

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 2023, all or almost all kindergarten students will be at standard on the Dibbles assessment and set 2 in Being a Reader.

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By May of 2023, all or almost all 1st graders will be at standard on the Dibbles assessment and set 5 in Being a Reader.

By May of 2023, all or almost all 2nd graders will be at standard on the Dibbles assessment 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 2022-23 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:

- MLL strategies in the general education setting
- Implementing enVision curriculum for math, the Center for the Collaborative Classroom (CCC) for literacy, and amplify for science
- All K-2 students receive small-group reading instruction at their level.
- Staff utilize culturally responsive, strength-based, and trauma-informed practices influenced by

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- Ghody Muhammad's "Cultivating Genius"
- a. Focus on identity and relationships with students, family, and community
 - b. Making learning relevant to students lives
 - c. Providing opportunities for students to make a positive impact on the community
- School-wide focus on Professional Learning Communities focused on the following four questions:
 - a. What do we want students to learn
 - b. How are we going to assess these learning targets?
 - c. What are we going to do if students don't meet the targets?
 - d. What are we going to do if students meet the targets?
2. Improving our systems to identify and provide targeted Tier 2 supports for students
- All school Student Intervention Team (SIT) meetings 3x/year
 - Systematic assessments for identifying students not at standard (Dibells, MAP, classroom-based assessments)
 - Students referred to Help Desk to receive interventions
 - Funding prioritizes intervention teacher
 - Implementing SIPPs and LLI reading intervention curriculum
 - Students still not meeting standard after intervention, referred to SIT meeting
 - SIT team recommends next step, possibly referring to special education.

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.

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 MLL support receive push-in/small-group instruction based on language

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acquisition needs.

- Olympic View has a K-2 and a 3-5 FOCUS special education program and a general resource education program that provides specialized instruction. We are committed to inclusive practices and ensure that all students have access to grade level peers as much as possible.
- Olympic View has emphasized culturally responsive, social emotional learning, and trauma-informed practices to improve our culturally responsive teaching practices.

Advanced Learning

At Olympic View Elementary, we have high expectations for all students, and we know that each will be challenged by the rigor and depth of our curriculum. To that end, we follow an inclusion model in which teachers differentiate instruction for all students. [Current research](#) shows that inclusion is generally best educational practice for all learners, including advanced learners, especially in math. An inclusion model is also consistent with the [Seattle Public Schools' Strategic Plan](#) focus on “undoing legacies of racism in public education.” In addition, every grade level has an Eagle Time intervention/enrichment block. During this time, ALO students are pushed deeper into grade-level standards and are exposed to standards from the next year.

The following are various strategies we use to meet the needs of all learners, including those identified as advanced either by their teachers or district testing.

Math Differentiation: Olympic View utilizes the [enVision Math 2020](#) curriculum which builds conceptual understanding through a combination of problem-based and visual learning strategies. Teachers implement differentiated instruction in varied groups: whole class, small group, partners, and individual. Below are some ways teacher might differentiate.

- *Parallel Tasks.* All students work on the same core content with tasks of different complexity.
- *Curriculum Compacting.* Use assessment to determine student skill level in a core content area. Then eliminate or enhance parts of the curriculum based on instructional need.
- *Tiered Assignments.* Adjusted degrees of difficulty of a question, task or product to match student's current readiness level.
- *Open Questions.* A question framed in such a way that a variety of responses/approaches are possible.
- *Targeted Questioning.* Teacher is intentional about depth of questions asked. All students are asked questions that require critical thinking at a level that is challenging for them, and all students benefit from hearing their peers' thinking.

Literacy Differentiation

- *Flexible Leveled Reading Groups (K-3).* Utilizing the [Collaborative Classroom](#) curriculum, students are placed in groups by current reading level to ensure appropriate instruction and reading materials. Groups can change as students' reading skills develop.
- *Literature Groups (3-5).* A group of students read the same book. They ask peer questions, discuss major themes, study vocabulary, and analyze author's purpose and style.
- *Independent Reading.* Each student will have an opportunity for self-selected reading during the school day to develop reading fluency and get in the habit of reading.
- *Support for Students in Selecting Appropriate Books.* Teacher will guide students in choosing just-right books for independent reading. (Criteria include instructional level, high-interest reading, and student choice.)

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- *Independent Projects.* Opportunities for students to explore a topic of interest to them.
- *Extension Menus.* Developed in conjunction with members of a grade level team, students choose an option from a predetermined “menu” of options (or propose an alternate option) that allows them to demonstrate and extend their learning.

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.

For the 2022-23 school year, Olympic Views professional development revolves around improving student engagement through high levels of questioning/student discourse. We are focusing on four specific areas:

- Students Listen Carefully to One Another
- Help Individuals Students Share, Expand, and Clarify Their Own Thinking
- Help Students Think with Others
- Help Students Deepen Their Own Understanding

We are also working to improve our “collective teacher efficacy”. According to current teachers, the more teachers truly believe in our collective ability to make a positive impact, the greater the results will be. This year, we are creating systems that will allow for teachers to observe and learn from colleagues.

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.
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-All of our virtues connect to the theme of "Changemakers"
 - School-wide expectations for common areas (playground, halls, bathroom, cafeteria, etc.)
4. Teaching problem-solving
 - Talking Circles aligned to Virtues/Social-Justice/Racial Equity
 - Student advisory group and affinity groups
 - Implementing restorative justice practices.

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 2023, 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:

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

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- Increase representations of families furthest away from educational justice of Family Engagement and Action Team (FEAT)

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