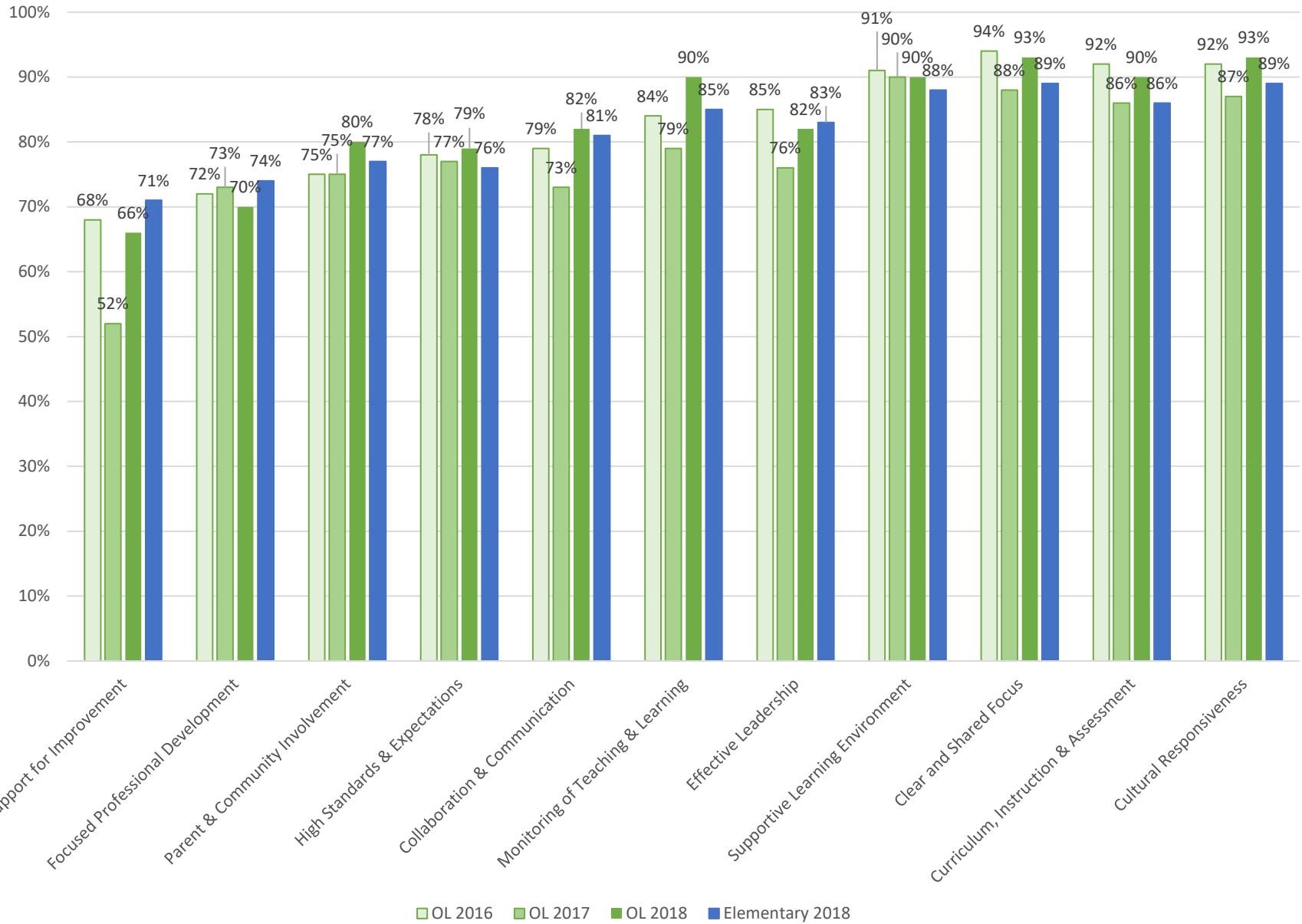


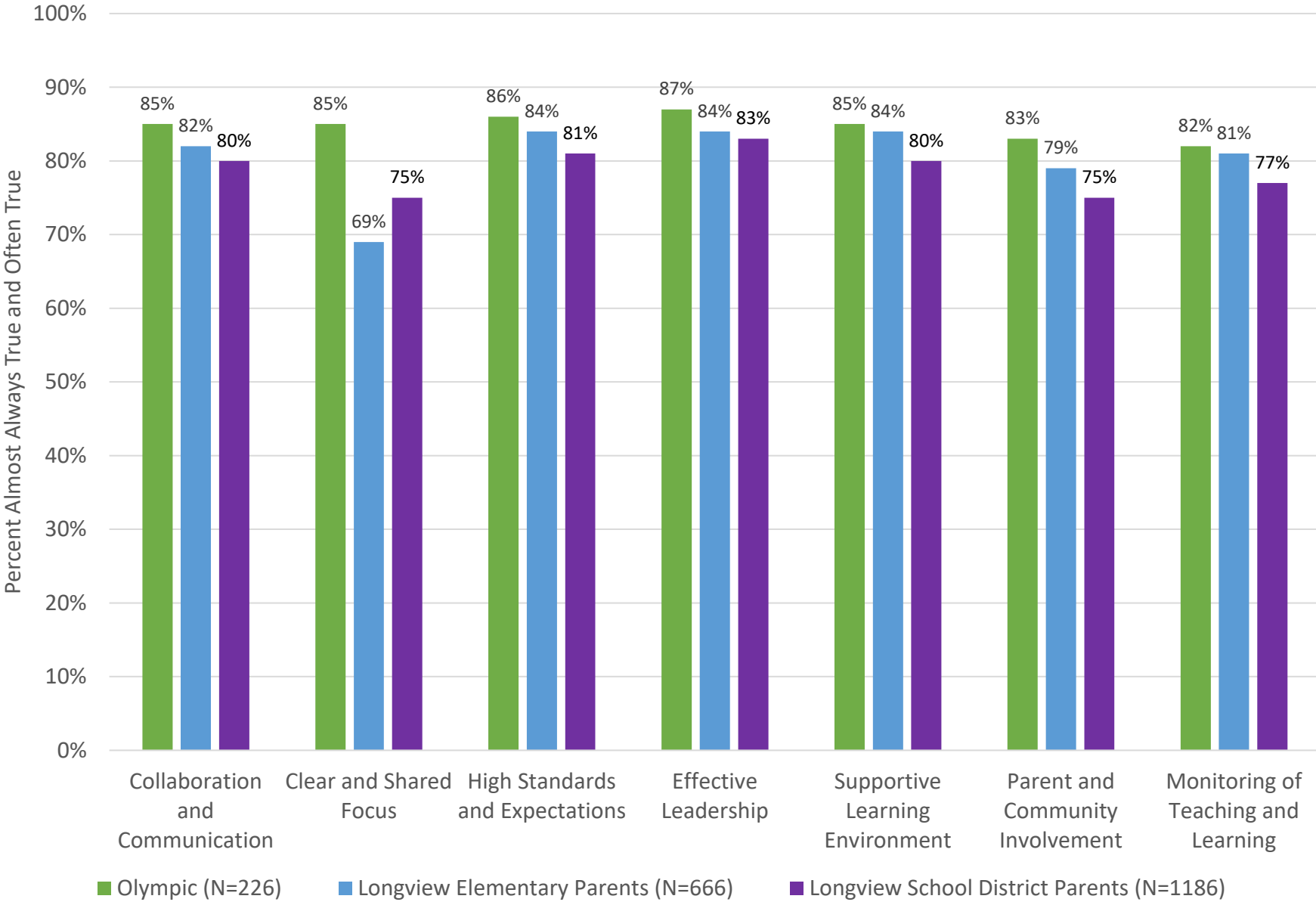
Olympic Elementary School Climate and Culture – Measurable Outcomes

Olympic Staff Educational Effectiveness Survey - 11 Characteristics



Olympic Elementary School Climate and Culture – Measurable Outcomes

2018 Olympic Educational Effectiveness Survey - Parent



Olympic Elementary School Climate and Culture – Measurable Outcomes

2018-19 Building Climate and Culture Goal:

We plan to:

- 1) Improve staff positive perception in eight sub categories related to three categories on the CEE survey - Readiness to Change, Focused Professional Development and Cultural Responsiveness (Sense of Urgency, Willing to work at change "I", Willing to work at change "They", Openness to new ideas "I", Openness to new ideas "They", Focused Professional Development, Curriculum Reflects Diversity and Opportunities to Learn Strategies for Diversity).
- 2) Increase positive perception in three of those eight subcategories by 10%.
- 3) Increase the number of staff taking the survey from 28 to 35.

Action Steps –

- 1) **Share CEE staff data with entire staff to point out our drop or flat data in Readiness for Change**
- 2) **Provide the opportunity to learn diversity strategies through the book study on Educating Everybody's Children.**
- 3) **Have a prize drawing for staff who complete the survey**

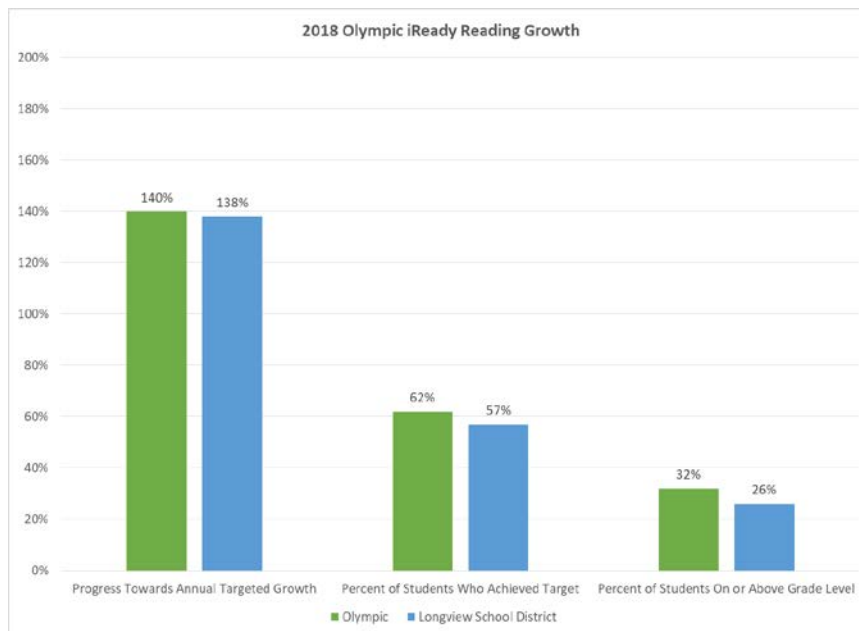
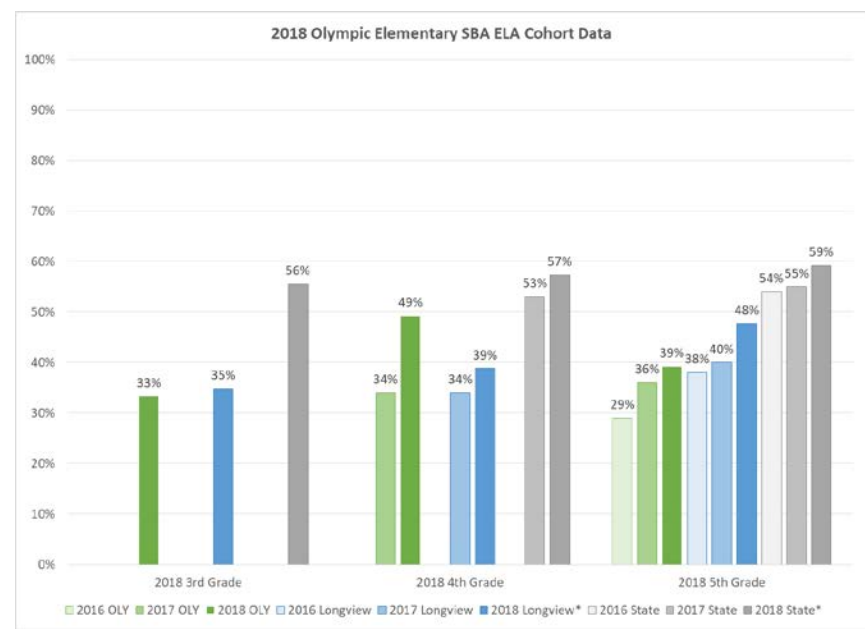
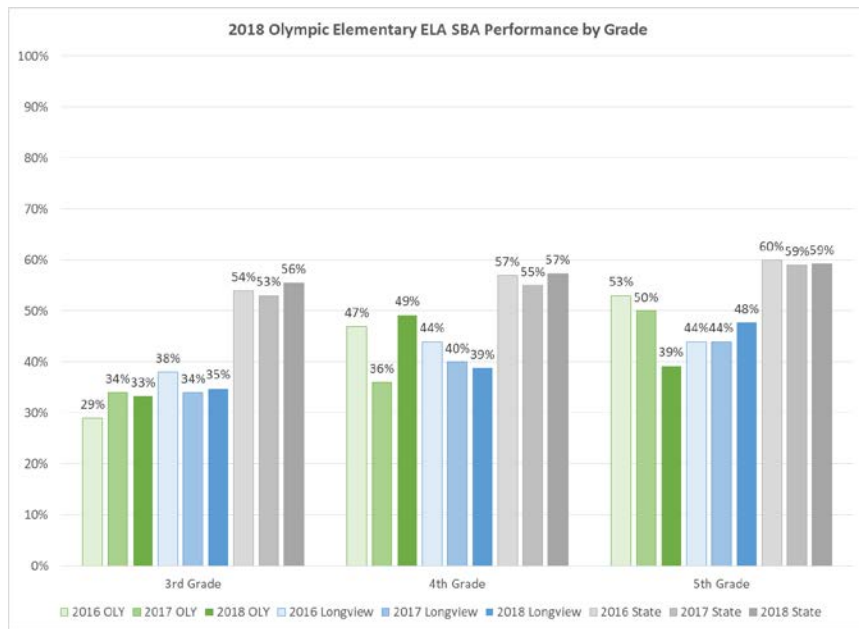
2018-19 Focus Areas:

- **Student Connectedness**
- Establish classroom expectations with student input
- Utilize classroom meetings to foster a sense of belonging for each student and create a sense of community
- 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
- Utilize the Restorative Room so students can calm down, learn social skills, coping skills, self-regulation skills, etc.
- 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 2nd Step 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

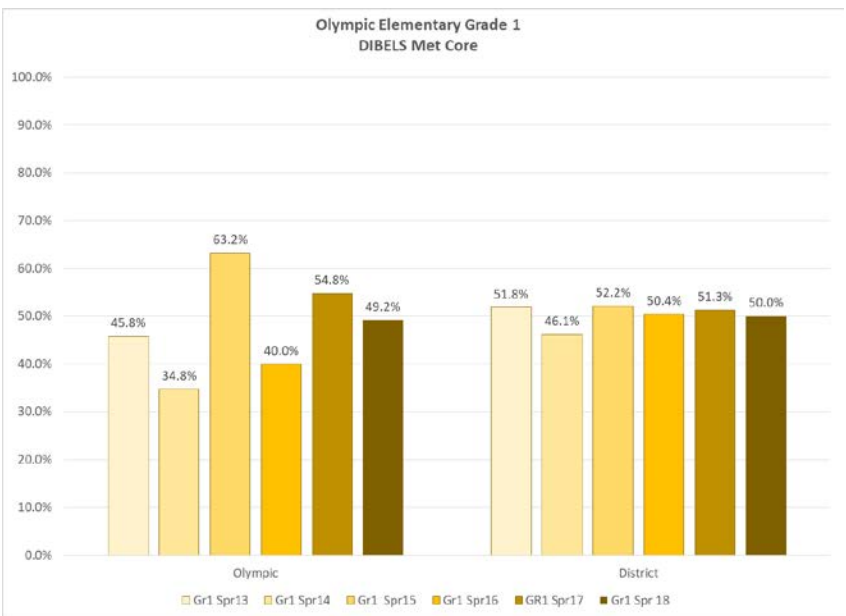
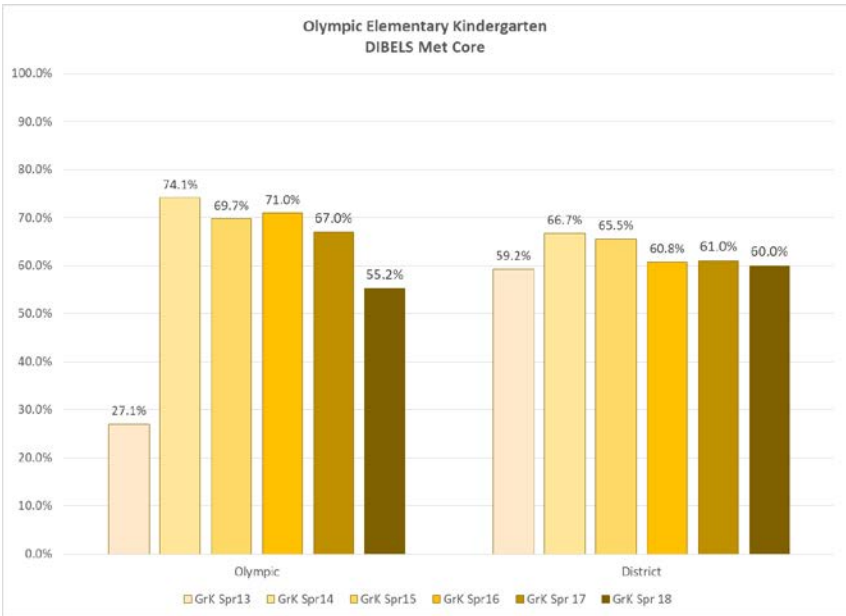
Olympic Elementary School Climate and Culture – Measurable Outcomes

- Use Restorative Practices, repairing relationships, when problems occur between students and students with staff.

Olympic Elementary Student Achievement in English Language Arts – Measurable Outcomes



Olympic Elementary Student Achievement in English Language Arts – Measurable Outcomes



Olympic Elementary Student Achievement in English Language Arts – Measurable Outcomes

2018-19 Building Reading Goal:

Kindergarten – 70% of students will be at Core (Grade level) on the DIBELS assessment by the spring of 2019

1st Grade – 70% of students will be at Core (Grade level) on the DIBELS assessment by the spring of 2019

2nd Grade – 10% more students will be at grade level on the iReady Reading assessment by the spring of 2019

2nd Grade – 30% of students will reach their Annual Stretch Growth (1.5 years growth) goal on the iReady Reading assessment by the spring of 2019

3rd Grade – 42% of 3rd graders will score Proficient on the ELA Smarter Balanced Assessment (SBA) in the spring of 2019. This is a 10% improvement from the average of 2016, 2017 and 2018 3rd grade results.

4th Grade – The percentage of students who passed the ELA SBA as 3rd graders will increase by 10%, from 33% to 43%, in the spring of 2019

5th Grade – The percentage of students who passed the ELA SBA as 4th graders will increase by 10%, from 49% to 59%, in the spring of 2019

2018-19 Focus Areas:

Rigor and Relevance – Enter text for addressing rigor and relevance in support of reading goal(s)

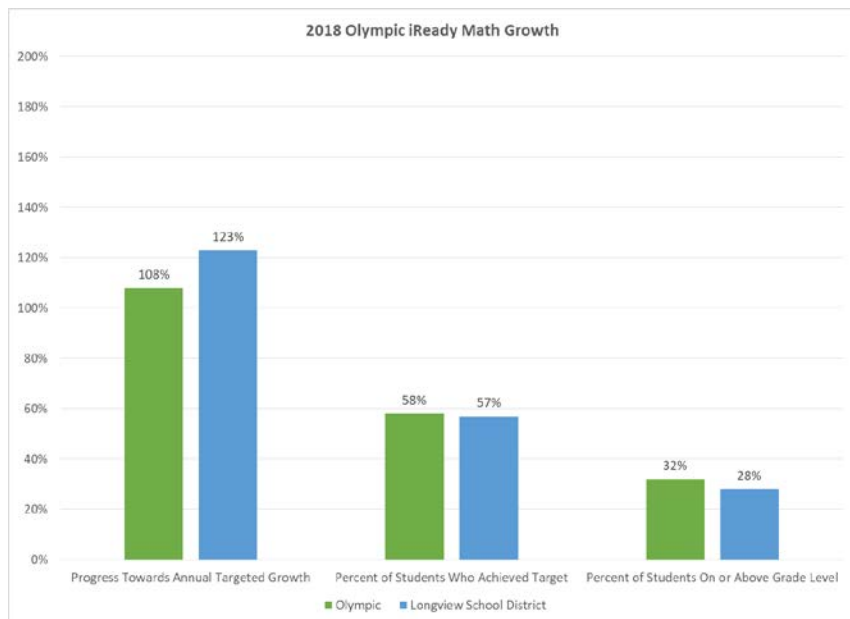
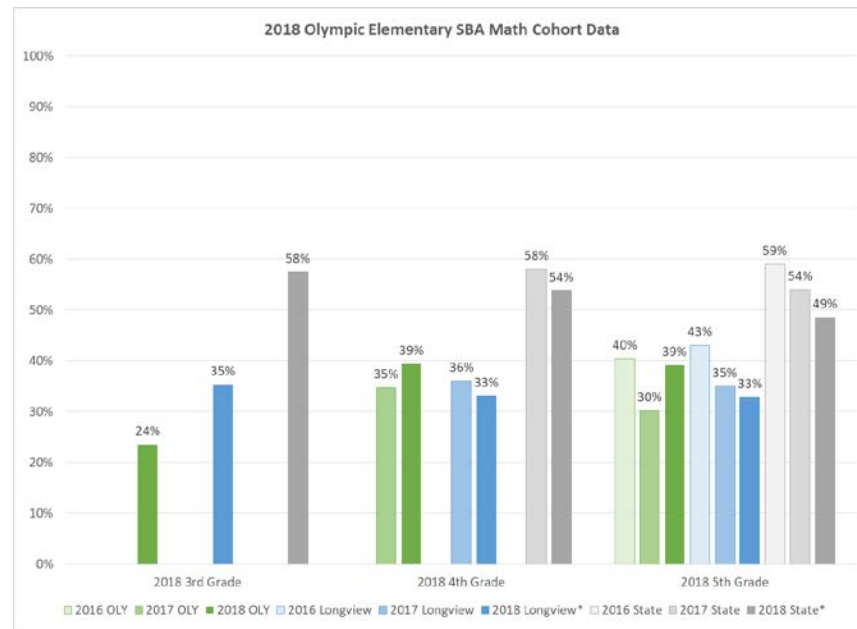
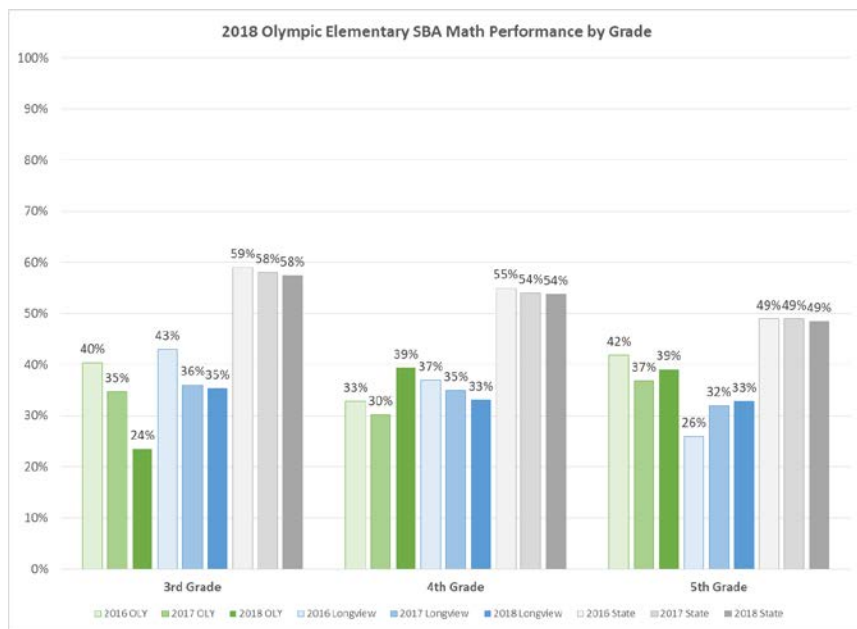
- All learning targets align with common core standards
- All students receive 30-minutes of daily grade level core instruction in Reading
- Teachers will use comprehension questions that require high-ordered thinking from students
- Student-to-student talk opportunities will be provided for students to explain their thinking and provide evidence for that thinking
- Students self-assess their performance, set goals, monitor progress
- 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 – Enter text for focused intervention in support of reading goal(s)

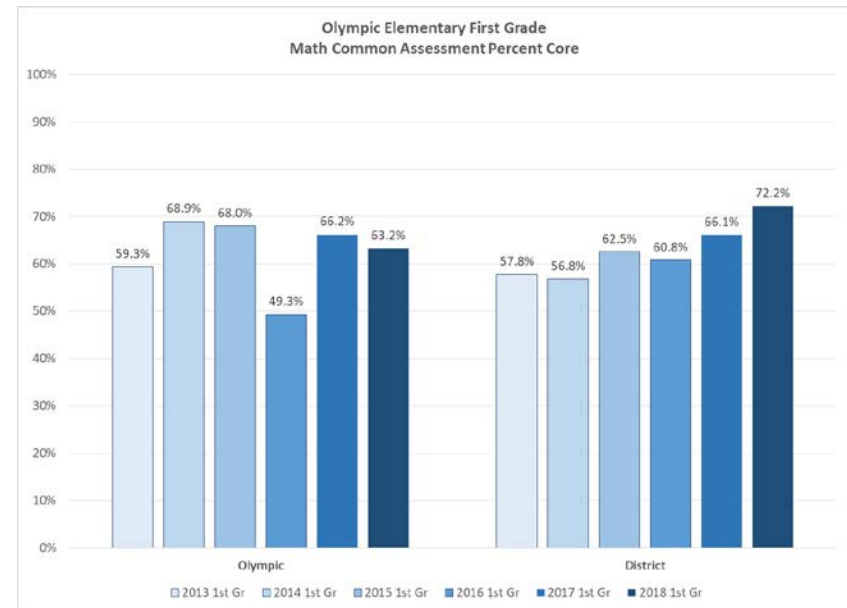
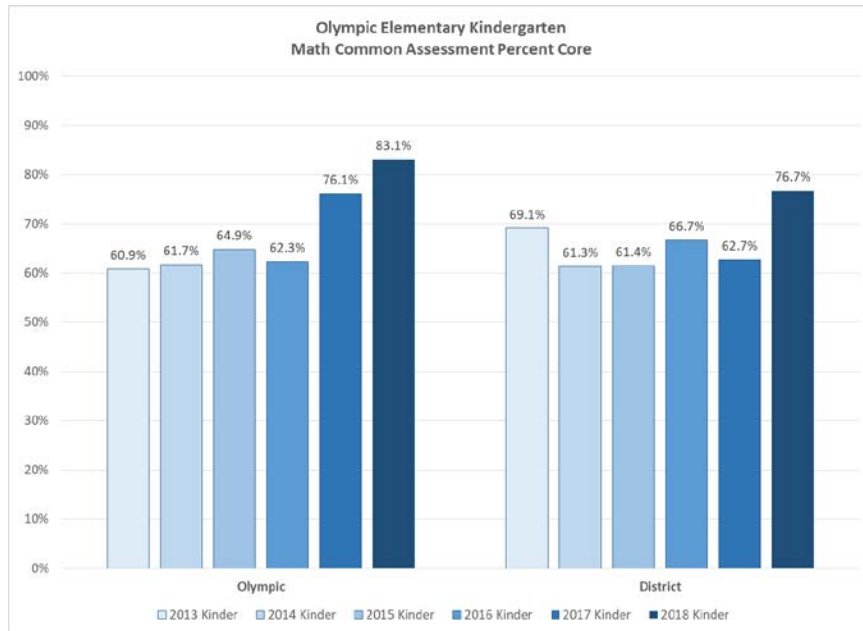
- Use high quality measures - DIBELS, iReady, LLI, PSI (2nd – 5th) and PASI (K-1) to determine flexible, fluid small instructional groups
- Use weekly PLC meetings to discuss specific instructional strategies to use in Reading small group instruction
- Use the Café model for Reading small group and independent work
- Use iReady instructional groups lessons for delivering targeted intervention instruction
- 60 minutes of daily small group, individual work and other intervention instruction (Grades 2-5) using Journeys curriculum materials
- 60 minutes of daily small group, individual and other intervention instruction (K-1) using LLI, Imagine Learning or 95% curriculum materials

Olympic Elementary Student Achievement in English Language Arts – Measurable Outcomes

Olympic Elementary Student Achievement in Mathematics – Measurable Outcomes



Olympic Elementary Student Achievement in Mathematics – Measurable Outcomes



Olympic Elementary Student Achievement in Mathematics – Measurable Outcomes

2018-19 Building Math Goal:

Kindergarten – 75% of students will be at Benchmark (grade level) on the K-1 Common Math Assessment by the spring of 2019

1st Grade - 75% of students will be at Benchmark (grade level) on the K-1 Common Math Assessment by the spring of 2019

2nd Grade – 10% more students will be at grade level on the iReady Math assessment by the spring of 2019

2nd Grade – 30% of students will reach their Annual Stretch Growth (1.5 years growth) goal on the iReady Math assessment by the spring of 2019

3rd Grade – 43% of 3rd graders will score Proficient on the Math Smarter Balanced Assessment (SBA) in the spring of 2019. This is a 10% improvement from the average of 2016, 2017 and 2018 3rd grade results.

4th Grade – The percentage of students who passed the Math SBA as 3rd graders will increase by 10%, from 24% to 34%, in the spring of 2019

5th Grade – The percentage of students who passed the Math SBA as 4th graders will increase by 10%, from 39% to 49%, in the spring of 2019

2018-19 Focus Areas:

Rigor and Relevance

- All learning targets align with common core standards
- All students receive 60 minutes of daily core instruction
- The new district adopted materials from Ready Math materials will be used by teachers
- The use of number talks to develop number sense, mathematical thinking, communication of mathematics knowledge
- Student-to-student talk provides opportunities for students to explain their thinking and provide evidence for that thinking
- Conceptual understanding will be developed through the use of 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 – Enter text for focused intervention in support of reading goal(s)

- 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 and Title I Para-educator will provide intervention instruction to small groups

Olympic Elementary Student Achievement in Mathematics – Measurable Outcomes