2025-26 Annual CSIP
Olympic Hills Elementary School

Purpose of the Continuous School Improvement Plan (CSIP)

The Continuous School Improvement Plan (CSIP) functions as a dynamic tool aligned to Multi-Tiered System of Supports (MTSS). The CSIP supports schools in using an asset-based approach to identify and address diverse needs by implementing evidence-based practices within an inclusive educational environment. The CSIP aims to reduce systemic inequities and improve student outcomes.

The 2025-26 Annual CSIP is designed to be a working document and makes visible school-based improvement planning and progress monitoring which is required by the Washington Administrative Code (WAC) 180-16-220.

This annual CSIP meets the requirements of School-wide Title Programs, Learning Assistance Program (LAP), and OSSI School Improvement Plans.

2025-26 School Information and Leadership Team Members

School Name: Olympic Hills Elementary School

Principal: Egypt Charles

Instructional Vision: Olympic Hills focuses on standards-aligned and data-driven instruction for all students.

Members of the Building Leadership Team: Egypt Charles, Victoria Brown, Hilarly Eldridge, Luis Guitierrez, Kathleen Perry, Jordan Rocco, Jeremy Whiting, Nirvana Scott, Katelyn Shephard, Julie Solarek, Rachel Barrett

2023-26 CSIP Olympic Hills

OSPI School Report Card Information (2024-25 School Year)

Student Enrollment: 486

Special Education Percentage: 23.9%

Multilingual Learning Percentage: 26.7%

Highly Capable Percentage: 3.5%

Free and Reduced Lunch: 53.5%

Washington School Improvement Framework Status: Foundational

Olympic Hills OSPI School Report

Annual Comprehensive Needs Assessment (CNA) Summary

A Comprehensive Needs Assessment (CNA) is a required annual process conducted by school staff to identify the diverse needs of students, families, and staff. It involves collecting, disaggregating, and analyzing a variety of data to expose possible underlying racial inequities, identify diverse needs and understand possible root causes of the needs.

The following is a summary of the Comprehensive Needs Assessment (CNA) completed by school staff about the **2024-25 school year**. The summary findings from the CNA described in this section, informed the staffs' decisions about the **2025-26** one-year goals, action plans, and allocation of resources.

Data analyzed for the CNA:

- DIBLES
- MAP ELA
- Smarter Balanced Assessment ELA
- MAP Math
- Smarter Balanced Assessment Math
- Curriculum-Embedded Assessments ELA
- Curriculum-Embedded Assessments Math
- Walkthrough/Observational Data
- School-based Student Surveys
- School Attendance Dashboard on Atlas
- SPS Climate Survey (staff or students)

Top Strengths from Multiple Data Sources: What strengths of students, staff families, and/or community partners have emerged across multiple data points (academic growth and achievement, attendance, engagement, professional growth, culture of inquiry, school community and culture, etc.)?

SBA Spring 2025

- White students: consistently higher passing score 67–81% range depending on grade/subject than students in other race/ethnicity groups.
- Grade 3 and Grade 4 Math: higher percentage of passing rate compared to ELA 3-5 and Math 5.

DIBELS Spring 2025

- According to the DIBELS data, 68% of kindergarten students were at or above benchmark (35 Above + 16 At). This shows that most students are meeting expectations early in their school academic path.
- Nearly half (47%) scored Above Benchmark, indicating a strong foundation of students excelling beyond grade level.
- Staff use assessment data to identify strengths/needs, and families are active partners through Title I supports and multilingual communication.
- Climate and engagement data show that students feel safe and supported, and families value the inclusive school environment.

MAP Spring 2025

Question 1. Consistent growth overall. Across the school about 54–58% of students met expected growth on MAP in Spring 2025 (Math 57.7%, Reading 51.7% overall). Mathematics is a relative strength. Average Math RIT (≈185.6) is higher than average Reading RIT (≈178.4), and a higher share of students met expected growth in math.

Staff Climate Survey Spring 2025

Staff report strong relationships and belonging. When asked "I have a trusting relationship with colleagues in my school", 92% responded favorably. There was also recognition of the school's

anti-racist work, with 88% of staff responding favorably to the statement: "Staff in this school are taking action to address issues of racial equity."

Student Climate Survey Spring 2025

- We are strong in the overall culture of our school – inclusion, equity, and belonging and relationships.
- Q1 of the SEL portion of the student survey improved by 1 response as compared to the fall student survey.
- 86% of students responded favorably to Q.2 My teacher shows me how learning is fun portion of Pedagogical effectiveness. This improved my two points since the fall survey showing an increase in student engagement.
- 93% of students responded favorably to Q3 of the SEL portion of the survey.

Top Needs from Multiple Data Sources: What top needs (2 or 3) have emerged from the analysis of multiple data sources?

SBA Spring 2025

- Large performance gaps for racial subgroups (Black, Hispanic). These gaps are consistent across ELA and Math and across grades a top priority need. For example, 3rd Math 20% passing rate for Black students, 39% for Hispanic students vs. 81% for white students.
- Lower proficiency in early grade ELA (Grade 3 ELA) and in several groups for Math/ELA — Grade 3 ELA All Students Met (39%) is noticeably lower than other grade/math vs. ~50% passing rate for all MATH and 4/5 ELA.
- Targeted supports for multilingual learners. 21% passing for ML in 3rd math.

DIBELS Spring 2025

- Gaps remain for English Learners, students with IEPs, and students furthest from education justice

MAP Spring 2025

Reading average RIT (178.4) is lower than Math, and a lower percentage of students met expected growth in Reading (51.7%) compared to Math.

This suggests a schoolwide need to strengthen foundational literacy instruction (especially K–3), intervention intensity, and alignment to grade-level reading standards.

Staff Climate Survey Spring 2025

- Top needs: Shared decision making with admin and partnership with admin to create better working conditions. On average, 51% of staff had favorable answers regarding leadership opportunities and support. This is up 9 percentage points from the previous year's Climate Survey.
- Science (down 10 points) and College and Career readiness (down 9 points – especially getting information about college in school 5% only strongly agree).

Disproportionalities: What disproportionalities exist among student groups?

SBA Spring 2025

- Black students show the lowest Met % in many grade/subject combinations.
- Hispanic students also tend to be below All Students and below White peers.
- White students perform substantially higher and a large gaps exist between White students and Black/Hispanic students.

DIBELS Spring 2025

Need for consistent Tier 1 instruction plus targeted small-group instruction. Gaps in early learning experiences before Kindergarten Language acquisition barriers for multilingual learners.

MAP Spring 2025

- Race/Ethnicity: White, Asian, and Multiracial students are performing much higher in both Reading and Math than Black and Hispanic students. The gap is large and consistent across grades.
- English Learners: EL students score well below non-EL students, and fewer meet their expected growth.
- Special Education: SPED students start lower than peers but are showing strong growth, which means supports help even though achievement gaps remain.
- Homeless Students: Achievement is lower than average, but growth is strong when supports are provided.

Root Causes of Disproportionalities: What root causes have been identified for disproportionalities among student groups?

SBA Spring 2025

- Access to grade-level instruction and targeted interventions.
- Early Literacy Foundational Skill Gaps o Very low Grade 3 ELA proficiency suggests earlier gaps in foundational skills (phonics, decoding, fluency, vocabulary) that surface on Grade 3 SBA.

DIBELS Spring 2025

MAP Spring 2025

- Language barriers: EL students need more support in building academic English to access grade-level content.
- Early literacy gaps: Many Black and Hispanic students may not have had enough early reading support, making it harder to catch up later.
- Access to instruction: Some groups may not always get the same quality of instruction, resources, or experienced teachers.
- Outside factors: Homelessness, mobility, and limited resources outside of school create extra challenges for learning.
- Intervention limits: Supports for SPED and other groups help with growth but aren't always strong enough to close the achievement gap completely.

Staff Climate Survey Spring 2025

This survey did not look at root causes of disproportionality among student groups. In terms of microaggressions against staff, the top ones listed were age (8 respondents), race (7) and ethnicity (6).

Greatest Potential for Impact: What findings or themes have emerged that, if addressed, will have the greatest potential for impact on student outcomes?

SBA Spring 2025

- Strong tier 1 that is standards based aligned and has opportunities for students to prepare for content and experiences they will have on this measure.
- Strong tier 1 and tier 2 data driven instruction
- ML aligned support
- Coaching and collaborative planning for equitable, standards-aligned instruction (coaching cycles, PLC, co-teaching).

DIBELS Spring 2025

MAP Spring 2025

According to spring MAP data, 54% of students met their projected growth targets in Reading, and 61% in Math. The data show the lowest growth among Black/African American students in Math and multilingual learners in Reading. 37% of Black/African American students met growth goals in Math, and 51% of multilingual learners met growth goals in Reading. Addressing these gaps has the greatest potential for impact because literacy and numeracy are foundational to success across all content areas.

Staff Climate Survey Spring 2025

- If staff feel connected and heard within the school, that can also impact how students feel heard.
- If staff has more opportunities for leadership and partnership in decision-making with admin, they could be more invested in their work, and this could lead to improved student outcomes.

Student Climate Survey Spring 2025

- There is an interconnectedness between IdentyQ5 - teach me about my culture and math Q2, literacy Q4, and science Q3. Based on the higher percentages of students who strongly disagree. Impact: students need more representation of themselves in the books they read. Students need more self-assuredness in approach to math - they CAN do it. Students need more representation of their culture in presentations of the sciences.
- 44% of students responded favorably to q3 of the science section of the student climate survey. This has a major potential to impact student outcomes and how they identify science throughout their educational career.

Interconnected Needs: How are needs related to each other or influencing each other?

SBA Spring 2025

- Foundational skills: strong instruction → assessment outcomes.
- Assessment data: educator practice → student gains

DIBELS Spring 2025

MAP Spring 2025

Low reading comprehension scores directly influence students' ability to solve math word problems, while low math fluency can impact student overall confidence and engagement. Students struggling in reading and math are less likely to participate actively in class. Addressing one area (e.g., reading comprehension) can positively influence others (e.g., problem-solving in math and overall engagement). Additionally, 42% of the Black/African American students are multilingual learners.

Staff Climate Survey Spring 2025

The need for voices to be heard is connected to the need for authentic partnership with school leaders. Authentic partnerships between staff and admin could also result in policies that better support student and staff emotional and physical safety and improve working conditions. Staff also feel indifferent about BLT produced PD. There's an opportunity to collect feedback and deliver PD that addressed the school's biggest needs according to staff.

Student Climate Survey Spring 2025

- Need more culture representation in core subjects.
- There was an overall decrease in favorable responses on each science question in the student climate survey. This speaks to an overall need to adjust engagement, incorporate student voice and identity into science lesson.

Quick Wins: Which needs can be addressed quickly (3-6 months) to build momentum toward confronting more challenging needs?

SBA Spring 2025

- Data, data, data! Teachers are collectively routinely and analyzing progress and adjusting instruction as well as collaboration with other educators to improve instructional outcomes for students.
- UDL practices
- Backwards planning and mapping out standards.
- Multilingual supports and scaffolds rooted in above.
- In classing coaching and co-teaching paired with frequent data collective and dives.

DIBELS Spring 2025

MAP Spring 2025

Targeted math interventions for multilingual learners that improve academic language development can support both literacy and mathematical fluency. This kind of targeted small-group instruction or focused practice could yield measurable gains within 3–6 months. Implementing this quickly can build momentum for tackling larger, more complex needs.

Staff Climate Survey Spring 2025

The BLTs constituency meetings are helping staff members feel that they have more of a voice in decision making- we should keep doing them. Face-to-face staff meetings with enough time for feedback can also be helpful. Breaking into groups if there are topics to discuss can give people different environments to problem solve and communicate. Recognizing and celebrating our neurodiverse students and staff would help build a more inclusive and welcoming school community is one way to start is by recognizing Disability History Month in October.

Student Climate Survey Spring 2025

- Science has been put on the backburner and should be a more incorporated part of student learning
- We have made dedicated time for science as a daily core subject in the master schedule. In addition, ML teachers are supporting during science to support ml and overall student engagement.

Technology Use to Strengthen Student Learning: How is technology being used to strengthen classroom instruction and student engagement?

SBA Spring 2025

- Give students routine experience with SBA technology tools and experiences. Use during lessons, modeling and give students interims.
- Quizlet activities

DIBELS Spring 2025

MAP Spring 2025

Technology is currently used to support student learning through programs such as Lexia and Successmaker, which provide individualized practice aligned with MAP skill areas. MAP data is also integrated into grade-level data spreadsheets developed by the math specialists/coaches to inform instruction.

Staff Climate Survey Spring 2025

Student Climate Survey Spring 2025

Leveraging the grade level science teams' channel to explore and utilize prepared resources.

Support for Staff to Use Technology to Strengthen Student Learning: What ongoing support is provided to ensure staff are proficient with required use of technology?

SBA Spring 2025

Educator refresher on SBA platform as well as the learning experiences student will encounter during the SBA. This would be weaved into the backwards planning experiences.

DIBELS Spring 2025

MAP Spring 2025

Ongoing support for staff includes PLC data meetings with science, literacy, and math teams focused on interpreting MAP data, as well as other types of assessment data, and aligning it with technology tools. Teachers have opportunities from the district to utilize data from Lexia, and SPS staff attended PD on the effective use of the Savvas curriculum, including technology tools.

Staff Climate Survey Spring 2025

Student Climate Survey Spring 2025

- Co-planning with ML team and grade levels teams leveraging prepared resources on amplify
- PLC time
- TRI Day goal setting

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

Measures and Targets

2023-26 Goal:

From the 2023-24 to the 2025-26 school year, Olympic Hills will improve student responses to Question 2 in the Student Voice and Leadership section on the Fall Student Survey by 5% from 71% favorable to 76% favorable for 3-5 students.

2025-26 Goal:

Olympic Hills will improve student responses to Question 4 in the Belonging and Relationships section of the Spring Student Climate Survey by 5% from 76% favorable to 81% favorable for 3-5 grade students.

Action Plan

Evidence-based Practice 1:

Social Emotional Learning (SEL): Educators will teach and integrate SEL skills in the classroom in relevant ways to support learning and relationships.

Implementation Activity:

Pod Culture Meetings are weekly grade-level gatherings where teachers and students come together to celebrate growth, reinforce shared norms, and strengthen community. These short, student-facing assemblies are not for teaching new SEL lessons—instead, they focus on recognition, motivation, and collective pride. Teachers use this time to highlight classroom and grade-level successes, reinforce routines and expectations, and build a sense of belonging across the pod.

Process Data Measures:

- Comprehensive School Counseling Program School Plan
- Walk-through/Observational Data
- School-based Survey (staff or students)
- MTSS Team Meets Regularly

Timeframe for Reviewing Process Data Measures:

- Weekly
- Monthly

Student Outcome Data Measures:

SPS Climate Survey (staff or students)

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Monthly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Administration
- School Counselor
- Teacher Leader Cadre
- Grade Level Teachers

Priority Area: Classroom Instruction and Academic Success

Measures and Targets

2023-26 Goal:

The percent of 3rd Grade Students of Color FFEJ proficient or above in ELA on the SBA will increase from a baseline of 38.7% to a target goal of 68.7% by 2025-26.

2025-26 Goal:

The percentage of 2nd Grade students project proficient or above in English Language Arts on MAP Reading will increase from a baseline of 46.8% to 48.8% by Spring 2026.

2025-30 Strategic Plan Implementation: Readiness for Progress Monitoring Foundational Literacy

As school staff transitions from monitoring the progress of the former 3rd Grade ELA SBA Goal to the new 2nd Grade Foundational Literacy Goal, what do staff need to know, be able to do, and have access to effectively progress monitor toward this new measure over time?

Even though the goal is a 2nd grade focus, we need to be progress monitoring in K-1 in order to improve outcomes in second grade. The rate of passing the 2nd grade goal, we believe will directly impact the rate of passing the SBA in 3rd through 5th. The more foundational skills students have, the more fluent readers they will be and the more access they will have to upper elementary content. We would know we are getting close to our goal if we had less students working on second grade content in small groups in 3rd grade.

The second-grade team needs to know what students need to be able to do to access text in 3rd grade, particularly on the SBA. This idea needs to be applied vertically to each grade level.

Action Plan

Evidence-based Practice 1:

High Quality Instruction: Educators will implement high quality Tier 1 inclusionary practices, such as the UDL framework, that serve all students, including students with IEPs, multilingual learners, and advanced learners.

Implementation Activity:

Staff will engage in collaborative progress monitoring and vertical alignment cycles to support high-quality Tier 1 instruction using the UDL framework. Specifically,

- K–1 teachers will regularly collect and analyze progress-monitoring data on foundational literacy skills, ensuring early identification of students who may need targeted support to stay on track for grade-level reading.
- Grade 2 teachers will use this data, along with weekly planning protocols, to design inclusive Tier 1 instruction that ensures all students—including students with IEPs, multilingual learners, and advanced learners—are mastering the prerequisite skills needed for third-grade text access.
- Grades 3–5 teachers will participate in vertical alignment discussions to clarify the specific literacy and comprehension skills required for SBA readiness and to monitor how well earlier interventions and Tier 1 practices are preparing students for these demands.

By engaging in these shared progress-monitoring and vertical alignment practices, staff will strengthen early foundational skills, reduce the number of students needing second-grade content in third grade, and ensure all students are prepared to access grade-level texts and content.

Process Data Measures:

- Walkthrough/Observational Data
- Teacher Observational Data

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- MAP
- DIBELS
- Curriculum-Embedded Assessments (CEAs)
- Smarter Balanced Assessment (SBA)

Timeframe for Reviewing Student Outcome Data Measures:

- Quarterly
- Trimester

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Grade Level Teams
- Academic Interventionists
- Multilingual Team
- Administration

Highly Capable Services

- Differentiation: Educators use pre assessments to determine the needs of students, providing flexible grouping, extension opportunities and tiered assignments to meet the varied needs of learners.

- Universal Design for Learning: Educators provide multiple means of representation, flexible grouping, and choice-based learning to support learner access to grade level and above grade level learning.

As a neighborhood elementary school, Highly Capable services are delivered through intentional differentiation within the core instructional block. Students participate in “just-right” leveled small groups in reading and math that are flexible, data-informed, and responsive to ongoing assessment within the grade-level learning block.

This approach allows students to engage with instruction at greater depth, complexity, and pace while remaining fully integrated in grade-level learning. Groupings are fluid and designed to support all learners by matching instruction to current readiness rather than fixed programs or static placements.

Expanded Learning

- Otter Theater- Supports literacy
- Newcomer Program
- Nuestra Cultura
- Kindergarten Jump Start
- STEM4GOOD
- Soccer Shots
- Girls on the run
- After school Tutoring

Homework Policy

At Olympic Hills teachers individually plan for homework while trying to minimize family disruptions.

Priority Area: Family and Community Engagement

Measures and Targets

2023-26 Goal:

From the 2023-24 to the 2025-2026 school year, Olympic Hills will improve positive family communication frequency from unmeasured to once a trimester.

2025-26 Goal:

All Olympic Hills grade-level teachers will send out a Family Newsletter on Smore via Talking Points at least twice per month on a designated schedule. By June 2026, 100% of grade-level teams will consistently implement this practice to strengthen two-way communication with families, ensuring that information about student learning, achievements, school policies, and community initiatives is regularly shared and accessible.

Action Plan

Evidence-based Practice 1:

Two-Way Communication: Effective two-way communication between families and schools to regularly seek and share information about students’ achievements and learning needs, school policies, practices, and community initiatives.

Implementation Activity:

All grade level teachers will send out a Family Newsletter on Smore via Talking Points at least twice a month. This has been mapped out on a designated schedule, so all families know when to anticipate an upcoming newsletter. Educators will use Talking Points to communicate announcements and reminders as well as individual messages for the purpose of increasing student and family engagement.

Process Data Measures:

- Participation/Attendance (e.g., Events, Membership)
- School-based Family Survey

Timeframe for Reviewing Process Data Measures:

Monthly

Student Outcome Data Measures:

- Student Attendance
- Discipline/Suspensions

Timeframe for Reviewing Student Outcome Data Measures:

Quarterly

Team(s) or Individual(s) responsible for implementing, measuring, and adjusting the evidence-based practice:

- Grade Level Teachers
- Administration

2025-26 Budget Allocations to Support Continuous Improvement

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

Fund Program: Basic Education

I**ntent and Purpose:** Seattle Schools is committed to using our Basic Education funding to provide all students with instruction aligned to grade level specific state standards that includes differentiation and enrichment.

Activities Implemented to Meet Intent and Purpose: The intent and purpose of Basic Education dollars include but are not limited to:

- Standards-aligned instruction to all students.
- Supervision of instruction
- Non-teaching staffing to provide support to students and families.
- Instructional materials for all students.
- Guidance counseling and social work supports to all students.

Fund Program: Title I

Intent and Purpose: To provide all children significant opportunity to receive a fair, equitable, and high-quality, well-rounded education and to close educational achievement gaps.

Dollar Amount: $148,631

Activities Implemented to Meet Intent and Purpose:

- Instructional supports to eligible students through staffing
- Professional development for staff
- Family engagement

Fund Program: Multilingual Learners (Title III)

Intent and Purpose: Title III funds support the district's language instructional education program to assist multilingual learners in attaining English proficiency and high levels of academic achievement.

Dollar Amount: $455,314

Activities Implemented to Meet Intent and Purpose:

- Instructional supports to eligible students through staffing
- Translation and interpretation services

Fund Program: Learning Assistance Program (LAP)

Intent and Purpose: Provide services only to students who have not met, or are at risk of not meeting, state or local graduation requirements.

Dollar Amount: $65,985

Activities Implemented to Meet Intent and Purpose: Instructional supports to eligible students through staffing

Fund Program: High Poverty LAP

Intent and Purpose: Provide supplemental services to students who have not met, or are at risk of not meeting, state or local graduation requirements.

Dollar Amount: $126,708

Activities Implemented to Meet Intent and Purpose: Instructional supports to eligible students through staffing

Fund Program: Levy Funds

Intent and Purpose: Local levy revenue may be combined in schoolwide programs.

Dollar Amount: $349,225

Activities Implemented to Meet Intent and Purpose:

- Schoolwide instructional coaching
- Professional learning for staff
- Data-driven collaboration
- ILT-led learning walks
- PLCs and data teams to strengthen Tier 1 instruction
- Targeted supports in literacy, math, and multilingual learner strategies
- MTSS implementation
- PBIS systems
- Family and student engagement activities supporting academic and social-emotional outcomes