage partners in education with local businesses.
4. We frequently rent our facility to local groups such as Pop Warner football.
5. We have a partnership with the Stars of West Orange who provide our less economically stable students with free school supplies.
6. Our SAC committee meets on our campus, provides the teachers mini grants and brings community members in to be part of the meetings.
7. We have curriculum nights for parents.
8. We have campus cleanups several times a year. Students, partners in education and community members are invited.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Bradley, Lauren	Administrative Support
Zambri, Nick	Assistant Principal
Pachnik, Nora	Dean
Petrusic, Gordana	Administrative Support
Swenson, Guy	Principal
Green, Ava	Assistant Principal
Hammons, Glenda	Assistant Principal
Russ, Sasha	Assistant Principal
Pagan-Pearl, Michael	Teacher, K-12
Kahn, Angela	Instructional Coach
Oliver, Stevie	Dean
Knight, Seth	Dean
Greer, Jason	Dean
Farley, Doug	Dean
Wooten, Lorna	Administrative Support
Serrano, Hector	Dean
Laracuenta, Mariela	Instructional Coach
Perrotti, August	Guidance Counselor

Duties

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

Principal:

Guy Swenson - Oversees and monitors all aspects of Olympia High School. Specially oversees and monitors evaluations for 20% of the the staff, FAC, SAC, all Student Teams, Reading, Staff Meetings, the Assistant Principals and school level communication.

Assistant Principals:

Dr. Ava Green - Oversees and monitors Student Team (P-Z), Science, ESOL, Visual Arts, Paraprofessionals – ESE, evaluations for 20% of the staff, PLCs, Pep-Rallies, Dances, Schedule distribution, Parking, Attendance, Advanced Placement, AP Tutoring, Baccalaureate, Senior Awards, Interns, Dress Code, Cafeteria, Supervision Schedule and Sonitrol.

Dr. Glenda Hammons - Oversees and monitors Student Team (A-Gh), APEX World Language AVID, HSHT Physical Education, CTE, evaluations for 20% of the the staff, Testing, PD, FTE Website, Electronic Sign School Newspaper, Yearbook, Data Corrections, PLC Plan, Summer Teacher Training, Honor Board, Grade Changes, Summer Testing

Sasha Russ - Oversees and monitors the guidance team, evaluations for 20% of the staff, PLCs, Language Arts, Guidance, Performing Arts, Student Progression, SMS, Progress Book, Exam Schedules, Report Cards, Student Schedules, Bell Schedules, FTE, Curriculum Guide, Progress Reports, Class Rank, Transcripts and Academic Integrity.

Nick Zambri - Oversees and monitors Student Team (Gi-O), evaluations for 20% of the staff, PLCs, Social Studies, ESE, Mathematics, Paraprofessionals – ESE, Custodial, School Improvement Plan, Field Trips, Campus Clean-up, Grad Prep Plus (All Tutoring Programs)/Supports Dr. Green in AP Tutoring), F Letters, Emergency Plan, Safety Drills, Keys, Lockers, Environmental Inspections, Fire/Safety Inspections, Work Orders, Interviewing/Hiring, Summer Camps, Year End Make-up Exams, Property Custodian and Maintenance.

Deans:

Jason Greer - Oversees and monitors discipline (A-Gh), P.A.S.S, Minority Achievement and supports Dr. Glenda Hammons.

Stevie Oliver - Oversees and monitors discipline (Gi-O), Mentoring Program, School tours, Parking, SAT/ACT Testing and supports Nick Zambri.

Hector Serrano - Oversees and monitors attendance data, Child Study Teams, Social Worker Liaison and assists with discipline as needed.

Nora Pachnik - Oversees and monitors discipline (P-Z), Transportation, Wednesday Detention and supports Dr. Ava Green.

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

Seth Knight - Provided by Westside Tech. Oversees and monitors Career and Technical Ed and Accelerated Success for School Grade.

Athletic Director

Lauren Bradley - Coordinates and monitors our school rentals and athletic services, teams and resources.

CCT:

Mariela Laracuente - Coordinates and monitors our ESOL services, student placement, data and resources.

ESE Placement Specialist

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

LRS:

Stephanie Johnson-Possell - Coordinates and monitors SAC, Title II, Professional Development, New Teacher Orientation and Partners in Education.

Director of Guidance

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

Reading Coach:

Angela Kahn - Coordinates reading data and student reading placement.

Math Coach:

Gordona Petrusic - Coordinates math data and student math placement.

Department Leaders:

Greg Isaacson - Coordinates the Language Arts department and department meetings.

Sabrina Lawrence - Coordinates the Math department and department meetings.
Chris Conrad - Coordinates the Social Studies department and department meetings.
Nancy Bridge - Coordinates the Science department and department meetings.
Ed Budd - Coordinates the Performing Arts department and department meetings.
Stephanie Adolph - Coordinates the Fine Arts department and department meetings.
Sylvia D'Torres - Coordinates the Business department and department meetings.
Allan Pagan-Pearl - Coordinates the World Languages department and department meetings.
Kim Childress - Coordinates the PE department and department meetings.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Olympia High School's data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness are as follows:

1. Core Instruction - Our core instruction uses the common core standards as well as district and state data in each subject area. Teachers meet in Professional Learning Communities (PLC) groups to make sure instruction is given consistently and tests have fidelity. There are cross curricular meetings in multiple areas.
2. Resource Allocation (Funding and Staffing) - The principal of the school is responsible for the allocation of funding and all staff members are in the appropriate area for staffing. Resources are allocated by the principal and the administrative team.
3. Teacher Support Systems - The Learning Resource Specialist (LRS) along with the administrative team is responsible for our teacher support systems. There is ongoing staff development for seasoned staff members and staff developments for new teachers to support them. Each new teacher is paired with a mentor that oversees the new teachers transition to the classroom. The new evaluation system also gives our new teachers extra support.
4. Small Group and Individual Student Needs - Small group and individual needs are met through the use of IEP's, parent-teacher conferences, and 504 plans. Data is used for proper class placement and course selection as well. Additionally guidance counselors meet with specific students to make sure that students are provided the right coursework to meet their academic success.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Allison Dyer	Parent
Alan Fidelo	Parent
Scott Ford	Parent
Justin Ford	Student
Helen Ford	Parent
Guy Swenson	Principal
Renee Hopegill	Parent
Debbie Lehman	Parent
Rosalind Golden	Parent
Antoinette Basque	Parent
Adriana Herrera	Parent
Terralyn Henry	Parent
Edward Thomas Jr	Parent
Cameron White	Teacher
Sandra Zaccagnini	Teacher
Kathy Zimmerman	Parent
Norma Pattee	Parent
Phillip Shure	Parent
Peggy Strube	Parent
Julia Whidden	Parent
Julia Whidden	Student
Erick Ewoldt	Parent
Debbie Garrott	Parent
Arleen DeCicco	Parent
Lois Fakioglu	Parent
Renee Hopegill	Parent

Duties

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

Evaluation of last year's school improvement plan

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

Development of this school improvement plan

This year, the SAC has reviewed the plan and suggested minor additions and edits. Last year the SAC gave suggestions to modify the SIP and some of the suggestions were implemented. This year they gave written input regarding parent involvement, meeting with the guidance department and communication from the school.

Preparation of the school's annual budget and plan

School improvement funds are the part of the school budget that the SAC has an effect over. The 2013 - 2014 Starting Balance was \$21,687.78.

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

School improvement funds are used for teacher and support team mini grants. The amount of each mini grant varies based on the project that it supports. The grants have historically ranged from \$50.00 to \$5,000.00. Typically a staff member comes to the meeting and presents their grant request. From there, the SAC discusses the grant and votes whether or not to approve. Below is a detailed account.

2013 - 2014 Starting Balance \$21,687.78

Olympia High School Mini-Grants

Date Teacher/Staff Amount Project

9/5/2013 Denisse Lamas -\$4,680.00 Hispanic Family Counseling, Inc Grant

9/5/2013 David Lovely/Chris Conrad -\$379.00 Display Cases for Social Studies Department

10/1/2013 Mallory Young -\$347.70 Aquarium supplies, "Starter" fish

10/1/2013 Nancy Bridge -\$292.66 Marine Fish Tank for Honors Marine Science Class

10/1/2013 Angela Lunsford No Grant Dragonframe 3.5 Software + USB Keypad (Animation Software)

10/1/2013 Rosemary Maladecki -\$49.99 Remote Mouse/Pointer for Power Point (Algebra 1 + Honors)

11/7/2013 Nancy Bardoe, Bill Connell -\$1,455.04 Gale Cengage Learning Testing & Education

Reference Center

11/7/2013 Angela Lunsford -\$771.20 Animation Software

12/5/2013 S. Manny/S. Augustin -\$315.60 CPR Training Masks for Health Classes

12/5/2013 Nora Pachnik/Seth Knight -\$274.20 Grad Prep Supplies for After School/Saturday Tutoring

1/9/2014 Mallory Young -\$236.01 Microscope slides and lab supplies

2/7/2014 Joshua Freeman -\$435.33 Ceramic Pottery Stools

2/7/2014 Maria Stanton -\$125.00 Premium Software (1 Year Subscription)

2/7/2014 Judy Pappas -\$500.00 CPR Training (American Red Cross) NOT Submitted

3/6/2014 Mallory Young -\$102.13 Preserved Animals for Science Department

3/6/2014 Emanuel Burt -\$183.02 Drying Rack for Art Class

3/6/2014 Angela Hogan -\$346.15 Stylus for I-Pads

3/6/2014 Julie Cowan -\$358.08 Books - The Man who mistook his wife for a hat (Social Studies)

4/10/2014 School Recognition Funds "A money" \$13,844.45

4/3/2014 Geydi/Ramos-Rios -\$437.25 Scholastic Scope / Action Magazines

4/3/2014 Betzaida Ortiz -\$328.35 The New York Times upfront & Science World Magazines

4/3/2014 Brumby -\$359.60 Class set of "you Are Not So Smart" Books - with Psychological concepts

4/3/2014 Crystal Beach -\$500.61 Clinic Supplies

5/1/2014 Guidance -\$135.34 Game Spinning Wheel

5/1/2014 Zachary Morgan -\$462.59 (10) Buret and (10) PH Meter Clamps

5/1/2014 Debra Beverlin -\$531.60 Visual Arts/Draw Paint class All purpose paint Brush sets (36)

5/1/2014 Robin Cox -\$73.89 Math Department Dry Erase Markers (45)

5/1/2014 Robin Cox -\$30.06 Math Department Ipad Stylus (Studio Neat Cosmonaut)

Ending Balance \$21,821.83

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

Yes

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Swenson, Guy	Principal
Conrad, Chris	Teacher, K-12
Dooley, Dori	Teacher, K-12
Farley, Doug	Administrative Support
Hattabaugh, Joshua	Teacher, K-12
Kahn, Angela	Instructional Coach
Lunsford, Angela	Teacher, K-12
Morgan, Zach	Teacher, K-12
Otto, Lisa	Administrative Support
Puchein, John	Teacher, K-12
Russ, Sasha	Assistant Principal
Steward, Timothy	Teacher, K-12
Stockard, Gail	Teacher, K-12
Zambri, Nick	Assistant Principal
Williams, Louise	Teacher, K-12
Green, Ava	Assistant Principal
Hammons, Glenda	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The LLT will continue to use data to ensure the following initiatives are implemented in an effort to increase Olympia High School's reading scores:

1. Data will be used to target the bottom 25% in reading. Instructional staff will be provided reading data for their students to analyze in order to differentiate instruction appropriately.
2. Instructional staff support will provide writing workshops to ensure writing across the content areas.
3. The LLT will increase their proficiency in obtaining, disaggregating and distributing data to classroom personnel across the curriculum.
4. The Media Center and other areas of school instructional support will endeavor to recognize literacy through a variety of means including: Celebrate Literacy Week, Banned Book Week, and various cultural awareness months. Instructional personnel will support this effort in their classrooms.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Olympia High Schools School uses the following strategies to encourage positive working relationships between teachers:

1. PLCs
2. Mentors for new teachers
3. Common planning when possible.
4. On-site inservices

5. Reading and math coach to facilitate team building
6. ESE facilitative teachers
7. Teacher empowerment such as planning tutoring schedules together
8. Teachers are part of the new staff selection team.

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

Recruitment: To recruit teachers we use the school's record of success to make applying at Olympia appealing. Additionally, we use the OCPS recruiting system to get the properly certified candidates. We only hire in field teachers. Our system of selection is as follows, the school secretary looks at the applications and resumes of the teachers and field. A selection committee of teacher leaders and an assistant principal conduct interviews and narrow the group of candidates to one or two candidates selected by the principal.

Retain: To retain and motivate teachers several things are used:

1. Professional relationships that promote effective practices and excellence
2. On-site inservices to acquire points
3. Opportunities for leadership and advancement
4. Fair and consistent evaluations
5. Input on classes teachers teach
6. PLCs
7. Staff functions to build camaraderie
8. Staff recognition for excellence
9. SAC grants
10. Teachers are part of the new staff selection team.

The principal, assistant principals, instructional coaches and teacher leaders are responsible for these processes.

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

Olympia High School's Learning Resource Specialist (LRS) is in charge of our school mentoring programs. The LRS pairs each new teacher with someone in his or her field who would like to guide a new teacher or teacher that's new to the district. There are many formal and informal meetings over the school year to give support in all the elements of teaching. Support opportunities include meetings with: the designated Professional Learning Community (PLC), the mentor teacher, and the LRS. Additionally, staff developments are provided the entire year.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

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

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Olympia High School uses different types of data in the following ways:

AP Testing - Data - To help teachers check their rate of success and adjust strategies.

Quarterly Teacher and Course GPA Data – To predict student failure rates so the teachers can adjust strategies appropriately and collaborate effectively so students can learn the curriculum and pass the course.

GPA Data - To predict failure rates and graduation rate and to target students for tutoring and academic interventions.

Grade Data - used to produce quarterly F letters in order to provide one more contact with parents of failing students and increase the rate of student success and graduation rate

Progress Book Sign In Data - This data is specifically used for 9th grade students to make sure the parents and students are logging on to Progress Book. This data directly correlates with student success.

FCAT retake students-review data and differentiate based on the needs of students.

EOC Data - To target students for interventions and the best class placement.

Discipline Data - This is used to help students be placed in the best academic settings and used to help teachers increase their strategies with students who require behavioral interventions.

Graduation Data - This is used to analyze year by year to adjust instructional strategies for senior students and to target interventions.

Attendance Data - This is used to track students who are not attending school and failing. Strategies are applied to students on a case by case basis. This does not impact classroom instruction as much as individual interventions.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Weekend Program

Minutes added to school year: 4,500

Saturday Grad. Prep.

Olympia High School has developed a student preparation and tutoring program that has allowed us to increase our graduation rate, Advanced Placement success rate, and EOC success rate. Our program was developed using a tiered system that integrates students of all levels. We offer a Saturday program that provides tutoring and enrichment for students in need of graduation assistance, Algebra and Biology EOC tutoring, PERT prep, Advanced Placement and Reading. Through this program we are also able to offer physical fitness courses and ESOL enrichment. The full implementation of this graduation prep-tutoring-acceleration program allows Olympia High School to increase the amount and quality of learning we provide while also providing teachers and staff with additional professional development and collaboration opportunities.

Strategy Rationale

To give all students the opportunity to participate in an extended school week in the area of his or her specific need. In order to provide access to the program for all students, transportation is provided for students who are traditionally bused. Additionally, this program gives students the ability to earn an extra half credit per school year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Zambri, Nick, nicholas.zambri@ocps.net

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

Data is collected at a variety of levels for this program. Teachers collect attendance records for each week. Furthermore, teachers and students monitor academic success both inside of this program and for the student's school week classes. Administration monitors the success of the program through the teacher lesson plans, student attendance, student performance data, and grade reports. Performance Matters data is reviewed.

Strategy: Weekend Program

Minutes added to school year: 1,500

EOC Camps

EOC camps are established 6 weeks prior to Algebra 1, Biology, and Geometry EOC's to remediate and increase students performance in deficit areas within the curriculum. These Camps are staggered to begin 6 weeks before each camps begin.

Strategy Rationale

All of these students are given the opportunity for tutoring each year. These students have been given the opportunity to attend grad prep and EOC camps and increase the possibility of success on the EOC.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Zambri, Nick, nicholas.zambri@ocps.net

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

EOC test data is correlated with sign-in sheets.

Strategy: Weekend Program

Minutes added to school year: 1,000

SAT/ACT Prep

Students will be given the opportunity to learn the skills relevant to passing or increasing their scores on the ACT/SAT.

Strategy Rationale

There are two tiered system of preparation. The first tier is intended to help students who have not taken the tests while the second tier helps students who want to increase their scores.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Oliver, Stevie, stevie.oliver@ocps.net

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

SAT/ACT data will be collected and correlated with sign-in sheets.

Strategy: Extended School Day

Minutes added to school year: 2,000

AP Tutoring

This tutoring is provided in various AP classes with a focus on the largest courses. Additionally, this program has weekend hours. The primary focus of this program is in after school hours.

Strategy Rationale

This program allows students to increase skill and knowledge in individual AP courses.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Green, Ava, ava.green@ocps.net

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

AP pass rates and scores will be collected and compared to tutoring attendance.

Strategy: Extended School Day

Minutes added to school year: 480

Writing Camps

Writing camps will take place for two - three weeks prior to FSA writes. Students will be given the opportunity to focus on the expectations of the test and practice several writing prompts. Feedback will be given.

Strategy Rationale

This concept has been successful in the past to get students ready for FSA writes.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pagan-Pearl, Michael , michael.pagan-pearl@ocps.net

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

Sign-in sheets will be collected and test data will be correlated. FSA Writes data and OC Writes data will be reviewed.

Strategy: Extended School Day

Minutes added to school year: 5,400

Night School

This gives students the opportunity to earn credit in ED2020. This is an after school program that occurs two times per week throughout the school year.

Strategy Rationale

This opportunity will increase our graduation rate for students who are at risk of not graduating by increasing GPA and necessary credits towards graduation.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Perrotti, August , august.perrotti@ocps.net

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

GPA and credit data will be analyzed for each individual student. For global analysis, graduation rate and at risk graduation rate will be taken into account.

Strategy: Extended School Day

Minutes added to school year: 4,000

After school tutoring is provided to students in preparation for the Algebra I, Algebra II and Geometry EOC. Instruction is focused on benchmark and test taking skills.

Strategy Rationale

This gives students the opportunity to strengthen skills that were presented in class that they did not understand in a timely manner and to get immediate feedback to increase the learning curve.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Petrusic, Gordana, gordana.petrusic@ocps.net

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

Benchmark assessment scores and EOC scores are collected to track the progress of students participating in the after school tutoring program to see if their scores increase over time. The EOC scores of students participating in the program vs. not participating in the program are compared to see if the participating students' scores are higher than those of their counterparts.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Olympia High School has a Summer Transition Camp for incoming 9th graders who are specified to be at risk.

Olympia High School has a Summer Algebra Camp to help EOC testing and to retain skills for the following year

Olympia High School has a college and career center post secondary readiness.

Olympia High School visits middle schools in their feeder pattern to talk to 8th grade students about course section and high school expectations.

College and Career Readiness

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

All students meet with their guidance counselor in the spring of the school year to discuss their course selection for next year. The team reviews recent test scores, grades and future testing. They also review future plans after graduation. During the fall of student's senior year, guidance counselors provide a "Senior Interview" to reinforce the student's graduation status. During this meeting, the counselor discusses college, career and what processes need to be accomplished so the student can graduate with an expectation of post-secondary education.

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

The school applies college readiness to seek and identify students who are able to take honor courses and Advanced Placement courses. Guidance counselors discuss with students their class selections as a path to college, military and vocational occupations. Teachers as well discuss with students the possible future occupations and their courses they are taking. CTE is provided on campus to students in the areas of Computer Education and Video Production. We are now providing the students the following opportunities to test in the following areas through our partnership with Westside Tech. Following that are future tests we hope to provide this year.

CURRENTLY:

ACA Premiere Pro

ACU Autocad

ACU Revit

ACU Inventer

PC Pro Networking

CIW Business Associate

CIW Business Associate

TRYING TO GET STARTED THIS YEAR:

ACA Illustrator

ACA Indesign

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

The school reviews reports of AP data and exam pass rate. Also taken is consideration is data from Collegeboard and ACT of the number of students and the mean score. Students who receive high test scores in the new Florida Standards Assessment are strongly encouraged to take AP classes and honor classes. We are now providing more students opportunities in technical education through our partnership and sharing of teachers with Westside Tech.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

We have included a partnership with the tech centers to dual enroll our students. We have implemented the following to improve student readiness for the public postsecondary level.

1. SAT, ACT and PERT prep classes to increase test readiness and pass rates
2. The college and career center in guidance which sees 30-50 a week
3. During lunch there is an extension of the college and career center In the cafeteria.
4. The Grad. Prep. Saturday program provides speakers to talk about careers
5. Our partnership with Westside Tech now gives our students the opportunities to earn various industry certifications.
6. The TABE test is encouraged more and provided on campus.
7. We have increased the number of seniors in Reading Courses on Saturday to decrease the number of students enrolled in Remedial Reading or Writing at the post-graduation level.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will gain competence in rigorous, standards based instruction and in the Instructional Framework across all content areas.
- G2.** Student achievement will increase with the implementation of the MTSS process.

Strategic Goals Detail

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

G1. Teachers will gain competence in rigorous, standards based instruction and in the Instructional Framework across all content areas. 1a

 G052952

Targets Supported 1b

Indicator	Annual Target
Math Gains	73.0
Math Lowest 25% Gains	65.0
ELA/Reading Gains	73.0
ELA/Reading Lowest 25% Gains	75.0
Algebra I EOC Pass Rate	60.0

Resources Available to Support the Goal 2

- Achieve 3000, Systems 44, Read 180, and Reading Plus
- Instructional Coaches
- Algebra Nation
- Instructional Framework
- Math core program
- Springboard
- Item Specs

Targeted Barriers to Achieving the Goal 3

- Lack of student engagement.
- New teachers have difficulty with deconstructing the standards and using this to guide their instruction.
- Teachers have a difficulty utilizing the Marzano Instructional Framework to guide their instruction.

Plan to Monitor Progress Toward G1. 8

District benchmark assessments, common assessments, school created mini-assessments

Person Responsible

Guy Swenson

Schedule

Monthly, from 10/1/2014 to 5/29/2015

Evidence of Completion

Student achievement data.

G2. Student achievement will increase with the implementation of the MTSS process. 1a

G051304

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (At-Risk)	72.0
4-Year Grad Rate (Standard Diploma)	93.0
ELA/Reading Lowest 25% Gains	75.0
ELA/Reading Gains	73.0
AMO Reading - All Students	77.0
Math Lowest 25% Gains	65.0
Math Gains	77.0
AMO Math - All Students	69.0
Algebra I EOC Pass Rate	60.0

Resources Available to Support the Goal 2

- Guidance Team
- Deans
- Student Teams
- SMS
- Progressbook
- Administrative Team
- MTSS leadership team
- Achieve 3000, Systems 44, Reading Plus, and Read 180
- Springboard
- Math Core program
- Algebra Nation
- Performance Matters
- Instructional Coaches (Reading and math)
- Achieve 3000, Systems 44, Reading Plus, and Read 180
- Springboard
- Math Core program
- Algebra Nation
- Performance Matters
- Instructional Coaches (Reading and math)

Targeted Barriers to Achieving the Goal 3

- Parents do not understand that their student(s) are at risk of not meeting the State of Florida graduation requirements.
- Students do not understand all the options to graduate

- Teachers have a difficult time analyzing data and using the data to drive instruction.
- Teachers do not meet the diverse needs of their students by differentiating instruction.

Plan to Monitor Progress Toward G2. 8

Based on the the implementation of the MTSS process, the graduation rate will continue to increase to ensure that all students graduate with their cohort. MTSS team will meet bi-weekly to determine students at risk.

Person Responsible

Nick Zambri

Schedule

On 6/5/2015

Evidence of Completion

MTSS team meeting notes, SMS data, Progress Book data, Performance Matters data, and Florida State Standards Assessment.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

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


G1. Teachers will gain competence in rigorous, standards based instruction and in the Instructional Framework across all content areas. **1**

 **G052952**

G1.B2 New teachers have difficulty with deconstructing the standards and using this to guide their instruction. **2**

 **B133396**

G1.B2.S1 Build teacher capacity through professional development on Standards- based instruction using the Rigor & Relevance Framework. **4**

 **S145277**

Strategy Rationale

The data indicates the need for new teachers to have professional development with deconstructing the standards.

Action Step 1 **5**

Provide professional development on Standards-based instruction and deconstructing the standards.

Person Responsible

Stephanie A Johnson Possell

Schedule

Biweekly, from 9/24/2014 to 5/29/2015

Evidence of Completion

PLC meeting notes and agenda and exit slips.

Action Step 2 5

Instructional coaches will provide modeling and support to teachers on standards based instruction.

Person Responsible

Stephanie A Johnson Possell

Schedule

Weekly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Standards based lesson plans

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

Focused classroom observations and lesson plan checks

Person Responsible

Glenda Hammons

Schedule

Weekly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Observation feedback and lesson plan checklist.

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

District benchmark assessments, common assessments, school created mini-assessments

Person Responsible

Glenda Hammons

Schedule

Weekly, from 10/29/2014 to 5/29/2015


Evidence of Completion

Student achievement data, Performance Matters data


G2. Student achievement will increase with the implementation of the MTSS process. 1

 G051304

G2.B1 Parents do not understand that their student(s) are at risk of not meeting the State of Florida graduation requirements. 2

 B128910

G2.B1.S1 There will be parent meetings at Olympia High School monthly for parents whose students are not on track to graduate. Opportunities and options will be provided to families of students who are at risk from graduating with their cohort. 4

 S144921

Strategy Rationale

Given the accurate information parents will help their child in the right direction to graduate.

Action Step 1 5

There will be parent meetings at Olympia High School monthly for parents whose students are not on track to graduate.

Person Responsible

August Perrotti

Schedule

Monthly, from 1/1/2015 to 6/5/2015

Evidence of Completion

Sign-in Sheets, Student Team Meeting Notes and Graduation Data

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Sign-in Sheets/meeting notes and graduation data will be tabulated and further contacts and meetings will be arranged.

Person Responsible

August Perrotti

Schedule

Monthly, from 1/1/2015 to 6/5/2015

Evidence of Completion

Sign-in Sheets/Meeting Notes, phone logs, student teams data bases and Graduation Data, Performance Matters data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Sign-in Sheets/Meeting Notes and Graduation Data will be tabulated and further contacts and meetings will be arranged.

Person Responsible

Nick Zambri

Schedule

Monthly, from 1/1/2015 to 6/30/2015

Evidence of Completion

Sign-in Sheets/Meeting Notes and Graduation Data will be tabulated and further contacts and meetings will be arranged. Monitoring SMS and Progress Book as well as Performance Matters data will be reviewed.

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

 B133391

G2.B7.S1 Assisting teachers with creating rigorous learning centers targeting students identified in Tier 2 and Tier 3 and enrichment students. Professional development and side-by-side coaching and modeling will be provided to all teachers incorporating data to drive differentiated centers. Coaches will provide samples of center activities that are differentiated based on the needs of the students. 4

 S145283

Strategy Rationale

The data indicates the need for instruction to be differentiated to meet the needs of all learners.

Action Step 1 5

Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students. Teachers will visit the classrooms of colleagues who have implemented rigorous centers effectively to view how effective centers are run .

Person Responsible

Stephanie A Johnson Possell

Schedule

Weekly, from 9/3/2014 to 5/29/2015

Evidence of Completion

Sign in sheets Notes from teachers Activities that align to the standard and are differentiated to address all learners, PD sign in sheets, PLC agenda

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

Classroom Walkthroughs during the teacher observance of centers. Exit slips will be reviewed after the PD and the differentiated center activities will be reviewed by grade level admin, lesson plans will be reviewed.

Person Responsible

Nick Zambri

Schedule

Quarterly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Notes, classroom walk-through forms, I observation data and feedback, lesson plans, I-Ready data, and Performance Matters data.

Plan to Monitor Fidelity of Implementation of G2.B7.S1 6

Classroom Walkthroughs during the teacher observance of centers. Exit slips will be reviewed after the PD and the differentiated center activities will be reviewed by grade level admin, lesson plans will be reviewed.

Person Responsible

Nick Zambri

Schedule

Quarterly, from 9/24/2014 to 5/29/2015

Evidence of Completion

Notes, classroom walk-through forms, I observation data and feedback, lesson plans, I-Ready data, and Performance Matters data.

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 7

I-observations and classroom walkthroughs will take place during the intervention block. Reading and math intervention programs, and Performance Matters data. I observation feedback and data.

Person Responsible

Nick Zambri

Schedule

Biweekly, from 10/3/2014 to 5/15/2015

Evidence of Completion

Performance Matters data, Reading and math intervention program data will be reviewed.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.A1	There will be parent meetings at Olympia High School monthly for parents whose students are not on track to graduate.	Perrotti, August	1/1/2015	Sign-in Sheets, Student Team Meeting Notes and Graduation Data	6/5/2015 monthly
G1.B2.S1.A1	Provide professional development on Standards-based instruction and deconstructing the standards.	Johnson Possell, Stephanie A	9/24/2014	PLC meeting notes and agenda and exit slips.	5/29/2015 biweekly
G2.B7.S1.A1	Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students. Teachers will visit the classrooms of colleagues who have implemented rigorous centers effectively to view how effective centers are run .	Johnson Possell, Stephanie A	9/3/2014	Sign in sheets Notes from teachers Activities that align to the standard and are differentiated to address all learners, PD sign in sheets, PLC agenda	5/29/2015 weekly
G1.B2.S1.A2	Instructional coaches will provide modeling and support to teachers on standards based instruction.	Johnson Possell, Stephanie A	9/24/2014	Standards based lesson plans	5/29/2015 weekly
G1.MA1	District benchmark assessments, common assessments, school created mini-assessments	Swenson, Guy	10/1/2014	Student achievement data.	5/29/2015 monthly
G1.B2.S1.MA1	District benchmark assessments, common assessments, school created mini-assessments	Hammons, Glenda	10/29/2014	Student achievement data, Performance Matters data	5/29/2015 weekly
G1.B2.S1.MA1	Focused classroom observations and lesson plan checks	Hammons, Glenda	9/24/2014	Observation feedback and lesson plan checklist.	5/29/2015 weekly
G2.MA1	Based on the the implementation of the MTSS process, the graduation rate will continue to increase to ensure that all students graduate with their cohort. MTSS team will meet bi-weekly to determine students at risk.	Zambri, Nick	1/1/2015	MTSS team meeting notes, SMS data, Progress Book data, Performance Matters data, and Florida State Standards Assessment.	6/5/2015 one-time
G2.B1.S1.MA1	Sign-in Sheets/Meeting Notes and Graduation Data will be tabulated and	Zambri, Nick	1/1/2015	Sign-in Sheets/Meeting Notes and Graduation Data will be tabulated and further contacts and meetings will be	6/30/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	further contacts and meetings will be arranged.			arranged. Monitoring SMS and Progress Book as well as Performance Matters data will be reviewed.	
G2.B1.S1.MA1	Sign-in Sheets/meeting notes and graduation data will be tabulated and further contacts and meetings will be arranged.	Perrotti, August	1/1/2015	Sign-in Sheets/Meeting Notes, phone logs, student teams data bases and Graduation Data, Performance Matters data	6/5/2015 monthly
G2.B7.S1.MA1	I-observations and classroom walkthroughs will take place during the intervention block. Reading and math intervention programs, and Performance Matters data. I observation feedback and data.	Zambri, Nick	10/3/2014	Performance Matters data, Reading and math intervention program data will be reviewed.	5/15/2015 biweekly
G2.B7.S1.MA1	Classroom Walkthroughs during the teacher observance of centers. Exit slips will be reviewed after the PD and the differentiated center activities will be reviewed by grade level admin, lesson plans will be reviewed.	Zambri, Nick	9/24/2014	Notes, classroom walk-through forms, I observation data and feedback, lesson plans, I-Ready data, and Performance Matters data.	5/29/2015 quarterly
G2.B7.S1.MA1	Classroom Walkthroughs during the teacher observance of centers. Exit slips will be reviewed after the PD and the differentiated center activities will be reviewed by grade level admin, lesson plans will be reviewed.	Zambri, Nick	9/24/2014	Notes, classroom walk-through forms, I observation data and feedback, lesson plans, I-Ready data, and Performance Matters data.	5/29/2015 quarterly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Teachers will gain competence in rigorous, standards based instruction and in the Instructional Framework across all content areas.

G1.B2 New teachers have difficulty with deconstructing the standards and using this to guide their instruction.

G1.B2.S1 Build teacher capacity through professional development on Standards- based instruction using the Rigor & Relevance Framework.

PD Opportunity 1

Provide professional development on Standards-based instruction and deconstructing the standards.

Facilitator

Stephanie Johnson Possell

Participants

Instructional staff new to the school.

Schedule

Biweekly, from 9/24/2014 to 5/29/2015

G2. Student achievement will increase with the implementation of the MTSS process.

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

G2.B7.S1 Assisting teachers with creating rigorous learning centers targeting students identified in Tier 2 and Tier 3 and enrichment students. Professional development and side-by-side coaching and modeling will be provided to all teachers incorporating data to drive differentiated centers. Coaches will provide samples of center activities that are differentiated based on the needs of the students.

PD Opportunity 1

Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students. Teachers will visit the classrooms of colleagues who have implemented rigorous centers effectively to view how effective centers are run .

Facilitator

Instructional Coaches

Participants

Instructional staff

Schedule

Weekly, from 9/3/2014 to 5/29/2015