

## **Olympic Elementary School**

### **School Improvement Plan**

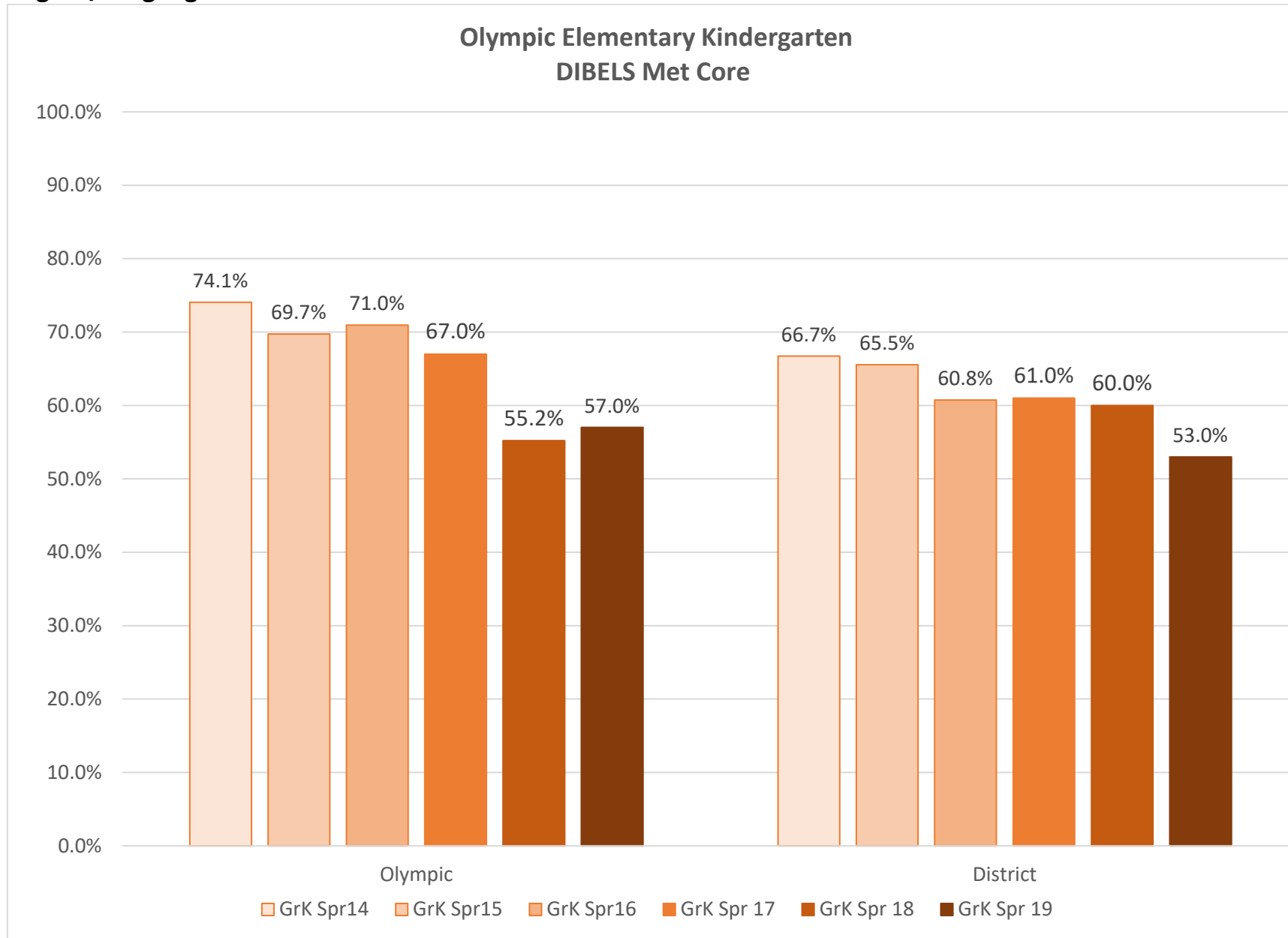
**2019-20**

The Olympic Elementary School staff use our mission and the needs of our students and families to direct the efforts towards continuous growth and effectiveness. Our mission statement reads, “Every person at Olympic has the right to feel safe, supported and valued. In our school community, learning is our most important job. So we agree to follow our Owl Traits: Owl Be Kind, Owl Be Safe and Owl Be Responsible”. We use the elements of this statement to guide students toward becoming good citizens, which contributes to a healthy school climate and culture – a critical element of effective schools. Explicit instruction in social, emotional and behavioral skills and strategies provides students with a pathway towards competence. With the foundation of a supportive learning environment, we can build the academic skills and knowledge necessary for our students to be successful learners. Using initial assessment data at the beginning of each year allows us to target instruction for the whole classroom and small groups to best meet the needs of students and accelerate learning. Providing staff with on-going, job-embedded training allows them to use effective instruction with all students. Our cumulative knowledge has led us to develop a comprehensive plan that addresses the needs of our school community, including activities and practices that will help us accomplish our goals.

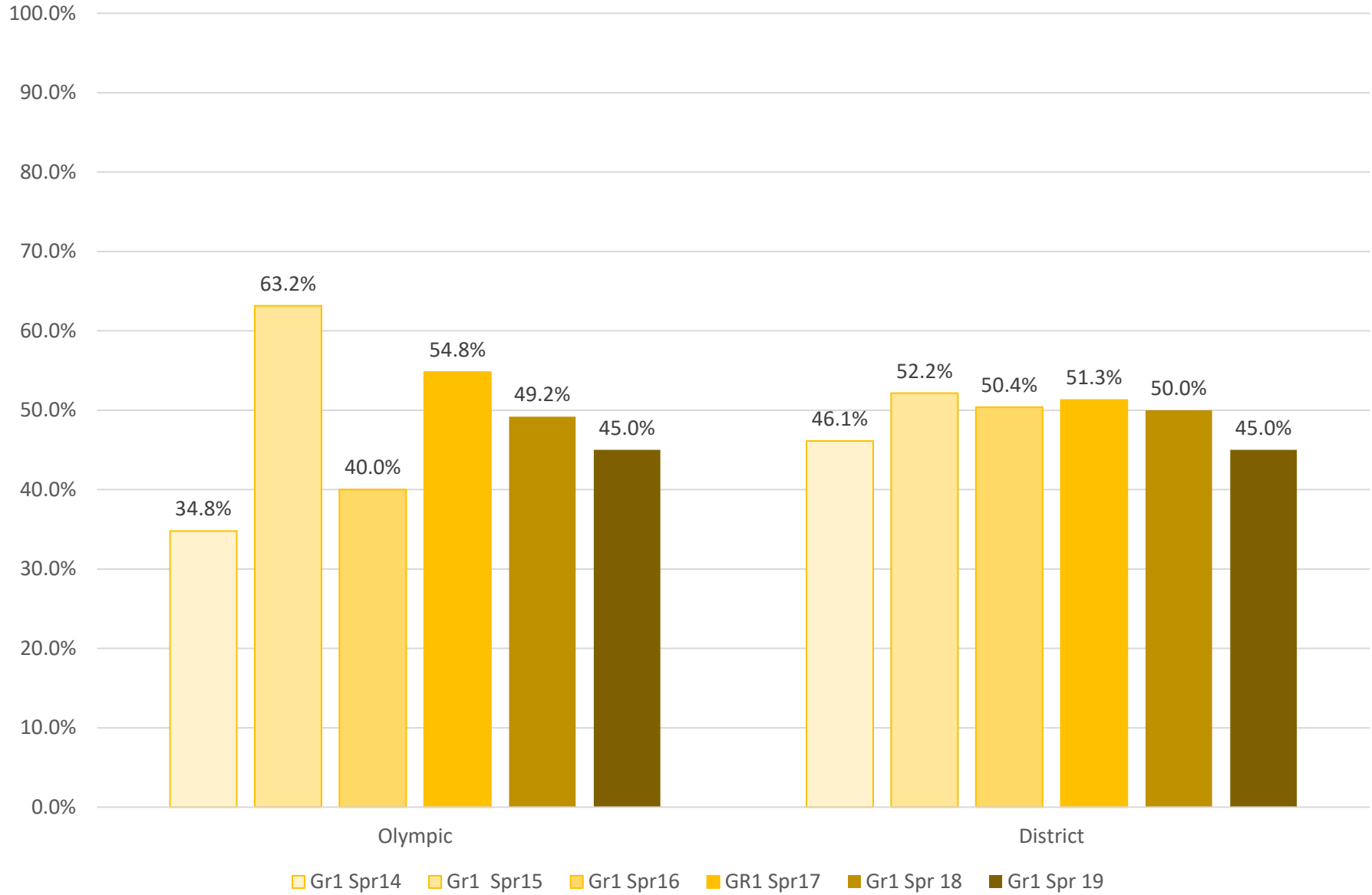
*Primary Goal: Increase Student Achievement*

*Secondary Goal: Improve the Climate and Culture of our Schools*

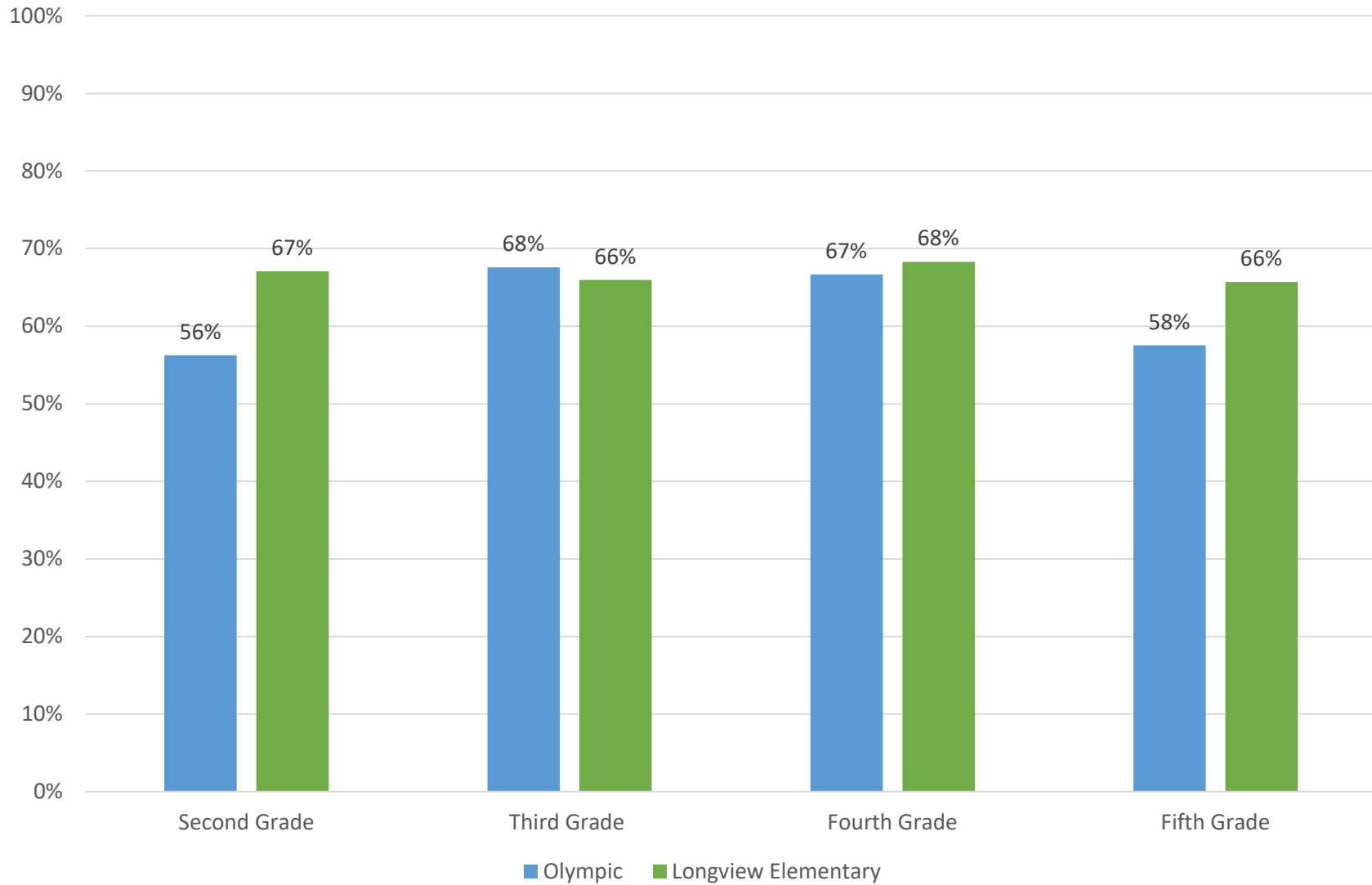
**Part 1A - 2019-20 Student Achievement Data and Goals**  
**English/Language Arts**



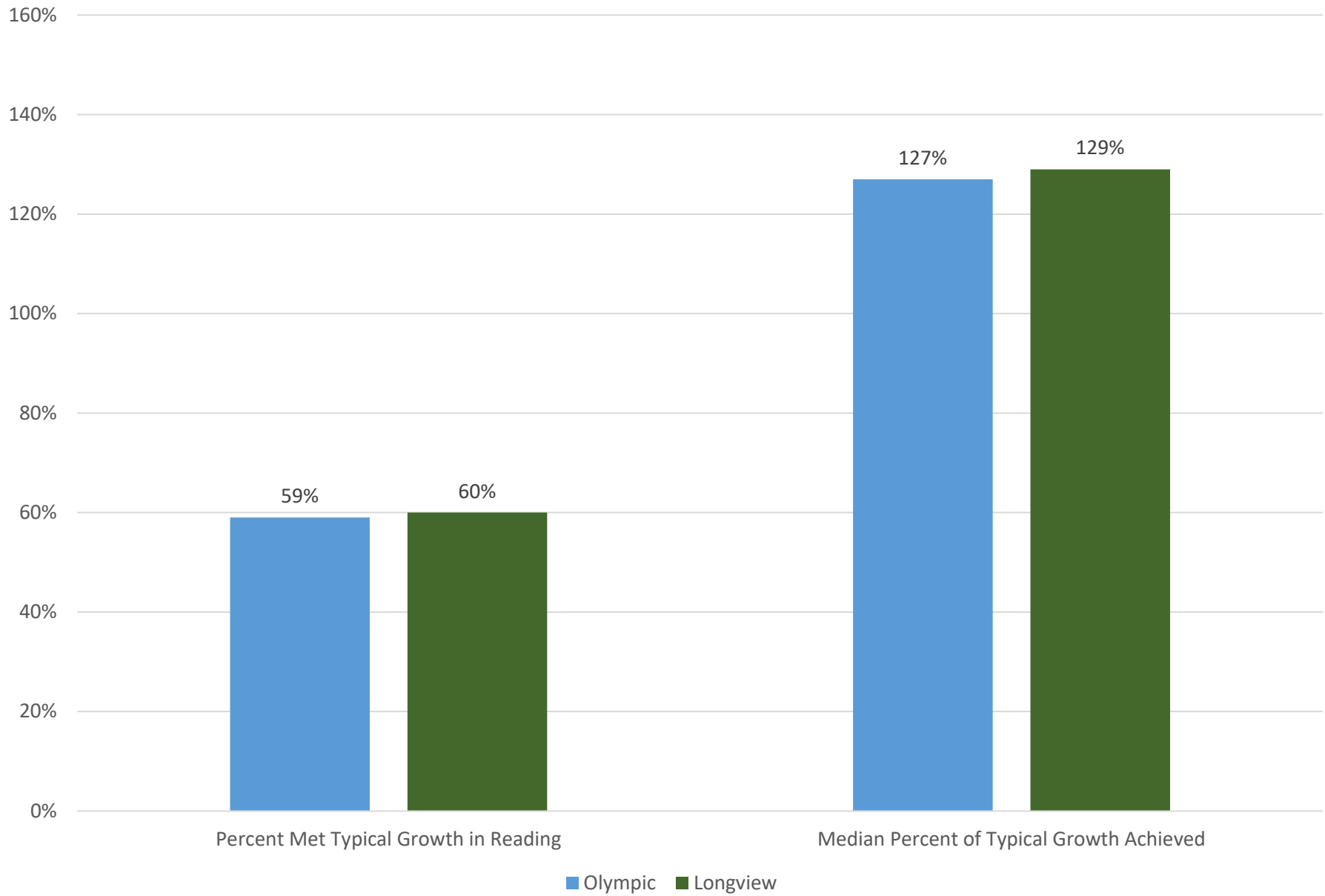
# Olympic Elementary Grade 1 DIBELS Met Core



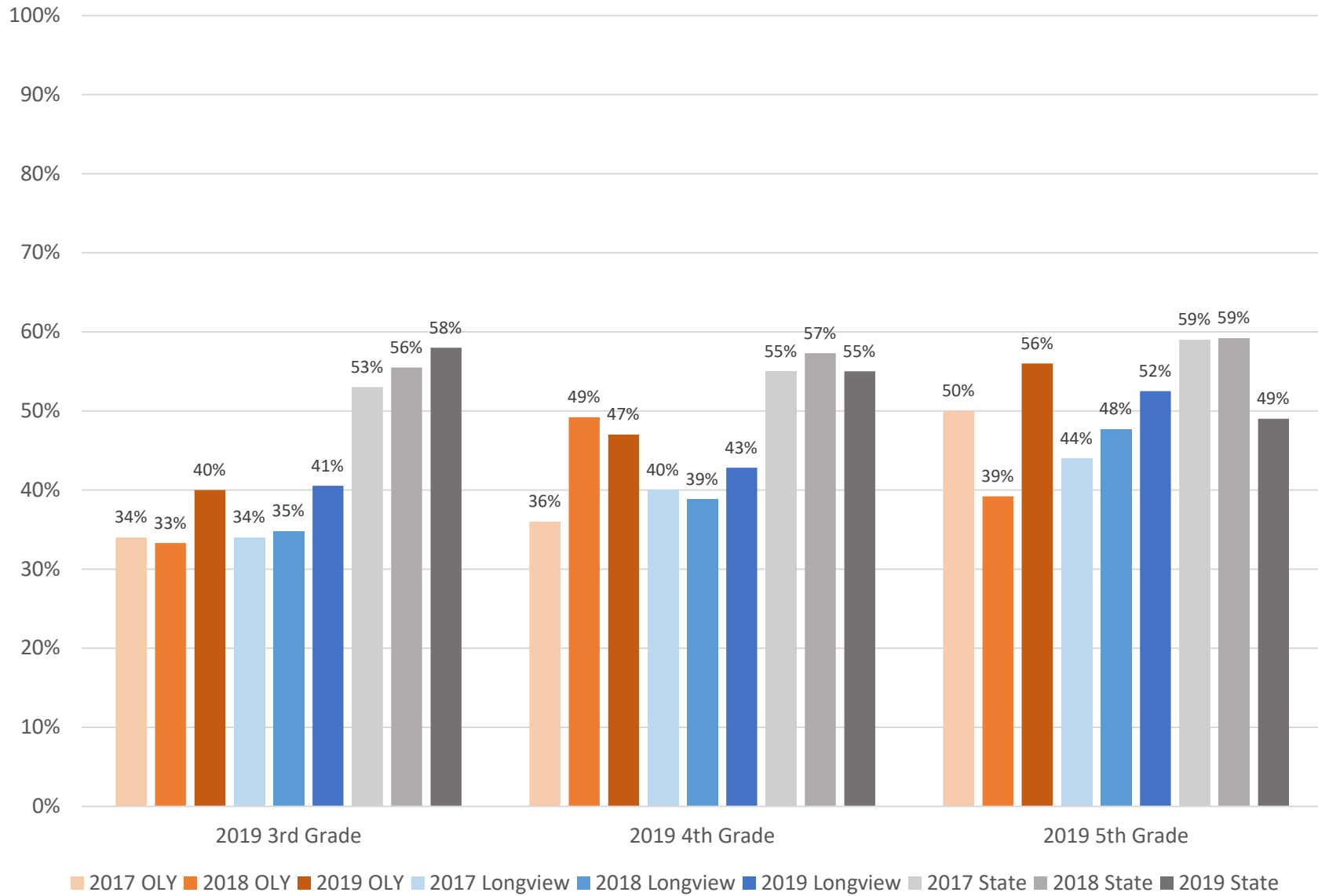
## Olympic 2019 iReady Reading Percent Met Growth Target



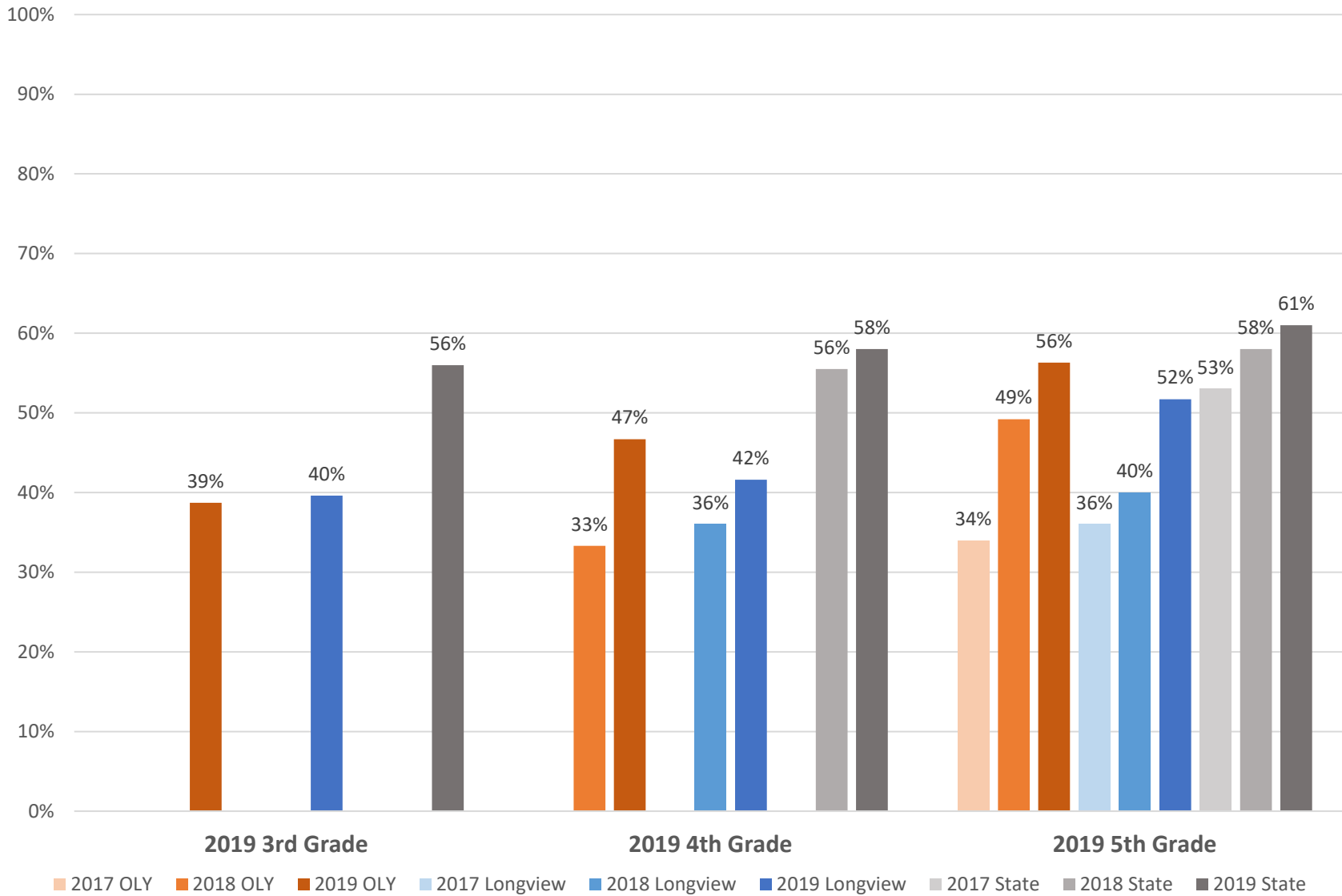
# Olympic 2019 iReady Reading Performance



## 2019 Olympic Elementary SBA ELA Data



## 2019 Olympic Elementary SBA ELA Cohort Data



## ELA End of Year Goals

| Grade Level           | Assessment                   | Measurement                      |  | % Increase |
|-----------------------|------------------------------|----------------------------------|--|------------|
|                       |                              | 2018-19                          | 2019-20                                |            |
| Kindergarten          | Acadience (DIBELS) – Reading | 57%                              | 70% Core by Spring 2020                | 13%        |
| 1 <sup>st</sup> Grade | Acadience (DIBELS) – Reading | 45%                              | 55% Core by Spring 2020                | 10%        |
| 2 <sup>nd</sup> Grade | iReady Reading               | 56%                              | 70% to reach growth target EOY         | 14%        |
| 3 <sup>rd</sup> Grade | iReady Reading               | 56% (as 2 <sup>nd</sup> graders) | 66% to meet growth target EOY (Cohort) | 10%        |
|                       | SBA Reading                  | 40%                              | 50% Proficient EOY                     | 10%        |
| 4 <sup>th</sup> Grade | iReady Reading               | 68% (as 3 <sup>rd</sup> graders) | 78% to meet growth target EOY (Cohort) | 10%        |
|                       | SBA Reading                  | 40% (as 3 <sup>rd</sup> graders) | 50% Proficient by Spring 2020 (Cohort) | 10%        |
| 5 <sup>th</sup> Grade | iReady Reading               | 67% (as 4 <sup>th</sup> graders) | 77% to meet growth target EOY (Cohort) | 10%        |
|                       | SBA Reading                  | 47% (as 4 <sup>th</sup> graders) | 57% Proficient by Spring 2020 (Cohort) | 10%        |

### Rigor and Relevance – ELA

- The use of teacher clarity will ensure learning targets align with Common Core Standards and success criteria are identified and shared with students
- All students receive 30-45 minutes of daily grade level core instruction in Reading
- Teachers use the CEL5D+ instructional practices to deliver high-quality teaching strategies to support all students’ learning
- Teachers will use comprehension questions that require high-ordered thinking from students
- Student-to-student talk opportunities will be provided for students to explain their thinking and provide evidence to support their thinking
- Students self-assess their performance, set goals, monitor progress
- Provide instruction that incorporates complex comprehension strategies such as thinking through text and digging deeper that requires the analysis of text
- Use SBA interim assessments and performance tasks to monitor progress and make instructional adjustments

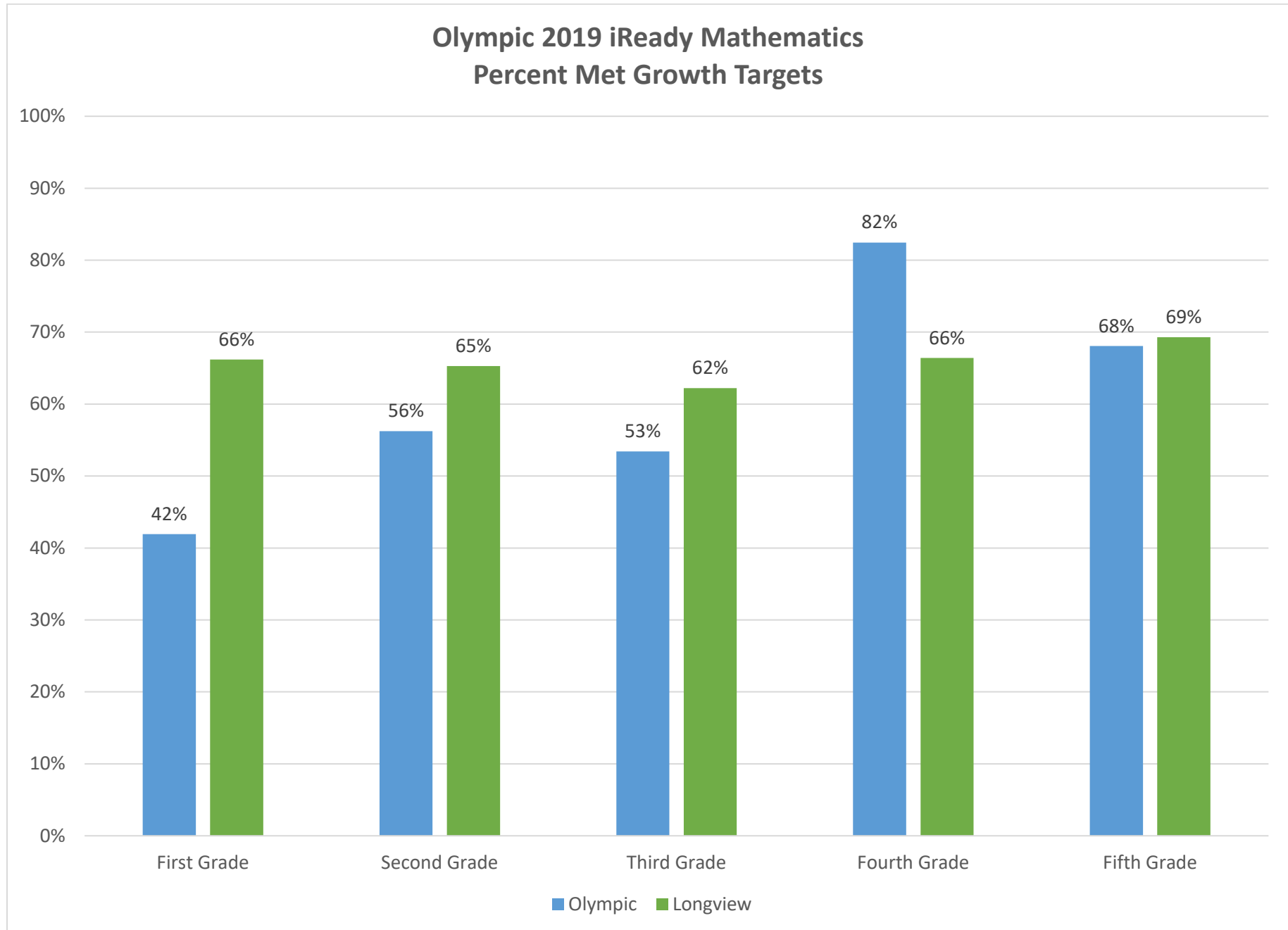


## **Focused Intervention – ELA**

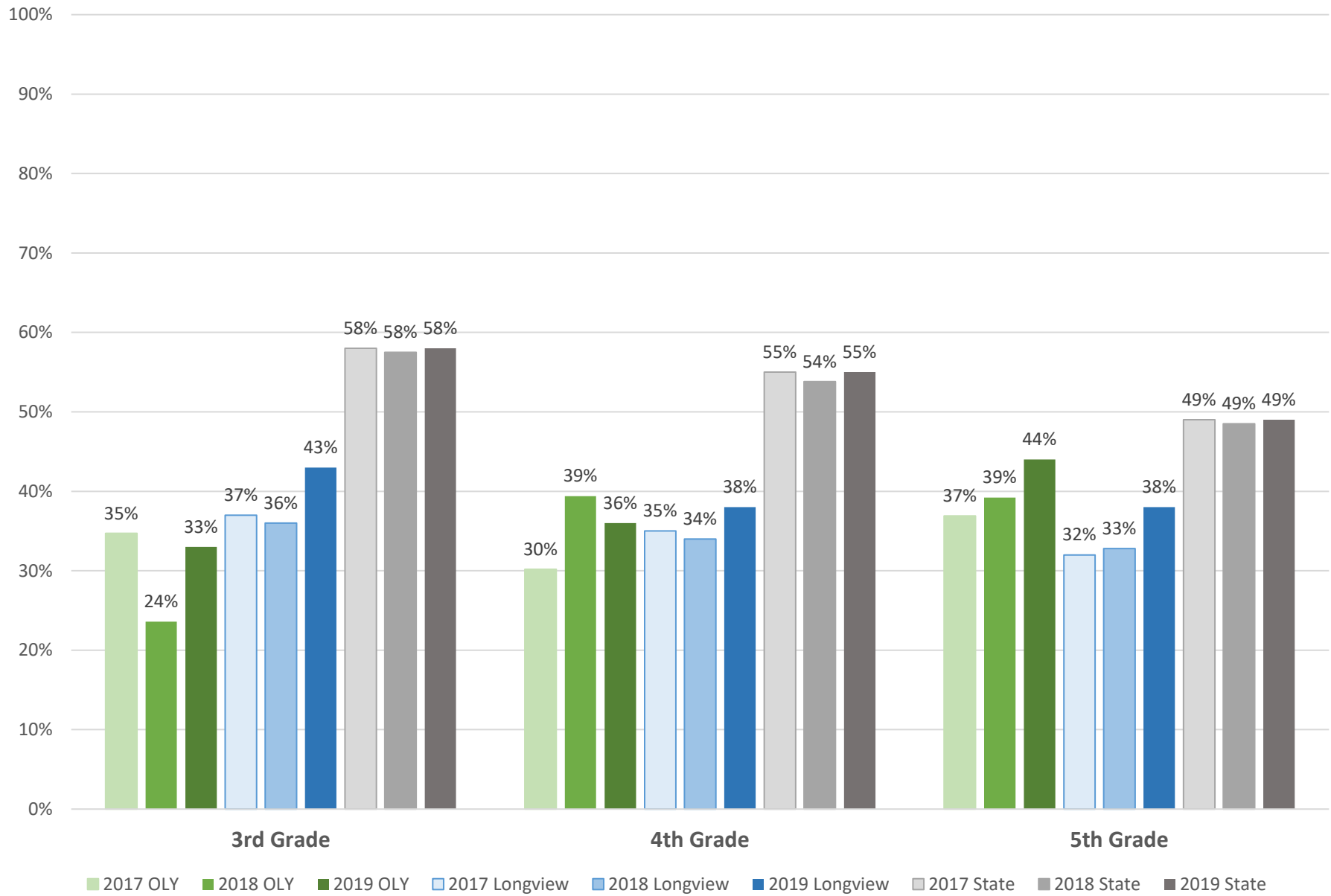
- Use high quality measures – Acadience (DIBELS), iReady, PSI (95%) (2<sup>nd</sup> – 5<sup>th</sup>) and PASI (95%) (K-1) to determine flexible, fluid small instructional groups
- Use weekly PLC meetings to discuss specific instructional strategies to use for Reading small group instruction
- Use the Café model for Reading small group and independent work
- Use iReady instructional groups lessons for delivering targeted intervention instruction
- Provide 45-minutes of daily small group, individual work and other intervention instruction (Grades 1-5) using Journeys and (K-1) using 95% curriculum materials
- Provide 60 minutes of daily small group, individual and other intervention instruction (K) using Journeys or 95% curriculum materials
- Low-performing students are referred to our SST (Student Support Team) for intervention ideas or, ultimately, a Special Education evaluation, when appropriate

## Part 1A - 2019-20 Student Achievement Data and Goals

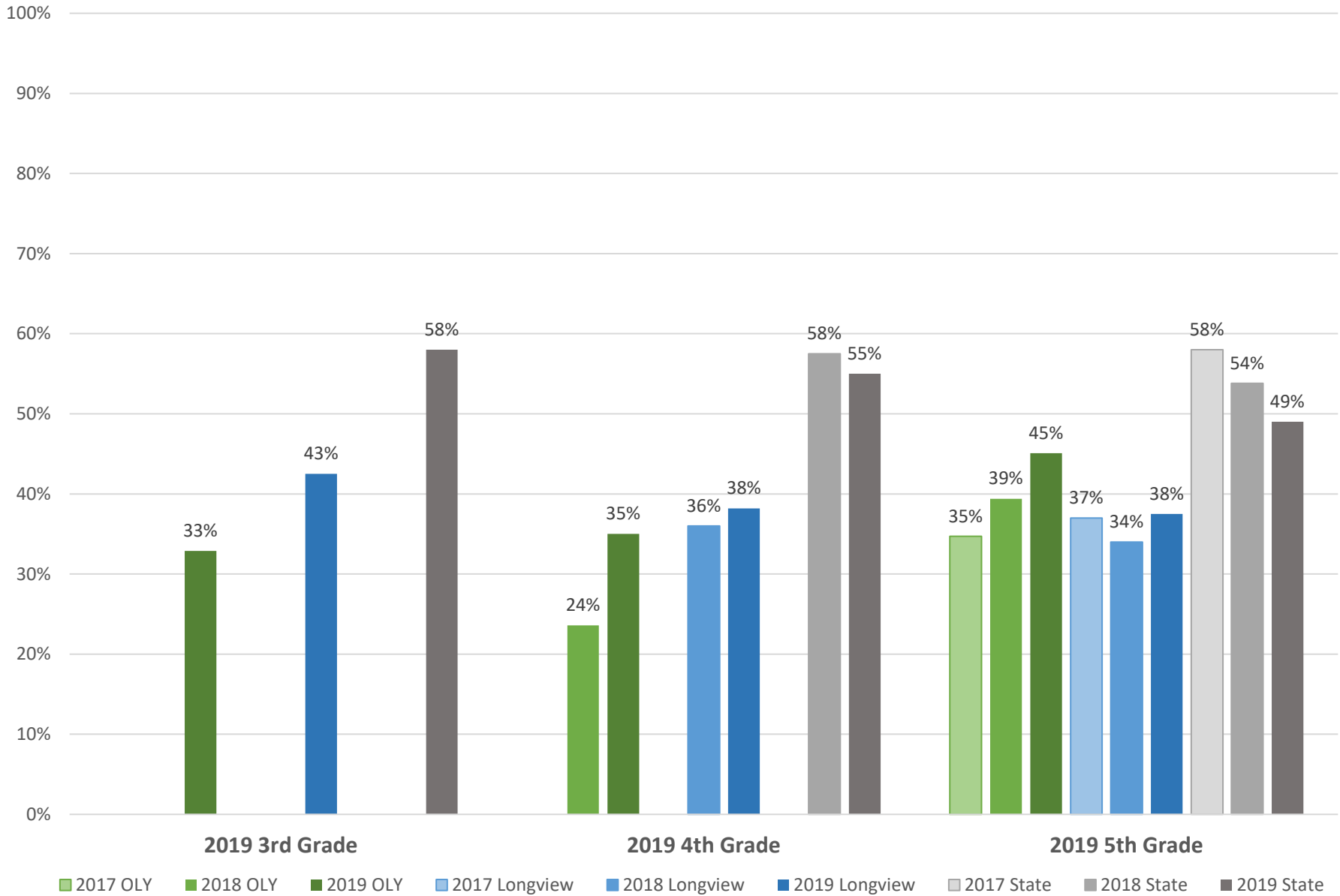
### Math



## 2019 Olympic Elementary SBA Math By Grade



## 2019 Olympic Elementary SBA Math Cohort Data



## Math End of the Year Goals

| Grade Level           | Assessment  | Measurement                      |   | % Increase |
|-----------------------|-------------|----------------------------------|---|------------|
|                       |             | 2018-19                          | 2019-20                                 |            |
| 2 <sup>nd</sup> Grade | iReady Math | 56%                              | 66% to reach growth target EOY          | 10%        |
| 3 <sup>rd</sup> Grade | iReady Math | 56% (as 2 <sup>nd</sup> graders) | 66% to reach growth target EOY (Cohort) | 10%        |
|                       | SBA Math    | 33%                              | 43% Proficient by Spring 2020           | 10%        |
| 4 <sup>th</sup> Grade | iReady Math | 68% (as 3 <sup>rd</sup> graders) | 78% to meet growth target EOY (Cohort)  | 10%        |
|                       | SBA Math    | 33% (as 3 <sup>rd</sup> graders) | 43% Proficient by Spring 2020 (Cohort)  | 10%        |
| 5 <sup>th</sup> Grade | iReady Math | 82% (as 4 <sup>th</sup> graders) | 87% to meet growth target EOY (Cohort)  | 5%         |
|                       | SBA Math    | 36% (as 4 <sup>th</sup> graders) | 46% Proficient by Spring 2020 (Cohort)  | 10%        |

### Rigor and Relevance – Math

- The use of teacher clarity will ensure learning targets align with Common Core Standards and success criteria are identified and shared with students
- All students receive 60 minutes of daily core instruction
- Teachers use the CEL5D+ instructional practices to deliver high-quality teaching strategies to support all students' learning
- The new district adopted materials from Ready Classroom Math materials will be used by teachers
- The use of number talks to develop number sense, mathematical thinking, communication of mathematics knowledge
- Teachers provide opportunities for students to explain their thinking and provide evidence for that thinking with partners and the whole class
- Conceptual understanding will be achieved using concrete, pictorial then abstract instructional strategies. Manipulatives will be regularly used in all grades (K-5)
- Higher-ordered thinking will be promoted through the visualization and Math is thinking instructional strategies
- Students self-assess their performance, set goals, monitor progress
- Opportunities to apply skills solving real-world problems
- Use SBA interim assessments and performance tasks to monitor progress and make instructional adjustments

## Focused Intervention – Math

- Use high quality measures (K-1 Common Assessment and iReady) to determine flexible, fluid small instructional groups
- Use weekly PLC meetings to discuss specific instructional strategies to use in Math intervention instruction
- 30 minutes of daily, differentiated intervention instruction (Grades K-5) using Do the Math and Ready Math Online Instruction
- Our Math Specialist will provide intervention instruction to small groups
- Low-performing students are referred to our SST (Student Support Team) for intervention ideas or, ultimately, a Special Education evaluation, when appropriate

## Supports for Success

Restorative Room – Our Behavior Success Coach and Para-educator use procedures and practices for working with students who need assistance in de-escalating and self-regulation to minimize disruptions in the classroom and allow the student to return to learning in a timely manner  
ELA – Supervising teachers support para-educators using 95% to assist students performing below grade level through their monthly training meetings.

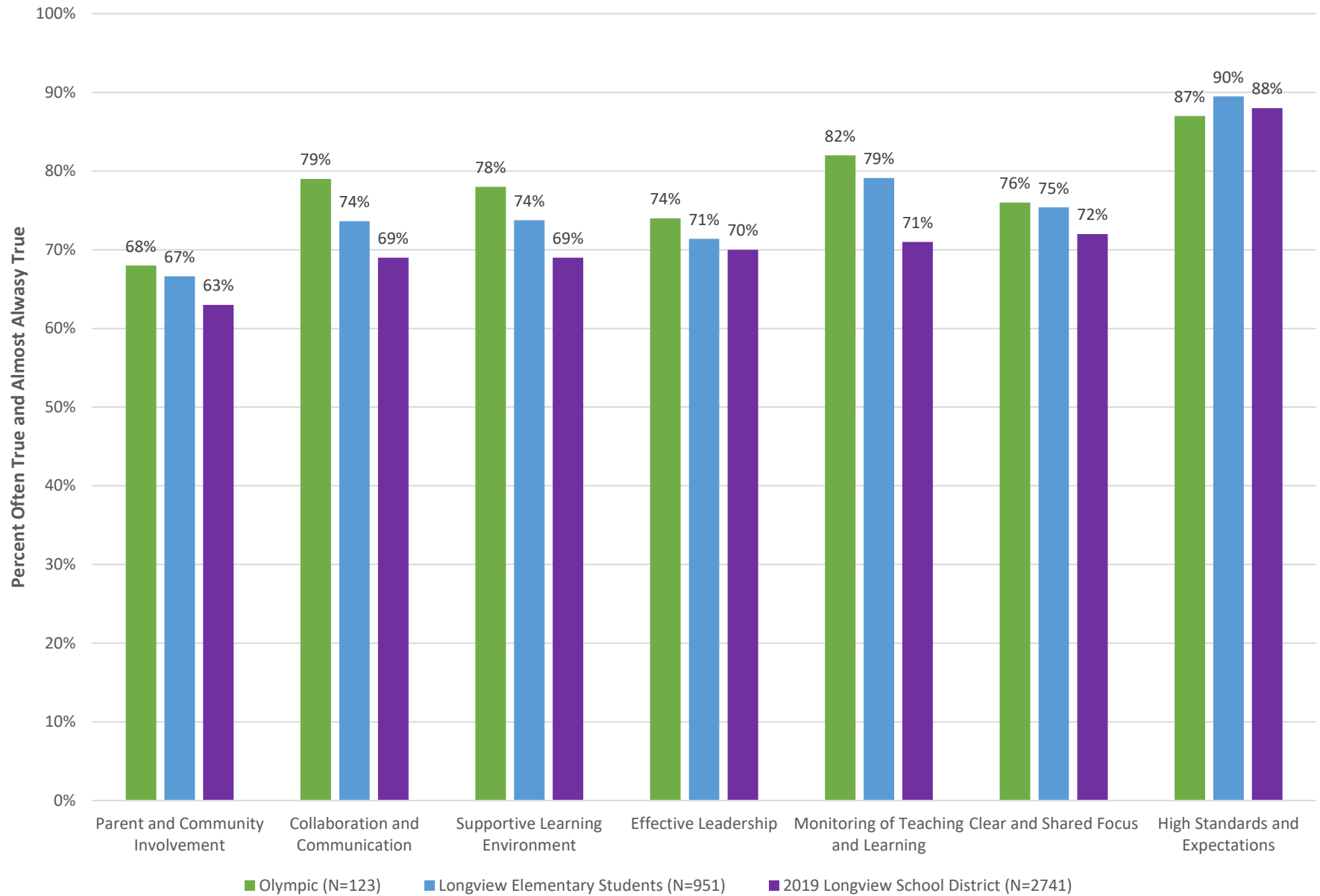
Math – The Math Specialist provides intervention support and teacher support for their intervention instruction. One group of tier III students will be served at each grade level (K-5).

SST – Our School Counselor facilitates weekly RtI team meetings to identify students requiring additional interventions through a teacher referral process. The referral paperwork includes critical information about the child (attendance, academic and/or behavior concerns, assessment data, and classroom interventions attempted by the teacher/para-educator). The team allows interventions to take place for four-six weeks with a follow-up to evaluate their effectiveness. If necessary, additional interventions may be identified or a referral for Special Education evaluation. At the beginning of the year, names of students brought to the team the previous school year will be shared with PLC facilitators of the current grade level team to monitor progress.

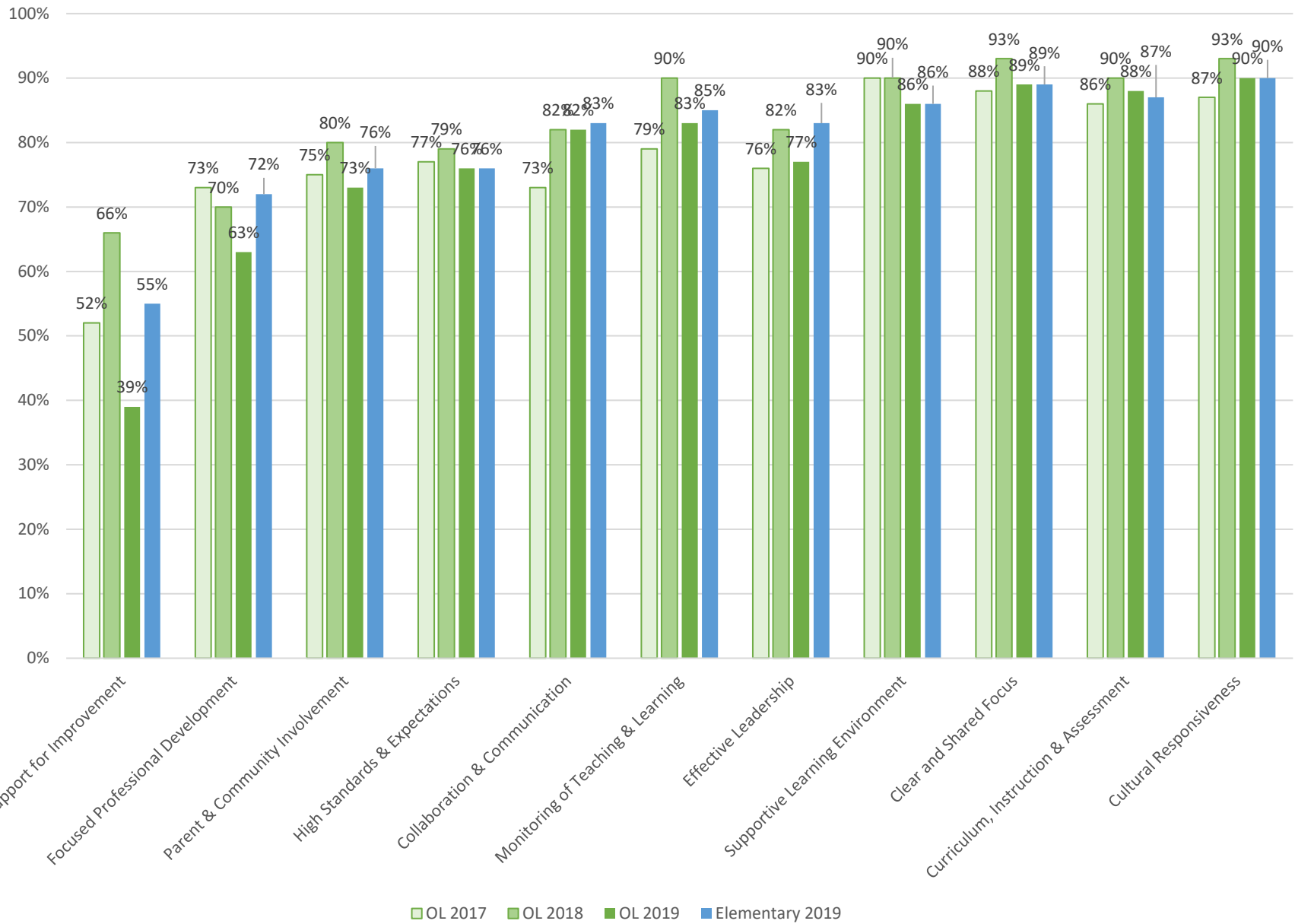
PBIS – We teach common area expectations three times a year as a school with learning stations for the gym, office and playground that all classrooms visit. The distribution of Owl bucks assist us in reaching the 5:1 positive interaction ration research shows to be effective in creating and maintaining a positive school climate. We continue to use Restorative Practices, including the use of circles for community-building and restorative questions to repair the harm done to relationships by students. We continue to have a 25-minute block of time for classroom meetings, so class circles can take place on a daily basis.

Counseling – CORE counseling services take place in Rm. 24 on Tuesdays and Thursdays to minimize the amount of time students are out of the classroom. Our School Counselor holds boys and girls groups to help students needing social skill development

# 2019 Olympic Educational Effectiveness Survey - Student

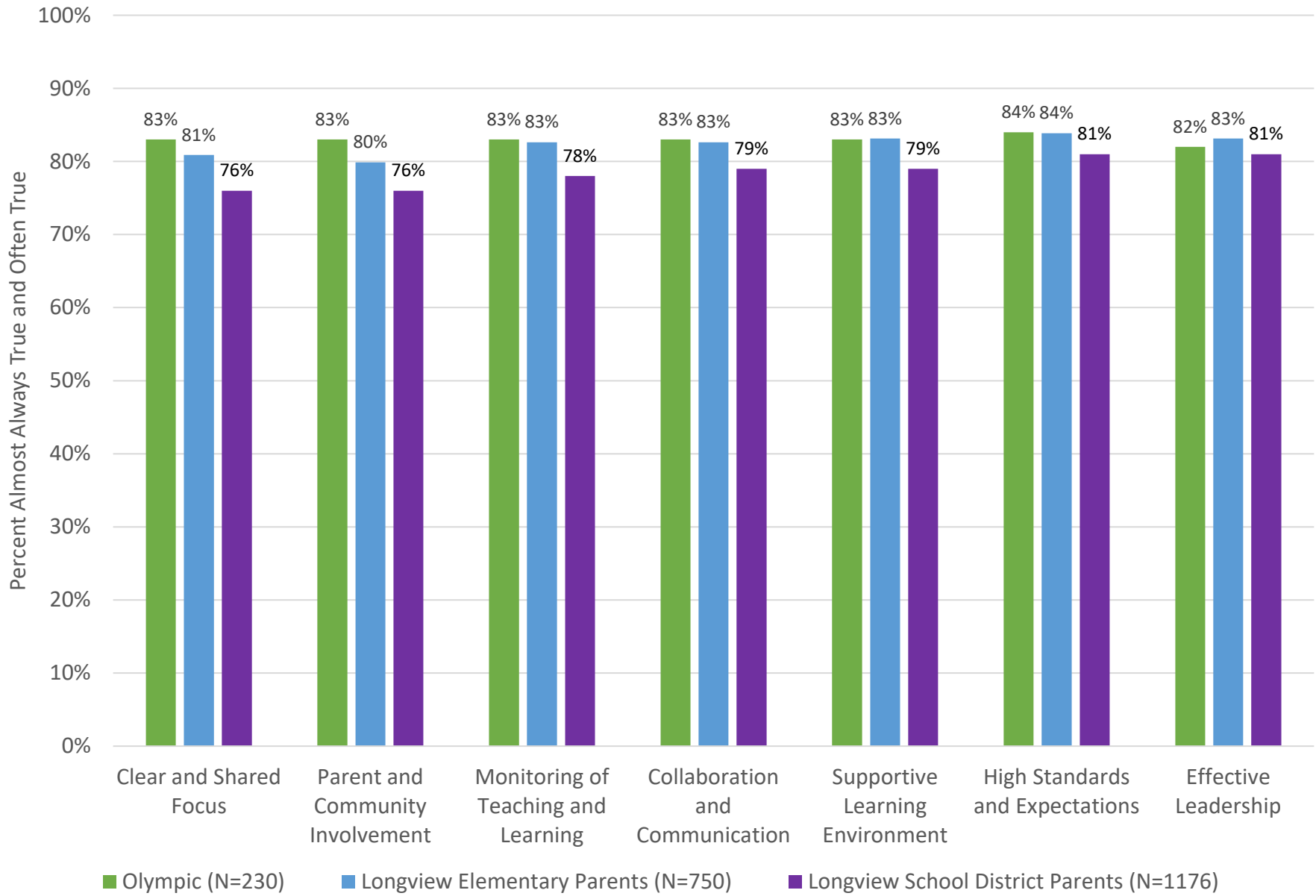


## Olympic Elementary School Staff Educational Effectiveness Survey - 11 Characteristics

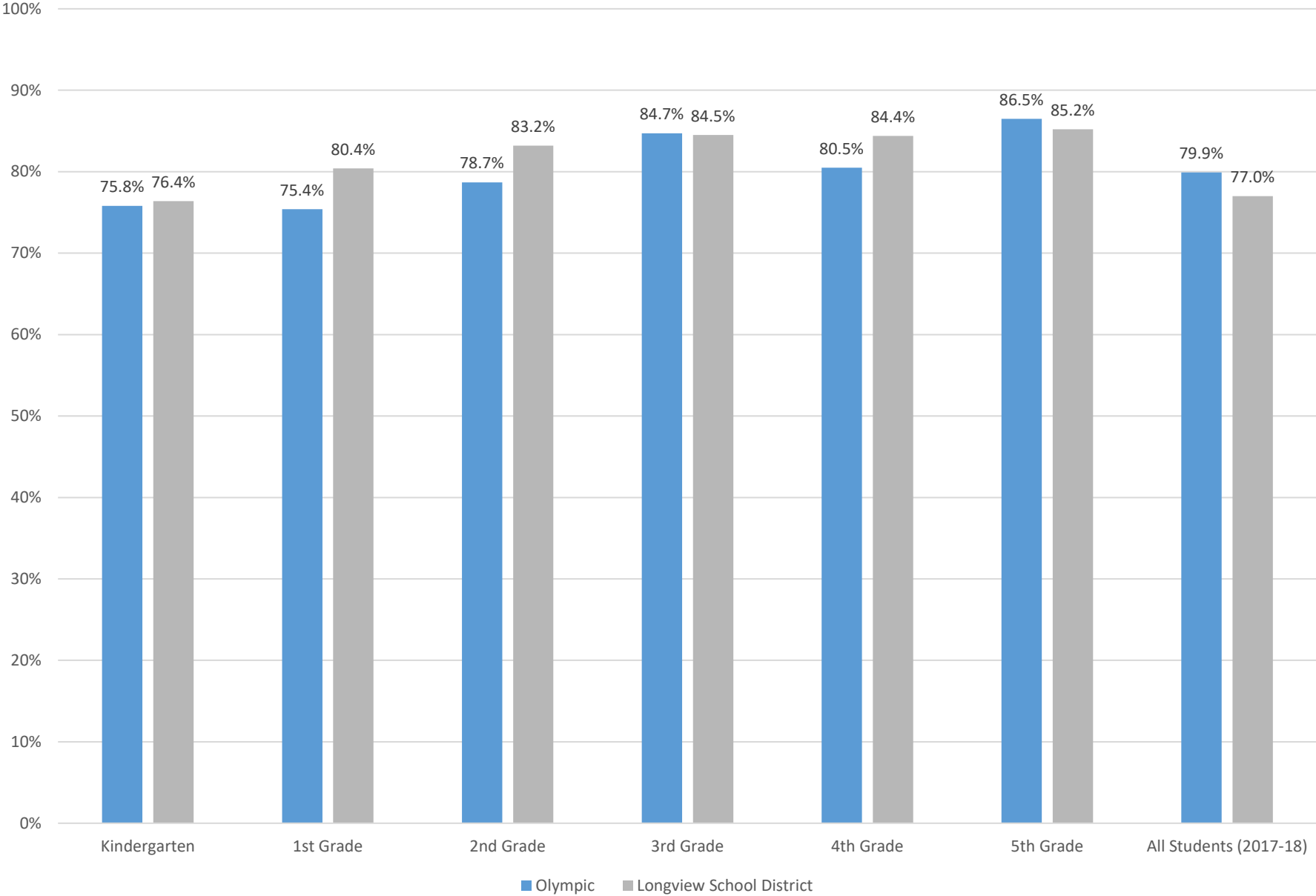




# 2019 Olympic Educational Effectiveness Survey - Parent

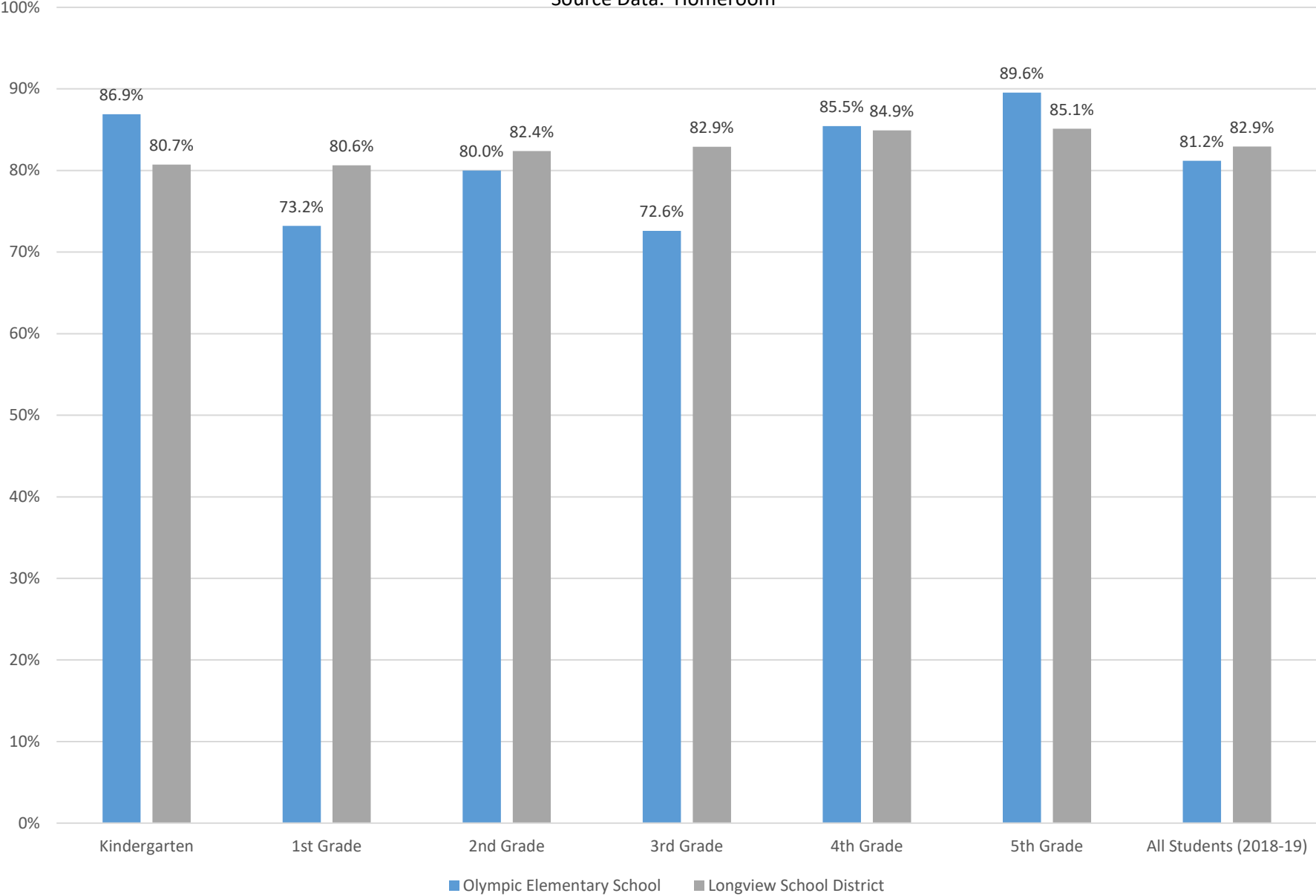


# 2017-18 Olympic Regular Attendance



# 2018-19 Olympic Regular Attendance

Source Data: Homeroom



## **2019-20 Building Climate and Culture Goal:**

All students will increase attendance from 81.2% in 2018-19 to 85% in 2019-20 and exceed the district average.

The following activities and programs will create a safe and supportive environment for students at Olympic Elementary School:

### **2019-20 Focus Areas:**

- **Student Connectedness**
- Explicitly teach classroom expectations at the beginning of the school year, reviewing after holiday breaks and when necessary
- Utilize classroom meetings to foster a sense of belonging for each student and create a sense of community
- Hold monthly school assemblies to celebrate student and staff successes
  - Give out certificates for 2-3 students per classroom
  - Highlight an owl trait of the month through presentations/skits/etc.
- Use morning announcements to celebrate student and staff successes
  - Hand out HOOT Awards to students with exceptional behavior
  - Picture/Certificate on display in main building hallway
- Hold transition meetings with Head Start and Broadway for entering Kindergarteners
- Use WaKIDS parent interviews to help Kindergarten students transition to elementary school
- Participate in middle school orientation activities in the spring for 5<sup>th</sup> grade students
- Meet with middle school special education staff to share information about students with disabilities
- Utilize our School Counselor to teach social skills, coping skills, self-regulation
- Utilize the Restorative Room to allow students to calm down, learn social skills, coping skills, self-regulation skills and repair relationships
- Implement Playworks strategies to decrease competition and increase a sense of belonging during recess games and classroom activities
- **Whole Child**
- Utilize school counselor by forming boys and girls social groups for all grade levels
- Utilize the partnership with CORE to promote the use of counseling services at school
- Utilize the partnership with Columbia Wellness to access wrap-around services, and crisis mental health services for students and families in need
- Utilize Behavior Success Coach to support teacher professional growth in classroom management, behavior improvement plans, discipline, etc.
- Teach and reinforce appropriate problem-solving strategies through the Talk, Walk, Squawk approach
- Place students on a behavior improvement plan when disruptive or unsafe behavior is present
- Teach and reinforce anger management strategies, using the 2<sup>nd</sup> Step curriculum
- Teach emotional regulation strategies using the Zones of Regulation curriculum
- Utilize our Behavior Success Coach to work with teachers, parents and students to improve behavior
- Utilize the SST Team (Student Support Team) to provide interventions and other support to teachers for the improvement of students with challenges in academics and behavior
- Use Restorative Practices, repairing relationships, when problems occur between students and students with staff.