



Continuous School Improvement Plan (CSIP)

Olympic Hills Elementary

2016 - 2018

Principal: Stacy Crum



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. The Olympic Hills BLT reviewed and approved the 2016-2017 CSIP on November 2, 2016.

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.

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	
<p>Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.</p>	<ul style="list-style-type: none"> ● Staff reviewed 2015-16 Smarter Balanced Assessment (SBA), Measures of Academic Progress (MAP), school climate data, and in-house assessment data to create goals for the 2016-17 school year. (See Goals Below) ● Teachers meet biweekly in grade level teams to plan specific lesson learning targets for units in reading, math and writing for the upcoming month. ● Teachers meet biweekly in grade level data teams to review specific evidence of student work, and improve lesson planning for targeted needs in reading, writing, or math. ● Grade level teams - professional learning community (PLC)'s in reading, writing, and math also meet biweekly to create Common Core State Standards (CCSS)- aligned formative assessments. ● The English Language Learner (ELL) teachers have developed a Rubric for Language Learning in order to inform instruction in this specialized service area. ● The Multi-Tier Systems of Support (MTSS) and Levy teams meet monthly to review student assessment data and progress monitor intervention for Tier 1, 2, and 3 students. ● The Student Intervention Team (SIT) meets weekly to review the progress of a specific student in collaboration with parent/guardian(s) and staff, then develop a targeted assistance plan to support the student. ● We administer a quarterly behavior screener to support students’ social and emotional growth, as well as to identify students that may need additional resources and/or counseling services.

	<ul style="list-style-type: none"> • We administer both math and reading MAP tests at least twice annually for our Tier 2 students, and then triangulate the data with Teachers College (TC) assessments and DIBELS progress monitoring data. • Quarterly assessments are given by classroom teachers for literacy and math. • Teachers administer WaKIDS assessment for kindergarteners in the fall. • Our MTSS team offers a “help desk” at three times per month. This is a teacher-led protocol to offer intervention ideas and support classroom teachers with Tier 2 students.
<p>We will use research-based strategies that help targeted students.</p>	<ul style="list-style-type: none"> • Rigorous Learning Goals (Hattie): All students have goals for reading, writing and math growth. Instruction is based on CCSS being the minimum standard. • Common Formative Assessments (Hattie): Every two weeks, grade level teams meet to review results of common formative assessment, and reflect on interventions and strategies to meet the needs of students not meeting standards. • All students receive small group instruction on a daily basis in all subject areas. Teachers have explicit schedules that ensure every child’s needs are met. • Corrective Feedback (Hattie): Through conferring and small group instruction, students are given corrective feedback on a daily basis in all subject areas. • Response to Intervention (Hattie): Our MTSS protocols and frequent data review during grade level data team meetings helps us ensure we provide targeted instruction and interventions. We provide data-driven interventions through both push-in and pull-out services in both literacy and math. We use ongoing progress monitoring to analyze the effectiveness of our interventions and student growth to further inform decisions. • Differentiated-Targeted Instruction (<i>Marzano</i>): All students in grades K-5 receive an extra 30 minutes of reading intervention/enrichment four times per week outside of their core reading instruction (Otter blocks). Students above grade level are provided enrichment/acceleration during this time. • Whole Child Focus - Olympic Hills engages daily in the RULER Social/Emotional Intelligence Curriculum developed by Yale University. Students learn how to identify their emotions, self-regulate, and effectively problem solve at a developmentally-appropriate level. All staff members are trained in the common language and practices associated with RULER. • In response to our community’s needs, all staff have been trained on Adverse Childhood Experiences (ACES)/Trauma Informed Learning Strategies. Staff members have built relationships and check-in opportunities for students outside of their homeroom classes.
<p>Our school offers PD that is high quality and ongoing.</p>	<ul style="list-style-type: none"> • Olympic Hills staff participates in ongoing professional development (PD) based on our schools’ PD plan. We developed our PD plan by analyzing student data and seeing where there was a need for enhanced instruction or knowledge. • Olympic Hills served as the first Seattle School District Lab School with Teachers College Reading and Writing Project. We continue to be a Readers and Writers Workshop school, as well as a school committed to continual learning with the lab format. Our literacy specialist attended a Coaching Institute for Reading at Columbia University’s Teachers College in October and will be share this knowledge with our staff by implementing school-wide TC training through PLCs and four targeted PD days. • This year we also have a building wide focus on math; we will receive three PD workshops, six demonstration lessons, and six observation/coaching sessions provided by Math for Love. This PD will build teacher capacity in differentiated instruction, intentional teaching practices, number talks, and building academic language for our students. • Olympic Hills teachers can use Career Ladder Services to help grow their instructional practices; we have five Career Ladder teachers who plan PD opportunities after school focusing on the needs of new staff members and school events (Open House, conferences).

	<ul style="list-style-type: none"> • The district also offers PD activities throughout the year in which all staff are welcome to participate, including math, literacy, science, Teacher Principal Evaluation Project (TPEP), RULER & ACES. • 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. At Olympic Hills, all staff (including our literacy specialists, mathematics specialists, classroom teachers and administrators) provide elements of our PD trainings. Teacher leaders provide specific examples and training for all areas of Balanced Literacy (i.e. small group instruction, conferring, interactive read aloud, shared Reading, etc.), and mathematics instruction (i.e. number talks and math workshop model). • One staff meeting per month is dedicated to PD. At Olympic Hills, several teacher leaders provide trainings for other teachers throughout the district, either centrally, or contracted individually by other schools. This work provides high-quality feedback to our educators, who return to Olympic Hills with ideas to grow and improve our instruction. • As a school we were selected to participate in Race & Equity trainings. We then formed a school pathway with the neighboring middle and high schools to plan and implement multiple PDs surrounding issues on race and equity.
<p>Our school will increase parent/family engagement.</p>	<ul style="list-style-type: none"> • Each year, the Olympic Hills staff organizes and works the annual Family Potluck. Families bring foods from their diverse cultures to share with others thereby increasing pride and self-identity in our students. • Teachers and Parent Teacher Association (PTA) work together to organize a science fair, providing both materials and after school support to create projects with students. • Olympic Hills also engages in an annual ELL night and Open House where families receive a curriculum overview and learn ways to successfully support their children's learning at home. Each year, teachers at Olympic Hills provide Parent/Teacher Conferences in November. To make conferencing more convenient for parents/guardians, all of the Olympic Hills teachers provide evening conference opportunities at least three-five evenings during the conference weeks. • Staff plan and organize multiple community nights to make sure families are informed about district-wide decisions that impact them. • Staff rides the bus to and from school on a monthly basis to meet with parents who they might not otherwise be able to regularly engage with. • At Olympic Hills, our school counselor and family relations assistant (FRA) 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 FRA 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, etc. • Our PTA, FRA, and counselor work together to support the Healthy HIP Packs Program, a weekend food backpack program that provides an important food resource for Olympic Hills students who are at risk of hunger when school meals are not available. • The PTA meets regularly to collect parent/guardian feedback and ideas to promote family involvement in the school community. The PTA leads fundraisers for field trips for all students (Pancake Breakfast, Walk-a-Thon, etc.). The PTA has also made connections with community businesses to arrange fundraising events. • Community Involvement is also promoted through our connection with the Lake City Lions Club. They cook and provide food for the annual Pancake Breakfast fundraiser. The Lions Club provides dictionaries to all third grade students and provides a vision/hearing screening van to screen all students annually.

	<ul style="list-style-type: none"> • All kindergarten teachers do home visits before the start of the school year introducing families to Olympic Hills, answering questions and explaining the structure of kindergarten. • Teachers regularly engage in communication with families to inform them of their children's progress, what they are learning, etc.
<p>Our staff is involved in decision-making.</p>	<ul style="list-style-type: none"> • Elected Building Leadership Team (BLT) members meet on a monthly basis to make decisions related to our CSIP, PD plan, budget, and levy grant. 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 school wide 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. • Biweekly data teams are held in which teachers and specialists make decisions about grade level interventions and grouping. • Monthly logistics meetings are held where all staff members have the opportunity to voice opinions and discuss school wide issues. • The PTA works with staff liaisons to make decisions about budget and after school programs. • The levy team collaborates with community based organizations (Parks and Recreation & Associated Recreation Council) to make decisions related to after school program opportunities for students.
<p>We will assist our students to meet standard.</p>	<ul style="list-style-type: none"> • 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. • 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, Lake City Lions Club, 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.

	<ul style="list-style-type: none"> • 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 who serve in individual classrooms and/or in the after school program.
<p>Retain high quality, highly effective, and highly qualified staff.</p>	<ul style="list-style-type: none"> • Career Ladder teachers, curriculum specialists and teacher leaders meet regularly with new teachers to support them. • There is ongoing support for all teachers to observe one another both across grade levels and vertically to increase alignment and consistency. • STAR mentors provide support to new teachers throughout the year. • Administration has an open-door policy for staff members’ concerns and ideas. • Administration supports individual staff members with their ongoing professional growth using TPEP as a framework. • Comradery is achieved through ongoing staff excursions or activities such as Runner’s Club and other social events. • Teachers support one another and socialize outside of the workplace to build relationships that create a welcoming, supportive environment that attracts “highly qualified” staff.
<p>How do we support the transitions of new students and families into our school?</p>	<ul style="list-style-type: none"> • 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. • 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. • 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. • Families receive welcoming letters providing them with information about the upcoming school year, as well as an Olympic Hills Handbook that is translated in Spanish. This paperwork answers frequently asked questions, includes paperwork for volunteering, etc. • Families are invited to ongoing events including Title 1 Open House with a free pizza dinner, a library book fair, etc. • Families receiving ongoing communication detailing curricula, ways to participate at school, Title I information, conferences, etc. • Translation services are provided in home languages for ongoing communication including conferences, Open House, etc.
<p>Our system of support assures our highly qualified staff and support students.</p>	<ul style="list-style-type: none"> • Families are informed about “highly qualified” status of staff members • 100% of educators are “highly qualified” as defined by Every Student Succeeds Act • Staff are giving the opportunity to be career ladder teachers and participate in many leadership positions through BLT, MTSS, Race and Equity and Ruler. • Our focus on collaboration and continual learning attract “highly qualified” staff • Teachers support one another and socialize outside of the workplace to build relationships that create a welcoming, supportive environment that attracts “highly qualified” staff. • Olympic Hills holds all students and staff to high expectations attracting HQ staff

- Olympic Hills leaderships creates systems and structures that provide opportunities for staff to grow, learn, collaborate, use data and practice high quality teaching.
- RULER provides the staff with a charter ensuring staff participate in how they want to feel at work.

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

Multi-Tiered System of Support Budget				
Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2016-2017	Combined Funds	General Education Dollars	\$ 2,214,838.00	Instruction for all students aligned with state standards.
2016-2017	Specific Use Funds	Transitional Bilingual	\$ 167,136.00	Teachers/IAs, translations, extra time to support translations at family events, resources to support academic success of ELL students
2016-2017	Combined Funds	Self Help	\$ 30,421.00	Building funds to support classroom and building programs
2016-2017	Combined Funds	PTSA Grant		PTSA sponsors field trips, camp and many of our afterschool enrichment programs.
2016-2017	Combined Funds	Free & Reduced Lunch	\$ 57,195.00	Funding to support MTSS supports at all schools. FRL supports our instrumental music program, a portion of our math specialists, and provides for extra duty support for lunch, recess and afterschool.
2016-2017	Combined Funds	Learning Assistance Program (LAP)	\$ 97,188.00	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12
2016-2017	Specific Use Funds	Special Education	\$ 627,572.00	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP
2016-2017	Combined Funds	Title 1	\$ 117,052.00	Title One funds provide support for k-5 math instruction. These dollars provide for a math specialist and math Professional Development.
2016-2017	Combined Funds	City of Seattle Levy Dollars	\$ 244,500.00	City Levy funds to support targeted students and increase attendance at funded schools.
2016-2017	Combined Funds	City of Seattle Levy Dollars	\$ 162,545.00	Performance pay allows staff to travel to needed professional development, provides for our assistant principal and allows us to support families and students with needed support to ensure school success.
2016-2017	Combined Funds	Total Title I, Part A Allocation	\$ 117,052.00	We utilize Title funds to provide for two .5 math interventionist to support Multi-grade classrooms as well as other classrooms with a high need for math support. Supplemental supplies.

Building Based Goals We have chosen to focus on the following area(s) over the 2016-17 school year

Gap Closing Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal to target level of performance desired)	Assigned to:	Target Date for Completion:
In Spring of 2016: 68% of black 3 rd -5 th grade students met reading standard on SBA, while 92% of white 3 rd -5 th grade students met reading standard on SBA.	In Spring of 2017: 27/35 (78%) of black 3 rd -5 th grade students will meet reading standard on SBA.	Principal Olympic Hills 3 rd -5 th Grade Teachers	May 2017

Cluster of Teachers/ Grade Level Goal(s)			
Problem of Student Learning	What will success look like? (SMART Goal to target level of performance desired)	Assigned to:	Target Date for Completion:
In spring of 2016, 29% of 1 st graders and 22% of second graders made typical growth in reading on MAP.	61/110 (56%) of 1st - 2nd graders students will make typical growth on MAP reading assessment.	Principal Olympic Hills 1 st and 2 nd Grade teachers.	May 2017

Whole School Goal			
Problem of Student Learning	What will success look like? (SMART Goal to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>In Spring of 2016: 72% of 3rd-5th grade students met math standard on SBA</p> <p>78% of 3rd - 5th grade students will meet reading standard on SBA.</p> <p>26% of 1st - 2nd graders students l made typical growth on MAP reading assessment</p>	<p>In Spring of 2017: 120/152 (79%)of 3rd - 5th grade students will meet math standard on SBA.</p> <p>125/152 (82%) of 3rd - 5th grade students will meet reading standard on SBA.</p> <p>61/110 (56%) of 1st - 2nd graders students will make typical growth on MAP reading assessment.</p>	Principal Olympic Hills Staff	May 2017

School Culture Goal			
Problem of Student Learning	What will success look like? (SMART Goal to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>On Spring 2016 Student Climate Survey, only 35% of students answered positively to "Students at my school treat me with respect."</p>	<p>On the 2017 Spring climate survey, 99/152 (65%) of students will answer positively to "Students at my school treat me with respect."</p>	Principal	May 2017