

Olympic Elementary School 2024 Design for Excellence

The Longview School District has adopted a Design for Excellence plan for 2022-2026, which is used as a strategic guide for the district and all its schools. The plan outlines key indicators of student and school success. The goals, strategies and commitments shown in these plans are geared toward increasing student achievement and improving the climate and culture within our schools.



All of this work is accomplished by focusing on results: through a partnership of students, staff, parents, and community; in a supportive, caring, innovative environment; and with a commitment to challenge each learner to reach their potential.

In the information to follow, you will find specific goals and action steps designed to help meet these goals in the coming year. The data we collect at the end of each year is analyzed and used for the goal setting process for the following year. Action steps in red are focus areas for the 2023-24 school year.

Our Mission

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, Owl Be Responsible and Owl Be Respectful.

Our Vision Statement

Olympic Elementary School is a community of life-long learners committed to continual improvement in academic and social leadership. Our staff and parents work in a partnership to help students develop the necessary skills and attitudes to become responsible citizens in an ever-changing society. Our students are motivated and empowered to reach their full potential through a variety of engaging and relevant learning opportunities.

Part 1A – Student Achievement Data and Goals

1. Acadience Early Literacy Data and Goals

Formerly known as the Dynamic Indicator of Basic Literacy Skills, the Acadience literacy skills are a set of procedures and measures for assessing the acquisition of literacy skills.

2022 Grade Level	Percent of Students at Core Level Spring 2023	Spring 2024 Goal	Spring 2026 Goal
Kindergarten	31%	66%	76%
1 st Grade	31%	56%	64%
2 nd Grade	35%	47%	66%

2. Smarter Balanced Assessments

Smarter Balanced Assessments in mathematics and English Language Arts (ELA) are used as end of year measures to see how many students are reaching grade level achievement targets.

Smarter Balanced Assessment in English Language Arts			
Grade Level	Percent of Students Meeting Standard Spring 2023	Spring 2024 Goal	Spring 2026 Goal
3 rd Grade	32%	49%	59%
4 th Grade	49%	56%	66%
5 th Grade	44%	59%	64%

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Smarter Balanced Assessment in Mathematics			
Grade Level	Percent of Students Meeting Standard Spring 2023	Spring 2024 Goal	Spring 2026 Goal
3 rd Grade	40%	50%	59%
4 th Grade	46%	50%	54%
5 th Grade	36%	50%	55%

3. iReady Diagnostic Assessments

Students in the Longview School District take the iReady Diagnostic assessments in the fall, winter and spring. These assessments are administered to measure the number of students who are making at least one year’s growth.

iReady Diagnostic Growth Goals in Reading			
Grade Level	Percent of Students Met Growth Target Spring 2023	Spring 2024 Goal	Spring 2026 Goal
3 th Grade	53%	63%	88%
4 th Grade	77%	86%	88%
5 th Grade	60%	81%	84%

iReady Diagnostic Growth Goals in Mathematics			
Grade Level	Percent of Students Met Growth Target Spring 2023	Spring 2024 Goal	Spring 2026 Goal
3 th Grade	38%	50%	76%
4 th Grade	66%	72%	77%
5 th Grade	59%	72%	77%

Part 1B – Action Steps for Student Achievement through Focused Intervention, Rigor & Relevance

- **Action Steps for Early Literacy (K-1st)**

- **2023-24 Focus Areas**

- Plan and teach grade level core lessons using the Wit and Wisdom, Foundations and Geodes curriculum materials, which align with the Science of Reading research
- Provide students with opportunities to demonstrate ownership of learning through class discussion, as well as partner and small group talk
- Use the Noticing and Wondering Routine to engage students in the text
- Use Reveal lessons and Distill lessons to deepen comprehension of text
- Teachers communicate with families different ways to support a love of reading and improve reading skills at home
- Use high quality measures – Acadience (K-3), Foundations Unit Assessments (K-3) and Phonemic Awareness Screening Inventory (PASI) for placement in 95% Reading interventions lessons (K-1) to determine core instructional focus and flexible and fluid small instructional groups

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On-going practices

- Use 95% curriculum materials for Tier II instruction to strategically develop phonemic awareness and phonics skills necessary to become proficient in reading during the 30-minute Reading Success time
- Use weekly Professional Learning Community (PLC) meetings to discuss specific instructional strategies to use for Reading core, small group and intervention instruction
- Teachers will use comprehension questions that require higher-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 and monitor their progress
- Students with continued lagging skills are referred to SST (Student Support Team) for intervention ideas and a Special Education evaluation when appropriate

- **Action Steps for English Language Arts (ELA) (2nd–5th)**

2023-24 Focus Areas

- Plan and teach grade level core lessons using the Wit and Wisdom, Foundations and Geodes curriculum materials, which aligns with the Science of Reading research
- Ensure learning targets align with Common Core Standards, success criteria are identified and both are shared with students
- Use the Noticing and Wondering Routine to engage students in the text
- Use Reveal lessons and Distill lessons to deepen comprehension of text
- Use high quality measures – iReady, PSI (95%) -2nd – 5th, Wit and Wisdom Reflection Journals
- Use Smarter Balance Assessment (SBA – State test) interim assessments and performance tasks to monitor progress and make instructional adjustments

On-going practices

- All students receive 80-90 minutes of daily grade level core instruction in Reading
 - Teachers use the CEL5D+ instructional practices to plan and 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 and monitor their progress
 - Provide instruction that incorporates complex comprehension strategies such as thinking through text and digging deeper that requires the analysis of text
- **Action Steps for Mathematics**
- #### 2023-24 Focus Areas
- Ensure learning targets align with Common Core Standards, success criteria are identified and both are shared with students
 - The use of the Think-Share-Compare and the Noticing and Wondering Routines will develop number sense, mathematical thinking and communication of mathematical knowledge
 - Conceptual understanding will be developed using concrete, pictorial then abstract instructional strategies. Manipulatives will be regularly used in all grades (K-5)

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- Students self-assess their performance, set goals and monitor their progress
- Opportunities to apply skills through solving real-world problems
- Use SBA interim assessments and performance tasks to monitor progress and make instructional adjustments
- Teachers communicate with families ways to support confidence in math and improve math skills at home
- Develop number sense using Building Fact Fluency activities, student talk and class discussion

On-going practices

- 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 district adopted materials from Ready Classroom Math will be used by teachers
- Teachers provide opportunities for students to explain their thinking and provide evidence for that thinking with partners and the whole class
- Higher-ordered thinking will be promoted through the discussions and explanations of mathematical thinking
- 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/extension instruction (Grades K-5) using small groups, stations and/or Ready Math Online Instruction
- Our Math Specialist will provide intervention instruction strategies to teachers and co-teach lessons with teachers
- Students with continued lagging skills are referred to our SST (Student Support Team) for intervention ideas or, ultimately, a Special Education evaluation, when appropriate

Part 2A – Climate and Culture Data and Goals

1. **Attendance Data** – Schools continue to monitor attendance in an effort to encourage student success in the classroom. The attendance rates are a measure of students being present in class.

Attendance Rates			
Grade Level	2023 Attendance Rates	Spring 2024 Goals	Spring 2026 Goal
Building	91.6%	93%	94%
Kindergarten	89.6%	92%	94%
1 st Grade	90.9%	92%	94%
2 nd Grade	91.2%	92.5%	94%
3 rd Grade	92.9%	93.5%	94%
4 th Grade	92.6%	93.5%	94%
5 th Grade	91.9%	93%	94%

2. **Staff, Student and Parent Perception Data** – As part of a district effort to address school climate and culture, a new survey tool was developed. This survey was based on the work of Robert D. Barr and Emily L Gibson: *Building A Culture of Hope* and *Building the Resilient School* and provides schools

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information on five seeds of hope: Belonging, Optimism, Pride, Purpose, and Resiliency. This survey contains 45 questions and is administered to students, staff and parents in the spring.

Culture of Hope Staff Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2023 (N=29)	Spring 2024 Goals (N=42)	Spring 2026 Goals (N=42)
Belonging	97.2%	97.6%	98%
Optimism	97.5%	97.8%	98%
Pride	96.6%	96.8%	97%
Purpose	94.5%	95.3%	96%
Resiliency	95.9%	97%	98%

Culture of Hope Student Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2023 (N=103)	Spring 2023 Goals (N=120)	Spring 2026 Goals (N=120)
Belonging	87.4%	87.7%	88%
Optimism	93.4%	93.7%	94%
Pride	89.8%	90.5%	91%
Purpose	88.7%	89.5%	90%
Resiliency	90.5%	91.3%	92%

Culture of Hope Parent Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2023 (N=66)	Spring 2024 Goals (N=140)	Spring 2026 Goals (N=200)
Belonging	92.4%	94%	96%
Optimism	93.5%	95%	97%
Pride	93.1%	94%	95%
Purpose	89.5%	90.75%	92%
Resiliency	89.2%	91.3%	93%

Part 2B – Action Steps for Attendance and Climate & Culture

1. Action Steps for Attendance

2023-24 Focus Areas

- Teachers communicate with home when students miss multiple days in a row to share concern for the child and the impact on progress to encourage improvement in attendance

On-going practices

- Weekly meetings will be held with the principal, liaison and secretarial assistant to monitor attendance, planning attendance meetings, identify needs and intervention strategies to improve attendance for those students who are chronically absent or late
- Home visits will be conducted when communication breaks down between school and home. Clothing and other needs will be addressed through the Family Community Resource Center (FCRC) and school liaison, using Title I funds
- Continue attendance incentive program – Monthly owlazing attendance awards, whole class perfect attendance days and annual attendance awards

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2. Action Steps for Improving Perception Data

2023-24 Focus Areas

- Highlight quality student and staff work at staff meetings, in hallways, with older/younger students, at family events, on the school website/Facebook page and at assemblies
- Inform parents of efforts being made at school to address the Culture of Hope areas (belonging, optimism, pride, purpose and resiliency) through our monthly newsletter (translated into Spanish, Chinese and Chuukese) and other correspondence
- Provide students with choices in how they demonstrate their learning
- Offer students before or after school clubs
- Continue having students write encouraging messages to others during testing seasons
- Students will share projects with grade level peers as well as older students and family members
- Improve the ease of access to the Spanish parent survey
- Increase parent communication for activities at school, what students are learning, spotlight activities, etc.
- Parents will be notified to take the survey in the spring at fall parent teacher conferences
- Utilize volunteers in the classroom, when possible
- Utilize Playworks strategies to decrease competition and increase a sense of belonging during recess games and classroom activities
- Utilize Behavior Success Coach to support teacher professional growth in classroom management, behavior improvement plans, discipline, etc.
- Create Behavior Support Plans when students repeatedly engage in disruptive or unsafe behavior

On-going practices

- 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 school assemblies to celebrate student success
 - Give out certificates for 2-3 students per classroom
 - Highlight an owl trait of the month
 - 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 5th 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 and intervene for students needing social/emotional support

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- Utilize the Behavior Coach to support Tier I SEL instruction – 2nd Step , Zones of Regulation, Superflex (K-3), Social Thinking (4-5).
- Utilize our Behavior Success Coach to work with teachers, parents and students to improve behavior
- 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
- Teach and reinforce students using the Talk, Walk, Squawk approach for solving social problems
- Teach and reinforce anger management strategies, using the 2nd Step curriculum
- Teach emotional regulation strategies using the Zones of Regulation curriculum
- Utilize the SST (Student Support Team) to provide interventions and other support to teachers for the improvement of academics, social/emotional and behavior with students
- Use Restorative Practices, repairing relationships, when problems occur between students and students with staff.
- Involve parents in the school through Coffee with the Principal, PTO participation, Site Based Management (SBM) representation, volunteering, etc.
- Inform parents of the Culture of Hope survey results, our goals and plans to improve our climate and culture and/or perceptions of it
- Our Site Based Management Team will review our data and identify action steps to address “low” perception areas
- Invite families to engagement events:

Open House/Curriculum Night – September 21st 4:30 – 6:00

Multicultural Night – November 30th 6:00 – 7:30

STEAM+R (Science, Technology, Engineering, Art, Mathematics + Reading) Night – February 8th 4:30 – 6:00

Kinder Camp - TBS

Kindergarten Registration/Orientation - TBS

Diversity/ELL (English Language Learners) Night – TBS