

Orange County Public Schools

Olympia High



2022-23 Schoolwide Improvement Plan

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Olympia High

4301 S APOPKA VINELAND RD, Orlando, FL 32835

<https://olympiahs.ocps.net/>

Demographics

Principal: Christy Gorberg

Start Date for this Principal: 7/25/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	53%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: A (63%) 2017-18: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>High School 9-12</p>	<p>2021-22 Title I School</p> <p>No</p>	<p>2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>53%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>74%</p>

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B	A	A	A

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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.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Gorberg, Christy	Principal	Oversees general operations, oversee all operations, Aspiring Leaders, PLC Leadership, professional development, PTSA, SAC, assistant principals, athletics, clerical, credit recovery, social studies, and SGA.
Aprea, Jennifer	Assistant Principal	Supervise Social Studies, CTE, accountability corrections, FTE, Summer School, testing, transportation, SELL plan
Dakers, Robin	Other	Supervise: Science, JROTC & PE, Visual & Performing Arts, PTSA/SAC, MAO, AEDS & Fire Extinguishers, property manager, Facilities, FSSAT, Food Services liaison, Healthy School Team, Tutoring Programs, and SIP.
Green, Ava	Assistant Principal	Supervise: Science, JROTC & PE, Visual & Performing Arts, PTSA/SAC, MAO, AEDS & Fire Extinguishers, property manager, Facilities, FSSAT, Food Services liaison, Healthy School Team, Tutoring Programs, and SIP
Hames, Nigel	Assistant Principal	Supervise: ELA, Reading, ESOL, ESE, Data Meetings, PTSA, SAC, SIP, tutoring programs, back-up API discipline back-up..
	Assistant Principal	Supervise: Math, Guidance, API, attendance, COVID Coordinator, Newspaper/ Yearbook, Student Services, media center, world language.
Perrotti, August	School Counselor	Lead guidance counselor
Gabriel, Travis	Dean	Head dean, mentoring, drills
Wambles, Russel	Other	Oversees athletics, master calendar, supervision calendar

Demographic Information

Principal start date

Monday 7/25/2022, Christy Gorberg

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

7

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

21

Total number of teacher positions allocated to the school

152

Total number of students enrolled at the school

2,765

Identify the number of instructional staff who left the school during the 2021-22 school year.

28

Identify the number of instructional staff who joined the school during the 2022-23 school year.

28

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	5	703	702	745	713	2868
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	3	203	232	350	312	1100
One or more suspensions	0	0	0	0	0	0	0	0	0	2	86	70	57	49	264
Course failure in ELA	0	0	0	0	0	0	0	0	0	2	5	33	41	50	131
Course failure in Math	0	0	0	0	0	0	0	0	0	3	1	13	34	57	108
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	3	194	191	193	0	581
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	3	214	254	233	92	796
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	3	214	254	233	92	796

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	4	215	243	251	132	845

Using current year data, complete the table below with the number of students identified as being "retained.":

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	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	1	3	6	8	4	22

Date this data was collected or last updated

Monday 7/25/2022

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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	677	698	721	669	2765
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	175	204	210	203	792
One or more suspensions	0	0	0	0	0	0	0	0	0	0	42	43	41	15	141
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	73	157	273	206	709
Course failure in Math	0	0	0	0	0	0	0	0	0	0	162	153	248	214	777
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	136	148	131	116	531
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	149	151	136	41	477
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	280	320	273	197	1070

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	200	241	312	226	979

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	3	0	0	1	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	5	9	9	2	25

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		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	677	698	721	669	2765
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	175	204	210	203	792
One or more suspensions	0	0	0	0	0	0	0	0	0	0	42	43	41	15	141
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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	3	0	0	1	4
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	5	9	9	2	25

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	52%	49%	51%				59%	55%	56%
ELA Learning Gains	51%						56%	53%	51%
ELA Lowest 25th Percentile	37%						47%	40%	42%
Math Achievement	26%	36%	38%				45%	43%	51%
Math Learning Gains	40%						56%	49%	48%
Math Lowest 25th Percentile	50%						54%	46%	45%
Science Achievement	61%	31%	40%				73%	70%	68%
Social Studies Achievement	76%	43%	48%				80%	73%	73%

Grade Level Data Review - State Assessments

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

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
2022					
2019	70%	67%	3%	67%	3%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	77%	69%	8%	70%	7%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	45%	63%	-18%	61%	-16%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	47%	53%	-6%	57%	-10%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	21	35	26	15	29	45	35	38		94	42
ELL	27	45	42	18	40	43	39	61		99	57
ASN	85	76	80	60	58		85	85		100	84
BLK	37	41	28	17	39	53	47	63		97	46
HSP	43	49	40	22	37	47	55	73		98	66
MUL	54	44		26	24		75	82		100	64
WHT	67	56	42	42	42	50	76	89		99	79
FRL	42	46	35	20	39	52	55	68		97	57
2021 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 2019-20	C & C Accel 2019-20
SWD	16	23	25	13	12	13	36	51		89	21
ELL	26	55	55	16	25	21	45	48		97	57
ASN	75	67	36	53	33		75	84		97	75
BLK	41	46	39	13	16	20	48	57		93	51
HSP	45	50	48	23	22	18	57	64		97	61
MUL	48	63		23	11		64	67		94	69
WHT	71	63	58	35	26	32	77	86		96	76
FRL	38	46	43	16	19	16	47	60		94	56
2019 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 2017-18	C & C Accel 2017-18
SWD	22	29	29	18	47	60	42	45		91	48
ELL	36	60	58	41	56	50	63	69		97	51
ASN	77	60	38	70	74		85	95		99	83
BLK	39	45	44	29	49	53	51	67		98	39
HSP	50	58	53	44	52	47	72	78		98	58
MUL	60	59		50			92	80		100	73
WHT	77	62	40	62	65	67	88	90		98	78
FRL	46	51	47	39	56	57	63	73		97	53

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	619
Total Components for the Federal Index	11
Percent Tested	96%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	79
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	59
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	63
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

According to 2022 state assessment data, and 2021 ESSA, College and Career Acceleration assessments, our students with disabilities, ELL, Black, and Hispanic subgroups show significant gaps in achievement compared to the whole school and White students.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Overall Math Achievement was at 26%; a decrease of 3%. ELA Achievement was at 52%, a decrease of 2 percent. Our Acceleration points from 2021-22 are projected at 55%, a decrease of 11 percent. By grade level, Level 1 Math scores represents 30-36% of each grade level, and Level 1 ELA scores represents 26-28% of each grade level.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Teacher planning and aligning lessons to standards needs to improve for the new school year. As a school, we will re-emphasize and adopt standardized PLC and Common Planning structures and

increase support of PLC's with content coaches and administrators. There needs to be a more systematic plan for teacher support in the areas of pedagogy, planning, and relationship building. We will identify and monitor students who fall within the ESSA subgroups we have identified as needing to improve. As a school we will create systems for teacher support and implement more SEL training for students, faculty, and staff.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Based on 2022 state assessments, our US History Achievement was 76%, an increase of 16%. Our Math Achievement was 26%, an increase of 3 percent. Our College and Career Acceleration was 66%, an increase of 1 percent.

What were the contributing factors to this improvement? What new actions did your school take in this area?

In the areas that improved, there was an increased focus on standards-based instruction. There was a renewed focus on an appropriate math progression. Another contributing factor was a focus on effective PLC structures and lesson plan implementation, with cycles of feedback from administrators and peers.

What strategies will need to be implemented in order to accelerate learning?

There needs to be a focus on ensuring students are scheduled in appropriate, but rigorous coursework. We need to expand our course offerings and access to allow students many ways to accelerate their learning. Within the classroom, teachers need to plan so that they are teaching the full extent of the standards while engaging the students in a way that makes them want to learn more. Students need to feel a sense of belonging at our school so they are in an environment where they feel comfortable with taking chances and pushing themselves.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will be provided PD and growth opportunities in Social Emotional Learning, PLC structures, Data Driven instruction, Mastery Learning/Grading, and implement school-wide selected Deliberate Practice strategies. This will promote consistent cross-content instructional effectiveness and student mastery.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We have added Tier 1 interventionists for ELA/Reading and Math to provide additional content support. We will continue to utilize full time coaches for ELA/Reading, Math, and Science. We have aligned the master schedule so that all tested areas have common planning. There will be on-going, consistently monitoring of all systems, from the PLC level to the Administrative Team level. Feedback will be timely and actionable.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Positive Culture and Environment specifically relating to Student sense of belonging

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.

Based on 2021-2022 Panorama data only 30% of students (down 5% from previous year) responded positively to the topic "Sense of Belonging" and 29% (up 1% from previous year) responded positively to the questions in the topic of "Professional Learning About SEL (Social Emotional Learning)". This demonstrates the continued need to provide additional training regarding SEL. As a school, we need to cultivate a sense of belonging to improve our culture of high expectations for all.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By the end of the 2022-2023 school year, 100% of students will respond positively to the Panorama questions related to "Sense of Belonging".
 By the end of the 2022-2023 school year, 70% of staff will respond positively to the Panorama questions in the topic of "Professional Learning About SEL"

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

This area focus will be monitored through the use of the Spring 2023 Panorama Survey, outcomes from student lessons from both district and school designed lessons on SEL, student and staff surveys, Tier-1 Interventionist notes, mentoring logs, lesson observation notes, PD sign in, and common planning notes.

Person responsible for monitoring outcome: Jennifer Aperia (jennifer.aperia@ocps.net)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

The school will provide students, staff, and stakeholders on-going learning and follow-up about Social Emotional Learning.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

By providing students, stakeholders, and staff learning centered around SEL, we will create a positive school culture where students feel they belong, where teachers can more effectively provide student-center, high quality instruction ad where community feels they are partners in the education process.

Action Steps to Implement
 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Develop and implement year three of our SEL plan
2. Develop and implement Panorama Action plan
3. Provide professional development to faculty on SEL strategies and their effect on student outcomes and sense of belonging.
4. Create mentoring plan, assign mentors, and monitor plan.
5. Provide professional development on Culturally Responsive Teaching and one of the Minority Achievement Office (MAO) initiatives based on school needs.

Person Responsible Jennifer Aprea (jennifer.aprea@ocps.net)

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups

Area of Focus Description and Rationale:
 Include a rationale that explains how it was identified as a critical need from the data reviewed.

Improve student achievement on high-stakes assessments through implementation of differentiated support for students within core content classrooms. School leadership will guide the differentiation process by providing teachers with data and resources, planning support through PLC's, and appropriate professional development to ensure students from all subgroups are identified and supported. Improving differentiated instruction will increase overall student improvement. This need was identified by reviewing overall data as well as looking at our lowest overall performing ESSA subgroups from 2020-21 data (Students with Disabilities 38%, Black/African American 49%, ELL 48%, and Economically Disadvantaged 51%). Our overarching goal is to improve student readiness for the public postsecondary level based on an annual analysis of the postsecondary feedback report data.

Measurable Outcome:
 State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We plan to achieve an increase in pass rates on state EOC's and FSA by 3% in the ESSA subgroups of Students with Disabilities, Black/African American, and Economically Disadvantaged, as well as our lowest 25% in math and reading.

Monitoring:
 Describe how this Area of Focus will be monitored for the desired outcome.

Ongoing monitoring will occur to ensure all professional learning communities are planning for differentiation and high quality instruction collaboratively and students are afforded differentiation, intervention and remediation opportunities needed to ensure an overall improvement in achievement as well as a closing of subgroup achievement gaps. This will happen via classroom walkthroughs, test data, PLC meeting notes, lesson plan review, student work samples, and district assessment data

Person responsible for monitoring outcome:

Christy Gorberg (christy.gorberg@ocps.net)

Evidence-based Strategy:
 Describe the evidence-based strategy being implemented for this Area of Focus.

Differentiation through providing Tier 1, 2 and 3 interventions based student assessment data.

Rationale for Evidence-based Strategy:
 Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Through the use of differentiated instruction and support we can help meet students where they are and close achievement gaps.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. The school will continue to develop common PLC and planning structures utilizing the district resources to ensure instruction is standards-based and rigorous.
2. Tiered teacher support will take place to improve instruction and planning.
3. Interventionist-push-in, and Tutoring-pull out plans will be implemented to support students in sub groups.
4. School will utilize instructional coaches to support teachers and planning in ELA, Math, and Science.

Person Responsible

Christy Gorberg (christy.gorberg@ocps.net)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school include teachers, students and families of students, volunteers and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services and business partners.

Describe how the school addresses building a positive school culture and environment.

At Olympia High School, we work hard to build a positive school culture and environment that is built on the success of our students. Through outreach using traditional meetings and gatherings as well as through Social Media, we strive to build lasting relationships with students, faculty, staff, families and the community. PLC meetings, student meetings, and family meetings all assist us in building on our foundation of excellence in Academics, Arts, and Athletics to support all of our stakeholders. We provide myriad opportunities for our all stakeholders to communicate with each other and with school leaders. Communication is key to building community and success.

Identify the stakeholders and their role in promoting a positive school culture and environment.

Stakeholders and Roles

- Admin: Christy Gorberg, Nigel Hames, Jennifer Aprea, Jodi Belvins, Ava Green, and Robin Dakers: Oversees school stakeholders to support the development of structures and supports which create a positive culture and environment:
- Deans: Travis Gabriel, Mark Kelly, Semi Tello, and Karen Nelthropp: Supports and maintains school discipline, procedures, adherence to rules and ensures a safe and supportive school environment for all students, staff and the community.
- SAFE and Mental Health Counseling: Kia Myrick: Provides students emotional and mental health support to ensure students can feel safe in school and ensures Mental Health lessons are given.
- Student Services and College and Career: August Perrotti, Diana Hernandez, Mackenzie Catron, Sasha Lopez, Jasmine Hollis, Tanya Washington, Angel Cepeda, and Stephanie Johnson-Possell: The Student Services Department works to support students in earning their high school diploma and creating post-secondary plans and provides students with emotional support.
- Instructional Coaches: Stacy Eaddy, Tamara Bradford, and Kim Krawcyk: Works with staff to ensure they are supported and feel they can be successful teaching our students. Ensures Character Lab is implemented.
- SEL Team: Responsible for the creation of SELL student and staff events calendar.

Responsible for ensuring that positive relationships are cultivated between students and staff.

- Christy Gorberg Principal
- Miller, Dean
- Staci Eaddy, Instructional Coach
- Ashley Phillips, Teacher
- Sabrina Perrotti, Teacher
- Sam Davis, Teacher
- Michael Pearl, Teacher