



2023-26 Continuous School Improvement Plan (C-SIP)

Olympic Hills Elementary School

Purpose

The Continuous School Improvement Plan (C-SIP) is a product of collaborative inquiry around a comprehensive needs assessment led by school leaders and school staff in collaboration with district staff. The C-SIP provides an overview of district and school priority areas, student outcome goals, measures, strategies, activities and connected resource allocations.

School Data and Building Leadership Team Members and Partners

Current School Year: 2023-24

School Name: Olympic Hills Elementary School

Principal: Theresa Estrada

Members of the Building Leadership Team and Parent/Guardian Partners: Andrea Wallner, Beth Tingey, Xiomara Rincon, Nick Deisler, Shukri Wehelie, Audrey Rahm, Cheryl Pearce, Joyce Phitts, Erica Martin, Sara Robinson

Community Partners (Community Based Organizations): Levy School of Promise, Early Literacy, Collaborative, TIPS, Meadowbrook Community Center, Seattle Teacher Residency



[Olympic Hills Elementary School Report](#)

[Olympic Hills Elementary School Climate Survey](#)

School Overview

Our Mission-At Olympic Hills, our staff and families work together to promote academic achievement, and teach, inspire and motivate children. We guide all students to become literate, lifelong learners. Through a spirit of cooperation, we lead children to be kind, helpful, safe and responsible. We prepare children to become contributing members of society with a strong sense of self-worth and creativity.

Our Vision-We prepare children to become contributing members of society with a strong sense of self-worth and creativity.

Our Motto- Where kids and teachers love to learn and grow.

Commitment to Diversity- Located in Lake City, Olympic Hills Elementary is a small, neighborhood school with a wonderfully rich and diverse population of students, representing 30 different countries and 20+ different languages. Our vision for our community is for all of its members to embrace and value the worth, dignity, and diversity of all people. Our commitment is to provide a differentiated and rich educational program that promotes self-respect, respect for others, encourages social responsibility, and prepares our students to be intrinsically motivated leaders in an interdependent global community.

Seattle Excellence – Culture of Equity and Educational Justice

When we focus on ensuring racial equity in our educational system, unapologetically address the needs of students of color who are furthest from educational justice, and work to undo the legacies of racism in our educational system, then we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

[2019-24 SPS Strategic Plan](#)

Student Outcomes Focused Governance

The district has established Goals and Guardrails aligned to Seattle Excellence that provide a framework for Student Outcomes Focused Governance.

[Student Outcomes Focused Governance](#)

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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing and cultivating the gifts and strengths of every student and ensuring that we become culturally responsive and anti-racist practitioners. Students deserve learning environments that are welcoming, joyful and safe. *

*[African American Male Achievement 2021 Community Engagement Report](#)

Learning Environments Measures and Targets

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.

One-year Goal:

By the 2023-24 school year, Olympic Hills will improve student responses to Question 2 in the Student Voice and Leadership section on the 2023 Fall Student survey to from 71% favorable to >80% favorable for grade 3-5 students.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the focus Learning Environments Goal.

Guardrail 4. The Superintendent will not allow the use of disciplinary actions as a substitute for culturally responsive behavioral and social emotional supports for students, with and without disabilities.

Guardrail 5. The Superintendent will not allow any district department, school building, or classrooms to not provide welcoming environments.

Evidence of alignment to student outcome focused governance:

Olympic Hills Elementary provides a warm and welcoming environment by providing consistent opportunity for connection and communication for students and families K-5. The following list offers examples of ways that we create a school community that is both culturally responsive and provides opportunity for family, staff, and student connection:

- Student leadership team led by school counselor. This team:
 - Participates in the monthly assembly
 - Helps lead compost/recycling/landfill sorting during lunches
 - models and helps resolve problem solving at recess
 - Models common language across the building for expectations
 - Buddy classrooms, reading and math buddies that rotate classrooms twice a month)
 - Peer mentorship
- Family Engagement Nights
- Monthly assemblies centering members of our community (eg. Dia de los Muertos, AAPI Heritage, Indigenous People's heritage)
- Translated bi-weekly school communication from principal to families
- Hallway displays of student work reflecting identity, culture, and classroom content
- Open House
- Family/teacher conferences
- Interpretation and translation of communication to parents of ML students
- PTA support between families and school
- Student and staff climate surveys
- Olympic Hills designed Social Justice Curriculum and action projects
- Student artwork is displayed in hallways and classrooms
- Writing celebration

It is with the implementation of the above examples that Olympic Hills creates authentic opportunities to get to know students, families, and staff. It is our belief that when we know the values of our community that we can create a warm, welcoming environment for all students.

Learning Environments Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Learning Environments Goal:

- Parent teacher conferences with the goal of not only sharing student academic progress, but identifying culturally responsive strategies in partnership with families

- School wide Social Justice learning
- School wide PBIS systems and routines rollout. This also includes an incentive system of Otter Cards where students can earn an otter card when they demonstrate an action that matches with our school charter and PBIS expectations.

Professional learning plan that will support implementation of the culturally responsive strategies, processes, or procedures:

- Continue PD from Dalisha Philips around restorative circles and practices
- Continue leveraging TPEP leaders to provide professional development for staff around growth goals.
- Continue leveraging RET to provide professional development for staff around social justice.

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- Administration, interventionists, and other support staff meet each trimester with all K-5 teachers to review data and identify students of need, students who need a SIT, or students who need/no longer need to be pulled from a small group.
- We implement the practice of a Tier 2 Data Form to monitor student behavior across the school year. We document when a student exhibits a behavior that should be tracked and then monitor the frequency of behaviors to determine appropriate interventions.

Components of Multiple Tiered System of Support (MTSS) that meet the social-emotional and behavioral needs of students:

- Olympic Hills uses a clear MTSS process that determines how to proceed when a student is not making progress. This process reviews whether a student has an IEP, is ML, and engages family in the intervention process. This process is explicitly reviewed during TRI days and is accessible on our staff Handbook.
- Our counselor attends all MTSS meetings to provide insight into the social emotional needs and skills of students.

Priority Area: Classroom Instruction and Academic Success—3rd Grade English Language Arts

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include recognizing that Teaching is intellectually complex, difficult and demanding work, and requires collaborative inquiry – educators working together to examine practice through a cycle of planning, teaching, reflecting and applying to build students’ academic mindset since "Intelligence" is not a fixed, inborn trait.

Classroom Instruction and Academic Success Measures and Targets

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.

One-year Goal:

The percent of 2nd grade Students of Color FFEJ projected proficient or above in ELA based on the MAP will increase from a baseline of 26.5% to a target goal of 36.5% by 2023-24.

Use of formative assessments and data to improve instruction and continuous improvement aligned to the three-year and one-year goals:

- SBA Data
- MAP Data
- DIBELs Data
- WIDA Data (listening, speaking, reading, and writing)
- Monthly data meetings to review formative/classroom-based assessments
- MTSS meetings to discuss individual students
- Parent conferences to communicate with families about student progress
- Parent/community events to share resources for practicing instructional skills at home

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Classroom Instruction and Academic Success Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

Guardrail 3 supports the vision of the school through Olympic Hill's focus on data to align instruction and ensure equity in student growth. As evidence of this, Olympic Hills strives for content to represent a wide range of student backgrounds and experiences. In addition, adults in the building work to build personal connections with each student to learn more about student experiences and integrate them into the content and classroom.

Classroom Instruction and Academics Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, or procedures staff will implement to meet the Three-Year Classroom Instruction and Academic Success Goal:

- Focus on well-being and belonging, so that students can focus on academics
- High quality tier 1 instruction
- MTSS protocol
- Intervention support for tier 2 students
- Scaffolding and differentiation
- Focus on social justice and racial equity so that students see themselves in the curriculum and are more engaged
- Different ways of showing what students know

Professional learning that will support implementation of culturally responsive strategies, process, or procedures:

- We have completed several years of trainings around social justice and racial equity, and now we are working on implementing this knowledge in the classroom setting.
- Staff racial equity committee leads professional development with staff

Components of Multiple Tiered System of Support (MTSS) that reflect Inclusive Practices and create the conditions for students who receive student support services to be successful in the general education setting:

- MTSS meetings with grade level teams
- Weekly Instructional Leadership Team meetings
- Monthly assessment and data alignment meetings during PCP/Data Teams

- Family engagement

Components of Multiple Tiered System of Support (MTSS) that meet the academic needs of students:

- Intervention support for Tier 2 students
- Solid Tier 1 instruction
- Differentiated small groups

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 opportunities for students through afterschool or summer programs:

- 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

In Seattle Public Schools, we understand that a shared vision of practice is essential to fostering the learning communities that each of our students and adults needs to thrive. This shared vision enables educators to work in concert to build their practice with a focus on student learning.

Our [Foundational Beliefs for Supporting Students Learning](#) include the belief that by collaborating with families in authentic partnerships, we create a path for students to reach their highest potential, engaging with families as the first and lifelong teachers of students.

Family and Community Engagement Measures and Targets

Three-year Goal:

From the 2023-24 to the 2025-2026 school year, Olympic Hills will improve positive family

One-year Goal:

By the 2024-2025 school year, Olympic Hills will improve PTA meeting attendance by 5% as compared to the 2022-2023 year.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Family and Community Engagement Goal.

Guardrail 1: The Superintendent will not allow school and district initiatives to go forth without engaging students of color furthers from educational justice and their families, following stakeholder engagement principles that are utilizing current adopted best practices.

Evidence of alignment to student outcome focused governance:

Olympic Hills Elementary believes:

- All parents have dreams for their children and WANT THE BEST for them.
- All parents have the CAPACITY to support their children's learning.
- Parents and school staff are EQUAL PARTNERS.
- The responsibility for building partnerships between school and home RESTS PRIMARILY WITH SCHOOL STAFF, especially school leaders.

Olympic Hills engages students of color furthest from educational justice and their families following stakeholder engagement principals through the following practices:

- Partnering with the Racial Equity Committee and PTA when determining school initiatives
- Engaging in reflective professional development to monitor and grow culturally responsive practices.
- Improving family communication structures. Teachers send bi-weekly communication to families via smore. With this practice, we hope to increase school wide equity for stakeholder engagement.
- Include families in staff celebrations

Family and Community Engagement Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Professional learning plan that will support implementation of educator development about the power of parents in transforming and improving teacher-parent communication and opportunities for dialogue and understanding:

- Utilize purple days as professional learning for improving parent-communication and restorative practices amongst students and staff
- Utilize green race and equity days to focus on relationship building strategies particularly with African American males and students furthest from educational justice

Culturally responsive strategies, processes, and/or procedures that support sharing power with families to support new structures of parent leadership and centering families' voices are various levels:

Latinx Family Council- This group has been constructing community and lifting the voices of our Latinx parents. Families have participated more in field trips and at the school. This was achieved by supporting families to sign up as volunteers and completing all of the paperwork in partnership, while answering questions or offering support through the process.

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.

By strengthening relationships and working collaboratively with families, we will co-create culturally responsive and holistic learning resources that support African American youth. This will support students, families, educators in various ways listed below.

Goals for students:

- Strengthen identity-affirming student-teacher relationships
- Drive strategies to promote joy in reading
- Continue to develop student voice and leadership over their learning

Goals for families:

- Build routines for collaborating with educators in literacy supports for their children
- Deepen understanding of what SPS leaders and educators are doing to support early literacies for boys of African descent

Goals for educators:

- Identify and elevate early literacy leadership practices that are making a difference for boys of African descent
- Experience opportunities to demonstrate and get feedback on early literacy instructional practices
- Engage in professional learning routines with co-designers that support their growth in this area of pedagogy

Intended Outcomes and Metrics:

- Improvements in formative and summative literacy assessments
- Increased African American family response rates to family engagement survey
- Teacher indicators to identify are those that measure culturally responsive instructional practice, collaboration, teaching supports and learning
- Improvements for all students and African American Boys on key student climate measures, including:
 - Identity and Culturally Responsive Teaching
 - "I get to learn about my culture at school"
 - "I have adults at school that can teach me about my cultures and my histories"
 - "My racial or ethnic group (or groups) is an important part of who I am"
 - Literacy
 - "I enjoy reading"
 - "Reading is very easy for me"
 - "I read outside of school time"
 - "I see myself reflected in the books I read at school"
 - Equity and Anti-racism
 - "I feel safe and welcomed at my school"
 - Inclusionary Practices

- “My teacher gives me choices in how I learn new things at school and how I share what I know”
- “I feel like I belong in my classroom”
- Student voice and leadership
 - “My school values what I think and what I have to say”
 - “I can be a leader at my school if I want”

Priority Area: Culturally Responsive Workforce

Our [Foundational Beliefs for Supporting Students Learning](#) include ensuring that we become culturally responsive and anti-racist practitioners.

Student Outcome Focused Governance

School staff will implement the following Guardrail to create conditions for students to meet the priority Culturally Responsive Workforce Goal.

Guardrail 3. The Superintendent will not allow adult behaviors in central office, school buildings, or classrooms that are misaligned with district-wide vision, values, and anti-racism initiatives.

Evidence of alignment to student outcome focused governance:

- Olympic Hills designed social justice curriculum
- School wide assemblies that center the diversity of our community
- Staff and family racial equity committee
- Olympic Hills partners with the Dalisha Phillips to provide professional development around restorative practices
- Olympic Hills implements the Since Time Immemorial curriculum
- Multicultural Potluck
- Latinx Family Committee

Culturally Responsive Workforce Strategies

Our school completed a comprehensive needs assessment and examined data to identify strategies, processes, procedures, and professional development that will lead to student outcomes aligned to our goals in this priority area. The needs assessment is available upon request from the principal.

Culturally responsive strategies, processes, and/or procedures that support Belonging and Relationships:

- celebrations and shoutouts at the start of staff meetings
- grade level team meetings
- visible administration
- positive working environment
- staff input on policies and school decisions
- BLT
- collaboration with PTA to hold school events

Culturally responsive strategies, processes, and/or procedures that support a culturally responsive and anti-racist work environment:

- PD for staff
- Focus on social justice and PBIS
- Having clear structures and protocols in place based on trauma informed responses and PBIS
- Being proactive in having conversations about race and dealing with issues surrounding race
- Working with parent racial equity committee
- Staff charter

Culturally responsive strategies, processes, and/or procedures that support leadership opportunities:

- TPEP
 - Building Leadership Team (BLT)
 - Giving feedback with informal observations and walk throughs
 - Opening up leadership opportunities to the whole staff
 - Specifically seeking out different people to do different tasks, delegating to staff who express interest or show a particular area of strength
 - MTSS process with grade level teams
 - Administration works to get to know staff individually to be able to know how to support them, getting a better understanding of how much input they want in decision making or policy development
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Budget Allocations to Support Continuous Improvement

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

Academic Year: 2023-24

Funding Type: Specific

Funding Source: WSS (Washington State Salary Schedule)

Amount: \$6,304,062

How will funds improve student learning? The budget allocation from the district supports classroom teachers, SPED, and the ML team, allowing Olympic Hills to focus on providing interventions through small groups. It also improves Tier 1 instructional practices for all students.

Academic Year: 2023-24

Funding Type: Combined

Funding Source: LAP and Title

Amount: \$359,550

How will funds improve student learning? LAP Title 1 funds support literacy, math, writing, and Math interventionists.

Academic Year: 2023-24

Funding Type: Specific

Funding Source: Levy Grant

Amount: \$340,000

How will funds improve student learning? Grant funds are primarily used for additional staffing and CBO contracts focused on all students. Levy Funds support additional staff, including math/literacy specialists, IAs, tutors, and a student family connector. It also covers several community partnerships. In 2023-24, the focus is on professional learning in math, shifting adult mindsets, and integrating restorative practices into PBIS. The curriculum supports students in understanding their racial identity and advocating for social justice. The Latinx Family Council aims to create a meaningful partnership with Latinx families through monthly meetings.