



2024-25 CSIP Review and Updates

Olympic Hills Elementary

Purpose

The **CSIP Review and Updates** is part of an annual Multi-Tiered Systems of Support (MTSS) process that makes visible school-based monitoring, adjusting, and updating of the 2023-2026 Continuous Improvement Plan (CSIP).

CSIPs are designed to be working documents, and all schools in Washington are required by WAC 180-16-220 to "include a continuous improvement process for monitoring, adjusting, and updating the plan."

This template meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

School Data and Building Leadership Team Members

School Name: Olympic Hills Elementary School

Principal: Egypt Charles

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Katelyn Shephard, Sylvia Woods, Rachel Barret, Jeremy Whiting, Theresa Magelssen, Jordan Rocco, Beth Tingey, Audrey Rahm, Luis Gutierrez, and Joyce Phitts.

[2023-26 CSIP Olympic Hills](#)

[Olympic Hills Elementary School Report](#)

[Olympic Hills Elementary School Climate Survey](#)

Summary of Risks and Desired Outcomes

Describe the priority practices, identified in the 2023-26 CSIP, that were implemented during the 2023-24 school year.

LETRS professional development, training and certification Lexia Core 5 for intervention Literacy Data teams monthly-focused on: ongoing literacy assessment data and small group reading instruction; collaborative time to check in on students School Wide Social Justice curriculum and co-teaching partnership Student family partnerships through the Black Family Counsel, Latino Family Counsel ,Vertical Writing and Math teams, ML Co-teaching model in literacy and math, K/1 Foundational Skills PLCs, 2/3 Fluency & Comprehension (Text Dependent Questions) PLCs through the School of Promise, Intentional master schedule to allow for alignment of literacy and math services and collaboration across departments in the building, Utilizing teacher leaders to promote research-based practices Intentional collaboration across departments, school district, and outside community partnerships.

Comprehensive Needs Assessment Summary

A comprehensive needs assessment is an annual process used to identify and prioritize the needs of students, families, and school staff. It involves collecting, disaggregating, and analyzing a variety of data by racial categories to expose possible underlying racial inequities, identify needs and understand underlying causes of needs. By determining who has benefited and unintended consequences of the CSIP implementation, school staff will be able to prioritize needs and develop action plans to accelerate growth for students most impacted by racist systems.

The following is a summary of the 2024 Comprehensive Needs Assessment completed by school staff.

Student Groups

Summary of the data illuminating progress toward the priority student academic goal and learning environments that are joyful, safe, and anti-racist:

- 79% of students responded favorably to the positive behavior and safety topic on the Spring 2024 Climate Survey.
- 73% of students agreed that the rules at their school are the same for everyone.
- 82% of students agreed that adults take action when students are being mean.
- 82% of students agree that after conflicts occur, staff and students work to fix relationships.
- 92% of students responded favorable to the social emotional learning topic on the Spring 2024 Climate Survey.
- 88% of student feel that they learn how to speak up for what they need.
- 94% of students feel that they learn how to make good friendships.
- 94% of students learn how to make good choices for themselves and their community.
- 75% of students responded favorably to the identity and culturally responsive teaching topic on the Spring 2024 Climate Survey.
- 97% of students agree that their teacher believes they can do great things.
- 48% of students feel that they get to learn about their culture at school.
- 63% of students feel that adults at their school can teach them about their culture and history.
- 91% of students feel that their racial or ethnic group is an important part of who they are.
- 85% of students responded favorable to the equity and anti-racism topic of the Spring 2024 Climate Survey.
- 88% of students feel that the school is a safe and welcoming place for people of all cultures and backgrounds.
- 82% of students agree that students of different cultures and backgrounds treat each other with respect.
- 88% of students agree that if someone is treated unfairly because of their culture or background, that adults at OH take action.
- 82% of students feel safe and welcome at OH.

Summary of student strengths supported by data:

- Students feel connected with one another and have developed great relationships with their peers.
- Students feel confident that their teacher believes in them.

Identify and prioritize student needs supported by data:

- There is a need for improved and increased teaching about the cultures of students represented at our school.
- There is a need for professional development to support teachers in incorporating students' history into subject matter.

Summary of possible root causes of the priority student need:

High turnover rate in administration last year so monthly assemblies highlighting races, ethnicities, and cultures were not consistent.

School Staff

Summary of the data illuminating that staff are improving their culturally responsive professional practices:

- 75% of students responded favorably to the identity and culturally responsive teaching topic on the Spring 2024 Climate Survey.
- 97% of students agree that their teacher believes they can do great things.
- 48% of students feel that they get to learn about their culture at school.
- 63% of students feel that adults at their school can teach them about their culture and history.
- 91% of students feel that their racial or ethnic group is an important part of who they are.

Summary of data proving professional learning is effective in supporting student outcomes:

- 53.8% of students in 5th grade who identify as Hispanic met standard, exceeding the 44% of 5th grade students who identify as Hispanic who met standard district wide.
- 38.5% of students in 5th grade who identify as Black met standard, exceeding the 36.4% of 5th grade students who identify as Black who met standard district wide.

Professional learning that needs to be strengthened or is no longer being implemented due to minimal impact on student outcomes:

Prioritized collaboration time to review and revamp Social Justice Curriculum on Green Early Release Wednesdays.

Support Systems

Summary of data proving that sharing power and responsibility with families and developing two-way communication is centering families' voices are various levels:

- The student voice and leadership section of the Spring 2024 climate survey had the greatest percentage point increase from 80% favorable in the fall to 87% favorable in the spring.
- 83 families signed our Student/ Family/ School Compact.

Provide an example of school staff and one partnership/community-based organization assuring continuity of supports for students and how the supports will be strengthened:

Office of African Male Achievement Literacy Series-The Early Literacy Collaborative (ELC) is a partnership with SPS (literacy coaches, AAMA, and family partnerships), UW and community partners to advance the 3rd grade reading goal, family engagement goal, and racial equity, especially for African American boys. In the coming school year, families and educators will meet 6 times to collectively determine and design literacy instructional practices that draw from families' home and community literacies.

Priority Area: Learning Environments – Joyful, Safe, Anti-Racist

Measures and Targets

2023-26 Three-year Goal:

From the 2023-24 to the 2025-26 school year, Olympic Hills will improve student responses to Question 2 in the Student Voice and Leadership section on the Fall Student Survey by 5% from 71% favorable to 76% favorable for 3-5 students.

2024-25 One-Year Goal:

From the 2024-25 to the 2025-26 school year, Olympic Hills will improve student responses to Question 2 in the Student Voice and Leadership section on the Fall Student Survey by 5% from 71% favorable to 76% favorable for 3-5 students.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

2024-25 Evidence-based Practice 1:

Student Engagement: MTSS Teams in school buildings will address student absenteeism by tracking daily and class period attendance taken by teachers in classrooms and then determine needed supports.

Student Outcome Data Measures:

School Attendance Dashboard on Atlas

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

- Building determine Schedule of MTSS Meetings
- Teacher Observational Data for any student support plan (e.g., Care Plans, BIPs, IEPs, Section 504 Plans)
- Student Attendance Agreement Plan
- Care Coordination Plans

Timeframe for Reviewing Process Data Measures:

Monthly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

Olympic Hills Attendance Committee

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

The percent of 3rd Grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 38.7% to a target goal of 68.7% by 2025-26.

2024-25 One-Year Goal:

The percent of 2nd Grade Students of Color FFEJ proficient or above in Reading on the NWEA MAP assessment will increase from a baseline of 15.2% to a target goal of 25.2% by 2025-26.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

2024-25 Evidence-based Practice 1:

Tier 1 and Tier 2 Foundational Skills Instruction: Educators provide strategic and targeted instruction in foundational skills to all students according to assessed needs, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)

Timeframe for Reviewing Student Outcome Data Measures:

By Trimester

Process Data Measures:

- Walk-through/Observational Data
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

Monthly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Olympic Hills Instructional Leadership Team
- Olympic Hills Grade Level Teams

Advanced Learning and Highly Capable Services:

At Olympic Hills, we will provide advanced learning services within the Neighborhood School Model for students identified as HC or AL in the district-wide Universal Screening process and for any other students, identified by educators, in need of Advanced Learning services. Students identified as HC/AL typically are performing (or are capable of performing) above standard in reading and/or math.

For our students in need of advanced learning services (AL/HC) we will differentiate instruction by utilizing strategies such as: flexible grouping, project-based learning, small group instruction, enhancement to grade level curriculum and acceleration in depth and complexity, based on the needs of each student.

Talent development is provided for every student through curriculum embedded and/or school-wide enrichment activities.

Students who are achieving well above grade level standards are targeted under MTSS for Tier 2 interventions. Basic Tier 2 curriculum supports in Reading and Math are accessible to all educators on the AL Hub and Professional Development is provided on the district PD system, LEARN.

By the 2024-25 school year, the MTSS Tier 3 process will be in place for students with complex needs that can't be addressed in Tier 1 and Tier 2 supports. The Tier 3, MTSS process will result in an individual student plan, in collaboration with the AL Department.

HC eligible students who choose to stay in their neighborhood school and not to attend their HC pathway site receive Neighborhood School Model supports and services.

Through the MTSS process, planning for supports and services is done systematically for all students who receive services in ML, SPED, Title/LAP, and AL/HC. Similarly, student growth is reviewed at various points throughout the school year in PLCs and educators plan for the needs of all students in their classrooms.

Strategies in content areas are based in UDL and differentiation for ALL students, including those receiving services for ML, SPED, Title/LAP and AL/HC.

Expanded Learning:

- Otter Theater- Supports literacy
- Newcomer Program
- Nuestra Cultura
- Kindergarten Jump Start

Homework Policy:

At Olympic Hills teachers individually plan for homework while trying to minimize family disruptions.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

From the 2023-24 to the 2025-2026 school year, Olympic Hills will improve positive family communication frequency from unmeasured to once a trimester.

2024-25 One-Year Goal:

From the 2024-25 to the 2025-2026 school year, Olympic Hills will improve positive family communication frequency from unmeasured to once a trimester.

Action Plan

The following action plan highlights one evidence-based practice (strategy, activity, or student support) that will be implemented during the **2024-25 school year** in support of the CSIP Goals in this priority area.

2024-25 Evidence-based Practice 1:

Family Participation: Provide opportunities for families and community members to contribute to the life of the school in ways that reflect their interests, skills, experience, and capacity to do so.

Outcome Data Measures:

Student Attendance

Timeframe for Reviewing Outcome Data Measures:

Monthly

Process Data Measures:

Participation/Attendance (e.g., Events, Membership)

Timeframe for Reviewing Process Data Measures:

Monthly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

Olympic Hills Events Committee Co-Chair

2024-25 Budget Allocations to Support Continuous Improvement

The following table describes how the school allocates funds to support and improve student learning.

Basic Education

- **Intent and Purpose:** To provide all students with instruction aligned to grade-level specific state standards, including differentiation and enrichment services as needed.
- **Dollar Amount:** \$4,693,634
- **Activities Implemented to Meet Intent and Purpose:**
 - Salaries, benefits, payroll taxes

Title 1

- **Intent and Purpose:** To provide all children significant opportunity to receive a fair, equitable, and high-quality well-rounded education and to close educational achievement gaps.
- **Dollar Amount:** \$162,811
- **Activities Implemented to Meet Intent and Purpose:**
 - Salaries, benefits, payroll taxes

Multilingual Learners (Title III)

- **Intent and Purpose:** To support English learners achieve English proficiency, meet the same academic standards as their peers, and successfully participate in school.
- **Dollar Amount:** \$447,642
- **Activities Implemented to Meet Intent and Purpose:**
 - Salaries, benefits, payroll taxes

Learning Assistance Program (LAP)

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$66,856
- **Activities Implemented to Meet Intent and Purpose:**
 - Salaries, benefits, payroll taxes

High Poverty LAP

- **Intent and Purpose:** The use of state LAP revenue is allowable if it can be shown services are provided only to students who have not yet met, or are at risk of not meeting, state/local graduation requirements.
- **Dollar Amount:** \$143,195
- **Activities Implemented to Meet Intent and Purpose:**
 - Salaries, benefits, payroll taxes

Levy Funds

- **Intent and Purpose:** Local levy revenue may be combined in schoolwide programs.
- **Dollar Amount:** \$340,000
- **Activities Implemented to Meet Intent and Purpose:**
 - Salaries, benefits, payroll taxes

