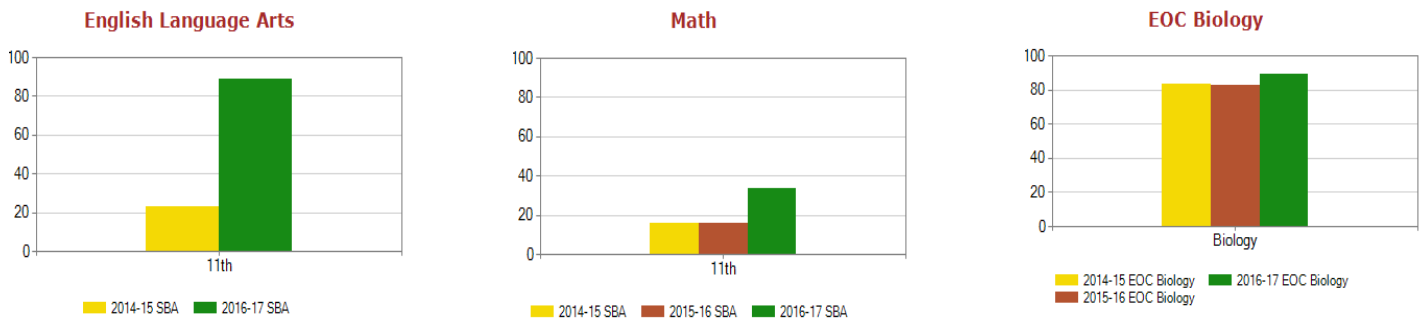


2017-2018

Olympia High School Improvement Plan

Enrollment	1,777
Free/Reduced Lunch	15.8%
Special Services	8.6%
English Language Learners	.7%
Graduation Rate (Adjusted 4-Year Cohort)	91.6%
Graduation Rate (Adjusted 5-Year Cohort)	91.8%

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



Communication Goals:

- We will facilitate a process with all of our stakeholders to develop a plan for maximizing our school intervention time. This includes the balancing of class time, Bear Time, assemblies, and PBIS training. As a result, we will see a 15% reduction in Tier 2 and 3 students by the end of the 2019 school year.
- We will provide our faculty with restorative justice training and our students with anti-bias, and anti-microaggression training in order to reduce the number of HIB infractions for 10% by the end of the 2018 school year. This will improve our ability to communicate and intervene during conflicts.
- We will recruit and encourage qualified students from underrepresented populations to participate in AVID, Advanced Placement, and College in the High School programs. As a result we will see an increase in the number of students in these programs by 10% from the beginning of the 17-18 school year to the 18-19 school year.

Safety Goals:

- We will serve students presenting behaviors that require disciplinary response in our new Restorative Center (RC). The RC is an alternative to out-of-school suspension for non-threatening offenses, as well as an intervention for minor infractions that present barriers to learning (social/emotional/personal concerns). We will reduce the amount of total annual out of school suspensions by 40%. Additionally, we will increase the percentage of RC students receiving additional services (additional mtgs w/staff, parent meetings, community connections, etc.)
- We will conduct monthly drills; in preparation for these drills, we will use faculty meetings to dispense written information and train teachers. The Safety Team will gather feedback after drills and adjust our practices accordingly.
- We will increase the percentage of students who report feeling safe at school from 91.2% to 95% using annual trend data. Fall 2017 survey data show 91.2% of students feel safe at school 49.7% students strongly agree and 41.5% students somewhat agree.

- We will review the district Crisis Response Plan with our Care Team to increase awareness of district plan and identify areas of needed professional development.

Achievement Goals:

ELA

By the end of the year, all students will demonstrate increased efficacy in finding and utilizing evidence to support a claim in writing that includes analysis and drawing inferences as measured by the teacher developed rubric. We will track and share student growth at monthly PLC meetings, sharing samples and discussing common core assessments. We will also meet in course specific small teams to reflect on our practice and monitor our effectiveness, making adjustments as necessary.

ELA SPED

By June, 2018, identified Special Education students will increase reading comprehension skills by one and a half grade levels.

ELA POVERTY

We will close the gap by 10% from from year's ELA differences between all students and students from low income backgrounds. (Last year the gap was 19%)

MATH

Now that the SBA is no longer optional for our 10th and 11th grade students, and in light of the legislative decision to test our 10th graders this year, it is our department goal to do the following:

- Ensure 95% of the students required to take the tests will sit for the exam.
- 80% of the 10th graders taking the test will meet the graduation standard as set by the SBA.

MATH SPED

By June 2018, Special Education student will increase their median grade level MAP RIT score from: 206 to 210 (10th), 204 to 210 (11th), and 213 to 220 (12th).

MATH POVERTY

Data over the last five years indicate that the gap between all students and students from low income backgrounds has been near 20%. In 2017/18, Students from low income backgrounds will be within 14% of all students

SCIENCE

As current lab activities are reviewed and modified to reach NGSS, students will improve performance in science and engineering practices . Performance will be assessed by formative and summative assessments, with the yearly goal of improving performance by 25% on the practices selected.

SCIENCE SPED

Special Education students will increase meeting standard on the new science assessment by 15%.

SCIENCE POVERTY

Students from low income backgrounds will be within 14% of all students on the new science assessment. Trend data shows a consistent 20% gap.

Professional Growth Goals:

Equity - 90% of our faculty and staff will participate in the OHS professional development focused on equity during the 2017-2018. The OHS Equity team will assist in the development and creation of the workshops.

We will develop a cohort of PLC leaders who are fully committed to the initiatives brought up in Dr. Anthony Muhammed's district workshop. We will measure this in our Department Head meetings where leaders can rate their commitment one

through five. By the end of the year, our goal will include all leaders rating this commitment a five. Our job as educators is to create a school where ALL students are successful and learn. This work requires us to work COLLABORATIVELY as a community, to EVALUATE our practices and behaviors (What is working? What is not?), and to CHANGE our practices and behaviors to best serve all students.

This collaborative work includes:

- Use of common formative assessments to inform instruction.
- Use of data and “hard truths” to inform instruction, culture-building, student growth goals, and interventions - *in particular for ELL students, special education students, students of color, low-income students, and students who chronically struggle to earn credits.*
- Creation and support of multiple opportunities for students to demonstrate learning.
- Creation and support of multiple ways students can demonstrate learning -- to honor differing student learning styles and “gifts.”
- Evaluation and development of equitable grading standards/practices.
- Evaluation and changes of school policies, rules, and procedures that impact certain groups of students more than others (regardless of intent).
- Implementation of multicultural curriculum and teaching strategies throughout the school (not just in certain programs).
- Strong levels of professional support balanced with strong accountability
- Implementation of restorative justice strategies with committed support from faculty and administration.
- Use of staff meetings/designated time for evaluating/planning/implementing “ALL MEANS ALL” work as opposed to general information sharing that can be communicated through other means.
- Working on changing our preconceptions of students entering our classes, so they can be supported in changing negative self-beliefs, as well.

PBIS Goals:

- We will designate building funds to support a PBIS Coach with a 0.2 planning period. The Coach will serve as a liaison for staff and will continue to develop tools for implementation by attending OSD trainings, working with OSD PBIS Coordinator, and attending other professional development as possible.
- We will designate building funds to increase student voice in school climate interventions and school wide expectations by adding a team taught fifth period class to the master schedule. This class will be charged with using PBIS Tier 1 implementation steps to provide universal delivery of the OlyWay (our school wide behavior expectations).
- We will increase the number of staff participation in PBIS implementation development and planning by 50% by designating a focus session during Collaboration Time to School Climate.
- We will develop and deliver a school climate survey using resiliency factors identified by the Search Institute’s Developmental Assets to collect 9-12 perception data from at least 80% of our students in the fall and spring. <http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>
- We will use multiple data points to identify areas of concern and inform the need for professional development and identify topics for booster lessons. The data points include: discipline, attendance, perception survey, academics, staff and feedback.
- We will continue to develop our system incentive and acknowledgement system for both staff and students. Students: positive verbal feedback from staff; student connectedness to at least one staff member; increased distribution of OlyWay tickets; increase use of Oly Props cards. Staff: increase attendance at staff functions; increase use of Oly Props cards).
- Fall climate survey question: “I am recognized for positive behavior and/or achievement at OHS.” 57.7% students agreed. We will increase this percentage to 75% students by the spring 2018 climate survey.
- The Administrative PBIS Supervisor will evaluate monthly discipline trends and work with the PBIS Coach and School Climate Focus Group to inform OHS staff of quarterly data and develop action plans to respond to problem

behaviors.

Strengths:

- Our long term graduation rate is 95.6% and on time graduation rate is 91%.
- 89% of our students met standard on the End of Course Biology Exam. The number of low income students meeting standard increased by 9% to 73%.
- Suspensions were reduced to a record low 52 last year. That is more than a 50% reduction from the previous year and a record low by 38%.
- Two-Thirds of all grades at OHS are either an “A” or “B”. We have about a 95% passing rate when looking at all grades.
- OHS Club Life is vibrant as evidenced by our FBLA club that produced a National Champion and several state officers; our Knowledge Bowl team contends perennially for a state championship; five robotics teams, three service clubs, and several social justice clubs meet routinely; and some clubs focus on the promotion of inclusion of life skills students.
- OHS Girls Volleyball and Girls Swimming won the Grade Point Average State Championship.
- We have a building Equity Team that is composed of students, staff, and faculty. We also have a PBIS and Restorative Justice Team.
- We have specific programs to assist students from historically underrepresented populations. This includes the AVID program and the Freedom Farmer programs.
- We have vibrant CTE, Arts, AP, Foreign Language, and Health and Fitness Offerings

Opportunities For School Growth:

- VID students have not met the 70% rate for all C’s and above grades. We will work to attain this AVID standard during the 2017/18 school year.
- A majority of Freedom Farmer students in both Year 1 and Year 2 programs have struggled to consistently earn necessary credits to move towards graduation. Skyward data shows that many of our students have a history of failing 2+ classes, less than 90% attendance rates, and poor work completion records. Furthermore, many of our students have received discipline referrals that have negatively impacted them through suspensions/referrals that take them out of class (thus missing further days). We will work to have all Freedom Farmer students meet our definition of **“SELF-DISCIPLINED”** -- which we define as basic standards students can develop mastery in -- *SHOWING UP, WORKING HARD, and SHOWING RESPECT. This includes 95% attendance, 95% work completion, and 100% discipline referrals by the end of the year.*
- We need to refine our Restorative Justice Process which would mean a consistent referral, in-take, and follow up process. We will strive to have students who visit the RC for more than day meet with at least five impactful adults.
- We need to develop alternatives to Running Start. This means expanding our College in the High School Program.

Participation requirement statement:

The Olympia High School school improvement plan addresses the following as factors contributing to not meeting the 95% participation rate requirements:

- Most 11th grade students had already met the standard for graduation and saw little value in taking this exam.
- There are parents in the Olympia community who refuse to have their children take the state exams.

Our school improvement plan includes the following actions to improve student participation rates on the state assessments:

- We will continue to have conversations with parents to educate them about the Smarter Balanced Assessments.
- We will work with our school staff to provide information for parents about the benefits of taking the state assessments.
- We will post information about the assessments on our website.