

Comprehensive Progress Report

Mission:

Olympic High School will foster a safe, nurturing environment that celebrates diversity and promotes unity. We will provide an innovative and rigorous educational experience that offers a wide range of academic, athletic, artistic, and social opportunities. We will create an atmosphere that cultivates and inspires lifelong learners and prepares our students for both college and careers. We will consistently engage with our stakeholders to ensure that we are living out our core values every day.

Vision:

To inspire all our students to become the best possible versions of themselves in a safe place that fosters creativity, embraces individuality, and builds community.

Goals:

Goal 3: The percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 7.1% in SY2023-24 to 16% in SY2024-25.

Goal 4: The percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from ___% in SY2023-24 to ___% in SY2024-25.

Guardrail 1: The percent of students scoring Grade Level Proficient (GLP), Hispanic students on English II End of Course assessment will increase from 44% in SY 2023-24 to 46% in SY 2024-25 (Aligns to A4.01, B3.03, D1.02 and CMS Guardrail 1)

Guardrail 2: The percent of OSS/ISS incidents will decrease from ___% in SY 2023-24 to ___% in SY 2024-25 (Aligns to A1.07, A4.06 and CMS Guardrail 2)

Guardrail 3 Example Goal Starter: 100% of classroom teachers will implement Capturing Kids Hearts with fidelity. (Aligns to A1.07, A4.06 and CMS Guardrail 3)

Guardrail 4: The school will retain 90% of licensed classroom teachers throughout the 2024-25. (Aligns to C3.04 and CMS Guardrail 4)

Duty-free planning: Provide a duty-free instructional planning time for every teacher under G.S.115C-105.27 and -301.1, with the goal of proving an average of at least five hours of planning time per week, with the maximum extent that the safety and proper supervision of students may allow during regular student contact hours. (Aligns to A2.04)

Duty Free Lunch: To provide a duty-free lunch period for every teacher on a daily basis. (Aligns to A4.06)

Bullying Prevention: Provide a positive school climate, under CMS regulation JICK-R, by promoting a safe learning environment free of bullying and harassing behaviors. (Aligns to A4.06)



! = Past Due Objectives

KEY = Key Indicator

Core Function:

Domain 1: Turnaround Leadership

Effective Practice:		Practice 1B: Monitor short-and long-term goals			
KEY	B3.03	The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers.(5149)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		<p>The SIP Goal that aligns to this indicator is: The percent of high school students who score at the College and Career (CCR) level -- a 4 or 5 -- on the Math 1 EOC (grades 9-12) will increase from 4.9% in SY2021-22 to 15% in SY2022-23 and 25% in SY2023-24.</p> <p>At OHS the percent of students scoring College and Career Ready (CCR) on Math 1 assessments will increase from 12.3% in SY2024-25 to 20% in SY2025-26.</p> <p>Successes for the 2024-2025 school year include partnering with various school district math instruction leads to support instructional leaders and classroom teachers in providing interventions to students who needed additional support with math skills. Vocabulary strategies and amplifications were incorporated during core instruction, and ongoing PD was provided for implementation of high leverage instructional strategies. Walkthroughs and scholar spotlights were used as part of fidelity checks. Weekly communication was distributed in our newsletter regarding the extension of vocabulary use within the classroom setting and providing students with amplifications. PLC teams met weekly, with each team using a different planning model. The instructional leadership team collaborated with content-level PLCs to develop and analyze school-wide data, including attendance, behavioral, small group, common assessments and instructional coaching. Differentiated planning was provided to all content-level teams, including quarterly data dives that offered strategic coaching in small groups and reteaching action plans. One-on-one planning and support were provided to designated teachers in order to build their capacity. The principal utilized school budget flexibility to fund an MCL position, with a strategic focus on the Mathematic Department. Elements of rigor were seen being implemented in core instruction, particularly with the in-the-moment feedback process that was used to analyze SWIVL video data. . Challenges that we faced included teachers submitting SWIVL videos without answering the accompanying evaluation questions, teacher buy-in for total implementation of rigorous monitoring, teacher capacity and fidelity with extending the amplifications to all academic standards. We anticipate some of the same challenges for the upcoming school year.</p>	Limited Development 07/25/2024		

For the 2025-2026 school year, opportunities for differentiated professional development will be built into the calendar to address the varying skill levels of knowledge and to enhance teacher capacity. Providing staff with professional development options will also increase teacher buy-in and implementation efforts.

Priority Score: 2

Opportunity Score: 3

Index Score: 6

<p>How it will look when fully met:</p>	<p>When this objective is fully implemented, both administration and grade level teams will have systems and structures in place to ensure alignment of best practices and instructional values across all content areas. There will be a walkthrough schedule that will hold administrators accountable for monitoring instruction, ensuring PLC alignment, and providing teachers with necessary feedback for their improvement and for the improvement of academic achievement.</p> <p>The school's coaching culture, which provides all staff with a coach, is a collaborative effort. The individual coach facilitates coaching with video feedback, where teachers watch recorded lessons of themselves using SWIVL to reflect on lesson planning and delivery. These coaches, who are members of the Instructional Leadership Team, play a crucial role in the professional growth of the staff.</p> <p>All ILT and PLC meetings will center on Relay instructional strategies, focusing on instructional equity in all content areas and grade levels.</p> <p>All classrooms will adhere to the district Curriculum Commitments and the Olympic Instructional Guidelines to ensure alignment of best instructional practices.</p>	<p>Objective Met 07/09/25</p>	<p>Casey Jones Principal</p>	<p>06/30/2026</p>
<p>Actions</p>				
<p>8/1/24</p>	<p>The instructional leadership team will collaboratively work with the school leadership team to create a core action walkthrough form, that incorporates Relay strategies to provide consistent and ongoing feedback to teachers. (FAM-S 29, Goal 3, Guardrail 1)</p>	<p>Complete 01/19/2026</p>	<p>Casey Jones Principal</p>	<p>01/19/2026</p>

Notes: September: The Instructional leadership team has worked on creating a walkthrough instrument that meets the core action walkthrough requirements and relay strategies. The team has also begun working on tiering teachers so that individual teachers can receive the necessary coaching support.

October: The instructional leadership team completed the Tiering process and has determined that teachers will be re-tiered following the end of the first semester. Instructional walkthroughs are taking place weekly/ bi-weekly, and teacher feedback is provided after each walkthrough

November: The instructional leadership team now focuses on ensuring that all teachers are academically monitoring throughout the lesson. Instructional walkthroughs occur weekly/ bi-weekly, and teacher feedback is provided after each walkthrough

December: The instructional leadership team now focuses on ensuring that all teachers are academically monitoring throughout the lesson. Instructional walkthroughs occur weekly/ bi-weekly, and teacher feedback is provided after each walkthrough. Data is analyzed during the weekly ILT meetings, and adjustments are made as needed

January: The instructional leadership team now focuses on ensuring that all teachers are academically monitoring throughout the lesson. Instructional walkthroughs occur weekly/ bi-weekly, and teacher feedback is provided after each walkthrough. Data is analyzed during the weekly ILT meetings, and adjustments are made as needed.

8/1/24 The instructional leadership team will develop a professional development plan to support the returning and beginning teachers to support the growth and development of all school staff members. Targeted professional development will be provided to the Olympic High School staff based on the needs demonstrated through observational data and teacher identified professional development needs. (Guardrail 4)

Complete 06/15/2026

Robin Lyles

06/15/2026

Notes: August: The instructional leadership team created a staff professional development plan that supports the beginning teachers and the veteran educators. The BTSP program administered a BOY needs assessment survey, based on that data a PD action plan was created. September: During September, the ILT led professional development on

PDP Goals, self-assessments, and Lesson Plan Expectations. This professional development supported teachers in developing their yearly goals and modeled the lesson plan expectations for the 2024-2025 school year.

October: During the month of October, the ILT designed and planned a professional development related to data-driven instruction. ILT members worked collaboratively to facilitate this PD for their respective departments.

November: During November, the ILT designed and planned a professional development related to academic monitoring. ILT members collaborated to facilitate professional development for their respective departments. These sessions occurred during the monthly department meetings. It is now expected that all classrooms will have academic monitoring anchor charts.

December: The ILT designed and conducted a staff appreciation week in December. These activities were centered around the theme of self-care.

January: The ILT focused on academic monitoring with staff for January. Data were gathered during weekly instructional walks.

February: Each PLC participated in DDI PD, where staff were required to analyze their MVPA Data and strategically plan re-engagement activities.

March: Instructional walks were conducted, and staff had the opportunity to observe their colleagues modeling academic monitoring. Feedback was provided during each instructional walk.

April: During April, the ILT designed and planned a professional development related to academic re-engagement. ILT members collaborated to facilitate professional development for their respective departments. These sessions occurred during the monthly department meetings. It is now expected that all classrooms will have re-engagement lesson plans.

May: During May, the ILT designed and planned a professional development related to academic re-engagement. ILT members collaborated to facilitate professional development for their respective departments. These sessions occurred during the monthly department meetings. It is now expected that all classrooms will have re-engagement lesson plans.

June: PD survey was sent out for the 2025-2026 school year.

8/1/24	The instructional leadership team will monitor the BTSP program to ensure that beginning teachers are receiving consistent feedback that addresses high-leverage instructional strategies and content alignment that promotes teacher growth and positive student outcomes (Guardrail 4).	Complete 06/15/2026	Robin Lyles	06/15/2026
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Notes: August: The NC Evaluation System was thoroughly reviewed with staff, and the OHS teacher & learning expectations were examined and modeled. Beginning teachers and mentors had the opportunity to discuss any concerns the BTs had at the beginning of the year, during professional development days. Staff members also helped the BTs get their classrooms ready for the open house event, in which families had the opportunity to meet teachers and learn more about classroom expectations.

September: During September, BTs focused on classroom management strategies, which included setting up classroom routines, creating an inclusive learning environment, and communicating high expectations to students and families. Feedback was provided to BTs through the districts' BT walkthrough form, and BTs were expected to incorporate the feedback into their classroom setting immediately. SWIVL video protocols were used to allow BTs to view themselves teaching, providing teachers with an opportunity to be reflective practitioners.

October: During this month, the BTs focused on relationship-building strategies. Teachers were provided feedback on restorative practices and the use of the CKH classroom social contracts. The social contracts were reviewed, and teachers were provided feedback on the importance of referencing them when students misbehave.

November: (Lesson Planning) A support opportunity was provided for Mentors and mentees to collaborate and discuss lesson planning. Mentors were given a chance to give feedback to their mentees on lesson planning and instructional delivery.

December: (Lesson Planning) Professional Development was provided by the ML Department on using the PACE Toolkit.

January: (Lesson Planning)- The ML and EC Departments provided Professional Development on providing differentiated strategies for lesson planning.

February: (Content Knowledge) - BTs were engaged in professional development, where veteran teachers modeled a lesson from beginning to end using the 'I do, You Do, We do' teaching format.

March: (Content Knowledge) - BTs and Mentors participated in a student engagement professional development session, where they learned strategies for enhancing student engagement.

April: (All Competencies)- BTs & Mentors participated in a ML Student Engagement Strategies professional development, in which they learned student engagement strategies and lesson enhancements to support ML learners.

May : (All Competencies)- All BT Received time with their mentors to obtain support on finishing the school year strong.

Implementation:		07/09/2025		
Evidence	7/9/2025 Located in the 2024-2025 Resources Folder			

Experience

7/9/2025

2024-2025 EOC data indicates that we have ____ % CCR for Math I students. Our overall Math I fall Math I performance data resulted in students scoring _____. MVPA data show that ____% of Math I students scored at or above the benchmark based on their composite score. ____% of Math I students scored at or above the benchmark. Based on MVPA Data, we have ____% of Math I students CCR during the 2024-2025 school year. Successes that we had for the 2024-2025 school year include partnering with various school district math instructions leads to support instructional leaders and classroom teachers in providing interventions to students who needed additional support with math skills. Vocabulary strategies and amplifications were incorporated during core instruction, and ongoing PD was provided for implementation of high leverage instructional strategies. Walkthroughs and scholar spotlights were used as part of fidelity checks. Weekly communication was distributed in our newsletter regarding the extension of vocabulary use within the classroom setting and providing students with amplifications. PLC teams met weekly, with each team using a different planning model. The instructional leadership team collaborated with content-level PLCs to develop and analyze school-wide data, including attendance, behavioral, small group, common assessments, and instructional coaching. Differentiated planning was provided to all content-level teams, including quarterly data dives that offered strategic coaching in small groups and reteaching action plans. One-on-one planning and support were provided to designated teachers to build their capacity. The principal utilized school budget flexibility to fund an MCL position, with a strategic focus on the Mathematics Department. Elements of rigor were seen being implemented in core instruction, particularly with the in-the-moment feedback process that was used to analyze SWIVL video data. . Challenges that we faced included teachers submitting SWIVL videos without answering the accompanying evaluation questions, teacher buy-in for total implementation of rigorous monitoring, teacher capacity and fidelity with extending the amplifications to all academic standards. We anticipate some of the same challenges for the upcoming school year. For the 2025-2026 school year, opportunities for differentiated professional development will be built into the calendar to address the varying skill levels of knowledge and to enhance teacher capacity. Providing staff with professional development options will also increase teacher buy-in and implementation efforts.

Sustainability	7/9/2025 Challenges that we faced included teachers submitting SWIVL videos without answering the accompanying evaluation questions, teacher buy-in for total implementation of rigorous monitoring, teacher capacity and fidelity with extending the amplifications to all academic standards. We anticipate some of the same challenges for the upcoming school year. For the 2025-2026 school year, opportunities for differentiated professional development will be built into the calendar to address the varying skill levels of knowledge and to enhance teacher capacity. Providing staff with professional development options will also increase teacher buy-in and implementation efforts.			
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Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3A: Diagnose and respond to student learning needs
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	KEY	A4.01	The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.(5117)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

The SIP Goal aligned to this indicator is: We will meet or exceed expected Educator Value Added Assessment System (EVAAS) growth for our overall school index in SY 2025-2026

Overall, Biology EOC data shows that 27.9% GLP and 16% CCR.

Overall, the Math I EOC data shows that 36.9% GLP and 12.3% CCR.

Overall, Math III EOC data shows that 56.3% GLP and 34.9% CCR.

Overall, English II EOC data shows that 46.7% GLP and 22.8% CCR.

Successes included having teacher leaders lead PLCs for our school. With teacher leaders supporting content areas, they supported delivering research-based interventions for all students identified as needing reading and math interventions. The administrative team monitored teacher and support staff schedules to ensure that research-based interventions that are listed on the standard treatment protocol were delivered to all students identified in Branching Minds as needing supplemental or intensive interventions. Based on progress monitoring data, 75% of the students identified as needing tier 2 or tier 3 interventions made some growth towards closing their academic deficits. The administrative team also worked to establish PLCs with clear teaming structures with assigned roles, responsibilities, and team norms. PLCs were provided with consistent meeting schedules and a structured meeting agenda to discuss grade level, teacher and student-specific interventions, along with progress monitoring data to assist in creating tiered intervention plans. Some challenges we encountered were teachers not fully understanding the MTSS framework and clearly understanding that the MTSS Framework is not a means of referring every student to the exceptional children's team. There were also problems with individual teacher data collection when referring students to the team. We found that teachers had no data to support the team moving forward to provide students with the differentiated education they need. Another challenge was a lack of parental participation in agreeing to allow the school to provide hearing and vision screenings for the students. Anticipated challenges for the 2025-2026 school year include providing professional development for new teachers, specifically focusing on intervention strategies that are documented in the standard treatment protocol. Intervention materials may also need to be purchased to anticipate the number of students who may require interventions. An opportunity to overcome these challenges within the 2025-2026 school year would be to ensure that

Limited Development
07/20/2024

supplies and professional development funds are allocated. Additionally, an instructional leader should be assigned to support new staff members who need help implementing interventions.

Priority Score: 2

Opportunity Score: 2

Index Score: 4

How it will look when fully met:

Once fully implemented, the MTSS meets weekly and uses a consistent meeting process (agenda, minutes, etc.). A regular meeting calendar is defined and a clearly defined process is communicated to staff members on the MTSS protocols.

The MTSS team will utilize the FAM-S survey information to ensure alignment of resources and practices to provide more equitable and effective services for students and professional development for staff.

MTSS interventionists for both reading and math will be used to support our strategic and intensive support students. We will utilize our Teacher Leadership Pathway design plan, which includes 2 MCLs, to provide support to these students.

Progress monitoring data will be collected and analyzed quarterly to assess progress.

At least one classroom content teacher per subject will be trained in at least one intervention to support students' individual needs.

**Objective Met
07/09/25**

**Casey Jones
Principal**

06/30/2026

Actions

7/20/24

The instructional leadership team will ensure that all students who are eligible for math and English interventions are receiving their allotted intervention time via the iReady platform (Goal 3, Guardrail 1).

Complete 05/15/2026

Tracey Harvey (Assistant Principal)

06/15/2026

Notes: September: The ILT reviewed student 2024-2025 EOG, MVPA Data. Based on this data review, students were identified as needing Tier I, Tier II, and Tier III interventions. Some students will begin receiving in-class small-group instruction.

October: Interventions are provided during homeroom times.

November: Interventions are provided during homeroom times.

December: Interventions are provided during homeroom times.

January: The ILT reviews student MVPA Data. Based on this data review, students were identified as needing Tier I, Tier II, and Tier III interventions. Some students will begin receiving in-class small-group instruction.

February: Interventions are provided during homeroom times.

March: Interventions are provided during homeroom times.

April: Math Intervention via i-ready:
 2 students have tested out of their intervention
 1one student has tested out on 3 subcategories and is now moved up to 7th grade math.

Reading Intervention
 1 student tested out

Students are showing an average of between 30 and 49 minutes of lesson time on task, showing an investment in completing the lessons. An identified primary gap is attendance. This is impacting progress for many students. We are working to close the gap on overall attendance for students and attendance in the homeroom space by parent phone calls and student conferences. This is impacting progress for many students.

April: Math Intervention via i-ready:
 May and June: Interventions are provided during homeroom times

7/20/24 The MTSS team will implement systems and processes to track the effectiveness of tiered interventions: Progress monitoring data will be reviewed at the Supplemental PLC, Instructional Leadership Team, and Student Supports Team to provide a system of response if there are barriers to high student growth. These teams will develop actions to address students according to decision rules regarding movement (FAMS-3 , CMS Goal 3, and Guardrail 1).

Complete 06/30/2026

Tracey Harvey (Assistant Principal)

06/30/2026

Notes: September: The ILT will review 2024-2025,EOC and MVPA Data. Based on this data review, students were identified as needing Tier I, Tier II, and Tier III interventions. Some students will begin receiving in-class small-group instruction.

October: The MTSS team developed a Google Form that tracks parents' contact information and classroom teachers' interventions.

November: Monthly contacts to parents are being made, and teachers are being held accountable for reaching out to families to notify them of any students' failures or chronic absenteeism

December: Monthly contacts to parents are being made, and teachers are being held accountable for reaching out to families to notify them of any students' failures or chronic absenteeism

January: The ILT reviewed student MVPA Data. Based on this data review, students were identified as needing Tier I, Tier II, and Tier III interventions. Some students will begin receiving in-class small-group instruction.

February: Monthly contacts to parents are being made, and teachers are being held accountable for reaching out to families to notify them of any students' failures or chronic absenteeism

March: Monthly contacts to parents are being made, and teachers are being held accountable for reaching out to families to notify them of any students' failures or chronic absenteeism

April: Students are showing an average of between 30 and 49 minutes of lesson time on task, showing an investment in completing the lessons.

An identified primary gap is attendance. This is impacting progress for many students. We are working to close the gap on overall attendance for students and attendance in the homeroom space by parent phone calls and student conferences. This is impacting progress for many students.

7/20/24

Implementation and use of the Standard Treatment Protocol and Data Decision Rules:

The administrative team will create and monitor a strategic schedule utilizing support staff to implement standard treatment protocol daily to all students identified in the supplemental and intensive tiers of MTSS in an effort to increase students' academic progress. (FAM-S 3 , Goal 4)

Complete 06/30/2026

Tracey Harvey (Assistant Principal)

06/30/2026

Notes: September: Using the standard treatment protocol , The ILT reviewed

student 2024-2025 EOC and MVPA Data. Based on this data review, students were identified as needing Tier I, Tier II, and Tier III interventions. Some students will begin receiving in-class small-group instruction.

October: The ILT reviewed student MVPA Data using the standard treatment protocol. Based on this data review, students were identified as needing Tier I, Tier II, and Tier III interventions. Some students will begin receiving in-class small-group instruction.

Interventions were provided on Fridays during homeroom times.

November: The ILT reviewed student MVPA Data using the standard treatment protocol. Based on this data review, students were identified as needing Tier I, Tier II, and Tier III interventions. Some students will begin receiving in-class small-group instruction.

Interventions were provided on Fridays during homeroom times.

December: The ILT reviewed student MVPA Data using the standard treatment protocol. Based on this data review, students were identified as needing Tier I, Tier II, and Tier III interventions. Some students will begin receiving in-class small-group instruction.

Interventions were provided on Fridays during homeroom times.

January: The ILT reviewed student MVPA Data using the standard treatment protocol. Based on this data review, students were identified as needing Tier I, Tier II, and Tier III interventions. Some students will begin receiving in-class small-group instruction (C. Johnson).

Interventions were provided on Fridays during homeroom times.

March: The ILT reviewed student MVPA Data using the standard treatment protocol. Based on this data review, students were identified as needing Tier I, Tier II, and Tier III interventions. Some students will begin receiving in-class small-group instruction (C. Johnson).

Interventions were provided on Fridays during homeroom times.

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Interventions were provided on Fridays during homeroom times.

May: The ILT reviewed student MVPA Data using the standard treatment protocol. Based on this data review, students were identified

as needing Tier I, Tier II, and Tier III interventions. Some students will begin receiving in-class small-group instruction.

Interventions were provided on Fridays during homeroom times.

June: Whole school data review with EOC data.

Implementation:		07/09/2025		
Evidence	7/9/2025 Located in the 2024- 2025 Resources Folder			

Experience

7/8/2025

Successes included having teacher leaders lead PLCs for our school. With teacher leaders supporting content areas, they supported delivering research-based interventions for all students identified as needing reading and math interventions. The administrative team monitored teacher and support staff schedules to ensure that research-based interventions that are listed on the standard treatment protocol were delivered to all students identified in Branching Minds as needing supplemental or intensive interventions. Based on progress monitoring data, 75% of the students identified as needing tier 2 or tier 3 interventions made some growth towards closing their academic deficits. The administrative team also worked to establish PLCs with clear teaming structures with assigned roles, responsibilities, and team norms. PLCs were provided with consistent meeting schedules and a structured meeting agenda to discuss grade level, teacher and student-specific interventions, along with progress monitoring data to assist in creating tiered intervention plans. Some challenges we encountered were teachers not fully understanding the MTSS framework and clearly understanding that the MTSS Framework is not a means of referring every student to the exceptional children's team. There were also problems with individual teacher data collection when referring students to the team. We found that teachers had no data to support the team moving forward to provide students with the differentiated education they need. Another challenge was a lack of parental participation in agreeing to allow the school to provide hearing and vision screenings for the students. Anticipated challenges for the 2025-2026 school year include providing professional development for new teachers, specifically focusing on intervention strategies that are documented in the standard treatment protocol. Intervention materials may also need to be purchased to anticipate the number of students who may require interventions. An opportunity to overcome these challenges within the 2025-2026 school year would be to ensure that supplies and professional development funds are allocated. Additionally, an instructional leader should be assigned to support new staff members who need help implementing interventions.

<p>Sustainability</p>	<p>7/9/2025</p> <p>Some challenges we encountered were teachers not fully understanding the MTSS framework and clearly understanding that the MTSS Framework is not a means of referring every student to the exceptional children’s team. There were also problems with individual teacher data collection when referring students to the team. We found that teachers had no data to support the team moving forward to provide students with the differentiated education they need. Another challenge was a lack of parental participation in agreeing to allow the school to provide hearing and vision screenings for the students. Anticipated challenges for the 2025-2026 school year include providing professional development for new teachers, specifically focusing on intervention strategies that are documented in the standard treatment protocol. Intervention materials may also need to be purchased to anticipate the number of students who may require interventions. An opportunity to overcome these challenges within the 2025-2026 school year would be to ensure that supplies and professional development funds are allocated. Additionally, an instructional leader should be assigned to support new staff members who need help implementing interventions.</p>			
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Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3B: Provide rigorous evidence-based instruction
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	KEY	A2.04	Instructional Teams develop standards-aligned units of instruction for each subject and grade level.(5094)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

The goal aligned to this indicator is: The percent of students scoring CCR (college and career ready) on Math I assessments will increase from 27.4% in September 2023 to 57% by June 2029. The Math I results for the 2024-2025 school year was 12.30% of students who took the Math I EOC scored a level 4 or 5. This was an increase of 5.2% from the previous year which was 7.10% scored a level 4 or 5.

This year we celebrated several successes aligned to this indicator. We were able to complete professional development for teachers that addressed academic monitoring, student engagement and co-teaching within EC & ML classrooms. Professional development opportunities were provided to address instructional practice gaps and misconceptions in pedagogy, particularly in the areas of academic monitoring and student engagement strategies. Teachers were provided with professional development that demonstrated the successful implementation of educational monitoring and the creation of small groups. The instructional leadership team developed staff professional development that focused on academic monitoring and helping teachers develop and execute engaging student activities. Weekly walkthroughs were conducted using the Get Better Faster Framework and student engagement. Walkthrough forms were created to identify areas where teachers needed support or were achieving targeted areas of scope and sequence. The administration and instructional leadership team were then able to review and identify areas that needed to be addressed. Structural capacity and training are successes this year, however, an area of growth and challenge is the amount of data collected from teacher walkthroughs and consistency and coaching models provided to teachers.

Opportunities exist to address these challenges, including supporting the Instructional Leadership Team (ILT) with additional staffing and training in other areas of the school day to focus on instruction and feedback to teachers. Ensuring that all ILT members use the same coaching model to support teaching and learning. At Olympic, we have a robust Professional Learning Community (PLC) culture in place. PLCs meet weekly, focusing on unpacking standards, internalizing lesson plans, backward planning, relooping, and reteaching strategies. MVPA will be reviewed, and as a school, we will continue to implement MVPA benchmarks with fidelity, with 100% of tested subjects completing benchmarks. Specific student assessment data will be reviewed in PLC, and relooping strategies will be facilitated and planned for.

Limited Development
07/18/2024

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>When this objective is fully implemented, both administration and content teams will have systems and structures in place to ensure alignment of best practices and instructional values across all content areas. There will be a walkthrough schedule that will hold administrators accountable for monitoring instruction, ensuring PLC alignment and to provide teachers necessary feedback for their improvement and for the improvement of academic achievement.</p> <p>The school's coaching culture will provide all staff with a coach. Coaching will occur via multiple formats with video feedback when possible—teachers will watch recorded lessons of themselves using SWIVL or any other method to reflect on lesson planning and lesson delivery alongside their coach, a member of the Instructional Leadership Team.</p> <p>All ILT and PLC meetings will be centered on the Relay / Get Better Fater Model to focus on instructional equity in all content areas and grade levels.</p> <p>All classrooms will adhere to the district Curriculum Commitments & the Olympic Instructional Guidelines to ensure alignment of best instructional practices.</p>		Objective Met 07/09/25	Robin Lyles	06/30/2026
Actions					
	7/18/24	The administrative team will develop and execute a school-wide data analysis protocol for PLCs to analyze and review attendance, behavior, and common assessment data bi-weekly. (Goal 3, Guardrail 1, FAM-S 29)	Complete 01/26/2026	ILT Members	01/26/2026

Notes: September: The instructional leadership team, which includes administration and MCLs, will develop and execute a school-wide data analysis protocol for PLCS to analyze and review attendance, behavior, and common assessment data once a month to drive small group instruction, instructional coaching and staff professional development. March-ILT team met to determine the next phase for the Shift to Rigor as outlined in our Get Better Faster/Relay professional learnings. The attendance of students was discussed with MCLs, and a plan was made to continue to support all teachers on the team with adhering to the timeline of parent communication regarding chronically absent students. Teachers will discuss the current academic performance of students (MOY data) and the impact of attendance on the student.

7/18/24	The administrative team & department chairs will develop a calibrated walkthrough document to guide monthly walkthroughs of all teachers to identify coaching needs and to ensure standards-aligned instruction and curriculum implementation. (Goal 3, Guardrail 1, FAM-S 29)	Complete 06/30/2026	ILT Members	06/30/2026
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Notes: September: The ILT collaborated with department chairs to develop a calibrated walkthrough form that could be used to identify teacher instructional needs and support teacher improvements. The instructional leadership team now focuses on ensuring that all teachers are academically monitoring throughout the lesson. Instructional walkthroughs occur weekly/ bi-weekly, and teacher feedback is provided after each walkthrough. Data is analyzed during the weekly ILT meetings, and adjustments are made as needed.

October: The instructional leadership team now focuses on ensuring that all teachers are academically monitoring throughout the lesson. Instructional walkthroughs occur weekly/ bi-weekly, and teacher feedback is provided after each walkthrough. Data is analyzed during the weekly ILT meetings, and adjustments are made as needed.

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December: The instructional leadership team now focuses on ensuring that all teachers are academically monitoring throughout the lesson.

Instructional walkthroughs occur weekly/ bi-weekly, and teacher feedback is provided after each walkthrough. Data is analyzed during the weekly ILT meetings, and adjustments are made as needed.

January: The instructional leadership team now focuses on ensuring that all teachers engage students throughout the lesson. Instructional walkthroughs occur weekly/ bi-weekly, and teacher feedback is provided after each walkthrough. Data is analyzed during the weekly ILT meetings, and adjustments are made as needed.

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7/18/24

Instructional teams will collaborate with the leadership team to analyze data after each benchmark window to provide differentiated instruction to meet the needs of all students (Goal 3, Guardrail 1, FAMS-29)

Complete 06/30/2026

ILT Members

06/30/2026

Notes: October : The instructional leadership team collaborated with teachers to analyze MVPA data. Teachers also worked collaboratively to develop re-engagement plans to support student learning needs. Teachers participate in weekly and quarterly data meetings after each benchmark assessment. They also have one-on-one data meetings with their respective administrator to analyze current data and discuss how to improve moving forward.

December: The instructional leadership team collaborated with teachers to analyze MVPA data. Teachers also worked collaboratively to develop re-engagement plans to support student learning needs. Teachers participate in weekly and quarterly data meetings after each benchmark assessment. They also have one-on-one data meetings with their respective administrator to analyze current data and discuss how to improve moving forward.

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Implementation:		07/09/2025		
Evidence	7/1/2025 Located in the 2024- 2025 Resources Folder			
Experience	7/1/2025 2024-2025 EOC data indicates that we have ____ % CCR for Math I students. Our overall Math I fall Math I performance data resulted in			

students scoring _____. MVPA data show that ____% of Math I students scored at or above the benchmark based on their composite score. ____% of Math I students scored at or above the benchmark. Based on MVPA Data, we have ____% of Math I students CCR during the 2024-2025 school year. Successes that we had for the 2024-2025 school year include partnering with various school district math instructors to support instructional leaders and classroom teachers in providing interventions to students who needed additional support with math skills. Vocabulary strategies and amplifications were incorporated during core instruction, and ongoing PD was provided for implementation of high-leverage instructional strategies. Walkthroughs and scholar spotlights were used as part of fidelity checks. Weekly communication was distributed in our newsletter regarding the extension of vocabulary use within the classroom setting and providing students with amplifications. PLC teams met weekly, with each team using a different planning model. The instructional leadership team collaborated with content-level PLCs to develop and analyze school-wide data, including attendance, behavioral, small group, common assessments and instructional coaching. Differentiated planning was provided to all content-level teams, including quarterly data dives that offered strategic coaching in small groups and reteaching action plans. One-on-one planning and support were provided to designated teachers in order to build their capacity. The principal utilized school budget flexibility to fund an MCL position, with a strategic focus on the Mathematics Department. Elements of rigor were seen being implemented in core instruction, particularly with the in-the-moment feedback process that was used to analyze SWIVL video data. We were able to complete professional development for teachers that addressed academic monitoring, student engagement and co-teaching within EC & ML classrooms. Professional development opportunities were provided to address instructional practice gaps and misconceptions in pedagogy, particularly in the areas of academic monitoring and student engagement strategies. Teachers were provided with professional development that demonstrated the successful implementation of educational monitoring and the creation of small groups. The instructional leadership team developed staff professional development that focused on academic monitoring and helping teachers develop and execute engaging student activities. Weekly walkthroughs were conducted using the Get Better Faster Framework and student engagement. Walkthrough forms were created to identify areas where teachers needed support or were achieving targeted areas of scope and sequence. The administration and instructional leadership team were then able to review and identify areas that needed to be

addressed. Structural capacity and training are successes this year; however, an area of growth and challenge is the amount of data collected from teacher walkthroughs and consistency and coaching models provided to teachers.

Opportunities exist to address these challenges, including supporting the Instructional Leadership Team (ILT) with additional staffing and training in other areas of the school day to focus on instruction and feedback to teachers. Ensuring that all ILT members use the same coaching model to support teaching and learning. At Olympic, we have a robust Professional Learning Community (PLC) culture in place. PLCs meet weekly at the Olympic level, focusing on unpacking standards, internalizing lesson plans, backward planning, relooping, and reteaching strategies. MVPA data was reviewed, and as a school, we conducted MVPA benchmarks with fidelity, and 100% of the tested subjects completed the benchmarks. Student completion of benchmarks varied across tested areas. Math 1 and 3 were successfully able to get over a 95% completion rate. Specific student assessment data was reviewed in PLC, and relooping strategies were facilitated and planned for in future lessons.

Challenges that we faced included teachers submitting SWIVL videos without answering the accompanying evaluation questions, teacher buy-in for total implementation of rigorous monitoring, teacher capacity and fidelity with extending the amplifications to all academic standards. We anticipate some of the same challenges for the upcoming school year. For the 2025-2026 school year, opportunities for differentiated professional development will be built into the calendar to address the varying skill levels of knowledge and to enhance teacher capacity. Providing staff with professional development options will also increase teacher buy-in and implementation efforts.

<p>Sustainability</p>	<p>7/1/2025</p> <p>Opportunities exist to address these challenges, including supporting the Instructional Leadership Team (ILT) with additional staffing and training in other areas of the school day to focus on instruction and feedback to teachers. Ensuring that all ILT members use the same coaching model to support teaching and learning. At Olympic, we have a robust Professional Learning Community (PLC) culture in place. PLCs meet weekly at the Olympic level, focusing on unpacking standards, internalizing lesson plans, backward planning, relooping, and reteaching strategies. MVPA data was reviewed, and as a school, we conducted MVPA benchmarks with fidelity, and 100% of the tested subjects completed the benchmarks. Student completion of benchmarks varied across tested areas. Math 1 and 3 were successfully able to get over a 95% completion rate. Specific student assessment data was reviewed in PLC, and relooping strategies were facilitated and planned for in future lessons.</p> <p>Challenges that we faced included teachers submitting SWIVL videos without answering the accompanying evaluation questions, teacher buy-in for total implementation of rigorous monitoring, teacher capacity and fidelity with extending the amplifications to all academic standards. We anticipate some of the same challenges for the upcoming school year. For the 2025-2026 school year, opportunities for differentiated professional development will be built into the calendar to address the varying skill levels of knowledge and to enhance teacher capacity. Providing staff with professional development options will also increase teacher buy-in and implementation efforts.</p>			
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Core Function:	Domain 3: Instructional Transformation
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Effective Practice:	Practice 3C: Remove barriers and provide opportunities
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	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

The SIP Goal aligned to this indicator is: Percent of rising 12th grade students on track to graduate from high school enrolled, enlisted or employed will increase from 72% to 85% by June 2029.

Our graduation rate has steadily increased from 91.3% in 2022-2023 to 98.2% in 2023-2024 and finally 100% in 2024-2025. Admin was able to build a schedules with commitment to providing students a chance to have classes that would plug wholes and graduate with their cohort. Our counselors held meetings with individual students to review their choices and to make sure students were meeting graduation requirements, supporting pathway completion, and future plans after high school. At Olympic our student services along with various stakeholders and the administration monitor student data as it relates to the graduate success initiative. Counselors meet weekly with admin to progress monitor student data and determine intervention strategies that consider student academic needs.. Home visits are conducted for students that demonstrate chronic absences, and our attendance plan addressed possible next steps for students. This year our student services team conducted assemblies for students to understand classes that are offered and pathways that they can take at Olympic.

Chronic absenteeism is a challenge we face and will be a continued challenge for the next school year. An opportunity that we have is to monitor and adjust attendance plans within the MTSS structure to identify gaps in processes and procedures for capturing attendance. Teachers meet monthly within their academic departments and review academic, SEL, and behavioral data and other various school initiatives. For advanced level courses, like AP, a challenge we face is that some students wish to take CPCC credit in their senior year as opposed to the AP classes. Our challenges will be to continue to grow the AP course and solicit the academic advantages to our students, especially in their freshman and sophomore years. The lowest subgroup that we can address to continue to increase our enrollment in higher level courses is the Hispanic sub group. This will be our challenge moving forward

One opportunity is to make sure that departments are reviewing MTSS outreach in regards to attendance policy and consistent implementation of outreach to families and the utilization of Educators Handbook to capture data. Another opportunity for next year will be to ensure that students currently on track for an endorsement are monitored and supported to complete the track.

Limited Development
09/15/2022

	Priority Score: 2	Opportunity Score: 2	Index Score: 4		
How it will look when fully met:	<p>When fully implemented, the student services team will meet quarterly with the SLT team to review students' schedules, grades, attendance, and graduation requirements to ensure that a comprehensive registration process is being provided to all students. The registration process will focus on ensuring that all students are working towards the three E's (enrolment, enlistment, or employment) upon graduation. Our registration process will focus on scheduling students for courses that will increase opportunities to earn required credits toward graduation and earn an endorsement. In addition, we will focus on CTE pathway completion, ACT composite increases, WorkKeys achievement levels, and participation in and completion of world language courses.</p>		Objective Met 07/09/25	Casey Jones Principal	06/30/2026
Actions					
8/8/23	Teachers within their respective departments will collaborate to discuss vertical alignment that supports students' success upon entering the next content level. (Goal 4)		Complete 01/26/2026	Instructional Leadership Team	01/26/2026
<p><i>Notes:</i> September: During the monthly department meeting, teachers discussed vertical alignment within each content area and developed plans for supporting one another with students' misconceptions. March: During the monthly department meeting, teachers discussed vertical alignment within each content area and developed plans for supporting one another with students' misconceptions.</p>					
9/15/22	The Student Services Team will monitor students off track from their graduation cohort to provide wraparound services and increase graduation rates. (Goal 4)		Complete 06/30/2026	Student Services Team	06/30/2026
<p><i>Notes:</i> September: The MTSS team developed a Google Form that tracks parents' contact information and classroom teachers' interventions. The admin team worked collaboratively to assist the SST/ MTSS team in conducting home visits and parent meetings to address student academic, attendance, or behavioral concerns.</p>					

October: The MTSS team developed a Google Form that tracks parents' contact information and classroom teachers' interventions. The admin team worked collaboratively to assist the SST/ MTSS team in conducting home visits and parent meetings to address student academic, attendance, or behavioral concerns.

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June: The MTSS team developed a Google Form that tracks parents' contact information and classroom teachers' interventions. The admin team worked collaboratively to assist the SST/ MTSS team in

conducting home visits and parent meetings to address student academic, attendance, or behavioral concerns.

8/8/23 The Student Services team, in collaboration with the administrative team, will provide a freshman orientation to address parent concerns about course credits, graduation requirements, and end-of-course exams, add the goal/guardrail that it aligns to.

Complete 06/30/2026

Student Services Team & Admin Team

06/30/2026

Notes: September: Students participated in individual meetings with counselors to discuss graduation, courses, attendance, and grade requirements. Students also participated in discipline assemblies to ensure that all Freshmen understood the high school-level expectations.

Implementation:

07/09/2025

Evidence

6/22/2025
Admin, teachers, and student services conducted outreach that supported student's obtaining credits and prerequisites.

Experience

6/22/2025
Admin, teachers, and other support staff, including counselors developed student center initiatives that were intent on student academic success and credit recovery.

Sustainability

6/22/2025
All stakeholders, including family members, will need to continue to improve knowledge around credits and opportunities.

Core Function:

Domain 4: Culture Shift

Effective Practice:

Practice 4A: Build a strong community intensely focused on student learning

KEY

A4.06

ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)

Implementation Status

Assigned To

Target Date

Initial Assessment:

The SIP Goal that aligns with this indicator is: Our goal for out-of-school suspension (OSS) disproportionately for Black students was to decrease from 31.6% in the 2021-2022 school year to 26.6% in the 2022-2023 school year. Our goal is 21.6% in the 2023-2024 school year. Our data indicates that our disproportionality percentage was 13% in the 2023-2024 school year.

Limited Development
07/25/2024

Based on school attendance data, 26.3 % of students were chronically absent, which is an increase from the 2023-2024 school year.

Based on school suspension Data, there were 199 out-of-school suspensions during the 2024-2025 school year. This is a 12.6% increase from the 2023-2024 school year.

Based on school attendance data, chronic absenteeism was 26.3 % during the 2023-2024 school year, which is a 2% decrease from the previous school year.

Successes included using PTA funds to purchase items and experiences aligned with quarterly behavioral and academic celebrations. Data indicates that 25% of the students did not earn the ability to attend the first celebration, and less than 5% of students did not attend the last quarterly celebration during the 2024-2025 school year. Referral data indicate that student referrals decreased each month during the 2024-2025 school year. Department chairs collaborated with the SST members to communicate which students exemplified CKH Behaviors, and each teacher was allowed to nominate two students to participate in the quarterly behavioral celebrations. Families were also notified of the monthly CKH themes, with over 1400 families receiving our Parent Square messages. Students were encouraged to participate in CKH lessons on Fridays to show their character recognition every week. To support attendance improvement efforts, a CHAMPION Team was established to provide weekly check-ins with students who have been identified as chronically absent. The CHAMPION Team consisted of the SST Team and school administrators. This team kept track of individual students based on an assigned caseload and provided phone calls.

Challenges included having a large population of MCV students who would need to wait for transportation to be approved. Many of our students are transient and require assistance with housing, or their parents are undocumented citizens, so they move around quite a bit.

During 2025-2026, anticipated challenges with a high rate of student absenteeism will continue to persist due to the population of students that the school serves and the number of apartment communities within the school community.

To overcome these challenges within the 2025- 2026 school year, the school could ensure that parents are provided with extensive communication and training on the importance of school attendance.

	Priority Score: 3	Opportunity Score: 3	Index Score: 9		
How it will look when fully met:	<p>When fully implemented, the leadership team will create and consistently implement documentation procedures for behavior support. The Assistant Principal and Dean of Students will communicate and monitor behavior support protocols to ensure consistent, equitable treatment of students when there is misbehavior.</p> <p>It will be the responsibility of grade level chairs and SST team members to effectively communicate and remind teams about Capturing Kids Hearts programs. This will ensure the successful implementation and follow-through of these programs occur within the school.</p> <p>All school staff will implement the Capturing Kids Hearts Community program to develop our SEL instruction for students.</p> <p>Data regarding behavior referrals is analyzed monthly with the Student Support Team and ILT in tandem to revise the student support plan as needed.</p> <p>The Student Support Team will develop support for Tier II and Tier III behaviors and provide support and training to teachers. The SST team will meet weekly to discuss proactive measures for supporting needy students.</p> <p>Attendance plans will be created and monitored by the registrar, Social Worker, and Assistant Principal.</p>		Objective Met 07/09/25	Casey Jones Principal	06/30/2026
Actions					

8/1/24	<p>Olympic will implement a Request for Support form to provide an efficient way for teachers to refer students for counseling/social worker support and to document student misbehavior. The SST will review submissions biweekly to determine students requiring Tier 2 or Tier 3 behavior/SEL intervention. (Aligned to FAM-S 30, Guardrail 2)</p>	Complete 03/31/2026	SST Team	03/31/2026
<p><i>Notes:</i> September : The SST team will implement a Request for Support form. Students can use this form to request support from a school counselor or a social worker.</p>				
8/1/24	<p>The attendance team will create, execute and collaborate a three-tiered Attendance Plan weekly to decrease our number of chronically absent students by 30% from 2024-25. (Guardrail 1 and Guardrail 3)</p>	Complete 06/30/2026	SST Team	06/30/2026
<p><i>Notes:</i> September: The SST & Admin team work in collaboration to review students who were identified as needing Tier II and Tier III attendance interventions. Parent contacts are made, weekly check-ins are conducted, and home visits are conducted weekly to intervene on student attendance issues. October: The SST & Admin team will work in collaboration to review students who were identified as needing Tier II and Tier III attendance interventions. Parent contacts are made, weekly check-ins are conducted, and home visits are conducted weekly to intervene on student attendance issues.</p>				
8/1/24	<p>The student services team and administrative team will conduct classroom walkthroughs in all classrooms to assess the implementation of the Capturing Kids Hearts program and SEL initiative and provide feedback to teachers on implementation data. (SST & Administration) This will allow us the opportunity to strengthen our effectiveness school-wide. New staff will be trained to implement the Capturing Kids Hearts strategies within their classrooms. (Guardrail 3, FAMS-31)</p>	Complete 06/30/2026	Robin Lyles	06/30/2026
<p><i>Notes:</i> September: The CKH program has proven to be effective. Students and families receive daily morning affirmations, and the student & family response rate has been highly positive. Monthly themes are shared with families along with activities that students can do to demonstrate</p>				

that character trait. Weekly CKH lessons are shared with teachers so that they can share them with students during homeroom. Teachers & students are recognized for demonstrating monthly character traits. It was an expectation that all teachers used the CKH within the classroom. The SST provided specific feedback from walkthroughs and co-teaching/modeling for new teachers.

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8/13/24

The administrative team will maintain a school matrix and character education (CKH) program to address the student's social-emotional needs. Students will be recognized monthly for demonstrating positive behaviors and exhibiting high levels of character (FAMS-31, FAMS-30, Guardrail 3 & Guardrail 2)

Complete 06/30/2026

Robin Lyles

06/30/2026

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Implementation:		07/09/2025		
Evidence	<p>7/9/2025 Located in the 2024- 2025 Resources Folder</p>			
Experience	<p>7/1/2025 The SIP Goal that aligns with this indicator is: Our goal for out-of-school suspension (OSS) disproportionately for Black students was to decrease from 31.6% in the 2021-2022 school year to 26.6% in the 2022-2023 school year. Our goal is 21.6% in the 2023-2024 school year. Our data indicates that our disproportionality percentage was 13% in the 2023-2024 school year.</p> <p>School attendance data show that 26.3 % of students were chronically absent, an increase from the 2023-2024 school year.</p> <p>Based on school suspension Data, there were 199 out-of-school suspensions during the 2024-2025 school year. This is a 12.6% increase from the 2023-2024 school year.</p> <p>Based on school attendance data, chronic absenteeism was 26.3 % during the 2023-2024 school year, which is a 2% decrease from the previous school year.</p> <p>Successes included using PTA funds to purchase items and experiences aligned with quarterly behavioral and academic celebrations. Data indicates that 25% of the students did not earn the ability to attend the first celebration, and less than 5% of students did not participate in the last quarterly celebration during the 2024-2025 school year. Referral data indicate student referrals decreased monthly during the 2024-2025 school year. Department chairs collaborated with the SST members to communicate which students exemplified CKH Behaviors, and each teacher was allowed to nominate two students to participate in the quarterly behavioral celebrations. Families were also notified of the monthly CKH themes, with over 1400 families receiving our Parent Square messages. Students were encouraged to participate in CKH lessons on Fridays to show their character recognition every week. To support attendance improvement efforts, a CHAMPION Team was</p>			

established to provide weekly check-ins with students who have been identified as chronically absent. The CHAMPION Team consisted of the SST Team and school administrators. This team kept track of individual students based on an assigned caseload and provided phone calls.

Challenges included having a large population of MCV students who would need to wait for transportation to be approved. Many of our students are transient and require assistance with housing, or their parents are undocumented citizens, so they move around quite a bit.

During 2025-2026, anticipated challenges with a high rate of student absenteeism will continue to persist due to the population of students that the school serves and the number of apartment communities within the school community.

To overcome these challenges within the 2025- 2026 school year, the school could ensure that parents are provided with extensive communication and training on the importance of school attendance.

Sustainability

7/9/2025

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Core Function: Domain 4: Culture Shift

Effective Practice: Practice 4C: Engage students and families in pursuing education goals

KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
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Initial Assessment:

For the 25-26 school year, Olympic High School set out to increase parent and family engagement. Our school has seen increased engagement for teachers and parents in usage of the district platform "Parent Square." Over the course of the year, teachers have utilized parent square to communicate with stakeholders various key information within the classroom and school.

Currently our family outreach capability via Parent Square is 96% contactable. And our current challenge is to reach 100% contactable families. Schoolwide initiatives were delivered to staff and students to utilize parent square for communication and incentivized in order to increase engagement. We feel that this has been a successful advancement for our community and our outreach platforms.

Moving forward, our school will look at ways to incentivize engagement with outreach in order to maximize our contact rate to 100%. An area of communication that presents an opportunity is encouraging students and parents to download the app, as 23% of parents have the app. One area that there is a challenge is bridging the gap between student engagement at home with curriculum and parent involvement with curriculum. This will be a continued challenge for next year. Teachers report that students are not completing assignments at home and or bringing essential materials, like chrome book to school. Maximizing parent engagement and knowledge of curriculum is a growth area. Initiatives next year will be reviewed, and some programs such as curriculum night are under consideration to be revised. The School Improvement Team discussed and identified a challenge that existed with the PTO involvement. Challenges for the 25-26 school year are parent engagement and volunteerism for school events. Olympic seeks to increase its parent engagement and support for school programs and initiatives and our challenge for the 25-26 school year is to find consistent and impactful parent engagement. Parent sources have been identified as potential resources for support and recruitment for next year. Olympic faculty conduct outreach audits at the beginning of the semester as teachers are instructed to contact their student families. Educators handbook is utilized to document outreach and or lack thereof.

Limited Development
07/25/2024

	Priority Score: 3	Opportunity Score: 2	Index Score: 6		
How it will look when fully met:	<p>When fully implemented quarterly SLT meetings will be scheduled to communicate with solicit input from all stakeholders.</p> <p>Create parent and student surveys to better understand how stakeholders perceive the school.</p> <p>Parents will play an active role in school decision-making through a well-developed SLT and PTA.</p> <p>Parent events will be planned every quarter through the use of a Family Involvement/Event Planning committee composed of a cross-section of staff members.</p>		Objective Met 07/09/25	Casey Jones Principal	06/30/2026
Actions					
	7/25/24	The technology facilitator will consistently use Parent Square as one of several tools for communication with families to create and maintain a set and consistent schedule to send school information to parents, guardians, and stakeholders via Parent Square. (FAM-S 3)	Complete 01/26/2026	Alexseil Parker	01/25/2026

Notes: September: Parents receive daily messages regarding CKH, attendance policies, and pertinent information for student and family success. So far this month, 1,200 direct messages have been sent. Currently, 85 % of families are contactable via Parent Square.

October: Parents receive daily messages regarding CKH, attendance policies, and pertinent information for student and family success. So far this year, 5, 000 direct messages have been sent. 90 % of families are contactable via Parent Square.

November: Parents receive daily messages regarding CKH, attendance policies, and pertinent information for student and family success. So far this year, 8,000 direct messages have been sent. 99 % of families are contactable via Parent Square.

December: Parents receive daily messages regarding CKH, attendance policies, and pertinent information for student and family success. So far this year, 12,300 direct messages have been sent. 99 % of families are contactable via Parent Square.

January: Parents receive daily messages regarding CKH, attendance policies, and pertinent information for student and family success. So far this year, 14 000 direct messages have been sent. 99 % of families are contactable via Parent Square.

8/1/24 The instructional leadership team, alongside the SST, will plan and implement a variety of family events to build parent partnership and awareness of both the importance of school attendance, graduating from high school and outside resources to positively impact the whole child. (Goal 4,)

Complete 06/30/2026

Robin Lyles (Assistant Principal)

06/30/2026

Notes: September: A back to school night will be hosted.

October: The SST and the ILT will collaborate to plan a Family Night.

November: The SST and the ILT will collaborate to plan a Thanksgiving family night.

December: The SST and the ILT will collaborate to plan a family attendance awareness presentation shared with families via Parent Square.

January: The SST and the ILT will collaborate to plan a family EOC academic night.

February: The SST and the ILT will collaborate to plan a Hispanic Heritage Night.

March: The SST and the ILT will collaborate to plan a Spring Fling.

Implementation:		07/09/2025		
Evidence	<p>7/9/2025</p> <p>Located in the 2024- 2025 resources folder.</p>			
Experience	<p>7/9/2025</p> <p>At OHS, we set out to accomplish our goal of increasing parental and family engagement by ensuring that 100% of our teachers used Parent Square to communicate with their students' families to receive updates on instruction, behavior, and school happenings. 2024- 2025 Parent Square Communication data indicates that 99 % of the families at Olympic High School were enrolled in the Parent Square Communication application. Parent Square communication was sent out multiple times weekly, and teachers also communicated with families via Parents Square weekly. With the increase in parent communication, student participation in academic contests and assignments increased by 32 %. Parental participation in activities has averaged over 100 families attending each event during the 2024-2025 school year, compared to an average of 53 families attending each event during the 2023-2024 school year. Parent Square provides communication to parents in various languages based on family language needs.</p> <p>During 2025-2026 school year, anticipated challenges will exist with new families needing login information to join Parent Square. Any paper communications should also be available in multiple languages to ensure that all families are included.</p> <p>An opportunity to overcome these challenges within the 2025- 2026 school year would be to provide Parent Square login information during the open house meetings.</p>			

Sustainability

7/9/2025

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