

# School Improvement Plan

## Olympic High School | 2017-18

Principal: Rebecca Johnson



Central Kitsap School District's Mission is to equip our students with knowledge and skills to succeed and prosper in an ever-changing global Society.

Our District will be an academically strong, fiscally sound, and safe, positive learning community.

Enrollment	2014-15	2015-16	2016-17
October Student Count	1,168	1,179	1,201
May Student Count	1,130	1,120	1,150

Gender (October)	2014-15	2015-16	2016-17
Male	55.3%	55.5%	53.0%
Female	44.7%	45.5%	47.0%

Race/Ethnicity (October)	2014-15	2015-16	2016-17
Hispanic / Latino of any race(s)	11.3%	13.3%	13.8%
American Indian/Alaskan Native	0.7%	0.8%	0.4%
Asian	8.7%	8.1%	8.0%
Black / African American	5.0%	3.9%	4.6%
Native Hawaiian / Other Pacific Islander	2.1%	2.8%	1.7%
White	50.9%	50.2%	49.0%
Two or More Races	21.3%	20.9%	22.6%

Special Programs (May)	2014-15	2015-16	2016-17
Free or Reduced-Price Meals	39.2%	36.6%	30.7%
Special Education	15.0%	14.2%	15.0%
Transitional Bilingual	1.3%	2.0%	2.1%
Migrant	0.0%	0.0%	0.2%
Section 504	1.3%	5.4%	5.9%
Foster Care	0.9%	n/a	n/a

ELA, Math and Science (SBA or EOC)	2014-15	2015-16	2016-17
10 <sup>th</sup> Grade Science (EOC Biology)	72.4%	79.7%	78.8%
11 <sup>th</sup> Grade ELA	9.6%	77.6%	71.5%
11 <sup>th</sup> Grade Math	6.5%	24.8%	23.8%

Graduation Rates	2014-15	2015-16	2016-17
Adjusted 4-Year Cohort Graduation Rate	91.2%	86.1%	n/a
Adjusted 5-Year Cohort Graduation Rate	93.4%	n/a	n/a

Other Information	2014-15	2015-16	2016-17
Chronic Absenteeism			47.1%
Suspensions and Expulsions	371	326	72

**Improvement goal: ELA**

**Goal 1 (all kids):** Increase student achievement in the area of English/Language Arts by 10th and 11th grade students taking the ELA Smarter Balanced Assessment. The combined passing rate (including the graduation passing score and the Career and College Ready score) will increase 10% from 71.5% in 2017 to 81.5% in 2018.

**Goal 2 (Reducing specific, identified gaps):**

By the end of the 2017/18 SY, the number of students with an IEP passing the SBA ELA will increase from 30.0% to 35.0%.

By the end of the 2017/18 SY, all students with an IEP in Read 180/System 44 will raise their lexile scores by a minimum of 10%.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<p>Goal 1: <b>Common Rubrics</b> <i>Students across the department will be able to interpret department-aligned rubrics to identify strengths and weaknesses in writing and set goals for future improvement.</i></p> <p><i>Using rubrics to identify low readers and writers and intentionally teaching rubric vocabulary to the targeted population.</i></p> <ol style="list-style-type: none"> <li>1. Initiate conversations and collections of rubrics.</li> <li>2. Develop rubrics and communicate what rubrics are being used in various classrooms.</li> <li>3. Meet with course-alike colleagues to moderate student writing using rubrics.</li> <li>4. English teachers will have relevant data to share with parents at conferences.</li> </ol>	<p>September 2017</p> <p>October 2017</p> <p>November-December 2017</p> <p>October 2017</p>	<p>Department Chairs</p> <p>All English Staff</p> <p>All English Staff</p>	<p>TIME for collaboration</p> <p>Discussion of grading practices</p>	<p>PLC meetings will continue the data sharing and conversations around common rubric language, grading practices</p>

<p><b>Formative Standard Assessments</b>  <i>Students will demonstrate measurable gains in vocabulary development, literary analysis, and reading comprehension strategies using standardized programs provided by the district.</i></p> <ol style="list-style-type: none"> <li>Administration of Pearson test 2-3 times per year - pre, mid (optional) and post</li> <li>Administration of STAR testing for freshmen 2 times per year</li> <li>Analysis of data by grade level teams following each administration</li> <li>Discuss and develop new instructional strategies to meet learning needs of students at all levels</li> <li>Teachers will share data trends with parents at conferences (and throughout the year) to enlist their support in improving student reading and writing skills.</li> </ol> <p><b>Administration of mid-year SBA (interim assessment) at approximately the half-year point.</b></p> <p><b>Behavior Identification</b>  9th Grade teachers identifying obstructive behaviors which hinder</p>	<p>September, January, May</p> <p>September</p> <p>All strategies and addressed this school year, October, 2017 to June, 2018</p> <p>January</p> <p>All School Year</p>	<p>Alexys Haun (building support for STAR); Individual 9th and 10th grade teachers setting dates for Pearson tests within a range discussed in PLC</p> <p>9th and 10th grade English teachers</p> <p>All English staff</p> <p>TBD</p> <p>9th Grade English teachers</p>	<p>Access to online resources and continued district support for the programs in use (Pearson MyPerspectives and Renaissance STAR)</p> <p>Michelle Morrow, Jen Cleven and the MP Team</p> <p>TIME in PLC</p>	<p>Ongoing data sharing a department PLC meeting to identify opportunities for improvement</p> <p>Department members (9 and 10) agree to use pre- and post- My Perspectives assessments. Some members also plan to examine a mid-year assessment (SBA, Unit exams, and MyPerspectives)</p>
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<p>academic success, with the purpose of informing other OHS staff including the 9th Grade Success Coordinators. Goal is ensuring that all 9th grade students pass classes and earn credits.</p> <p><b>Goal 2</b></p> <p>a. Hold IEP meetings and student conferences to discuss ELA needs and strategies for SBA progress.</p> <p>b. Conference with students about progress with Read 180/System 44 goals and progress.</p> <p>c. Provide resource room placements, PV English, Study Skills, Para educator support in general education classrooms.</p> <p>d. Provide intervention classes - Read 180/System 44.</p> <p>e. Send IEP goal progress monitoring reports.</p> <p>f. Use WICOR time for small group and individual work on specific reading goals.</p> <p>g. Have consistent communication with parents regarding student's progress via phone and email.</p> <p>h. Use PLC time to evaluation STAR, Step Up to Writing, and previous SBA data.</p>		<p>Special education staff in collaboration with general education and Para educators, parents, school counselors, psychologist, OHS administrators, and students.</p>	<p>Time to collaborate during PLC and meet with Ann Fugere, 9th Grade Success Coordinator</p> <p>Communicate information to building SST (Student Support Team)</p> <p>PLC meetings regarding ELA curriculum.</p> <p>Collaboration with counselors, psychologist, SLPs, and OT/PTs.</p> <p>Special education professional development and inservice training on ELA student improvement including Read 180/System 44 trainings.</p> <p>Para educator trainings in ELA support.</p> <p>WICOR time.</p> <p>Intervention and resource classes, and Para educator assistance in general education.</p>	<p>Quarterly STAR assessments and discussions with individual students regarding ELA goal progress.</p> <p>Reading and phonics inventories.</p> <p>Daily Read 180/System 44 software checks</p> <p>Step Up to Writing Reading digital tracker.</p> <p>Monitoring student progress in general education courses, especially English classes.</p> <p>IEP goal progress monitoring.</p>
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**Improvement goal: MATH**

**Goal 1 (all kids):** Increase student success in Algebra 1 by students achieving C or better grades from 48% (2017) to 100% as assessed by Semester 1 and Semester 2 Algebra 1 Classroom Grades (2017-18).

**Goal 2 (Reducing specific, identified gaps):** Increase student success in Geometry by students achieving C or better grades from 64% (2017) to 80% as assessed by Semester 1 and Semester 2 Geometry Classroom Grades (2017-18).

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Algebra and Geometry Teachers develop aligned assessments and instruction with Math Consultant Tom Boyce	June 2017 – May 2018	Department Chair Teachers Tom Boyce Administration	<p>Math Consultant Tom Boyce has been contracted to facilitate meetings throughout the year. Teachers will be released from teaching duties up to 4.5 days. Additionally, all math teachers met for planning on June 21. August 29 and 31, teachers and facilitator met for the full day to plan alignments and assessments for Sept and Oct.</p> <p>The focus of the work with the consultant includes:</p> <ul style="list-style-type: none"> <li>a. Mastering an understanding of Algebra/Geometry standards</li> <li>b. Improve data collection so that analysis of student progress will guide re-teaching</li> <li>c. State Interim Assessment Block Tool</li> </ul>	<p>Utilizing spreadsheet created by Tom Boyce to target items for reteach using warm-ups, retest, and other remediation.</p> <p>IAB will be utilized as a formative assessment and a practice for state SBA testing.</p>

Utilize P.L.C. Thursdays to analyze classroom assessment data	Nov 2, 2017 Dec 14, 2017 March 1, 2018 April 26, 2017 May 3, 2017	PLC team leaders Algebra (Ann Fugere) Geometry (Elizabeth Schaab)	d. Teachers will create spreadsheets that allow for comparison.	Collaboratively analyze data and teaching strategies to increase student achievement on assessments.
Utilize district pacing guide supplementing with additional resources aligned with content standards	Sept 2017- June 2018	All teachers	District-created pacing guide and supplemental resources	Formative assessments given in class are used to increase student achievement.
Utilize IAB as a data tool	Nov 2017	Geometry Team will have IAB data available for Tom Boyce meeting date  Algebra Team will develop plan for administering IAB and collecting data	IAB data will be accessible on the state assessment website. Teachers will input data into Tom Boyce's data collection tool.	Student achievement on SBA can be analyzed year over year.

**Improvement goal: SCIENCE**

**Goal 1 (all kids):** All students taking science classes at OHS will earn credit for both semesters.

**Goal 2 (Reducing specific, identified gaps):** 100% of 9th grade students taking science classes (Biology or Physical Science) will earn credit for both semesters this year. This group of students is required to earn 24 credits in order to graduate, so there is an added emphasis on support for this particular student population.

Note that students in the class of 2021 are required to pass the state science assessment (WCAS) that is currently under development. This test is aligned to the Next Generation Science Standards (NGSS) and current 11th grade students must take this test in the spring, 2018 for federal accountability.

Students in the classes of 2020 and 2021 are required to take the assessment in the spring, 2019, with the graduation requirement applicable to the class of 2021.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<p>Continue course alignment with the NGSS standards.</p> <p>Refine common assessments and lab activities in Biology, Physical Science, Chemistry, and Human Biology</p> <p>Implement AVID active-engagement WICOR strategies in all science classes.</p> <p>Implement the 9th Grade Success Coordinator.</p> <p>Conduct the STEM Night for OHS Families.</p>	<p>All strategies will be used throughout this school year.</p> <p>One period each day for the school year.</p> <p>February, 2018</p>	<p>All Science Staff members participate with Department Chair, Jen Smith providing leadership</p> <p>Cathy Nitchman, State Science Fellow, acts as information liaison from her meetings at the state level regarding NGSS.</p> <p>Ann Fugere</p> <p>Cathy Pitchman</p>	<p>Staff has been working on course alignment with the NGSS for the last three years.</p> <p>PLC time is utilized to evaluate and change common assessments, and to analyze common assessment and lab activities data.</p> <p>Funds to support Ms. Nitchman's work as Science Fellow.</p> <p>Time is required for Ms. Fugere to meet with every 9th grade student, collaborate with teachers, and partner with families.</p> <p>This activity was initially held in 2016 supported by grant money. It was well attended and will be supported by the building budget for 2018.</p>	<p>Both formative and summative assessments are given and resulting data is analyzed to inform instruction.</p> <p>Survey students at the end of first and second semesters to determine usefulness of WICOR strategies.</p> <p>Evaluate student performance as measured by earning credit in science classes.</p> <p>Evaluate student performance as measured by earning credit in all freshman classes.</p> <p>Attendance and an exit survey</p>

**Improvement goal: DISCIPLINE**

**Goal 1 (all kids):** For the 2017/18 SY, OHS will demonstrate a 20% reduction in the total number of incidences from 72 to 58.

*Note: Disciplinary incidences have decreased dramatically over the last couple of years - in the SY 14/15, OHS had a total of 371 incidences, in the SY 15/16, there were a total of 326 incidences, and for last year, SY 16/17, there were only 72 incidences.*

**Goal 2 (Reducing specific, identified gaps):** OHS will demonstrate a 25% decrease in the male student population receiving disciplinary consequences (all, not just suspension and expulsion) for the 2017/18 SY. For the previous year, 83 male students fell into this category and the goal for this year is for that number to be less than 63 male students.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
Continue to align Olympic High School disciplinary practices and procedures with the newly adopted Student Rights and Responsibilities for CKSD.	Spring 2017- Spring 2018	OHS Administrators	Assistant Principal Alexys Haun was part of the CKSD and community group that revised the Student Rights and Responsibilities document and will lead the staff in understanding the new practices and procedures.	We will gather discipline data quarterly from CEDARS to monitor our progress.
Focus on reducing time out of school for students with disciplinary incidents and increasing restorative practices.	2017-2018	OHS Administrators	Assistant Principal Alexys Haun attended a Racial Equity training on September 27th and will partner with the rest of the OHS administration and security around the inclusion of an equity lens.	We will gather discipline data quarterly from CEDARS to monitor our progress.
Continue to focus on building positive and meaningful relationships between all students and staff members. This has been an area of focus for OHS in the past as well, but it deserves special attention this year in the midst of our construction projects.	2017-2018	All OHS staff members	Karina Hicks led a presentation on equity during August Days with OHS certificated staff members with an emphasis on building positive relationships.	We will gather discipline and attendance data quarterly.



**Improvement goal: ABSENTEEISM**

**Goal 1 (all kids):** During the 2016-2017 school year, the average daily attendance rate of students in grades 9-12 was 88.36%. Our goal is to increase the average daily attendance rate to 92% overall.

**Goal 2 (Reducing specific, identified gaps):** The largest gaps in attendance are correlated to student age. Freshmen, during the 2016-2017 school year attended school at an average rate of 93.17%, while seniors only attended at an average daily rate of 79.83%. The discrepancy between these two groups is substantial. In order to meet our average daily attendance goal overall, the seniors will need to increase their attendance significantly.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<p>In order to meet our attendance goals, we will refine our truancy processes and create a more systemic approach through the Multi-Tiered Support System meetings with the attendance secretary, Dean of Students, administrators and counselors. We will create a specific process for identification of truant students, appropriate interventions and possible work with the Truancy Board.</p>	2017-2018	<p>Attendance secretary: Janet Harmon Dean of Students: Devin Huff Administrators: Rebecca Johnson, Scott Wilson, Alexys Haun and Kathy Wales Counselors: Kiley Gard, Keri Williams, and Heather Maass</p>	<p>We need to work with our district for the creation of a Truancy Board as required under the new guidelines to include school, student and community representatives.</p>	<p>We will monitor attendance data quarterly for all students. Additionally, we will monitor specific students weekly as part of our existing Multi-Tiered Support System meetings.</p>
<p>We will engage with families in many ways, through individual conversations and meetings as well as through the Truancy Board process.</p>	2017-2018	<p>Attendance secretary: Janet Harmon Dean of Students: Devin Huff Administrators: Rebecca Johnson, Scott Wilson, Alexys Haun and Kathy Wales Counselors: Kiley Gard, Keri Williams, and Heather Maass</p>		<p>We will monitor attendance data quarterly for all students. Additionally, we will monitor specific students weekly as part of our existing Multi-Tiered Support System meetings.</p>

**Improvement goal: GRADUATION RATE**

**Goal 1 (all kids):** For the 2017/18 SY, 95% of 12th grade students will graduate on-time in June, 2018. WE currently do not have an updated on-time grad rate from OSPI for June, 2017; this information will be updated in our SIP when available.

**Goal 2 (Reducing specific, identified gaps):** For the 2017/18 SY, 80% of all 9th grade students will earn 6.0 credits toward on-time graduation.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE?	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
All 11th and 12th grade students have a High School and Beyond Plan.	SY September through June	Career Center Staff	Time and meeting space for students to work on computers	Career Center staff monitor seniors who have not completed this high school graduation requirement.
All 11th and 12th grade students have met with their counselor to explore options for post-high school education and associated costs.	SY September through June	Academic Counselors	Counselors have developed a guaranteed guidance program for each grade level and are committed to meeting every student to determine post-high school options and other needs.	Counselors and administrators meet weekly to determine needs and discuss progress toward goals.
Counselors and admin will interact with students and parents regarding financial aid options through several FAFSA meetings and workshops.	October, November and January	Counselors: Keri Williams, Kiley Gard, and Heather Maass, Administrators: Rebecca Johnson, Kathy Wales, Alexys Haun, and Scott Wilson	Space availability challenges during this year with reduced meeting spaces (construction) - the Aux gym will be utilized	Determine number of parent/student participants and a survey of usefulness of the resources
AVID electives are available in each grade level 9-11.	SY September through June	AVID Teachers - Laurie Shaw, Ann Fugere, and Travis Quinn	.2 FTE used for each year-long AVID elective	Evaluation of AVID students' passing grades and rigorous courses taken

<p>Staff wear “College Gear” on Thursdays to promote conversations about post-secondary educational institutions.</p> <p>PSAT is administered during the school day for all 9, 10, and 11 grade students during “Super Wednesday”.</p> <p>“It’s Your Future Fair” - Career Fair</p> <p>Every senior in Civics classes are required to apply to at least one college.</p> <p>WICOR period (tutorial) was increased to occur four times/week to support all students in strengthening WICOR strategies for success (writing, inquiry, collaboration, organization, and reading).</p> <p>Students are engaged with curriculum through interactions in the classroom and supported with 1:1 Chromebook implementation.</p>	<p>SY September through June</p> <p>October 11, 2017</p> <p>October 11, 2017</p> <p>Semester 1 and Semester 2</p> <p>Weekly throughout the SY</p> <p>Sept - June</p>	<p>All OHS Staff</p> <p>All OHS Staff work in different capacities to proctor PSAT or support 12th grade activities during that time</p> <p>Career Center staff</p> <p>Civics teachers</p> <p>WICOR teachers</p> <p>OHS staff</p>	<p>9th grade tests are paid for by district 10th and 11th grade students are asked to pay for their test; building will supplement</p> <p>PD for OHS teachers to maximize the WICOR time 4 times each week</p> <p>PD to maximize GAFE and other online resources and engagement strategies</p>	<p>AP Potential letters are generated through PSAT results - these letters inform student and parents of predicted success in specific AP courses. Also, PSAT provides valuable information to students prior to taking the SAT</p> <p>Evaluate semester grades to compare passing percentages to previous years</p> <p>Evaluate semester grades to compare passing percentages to previous years. Also, survey students regarding improved engagement with curriculum through Chromebook use</p>
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<p>College in the High School and Advanced Placement courses are offered so students understand and experience the rigor associated with college-level courses.</p>	<p>Sept - June</p>	<p>AP teachers, CiHS teachers, counselors, and administrators</p>	<p>District and building resources focused on program support</p>	<p>Compare program enrollment with previous years</p>
<p>Online learning for credit retrieval and credit accrual are offered within the school day and after school at no cost to student.</p>	<p>Sept - June</p>	<p>On-line OHS teachers, counselors and administrators</p>	<p>District purchases seats from Pearson Connexus with building support for periods offered to students during the school day. District-supported supplemental contract for teacher tracking the after-school program</p>	<p>Evaluate student success in earning credits that put them either back on track to graduate on time, or earn credits for students interested in taking classes that may not be offered at OHS</p>