

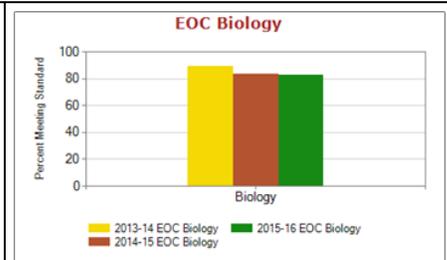
Olympia High School Improvement Plan 2016 - 2017

Enrollment	1792
Free/Reduced Lunch	18.1%
Special Services	8.0%
English Language Learners	0.4%
On Time Graduation Rate	91.6%
Graduation Rate(Adjusted 5-year Cohort)	91.8%
Suspensions	85

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:

As accountability shifts from 10th to 11th grade, and graduation requirements shift from HSPE to Smarter Balanced, graphs are not available for 2015-16 in High School English Language Arts and Mathematics.

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Communication Goal:

The SIP Leadership team will implement a set of Collective Commitments that include: the intentional support of our school wide mission and vision; prioritizing time for collaboration among all staff (grade level, special ed. to general ed., classified, etc); using data to inform instruction, monitor progress, and assist all students when they fall behind; utilizing strategies that build relationships with students to improve connectedness, engagement, and motivation in learning.

The Olympia Community Council (OCC) will address and make recommendations related to the mental health of students at Olympia High School. The OCC will also address and make recommendations related to diversity and race at Olympia High School. Finally, the OCC will conduct a Community Cafe to develop goals and initiatives for Olympia High School.

A new intervention specialist will be hired to oversee plans for students who have been removed from classes. This person will coordinate with social service organizations, juvenile justice representatives, the OSD Social Worker, the Drug/Alcohol Counselor, the OHS Graduation Specialist/Dean of Students, teachers, and parents to develop comprehensive re-entry plans for students.

Department Leaders will work with their department to develop norms, SMART goals, learning targets, and action plans.

Students will hear common expectations for appropriate behavior at Olympia High School. These behaviors will constitute the Oly Way.

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. English teachers will track and share student growth at monthly PLC meetings, share samples and discuss common core assessments. English teachers will also meet in course specific small teams to reflect on our practice and monitor our effectiveness, making adjustments as necessary. Based on the criterion from a common core rubric, scores will be used to evaluate, analyze and check for students' progress. Teachers will focus on utilizing evidence in writing, speaking, and reading within the classroom. This implementation will include evidence-based questions such as Common Core focused questions. This will help keep instructors focused on the target.

Between November 2016 and end of March 2017, Social Studies students will demonstrate healthy and effective engagement in civil discourse during classroom discussions. This includes the ability for students to cite relevant evidence from text or film, relate topics to outside knowledge and personal experience, make connections between own thoughts and others', show a willingness to take an alternative point of view, and be prepared for discussion with notes and reflective writing. This will be measured through the Social Studies Student Engagement rubric.

Using specific instructional interventions within basic classrooms and specialized classes, 96% of eleventh graders will meet the standard in the ELA SBA test. Similarly, 98% of twelfth graders will meet the standard in the ELA SBA test.

ELA SPED	ELA POVERTY
<p>Between October 2016 and May 2017, 70% of special education students in grades 9 - 12 will show an increase of at least 4 points in their RIT score on the grades 6 -12 MAP test. Comprehension and Vocabulary are scored.</p> <p>By the end of the 2016/17 school year, we will close the gap between the overall performance of eleventh graders in the ELA/SBA and students in special education to under 10% by using Collection of Evidence classes, an American Studies Block, the Read 180 Program, Bear Time and Pepper Time interventions.</p>	<p>When our students are given expectations/assignments in the academic setting, they will develop and utilize a system of organization suitable to their personal and unique needs in order to enhance their success in both the general and special education classes.</p> <p>By the end of the 2016/17 school year, we will close the gap between the overall performance of eleventh graders in the ELA/SBA and students in Free and Reduced Lunch to under 7% by using Collection of Evidence classes, an American Studies Block, the Read 180 Program, Bear Time and Pepper Time interventions.</p>

MATH:

In Algebra 1, teachers will identify five core concepts that will be emphasized and used to compare data from each class through the use of common measurable tasks. They will reteach concepts as needed for student growth. The five core concepts include: Linear Equations/Functions, Systems of Linear Equations, Quadratics, Exponential Functions, and Inequalities. Teachers will create common tasks, compare data during PLC meetings, and design additional instructional sequences for students who need a different approach for mastering these core concepts. Student mastery levels will be determined.

In Geometry, teachers will identify six core concepts that will be emphasized and used to compare data from each class through the use of common measurable tasks. They will reteach concepts as needed for student growth. The six concepts include: Triangles of congruences and similarities, Properties of Polygons, Similarity, two and three Dimensional Formulas, Logic/Reasoning /Proof, and Transformations. Teachers will create common tasks, compare data during PLC meetings, and design additional instructional sequences for students who need a different approach for mastering these core concepts. Student mastery levels will be determined.

In Algebra 2, teachers will identify six core concepts that will be emphasized and used to compare data from each class through the use of common measurable tasks. They will reteach concepts as needed for student growth. The six concepts include: Quadratics (roots, forms, factoring, etc), Complex numbers, Log and Exponential Functions, Conics, Discrete Math (sequences, series, probability, statistics), and Finding Roots of Polynomials. Teachers will create common tasks, compare data during PLC meetings, and design additional instructional sequences for students who need a different approach for mastering these core concepts. Student mastery levels will be determined.

Our goal is to have over 40% of students take the SBA this year (participation has been below 30% in prior years) and to maintain 89% of students meeting the standard.

MATH SPED

Between October 2016 and May 2017, special education students in grades 9- 12 will show an increase of at least 3 points in their RIT score on the grades 6-12 MAP test. Students will use an online program IXL, to increase opportunity for practice outside of school with automatic feedback and intervention for students to show growth on their targeted IEP goals.

We will close the gap between all students and special education students by 10% this year (from 40% gap to 30%) through the use of Collection of Evidence Classes, Bear Time Interventions, Algebra Support Classes, and the use of the IXL Program.

MATH POVERTY

We will close the gap between all students and students who receive Free and Reduced Lunch by 5% (from 15% gap to 10%) this year through the use of Collection of Evidence Classes, Bear Time Interventions, Algebra Support Classes, and the use of the IXL Program.

SCIENCE:

In Physical Science, 80% of students will be able to measure with accuracy and precision using the correct resolution of instruments. Eighty percent of students will also demonstrate understanding of mechanical advantage. All students will conduct an investigation providing evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current, and 80% of students will demonstrate an understanding of this concept. Eighty percent of students will be able to determine chemical formulae for a binary compound using the periodic table.

Physics teacher Alex Steinkamp will partner with a teacher at Lakeside to assess OHS Physics students' ability to meet NGSS HS-PS2- 1. Ninety percent of all students will increase their understanding based on scores on warm-up assessments by 30% through the unit and by the unit test.

In Biology, all students will demonstrate knowledge and skills described in HS-LS1-5 through the following: Fill in the photosynthesis diagram; write a balanced chemical equation that represents photosynthesis; identify where energy is transformed transferred, and stored in autotrophs; recognize the pivotal role in autotrophs in sequestering carbon and producing oxygen (contribution to atmospheric composition). Teachers will use Bear Time to re-teach the standard.

In Chemistry, all students will be able to write a chemical equation/reaction to represent a chemical change in nature or our environment, able to use common lab tools to make measurements using significant figure rules that show accuracy and then show that tool accuracy in calculations and 80% of students will be able to write an electron configuration from the Periodic Table.

As a result of these efforts, we will attain 94% students meeting the EOC Biology Standards. We will also prepare our freshman for the NCGS.

SCIENCE SPED

By prioritizing paras in science classrooms, students with IEP's will receive additional remediation and support in Physical Science. Bear Time study sessions specifically for EOC Biology Test will also be offered. Additional Bear Time will be used for re-teaching. As a result, the gap between all students and special education students will be under 4% (currently under 5%).

SCIENCE POVERTY

Bear Time study sessions specifically for EOC Biology Test will also be offered. Additional Bear Time will be used for re-teaching. As a result, we will close the gap between all students and students with Free and Reduced Lunch will be under 10% (currently around 12%)

Professional Growth Goal:

All teachers will receive diversity training that includes a reflective activity related to Cultural Competency, equity literacy training, anti-bias training, and skills for dealing with “hot moments” in the classroom. They will also receive ongoing training that will assist in supporting our students of color.

During staff meetings, the leadership team will implement professional development opportunities for teachers to share instructional strategies related to our collective commitments. We will call it the “Oly Way for Teachers.” The focus will be in five areas: intentionally supporting our school wide mission and vision; prioritizing time for collaboration among all staff (grade level, special ed. to general ed., classified, etc); using data to inform instruction, monitoring progress, assisting all students when they fall behind; utilizing strategies to build relationships with students to improve connectedness, engagement, and motivation to learn.

Counselors will learn how to utilize Homeroom (i.e., a school data solutions program) in order to understand the risk factors of their Tier 2 and 3 students. We will also continue to train teachers how to utilize Homeroom.

Safety Goal:

A new intervention specialist will be hired to oversee plans for students who have been removed from classes. This person will coordinate with social service organizations, juvenile justice representatives, the OSD Social Worker and Drug/Alcohol Counselor, the OHS Graduation Specialist and Dean of Students, teachers, and parents to develop comprehensive re-entry plans for students. This will benefit students who are experiencing mental health problems and/or addiction issues and who may present a safety concern at school.

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.

Counselor Dave Forrester will collect data on our Restorative Circles, and a study team will continue to increase the use of restorative practices. We will also continue to train our faculty in Restorative Justice Practices.

PBIS:

We are in the first full year of implementing PBIS. The PBIS team attended both district trainings, created a behavior matrix, and filmed five videos that were presented to the OHS community to teach the OlyWay. A climate and culture survey will be conducted late October and early November to help guide the booster lessons for December. The data from this survey will be used by the PBIS team to develop an action plan that addresses student understanding of our school-wide expectations and target any problem behavior. We have a system to recognize students (OlyWay tickets and Oly Props cards), as well as staff (Oly Props cards and CHOOSE shirts).

The PBIS team will evaluate monthly discipline trends, report to OHS staff, and develop action plans to address problem behaviors.

The PBIS team will participate in the yearly evaluation by the OSD PBIS team.

STRENGTHS:

- For the second straight year, we have reduced the number of Tier 2 and 3 students by 10%. We are striving to achieve this goal again this year.
- The past two years have had the smallest number of suspensions out of the last fifteen years.
- All academic departments are functioning as a PLC. They are developing SMART goals, norms, learning targets, and actions plans.
- We offer a variety of alternative programs for students who learn in non-traditional ways. This includes the Freedom Farmers, American Studies Program, and Academic Work Class.
- Even with a high participation rate in Advanced Placement tests, our scores have been 15-20% higher than the state and global average.
- AP Computer Science enrollment has grown from 52 students in 2014 to 106 in 2016!
- Over 1/3 of OHS staff is AVID trained (teachers, counselors, admin.). Last year 66% of AVID students received a “C” or higher in all of their classes, and this year we are working towards 70%. Also, last year 94% of AVID students applied to a four-year college and we are striving towards 100% this year.
- For the third time in four years, a student at Olympia High School has been the recipient of the YWCA Young Woman of Achievement award.
- The OHS Girls Bowling and OHS Boys Swimming were named academic state champions.
- OHS Student MaKayla Waggoner won a State Championship in vault for Girls Gymnastics.
- The OHS Drama program produced the most Thespian State Champions.
- Our music programs have 484 students enrolled. Our Large and Small Ensemble Orchestras have perennially been state champions or in the top five. All Choir and Orchestra Groups received Superior Ratings at Northwest Conference, and frequently send the most state qualifiers in state
- OHS Knowledge Bowl placed second in state, and they are five time state champions.
- We have three of the five National Merit Scholars in Thurston County in 2016 along with several commended scholars.

OPPORTUNITIES FOR SCHOOL GROWTH:

- We continue to experience a consistent number of drug/alcohol violations and need to come up with initiatives to address these needs.
- There are also a number of students experiencing mental health issues. This ranges from major psychological issues to anxiety about school pressures. We need to find new ways to address their needs.
- The number of students attending Running Start is growing at a rapid rate. We need to look at options for college in the high school and electives that meet students’ needs.
- Despite our efforts to address issues about race and diversity, we need to find continuous ways to grow as a school community in this area. This includes work with students, faculty/staff, and community.