



**Continuous School Improvement Plan (C-SIP)**  
**Olympic View Elementary School**  
**2016 - 2018**  
**Principal: Andrew Bean**

**SEATTLE  
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SCHOOLS**

## School Overview

### Introduction

The Continuous School Improvement Plan, CSIP, is a document that contains our building and District's plan of action for the current school year. More specifically, it identifies the areas our school plans to focus on in the coming school year, the performance goals we want our students to achieve, and how we are going to collaboratively meet these goals. All of our school's goals and efforts have been synthesized into one easy-to-read document that covers all of the different areas on which schools are required to report. The Olympic View Building Leadership Team (BLT) reviewed and approved the 2016-17 CSIP on June 15, 2017.

### Mission and Vision

#### Mission:

*Note: We are in the process of creating a new vision. This will be finished in the fall, 2017*

Olympic View is a community of joyful, active learners who are supported and challenged to reach their full intellectual, social, emotional and physical potential

#### Vision:

As members of a learning community comprised of parents, students, staff and our greater community, we work together to foster a love of learning by building upon the natural curiosity of childhood, and encouraging exploration and discovery in order to develop healthy, responsible, contributing world citizens. At Olympic View, students, parents and staff experience success every day!

### Terminology

**Throughout this document a number of acronyms and terms are used that may seem unclear. The following lexicon may be helpful:**

**ALO (or HC -highly capable): Advanced Learning Opportunities.** Building based program that serves students with a designation of advanced learners.

**BLT: Building Leadership Team.** A school's advisory, decision-making group that has specialist, grade level, administration and parent representation. The BLT meets monthly and approves the school budget and CSIP. It also, determines an additional year-long leadership team focus. This year our focus concerns communication between the school and families as well as building climate.

**Career Ladder Teachers.** teachers that serve to support their colleagues within a leadership capacity. They help design and lead professional development opportunities at the school.

**ELL: English Language Learners.** Students who have been identified as needing additional support learning English.

**IEP: Individualized Education Plan.** An IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in keeping with certain requirements of law and regulations.

**MTSS: Multi-Tiered System of Support.** Building directed supports for students identified as needing additional learning opportunities beyond basic classroom instruction to meet standards.

**PD: Professional Development.** Instruction and learning activities for teachers to improve or broaden instructional practice.

**PLC: Professional Learning Community.** A team of educators that collaborate for instruction determining essential standards, creating and administering ongoing assessments of student understanding, reviewing data, and providing supports and extensions for students needing them.

**RULER- Recognizing Understanding Labeling Expressing Regulating:** a social-emotional literacy curriculum developed by Yale University's Center for Emotional Intelligence. Early Learning spearheaded the adoption of this curriculum, which is now in use at 50 Seattle Public Schools elementary and middle schools.

**SMART Goal.** Specific, Measurable, Attainable, Realistic and Timely

**SIT: Student Intervention Team.** A team of parents, teachers, specialists and our psychologist that meet to consider whether an identified student may require extra support or be considered for evaluation to determine special education qualification.

## School-Wide Programs/Multi-Tiered System of Support

**Our school has conducted a needs assessment to determine goals to help targeted students meet grade level standards.**

Our 2016-17 Staff climate surveys demonstrated strong growth from last year. 87 percent of staff responded favorably to having a strong professional culture that is up 18 percent over last year, and is higher than Seattle as a whole (70 percent positive) A major improvement was in developing effective decision making processes that increased by 58 percent. Staff responded at a 95 percent favorability rating about a positive collaboration culture, up 23 percent from the previous year. In terms of instructional practice, 70 percent of staff responded favorably which is up 11 percent from the previous year and is 10 percent higher than Seattle. The question with the lowest rating was that only 53 percent responded favorably to the question around implementing a clear plan of action when a student struggles academically. However, this is a 23 percent increase from the year before.

Overall, based on our 2016-17 student climate survey data, 75 percent feel a strong sense of belonging, which is 5% greater than the district average. Other strengths in the survey are around learning mindset (80% percent favorable), pedagogical effectiveness (79 %), and student motivation/inclusion (78 %) that were above district averages. Although all areas were at or above district averages, a couple are areas to focus on during the 2017-18 school year: classroom environment (51%) and school safety (65%) which were average with the district. Clearly, this goal will be addressed through our MTSS, RULER, Safety and PBIS committees and will be a foundational element of staff professional development.

There were many things to celebrate in our 2015-16 Smarter Balance Assessments. Based on SBA data, students in grades 3-5 were above the district average in ELA. When comparing 2014-15 data with 2015-16 data, 31 students moved up at least 1 level while only 9 students moved down a level. In addition, third grade improved from 65 to 71 percent and fourth grade improved from 67 to 73 percent. In addition, each cohort improved, as current fourth graders increased from 65 percent in third grade to 73 percent in fourth grade. Current sixth graders improved from 67 percent in fourth grade to 85 percent in fifth grade. More students are performing at or above standard this past year than in prior years in reading and in math.

Despite the successes, there are still challenges that are facing Olympic View, specifically the opportunity gap between our white students and our students of color.

The following is a breakdown on how students in different demographic groups met standard on the SBA.

- Asian-74 percent
- Black- 55 percent
- Hispanic-63 percent
- Multiracial- 77 percent
- White-85 percent
- ELL- 38 percent
- SPED- 57 percent

As evidenced by this data, our ELL students are facing the largest gap. This is also reflective based on the following scores that show what level students scored.

- Level 1 (Well below standard)-26 students (13 ELL)
- Level 2 (Approaching standard)-44 students (9 ELL)
- Level 3 (At standard)-71 students (4 ELL students)
- Level 4 (Exceeding standard)-114 students (2 ELL students)

**We will use research-based strategies that help targeted students.**

Olympic View is intentional in addressing the needs of all students, particularly focusing on low-achieving students through a strong instructional core as well as a systematic intervention block.

A primary focus of the building is to strengthen professional learning communities (PLCs) to design aligned instruction to the Common Core so that each and every classroom has rigorous instruction. Specific to this work is developing comprehensive unit plans where a sequence of learning is systematically developed. These PLCs are also utilizing Common Formative Assessments to progress monitor in order to inform instructional decisions such as re-teaching or providing enrichment.

This year we are committed to providing a unified core instruction in all classes that focuses on High Leverage Teaching Moves in order to make learning visual to students, including focusing on clear learning targets, modeling effectively, utilizing effective questioning and student talk strategies, strategically focus on academic vocabulary and effectively utilizing assessment. The staff is also committed to focusing around providing a culturally responsive, relevant, and rigorous curriculum.

Our school will be adopting the Center for the Collaborative Classroom (CCC) curriculum that focuses on a balanced literacy approach to language arts and writing. For math, we follow the district scope and sequence aligned to the Common Core. Math-in-Focus is the primary text adoption. However, it is supplemented with other curriculum and materials focusing on problem solving, critical thinking, and experiential learning. Olympic View also follows the district science adoption aligned to the Next Generation Science Standards.

An essential component of our instructional programs are our "Eagle Time" intervention/enrichment blocks for math and literacy. For each half-hour block, students are homogeneously grouped in order to provide targeted assistance and/or enrichment at everyone's instructional level. This is in addition to the core instruction. We use the Leveled Literacy Intervention (LLI) as our primary reading intervention curriculum. Students not at standard use this research-based curriculum at around a 3:1 student-to-teacher ratio. At this time, we are utilizing our interventionist, tutors, and instructional IAs to reduce class size. Math intervention/enrichment resources include Compass Math and Moby Max.

For our intervention, we are intentional in using frequent progress monitoring to assess student growth, identify gaps, and provide specific intervention. Every 4-6 weeks we go through a data cycle protocol to identify students for our tiered interventions. We use a wide variety of assessments to triangulate our data including Fountas and Pinell (FP), Measurement of Academic Progress (MAP), DIBELS, CCC Tests, Scholastic Reading Inventory (SRI), Smarter Balance Interim Benchmark, WA KIDs, sight word inventories, as well as other classroom based assessments.

Another major focus area is to support all of our students by developing students social-emotional needs. We are in the second year of adopting the social-emotional program RULER out of Yale University. RULER stands for **R**ecognizing emotions, **U**nderstanding the causes and consequences of emotions, **L**abeling emotions, **E**xpressing emotions, and **R**egulating emotions.

In addition, we are continuing to develop a positive school culture through the implementation of our committing to develop our PBIS (Positive Behavior Intervention Support) plan that focuses on creating school-wide systems to support positive behaviors through consistent expectations/predictability, intentional pro-social programs/language, and tiered support to target the needs of all kids. Each month the school focuses on its virtue of the month that align to “The Eagle Way.” This year we will be implementing a pro-social, highly structured, playground program called Playworks.

In order to enrich all of our students, we are working to infuse arts related opportunities to solve real world problems, think creatively and abstractly, and allowing students to have pathways to success in multiple ways. One school wide strategy we are implementing is our “smART Fridays” where students select an area of exploration with multi-age groupings in a variety of STEAM (science, technology, engineering, arts, and math) enrichment programs.

On Thursdays, the PTA sponsors enrichment classes that focus on a wide variety of areas including science, chess, choir, physical education, art, and drama.

**Our school offers professional development that is high quality and ongoing.**

Every Wednesday there is a 70-minute early release. They are divided up in the following ways:

- Like Minded Collaboration Time-Teachers provided time to collaborate with colleagues inside or outside of the building around topics essential to their discipline
- Staff PD aligned to CSIP goals
- Grade level collaboration aligned to CSIP goals (PLC)
- Technology PD and/or individual planning related to CSIP goals

Every Wednesday is devoted to staff development.

- Week one- PLC
- Week two- Staff PD
- Week three- PLC/and or individual planning aligned to CSIP goals
- Week four- Staff Meeting/PD

All new teachers to the school receive a STAR mentor from the district. In addition, we have two Career Ladder Teachers (CLT) who provide support in many different ways, including helping to lead PD, collaborating with teachers, providing feedback after observations, or modeling lessons.

Administrators focus on providing consistent and supportive feedback to all teachers. Administrators are in classrooms on a weekly basis in order to identify problems of practice that will drive professional development as well as to provide differentiated feedback to teachers that align to the Charlotte Danielson Frameworks.

Working with the BLT and soliciting feedback from all staff, administrators have worked conscientiously at providing meaningful professional development in four categories: 1) Providing strong Core Instruction across all settings; 2) Utilizing data to drive a strong intervention/enrichment program; 3) Improving social-emotional health; 4) Increasing Cultural Competency

### **Improving the Core Curriculum**

We will continue our intentional work on making learning “visible” to students through focusing on High Leverage Teaching Moves that will ensure there is a strong, unified wall-to-wall/bell-to-bell instructional core. In addition to going deeper into effectively utilizing learning targets, modeling, and vocabulary strategies, we will also focus on student engagement through utilizing student talk and questioning strategies. By developing

these strong pedagogical skills, we will be more effective in differentiating our instruction so that all kids will have access to rigorous instruction.

This year we are adopting a literacy curriculum, the Center for the Collaborative Classroom (CCC). PD will be dedicated to this adoption in order to implement it with fidelity.

### **Utilizing data to drive a strong intervention/enrichment program**

Another major focus area that will contribute to building a strong instructional core is to continue to develop high-functioning Professional Learning Communities that focus on aligning instruction, developing common formative assessments, analyzing student data, and then using this data to inform instructional practices and intervention/enrichment.

As part of our commitment to developing PLCs, the staff is committed to providing resources to send a teacher from every PLC to the Professional Learning Communities at Work professional development.

Part of the improvement process will be to continue to develop a more coordinated and systematic assessment practices outlined with the following:

- All staff trained in F&P reading assessment
- Creating clear assessment calendar
- Creating Common Assessments
- Training staff how to enter data on shared drive
- Developing aligned 6 week data-driven intervention cycles

### **Improving our Social-emotional health instruction**

This year we are committing ourselves to extensive work around developing students' social-emotional health capacity through multiple avenues.

- RULER- focusing on developing classroom Charters, utilizing the Mood Meter, as well as the Meta Moment.
- Positive Behavior Intervention Systems (PBIS)
  - Tier 1 all school and classroom behavior expectations
  - Tier 2 and tier 3 interventions for students at risk
- Trauma Informed Instruction and Adverse Childhood Experiences (ACEs)
- Positive Relationships

In order to develop staff capacity and to meet students' social-emotional needs, Olympic View has prioritized discretionary money to fund a half-time counselor.

### **Improving our Cultural Competency**

The Race and Equity Team will provide extensive training this year around cultural competency and race and equity issues so that we can better serve all of our communities and provide culturally responsive instruction in order to eliminate the opportunity gap. We will be supporting this work by investing money in the Kids and Race organization.

### **Our school will increase parent/family engagement.**

- Our FEAT (Family Engagement Action Team) Team is dedicated to engaging all families into the school community.

- ELL parent education classes to support student achievement, and simple strategies to use at home, introduction to U.S. school system and communicating with teachers and school administration.
- Encouraging diverse cultural participation at PTA events like Carnival, MC Potluck, Hootenanny, After School Enrichment Program, Field Trips, and smART Friday classes, etc.
- ELL staff provide translation services for conferences, after-school events, etc.
- Provide opportunities for assisting parents to complete paperwork (lunch forms, after school enrichment, field trips translated, and volunteers).
- Voluntary participation in Weekend Food Program for students to select healthy snacks to take home to supplement nutrition over the weekend.
- The Race and Equity team will help strengthen our community partnerships.
- All classrooms send home newsletters on a regular basis
- Work in partnership with the PTA.

Homework Policy: Currently, each grade level has their own homework policy. Every grade level expects students to read every night from 15-30 minutes, depending on grade level. In addition, teachers provide other homework to do, ranging from math work that reinforces instruction on a daily/weekly schedule, as well as occasional project-based projects. Families are encouraged to communicate with teachers if the homework is too challenging or too easy.

Before the 2017-18 school year begins, we will be aligning our homework policy K-5.

#### **Our staff is involved in decision-making.**

At Olympic View, we are committed to involving all staff in the decision making process. The following are systems that support this belief:

- OV decision-making matrix
- Staff selected Building Leadership Team is representative of all stakeholders. This group meets at least once a month in order to make important school-wide decisions. Each member of the team is responsible to share the results of the meeting with their team.
- School-wide representation on committees
- Committees include: PBIS, BLT, MTSS, RULER, SIT, Arts Committee, Racial Equity Team, Safety Committee, Technology Committee, FEAT, Assembly Committee
- Staff-led professional development
- Hiring committees

#### **We will assist our students to meet standard.**

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 the same time, 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 math. All students will have a half-hour instructional block in both subjects in a more homogenous setting.

In addition, we have a comprehensive ELL program. We effectively utilize our instructional assistants in both a push-in and pullout model. They are an essential component of our ELL block. We have a FOCUS and Resource program to serve our students with disabilities. We are always striving to have them in the least restrictive environment, and our staff is committed to providing access for all students.

We also look to provide extended day opportunities for our students to help eliminate the opportunity gap. We have after-school classes that target our Native American population and another program that is targeting our exited and current ELL students. In addition, we have an afterschool math intervention class.

At Olympic View we are very conscientious about meeting the needs of our advanced learners. Within our instructional core, teachers are trained how to differentiate their instruction in order to challenge ALO students. For example, students read books at their "Just Right Level". Every grade level has an Eagle Time enrichment reading block. For one-half hour each day ALO students are grouped in a more homogenous setting where students are provided specific instruction meeting. In math, students are assessed at the beginning of the year. If they demonstrate mastery of grade level standards, they will be eligible for a "walk to" setting where they will receive instruction at the next grade level. We also recognize that a large number of students have not mastered the grade above standards but would benefit from increased rigor and a faster pace in order to fill gaps. Similar to reading, there is also an Eagle Time enrichment block for one half hour each day. During this time, ALO students will be provided more individualized instruction that will push students deeper into grade level standards as well as teach them the next grade level standards.

#### **Retain high quality, highly effective, and highly qualified staff.**

First, we are very proactive in creating a positive culture. The norms at Olympic View are that teachers are regularly collaborating with each other through grade level teams, PLC data teams, and cross-grade level teams. Staff at Olympic View enjoy working at the school and with each other. This is reflective in our staff survey that showed that 97 percent reported that they enjoy working at this school.

In addition, on the parent survey, families reported that teachers care a lot about the kids at a 92 percent favorability rating and that they provide a supportive academic environment at an 89 percent favorability rating.

Part of maintaining staff is to make sure they are part of the decision-making process. Olympic View will become more transparent by putting the current decision making matrix up for revision twice a year (September and February). We will work to achieve consensus until all staff will support any revisions with at least a 4 on a 1-to-5 scale.

Finally, in order to hire high quality, highly effective, and highly qualified staff, applicants for open positions are vetted by a cross-section of current staff. Interview teams will be open to all interested staff. A strong effort is made to include individuals with a variety of experiences.

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.

Our Olympic View MTSS team, comprised of classroom teachers and specialists, recommend interventions and supports during the first tier of referral. Documentation of the success of each intervention is collected over several weeks. If the interventions do not work, then the process goes on to a **Student Intervention Team (SIT)**, comprised of parents, classroom teacher, speech/language pathologist, occupational/physical therapist (OT/PT), school psychologist, special education teacher, English language developer (ELD) teacher, nurse, and administrator. The SIT team agrees on the appropriate next steps.

#### **How do we support the transitions of new students and families into our school?**

Olympic View is committed to support students and families with transitions into and out of our school. The following are strategies that we focus on:

- ELL parent education nights, with the goal of reducing intimidation, anxiety and language obstacles that prevent parents from participating in their child's education
- IAs interpret for our ELL families at events, conferences, etc.
- WAKids conferences for all incoming K families
- JumpStart orientation week for incoming K students
- FEAT team new family orientation meeting before school
- Parent volunteers supporting incoming kindergarteners with routines/systems/transitions/school expectations, etc.
- Grades 1-5 curriculum night in September
- SPED meeting with middle school teachers for 5<sup>th</sup> grade SPED students
- SPED team meets with previous SPED teacher to support transition
- Ice Cream Social on the day before students begin school
- 3<sup>rd</sup> and 5<sup>th</sup> grade departmentalized teaching model to prepare students for middle school.
- ABC's of OV Pamphlet to explain OV processes and procedures to parents
- Admin. Secretary takes new families (who enroll after the start of the school year) on a mini tour of the school.
- Spring tours for prospective families
- Family Engagement and Action Team (FEAT)
- Race and Equity Team
- Collaborating with Parent Teacher Association (Kindergarten playdates, First Day Tea, Community Events)

#### **How do we support students identified as Highly capable?**

At Olympic View we are very conscientious about meeting the needs of our advanced learners. Within our instructional core, teachers are trained how to differentiate their instruction in order to challenge ALO students. For example, students read books at their "Just Right Level". Every grade level has an Eagle Time enrichment reading block. For one-half hour each day ALO students are grouped in a more homogenous setting where students are provided specific instruction meeting. In math, students are assessed at the beginning of the year. If they demonstrate mastery of grade level standards, they will be eligible for a "walk to" setting where they will receive instruction at the next grade level. We also recognize that a large number of students have not mastered the grade above standards but would benefit from increased rigor and a faster pace in order to fill gaps. Similar to reading, there is also an Eagle Time enrichment block for one half hour each day. During this time, ALO students will be provided more individualized instruction that will push students deeper into grade level standards as well as teach them the next grade level standards.

## Multi-Tiered System of Supports Budget

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

Academic Year	Funding Type	Funding Source	Amount	How Funds will improve student learning
2017-2018	Combined	Title I, Part A	62,038	After school program, additional in class assistance, small group pull out when needed to reinforce grade level state standards.
2017-2018	Combined	Learning Assistance Program (LAP)	41,943	Supplemental state dollars to support K-4 literacy and supplemental reading and math for Tier 2 students K-12.
2017-2018	Combined	Basic Education	3,135,136	Instruction for all students aligned to state standards.
2017-2018	Combined	Supplemental Funding	2,500	Additional support for students
2017-2018	Combined	Free & Reduced Lunch (FRL)	46,051	Funding to support MTSS supports at all schools.
2017-2018	Combined	Self Help	14,182	Building funds to support classroom and building programs.
2017-2018	Combined	PTSA Grant	43,500	PTSA funds to support programs within the building.
2017-2018	Specific Use	Transitional Bilingual	181,596	Teachers/IA's, translations, extra time to support translations at family events, resources to support academic success of ELL students.
2017-2018	Specific Use	SPED	414,431	Teachers and IAs, IEP writing and extra time, services, and resources as specified in student IEP

# Building Based Goals

We have chosen to focus on the following area(s) over the school year

## Gap Closing Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Our problem of student learning is that our students of color, especially those receiving ELL services are disproportionately not meeting standards.</p>	<p>By June, all or almost all of the 89 ELL students will make more than one year's growth in reading as measured by SRI, DIBELS, MAP, LLI inventories, and/or TC data.</p> <p>We have multiple ways that we will progress monitor these goals.</p> <ul style="list-style-type: none"> <li>• Grade level teams will create common formative assessments</li> <li>• PLC teams meet <b>twice</b> a month to analyze the data in order to inform instructional decisions (differentiation, interventions, learning plans, enrichment, etc.)</li> <li>• Students receiving Eagle Time intervention are given a running record every week. The intervention block goes on a six-week cycle. If students are able to test out, then the next students on our prioritized list, will receive the intervention curriculum (LLI)</li> </ul> <p>All students not at standard will be given a Fountas Pinell assessment twice a month</p>	<p>All staff</p>	<p>June 2018</p>

### Cluster of Teachers/ Grade Level Goal(s)

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Our problem of student learning is that our students of poverty are significantly scoring below students who are not facing the challenges of poverty.</p>	<p>By May, the 19 second grade students who were identified by Title 1 (scored below the 50th percentile in the ELA section of MA), all or almost all, will make a years plus growth as measured by MAP, TC data, DIBELs, LLI inventories, and/or SRI. We have multiple ways that we will progress monitor these goals.</p> <ul style="list-style-type: none"> <li>• Grade level teams will create common formative assessments</li> <li>• PLC teams meet once a month to analyze the data in order to inform instructional decisions (differentiation, interventions, learning plans, enrichment, etc.)</li> </ul> <p>Students receiving Eagle Time intervention are given a running record every week. The intervention block goes on a six-week cycle. If students are able to test out, then the next students on our prioritized list, will receive the intervention curriculum (LLI).</p>	<p>Teachers, Assistant Principal, Principal, other Staff</p>	<p>June 2018</p>

### Whole School Goal

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Our problem of student learning is that our students of poverty are significantly scoring below students who are not facing the challenges of poverty.</p>	<p>By May, all or almost all of the 125 students served by Title 1 will make a years plus growth as measured by MAP, DIBELs, TC, LLI inventories, and/or other CBAs. We have multiple ways that we will progress monitor these goals.</p> <ul style="list-style-type: none"> <li>• Grade level teams will create common formative assessments</li> <li>• PLC teams meet once a month to analyze the data in order to inform instructional decisions (differentiation, interventions, learning plans, enrichment, etc.)</li> </ul> <p>Students receiving Eagle Time intervention are given a running record every week. The intervention block goes on a six-week cycle. If students are able to test out, then the next students on our prioritized list will receive the intervention curriculum (LLI).</p>	<p>All staff</p>	<p>June 2018</p>

### School Culture Goal

Problem of Student Learning	What will success look like? (SMART Goal <sup>1</sup> to target level of performance desired)	Assigned to:	Target Date for Completion:
<p>Students do not have strong social-emotional skills that help them understand their emotions and act in socially effective ways when facing emotional challenges.</p>	<p>By May, the students' response to the question around "Student Safety" in the student survey will improve from 65 to 75 percent as measured by the end of the year student survey.</p> <p>In order to progress monitor this goal Olympic View opted in to using the district intermittent benchmark student survey that will be given three times throughout the year. The PBIS team will analyze this data to determine areas of focus/PD that the school will focus on</p>	<p>All staff</p>	<p>May 2017</p>