

2021-2022 State of the School Report

Olympic High School



Principal Name

Casey Jones

I. SCHOOL REPORT CARD SNAPSHOT

2020-2021 Snapshot

EOC		All	Black	Hispanic	White	English Learners	Students with Disabilities
Biology	GLP	39.9	33.3	34.2	68.8	6.8	9.6
	CCR	34.8	28.9	29.0	61.0	5.1	7.7
English II	GLP	54.2	49.7	48.9	79.3	14.3	14.3
	CCR	28.4	25.7	22.6	45.1	7.1	<5
Math I	GLP	16.7	14.6	14.5	30.8	7.4	5.9
	CCR	<5	<5	<5	7.7	<5	<5
Math III	GLP	39.4	30.7	35.8	57.4	25.0	21.1

	CCR	18.6	12.2	14.0	36.2	8.9	<5
School	GLP	38.6	32.6	33.8	63.0	13.3	11.7
	CCR	22.1	17.8	17.2	41.4	6.2	<5

ACT	All	Black	Hispanic	White	English Learners	Students with Disabilities
	47.1	39.7	38.5	68.9	8.0	

4-Year Cohort Graduation Rate	All	Black	Hispanic	White	English Learners	Students with Disabilities
	85.0	83.9	83.8	92.1	63.3	65.5

EOC School Composite 2020-21	38.6
School Letter Grade*	B

*Based on 2018-19 achievement data

II. OPPORTUNITIES: SCHOOL IMPROVEMENT GOALS

Achieve a Graduation rate of 88% or better. In 2020-21 The Graduation rate fell to 83%. The goal for 2021-22 is to return to the previous graduation rate of 88% and for off-track students to progress towards getting back on track to graduate with their cohort year.

For 2021-22 OHS will ensure the presence of positive and nurturing relationships with a focus on social and emotional instruction to support student achievement. 100% of our advisory classes will implement a curriculum focused on social and emotional skills, social and racial justice, college and career planning, and sexual harassment

Olympic High School Students will have a 20% increase in industry certification by the end of 2020-2021. Students can earn industry certifications in: Accounting 1 Career Management Human Body Systems Intro to Engineering Design (IED) Core and Sustainable Construction Carpentry 1.

100% of Olympic students will be provided at least one Work-Based Learning activity for the 2021-2022 school year:

III. CHIEF CHALLENGES

- The number of students in need of social emotional supports and the availability of resources to support our population: The pandemic impacted how our students returned. We are lacking resources to support the mental state in which our students have returned to in-person learning.
- Vacancies and the impact it has on the ability to provide quality instruction to students and the ability to prevent staff burnout: The lack of viable candidates for vacancies is preventing the school from effectively transitioning back to business as usual.
- The ability to consistently provide instructional support of teachers due to chronic absenteeism and CSA shortages: With over 2600 students there are large operation challenges in supporting campus safety needs and to support instructional expectations.

IV. PLANS FOR THE YEAR: SIP ACTIONS

Each PLC will meet twice per week during the 2021-22 school year. Facilitators and school administrators monitor the PLC planning process by attending and participating in twice-weekly PLC meetings where instruction is planned, student progress is monitored through assessment, and action plans are developed and implemented weekly for the Acceleration Block built into this year's master schedule. The PLC work will ensure essential learning standards are covered and planned activities are aligned to the rigor of the standards. In addition, creating a culture of data driven instructional practices around lesson delivery and assessment will support our high leverage SIP actions/strategies.