

OSD School Improvement Plan

Building Data	
1a. Building: Olympia High	1g. Grade Span: 9-12 School Type: Secondary High School
1b. Principal: Matt Grant	1h. Building Enrollment: 1855
1c. District: Olympia	1i. F/R Percentage: 21.6%
1d. Board Approval Date: 1/25/24	1j. Special Education Percentage: 10.9%
1e. Plan Date: October 20, 2023	1k. Multilingual Percentage: 2.4%

School Leadership Team Members and Parent-Community Partners

Please list by (Name, Title/Role)

<ul style="list-style-type: none"> ● Matthew Grant, Principal ● Mallory Wilson, Asst Principal ● Elizabeth Cornelius, Asst Principal ● Dan Casler, Asst Principal ● Eric Jacobs, ELA Teacher ● Kristin Costello, ELA Teacher ● Val Davis, Soc Studies Teacher ● Deb Daniels, Sp Svcs Teacher 	<ul style="list-style-type: none"> ● Claire Bach, Math Teacher ● Ryan Akiyama, ELA Teacher ● Cindal Tobias, Math & Health & Alt Ed Teacher ● Craig Baker, Science Teacher ● Kristen Soderberg, ELA Teacher ● Wendy Rae, Office Professional ● Layla Lloyd, Student ● Claudia Wilson, Student
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Vision and Mission Statement:

Mission:

At Olympia High School, we are committed to personal excellence and responsible citizenship for all students.

Vision:

At Olympia High School, we work to inspire a passion for learning as an inclusive community.

- **Does your vision lend itself to equitable and rigorous student outcomes for all learners?**
 - Our vision statement is all about engagement. When we have high engagement or passion for learning, all students will experience a rigorous program. It's exactly the kind of work we have been doing in Culturally Responsive Education and the Hess Cognitive Rigor Matrix. We want each student to experience unique success which requires a personalized experience.
- **How did your educators', students', and families' perspectives inform your vision?**
 - We review our data, SIP, and programs with our Olympia Community Council each year. This collaborative group of students, parents, faculty, and staff work to make recommendations as they review this material. We sponsor a Community Cafe based upon our goals each year and establish new goals and action steps based upon the feedback.
- **How are strategies for equity—at the individual, institutional, or systems level—built into the vision?**
 - We also have a Street Data Team from our Equity Action Team that has been looking at UDL best practices. This group collects qualitative stories and examples to provide for our faculty as we work to develop a more inclusive school. These students have reached out to populations that historically may not have a voice in providing input. Our team visited multilingual classes, alternative programs like the Freedom Farm, classes with high populations of students with an IEP, and a general survey of the rest of the student body. During our recent professional development day in October, a group of students went over all of the guidelines for UDL Engagement and provided illustrations of exemplary work that was described by their peers.
 - The Equity Action Team will also meet monthly to review our Panorama and Discipline data. In addition, we start each meeting where we inquire about equity issues that are currently coming up at our school.

Data Driven Decision-Making

[AWSP Evidence of Impact Tool](#); [Washington State MTSS Framework](#); [Washington State MTSS Self Assessment](#)

Washington State MTSS Framework:

We have a very team driven structure for school improvement that includes the following groups: Department Heads, The Olympia Community Council, the SIP Leadership Team, and The Equity Action Team. Department Heads serve as PLC leaders who have looked at the Hess Matrix to ensure that their department goals relate to engagement and rigor. The Olympia Community Council reviews data and programs and makes recommendations for the other leadership teams to act upon. The SIP Leadership Team plays a central role in carrying out action plans related to the SIP. Our Equity Action Team has formed a Street Data Action Planning group to hear qualitative stories that represent our entire student population. Our SIP Team and Olympia Community Council will also review our data and help propose action steps for improvement. All of these groups do look at our progress along the way through data and qualitative experiences.

As for continuum of supports, our Care Team has been playing a more authentic role in formulating plans for students who are in tiers two and three. This comprehensive group includes our counselors, administrators, social worker, drug and alcohol counselor, nurse, security and more. This year, we are working to develop intentional strategies to support students 504 plans and placement of students with R/W/M IEP goals. This includes co-teaching programs, pushing in para support in other subjects such as science and history, and the development of common UDL practices.

As for academics, our math department is working specifically to develop support for students as they make individual goals based upon MAP and IXL results. Our CTE departments are working towards specific 21st Century Skills. Our Social Studies Department is equipping students with the ability to explain the impact of biased words and behaviors, laws and institutions. Our PE and Counseling departments are working towards developing supports for a stronger sense of belonging.

Progress monitoring occurs through use of Panorama and Healthy Youth Survey assessments for student well-being and social emotional support. We have a Homeroom Focus group that monitors this data and adjusts for advisory lessons during the year. We are using MAP assessments to continue to assess growth in areas of math and reading. We are using these tools with fidelity through mainly grade 9-10 math and English classes. PLC Collaboration time will be focused on this data.

We will center our work on the three SMARTIE Goals below.

SY 2023–2024 SMARTIE Goal #1:

Through the development and implementation of responsive instructional inclusive classroom methods related to CRE, UDL, and WICOR, we will see an increase in student engagement and achievement by the end of 23-24 as measured by an increase of 5% on all state assessments and a 5% reduction in gaps between the general population and students with IEPs and students from lower income backgrounds.

What OSD Student Outcomes are tied to this SMARTIE goal?

OSD Student Outcome(s):

Outcome #1: Be compassionate and kind.

Outcome #2: Have the academic and life skills to pursue their individual career, civic, and educational goals.

Outcome #4: Have the skills, knowledge, and courage to identify and confront personal, systemic, and societal bias.

Outcome #5: Discover their passions, be curious, and love learning.

Outcome #6: Be critical thinkers who contribute to and collaborate with our local, global, and natural world.

Activities	Measures	Timeframe	Lead	Resources
Activity 1 Teachers will develop skills related to Inclusive strategies during our	Increase of 5% on all state assessments (reading, writing, math, science) Reduction of 5% in	May 2023 - Teachers will be surveyed on their understanding of the UDL framework as	Admin in collaboration with SIP team will create, implement, and monitor surveying	District provided resources related to IP. Other identified resources such

<p>Summer and October Professional Development Days.</p>	<p>gaps between the general population with a focus on students with IEPS and students from lower income backgrounds.</p>	<p>started in spring 2023 Sept. 2023 - With a focus on mind set, we will cover the district expectations for development of inclusive strategies during our 2023 -24 summer days. We will also provide an overview of CRE and UDL Oct 2023 -During our October, 2023 PD day, our Street Data Student Team will cover exemplary strategies that meet UDL Guidelines in Engagement. Students will also identify areas of growth for engagement. Teachers will identify areas of strength and growth related to UDL Engagement. 2023-2024 School Year - Principal-Teacher evaluation cycles will encourage and monitor specific Danielson components related to inclusion. Principal feedback to teachers in these areas will occur throughout the year through both formal and walk-through observation</p>	<p>process and data. Our SIP Leadership Team will play a central role in the organization and delivery of these sessions.</p> <p>Equity Action Team, SIP Leadership Team, Department Heads</p> <p>OHS Admin Team, TPEP Leaders Kristin Costello and Danielle Churchman</p>	<p>as ESD 113 and SIP team developed materials for collaboration times. District Instructional Practices materials. ESD 113 resources.</p> <p>Street Data Book, Results from Classroom inquiry, CAST Website.</p> <p>TPEP Materials.</p>
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<p>Activity 2</p> <p>During collaboration time, we will have a focus on engagement strategies as supported by district focus and PD. Dates will support a focus on dept-specific activities to better support all learners.</p>	<p>* We will follow the following schedule for all staff collaboration time: Link. This focus will include a focus primarily on UDL, CRE, and WICOR</p> <p>* Each Department PLC has established their own PLC Smartie goals. Teams will meet every other week to plan and monitor progress. Each department's goal includes a focus on the Hess matrix.</p>	<p>* Monthly</p> <p>About every three weeks in Dept Head Meetings</p>	<p>* SIP Action Planning teams will collaborate to lead and plan activities.</p> <p>Department Heads and Administrators</p>	<p>* District provided resources related to IP. Other identified resources such as ESD 113 and SIP</p> <p>District and SIP Team related materials to Inclusive Strategies.</p>
<p>Activity 3</p> <p>We will employ the recommendations from our self-audit related to special education that occurred during the 2022-23 School Year. .</p>	<p>We will see an increase of 5% on all state assessments and a 5% reduction in gaps between the general population and students with IEPs. Students with an IEP will see a 5% increase on the Panorama survey on areas related to self-efficacy, sense of belonging, and connectedness.</p>	<p>In the fall of 2023 we will add team teaching classes in math and English.</p> <p>We will provide professional development related to team teaching during the 2023-24 school year. . We will redefine the role of Case Manager during the 2023-24 school year. This includes more time working directly with students and their teachers.</p>	<p>SIP Leadership Team Special Education Dept. Assistant Principal Dan Casler</p>	<p>October PD Day Professional Development related to Team Teaching, Accommodations, and Inclusive Strategies.</p> <p>Visitation Time Collaboration Time</p>
<p>Funding:</p> <p>List and describe funding amount(s) and source(s) associated with the activities described above. See Collective Bargaining Agreements for specific funding information related to professional development.</p> <ul style="list-style-type: none"> • Collaboration and PD Time - Paid PD hours per OEA contract • SIP Leadership, Equity Action Team, and Dept Head Meetings • Books related to Street Data, CRE, and UDL • AVID Contract and AVID Coordinator - Funding provided through Title 2 for the 2023-24 SY only. 				

SY 2023–2024 SMARTIE Goal #2:

Through the implementation of effective equitable grading and assessment practices, we will see increases in student learning as measured by a 5% increase in students on track to graduate and 5% increase in students receiving A's, B's, and C's at the end of the 23-24 school year.

What OSD Student Outcomes are tied to this SMARTIE goal?[OSD Student Outcome\(s\):](#)

Outcome #2: Have the academic and life skills to pursue their individual career, civic, and educational goals. (Demonstrate continuous growth across the disciplines to meet or exceed academic learning standards and work towards graduation.)

Outcome #5: Discover their passions, be curious, and love learning. (Experience failure, setbacks, and disappointments as an expected and honored part of learning.)

Activities	Measures	Timeframe	Lead	Resources
<p>Activity 1 Identify calendar specific dates when grades will be updated by OHS teachers.</p>	<p>A 5% increase of students on track to graduate as compared to the end of the 23-24 school year.</p>	<p>Grade reports will be pulled every 3 or 4 weeks to identify students who may need additional support.</p>	<p>Equity in Grading SIP team; Department Heads</p>	<p>OHS Staff calendar, email reminders, department head meeting reminders, weekly What's Happening.</p>
<p>Activity 2 Each Teacher will be expected to develop retake and/or reassessment practices.</p>	<p>A 5% increase of students on track to graduate as compared to the end of the 23-24 school year</p>	<p>The whole school year. These will be implemented during Bear Time, during class time, and before and after school.</p>	<p>Department Heads</p>	<p>This will be used as part of the evaluation process for the Faculty.</p>
<p>Activity 3 SIP Leaders will attend Hattie Conference at the end of January and present findings to the faculty during collaboration time</p>	<p>A closing of the gap by 5% between the overall population and students with IEPs and students from low income backgrounds</p>	<p>6 Attending - Jan 30, 2024 - Review with SIP Leadership Team and faculty in February. See Link for specific collaboration dates</p>	<p>SIP Leadership Team</p>	<p>ESD 113 Workshop</p>
<p>Activity 4 PD time for teachers interested in Standards Based Grading.</p>	<p>A closing of the gap by 5% between the overall population and students with IEPs and students from low income backgrounds. A 5% increase in the number of students receiving A's, B's, and C's</p>	<p>Fall/Spring Semester</p>	<p>SIP Leaders</p>	<p>Materials from various books</p>
<p>Activity 5 Create and administer a universal screener (MAP) in Math and ELA that is building specific to OHS students and staff</p>	<p>We will monitor progress in department meetings after each testing period.</p> <p>The universal screener will give staff the opportunity to identify students who need extra support resulting in a 5% increase in math, writing, and reading SBAC scores.</p>	<p>MAP Training in Sept, 2023</p> <p>MAP Testing in October, Winter, and Spring.</p> <p>District Meetings regarding MAP/IXL after each testing period.</p>	<p>Math and English Departments and their Department Heads</p>	<p>IXL Program</p> <p>MAP Materials</p>
<p>Funding:</p>				

List and describe funding amount(s) and source(s) associated with the activities described above. See Collective Bargaining Agreements for specific funding information related to professional development.

- Collaboration Time, staff development
- Visitation funds to pay for Hattie Conference for six faculty and admin members of the SIP team.

SY 2023–2024 SMARTIE Goal #3:

Through the development of strong social/emotional learning school-wide supports and strategies in the classroom, we will see a 5% year end increase in student connection as measured by the April 2024 Panorama survey in categories related to sense of belonging (from 39% April 23 to 44% April 24), cultural awareness (from 32% April 23 to 37% April 24), self efficacy (from 47% April 23 to 52% April 24), and growth mindset (from 55% April 23 to 60% April 24).

What OSD Student Outcomes are tied to this SMARTIE goal?

[OSD Student Outcome\(s\):](#)

Outcome #1: Be compassionate and kind.

Outcome #3: Advocate for the social, physical, and mental wellness of themselves and others and be hopeful about the future.

Outcome #4: Have the skills, knowledge, and courage to identify and confront personal, systemic, and societal bias. (Empower themselves to interrupt discriminatory remarks and attitudes.)

Activities	Measures	Timeframe	Lead	Resources
<p>Activity 1 CARE Team Develop a referral form to identify students who need SEL support. The results will be used to identify students who need extra wrap-around services. (CARE Team, for instance)</p>	<p>CARE Team will monitor referral forms and dedicate time to identify interventions and create individualized plans for students who need extra support (Bi-weekly)</p> <p>We will see a 5% year end increase in student connection as measured by the April 2024 Panorama survey in categories related to sense of belonging, cultural awareness, self efficacy, and growth mindset.</p>	<p>Referral form was created for teachers to use at the beginning of the school year.</p> <p>The referral form is available on our weekly What's Happening for staff. It was introduced at the beginning of the year and there was a refresher at the end of first quarter.</p> <p>CARE Team meets every two weeks to discuss new students.</p> <p>CARE Team reviews students quarterly.</p>	<p>SIP leadership team Department heads Mallory Wilson Lauren Clinton</p>	<p>Drug/Alcohol Counselor Social Worker School Psychologist Nurse School Counselors Dean of Students</p> <p>Care Team Referral Form</p>
<p>Activity 2 Homeroom Through weekly Homeroom Sessions, we will build strong relationships, educate students about mental health, build a growth mindset and promote a sense of belonging</p>	<p>We will see a 5% year end increase in student connection as measured by the April 2024 Panorama survey in categories related to sense of belonging, cultural awareness, self efficacy, and growth mindset.</p>	<p>Homeroom will be conducted weekly throughout the 2023-2024 School Year</p> <p>Periodic Surveys will assist in monitoring our program</p>	<p>Stacy Udo and Crystal Pate - Homeroom leads Homeroom advisory group including students, teachers, and staff</p>	<p>Drug/Alcohol Counselor Social Worker Inclusive Education Director Equity Action Team</p>
<p>Activity 3 Street Data Using student-driven Street Data, we will identify effective teaching strategies that connect to unconventional students and recognize what every teacher is doing well and grow that capacity.</p>	<p>As a baseline for future comparison, identify effective strategies from 85% of teachers.</p>	<p>First semester: Create a tool that lists teachers and their skill-sets based on Street Data.</p> <p>Second semester: Identify the teachers about whom we need connection data.</p>	<p>STAND Group, Equity Group, Street Data Group, ASB Students, SIP Leadership Team</p>	<p>Home Room Survey Tool Recording Tool Time Connection to the announcement team.</p>
<p>Activity 4 Create a survey for</p>				<p>Incentive (raffle for Pepper time or donuts and</p>

<p>teacher who makes students feel like they belong from a random subject area (ELA, math, health + PE, social studies, science, CTE + world languages, resource teachers) followed by a write-in <i>Why do you connect with that teacher?</i></p>				<p>coffee) for everyone who completes the survey</p> <p>Instagram posts. Mr Grant rapping.</p>
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Funding:
 List and describe funding amount(s) and source(s) associated with the activities described above. See Collective Bargaining Agreements for specific funding information related to professional development.

BPS .1 Staffing- Crystal Pate
 Dept. Head Stipend -Stacy Udo