

# Seattle Excellence Continuous School Improvement Plan (CSIP)

## Olympic View 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.

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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

**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.

**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.

## Priorities and Measurable Goals

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

#### **Priority Goal:**

For the 2020-21 school year, at least 56% of 3rd grade students of color furthest from educational justice will meet standards or higher on the ELA Smarter Balanced Assessment.

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

By May of 2021, all or almost all kindergarten students will be level C in F&P and set 2 in Being a Reader.

By May of 2021, all or almost all 1st graders will be at level I in F&P and set 5 in Being a Reader.

By May of 2021, all or almost all 2nd graders will be at level M in F&P and set 8 in Being a Reader.

## Safe and Welcoming Environment Goal

### **Priority Goal:**

Students of color furthest from educational justice will increase their attendance rates from 83.5% to 90% percent for the 2020-21 school year.

## 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.

Olympic View is continuing to focus on developing a school-wide MTSS system and procedures. Our two focus areas are:

1. Developing strong core instruction to support students at the classroom level. Our core instruction focus will target the following:

- ELL strategies in the general education setting
- Implementing CCC curriculum with fidelity, including Being a Reader, Making Meaning, Vocabulary, and assessments.
- Culturally Responsive, strength based, and trauma-informed practices
- Improving our systems to identify and provide targeted Tier 2 supports for students

## 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.**

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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.

Olympic View has a strong tier-2 program to support all learners not at standard. Our strategies include the following:

- Every grade level has a 35-minute “Eagle Time” enrichment/intervention block where targeted resources reduce teacher to student ratios and provide targeted instruction around individual needs, including those who qualify for advanced learning
- Olympic View has prioritized funding to increase intervention staffing to have more ability to target students not meeting standard.
- Students receiving ELL support receive push-in/small-group instruction based on language acquisition needs.
- Olympic View has two Focus programs and a general resource education program that provides specialized instruction.
- Olympic View has emphasized culturally responsive, social emotional learning, and trauma-informed practices to improve our culturally responsive teaching practices.

## 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.

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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.

Olympic View is intentional in addressing the needs of all students through a strong instructional core as well as through systematic interventions and enrichment opportunities. 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. We will focus on the following four questions outlined by Rick Dufour:

1. What do we want students to know and learn?
2. How will we determine if students met those learning goals?
3. What will we do if they don't learn them?
4. What will we do next when they learn them?

## 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.

At Olympic View, we are focusing on the following four target areas:

1. Positive Climate: Relationships and connections
  - Knowing all students' strengths, stories, and needs
  - Use of threshold (individually greeting/saying good-bye)
  - Our librarian has begun to search for, present and better provide texts that represent our school cultural and religious diversity.
  - Ensuring students seeing faces that look similar to their own on the walls of our school, this has been done by having many different cultural representations displayed throughout the school building.
2. Social Emotional Learning Skills and Supports
  - We follow the social-emotional program RULER out of Yale University. RULER stands for Recognizing emotions, Understanding the causes and consequences of emotions, Labeling emotions, Expressing emotions, and Regulating emotions.
  - Culturally responsive teaching practices
  - Trauma-informed practices
  - Intentional PD/school-wide conversations based on student climate surveys
  - Counselor regularly cycles students through individual and small group intervention to work on social emotional health, and to help guide students in interpersonal relationships.

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## 3. Establishing, teaching, and reinforcing schoolwide behavior expectations

- Eagle Way “I take care of myself. I take care of others. I take care of my school”
- Monthly Virtue Assemblies aligned to Eagle Way
- School-wide expectations for common areas (playground, halls, bathroom, cafeteria, etc.)

## 4. Teaching problem-solving

- Wednesday School-Wide Talking Circles aligned to Virtues/Social-Justice/Racial Equity
- Affinity Groups on a regular basis, esp for Students of Color Furthest From Educational Justice
- Student advisory groups/student council
- Learning about restorative justice practices and how we can implement those practices in regular classroom practices.
- Book docent program focusing on social justice themes

## 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:**

By June 2021, 100% of families of Students of Color Furthest from Educational Justice will attend at least two engagement events including one or more of the following:

- Teacher/parent/student conferences
- Family Education nights
- 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

### **Plans for Family Engagement**

Olympic View is dedicated to developing authentic family and community engagements. We are focusing on two essential practices to make this happen:

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1. Systematically focus support on students of color furthest from educational justice with more intensive supports on African American Males

- Engage staff in professional development on Tiers 2 and 3 supports
- Training of staff in culturally responsive family engagement strategies and anti-racist teaching practices

2. Intentional assessment and data practices that engage a racial equity-based approach to analyzing and responding to varied data

- Staff knows all students by name, face, and two personal facts (Fall baseline, Winter Check-in, End of Year Follow Up)
- Teachers have plan for annual family engagement experiences for every classroom
- Develop asset-based family relationships with families furthest from educational justice to know their story, strengths, and needs through targeted affinity groups and listening sessions
- Increase representations of families furthest away from educational justice of Family Engagement and Action Team (FEAT)

## 20-21 COVID-19 CSIP Addendum

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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:**

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- Weekly school newsletter “The Eagle” sent to families through email every Monday.
- Regular newsletters written by classroom teachers through kid mail/email (sometimes both).
- Monthly PTA board meetings; 3 times a year general PTA meetings.
- Two English Language Learner educators and four instructional assistants maintain regular contact with families.
- Language support for families whose home language is not English. This includes interpretation for conferences, student intervention team meetings, IEP meetings, and general conferences. Formal interpretation/translation services for conferences.
- All staff trained in using “Talking Points”, a two-way communication tool. Informal translation by parent volunteers is available as needed. Family meetings will be scheduled if a need has been brought up. Remote Learning Information Nights.
- School Wide Family/School compact translated into our five major languages (Spanish, Amharic, Arabic, Somali, Tigrinya). B
- Building family capacity for involvement through monthly gatherings by cultural affinity groups.
- Half-time counselor who helps families with material needs and tracks families whose children are at-risk of truancy or poor academic performance.

## 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:**

Every morning for the first half-hour, all classrooms focus on SEL learning, including all the anchors of RULER, anti-bullying (including digital citizenship), connecting the Eagle Way to remote learning, and facilitating community circles focusing on social justice/anti-racist practices. Classrooms end the day with an optimistic closing. Teachers spend the last part of the day with family outreach. At the beginning of the year, all teachers had a family partnership meeting with every child. Counselor is supporting Tier 2 students through individual and small group sessions and providing community outreach for families. Administration is utilizing

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check/connect strategies with individual students. Assistant principal has weekly morning videos connecting to Eagle Way.

## 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. Implement a school-wide, multi-tiered system of support.  
Tiers 1 and 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)Tier 2 and 3:
  - Students receiving Tier 2 or 3 supports will experience one or two 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 Tiers 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.
7. **Recommended School Specific Strategy as outlined in the Playbook:**  
Olympic View has the transferred school's MTSS system to remote learning. Intervention students are meeting with small groups utilizing the intervention curriculum SIPPs, targeting students who are below-standard in reading. Classroom teachers are meeting with students in a small group setting daily. ELL teaches and IAs are meeting daily with students in small groups or individually. In order to provide asynchronous support for students to work at their instructional levels, we have invested in Razz Kids Plus, Headsprout, IXL, and Zearn. In order to ensure that all students receive strong core instruction, all grade levels are aligned in their curriculum, schedules, assessments, and instructional practices. All classrooms have an hour of ELA every day and an hour of math four times per week.