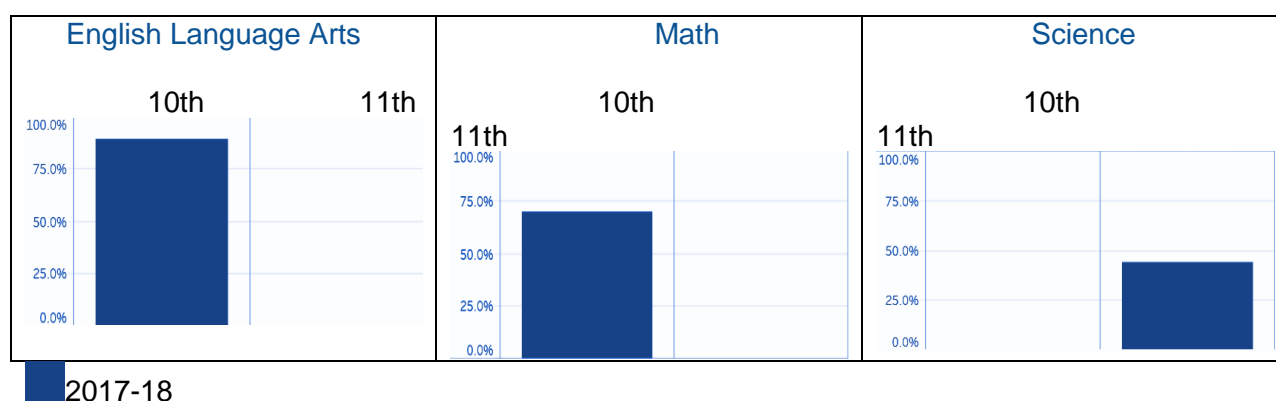


2018-19 Olympia HS School Improvement Plan

Enrollment	1839
Free/Reduced Lunch	15.4%
Special Services	8.5%
English Learners	0.9%
On-Time Graduation Rate	91.0%

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



GL	2015-16	2016-17	2017-18
9th	---	---	---
10 th	---	---	88.8%
11 th	---	---	---
12 th	---	---	---

GL	2015-16	2016-17	2017-18
9th	---	---	---
10 th	---	---	69.5%
11 th	---	---	---
12 th	---	---	---

GL	2015-16	2016-17	2017-18
9th	---	---	---
10 th	---	---	---
11 th	---	---	43.7%
12 th	---	---	---

COMMUNICATION GOALS:

Dual Credit: We will articulate a comprehensive dual credit program that includes offerings that fulfill the “Washington 45” requirements. The goal aims to address the desire for college level classes and credits at the high school for students who prefer to stay in the high school. This program will result in a 10% reduction in OHS Running Start students from September 2018 to those who register in June 2019.

Mental Health: We will respond to staff requests for increased understanding and awareness of mental health concerns, including suicide prevention and grief/loss support, by providing professional development throughout the year: Screenagers (10/12), Mental Health First Aid (10/12); Candyce Bollinger (8/30). We will also increase information and access to student support services by developing and sharing multi-tiered system of available supports.

Restorative Practice: We will increase the percentage of staff demonstrating an understanding of restorative practice and utilizing the Restorative Center for behavior prevention and

intervention as evident by the Restorative Center Survey, number of staff requests for RP/RC services, adult communication with students assigned to RC.

ENGLISH LANGUAGE ARTS ACHIEVEMENT GOALS:

- From September 2018 to April 2019 all students grades nine through twelve will demonstrate increased efficacy in finding and utilizing evidence to support a claim in writing.
- Students will be given a pre-assessment in September 2018 and a post-assessment in April 2019.
- 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.
- Peer review, writer's workshop, skilled based lessons, and individual conferences will all be used to monitor and assess student progress toward meeting the goal.

Special Education

By June 2019 identified special education students will increase reading comprehension skills by one and a half grade level through Lexile assessment.

MATH ACHIEVEMENT GOALS:

Main Goal: We will increase the percentage of students meeting standard on the SBA math test to 75%.

Geometry: We will aid students' retention of algebraic skills (specifically solving systems of equations) in our geometry classes by implementing a review section of systems of equations during Chapter 3 (which includes parallel and perpendicular lines). We will create a formative assessment (that will be given as a pre and post assessment) in order to gauge students' improvement. We will reflect on these scores, discuss our findings, and add review material in order to support students' algebra skills and to continue to prepare for the SBA test.

Algebra 1/2: We will ensure our students are hitting the CCSS in first semester. We will create and deploy a minimum of three common assessments for both algebra levels to gather the data necessary to gauge the student's progress on the standard(s)

Pre-Calculus: Math students in pre-calculus will take common pre and post assessments developed by math department pre-calculus teachers; and show growth over the course of the unit covering the concept of the Unit Circle. Students will improve their scores from pre to post assessment on the Unit Circle on average by 50%.

Special Education: By June 2019 special education students will increase their median grade level MAP RIT score from: 206 to 210 (tenth), 204 to 210 (eleventh), and 213 to 220 (twelfth).

SCIENCE ACHIEVEMENT GOALS:

Participation in the WCAS will increase to 75% of our 11th grade students. 80% of the students will score a L3 or higher on the assessment.

PROFESSIONAL GROWTH GOALS:

Mental Health: Over 80% of faculty and staff will receive basic Mental Health/Suicide prevention training. As a result, the faculty will know how to identify the signs of mental health concerns and process for making appropriate referrals.

AVID: We will promote AVID WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies with our AVID team and with content area teachers to make classes more accessible to all.

Equity: By August 2019 the Equity Focus Group will develop a series of trainings to develop an awareness of white fragility and provide tools needed to deal with racism when it emerges.

PLC: Increase knowledge of PLC purpose and best practice utilizing the four key questions to guide collaboration work by providing professional development to Dept. Heads throughout the year to build foundational skills and sustainability and Staff Survey reporting the work of PLC is meaningful and relevant.

Team Teaching: Special Education/General Education will increase awareness and fidelity of a team teaching model in ninth grade ELA. We will develop strategies for teachers to plan together and individualize specially designed instruction for all students. We will evaluate end of year assessment data and compare with resource special education ELA.

SAFETY GOALS:

Student Perception Data: We will increase the percentage of students who report feeling safe at school from 90% to 95% using annual trend data as measured by the OSD Student Climate Survey (fall 2018 & fall 2019).

Response to Behavior: We will increase responsive services provided to students with presenting behaviors that require removal from class in our Restorative Center (RC).

Safety Team: 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.

During the 2018-19 school year OHS will achieve ALICE certification for our response to an active threat. All staff will complete the online certification; students will be trained in an assembly to learn about enhanced lockdowns, counter techniques, and evacuation. We will conduct no less than three active threat drills during the school year where booster lessons will be provided prior to each drill. After each drill, the Safety Team will evaluate and make recommendations for future training and drills.

PBIS GOALS:

We will continue to implement Positive Behavioral Interventions and Supports (PBIS) utilizing our annual Tiered Fidelity Inventory as a guide for action planning:

- Increase universal delivery and visibility of school-wide Oly-Way Expectations.
- Utilize stakeholder input and feedback for action planning: School Climate Focus Group, Leadership (5th per), and the OSD Student Climate Survey data (fall & spring)
- Increase the percentage of staff participation in PBIS implementation by designating a School Climate focus session during Collaboration Time.
(four members in 2016-2017; 20 members 2017-2018; 18 members 2018-2019).
- Designate building funds to increase student voice in school climate interventions and school wide expectations by adding a fifth period class to the master schedule.
- 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.
- Fall climate survey question: We will increase the percentage of students who agreed that "Positive behavior is recognized at my school" from 85.6% to 90%.