

OLYMPIC HIGH SCHOOL IMPROVEMENT PLAN 2023-2024

SCHOOL LEADERSHIP TEAM MEMBERS & PARENT-COMMUNITY PARTNERS

Olympic High Administration Team:

- Scott Wilson, Principal
- Alexys Haun, Asst. Principal
- Elizabeth Forbes, Asst. Principal
- Christina Lambard, Dean of Students

Department Heads:

- David Cassel (Art)
- Brandon Brown (CTE)
- Julie Snyder (English)
- Ann Fugere (Math)
- Colleen Hall (Math)
- Kelsey Buendia (Physical Education)
- Kiara Paschal (Science)
- Tess Donovan (Social Studies)
- Michelle Brueckner (World Language)
- Eva Finley (Resource Special Education)
- Faith Guadiz-Macadangdang (DLP Special Ed.)
- Erika Cassel (Library/Media)
- Keri Williams (Counseling)

Parent Community Members:

- Billie and Ken Sagee
- Robert and Charissa Manglona
- Sidney and Jessica Williams

NEEDS ASSESSMENT SUMMARY

The vision of the Central Kitsap School District is to create, “A vibrant and inclusive learning community where all students find their passion and achieve their dreams.”

Olympic High School is a community where everyone belongs. We aim to develop knowledgeable students with strong character, confidence, and motivation to be contributing citizens. While being supported and engaged in relevant and rigorous courses, every Olympic High School student will be prepared for post high school success by formulating an active plan for a college or career pathway.

In the 2023-2024 school year, our main goals remain increasing academic achievement and the growth of positive school culture. Our theme for the year is for students to be “Curious, Present, and Kind.” We will rebuild a culture here where students are safe, engaged, and connected to school in order to produce positive academic results. We focus upon the growth of students’ curiosity through actively engaging them in relevant and interesting work connected to standards.

In the core curricular areas of instruction, English Language Arts, Mathematics, and Science, OHS, like most other public high schools, has experienced a significant drop in student performance. We are fortunate to have support from other departments to make connections, compare/contrast, draw parallels, and explicitly teach reading and writing skills necessary in other areas of content.

DATES REVIEWED & REVISED PLAN

October 19, 2023

February 22, 2024

May 16, 2024

OLYMPIC HIGH SCHOOL IMPROVEMENT PLAN 2023-2024

Demographics

Ethnicity	20-21	21-22	22-23
All Students	1061	1168	1185
American Indian/Alaskan Native	0.2%	.3%	.3%
Asian	8%	7%	6%
Black/ African American	4%	4%	4%
Hispanic/ Latino of any race(s)	17%	16%	18%
Native Hawaiian/ Other Pacific Islander	2%	3%	2%
Two or More Races	19%	20%	21%
White	50%	49%	49%

Student Group	20-21	21-22	22-23
All Students	1238	1061	1185
English Language Learners	5%	6%	5%
Highly Capable	6%	6%	8%
Low-Income	24%	41%	45%
Military Parent	8%	1%	5%
Mobile	5%	2%	6%
Section 504	4%	5%	5%
Students with Disabilities	16%	18%	13%

*Suppressed or Not Available

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Student Performance (Met Standard on SBA)

	English Language Arts			Math			Science		
Ethnicity	18-19	21-22	22-23	18-19	21-22	22-23	18-19	21-22	22-23
WA State	60%	51%	51%	49%	38%	39%	*	43%	43%
All Students	65%	57%	54%	40%	21%	16%	*	43%	48%
American Indian/Alaskan Native	*	*	*	*	*	*	*	*	*
Asian	86%	53%	>79%	73%	26%	21%	*	44%	47%
Black/ African American	*	18%	*	*	<10%	*	*	*	<25%
Hispanic/ Latino of any race(s)	48%	54%	43%	29%	16%	17%	*	43%	31%
Native Hawaiian/ Other Pacific Islander	*	*	*	*	*	*	*	13%	*
Two or More Races	77%	59%	45%	55%	24%	6%	*	43%	62%
White	66%	63%	66%	36%	23%	23%	*	48%	53%

*Suppressed or Not Available

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	English Language Arts			Math			Science		
Student Group	18-19	21-22	22-23	18-19	21-22	22-23	18-19	21-22	22-23
WA State	60%	51%	51%	49%	38%	39%	*	43%	43%
All Students	65%	57%	54%	40%	21%	16%	*	43%	48%
Female	71%	59%	61%	45%	17%	13%	*	44%	48%
Male	59%	56%	47%	36%	24%	18%	*	43%	47%
English Language Learners	22%	18%	*	22%	<10%	*	*	17%	<23%
Section 504	46%	29%	69%	46%	18%	31%	*	*	60%
Low-Income	54%	41%	39%	31%	12%	10%	*	42%	34%
Military Parent	81%	78%	46%	46%	17%	<13%	*	50%	44%
Students with Disabilities	18%	21%	14%	10%	<10%	8%	*	19%	22%

*Suppressed or Not Available

**Source: WA State Report Card

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Central Kitsap District Communication Plan for the Importance of State Assessments 2023-2024

Timeline	Description
September – October	<ul style="list-style-type: none"> ● Board study session on sub group participation rate in state assessments. ● Assessment calendar posted on the district website. ● District notifies that score reports are in PowerSchool. Cover letters are in students' home language. ● Provide teacher talking points for conferences. ● Provide Parent/ Family guides in multiple languages available for conferences.
November – January	<ul style="list-style-type: none"> ● Board Study Session on Fall SBA results. ● Send to each building for their school e-news an article on the importance of state assessments and participation. ● Provide a nudge letter for families who didn't participate the previous year. ● Provide a powerpoint for best practices for state testing for building staff meetings.
February – March	<ul style="list-style-type: none"> ● Provide an article on best test taking strategies for preparing for state assessments. ● Spring conference reminders about the importance of the upcoming state assessments. ● Publish and advertise the schools, grade bands and dates of student state assessments.
April – May	<ul style="list-style-type: none"> ● Provide onsite building support for an inclusive testing environment (pencils, space, familiar staff, snacks, space for accommodations and extended time) ● Communicate to families and provide ample make up windows for students.

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IMPROVEMENT GOAL: ELA

GOAL 1 (All Students): OHS students will increase their pass rate on The Smarter Balanced Assessment in English Language Arts by at least 15%.

GOAL 2 (Identify Unique School Gap): OHS students who are English Learners and students served in Special Education will increase their pass rate on The Smarter Balanced Assessment in English Language Arts by at least 15%.

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> What strategies are you using to achieve the goal Include family engagement strategies 	TIMELINE <ul style="list-style-type: none"> When will this activity begin and end 	WHO IS RESPONSIBLE <ul style="list-style-type: none"> Who will provide the leadership for this activity 	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> What are the resources that will be used to accomplish this activity How will staff acquire the necessary skills and attitudes to implement this activity 	MONITORING PROGRESS <ul style="list-style-type: none"> What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes
<ul style="list-style-type: none"> Design and implement SBA-style assessments regularly using existing curricular materials. 	<ul style="list-style-type: none"> September 2023-June 2024 	<ul style="list-style-type: none"> ELA teachers 	<ul style="list-style-type: none"> Savvas Realize 	<ul style="list-style-type: none"> Assessment Scores
<ul style="list-style-type: none"> Use STAR assessment data to inform practice, specifically for students in 9th grade and those served in special education. 	<ul style="list-style-type: none"> September 2023-June 2024 Benchmark windows: 9/13-10/6, 1/10-2/2, 4/22-5/10 	<ul style="list-style-type: none"> 9th grade ELA teachers 	<ul style="list-style-type: none"> STAR test 	<ul style="list-style-type: none"> STAR data
<ul style="list-style-type: none"> Practice SBA-Released items, Interim assessments 	<ul style="list-style-type: none"> December 2023 to February 2024 	<ul style="list-style-type: none"> 10th Grade ELA Teachers ELA teachers 	<ul style="list-style-type: none"> OSPI supported materials 	<ul style="list-style-type: none"> SBA test scores

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<ul style="list-style-type: none"> Intentional teaching of high frequency academic words, specific content vocabulary, grammar and mechanics. 	<ul style="list-style-type: none"> September 2023-June 2024 	<ul style="list-style-type: none"> ELA Teachers 	<ul style="list-style-type: none"> District-approved curriculum Khan Academy 	<ul style="list-style-type: none"> Writing Unit/mid-year assessment
<ul style="list-style-type: none"> Increase frequency and rigor of writing tasks-assign 2-3 significant pieces of writing yearly. 	<ul style="list-style-type: none"> September 2023-June 2024 	<ul style="list-style-type: none"> ELA Teachers 	<ul style="list-style-type: none"> Google Docs TurnItIn. Com (or other plagiarism checker) 	<ul style="list-style-type: none"> Portfolio Rubrics
<ul style="list-style-type: none"> Social Studies: Emphasis on the analysis of text, primary sources; incorporate focused note-taking in all classes; OSPI Classroom-Based Assessments will occur in each course. 	<ul style="list-style-type: none"> September 2023-June 2024 	<ul style="list-style-type: none"> World Language Teachers 	<ul style="list-style-type: none"> District-approved curriculum 	<ul style="list-style-type: none"> Student writing samples
<ul style="list-style-type: none"> Career and Technical Education: Implement technical writing. 	<ul style="list-style-type: none"> October 2023 to June 2024 	<ul style="list-style-type: none"> ALL CTE Teachers 	<ul style="list-style-type: none"> Examples from STEM Community partnerships 	<ul style="list-style-type: none"> Formative assessment
<ul style="list-style-type: none"> Physical Education/Health: OPSI Classroom-Based Assessments will occur in each course, each semester. 	<ul style="list-style-type: none"> This occurs once each semester in each course. 	<ul style="list-style-type: none"> Physical Education and Health teachers 	<ul style="list-style-type: none"> OSPI generated assessments District-approved curriculum 	<ul style="list-style-type: none"> CBA scores using provided rubric
<ul style="list-style-type: none"> Art CBA and student reflection 	<ul style="list-style-type: none"> Each semester 	<ul style="list-style-type: none"> All Art teachers 	<ul style="list-style-type: none"> Peer professional development/resources across district 	<ul style="list-style-type: none"> CBA scores AP Student "Show"

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February Review				
May Review				

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IMPROVEMENT GOAL: MATH

GOAL 1 (All Students): OHS students will increase their pass rate on The Smarter Balanced Assessment in Mathematics by at least 15%.

GOAL 2 (Identify Unique School Gap): OHS students who are English Learners and students served in Special Education will increase their pass rate on The Smarter Balanced Assessment in Mathematics by at least 15%.

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> What strategies are you using to achieve the goal Include family engagement strategies 	TIMELINE <ul style="list-style-type: none"> When will this activity begin and end 	WHO IS RESPONSIBLE <ul style="list-style-type: none"> Who will provide the leadership for this activity 	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> What are the resources that will be used to accomplish this activity How will staff acquire the necessary skills and attitudes to implement this activity 	MONITORING PROGRESS <ul style="list-style-type: none"> What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes
<ul style="list-style-type: none"> Tutoring opportunities w/ parent support & involvement 	<ul style="list-style-type: none"> September 2023 to June 2024 	<ul style="list-style-type: none"> Math Teachers, paraprofessionals 	<ul style="list-style-type: none"> Teacher determined tutoring schedule 	<ul style="list-style-type: none"> STAR testing, District benchmarks, gradebook, fluency checks, assessments
<ul style="list-style-type: none"> Geometry First Model- 9th: Geometry and Measurement Essential Concepts followed by Statistics and Probability Essential Concepts 	<ul style="list-style-type: none"> Fall of 2023 to June 2024 	<ul style="list-style-type: none"> Math department 	<ul style="list-style-type: none"> This is a change in scope and sequence. 	<ul style="list-style-type: none"> STAR testing, District benchmarks, gradebook, fluency checks, assessments

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<ul style="list-style-type: none"> 10th: Algebra and Functions Essential Concepts 				
<ul style="list-style-type: none"> Supports for basic numbers sense and basic operations in World Languages 	<ul style="list-style-type: none"> September 2023-June 2024 	<ul style="list-style-type: none"> World Language Teachers 	<ul style="list-style-type: none"> Approved-district curriculum 	<ul style="list-style-type: none"> Student work examples in world languages
<ul style="list-style-type: none"> Apply mathematical concepts such as rate, time, and statistics using physical education and health data. 	<ul style="list-style-type: none"> September 2023-June 2024 	<ul style="list-style-type: none"> Physical Education and Health teachers 	<ul style="list-style-type: none"> Approved-district curriculum 	<ul style="list-style-type: none"> Unit Assessments
<ul style="list-style-type: none"> Practice Industry-related math (practical application) 	<ul style="list-style-type: none"> September 2023-June 2024 	<ul style="list-style-type: none"> All CTE staff 	<ul style="list-style-type: none"> District/state curriculum 	<ul style="list-style-type: none"> Assessment, projects, informative assessment
February Review				
May Review				

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IMPROVEMENT GOAL: SCIENCE

Goal 1 (All Students): OHS students will increase their pass rate on The Washington Comprehensive Assessment of Science by at least 15%.

Goal 2 (Identify Unique School Gap): OHS students who are English Learners and students served in Special Education will increase their pass rate on The Washington Comprehensive Assessment of Science by at least 15%.

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> What strategies are you using to achieve the goal Include family engagement strategies 	TIMELINE <ul style="list-style-type: none"> When will this activity begin and end 	WHO IS RESPONSIBLE <ul style="list-style-type: none"> Who will provide the leadership for this activity 	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> What are the resources that will be used to accomplish this activity How will staff acquire the necessary skills and attitudes to implement this activity 	MONITORING PROGRESS <ul style="list-style-type: none"> What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes
<ul style="list-style-type: none"> All science classes incorporate more hands-on labs 	<ul style="list-style-type: none"> September 2023-June 2024 	<ul style="list-style-type: none"> Science teachers 	<ul style="list-style-type: none"> training on current curriculum Supplies for labs 	<ul style="list-style-type: none"> Lab Practical Exams
<ul style="list-style-type: none"> Enhance Science Engineering Principles (SEPs) & incorporate Cross-cutting concept in all courses 	<ul style="list-style-type: none"> September 2023-June 2024 	<ul style="list-style-type: none"> Science Teachers 	<ul style="list-style-type: none"> Training 	<ul style="list-style-type: none"> Pre/Post testing
<ul style="list-style-type: none"> Bi-weekly Grade Updates 	<ul style="list-style-type: none"> September 2023-June 2024 	<ul style="list-style-type: none"> Science teachers 	<ul style="list-style-type: none"> PowerSchool training and support 	<ul style="list-style-type: none"> reports are discussed with students and families.

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<ul style="list-style-type: none">Physical Education and Health classes will emphasize the connection to bio-physical health	<ul style="list-style-type: none">September 2023-June 2024	<ul style="list-style-type: none">Physical Education and Health Teachers	<ul style="list-style-type: none">District-approved curriculum	<ul style="list-style-type: none">Unit assessments
<ul style="list-style-type: none">World Language uses metric system exclusively	<ul style="list-style-type: none">September 2023-June 2024	<ul style="list-style-type: none">World Language Teachers	<ul style="list-style-type: none">Approved district curriculum	<ul style="list-style-type: none">Student work samples over time

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IMPROVEMENT GOAL: ATTENDANCE

GOAL 1 (All Students): OHS will improve daily attendance to a rate of 90% overall.

GOAL 2 (Identify Unique School Gap): OHS will target students who attend school but miss single periods throughout the day. The goal is to reduce single-period absences by at least 50%.

IMPROVEMENT STRATEGY <ul style="list-style-type: none"> What strategies are you using to achieve the goal Include family engagement strategies 	TIMELINE <ul style="list-style-type: none"> When will this activity begin and end 	WHO IS RESPONSIBLE <ul style="list-style-type: none"> Who will provide the leadership for this activity 	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED <ul style="list-style-type: none"> What are the resources that will be used to accomplish this activity How will staff acquire the necessary skills and attitudes to implement this activity 	MONITORING PROGRESS <ul style="list-style-type: none"> What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes
<ul style="list-style-type: none"> OHS is using the system of: "On-time, all day, everyday" to facilitate a positive change in attendance. OHS Universal Expectations-Videos and slides delivered to ALL in Advisory classes. 	<ul style="list-style-type: none"> September 2023-June 2024 	<ul style="list-style-type: none"> OHS Administrators OHS Teachers and staff Campus Security Attendance Secretary 	<ul style="list-style-type: none"> OSPI Attendance Awareness materials 	<ul style="list-style-type: none"> Weekly data pulls for attendance identifying full day and single period absences for targeted interventions.
<ul style="list-style-type: none"> Tardy/Safety sweeps-daily announcements, social media, parent 	<ul style="list-style-type: none"> Mid-September 2023-June 2024 	<ul style="list-style-type: none"> OHS Administrators OHS Teachers and staff Campus Security 	<ul style="list-style-type: none"> OSPI Attendance Awareness materials "10 and 10"-students may not leave class 	<ul style="list-style-type: none"> Weekly data pulls for attendance identifying full day and single period

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<ul style="list-style-type: none"> newsletter, Advisory Emphasis on designated passes required for bathroom and hallway usage. 		<ul style="list-style-type: none"> Attendance Secretary ISR Monitor 	<p>during the first and last 10 minutes of the period.</p> <ul style="list-style-type: none"> Designated passes for specific areas of the building-hallways, pod common spaces, Agora, etc. 	<p>absences for targeted interventions.</p>
<ul style="list-style-type: none"> Continued focus on engagement in the BECCA Truancy Process <ul style="list-style-type: none"> At-Risk Youth Petitions Child in Need of Services 	<ul style="list-style-type: none"> September 2023-June 2024 	<ul style="list-style-type: none"> OHS Administrators OHS Teachers and staff Partnership with Brittany Stepper-Court Services liaison Attendance Secretary 	<ul style="list-style-type: none"> OSPI Attendance Awareness materials Kitsap County Juvenile Court Services support 	<ul style="list-style-type: none"> Weekly data pulls for attendance identifying full day and single period absences for targeted interventions.
<ul style="list-style-type: none"> Celebrate students with 90% attendance or better through established PRIDE protocol 	<ul style="list-style-type: none"> November 2023-June 2024 	<ul style="list-style-type: none"> OHS Administrators OHS Teachers and staff 	<ul style="list-style-type: none"> PRIDE notes, stickers Social Media Positive Referrals Announcements Agora Market Bucks 	<ul style="list-style-type: none"> Weekly Data pulls Staff input

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IMPROVEMENT GOAL: SAFE AND SUPPORTIVE SCHOOL

GOAL 1 (All Students): By June 2024, OHS students will feel a greater sense of belonging to the school community as evidenced by growth on the Panorama Life Skills Survey in the area of Sense of Belonging. These questions measure how much students feel that they are valued members of the school community. In the spring of 2023, 33% of OHS students responded favorably. The goal is to increase favorable responses to 80% (CKSD average is 37%).

GOAL 2 (Identify Unique School Gap): By June 2024, OHS students who identify themselves in the category, “African American” will feel a greater sense of belonging to the school community as evidenced by growth on the Panorama Life Skills Survey. Students will respond to the question, “How connected do you feel to the adults at your school?” and move from 14% favorable responses from the spring of 2023 to 80% in the spring of 2024.

IMPROVEMENT STRATEGY	TIMELINE	WHO IS RESPONSIBLE	RESOURCES & PROFESSIONAL DEVELOPMENT NEEDED	MONITORING PROGRESS
<ul style="list-style-type: none"> What strategies are you using to achieve the goal Include family engagement strategies 	<ul style="list-style-type: none"> When will this activity begin and end 	<ul style="list-style-type: none"> Who will provide the leadership for this activity 	<ul style="list-style-type: none"> What are the resources that will be used to accomplish this activity How will staff acquire the necessary skills and attitudes to implement this activity 	<ul style="list-style-type: none"> What ongoing FORMATIVE or SUMMATIVE evidence will be gathered to show this activity is making a difference in student outcomes
<ul style="list-style-type: none"> Build Relational Capacity using AVID’s Advisory materials. Continue the work of CRCM Modules 1-3 focusing on class meetings, culturally responsive classroom 	<ul style="list-style-type: none"> Students will have directed Advisory lessons to help build Relational Capacity. Teachers will provide at least 2 opportunities per month for class meetings. 	<ul style="list-style-type: none"> OHS Administrators will prepare lessons, complete screencasts and provide materials to classroom teachers to deliver. OHS Administrators In-building CRCM trainers 	<ul style="list-style-type: none"> OHS will use existing AVID Advisory materials that are part of CKSD’s partnership with AVID. Continued professional development as part 	<ul style="list-style-type: none"> Fall Panorama Life Skills Survey data Spring Panorama Life Skills Survey Data Student Pulse Panel feedback Fall Panorama Life Skills Survey data Spring Panorama Life

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management, and anti-racist behaviors.	<ul style="list-style-type: none"> Advisory calendar includes 2 admin-directed meetings per month. 		of August Days and early-release days. <ul style="list-style-type: none"> Use existing district supports for Equity. 	Skills Survey Data <ul style="list-style-type: none"> Student Pulse Panel feedback
February Review				
May Review				