



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

## Olympic View 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 View Elementary School

**Principal:** Andrew Bean

**Members of the Building Leadership Team and Parent/Guardian Partners:** Andrew Bean, Rachel Roosma, Jessica Mora, Helen Fenigsohn, Maddy Murphy, Jennifer Dunne, Halle Mahlik, Caroline Phillips, Crystal Parry, Barbara Bruecher, Bethany Jones, Austin Beard, Andrea Chaddock, Sarah Wichlacz, Cathy Villanueva

**Community Partners (Community Based Organizations):** Olympic View is committed to developing strong community partnerships in order to meet the needs of our families. The following are our partnerships:

Academic Learning:

- Chihuly Garden and Glass
- Dance Chance by Pacific Northwest Ballet
- Seattle Art Museum
- Artist in Residency for each grade

Basic Needs:

- Fresh Fruit and Vegetable Program-City of Seattle-Office of Sustainability and Environment
- Pack for Kids-University District Food Bank
- Operation School Bell
- Right Now Needs Funds

College and Career Readiness

- Youth Employment Program-City of Seattle Human Services

Expanded Learning

- Collaboration Station
- Girls on the Run

Health and Wellness

- ASC Behavioral Health-Atlantic Street Center
- NeighborCare Dental Clinic
- Sound Mental Health



[Olympic View Elementary School Report](#)

[Olympic View Elementary School Climate Survey](#)

## **School Overview**

Olympic View is a diverse school located in North Seattle. During the 2022-23 school year, Olympic View served 377 students from diverse backgrounds. We are a Title 1 school and about 25% of our students are Multi-Language Learners (MLL). 50.4% of our students are white, 18% are Hispanic, 14.7% are black, 9% are Asian, and 7.4% are multi-racial.

At Olympic View, we take a holistic approach in assessing the academic, social, and emotional health of all of our students. In order for all students to meet standard, we are committed to building a strong instructional core. Research is clear that all students benefit from participating in a culturally, socially, and academically diverse setting. With this fundamental belief, core classes at Olympic View are strategically designed around creating diverse heterogeneous learning communities.

Olympic View is aligned with the district's strategic plan of eliminating opportunity gaps. A key strategy is a deep commitment to developing positive relationships with every student by understanding each child's story, strength, and need.

**Olympic View Mission:** Olympic View embraces its rich diversity by providing a welcoming environment through strong family engagement and community partnerships. Staff delivers rigorous, relevant, and engaging learning opportunities through innovation, collaboration, and culturally responsive teaching.

**Olympic View Vision:** By developing a growth mindset, we inspire all students to strive for high levels of academic, social, and emotional learning. Our students become responsible and compassionate global citizens through empathy, self-reliance, and perseverance.

## **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](#)

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## 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:

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.

### One-year Goal:

By May of 2024 student responses under the category of identity and culturally responsive teaching will increase from 70% to 77% favorable on the 2023-2024 end of school year student survey.

## Student Outcome Focused Governance

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

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 View is committed to ensuring that guardrail 5 is met.

Safe and welcoming environments start by building relationships with students and families from day 1. This is why we are prioritizing time during TRI days and early release days in September for having our family conferences. During these conferences we aim to build positive relationships by understanding parent's hopes and dreams for their children and to identify ways for all families, especially those furthest from educational justice will participate in the school at least once during the school year.

In addition, we are looking to build positive classroom culture through building consistency and predictably. We want student centered classrooms where children have a voice in creating norms/expectations through classroom charters. A priority of our school is to make learning relevant by capitalizing on student identities. We believe that positive classroom culture is built through restorative practices. At Olympic View Morning meetings are the starting points for students and teachers to build relationships.

We also are committed to giving students agency and voices, especially for our BIPOC families. We are focusing on utilizing affinity groups to create safe spaces for our students. We also are planning and creating a student advisory.

## **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:**

- Restorative Practices-morning meetings, restorative circles (when needed) explicitly teaching problem solving and friendship skills (see 2<sup>nd</sup> Step material)
- Student Voice/Agency
- Developing Identity of staff so we understand who we are and what we bring to the table, which will allow us to support moving our students forward to know their own identities and how they bring their culture with them daily.
- Inviting BIPOC families into the school to volunteer, to support the students with reading, arts activities, etc. Multiple points of entry....
- Student of the week-cultural show and tell
- K-5 alignment on 2<sup>nd</sup> step material
- 15-minute SEL period in every classroom, every day, to align all students k-5 with C-SIP goals

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

- Restorative Practices
- Student Voice/Agency
- Developing Identity
- On Red Early Release Days, the principal will utilize a principal-directed staff meeting to lead professional development around Social-Emotional-Learning (SEL). PD will consist of culturally responsive PD including the following:
  - Warm Demander (Combining high kindness with high expectations)
  - Cultivating Community amongst staff, classrooms and parent community
  - Developing Routines/rituals
  - Restorative Classrooms
  - RULER anchors (Class Charter, Mood Meter, Meta Moment, Blueprint)
  - Bring "Joy" into the classroom
  - Self-care
  - How to create an environment where students feel: safe, welcome, a joyful experience, sense of belonging and identity
  - Morning Meetings
- Teresa Boone and the central office MLL team providing PD that will help to push our learning for the students of other cultures.
- Identity-we are focusing PD to support teacher tapping into students' various identities in order to make learning relevant.
- Teacher training: Entry point for speaking with BIPOC families of a different language than us.

### **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:**

- Asset based language
- Help desks-academic and social emotional
- SIT days calendared in the school year (Whole SPED team is present)

- Data driven PLC
- 6-week intervention schedule where students are moving through different groups
- Parent involvement on Help desk plans, intervention/MLL progress

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

- Asset based language
- Help desk
- SIT calendared days
- Parent involvement on Help Desk, Intervention/MLL
- 6-week intervention cycle

## **Priority Area: Classroom Instruction and Academic Success—3<sup>rd</sup> 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:**

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.

**One-year Goal:**

By the end of the 2023-24 school year, 60.9 percent of Olympic View third grade students will be at standard in English-Language Arts (ELA) as measured by the Smarter Balance Assessment.

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

Olympic View utilizes a comprehensive system to monitor student growth in order to inform – academic, social, or emotional decisions. Teachers are not doing this work in isolation but in aligned and collaborative ways. All teachers belong to a grade-level Professional Learning Community (PLC).

They use the following four guiding questions:

- What do we want students to learn? (Standard)
- How will we know that they have made this learning goal? (Assessment)
- What will we do if they don't meet this goal? (Intervention)
- What will we do if students meet this goal? (Enrichment)

### **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:**

Olympic View is aligned to this guardrail as we are singularly focused on creating a student-centered focus on learning, especially those furthest from educational justice. In order for students to learn, we must ensure that we are creating safe and welcoming environments for all students through culturally relevant and inclusive practices.

## **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:**

**Culturally Responsive Teaching:** Olympic View is focused on utilizing culturally responsive teaching practices. We have adopted the practices highlighted in Gholdy Muhammad's book Cultivating Genius. In order to fully meet the needs of our BIPOC (Black, Indigenous, People of Color) we need to re-imagine our schools beyond the traditional Euro-centric model that permeates our system. She identifies four "pursuits" that schools must create:

- Pursuit of Identify (We need to make instruction relevant to our kid's lives. They must see themselves in the instruction. They must connect learning with their lives, their histories, their cultures.
- Pursuit of Skills: This is what people traditionally think about when they think about schools. These are the standards that are taught and assessed.
- Pursuit of Intellect: She defines intellect as the process of loving to learn and evolve. It is about taking skills and making connections to the world.
- Pursuit of Criticality: Criticality is the process of using the skills and intellect you have developed and then be able to have the capacity to make a difference in the world. It is about understanding structures/systems that lead to oppression and inequalities.

We will be expanding on this by doing a book study on her follow up book "Unearthing Joy."

**Social Emotional Learning:** We know that students need a safe and welcoming environment in order for students to learn. We also know that students must learn how to thrive social-emotionally in an increasingly diverse and complex world. Our staff is committed to creating these environments in many ways:

- **RULER- Recognizing Understanding Labeling Expressing Regulating:** a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence.
- **PBIS-(Positive Behavior Intervention and Supports).** These are the school-wide rules, routines, expectations, and traditions that we all follow..."The Eagle Way."
- Student Agency/Voice/Leadership
- Restorative Practices

**Student-Centered and Inclusive Environments:** In order to succeed in a 21<sup>st</sup> century world, students need to develop collaborative skills. We are also social learners, so schools need to create authentic opportunities for students to learn with and from others. The following are examples:

- High levels of student talk
- Teaching Growth Mindset and Perseverance
- Cooperative Learning
- Understanding Universal Design Theory (Differentiation allowing access for all students)
- Inclusive environments: All students are general education students first and all students benefit from diversity.

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

One of the key components of highly successful schools is developing "Collective Teacher Efficacy", which means that all staff believe that each one of us can make a positive impact. In order to do this, we have to do the following:

- De-privatize Practice
  - Olympic View will create systems/opportunities for all teachers to observe other teachers
  - Teacher Leaders will provide learning walks aligned to the professional development with opportunities to debrief and make personal goals based on what they learned/reflected on
- Facilitate productive and collaborative PLCs
  - All grade levels aligned with curriculum mapping, common assessments, and instructional strategies
  - Using data to drive instruction
  - Provide vertical and horizontal alignment
  - Using cycles of inquiry
- Create Embedded Job Embedded Professional Development Cycles
  - Teachers learn a targeted skill and practice, reflect with PLCs, receive peer and administrative feedback in order to grow.
  - Each cycle is between 4-6 weeks that build on each other.
  - Teacher leaders build opportunities to observe other staff.

Olympic View is beginning a two-year PD cycle that will focus on inclusive practices by focusing on Universal Design for Learning (UDL). There are 10 focus areas that UDL focuses on. In 2023-24, we will focus on the following:

- Focus Areas 1 and 4 (Learning Objectives and Collaboration/Community) will be integrated in with our focus on increasing student engagement through effective questioning and discussion techniques.
- Focus Areas 2 and 3 (Student Identity and Social Emotional Learning) will be integrated into our Racial Equity PD. This will include a book study from Gholdy Muhammed's "Unearthing Joy"

Looking at our student climate data, the one area that we had a significant dip (and the only area in which we were lower than district averages) was in the area of culturally responsive instruction which revealed we are not tapping into students' identities.

In 2024-25 we will focus on UDL focus areas 5-10 (Flexible Methods, Flexible Materials, Flexible Assessments, Formative Assessments, Self-Reflection, and Feedback)

Looking at our student climate data, the one area that we had a significant dip (and the only area in which we were lower than district averages) was in the area of culturally responsive instruction which revealed we are not tapping into students' identities. With this in mind, one of the other disproportionate data points is on writing. Next year, we are going to have focused PD around strategies to increase writing output for our students furthest away from educational justice, especially our MLL students. We will have two areas of focus in this area:

- Highlighting identity in writing. Teachers will learn to help students connect all writing pieces to their identity.
- Collaborate with the MLL department to develop K-5 aligned strategies to increase writing output for our MLL students.
- Universal Design for Learning

## **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:**

In order for all students to meet standard, we are committed to building a strong instructional core. Research is clear that all students benefit from participating in a culturally, socially, and academically diverse setting. With this fundamental belief, core classes at Olympic View are strategically designed around creating diverse heterogeneous learning communities.

At Olympic View, all students, including students with special needs are considered general education students first. We believe that all students should receive instruction in the least restrictive environment, and it is the educator's responsibility to differentiate instruction to meet individual student's needs. Whenever a student is pulled out of a classroom, they lose their connection to their peers. This is why much of our professional development plan is geared towards increasing teachers' capacity to meet the needs of diverse learners.

This similar mindset also meets the needs of advanced learners. District no longer supports "walk to" programs as it creates inequitable outcomes and is not supported by research. In addition, we know that often the biggest barrier for advanced learners is interpersonal skills. The following are ways we are meeting the needs of advanced learners.

#### Reading:

- All students have small group instruction with their teacher at their level.
- Students use Just Right Books to practice reading strategies. Students not reading the same text.
- Differentiated questioning: Open ended questioning facilitates deeper sense making

#### 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, enrichment work
- Success Maker
- Small groups

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

Starting with a strong instructional core, we have systems in place to ensure that all students' needs are being met.

We recognize that all students need to have individualized instruction through intervention and/or enrichment. To meet this need, we have created an Eagle Time intervention/enrichment block for reading and/or math.

Our **Multi-Tiered-System of Support (MTSS)** process provides a referral structure that enables all academic specialists and family members to garner support of their students' academic, social and emotional progress. Our process of identification of students who are not achieving state standards during the school year is data driven with baseline measures taken in the first month of school. Progress monitoring, benchmark, and summative assessments also occur at regular intervals.

In addition, when a teacher has a concern with a student (academically, social-emotionally), they call for a "Help Desk" meeting. During these meetings teacher leaders and administration consult with the teacher and create an intervention plan. The team will set goals and will implement a 6-week, data-driven intervention cycle. The team will meet again and determine if they will discontinue, continue, modify the plan or escalate it to the next part of the MTSS process, our Student Intervention Team (SIT).

The SIT team is comprised of parents, classroom teacher, speech/language pathologist, occupational/physical therapist (OT/PT), school psychologist, special education teacher, MLL



teacher, nurse, and administrator. During these meetings the team decides next steps, which might include a referral for special education.

### **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-4<sup>th</sup> and 5<sup>th</sup> 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 indivual 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 opportunities for students through afterschool or summer programs:**

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
- 3<sup>rd</sup> Grade-Read every night for 20-30 minutes. (Teachers will create math packets if requested by family)
- 4<sup>th</sup> Grade-Read for 20-30 minutes each night and weekly math packet
- 5<sup>th</sup>-Grade-Read for 20-30 minutes each night and weekly math packet

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## **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:**

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

#### **One-year Goal:**

By June 2024, 100% of families of Students of Color Furthest from Educational Justice will attend at least 1 event 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

## **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 View is aligned to the following four core beliefs:

1. All families have dreams for their children and want the best for them
2. All families have the intent to support their children's learning
3. Families and school staff are equal partners
4. The responsibility of building partnerships between school and home rests primarily with school staff, especially school leaders

In addition, we are working to meet the Four Pillars of Family Engagement codesigned in 2018 by the Family Engagement and Task Force. These four pillars are:

1. Share Power and Responsibility
2. Facilitating Positive Interactions
3. Welcoming Environments
4. Two Way Communication.

## **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:**

- Train staff on culturally responsive practices for use in family conferences at the beginning of the year
- Staff utilizes multiple communication strategies to make sure all families are receiving information. Kingergarten Staff are using and/or are familiar with each mode of district-approved communication tools. (Linguistica, Talking Points, Google Translate, Chat GTI)
- Training staff on multiple ways for families to participate in the classroom

**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:**

- Have a Racial Equity Team that supports programs that support students and families of color. Ensure members of color to be a very close representation of school and communities (staff/families)
  - Affinity groups – start with families and restart with students
  - Book Docent
- Highly encourage support staff to attend 1 or more family engagement experience for either school or classroom.
- Continue to have a welcoming environment in schools that respects and celebrates the diversity of families by displaying culturally relevant and inclusive materials, artwork, and resources. Welcoming families into the school to help create displays that are more culturally authentic and gives families the opportunity to feel a part of the school.

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## 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 View is intentional in ensuring that this guard rail is met. Being culturally responsive educators is a priority at Olympic View. When hiring new staff, we prioritize hiring BIPOC and/or staff committed to equity and inclusive practices. When making decisions, we utilize our racial equity toolkit which prioritizes decisions based on positive/negative impact for our students furthest away from educational justice. When identifying professional development opportunities, we look at what will have the best impact in eliminating opportunity gaps.

### 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:

- Building Positive Relationships with Families
  - Family Conferences with each family at the beginning of the year
  - Goal of having each parent volunteer at least once in the classroom each year
  - Instruction connected to student's identity/culture
  - Affinity groups
- Building Positive Relationships with Students
  - Knowing each student's story, strength, and need
  - Building strong classroom communities (Class charters, morning meetings, rituals/routines, etc.)
  - Building strong school culture..."The OV Way" (Spirit Days, Attribute Assemblies, Student Leadership, rituals/routines, land acknowledgement)
  - Restorative practices
  - Affinity groups

- Building Positive Relationships with Colleagues
  - Staff Charter
  - Strong PLCs
  - Staff celebrations/rituals/routines
  - Managing Conflict

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

- Restorative Practices
  - Have a staff charter that is generated and agreed upon at the start of every school year so that all staff members have shared norms and understanding
  - Restorative Circles if/when harm is done amongst adults. When we practice this as adults it makes it easier to bring into the classroom as they have seen it in action.
  - Call in culture: When there is an issue among staff members, staff make moves to directly address issues by going to the people involved.
- Student Voice/Agency
  - Student voice is highly valued and incorporated at the start of the year with how classroom routines and procedures are established.
  - When there are conflicts in the classroom, student values and points of view are considered and
- Developing Identity
- Racial Equity Team
- Collaborating with MLL, Special Education, Intervention, and specialists.

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

- Commitment to hiring and maintaining a diverse workforce
- Administration intentionally listening to BIPOC staff
- All staff members participate in at least one essential committee (RET Team, SIT/MTSS Team, Building Leadership Team)
- Racial Equity Team
  - Provide opportunities for students to dive deeper in their own anti-racist journey
  - Give voice agency for BIPOC staff, students, families

## 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:** Per Student Discretionary Allocation

**Amount:** \$19,075 (funded 0.09 FTE Asst Principal) + \$869 supplies

**How will funds improve student learning?** Our community, especially families furthest from educational justice, prioritized using discretionary and PTA dollars to fund our Assistant Principal position. The AP has been essential in creating safe and welcoming environments, building positive relationships with all students/families, and connecting with communities furthest from educational justice.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** Per Student-in-poverty based Allocation (Equity)

**Amount:** \$25,433 (funded 0.12 FTE Asst Principal) + \$3,259 supplies

**How will funds improve student learning?** Our community, especially families furthest from educational justice, prioritized using discretionary and PTA dollars to fund our Assistant Principal

position. The AP has been essential in creating safe and welcoming environments, building positive relationships with all students/families, and connecting with communities farthest from educational justice.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** LAP

**Amount:** \$118,229 (funded 0.75 FTE AIS)

**How will funds improve student learning?** Funding our Academic Intervention Specialist (AIS) was an essential priority. This person will lead our tier 2 literacy/math intervention by running small groups using a research-based curriculum. This is a full-time position as our interventionist is also endorsed to teach MLL learners, serving MLL students in this role.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** Title I

**Amount:** Total \$87,286 (funded 0.05 FTE AIS, 0.75 FTE Instructional Asst) + Food (student/parent), supplies & extra time

**How will funds improve student learning?** We prioritized funding an instructional assistant to staff our intervention program. This staff member will run small group research-based reading interventions.

**Academic Year:** 2023-24

**Funding Type:** Specific

**Funding Source:** PTA

**Amount:** \$170,000 (funded 0.79 FTE Asst Principal) + \$8,000 Contracted Field trips

**How will funds improve student learning?** Our community, especially families furthest from educational justice, prioritized using discretionary and PTA dollars to fund our Assistant Principal position. The AP has been essential in creating safe and welcoming environments, building positive relationships with all students/families, and connecting with communities farthest from educational justice.