



## Olympic Heights Community High

20101 LYONS RD, Boca Raton, FL 33434

[www.edline.net/pages/olympic\\_heights\\_community\\_hs](http://www.edline.net/pages/olympic_heights_community_hs)

### School Demographics

**School Type**

High

**Title I**

No

**Free/Reduced Price Lunch**

45%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

53%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	B	B

### School Board Approval

This plan was approved by the Palm Beach County School Board on 11/18/2014.

### 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	5	<a href="#">Gayle Sitter</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

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 interests and talents. Students will graduate as responsible lifelong learners who will make a positive impact on their community and world.

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

The staff of Olympic Heights addresses itself to the total education of the individual student. This includes the concept of achieving academic excellence through self-discipline in a caring environment. The appreciation of the mutual dependence of individual worth and community responsibility is stressed as contributing to harmony among individuals and groups.

#### School Environment

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

Olympic Heights will infuse the content required by Florida Statute 1003.42(2) and S.B. Policy 2.09(8)(b), as applicable to appropriate grade levels, including but not limited to:

- \* History of Holocaust
- \* History of Africans and Africans Americans
- \* Hispanic Contributions
- \* Women's Contributions
- \* Sacrifices of Veterans

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

The students and school use SwPBS as part of a system to create a safe and comfortable environment. Guidance and Administration work well collaboratively to involve students in mediation.

##### **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**

The SwPBS is a large part of this. Additionally, we use a progressive discipline matrix and each teacher submits their behavior management plan.

##### **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**

- \* School Based Team (SBT) that meets once a month to discuss students with barriers to academic, behavior and social success.
- \* Crisis Intervention (CIT) to help students who might be in a crisis
- \* Engage with identified staff such a school counselor, school based team leader) to provide a differentiated delivery of services based on student/school need.
- \* School Psychologist for designated students

- \* Safe person safe place pass
- \* We offer Social Skills classes.

## 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**

Olympic Heights Community High School seeks parent involvement in several ways. Weekly, an Edline blast is sent to all parents/guardians of enrolled students updating them on weekly events, meetings and activities. Additionally, the school uses an All-Call sending messages out to all families. Our SAC advises parents of administrative updates and upcoming events, protocol and procedures that need to be addressed and adhered to. PTSA is our new addition to increase parent involvement and awareness.

**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**

- \* Golf Scramble for the academies
- \* Dog Treats by the ESE department
- \* Partnership with AWWA for model water tower competition
- \* Student drama production and chorus and band recitals for community
- \* Holocaust project - bead project
- \* Partnership with local engineering industry, hotels and restaurants for job shadowing purposes
- \* Student Research project with FAU
- \* Preschool on site help student learning
- \* OAPA raising money through clothing donations
- \* Painting Whispering Pines Elementary
- \* Breast cancer walk led by hospitality
- \* Fashion show fundraiser
- \* Partnership with MIT and NASA through ZeroRobotics
- \* Girls who code alliance
- \* St. Baldricks fundraiser

## 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
Arunachalam, Nirmala	Teacher, Career/Technical
Clark, Dave	Principal
Durden, Felicia	Assistant Principal
Giblin, Leslie	Teacher, K-12
Mydlarz, Vivian	Teacher, Adult
Zerbo, Laura	Teacher, ESE
Borah, Sara	Assistant Principal
Bryant, Shawann	Teacher, Adult
Ford, Kristie	Teacher, Adult
Sakowicz, Michelle	Teacher, Adult

### Duties

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

The Rtl Leadership Team will meet with the SAC and the principal to help develop the SIP as it is a living document. The team will provide data on Tier 1,2, and 3 targets. They also will discuss academic and social/emotional areas that needed to be addressed; help set the clear expectations for instruction )rigor, relevance and relationship).

***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***

The Principal provides a common vision for the use of data-based decision-making, ensures that the school team is implementing Rtl, conducts assessment of Rtl skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support Rtl implementation, and communicates with parents regarding school-based Rtl plans and activities.

General Education Teachers- - Provide information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers- Provide suggestions to general education teachers on how to implement strategies into the mainstream in order to facilitate student success.

ESE Contact- Margie Cowan assists team with identification of students eligible for special education and facilitates implementation of IEP's.

504 Contact - Laura Zerbo assists team in identification of students eligible for 504 plans and facilitates implementation of 504 plans.

ELL Contact- Vivian Mydlarz identifies and maintains records of progress of ELL students, reviews quarterly achievement identifying "at risk" students lowest 25%, students who have not made adequate yearly progress in spite of interventions.

Laura Zerbo will provide the identified students to the group with data collected from the general education teachers, as to the reasons the particular students need the intervention. She will also look at the students records and transcripts to identify and particular academic patterns of weaknesses; provide necessary support to students and their parents to assist Laura also along with Fe'Licia Durden facilitates SBT/RTI meetings.

Our school integrates Single School Culture by sharing our Universal Guidelines for Success, following our Behavioral Matrix and teaching Expected Behaviors, Communicating with parents, and Monitoring SwPBS. We update our Action Plans during Learning Team Meetings. We instill an appreciation for multicultural diversity through our antibullying campaign, structured lessons, and implementation of SwPBS programs.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Laura Zerbo	Teacher
Dave Clark	Principal
Andrea Sommer	Teacher
Margie Cowan	Teacher
Leslie Winograd	Parent
Eileen Abisognio	Parent
Carolyn Kramer	Business/Community
Elissa Nacht	Parent
Karen Richman	Parent
Elena Singer	Parent
Marisol Hernandez	Parent
Shawann Bryant	Teacher
Sarah Gregory	Teacher
Bertha Beltran	Education Support Employee
Lynn Salberg	Parent
Rebecca Zerbo	Student
Harrison Kahme	Student
Jason Patel	Student
Gianna Vittorini	Student
Ariana Ratzer	Student
Aaron Ott	Student
Joseph Pilato	Student
Audrey Collandreo	Student
Miranda Martin	Student
Jorge Felix	Student
Katerina Gjokokaj	Student
	Student

#### 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*

Olympic Heights reached the goal that was set in our SIP on last year. The resources to support our goals were available to us. Some of the barriers we had to achieve our goals were broken down for the better.

All of the sections of the SIP were well planned and in detail.

*Development of this school improvement plan*

The SAC reports to the stakeholders the progress of the school community as it relates to academic performance, status, discipline, overall communications, funding and teacher growth. The stakeholders, with their suggestions, input and concerns, as well as votes, drive the changes in the SIP as it is a living, breathing document related to current growth at Olympic Heights

*Preparation of the school's annual budget and plan*

The SAC approves the schools SAC money and allots for providing tutorials for students at risk, our lowest 25% and for our AP/Honors students by providing "boot camps" after school tutoring and enhanced technology and hands-on learning; teacher training and workshops.

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

There is currently \$15,741 in available SAC funds at the moment. There is \$16,180 in available A+ money which can only be used for tutorials and stipends for teachers and tutoring. SAC money should be recurring next year however A+ money will not recur next year.

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

No

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

Outreach to the community through email blasts, all calls, school notices, parent updates, SAC Table set up at school wide events, open house events.

**Literacy Leadership Team (LLT)**

**Membership**

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

Name	Title
Clark, Dave	Principal
Borah, Sara	Assistant Principal
Sakowicz, Michelle	Teacher, Adult
Giblin, Leslie	Teacher, Adult
Snyder, Abbe	Teacher, Adult
Ford, Kristie	Teacher, Adult

**Duties**

**Describe how the LLT promotes literacy within the school**

The major initiative is to address reading issues that may be occurring throughout the school (i.e. drop in reading proficiency and lowest 25% proficiency).

## 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**

At Olympic Heights some of our teacher have common planning. They meet weekly to discuss and plan their strategies. Common planning was built into the Master schedule so that the teachers would have the time to develop and strategize the teaching of their goals. By meeting weekly they have time to collaborate and discuss on-going positive reinforcement, goals, best practices, and up-coming standards that are being taught.

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

1. Review of resume and credentials for potential hiring of teachers. Persons responsible for this is the Principal, Administrators and Department Chairs.
2. Pair with peer teacher/mentors. Person responsible for this is Fe'Licia Durden, Assistant Principal
3. Professional Development. Persons responsible for this is the LRM Committee, Professional Development Team.
4. Subject Area Exams--Teacher is responsible for this
5. Pursuit of Advanced Degrees--Teacher is responsible for this

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

The mentee is placed with a mentor who is a veteran teacher. They are usually paired with someone in the same department. There are regular mentor/mentee meetings, informal classroom observation, monthly meetings with ESP contact, classroom management training (Tips 1 & 2). The mentor will also will complete the TrainU Marzano course.

## 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***

Olympic Heights creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading, writing, math, and science curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

#### **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***

- \* Knowledge checks -- are short assessments that test the students' understanding of specific benchmarks.
- \* Khan academy-- Introducing new knowledge
- \* Student tracking--The teachers can track student progress through readily available data mining

reports on Khan academy

Differentiated instruction is also achieved by a) placement of students in classes based on their EOC scores in the previous year b) Students are paired up for classwork based on understanding of a given topic or skill

**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:** After School Program

**Minutes added to school year:**

After school tutoring 2 times/week. ACT/SAT tutoring, Math boot camps

**Strategy Rationale**

To increase EOC scores.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Borah, Sara, sara.borah@palmbeachschools.org

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

Student attendance is monitored and a correlation is determined between the two.

**Strategy:** Extended School Day

**Minutes added to school year:**

**Strategy Rationale**

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

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

## 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**

Olympic Heights staff participates in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning.

## 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***

Our guidance counselors presents several seminars on college planning, Advanced Placement, and academies. Our guidance counselors also visit our sister middle schools to talk with incoming freshmen and provide course selection sheets with the courses Olympic Heights offers. The counselors help with parent-teacher conferences, dual enrollment, and student conferences.

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

Olympic Heights offers elective courses in art, business, technology and we have our Academy course such as Engineering, Teacher Education, Finance Hospitality & Tourism, Culinary and Fashion. We also offer a DCT/OJT program, which allows students to come to school for their academic classes and then leave early to work and earn credit.

We provide the students with job shadowing and internship opportunity which provides them real world experience.

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

Olympic Heights College and Career Prep Center presents a plethora of college prep and planning information, along with access to financial aid, continuous updates on scholarship information, requirements for specific colleges and access to representatives from various types of post-secondary choices. ACT and SAT College Readiness continue to be implemented in FY14 as well as increased student enrollment in Dual Enrollment and enrollment in AP Courses. Our guidance counselors are well informed about the variety of choices to benefit students individual needs regarding a successful post secondary transition experience. All students are tracked continuously and informed of their necessary graduation requirements and Bright Future requirements from both teachers and guidance counselors. Necessary academic interventions are brought to student's attention as soon as noted and options provided. A school administrator will be assigned to monitor progress towards graduation and post secondary readiness at the school.

### ***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***

- \* Strategies Class
- \* Counselors conduct classroom guidance and individual counseling sessions to students
- \* Meetings held with senior parents on open house night
- \* School based team to review and provide assistance to specific students

## 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

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

## Strategic Goals Summary

- G1.** 85% of the Olympic Heights staff will record attendance on a daily basis by the end of the day each day. This will allow administration to track and improve student attendance by 10%.
- G2.** 85% of teachers at Olympic Heights will score applying or higher in helping students practice new knowledge by practicing skills, strategies, and processes by the end of SY 14/15, which in turn will impact and increase student achievement and meeting AMO targets.

## 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.** 85% of the Olympic Heights staff will record attendance on a daily basis by the end of the day each day. This will allow administration to track and improve student attendance by 10%. 1a

G053387

**Targets Supported** 1b

Indicator	Annual Target
Attendance rate	80.0
Truancy rate	60.0
Attendance Below 90%	60.0

**Resources Available to Support the Goal** 2

- EDW
- Grade Quick
- Truancy Reports
- Parentlink

**Targeted Barriers to Achieving the Goal** 3

- Teachers being consistent in keeping track of attendance

**Plan to Monitor Progress Toward G1.** 8

Data from EDW and terms will be collected.

**Person Responsible**

Hal Videtto

**Schedule**

Biweekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Truancy reports for students with 15 or more absences, EDW, Gradequick, and terms.

**G2.** 85% of teachers at Olympic Heights will score applying or higher in helping students practice new knowledge by practicing skills, strategies, and processes by the end of SY 14/15, which in turn will impact and increase student achievement and meeting AMO targets. **1a**

G053388

**Targets Supported** **1b**

Indicator	Annual Target
AMO Math - All Students	60.0
4-Year Grad Rate (Standard Diploma)	85.0
4-Year Grad Rate (At-Risk)	60.0
College Readiness Mathematics	65.0
AMO Math - All Students	60.0
Math Lowest 25% Gains	70.0
AMO Reading - All Students	73.0
Bio I EOC Pass	50.0
CELLA Writing Proficiency	50.0
FAA Writing Proficiency	60.0
Effective+ Teachers (Performance Rating)	90.0

**Resources Available to Support the Goal** **2**

- Marzano Liaison
- Professional Learning Contact (PLC)
- Teachers will infuse effective teaching strategies in their lessons to improve rigor through active learning opportunities
- Reading Plus
- Content Related Reading (CRR)
- Khan Academy

**Targeted Barriers to Achieving the Goal** **3**

- Teachers need specific strategies to ensure the goal
- New teachers not familiar with specific Marzano Design Questions
- Student access to computers and internet for certain classes such as math
- Not enough teachers attending Marzano trainings

**Plan to Monitor Progress Toward G2.** **8**

Data from knowledge checks and classroom observations will be used.

**Person Responsible**

Felicia Durden

**Schedule**

Daily, from 9/1/2014 to 5/29/2015

**Evidence of Completion**

Lesson Plans, data from knowledge checks, and classroom observations

## 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.** 85% of the Olympic Heights staff will record attendance on a daily basis by the end of the day each day. This will allow administration to track and improve student attendance by 10%. **1**

 G053387

**G1.B1** Teachers being consistent in keeping track of attendance **2**

 B134702

**G1.B1.S1** Teachers inputting absences on grade quick in a timely fashion. **4**

 S146511

#### Strategy Rationale

This is to keep accurate record of students' attendance.

#### Action Step 1 **5**

Administrator will monitor in parentlink to make sure attendance has been inputted correctly

#### Person Responsible

Hal Videtto

#### Schedule

Weekly, from 8/18/2014 to 6/4/2015

#### Evidence of Completion

Administrator receive parentlink report and monitors terms.

**Plan to Monitor Fidelity of Implementation of G1.B1.S1** 6

Terms will be monitored on a daily basis

**Person Responsible**

Hal Videtto

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

The report from terms and parent link

**Plan to Monitor Effectiveness of Implementation of G1.B1.S1** 7

The Administrator will monitor each teachers attendance through parent link and terms

**Person Responsible**

Hal Videtto

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Attendance tracked through EDW, grade quick and parent link.

**G2.** 85% of teachers at Olympic Heights will score applying or higher in helping students practice new knowledge by practicing skills, strategies, and processes by the end of SY 14/15, which in turn will impact and increase student achievement and meeting AMO targets. 1

G053388

**G2.B1** Teachers need specific strategies to ensure the goal 2

B134703

**G2.B1.S1** Presentations from Professional Learning Team at LTM. 4

S146512

### Strategy Rationale

Presentations from different members of the PLC will demonstrate different strategies that can be used in their classroom to help students practice skills, strategies and processes.

### Action Step 1 5

Have teachers work together in groups with colleagues from different departments to give their ideas of strategies they use in their classroom.

#### Person Responsible

Leslie Giblin

#### Schedule

Biweekly, from 8/25/2014 to 6/4/2015

#### Evidence of Completion

Members of the PLC will collect ideas from each group, also lesson plans

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

Administrators and department chair will observe teachers to see what strategies are being used and how they are being used.

#### Person Responsible

Felicia Durden

#### Schedule

Daily, from 6/4/2015 to 6/4/2015

#### Evidence of Completion

Data from Diagnostics, EDW, EOC, Lesson Plans, classroom observations

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

Administrators will observe and meet with teachers to make sure they are implementing different strategies in the classroom.

**Person Responsible**

Dave Clark

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Classroom observation, student work

**G2.B2 New teachers not familiar with specific Marzano Design Questions** 2

 B134704

**G2.B2.S1 Train new teachers on Marzano** 4

 S146513

**Strategy Rationale**

So that teachers can be familiar with the Marzano evaluation system

**Action Step 1** 5

The new teachers will complete Marzano online training

**Person Responsible**

Felicia Durden

**Schedule**

On 12/19/2014

**Evidence of Completion**

ESP, Teacher portfolio, Tips 1

**Plan to Monitor Fidelity of Implementation of G2.B2.S1** 6

There will be ESP meetings to help assist new teachers.

**Person Responsible**

Felicia Durden

**Schedule**

Monthly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Lesson Plans, classroom observations, online training exercises

**Plan to Monitor Effectiveness of Implementation of G2.B2.S1** 7

There will be classroom observations and feedback given to the teachers.

**Person Responsible**

Felicia Durden

**Schedule**

Daily, from 9/15/2014 to 5/29/2015

***Evidence of Completion***

Lesson plans, student work and work done on online Marzano training

**G2.B3** Student access to computers and internet for certain classes such as math **2**

 B134705

**G2.B3.S1** Use of Khan academy: Introducing new knowledge **4**

 S146514

**Strategy Rationale**

Students are given course specific Khan Academy video playlist to watch at home. This constitutes their homework.

**Action Step 1** **5**

Students will use Khan academy on the computer to complete assignments

**Person Responsible**

Connie Ludy

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Lesson plans and student work

**Plan to Monitor Fidelity of Implementation of G2.B3.S1** **6**

Department chair or Administrators will check lesson plans and look at student portfolios

**Person Responsible**

Connie Ludy

**Schedule**

Quarterly, from 8/25/2014 to 6/4/2015

***Evidence of Completion***

Students work will be collected and test scores of students

**Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7**

The video that students work on matches with a skill set that the curriculum covers and also common core standard.

**Person Responsible**

Connie Ludy

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Students tracking: the math coach and teachers can track student progress through readily available data mining reports on khan academy.

**G2.B3.S2 Differentiated instruction 4**

 S146515

**Strategy Rationale**

- \* Placement of students in classes based on their EOC scores in the previous year.
- \*Students are paired up for classwork based on understanding of a given topic or skill.

**Action Step 1 5**

The coaches and teachers can track student progress through readily available data.

**Person Responsible**

**Schedule**

Daily, from 8/19/2014 to 6/4/2015

**Evidence of Completion**

Data mining reports on Khan academy will be tracked and student classwork and homework.

**Plan to Monitor Fidelity of Implementation of G2.B3.S2** 6

There will be walkthroughs and observations conducted by Administration.

**Person Responsible**

Dave Clark

**Schedule**

Weekly, from 8/18/2014 to 6/4/2015

***Evidence of Completion***

Marzano observations, plan books, and student work.

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2** 7

Administrators and department chairs meet with teachers to ensure that all teachers are implemented differentiation in the classroom.

**Person Responsible**

Dave Clark

**Schedule**

Weekly, from 8/19/2014 to 6/4/2015

***Evidence of Completion***

Observations, planning books, and student work and tests.

**G2.B4** Not enough teachers attending Marzano trainings 2

B134706

**G2.B4.S1** A larger group of teachers should attend Marzano trainings. 4

S146516

**Strategy Rationale**

There would be a broader perspective on the Marzano iObservation.

**Action Step 1** 5

Make sure there is more than one Marzano liaison.

**Person Responsible**

Dave Clark

**Schedule**

Annually, from 8/18/2014 to 6/1/2015

**Evidence of Completion**

Records of teacher registration of Marzano trainings.

**Plan to Monitor Fidelity of Implementation of G2.B4.S1** 6

New information will be presented at Learning Team Meetings (LTM)

**Person Responsible**

Leslie Giblin

**Schedule**

Monthly, from 8/28/2014 to 4/9/2015

**Evidence of Completion**

Administration meets with teachers regularly to ensure all teachers are delivering similar information

**Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7**

Administration will meet to ensure cohesiveness when scoring on iObservation

**Person Responsible**

Dave Clark

**Schedule**

Daily, from 8/18/2014 to 6/4/2015

**Evidence of Completion**

Classroom observations by administrators, lesson plans and student work.

**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
G1.B1.S1.A1	Administrator will monitor in parentlink to make sure attendance has been inputted correctly	Videtto, Hal	8/18/2014	Administrator receive parentlink report and monitors terms.	6/4/2015 weekly
G2.B1.S1.A1	Have teachers work together in groups with colleagues from different departments to give their ideas of strategies they use in their classroom.	Giblin, Leslie	8/25/2014	Members of the PLC will collect ideas from each group, also lesson plans	6/4/2015 biweekly
G2.B2.S1.A1	The new teachers will complete Marzano online training	Durden, Felicia	9/12/2014	ESP, Teacher portfolio, Tips 1	12/19/2014 one-time
G2.B3.S1.A1	Students will use Khan academy on the computer to complete assignments	Ludy, Connie	8/18/2014	Lesson plans and student work	6/4/2015 daily
G2.B3.S2.A1	The coaches and teachers can track student progress through readily available data.		8/19/2014	Data mining reports on Khan academy will be tracked and student classwork and homework.	6/4/2015 daily
G2.B4.S1.A1	Make sure there is more than one Marzano liaison.	Clark, Dave	8/18/2014	Records of teacher registration of Marzano trainings.	6/1/2015 annually
G1.MA1	Data from EDW and terms will be collected.	Videtto, Hal	8/18/2014	Truancy reports for students with 15 or more absences, EDW, Gradequick, and terms.	6/4/2015 biweekly
G1.B1.S1.MA1	The Administrator will monitor each teachers attendance through parent link and terms	Videtto, Hal	8/18/2014	Attendance tracked through EDW, grade quick and parent link.	6/4/2015 daily
G1.B1.S1.MA1	Terms will be monitored on a daily basis	Videtto, Hal	8/18/2014	The report from terms and parent link	6/4/2015 weekly
G2.MA1	Data from knowledge checks and classroom observations will be used.	Durden, Felicia	9/1/2014	Lesson Plans, data from knowledge checks, and classroom observations	5/29/2015 daily
G2.B1.S1.MA1	Administrators will observe and meet with teachers to make sure they are implementing different strategies in the classroom.	Clark, Dave	8/18/2014	Classroom observation, student work	6/4/2015 weekly
G2.B1.S1.MA1	Administrators and department chair will observe teachers to see what strategies are being used and how they are being used.	Durden, Felicia	6/4/2015	Data from Diagnostices, EDW, EOC, Lesson Plans, classroom observations	6/4/2015 daily
G2.B2.S1.MA1	There will be classroom observations and feedback given to the teachers.	Durden, Felicia	9/15/2014	Lesson plans, student work and work done on online Marzano training	5/29/2015 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.MA1	There will be ESP meetings to help assist new teachers.	Durden, Felicia	8/18/2014	Lesson Plans, classroom observations, online training exercises	6/4/2015 monthly
G2.B3.S1.MA1	The video that students work on matches with a skill set that the curriculum covers and also common core standard.	Ludy, Connie	8/18/2014	Students tracking: the math coach and teachers can track student progress through readily available data mining reports on khan academy.	6/4/2015 daily
G2.B3.S1.MA1	Department chair or Administrators will check lesson plans and look at student portfolios	Ludy, Connie	8/25/2014	Students work will be collected and test scores of students	6/4/2015 quarterly
G2.B4.S1.MA1	Administration will meet to ensure cohesiveness when scoring on iObservation	Clark, Dave	8/18/2014	Classroom observations by administrators, lesson plans and student work.	6/4/2015 daily
G2.B4.S1.MA1	New information will be presented at Learning Team Meetings (LTM)	Giblin, Leslie	8/28/2014	Administration meets with teachers regularly to ensure all teachers are delivering similar information	4/9/2015 monthly
G2.B3.S2.MA1	Administrators and department chairs meet with teachers to ensure that all teachers are implemented differentiation in the classroom.	Clark, Dave	8/19/2014	Observations, planning books, and student work and tests.	6/4/2015 weekly
G2.B3.S2.MA1	There will be walkthroughs and observations conducted by Administration.	Clark, Dave	8/18/2014	Marzano observations, plan books, and student work.	6/4/2015 weekly

## 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.*

**G2.** 85% of teachers at Olympic Heights will score applying or higher in helping students practice new knowledge by practicing skills, strategies, and processes by the end of SY 14/15, which in turn will impact and increase student achievement and meeting AMO targets.

**G2.B1** Teachers need specific strategies to ensure the goal

**G2.B1.S1** Presentations from Professional Learning Team at LTM.

### **PD Opportunity 1**

Have teachers work together in groups with colleagues from different departments to give their ideas of strategies they use in their classroom.

#### **Facilitator**

Professional Learning Contact (PLC)

#### **Participants**

School Wide

#### **Schedule**

Biweekly, from 8/25/2014 to 6/4/2015

**G2.B2** New teachers not familiar with specific Marzano Design Questions

**G2.B2.S1** Train new teachers on Marzano

### **PD Opportunity 1**

The new teachers will complete Marzano online training

#### **Facilitator**

Professional Development Department

#### **Participants**

All New Teachers

#### **Schedule**

On 12/19/2014

## Technical Assistance Items

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