



2024-25 CSIP Review and Updates Olympic View Elementary School

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 View

Principal: Andrew Bean

Members of the Building Leadership Team, Racial Equity Team (if applicable), CBO Staff Members (if applicable), and Parent/Guardian Partners: Andrew Bean, Rachel Roosma, Helen Fenigsohn, Jessica Mora, Margaret Cooper, Lucy Cooley, Cicely Spicer, Caroline Phillips, Crystal Parry, Austin Beard, Jean Nelson, Barbara Bruecher, and Chelsea Whittle

[2023-26 CSIP Olympic View](#)

[Olympic View Elementary School Report](#)

[Olympic View 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.

Olympic View has a very intentional and focused instructional vision that is outlined in our CSIP. In 2023-24, Olympic View focused on increasing student engagement through effective questioning and implementing Universal Design for Learning practices. We used principles of adult learning practices where teachers learned new content, implemented the learning within the classroom, reflected with teams, observed others teaching, received feedback, and refined practice. These cycles repeated throughout the year.

We also worked to create safe and welcoming environments by focusing on student identity and social emotional learning through RULER, PBIS, Second Step, Community Circles, and Restorative Practices. Once a month, the staff met for a book study on Ghody Muhammed's book "Unearthing Joy" that focused on developing culturally responsive practices for staff.

In addition, we implemented a robust system of using data to inform instructional decisions. All grade levels met as a team once a month to look at data to understand who is/is not meeting

standard and coming up with strategies for next steps. Finally, we really focused on building relationships with families. One of the most effective strategies was having family conferences with all families in September which set a positive tone and momentum for the year.

What is at risk with the continued implementation of the 2023-26 CSIP and which student, family and staff groups are most vulnerable to those risks?

When we look at our school-wide data, we have noticed a decline in our reading scores. A lot of this we attribute to is a lack of skills in writing and language, especially for our students of color. In our current CSIP, there is not a lot of targeted focus in these areas. Our long-term plan will be to have a school-wide focus on writing using "Writing Revolution". This year we will have a select group of staff roll out the program and will move to all-school implementation next year.

What are short-term and long-term desired outcomes for student, family, and staff groups?

Our short- and long-term goals are to eliminate the disproportionality that our students of color are facing. Last year 74 percent of our white students were meeting state standard in reading. However, our Asian students were at 46 percent, African American were at 38 percent, and Hispanic students were at 44 percent, and English Language Students were at 24 percent. When we look at our family engagement data, we also find similar trends in that our families of color are less active in the school community and/or their child's education. In the last year we have really focused on math instruction, and we have seen great increases. However, last year we had a big drop in our literacy data, so this will be a priority focus area. In terms of attendance our white and African American students are doing well, but we have a much lower attendance rate for our Hispanic and English Language Learner students. In terms of our staff, we are expanding our instructional capacity through going deeper into Universal Design for Learning, so that teachers can design lessons so that all students receive rigorous and relevant instruction. Our long-term goal will be to focus on writing instruction.

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:

We are proud of the growth we have seen in our student climate survey data reflecting that we are creating joyful, safe, and anti-racist learning environments. In fact, in every category of the survey, except one, we scored higher than the average elementary school in Seattle. We are proud of the growth we have seen in our student climate survey data reflecting that we are creating joyful, safe, and anti-racist learning environments. In fact, in every category of the survey, except one, we scored higher than the average elementary school in Seattle.

Summary of student strengths supported by data:

The following are our most positive responses on our student climate survey.

- Equity/Anti-Racism-89% favorability
- Inclusionary Practices-89% favorability

- Social Emotional Learning-89% favorability
- Pedagogical Effectiveness-89% favorability
- Literacy-84% favorability
- Student Voice and Leadership-84% favorability.

Identify and prioritize student needs supported by data:

Based on the student climate surveys, there are still some areas that we need to focus on, including the following:

- College and Career Readiness-56% favorability
- Science-65% favorability
- Math-78 % favorability
- Identity and Culturally Responsive Teaching-79% favorability (although we did have a 7% increase)

Summary of possible root causes of the priority student need:

In terms of college and career readiness, I think being an elementary school we just didn't prioritize this and need to be more intentional of grounding our purpose of why we go to school. For science and math, we need to really focus on mindsets to have students see themselves as scientists and mathematicians. Identity is a key focus area for our school and is a central theme for our professional learning during our Racial Equity PD sessions. We are making great strides, but we need to continue to be even more transparent to help students make connections.

School Staff

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

Based on the staff survey results provided, it appears that Olympic View staff are making positive strides in their efforts towards racial equity and culturally responsive instruction:

Key Findings:

1. Racial Equity Action: 94% of staff responded favorably, indicating a 9-percentage point increase from the previous Fall 2023 survey. This suggests staff are actively taking steps to address racial equity issues in the school.
2. Honest Conversations about Race: 85% of staff responded favorably, a 7-percentage point increase. This shows staff feel more comfortable having open and honest discussions about race.
3. Use of Racial Equity Analysis Tool: 76% responded favorably, though this was a 2-percentage point decrease from the previous survey. This is now a focus area for us this year.
4. Addressing Racial Conflict: 82% of staff responded favorably, a significant 15 percentage point increase. This indicates the school is dealing with racial conflicts in a more effective and fair manner.
5. Leadership Confronting Racial Concerns: 85% of staff responded favorably, a 7-percentage point increase. This suggests school leadership is actively addressing issues of racial concern.

Overall, these results demonstrate that Olympic View staff are making positive progress in implementing culturally responsive practices and addressing racial equity in the school. The increases in favorable responses across most areas are encouraging.

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

We are thrilled with our staff climate growth. We have grown in every area and were higher than the average scores for Seattle Public schools. The data shows impressive improvements across multiple key areas:

- Belonging & Relationships scored a high 97% favorable rating, which is an 11% increase compared to Seattle Public Schools.
- Culturally responsive & anti-racist work environment had an 84% favorable rating, a 6% increase.
- Leadership opportunities and support received an 86% favorable rating, an 8% increase.
- The greatest increase was in Safety, Bias, Wellbeing, which had a 95% favorable rating, a substantial 22% increase.
- The Overall Score was an excellent 90% favorable, an 11% increase.

These results demonstrate significant progress in creating a more inclusive, supportive, and empowering work environment for the staff. The team should be commended for their efforts to foster a positive climate and culture.

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

When we look at our student achievement and growth data, we continue to see disproportionality in our student outcomes. This is why we need to continue to develop strong tier 1 instruction focusing on inclusionary practices through Universal Design for Learning (UDL). Specifically, we need to engage students by providing necessary supports and student choice (Flexible Methods and Flexible Materials) as well as increase student agency (Self-Reflection and Goal Setting).

In addition, because of our focus on our new math adoption of enVision, we have made great gains in this area. However, we have not prioritized PD around ELA, and especially writing. This will be a key focus area moving forward as we incorporate "Writing Revolution" strategies that are especially effective for MLL students. Other focus areas include Restorative Practices and Student Identity (creating a K-5 identify/culture continuum).

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:

At Olympic View we are actively working to build two-way communications with families and to center their voices. At the start of each year, our school prioritizes building relationships with families through one-on-one conferences. These provide an opportunity for teachers to learn about the unique hopes, dreams, and concerns that each family has for their child. By positioning parents as the primary teachers, we acknowledge their wealth of knowledge and expertise. Families share their child's strengths, interests, and challenges, which teachers actively listen to and use to inform instruction and create a welcoming classroom. These initial conferences set the tone for a collaborative; family-school partnership focused on each child's success. By honoring families as partners, we lay the groundwork for open communication and a shared commitment to student growth throughout the year.

We use multiple means of communication including School Messenger, Talking Points, Linguistica, Teacher Newsletters, PTA Facebook page, and school website to ensure that all families are informed. We have a wide range of community events that are well attended and inclusive, including our Back to School Night, Multi-cultural potluck, Science/Art Night, Fall Festival, and Movie Nights.

We also look to provide many opportunities for families to volunteer within and outside the school day, such as volunteering in the classroom, chaperoning field trips, helping out with school-wide events such as Field Day, the Move-A-Thon, or at evening events.

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:

Olympic View has fostered valuable partnerships with key community organizations, such as the University Food Bank and Elks Club. These collaborative efforts have led to great success in supporting families in need.

Through the partnership, Olympic View is able to provide:

- Weekend Food Bags: Families receive supplementary food items to sustain them over the weekends.
- Thanksgiving Baskets: Special holiday meal baskets are distributed to families during the Thanksgiving season.
- Holiday Baskets: Similar baskets are provided to families during the winter holiday season.

This impactful initiative currently serves approximately 65 families and over 100 children in the community.

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

Measures and Targets

2023-26 Three-year Goal:

By May of 2026 student responses under the category of identity and culturally responsive teaching will increase from 70% to 90% favorable on the 2025-2026 end of school year student survey.

2024-25 One-Year Goal:

By May of 2025, student responses under the category of identity and culturally responsive teaching will increase from 79 to 85%

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.

Evidence-based Practice 1:

Tier 1 Restorative Practices: Educators will implement a restorative and relational culture across the school community.

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

Monthly

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

SEL Team

Additional context about your school's implementation of chosen evidence-based practice (optional):

This year we are aligning Second Step K-5 as a tier 1 school-wide focus.

Evidence-based Practice 2:

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

Timeframe for Reviewing Process Data Measures:

Monthly

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

- ~~Admin,~~
- Attendance Secretary,
- Counselor

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Three-year Goal:

By the 2025-26 school year, 86.1 percent of Olympic View third grade students will be at standard in English-Language Arts (ELA) as measured by the Smarter Balance Assessment.

2024-25 One-Year Goal:

By the 2024-25 school year, 65 percent of Olympic View third grade students will be at standard in English-Language Arts (ELA) as measured by the Smarter Balance Assessment.

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.

Evidence-based Practice 1:

High Quality Tier Instruction: Educators will implement adopted instructional resources to serve all students, including students with IEPs, multilingual learners, and advanced learners.

Student Outcome Data Measures:

MAP

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

Walk-through/Observational Data

Timeframe for Reviewing Process Data Measures:

Weekly

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

MTSS/TLC

Additional context about your school's implementation of chosen evidence-based practice

UDL Focus Areas 5/6 and 9/10

Evidence-based Practice 2:

Professional Learning Communities: Educators engage in regular PLC meetings supported through master scheduling and use the results of the SPS Curriculum Embedded Assessments and other common assessments to identify additional supports for and provide wis

Student Outcome Data Measures:

Curriculum-Embedded Assessments (CEAs)

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Process Data Measures:

Professional Development Exit Tickets

Timeframe for Reviewing Process Data Measures:

Monthly

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

On yellow days, PLCs will collaborate around PD goals that were aligned to Purple PD days focusing on UDL.

Advanced Learning and Highly Capable Services:

Olympic View is committed to meeting the needs of all students, especially advanced learners. Based on current research, SPS and Olympic View no longer support advanced learners through separate programs. The traditional “walk to” practice leads to inequitable outcomes. These practices too narrowly define what is “advanced” and it results in tracking, which is not appropriate in an elementary school environment. Just as important, we know that learning with a diverse population benefits all students academically, socially, and emotionally. This is especially important for advanced learners. With that said, we still are intentional in how we individualize instruction for advanced learners. They are as follows:

Reading:

- All students K-3 have small group instruction with their teacher at their level.
- Students use “Just Right Books” to practice reading strategies. Students are not reading the same text. Advanced learners will have access to complex texts.
- IXL-4th and 5th grade students are assigned learning opportunities at their instructional level.

Math:

- New enVision curriculum was picked because of its structure to meet the needs of advance learners.
 - 3 Act Tasks/Solve and Share-daily problem-solving routines that have multiple entry points.
 - Differentiated independent practice (problem solving, extension/enrichment work/activities).
 - Collaboration with classroom teachers around individual learning plans/homework
 - Successmaker computer-adapted program allows students to be taught at their instructional level.

Eagle Time: Each day there is a 35-minute intervention/enrichment block. Extra staffing is given to the grade level during this block. Grade level teams use data to create flexible groupings. During this time advanced learners get targeted work at their instructional level.

- Small group instruction
- Project-based learning
- Individualized challenge work
- Collaborative work

Extra-Curricular Activities-in partnership with our PTA and other resources, we have numerous opportunities for Advance Learners to further explore their talents/interests, including the following:

- Global Reading Book Challenge
- School Play
- Choir/Instrumental Music
- Art Docents
- After school enrichment activities
- Circus Arts

Teacher Professional Development- In order to meet a wide range of learners, Olympic View has prioritized professional development that allows for teachers to better differentiate their teaching.

- Differentiated questioning: Teachers have been trained to ask open-ended questions that facilitate deeper sense making and entry points for all learners.
- UDL (Universal Design for Learning)-Teachers are being taught to leverage student interests and provide alternative pathways for students to demonstrate understanding.

Expanded Learning:

If students are not meeting standard in reading and math, they are referred to Summer Staircase, SPS's summer school program. Students with special needs who demonstrate significant learning loss during breaks are eligible for SPS's extended school year (ESY) program.

During conferences, teachers meet with families and create individualized plans that often result in work being done at home, usually focused on reading or using one of the school's adaptive technology programs.

Homework Policy:

At Olympic View, especially at the younger grades, we believe that homework can be counterproductive. Kids work hard all day. After school is a time to pursue individual interests, spend time with family, and play. For our intermediate grades, we believe that a little bit of homework helps to prepare the groundwork for developing responsibilities and organization which will be important when they enter middle school. The following are the homework expectations for each grade:

- Kindergarten- 20 minutes reading 5 nights/week. This includes reading or being read to.
- First Grade-20 minutes reading 5 nights/week. This includes reading or being read to.
- 2nd-grade-Read every night for 20 minutes and regularly practice math facts
- 3rd Grade-Read every night for 20-30 minutes. (Teachers will create math packets if requested by family)
- 4th Grade-Read for 20-30 minutes each night and weekly math packet
- 5th-Grade-Read for 20-30 minutes each night and weekly math packet

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Three-year Goal:

By June 2026, 100% of families of Students of Color Furthest from Educational Justice will attend at least 2 events including one or more of the following:

Teacher/parent/student conferences

Family Education nights (Science Night, Arts Night, Back to School Night)

Informal meetings with classroom teachers and staff

School Family Engagement Events

Volunteering at school, field trips, etc.

PTA-sponsored events

Classroom celebrations

Assemblies and other student performances

2024-25 One-Year Goal:

100 percent of families will meet with teachers either on Family conferences in September or Parent-Teacher conferences in November. Teachers will communicate with administration any family who doesn't attend a conference. Administration will reach out to families to schedule a conference.

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.

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:

School-based tracking of parent engagement

Timeframe for Reviewing Outcome Data Measures:

Quarterly

Process Data Measures:

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

Timeframe for Reviewing Process Data Measures:

Quarterly

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

Entire staff

Additional context about your school's implementation of chosen evidence-based practice

All families to participate in two school events and to attend either the family conferences in September and/or parent-teacher conferences in November.

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:** \$3,502,889
- **Activities Implemented to Meet Intent and Purpose:**
 - Provide standards aligned instruction to all students.
 - Community prioritized discretionary and PTA dollars to fund the Assistant Principal position.
 - The AP supports safe and welcoming environments, builds positive relationships with students and families, and connects with communities farthest from educational justice.

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:** \$119,140
- **Activities Implemented to Meet Intent and Purpose:**
 - Funded an instructional assistant to staff the intervention program.
 - Staff member runs small group research-based reading interventions.

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:**
 - Funded an Academic Intervention Specialist (AIS) to lead tier 2 literacy/math intervention.
 - Runs small groups using a research-based curriculum.
 - Interventionist also serves Multilingual Learner (MLL) students.

Other Funding Source: PTA Grant

- **Dollar Amount:** \$170,000 (funded 0.79 FTE Assistant Principal) + \$8,000 contracted field trips
- **Activities Implemented to Meet Intent and Purpose:**

- Community prioritized discretionary and PTA dollars to fund the Assistant Principal position.
- The AP supports safe and welcoming environments, builds positive relationships with students and families, and connects with communities farthest from educational justice.

Per Student Allocation

- **Dollar Amount:** \$25,433 (funded 0.12 FTE Assistant Principal) + \$3,259 supplies
- **Activities Implemented to Meet Intent and Purpose:**
 - Community prioritized discretionary and PTA dollars to fund the Assistant Principal position.
 - The AP supports safe and welcoming environments, builds positive relationships with students and families, and connects with communities farthest from educational justice.