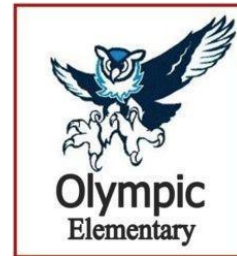


The Longview School District has adopted a Design for Excellence for school years 2021-2026 which is used as a strategic guide for the district and all of its schools. The Design for Excellence outlines key indicators of student and school success. The goals, strategies and commitments shown in these 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. At the end of the year, the data we collect is analyzed and used in our goal setting process for the following year’s school improvement planning.

**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 and Owl Be Responsible.

**Our Vision Statement**

Olympic Elementary School is a community of lifelong learners committed to continual improvement in academic, social and emotional learning and leadership. Our staff and families work together to help students develop the necessary skills and attitudes to be responsible citizens in an ever-changing world. 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.

Grade Level	Percent of Students at Core Level Spring 2024	Spring 2025 Goal	Spring 2026 Goal
Kindergarten	35.8%	45%	55%
1 <sup>st</sup> Grade	15.2%	32%	50%
2 <sup>nd</sup> Grade	26.6%	37%	50%

**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 2024	Spring 2025 Goal	Spring 2026 Goal
3 <sup>rd</sup> Grade	21.5%	34%	41.5%
4 <sup>th</sup> Grade	40.6%	48%	60%
5 <sup>th</sup> Grade	47.0%	61%	67%

Smarter Balanced Assessment in Mathematics			
Grade Level	Percent of Students Meeting Standard Spring 2024	Spring 2025 Goal	Spring 2026 Goal
3 <sup>rd</sup> Grade	29.7%	42%	50%
4 <sup>th</sup> Grade	53.1%	61%	65%
5 <sup>th</sup> Grade	25.8%	55%	60%

### 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 Typical Growth Spring 2024	Spring 2025 Goal	Spring 2026 Goal
3 <sup>th</sup> Grade	56%	65%	70%
4 <sup>th</sup> Grade	67%	75%	81%
5 <sup>th</sup> Grade	63%	81%	86%

iReady Diagnostic Growth Goals in Mathematics			
Grade Level	Percent of Students Met Typical Growth Spring 2024	Spring 2025 Goal	Spring 2026 Goal
3 <sup>th</sup> Grade	41%	51%	61%
4 <sup>th</sup> Grade	81%	86%	90%
5 <sup>th</sup> Grade	48%	74%	80%

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

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

**2024-25 Focus Areas**

- **Plan, prepare and teach grade level core lessons using the Wit and Wisdom, Foundations and Geodes curriculum materials, which align with the Science of Reading research while delivering adequate pacing during lessons**
- **Teachers use effective instructional strategies (CEL5D+) to provide quality core and intervention instruction**
  - **Clear learning targets and success criteria**
    - **Return to the success criteria at the end of lessons**
  - **Formative assessment and feedback**
  - **Student discourse**
    - **Provide students with opportunities to demonstrate ownership of learning through class discussion, as well as partner and small group talk**
  - **Classroom structures and routines**
    - **maximize learning time through the use of established routines**
- **Use the Noticing and Wondering Routine to engage students in the text**
- **Use the Wit and Wisdom Organize, Reveal 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**

**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

- 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
- 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

## 2. Action Steps for English Language Arts (ELA) (2nd-5th)

### 2024-25 Focus Areas

- **Plan, prepare and teach grade level core lessons using the Wit and Wisdom, Foundations (2nd-3rd) and Geodes curriculum materials (2nd-3rd), which align with the Science of Reading research while delivering adequate pacing during lessons**
- **Teachers use effective instructional strategies (CEL5D+) to provide quality core and intervention instruction**
  - **Clear learning targets and success criteria**
    - **Return to the success criteria at the end of lessons**
  - **Formative assessment and feedback**
    - **Provide timely, specific, positive feedback to students**
  - **Student discourse**
    - **Provide students with opportunities to demonstrate ownership of learning through class discussion, as well as partner and small group talk**
    - **Teachers use comprehension questions that require high-ordered thinking from students**
  - **Classroom structures and routines**
    - **maximize learning time through the use of established routines**
- **Use the Noticing and Wondering Routine to engage students in the text**
- **Use Reveal lessons and Distill lessons to deepen comprehension of text**
- **Use Smarter Balanced Assessment (SBA – State test) interim assessments and performance tasks to monitor progress and make instructional adjustments**

### On-going practices

- 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
- Use high quality measures – iReady, PSI (95%) -2<sup>nd</sup> – 5<sup>th</sup> , Wit and Wisdom Reflection Journals

## 3. Action Steps for Mathematics

### 2024-25 Focus Areas

- **Plan, prepare and teach grade level core lessons using the Ready Math and Building Fact Fluency (BFF) materials**
- **Teachers use effective instructional strategies (CEL5D+) to provide quality core and intervention instruction**
  - **Clear learning targets and success criteria**
    - **Return to the success criteria at the end of lessons**
  - **Formative assessment and feedback**
    - **Provide timely, specific, positive feedback to students**
  - **Student discourse**
    - **Provide students with opportunities to demonstrate ownership of learning through class discussion, as well as partner and small group talk**
      - **The use of the Think-Share-Compare and the Noticing and Wondering Routines will develop number sense, mathematical thinking and communication of mathematical knowledge**
  - **Classroom structures and routines**
    - **maximize learning time through the use of established routines**
- Conceptual understanding and number sense will be developed using concrete, pictorial then abstract instructional strategies. Manipulatives will be regularly used in all grades (K-5)
- 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
- Engage in professional development courses to learn instructional best practices

### **On-going practices**

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 (iReady, REady Math, Fluency interviews) 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 Coach will provide professional development (studios) to teachers to strengthen essential standards instruction
- 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. **90%+ Attendance** – This measure identifies the percentage of the total students who have 90% attendance or better. This measure provides a focus on the attendance of a more targeted student group based as research identifying missing 10% of school days negatively affects a students’ academic performance

Attendance – Percent Attending 90% or More Days			
Grade Level	Spring 2024	Spring 2025 Goal	Spring 2026 Goal
Building	76.0%	81%	86%
Kindergarten	66.7%	73%	80%
1 <sup>st</sup> Grade	80.0%	85%	89%
2 <sup>nd</sup> Grade	76.0%	81%	86%
3 <sup>rd</sup> Grade	71.4%	76%	81%
4 <sup>th</sup> Grade	85.9%	87%	90%
5 <sup>th</sup> Grade	76.2%	81%	86%

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 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 fall and again in the spring.

Culture of Hope Staff Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2024 (N=19)	Spring 2025 Goal (N=45)	Spring 2026 Goal (N=50)
Belonging	91.2%	93%	94%
Optimism	92.8%	95%	96%
Pride	93.0%	95%	96%
Purpose	90.4%	93%	94%

Resiliency	88.9%	92%	93%
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Culture of Hope Student Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2024 (N=113)	Spring 2025 Goal	Spring 2026 Goal
Belonging	86.8%	88%	90%
Optimism	91.5%	93%	95%
Pride	88.3%	90%	92%
Purpose	88.0%	90%	92%
Resiliency	89.0%	91%	93%

Culture of Hope Parent Survey			
Seeds of Hope	Percent Agree and Strongly Agree Spring 2024 (N=36)	Spring 2025 Goal (N=120)	Spring 2026 Goal (N=150)
Belonging	82.2%	85%	88%
Optimism	84.6%	88%	91%
Pride	81.9%	85%	88%
Purpose	78.7%	82%	85%
Resiliency	78.3%	81%	84%

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

### **1. Action Steps for Attendance**

#### **2024-25 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

- BECCA Attendance Conferences will be scheduled and held with families for students who have unexcused absences, excessive excused absences and chronic tardies
  - Parents will complete a survey on the reasons for absences/tardies
  - Research will be shared on the effects absenteeism has on academic, social/emotional and behavioral growth
  - Clothing and other needs will be addressed through the Family Community Resource Center (FCRC) and school liaison
- Home visits will be conducted when communication breaks down between school and home
- Continue attendance incentive program – Monthly owlazing attendance awards, whole class perfect attendance days and annual attendance awards

## **2. Action Steps for Improving Perception Data**

### **2024-25 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
- 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 conference
- 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 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 and intervene for students needing social/emotional support
- Utilize the Behavior Coach to support Tier I SEL instruction – 2<sup>nd</sup> 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 2<sup>nd</sup> Step curriculum
- Teach emotional regulation strategies using the Zones of Regulation
- 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:

Meet the Teacher – August 26th 4:00 p.m. - 6:00 p.m.

Multicultural Night – March 20th 4:30 p.m. - 6:30 p.m

STREAM Night (Science, Technology, Reading, Engineering, Art, Mathematics) Night – October 29th 4:30 p.m. - 6:30 p.m.

Kindergarten Registration - TBS

ELL Parent Night - TBS

