



# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Olympic Hills Elementary

### Purpose

The Continuous School Improvement Plan provides an overview of the school, student outcome goals and a brief narrative description on how the school plans to collaboratively meet these goals over time. It is intended to offer families and community audiences an overview of improvement work aligned to the strategic plan and written in language that is accessible by a diverse audience.

### Introduction

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 by doing the following:

- Allocating resources strategically through a racial equity framework
- Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners
- Creating healthy, supportive, culturally responsive environments from the classroom to central office
- Directly and consistently working in partnership with families and communities who represent students of color who are furthest from educational justice; and
- Making clear commitments and delivering on them

THEN we will eliminate opportunity and achievement gaps and every student will receive a high-quality, world-class education.

## Seattle Public Schools Foundational Beliefs for Supporting Student Learning

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.



As such, we believe:

- 1) **Teaching is intellectually complex**, difficult and demanding work, and the development of skillful teaching requires deep collaboration and non-defensive self-examination of practice in relation to student results.
- 2) **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.
- 3) **"Intelligence" is not a fixed, inborn trait**. All children come to school with cultural capital and intelligence, and all have the raw material to learn rigorous academic material at high standards. Therefore, our work is to **build students' academic mindset**
- 4) **By recognizing and cultivating the gifts and strengths of every student**, we can get each student to believe in themselves and deconstruct any of their own internalized stereotypes.
- 5) **Racism in our society exerts a downward force on the experiences and achievement of students of color that must be met with active countermeasures.**

Our commitment to these beliefs is the route to institutionalizing racial equity and fostering a context where each child receives what they need to develop to their full academic and social potential, and we make educational equity and justice the cornerstone of our system.

## School Profile

Olympic Hills Elementary is a diverse Title I school in the Lake City neighborhood of north Seattle with 500 students in preschool through fifth grade. 65% of students are eligible for Free or Reduced Lunch, and 75% identify as students of color. 35% of our students qualify for English Learner supports, representing over 25 languages. Spanish-speaking students are our largest language group at 24% of our student body. We are a special education continuum school, with 18% of students receiving special education services largely through an inclusion model.

The Olympic Hills staff is committed to achieving equitable outcomes for all students and working tirelessly to eliminate opportunity gaps. Our school motto is, "Where kids and teachers love to learn and grow." Staff embrace this motto and are continuously seeking ways to improve teaching practice with the goal of high academic and social-emotional outcomes for all scholars. As part of our Continuous School Improvement Plan, we are committed to the following core beliefs and practices:

Strong relationships with students, families and community members  
Commitment to racial equity work  
Linguistically responsive instruction  
Collaboration & data-driven practices



## Priorities and Measurable Goals

### Elementary Focus Goal: 3rd Grade English Language Arts

#### **Priority Goal:**

For the 2020-21 school year, at least 57% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

#### **Target Goal #1:**

For the 2020-21 school year, at least 50% or 6/12 of 3rd grade Black boys (from 42% or 5/12 on 2nd grade F&P and MAP) will meet standards or higher on the ELA SBA.

#### **Target Goal #2:**

For the 2020-21 school year, at least 43% or 3/7 of 3rd grade Spanish-speaking English Learners (from 29% or 2/7 on 2nd grade F&P and MAP) will meet standards or higher on the ELA SBA.

### Safe and Welcoming Environment Goal

#### **Priority Goal:**

For the 2020-21 school year, all 12 3<sup>rd</sup> grade Black boys and 7 Spanish-speaking English Learners will have a 90% attendance rate as measured by engagement in synchronous and asynchronous instruction.

## High Quality Learning Experiences

**Educate the whole child through high-quality instruction and learning experiences that accelerate growth for students of color who are furthest from educational justice, with an intentional focus on African American males.**

*To achieve educational justice*, Seattle Public Schools (SPS) strives to provide safe learning environments, curriculum that incorporates a student's life experiences and culture, and instruction delivered by high-quality, culturally responsive educators. Unfortunately, many students from certain ethnicities have not historically experienced equitable opportunities for all or part of their educational journey (including African and African American, Asian Pacific Islander and Pacific Islander, LatinX, and Native American students). These students are our priority – with an intentional focus on African American males.



## School-wide Systems and Structures (MTSS)

MTSS offers the potential to create the alignment of systems necessary for all students' academic, behavioral, and social success. In addition, MTSS promotes needed systematic change through intentional design and redesign of services and supports that quickly identify and match the needs of all students. MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs.

### **Data, Assessment, & Progress Monitoring:**

Collaborative teams will share methods for collecting and keeping track of student data to monitor progress. Teams will collect weekly evidence of student learning, track student data and progress over time, and provide descriptive feedback to students based on the academic goals of the student.

**Leadership, Systems, Structures:** Include time to administer frequent progress monitoring assessments to students receiving Tier 2 and 3 services monthly and facilitates effective implementation of multi-tiered interventions matched to students needs (T1, T2, T3). Specifically, we will focus on the use of the master schedule to allow for flexible student groupings and provides opportunities for collaborative data-based problem solving and decision making.

In addition, we will utilize F&P, Being a Reader, and running records to set reading goals for students, communicate with parents about goals, provide intervention during Otter Block, and collaboratively review data at biweekly Data Team meetings.

## Gap Closing Practices and Special Services

**Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.**

Delivering high-quality, standards-aligned instruction across all abilities and a continuum of services for learners is a core element of Seattle Excellence. Our Theory of Action is guided by the principles of "Targeted Universalism." Our universal goal is every Seattle Public Schools' student receives a high-quality, world-class education and graduates prepared for college, career, and community. Targeted Universalism holds that targeted and differentiated efforts are required to meet the needs of specific student populations, so every student meets the universal goal.

By focusing on students of color who are furthest from educational justice, especially African American males, we will make the greatest progress toward our collective vision. We believe that an intentional focus on African American males will ultimately benefit every student.

### **English Language Learner Services (ELL):**

- As an ELL Levy School, we utilize our Levy-funded coach to provide PD focused on the essential practices for all tier one learners. This coach also works alongside PLCs to co-plan



units and incorporate best practices into instruction, as well as facilitates data teams looking at English Learners' progress with Achievement Level Descriptors (ALDs).

- We also are focusing on our K-1 early learners by providing literacy intervention with a language focus. This will primarily target our Spanish-speaking students in which each student receives highly effective, culturally responsive, data-driven instruction on early literacy and language skills. Integral to this initiative is our Spanish-speaking Family School Advocate who will build connections with our English Learners' families; we will develop affinity groups and a Spanish-speaking Family Council.
- Additionally, our English Learners are a focus of our after-school program. We partner with Meadowbrook Community Center to provide English Learners with intensive literacy intervention three days a week. We will expand our after school program to include Spanish Language conversation time and additional pre-teaching using the essential practices.

### **Special Education Services:**

- Olympic Hills is a special education continuum school with five special education programs including preschool, Resource, Access, K-2 Focus, and 3-5 Focus. Our highly qualified teachers work together across programs to provide Specially Designed Instruction in the Least Restrictive Environment for students to excel. We believe in an inclusion model in which special education students have access to grade level peers and standards, and in which special education and general education staff collaborate closely.

### **Advanced Learning Services:**

- In math, we offer additional, above grade level math classes for 2<sup>nd</sup>-5<sup>th</sup> graders to prepare advanced learners to start middle school in 7<sup>th</sup> grade highly-capable math.
- In reading, we offer an "Otter Block" period four days per week, during which advanced learners participate in extension such as literature circles and book clubs.
- In reading and math, we use a workshop model to provide differentiated goals, feedback, and assignments for all students.

## **Practices and Strategies**

**We will recognize and serve the academic, social, cultural, emotional, and behavioral strengths and needs of students, providing high-quality, culturally responsive instruction, curriculum, and social-emotional learning supports delivered by educators who set high expectations, so students graduate ready for college, career, and community.**

Whole child education goes beyond a focus on academic achievement. When educators focus on educating the whole child, students are healthy, safe, engaged, supported, and challenged. In Seattle Public Schools, this means that we appreciate and serve the academic, social, emotional, and behavioral strengths and needs of students, which we believe comprise the needs of the "whole child."

High-quality instruction is focused on student-centered learning and achievement, intentional about student engagement, and aligned to standards with consistent and appropriate feedback.



At its foundation, culturally responsive education means that students are in an environment where they have the individual safety and comfort to learn within a classroom that has a common culture that is respectful of all backgrounds. Our focus to implementing high quality practices and strategies will include:

### **Strategic and targeted instruction in foundational skills in Tier 1 and Tier 2 Environments (K-3)**

- School of Promise Monthly PDs and PLCs on Understanding the Pedagogy Informed by the Science of Reading (in person or via Teams)
- Collaborating with SIPPS teachers through PLC work (in person or via Teams)
- Read and discuss with colleagues [“A Conversation About Instructional Equity with Zaretta Hammond”](#)

### **Regular and ongoing individual reading and writing conferences**

- Confer with students at least twice per instructional unit (MM and BAW)
- Provide immediate feedback and support to students for engaging with text at their independent reading and writing level
- Adjust the frequency of student conferences based on need

### **Intentionally select and utilize diverse, authentic, and culturally responsive reading materials for tier 1 core instruction and independent reading**

- Utilize list of approved diverse, culturally responsive texts to make appropriate selections for mentor
- Audit classroom libraries to determine gaps in diverse authors and subjects
- Ensure classroom libraries have a robust collection of texts that feature AA males in a positive light

## Safe and Welcoming Environment

**Students thrive in healthy, safe, engaging, supported, and challenging environments in which they can to learn to their full potential. Instruction must be high-quality, culturally responsive, focused, and aligned to standards for students to develop as independent learners.**

Student voice should be evident, and students must be seen and celebrated for their authentic selves. Significant increases in academic outcomes for students furthest from educational justice are possible when social, cultural, emotional, and behavioral needs of students are met by educators that share an unconditional belief in the potential of every student they serve. Our focus areas to establish strong safe and welcoming environments will include practices in:

### **Positive Climate: Relationships and Connections**

- Social Justice Curriculum – Our Teacher Leadership Cadre for Racial Equity (TLCRE) teacher leaders are facilitating a social justice curriculum adoption committee of staff and parents. The curriculum will support students to understand their racial identity and be advocates for social justice. TLCREs will support teachers with curriculum implementation through monthly PLC planning sessions and co-teaching opportunities. In addition, staff will engage in monthly racial equity professional development and book clubs on identity development and safety, implicit biases, and institutional and systemic racism.
- Culturally Responsive Environments – Teachers will focus on building relationships with students



and families, being warm demanders, and facilitating regular classroom morning meetings.

## **Social Emotional Learning Skills and Practices**

- Our teachers will continue to teach the four anchors of the RULER curriculum in the classroom and around the building as a common social emotional learning framework and language for students and adults.
- Teachers will hold regular morning meetings with their classes to build classroom community, practice SEL skills, and engage in critical conversations about racial justice in our school.

## **Monitoring Progress**

- We will monitor our progress through attendance data and school-created interim student climate survey data.

# Inclusive and Authentic Engagement

**Partner with students, families, and communities who are furthest from educational justice by conducting inclusive and authentic engagement.**

We will proactively and consistently work in partnership *with* students, families, and communities to identify needs, determine solutions, and support the implementation of the initiatives that will best meet the needs of students of color who are furthest from educational justice. We will use culturally responsive ways to engage so we build trusting relationships and empower the voices of those who can help us meet these needs.

## Family and Community Goals

### **Priority Goal:**

For the 2020-21 school year, we will increase the virtual engagement of Latinx and Black families as measured by 100% active accounts in SeeSaw. We will support this goal through language-specific tech support sessions on Tuesday evenings, our Spanish Family School Advocate, our School of Promise Family Connector, and the Spanish Family Council.

### **Plans for Family Engagement**

**School-based Spanish Family Council** - We will continue the work of our Spanish Family Council as part of our Levy focus. The council meets monthly to build affinity, plan events, and provide feedback on school priorities. Additionally, we will partner with Spanish families to invite them into the classroom to learn more about their child's goals and instruction. Families will work alongside our Family School Advocate to learn ways to support their child's social-emotional skills, growth mindset, and early literacy skills. In addition, we will expand the work of our Spanish Family Council by adding affinity groups for other families of color. The goal of the affinity groups is to increase sense of belonging, voice, and power in our community.



## 20-21 COVID-19 CSIP Addendum

### Olympic Hills Elementary School

The global pandemic of Covid-19 has disrupted many aspects of teaching and learning in the 2019-20 and 20-21 school years across Seattle Public Schools, Washington State and the nation. In response to the global pandemic and to meet the specific needs of students and families, staff and school leaders will be implementing and monitoring the following practices for remote and distance learning which are aligned to our strategic plan, Seattle Excellence, and notes in the Seattle Public Schools Remote Learning Playbook and Seattle Education Association-Seattle Public Schools MOU around distance learning for the 2020-21 school year.

#### **Engaging Families:**

The District and Association agree that a rigorous and effective remote learning program requires additional supports for students and families to ensure their engagement and success. The supports will address the diverse needs and challenges families and students face in accessing remote instruction. As such, the District and the Association agree on the following:

#### **Required Practices:**

1. Buildings will create and implement a pick up and/or delivery system for the distribution of school supplies, curricular materials and the necessary technology, to include mailing if necessary, which will be coordinated by school buildings/programs, and the system communicated to all itinerant/building staff and students/families and will include volunteers willing to do deliveries. All extra time provisions outlined in the collective bargaining agreement will continued to be followed.
2. Student devices necessary to access remote instruction will be allocated by the district for each student K-12. Educators will confirm with each student on their ability to access district applications during the “strong start” in September.
3. Educators will work to create and implement a clear, consistent process for communication with families and staff.
4. The District will provide appropriate level of technology support to students and families. Interpretation support will be provided.
5. Each building will implement a clear, consistent process for communication, to include current school-based structures prioritizing communication working in conjunction with counselors, social workers, family support workers, and student family advocate workers, for students that need additional supports.
6. Empower families/caregivers to support their students' learning by sending comprehensive communication about the weekly learning plan for students in their grade level/classroom.



7. The District/School will take reasonable steps to provide parents/guardians who are speakers of diverse languages with translation/interpretation of information about general programs, services, and activities.

**8. Recommended School Specific Strategy as outlined in the Playbook:**

**Beginning of Year Family Connection Meetings:** Teachers meet with each family for a virtual “home visit” in September to learn about each child’s strengths and interests, cultural norms and funds of knowledge, the family’s hopes and dreams for their child, and their communication preferences.

**Ongoing Family Connection Meetings:** After September, teachers meet with each family for ongoing connection meetings to discuss their child’s progress, how to work together to support their child’s learning, social-emotional well-being, family needs, and connectivity and device issues. Teachers ask, “What’s working” as well as “What’s not working so well? Families furthest from educational justice have biweekly connection meetings, and other families have monthly connection meetings.)

## Social Emotional Learning:

The District and Association recognize social emotional learning strategies are an urgent and central need for students, families and staff in response to the shared collective trauma of a dual pandemic, and the guidelines below are meant as a first step in integrating these strategies into the instructional and social fabric of school communities. Social Emotional Learning skills will be explicitly taught, integrated with academic instruction, practiced by staff and demonstrated organizationally so that everyone feels welcome, safe, and known as valued members of SPS communities.

### **Required Practices:**

1. Have a plan for checking in with staff to foster relationships and support their well-being.
2. All SEL/Digital Citizenship PD and supports will be trauma-informed and include culturally responsive/antiracist SEL instruction and support with input from DREA and CRE.
3. All SEL/ Digital Citizenship PD will be differentiated by content, grade levels (PK-21), and needs.

**4. Recommended School Specific Strategy as outlined in the Playbook:**

**RULER, Positive Discipline, and Morning Meeting:** Social Emotional Learning (SEL) at Olympic Hills uses a framework that uses trauma healing practices that incorporate brain science and its relation with education. The RULER framework, in combination with mindful practices, are used to engage students in learning about themselves and others. Our main goals are to empower students by increasing their literacy around feelings, as well as to teach strategies to self-regulate and problem solve in collaboration with others. The SEL framework will be used by teachers in daily Morning Meeting and across the day.

**Social Justice Curriculum:** Students will engage in four K-2 or 3-5 social justice units throughout the year based on the four domains of the [Teaching Tolerance Social Justice Standards](#) - Identity, Diversity,



Justice, and Action. These lessons are taught on Wednesday mornings and they establish identity safety and honor students' and families' experiences.

## Curriculum, Instruction, and Assessment:

### **Required Practices:**

1. Use CAI guidance on priority standards by grade level and content areas that consider unfinished learning and how to accelerate learning. CAI will provide pacing plans.
2. Use CAI guidance and curricular resources to teach culturally inclusive curriculum that reflects the diversity of our students' experiences and helps students meet content.
3. Use CAI guidance and professional learning on how to use adopted curriculum for in-person, digital synchronous, and digital asynchronous instruction on Schoology/Seesaw.
4. Use CAI recommended high-leverage digital learning strategies aligned to the SPS Foundational Coursework (and CSIP Essential Practices) to promote culturally relevant, effective remote instruction.
5. Regularly assess student work and provide meaningful feedback to students and their families on the progress made toward standards.
6. Continue to provide 6-12 High School and Beyond Planning lessons and supports to ensure that students receive instruction on course planning for career and college future planning.
7. Implement a school-wide, multi-tiered system of support: Tier 1/2
  - A systemic plan to track and monitor learner experience data (*e.g. determine level of engagement to inform supportive practices.*)
  - Collection and review of meaningful and purposeful data (e.g. aligns to SPS assessment plan for 2020-21 school year.)
  - Adult collaboration between educators and families (e.g. review of data in collaborative PLCs)
8. Implement a school-wide, multi-tiered system of support: Tier 2/2
  - Students receiving Tier 2 or 3 supports will experience 1 or 2 touch points per week totaling at least 30 minutes in 1:1 or small group live check-ins with an educator or other adult.
  - Families of students receiving Tier 2 or 3 supports will experience a personal phone or video check-in from educators at least 1x per month for at least 15 minutes with a teacher, counselor, or other designate adult.
  - McKinney-Vento and Foster Care Students the district will take reasonable steps to provide parent/guardians information about general programs and activities required by federal and state laws.
9. **Recommended School Specific Strategy as outlined in the Playbook:**

### **Tiered Supports:**

**Reading Otter Block:** At Olympic Hills, we have updated our reading intervention block, Otter Block, to a remote environment. Each grade level has a 30-minute Otter Block four days per week. Support staff "travel" to each grade level and together with classroom teachers lead small group reading instruction. Students are placed into just right groups based on the reading screener data. Students receiving tier 2/3 reading supports have progress monitoring every ten lessons.

# Olympic Hills Elementary



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Educate. Engage. Empower.

**Care Team:** This team meets twice per week to identify students or families who may be facing more extensive social, emotional, technical, or academic barriers. Students are identified for Care Team through a referral form or through attendance data. The Care Team coordinates support for the student and family, including a case manager, positive support plan, access to counseling, connection to partnerships with outside organizations, and/or connections to community resources.