Olympia High

2018-19 Schoolwide Improvement Plan

Table of Contents

Olympia High

4301 S APOPKA VINELAND RD, Orlando, FL 32835

https://olympiahs.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 9-12	No	50%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	67%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	B	A	A*

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement.

To be the top producer of successful students in the nation

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Bradley, Lauren	Administrative Support
Zambri, Nick	Assistant Principal
Pachnik, Nora	Assistant Principal
Petrusic, Gordana	Administrative Support
Swenson, Guy	Principal
Green, Ava	Assistant Principal
Pagan-Pearl, Michael	Teacher, K-12
Wooten, Lorna	Administrative Support
Laracuente, Mariela	Instructional Coach
Perrotti, August	School Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

Principal:
Guy Swenson - Oversees and monitors all aspects of Olympia High School. Specially oversees and monitors evaluations for 15% of the staff, Curriculum Implementation, FAC, SAC, all Student Teams, ELA 10, Data Meetings Budget, Staff Meetings, the Assistant Principals and school level communication

Assistant Principals:
Dr. Ava Green - Oversees and monitors, evaluations for 17% of the staff, ELA 9, 11-12, ESOL World Language, evaluations for 17% of the staff, Principal's Designee, DREAM, Advanced Placement, Interns, Cafeteria Manager Liaison, Supervision Schedule, Summer School, Tutoring Program, Food Services Liaison, Class coverage coordinator, Student Team Ne-Z,

Thomas Hames - Oversees and monitors, evaluations for 17% of the staff, Website, PTSA, PLCs, Summer Teacher Training, Honor Board, Summer Testing, Senior Awards, AdvancED Accreditation, Order of the Torch, APEX, Dances, Threat Assessment Team, Level 4 Meetings

Jennifer Korkes - Oversees and monitors, evaluations for 17% of the staff, Attendance, Buses, Acceleration, FTE Newspaper/Yearbook, Data Corrections, Testing, Grade changes, Social media, Student Team Fe-N, ESOL

Nora Pachnik - Oversees and monitors the guidance team, math, evaluations for 17% of the staff, Student Progression, SMS, Progress Book, Exam Schedules, Report Cards, Student Schedules, Bell Schedules, Gifted Curriculum Guide, Progress Reports, Class Rank, Transcripts, Academic Integrity, 504's

Nick Zambri - Oversees and monitors, evaluations for 17% of the staff, PLCs, Geometry, Visual Arts, ESE, ESE Paraprofessionals, School Improvement Plan, Field Trips, Campus Cleanup, Emergency Plan, Safety Drills, Keys, Lockers, Environmental Inspections, Fire/Safety Inspections, Work Orders, Interviewing/Hiring, Property Custodian, Quarterly Honor Roll Rewards Programs, 4.0 and Failure Letters, Recycling, Tutoring Programs, Custodial Liaison, Sonitrol, Furniture, Facilities Projects Liaison, Student Team O-Z

Deans/Support Team:
Cody Jarrett - Oversees and monitors discipline A-Fa, P.A.S.S., School tours, Class coverage support

Crystal McMiller - Oversees and monitors discipline O-Z, Facilities support

Travis Gabriel - Lead dean. Oversees and monitors discipline Fe-N, parking

Lauren Bradley - Oversees and monitors attendance data, Child Study Teams, Social Worker liaison, assists with discipline and testing as needed, coordinates and monitors school rentals

Amy Fischer - Coordinates and monitors our school-wide testing and resources, MTSS and assists with discipline as needed.

Diana Lin Melendez - Provided by Westside Tech. Oversees and monitors Career and Technical Ed and Accelerated Success for School Grade

Athletic Director:
Kevin McEveen - Coordinates and monitors athletic services, teams and resources

CCT:
Mariela Laracuente - Coordinates and monitors, ESOL services, student placement, data and resources

ESE Placement Specialists:
Lorna Wooten - Coordinates and monitors ESE staffing, student placement, data and resources

Vivian Triche - Coordinates and monitors ESE staffing, student placement, data and resources

LRS:
Stephanie Johnson-Possell - Coordinates and monitors SAC, Title II, Professional Development, New Teacher Orientation and Partners in Education

Guidance Lead:
August Perrotti - Monitors and assists in guidance operations

Instructional Coach:

Staci Eaddy - Assists teachers in professional growth and development

Reading Coach:
Wanda Whitehead - Supports reading programs and data and assists teachers in professional growth and development

Gifted Resource Teacher:
Renee Hope-Gill - Coordinates gifted services and MTSS

Department Leaders:
Louise Williams - Coordinates the Language Arts department and department meetings
Sabrina Perrotti - Coordinates the Math department and department meetings
Jeremy Bourst - Coordinates the Social Studies department and department meetings
Nancy Bridge - Coordinates the Science department and department meetings
Ed Budd - Coordinates the Performing Arts department and department meetings
Josh Freeman - Coordinates the Fine Arts department and department meetings
Sylvia D'Torres - Coordinates the Business department and department meetings
Allan Pagan-Pearl - Coordinates the World Languages department and department meetings
Kim Childress - Coordinates the PE department and department meetings
Lorna Wooten - Coordinates the ESE department and department meetings
Wanda Whitehead - Coordinates the Reading department and department meetings

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	75	105	122	78	380
One or more suspensions	0	0	0	0	0	0	0	0	0	119	96	86	86	387
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	389	380	308	225	1302
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	259	181	18	4	462

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	275	233	132	86	726

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	9	7	6	2	24

Date this data was collected

Wednesday 7/18/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	80	86	78	187	431
One or more suspensions	0	0	0	0	0	0	0	0	0	124	133	107	47	411
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	107	117	131	36	391
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	131	100	1	0	232
Level 1 on FSA	0	0	0	0	0	0	0	0	0	0	100	100	1	201

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	110	215	102	42	469

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	80	86	78	187	431
One or more suspensions	0	0	0	0	0	0	0	0	0	124	133	107	47	411
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	107	117	131	36	391
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	131	100	1	0	232
Level 1 on FSA	0	0	0	0	0	0	0	0	0	0	100	100	1	201

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	110	215	102	42	469

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Algebra I EOC data is the largest area of concern regarding the 2017 - 2018 school year. It is a trend. Although this component showed an increase from last year, it was still the lowest performing component and needs to be addressed and improved. Most critically, our students in the lowest quartile continue to not make the math gains that are necessary to bridge the achievement gap.

Which data component showed the greatest decline from prior year?

ELA (English Language Arts) EOC data showed the greatest decline in the 2017 - 2018 school year. ELA EOC scores had a 1% decline in the 2017 - 2018 school year. Specifically the 10th grade ELA EOC had a 2% drop.

Which data component had the biggest gap when compared to the state average?

Algebra I EOC data for the school was is 35% Level 3+ in the 2017 - 2018 school year. The State's Algebra I EOC data is 42% Level 3+ in the 2017 - 2018 school year. The US History EOC also had a 2% drop in Level 3+ scores, however it was still 13% over the District average and 10% over the State average.

Which data component showed the most improvement? Is this a trend?

Geometry EOC data had the most substantial increase in the 2017 - 2018 school year. There was a 15% increase in students scoring Level 3+ (47% to 62%). At this point, is too soon to verify this increase will be a trend.

Describe the actions or changes that led to the improvement in this area.

The Geometry teachers as a team were the most dedicated to tutoring and worked well as a PLC. They had the highest numbers of students of all the courses represented in Saturday Acceleration Tutoring.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	60%	54%	56%	64%	51%	52%
ELA Learning Gains	55%	51%	53%	50%	47%	46%
ELA Lowest 25th Percentile	46%	40%	44%	45%	36%	38%
Math Achievement	54%	49%	51%	51%	40%	43%
Math Learning Gains	48%	44%	48%	58%	51%	39%
Math Lowest 25th Percentile	41%	39%	45%	55%	55%	38%
Science Achievement	71%	66%	67%	74%	66%	65%
Social Studies Achievement	81%	69%	71%	73%	67%	69%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	75 (80)	105 (86)	122 (78)	78 (187)	380 (431)
One or more suspensions	119 (124)	96 (133)	86 (107)	86 (47)	387 (411)
Course failure in ELA or Math	389 (107)	380 (117)	308 (131)	225 (36)	1302 (391)

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Level 1 on statewide assessment	259 (131)	181 (100)	18 (1)	4 (0)	462 (232)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	56%	50%	6%	53%	3%
	2017	55%	49%	6%	52%	3%
Same Grade Comparison		1%				
Cohort Comparison						
10	2018	57%	49%	8%	53%	4%
	2017	59%	47%	12%	50%	9%
Same Grade Comparison		-2%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	69%	62%	7%	65%	4%
2017	65%	60%	5%	63%	2%
Compare		4%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	77%	65%	12%	68%	9%
2017	80%	64%	16%	67%	13%
Compare		-3%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	35%	61%	-26%	62%	-27%
2017	32%	53%	-21%	60%	-28%
Compare		3%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	62%	65%	-3%	56%	6%
2017	46%	43%	3%	53%	-7%
Compare		16%			

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	40	38	35	37	46	38	59		87	21
ELL	33	55	54	49	57	56	57	60		93	32
ASN	83	68	75	69	53		89	90		97	74
BLK	45	47	35	34	34	30	54	66		95	37
HSP	51	57	57	53	53	48	67	80		95	45
MUL	52	60		73	50		53	100		100	65
WHT	73	58	43	70	55	52	82	90		97	72
FRL	49	52	44	46	45	41	62	72		95	43
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	18	25	33	21	35	42	23	62		87	21
ELL	23	47	46	25	37	36	46	74		87	37
AMI	64	45		50	45						
ASN	76	63	64	57	49	29	81	85		96	66
BLK	43	46	37	25	31	31	52	67		91	38
HSP	53	51	46	34	38	35	66	86		92	52
MUL	77	50		35	28		71	92		81	71
WHT	74	61	56	52	41	39	80	95		96	69
FRL	48	48	42	31	34	33	59	76		90	47

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Increase Algebra I EOC Scores
Rationale	Olympia continues to have an intense focus on student achievement. We are committed to increasing our student's proficiency on the Algebra 1 EOC. Data indicates that this is the largest area of growth needed.
Intended Outcome	Student proficiency on the Algebra 1 EOC will increase with a goal of overall achievement at 42%.
Point Person	Nora Pachnik (nora.pachnik@ocps.net)

Action Step

Description	The following action steps will be implemented to increase the Algebra I EOC scores at Olympia High School. 1. The school will embrace District Professional Learning Communities (DPLCS) and implement Close Reading strategies and text-dependent questioning in all classrooms. 2. Curriculum Resource materials (CRMs) will be used with increased fidelity. 3. IObservation data will be shared with teachers to help to drive instruction, increase monitoring and targeting the CRMs and discuss best practices and pedagogy. 4. Tutoring will be provided. 5. Performance Measurement Assessment (PMA) data will be used to drive instruction and implement remediation. PLC meetings will be driven by this data. 6. PLCs will effectively plan through the use of PMA and common assessment data and use data to drive student achievement. 7. Prescriptive scheduling for students in the lowest 25%, at risk, ESE, 504 etc. including facilitated classrooms. 8. MTSS interventions
Person Responsible	Nora Pachnik (nora.pachnik@ocps.net)

Plan to Monitor Effectiveness

Description	The following items will be used to monitor the effectiveness of the action steps. 1. PMA data will be monitored and action steps will be modified as necessary. 2. IObservation data will be monitored. 3. Student progress report and report card grades grade data will be examined 4. Last year's EOC data will be compared with performance data throughout the school year. 5. PLC notes will be reviewed for evidence of effectiveness and fidelity of collaborative planning. 6. MTSS data regarding interventions will be measured for effectiveness. 7. Student Teams will monitor if the needs are being met for individual students.
Person Responsible	Guy Swenson (guy.swenson@ocps.net)

Activity #2	
Title	Increase Biology EOC Scores
Rationale	Last year the Biology EOC scores increased by 4%. This is the start to what Olympia would like to see as an upward trend. If we can continue to increase proficiency on the Biology EOC, our students will continue to demonstrate their movement towards being college and career ready.
Intended Outcome	Olympia High School will see an increase in student proficiency on the Biology EOC. Our focus is to obtain an overall pass rate of 72%.
Point Person	Nigel Hames (thomas.hames@ocps.net)

Action Step	
Description	The following action steps will be implemented to increase the Biology EOC scores on campus. 1. Olympia will embrace DPLCS and implement close reading and text-dependent questioning strategies across all content areas. 2. CRMs will be used with increased fidelity in the classrooms. 3. IObservation data will be shared with teachers to help to drive instruction, increase monitoring and targeting the CRMs and discuss best practices and pedagogy. 4. Tutoring will be provided. 5. PMA data will be used to drive instruction and implement remediation. 6. PLCs will effectively plan through the use of PMA and common assessment data 7. Prescriptive scheduling for students in the lowest 25%, at risk, ESE, 504 etc. including facilitated classrooms. 8. MTSS interventions
Person Responsible	Guy Swenson (guy.swenson@ocps.net)

Plan to Monitor Effectiveness	
Description	The following items will be used to monitor the effectiveness of the action steps. 1. PMA data will be monitored and action steps will be modified as necessary 2. IObservation data will be monitored 3. Student progress report and report card grades grade data will be examined 4. Last year's EOC data will be compared with performance data throughout the school year 5. PLC notes will be evidence of effectiveness and fidelity 6. MTSS data regarding interventions will be measured for effectiveness. 7. Student Teams will monitor if the needs are being met for individual students.
Person Responsible	Guy Swenson (guy.swenson@ocps.net)

Activity #3	
Title	Increase English Language Arts (ELA) FSA Achievement Level
Rationale	Olympia High School is focused on increasing the number of students who scored a Level 3 or higher on the ELA FSA. The FSA ELA Is a great indicator for us to determine support and interventions necessary to move toward all students leaving high school as college and career ready graduates.
Intended Outcome	Olympia High School will see an increase of student proficiency on the 10th grade FSA ELA with a goal of increasing to 60% overall achievement.
Point Person	Ava Green (ava.green@ocps.net)

Action Step	
Description	The following action steps will be implemented to increase the English Language Arts (ELA) scores at Olympia High School. The following action steps will be implemented to increase the Biology EOC scores on campus. 1. Olympia will embrace DPLCS and implement close reading and text-dependent questioning strategies across all content areas. 2. CRMs will be used with increased fidelity in the classrooms. 3. IObservation data will be shared with teachers to help to drive standards-based instruction and increase monitoring and discuss best practices and pedagogy. 4. Tutoring will be provided. 5. PMA data will be used to drive instruction and implement remediation. 6. PLCs will effectively plan through the use of PMA and common assessment data 7. Prescriptive scheduling for students in the lowest 25%, at risk, ESE, 504 etc. including facilitated classrooms. 8. MTSS interventions
Person Responsible	Guy Swenson (guy.swenson@ocps.net)

Plan to Monitor Effectiveness	
Description	The following items will be used to monitor the effectiveness of the action steps. 1. PMA data will be monitored and action steps will be modified as necessary 2. IObservation data will be monitored 3. Student progress report and report card grades grade data will be examined 4. Last year's FSA data will be compared with performance data throughout the school year 5. PLC notes will be evidence of effectiveness and fidelity 6. MTSS data regarding interventions will be measured for effectiveness. 7. Student Teams will monitor if the needs are being met for individual students.
Person Responsible	Ava Green (ava.green@ocps.net)

Activity #4	
Title	Out of School Suspensions will Decrease
Rationale	Olympia High School has experienced a trend with the number of students suspended due to behaviors that do not uphold the Student Code of Conduct. Olympia's understands the need to have students present for instruction, and due to student behavior, some students miss direct instruction because of assigned consequences. We have a need to decrease poor behavior to ensure all students are present to learn.
Intended Outcome	Olympia High School will utilize Restorative Justice to decrease out of school suspensions.
Point Person	Travis Gabriel (travis.gabriel@ocps.net)

Action Step	
Description	Olympia will implement the following action steps to decrease the number of out of school suspensions. 1. Restorative justice will be implemented with increased fidelity. Additional staff members will be trained. 2. The school will meet with the Minority Achievement office (MAO) monthly to set and discuss baseline and progressive data. 3. The School Leadership Team will utilize the Culturally Responsive School Plan to support interventions to keep students in school. 4. New teachers will be given guidance and training on classroom management. 5. Behavior intervention Plans (BIPs) will be shared with teachers and staff and implemented with fidelity.
Person Responsible	Travis Gabriel (travis.gabriel@ocps.net)

Plan to Monitor Effectiveness	
Description	The following items will be used to monitor the effectiveness of the action steps. 1. Discipline and Suspension Data will be monitored and analyzed. 2. PASS Data In School Suspension data will be monitored and analyzed to plan for next steps to address student behavior. 3. Restorative Justice Data will be monitored and analyzed. 4. The school will meet with the Minority Achievement office (MAO) monthly to monitor and discuss baseline and progressive data. 5. IEP meeting outcomes will be documented. 6. The effectiveness of Behavior Intervention Plans (BIPs) measured.
Person Responsible	Guy Swenson (guy.swenson@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Olympia High School strives to build ongoing positive relationships with students and their families with the focus on each student's success. Below is a list of how that connection is made.

1. Olympia High School will maintain 15,000 volunteer hours.
2. Olympia High School will increase parent attendance at beginning of the year events such as: 9th Grade Orientation, Meet the teacher, Open House, APEX Orientation, DREAM Orientation and Sports Night.
3. Olympia High School will have at least 6 campus clean-ups a year that include students, families and the community.
4. Olympia High School will increase the amount of 9th-grade students and families who logon to Progressbook.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

The staff of Olympia High school employs a comprehensive guidance program that involves one or more of the following: SAFE, peer counseling, Alateen, parenting classes, anger management classes, guidance counseling, mentor program, team interventions by Alpha, subject specific tutoring, and National Honors Society tutoring program. Furthermore, the administrative team is building a new culture to encourage students to act as leaders on campus, with the continuation of the Order of the Torch. These programs are an integral piece of the school culture and are designed to meet the needs of our students.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

-Olympia High School has a college and career center for post-secondary readiness
-Olympia High School visits feeder pattern middle schools to talk to 8th-grade students about course selection and high school expectations
-Olympia High School provides New Student Orientation for 8th-graders of feeder schools in the spring and at the end of summer for all new students

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Olympia High School's data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness are as follows:
1. Core Instruction -Core instruction uses the common core standards as well as district and state data in each subject area. Teachers meet in Professional Learning Communities (PLC) groups to make sure instruction is given consistently and tests have fidelity. There are cross curricular meetings in multiple areas.
2. Resource Allocation (Funding and Staffing) -The principal of the school is responsible for the allocation of funding and all staff members are in the appropriate area for staffing. Resources are allocated by the principal as needed.
3. Teacher Support Systems -The Learning Resource Specialist (LRS) and other academic coaches

along with the administrative team are responsible for our teacher support systems. There is ongoing staff development for seasoned staff members and staff developments for new teachers to support them. Each new teacher is paired with a mentor that oversees the new teacher's transition to the classroom. The new evaluation system also gives our new teachers extra support.

4. Small Group and Individual Student Needs -Small group and individual needs are met through the use of IEP's, parent-teacher conferences, and 504 plans. Data is used for proper class placement and course selection as well. Additionally guidance counselors meet with specific students to make sure that students are provided the right coursework to meet their academic success.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

All students meet with their guidance counselor in the spring of the school year to discuss their course selection for next year. The team reviews recent test scores, grades, and future testing. They also review future plans after graduation. During the fall of student's senior year, guidance counselors provide a "Senior Interview" to reinforce the student's graduation status. During this meeting, the counselor discusses college and career decisions and what processes need to be accomplished so the student can graduate with an expectation of post-secondary education.

This year we have expanded the strategies by adding a graduation coach to help students focus obtain scholarships and graduate smoothly.