



Continuous School Improvement Plan (C-SIP)
Olympic Hills Elementary School
2017 - 2018
Principal: Libby DeBell

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School Overview

Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report.

Mission and Vision

Mission:

At Olympic Hills, we work together to promote academic excellence and inspire lifelong learning. Through a spirit of cooperation, we lead children to be kind, helpful, safe and responsible. We prepare children to be confident learners with a strong sense of self-worth and capable of critical thinking.

Vision:

Our students, staff and community deserve to be known, cared for and held to high expectations.

Terminology

Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:

ALO (or HC -highly capable): Advanced Learning Opportunities. Building based program that serves students with a designation of advanced learners.

BLT: Building Leadership Team. A school's advisory, decision-making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

Career Ladder Teachers. teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

ELL: English Language Learners. Students who have been identified as needing additional support learning English.

IEP: Individualized Education Plan. An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

MTSS: Multi-Tiered System of Support. Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

PD: Professional Development. Instruction and learning activities for teachers to improve or broaden instructional practice.

PLC: Professional Learning Community. A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

RULER- Recognizing Understanding Labeling Expressing Regulating: a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

SMART Goal. Specific, Measurable, Attainable, Realistic and Timely

SIT: Student Intervention Team. A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

School-Wide Programs/Multi-Tiered System of Support

Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.

We reviewed data from the following sources:

- SBA for ELA and Math
- MAP for ELA and Math
- FEL performance measures
- WAKids
- School climate surveys (from staff, students, and families)
- TC running records reading levels
- Social/Emotional/Behavioral Screeners

Based on the analysis of our data, our primary concerns about student learning are:

- Disproportionate number of students not achieving to standards *Opportunity gap
 - African American & Hispanic/Latino students achieve at lower rates than any other subgroup.
- SWD/SPED student – most are not meeting standards as measured on SBA.
- Students with ACES- Students who have behavior, social-emotional, or trauma issues achieve at lower rates than others as measured by SBA & MAP.
 - Students newer to OHE perform significantly lower than students who have had the consistency of being at OHE for more years.
 - i.e. Of our fifth grade population, those that started at OHE in K-2 had a 90% passing rate on ELA and a 95% passing rate on math, compared to 78% and 44% for those who came to OHE in 3rd, 67% and 33% for those that came to OHE in 4th, and 50% and 67% for those that came in 5th.
- 40% of our third and fourth grade cohorts are not meeting grade level as measured by TC.
- Only 42% of our ELL students in 4th grade passed the ELA SBA (vocab & language)

We will use research-based strategies that help targeted students.

We will address the needs of all children using our MTSS Tier 1 (classroom) instruction. Our goal is to create classroom environments and instruction that meets the needs of at least 85% of our students.

We will address the needs of the following populations of students at Olympic Hills by:

- Low-achieving students/Gap closing groups:
 - Providing an intentional intervention program for all students working below grade level in ELA through Otter blocks with appropriate level texts.
 - Small group instruction across content areas and 1-on-1 conferring
 - Math – intervention with specialists
- African American & Hispanic/Latino: All staff are focusing on building relationships with these students and their families. Staff are engaged in professional development (PD) and conversations about race and equity to better understand how to serve this population from both an academic and a social-emotional perspective.
 - Check & Connect

- PD – Race & Equity
- SWD/SPED students: Hiring highly qualified staff members to teach in SPED positions; co-teaching through inclusion model (with new adoption of ACCESS program); hiring high quality staff; involved in data teams
- ELL students: Our ELL staff is involved in data team meetings and PD opportunities with classroom teachers to align their work and review data. Our ELL staff receives unit plans on an ongoing basis then adds language stems and best ELL instructional practices to support student learning. They also have developed a Rubric for Language Learning to inform instruction for ELL.
- Students with ACEs: PD; check & connect, School Relations Assistant, Counselor, RULER
- ALO students: We have an enrichment Otter block for all students working above grade level in ELA through which students receive differentiated instruction using book clubs and advanced level texts. Students receive targeted math support using Engage NY and Ten Marks for fact fluency. Teachers provide differentiated instruction such as modified assignments, activities, and problem solving opportunities which both increase rigor and invite the application of above grade level skills and concepts.

At Olympic Hills Elementary (OHE) we regularly monitor the progress of our Tier 1, 2, and 3 students through the following:

Quarterly:

- Our MTSS team meets quarterly to look at growth data using common formative assessments aligned with our levy performance measures.
- We administer a social/emotional/behavioral screener to identify students that may need additional resources and/or counseling services.
- We collect TC/F&P reading level data, as well as math fact fluency & interim data. We review that data to look at trends and areas of need.

Bi-weekly/weekly:

- Our SIT/Help Desk team reviews the progress of a specific student in collaboration with parent/guardian(s). The team develops a targeted assistance plan to support the student.
- Grade level teams meet with their PLCs and/or data teams to:
 - Unit plan – plan specific learning targets and rigorous learning goals in ELA and math aligned to CCSS
 - Design CCSS formative assessments aligned to unit plans
 - Review specific evidence of student work/targeted data
 - Meet with specialists, ELL and SPED teachers to discuss student progress
 - Make decisions about interventions and student groupings
 - Vertical alignment

We are strengthening the academic core in our school by:

- Maintaining a strong MTSS culture
- Maintaining a strong RULER program
- Revising/updating our mission, vision, shared beliefs, decision-making matrix, etc.
- Engaging our staff in PD to increase our cultural competency, as well as to improve our instructional practices including student questioning and differentiated instruction.
- Meeting regularly in PLCs and data teams
- Meeting regularly in committees and teams to support students and families (MTSS, Race & Equity, etc.)

Our school offers professional development that is high quality and ongoing.

A review of OHE's data and existing structures informed the decision to focus on three clear, foundational needs for our staff.

- Race and Equity/ACES – PD to increase cultural competency, awareness of personal biases and the impact of race and racism, as well as trauma-informed learning strategies; use this learning to build a more culturally responsive school environment. Staff has built relationships and check-in opportunities for students outside of their homeroom classes.
- Math number talks- PD focused on number talks, student discourse and questioning

- ELA curricula adoption- PD focused on implementing new curricula in the workshop model (Literacy/reading specialists/coach will work with CLTs/teachers who attended writing institute at TC to integrate strategies from TC and Center for Collaborative Classrooms)
- Olympic Hills teachers can use CLTs to help grow their instructional practices; we have five CLTs who plan PD opportunities after school focusing on the needs of new staff members and school events (Open House, conferences).
- We have access to instructional/content coaches who provide peer-coaching in refining instructional skills and putting into practice the best use of our curricular materials.

Our school will increase parent/family engagement.

OHE uses the following strategies to increase the involvement and engagement of our school community and parent/guardian(s) in their student's education:

- **Communication:**
 - Beginning of year welcome letters with Olympic Hills Handbook
 - Weekly schoolwide newsletter & news from teachers (emails, phone calls, in-person, newsletters, etc.) detailing curricula, ways to participate at school, etc.
 - Conferences
 - Home Visits
 - Website

*Translation services are provided in home languages for ongoing communication including conferences, Open House, etc.
- **PTA:**
 - Fundraising w/community
 - Family nights (movies, speakers, etc.)
 - Website
 - Fostering Together
- **Events:**
 - Fall ELL Night
 - Open House
 - Spring Multicultural Potluck & Science Fair
 - Walk-A-Thon
 - Pancake Breakfast
 - Family picnics
 - Summer play dates hosted by staff
 - Parent education nights (i.e. English as a Second Language Class, Cooking & Nutritional Class, Reading & Math – how to help at home, Technology, etc.)
- Student and family surveys – time to look at data at the beginning of the year that guide decisions around future PD, etc.
- School Relations Assistant and Counselor: These staff members provide a unique connection to families. They work with students daily, helping them to improve their classroom learning behaviors and overall mental health. The counselor contacts parents/guardians frequently to inform them about behavioral progress. Our School Relations Assistant also focuses on the attendance campaign making sure that students are at school and on time to enhance their learning. They also seek out resources for students and their families such as winter clothing, school supplies, gift cards for groceries, shelters, provide for through our Hunger Intervention Program (HIP), etc.

Homework policy -

It is the belief and philosophy of the OHE staff that students work hard throughout the school day and that learning occurs in a variety of ways and places outside of school. During school we focus on students learning at their just-right level. Additionally, our homework philosophy is tailored to the needs and interests of each child and his or her family.

Homework at OHE includes:

- Reading (independent or with an adult/older sibling) for 20-30 minutes daily
 - Our intention is that this reading time strengthens family relationships while nurturing a love of reading and learning within your child. Reading can be fiction or non-fiction—full-length books, magazines, newspapers, learning websites, whatever is of interest and develops the child’s love of learning.
- Completing in-class work or extensions/projects from classwork as assigned by the teacher and/or as child is inspired to pursue. The work is intended to engage families in the learning and help them better understand what their child is working on at school grades K-5.

In addition, we encourage children and their families to use after school time to explore other interests and foster growth and responsibility. These may include:

- Family chores—setting the table, doing the dishes, cleaning rooms of the house, caring for pets and self, doing yard work...
- Free/imaginative play time alone, with siblings, or with friends
- Activities outside of school such as sports teams, dancing, martial arts, singing, exercising...
- After school academic, science, arts, or sports enrichment classes through OHE or another community organization
- After school care/play either through Olympic Hills Academy or outside organization
- Home practice of math facts and/or sight words

At OHE, we will reinforce lessons every day in school and preserve much of the after-school time for the rest of your child to grow, develop, and thrive.

Our staff is involved in decision-making.

- Elected Building Leadership Team (BLT) members meet on a monthly basis to make decisions related to our CSIP, PD, and levy plans. They communicate regularly with their constituents and compile meeting minutes that are made available to the rest of the staff.
- The principal regularly consults with curriculum coaches and teacher leaders to make decisions related to schoolwide scheduling, systems and procedures.
- The MTSS team works with administration to decide upon whole school PBIS strategies & implementation.
- A weekly SIT team meets to make decisions about individual students regarding placement and interventions.

Monthly logistics meetings are held where all staff members have the opportunity to voice opinions and discuss schoolwide issues.

We will assist our students to meet standard.

OHE identifies students for interventions and plans for differentiated instruction by triangulating sources of data from SBA, MAP, interim tests, CBAs, and formative assessment. We track assessment data and analyze student achievement related to benchmark scores in ELA (TC/F&P) and math fact fluency.

- We compile data from reading, writing and math assessments at least quarterly. We then meet as grade level teams with specialists and administration to analyze the data and make informed decisions about core instruction, as well as intervention for tier 2 and 3 students.
- Grade level alignment meetings are held twice a month for unit planning, development of assessments, and calibration. Regular PD schedule where Wednesday afternoons begin with whole staff PD then break out into academic planning groups, committee or teams.
- PD is provided by Career Ladder teachers based on student need as evidenced by assessment data and/or data team discussions.
- Curriculum specialists and team leads provide coaching support for new staff members to ensure that all students have access to the same learning opportunities.
- The Families in Education levy funding provides an after-school extended day "Academy" for students in grades 3-5 who are not yet meeting standard in reading and/or math. Students receive two hours of tutoring a week, as well as an additional hour of enrichment classes such as STEM.
- In partnership with Meadowbrook Community Center, we provide twice weekly ELL intervention for our after school program for our tier 2 and 3 ELL students not yet meeting standard in reading and/or math.
- Community based organizations work with Olympic Hills to support student learning (Meadowbrook Community Center, Associated Recreation Council, Windermere, etc.).
- Otter block intervention/enrichment opportunities occur 30 minutes Monday-Thursday for all students.
- Hourly tutors provide targeted intervention for primary students supporting phonics instruction.

- MTSS/SIT team develops specific learning and/or behavioral plans for students needing additional support. These teams also work together to refer students for assessment for potential Special Education (SPED) services.
- SPED & ELL services are provided for those students eligible. These teams work with targeted students to support their learning in alignment with classroom learning targets.
- Monthly learning targets are communicated to and supported by all staff members including Planning, Conference and Preparation (PCP) specialists (i.e. technology teacher uses informational PBSKids.com to support nonfiction learning and the PE teacher practices whole body handwriting).

Olympic Hills receives volunteers from UW's Pipeline Project and Community Literacy Project who serve in individual classrooms and/or in the after school program.

How do we support the transitions of new students and families into our school?

OHE employs a comprehensive approach to connecting and welcoming new families into the Olympic Hills community.

- Jump Start: All kindergarteners receive a personal invitation to participate. We have Jump Start available for all incoming kindergarten students to support them in learning the routines of kindergarten, as well as providing teachers with an opportunity to get to know students' needs, interests, and abilities.
- Home Visits: Our kindergarten teachers do home visits for all incoming kindergartens to welcome them to Olympic Hills, introduce them to the elementary school structure, and answer questions students or families may have.
- New family orientation – We host a new family event during the first week of school where kindergarten students and their families are invited to an orientation in their classrooms. They meet their teacher and classmates, while the family is able to meet the administration team and PTA members. Newly enrolled 1st-5th grade students also get a tour of the school from the PTA or principal during the first week of school.
- WAKids: All kindergarteners participate in the WA Kids assessment which includes a family engagement meeting (home visit) to learn about the child and their family, as well as introducing the family to the school and school in general.
- PTA: OHE enjoys a strong and active PTA. PTA leadership is visible and accessible.
- Families are invited to ongoing events including Title 1 Open House with a free pizza dinner, a library book fair, etc.

How do we support students identified as High Qualified?

ALO students: We have an enrichment Otter block for all students working above grade level in ELA through which students receive differentiated instruction using book clubs and advanced level texts. Students receive targeted math support using Engage NY and Ten Marks for fact fluency. Teachers provide differentiated instruction such as modified assignments, activities, and problem solving opportunities which both increase rigor and invite the application of above grade level skills and concepts.

Multi-Tiered System of Supports Budget

The following table describes how funds are allocated to support and improve student learning.

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Title I, Part A	142,642	After school program, additional in class assistance, small group pull out when needed to reinforce grade level state standards.
2017-2018	Combined	Learning Assistance Program (LAP)	83,886	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	2,579,560	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	66,574	Funding to support MTSS supports at all schools.
2017-2018	Combined	Family and Education Levy (FEL)	194,005	City Levy funds to support targeted students and increase attendance at funded schools.
2017-2018	Combined	FEL Performance Pay	77,922	City Levy funds awarded for meeting student performance measures. Funding will continue to support programs focused on improving student growth.
2017-2018	Combined	Seattle Preschool	165,829	Enables participating students to achieve pre-academic skills and develop socially/emotionally.
2017-2018	Specific Use	Transitional Bilingual	204,364	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	845,930	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

Building Based Goals

We have chosen to focus on the following area(s) over the school year
Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
As of June 2017, data indicated that the percentages of African American and Hispanic/Latino students performing at or above grade level in reading as measured by MAP was 16% for African American and Hispanic/Latino students in 1 st & 2 nd grade. The percentage of students performing at or above grade level in reading as measured by SBA was 32% for African American and Hispanic/Latino students in 3 rd -5 th grade.	By June 2018, the % of 3 rd -5 th grade African American and Hispanic/Latino students at or above grade level in reading as measured by SBA will increase from 32% to ---%. By June 2018, the % of 1 st -2 nd grade African American and Hispanic/Latino students at or above grade level in reading as measured by MAP will increase from 16% to ---%. We will use benchmark data from SBA interims and MAP 2-3x/year, as well as F&P reading levels to look at student growth. 9 out of 75 in 1 st 10 out of 41 in 2 nd 22 in 3 rd out of 62 11 out of 53 in 4 th 18 out of 42 in 5 th 51 out of 157 total	Classroom teachers, support staff, administration	June 2018 (see MAP and SBA testing window)

Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
% of 1 st -2 nd made typical growth in MAP % of students in 3 rd -5 th who reached grade level in reading	Copy & paste levy goals 79% of 3 rd -5 th grade students meeting standard in math on SBA. 82% of 3 rd -5 th grade students meeting standard in reading on SBA. 56% of 1 st -2 nd grade students making typical growth on MAP reading assessment. 75/70% of K-5 th grade students with fewer than 5 absences (excused or unexcused) in the 1 st and 2 nd semesters respectively.	Classroom teachers, support staff, administration	June 2018

Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>As of June 2017, the percentage of students reading at grade level based on TC benchmarks were:</p> <p>K - 56%</p> <p>1st - 57%</p> <p>2nd - 68%</p> <p>3rd - 55% w/o SPED, 49% w/SPED</p> <p>4th - 47% w/o SPED, 42% w/SPED</p> <p>5th - 70% w/SPED, 67% w/o SPED</p> <p>School average – 57%</p>	<p>By June 2018, the number of students reading at grade level (those who attained level 3 according to SPS reading benchmark document) will increase from 57% to 75%.</p>	<p>Classroom teachers, support staff, administration</p>	<p>June 2018</p>

School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal ¹ to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>*TBD by BLT using student survey data</p> <p>i.e.</p> <p>In student surveys, the area of belonging – students feeling that they belong at OHE (%) scored lower than other areas.</p>	<p>By spring of 2018, at least ---% of students will respond positively to questions about belonging on our annual student survey.</p>	<p>All staff</p>	<p>Spring 2018</p>