

District Improvement Plan Updates

School Year: 2023-24

Contents

[Overview](#)

[Improvement Monitoring](#)

[Engagement Outcome Improvement Planning](#)

[Outcome 1](#)

[Outcome 3](#)

[Outcome 4](#)

[Rigor Outcome Improvement Planning](#)

[Outcome 2](#)

[Outcome 5](#)

[Outcome 6](#)

Overview

The Olympia School District Vision references the importance of an environment that "promotes trust, growth and achievement...". In order to actualize that vision we need to develop systems and learning that increases our capacity to meet the needs of *ALL* students and adults in the community.

As a result, our District Improvement Plan will be realigned towards implementation of Multi-Tiered Systems of Support (MTSS) through the application of systematic and sustainable Inclusionary Practices. Inclusionary Practices include Culturally Responsive Education, Universal Design for Learning, and Restorative Practices broken down into two major components: Engagement and Rigor. Engagement and Rigor include all six OSD Student Outcomes which will anchor our district, building, classroom, educator and student goals and action plans.

Engagement

Engagement outcomes relate to how well our systems, practices, and climates provide opportunities for students to affectively and cognitively connect to the educational environment. It leads to equitable access to both educational and extracurricular programming.

"Think of it this way. The spaces where you are most willing to consistently engage, to take risks, to invest yourself fully, are also the spaces in which you have the strongest sense of identity... In those spaces where your identity is most strongly developed and supported, you are more motivated to persist and take on difficult challenges that where you don't feel as meaningful of a connection."

- Dr. Adeyemi Stenbridge

Draft: Final version upon board input and approval.

Engagement outcomes include the following OSD Student Outcomes:

- Outcome #1: Be compassionate and kind.
- Outcome #3: Advocate for the social, physical and mental wellness of themselves and others and be hopeful about the future.
- Outcome #4: Have the skills, knowledge, and courage to identify and confront personal, systemic, and societal bias.

Click [HERE](#) to go directly to the individual Engagement Outcomes.

Rigor

“The highest function of education is to bring about individuals who are capable of integrated thinking and thus dealing with life as a whole.”

- Dr. Adeyemi Stenbridge, Brilliant Teaching p. 124

“It is not possible to effect authentic rigor without engagement.”

- Dr. Adeyemi Stenbridge, Culturally Responsive Education, p. 102

Rigor outcomes relate to what and how students demonstrate their knowledge and understanding of learning standards within programs offered in OSD. Included in this are academic courses and programs, extracurricular activities, service learning, community partnerships, enrichment, and intervention opportunities.

Development of Inclusionary Practices, in connection with the Danielson Rubric (2022), will build our district capacity to plan learning experiences that connect unique student experiences and identity to new learning.

Rigor outcomes include the following OSD Student Outcomes:

Outcome #2: Have the academic and life skills to pursue their individual career, civic, and educational goals.

Outcome #5: Discover their passions, be curious, and love learning.

Outcome #6: Be critical thinkers who contribute to and collaborate with our local, global, and natural world.

Click [HERE](#) to go directly to the individual Rigor Outcomes.

Draft: Final version upon board input and approval.

Improvement Monitoring

Data Sources by Outcome

Data Sources	Outcomes (Engagement, Rigor)					
	1	2	3	4	5	6
Panorama: Emotion Regulation Section	X		X			
Panorama: Positive Feelings Section			X			
Panorama: Sense of Belonging Section				X		
Panorama: Cultural Awareness Section				X		
Panorama: Self-Efficacy Section					X	
Discipline Data	X			X		
State Assessment Data		X				X
Local Assessment Data		X				
Multilingual Assessment Data		X		X		
Enrollment & Participation Data (ex. Athletics, clubs)			X	X		X
Process Data (ex. Policy development, energy use)				X	X	
Graduation Rate		X			X	
Dual Credit Rate		X				
9th Grade on Track					X	

Specific Panorama questions associated with each outcome's progress can be found in the [Panorama Question Bank](#).

Draft: Final version upon board input and approval.

Engagement Outcome Improvement Planning

Outcome 1: Be compassionate and kind.



Indicators

1. Be aware of and appreciate one's similarities and differences with others.
2. Listen well and cooperate with others.
3. Demonstrate awareness of one's own thoughts and emotions and how they impact behavior.
4. Express emotions, thoughts and impulses in positive and beneficial ways.
5. Resolve conflicts and repair relationships.

Metric

- Panorama
 - [Emotion Regulation Question Bank](#)
- Discipline Data

Goals: 2023-25

- Panorama SEL Competencies Emotion Regulation
 - Emotion Regulation:
 - Elementary: Increase from 52% to 62% with a focus on students who identify as Black/African American.
 - Secondary: Increase from 52% to 62% with a focus on students who do not identify as male.
- Reduce disproportionality in discipline referral rates.
 - Develop shared definition of offenses across all levels, systems, and district documents (Student Handbook, Skyward, referral forms, & grade levels).
 - Reduce disproportionality in discipline referral rates.

Action Plan

- A. Continue to support all schools in administering the Panorama survey twice per year.
- B. Analyze Panorama responses and discipline data by demographics and programs to identify and address disproportionality.
- C. Provide opportunities for school staff to learn more about religious/cultural observances throughout the year in order to increase cultural responsiveness within the school setting.
- D. Initiate professional development and support for all staff on inclusionary practices and

Draft: Final version upon board input and approval.

- universally designed schools and classrooms.
- E. Continue offering professional development and support for all staff on de-escalation.
- F. Initiate professional development and support for all staff on civil discourse in the school community.
- G. Continue professional development and support for all staff in family engagement practices.
- H. Model indicators at staff and district level.

Outcome 3: Advocate for the social, physical and mental wellness of themselves and others and be hopeful about the future.

3

Advocate for the social, physical and mental wellness of themselves and others and be hopeful about the future.

Indicators

1. Communicate effectively.
2. Develop knowledge and skills to have healthy eating habits, have a healthy body image and access reliable health information and services.
3. Be physically active and see athletics and exercise as health-enhancing behaviors.
4. Understand and apply principles of sound mental and emotional health and learn to identify signs of emotional health concerns such as depression, anxiety and suicidal thinking in self and others.
5. Understand how and when to seek supportive mental and emotional health resources for self and others.
6. Cultivate healthy relationships that honor each person's personal preferences and boundaries.
7. Identify and develop personal strengths and interests.
8. Develop the skills and habits to assess the role of technology and social media in their lives and distinguish between healthy and harmful use.

Metric

- Panorama Survey Data
 - [Positive Feelings Question Bank](#)
 - [Emotion Regulation Question Bank](#)
- Health/PE Participation

Goals: 2023-25

Panorama Survey Data:

- Emotion Regulation:
 - Elementary: Increase from 52% to 62% with a focus on students who identify as Black/African American.

Draft: Final version upon board input and approval.

- Secondary: Increase from 52% to 62% with a focus on students who do not identify as male.
- Positive Feelings:
 - Elementary: Increase from 70% to 75%.
 - Secondary: Increase from 56%-66%.
- Health Education Improvement
 - Update instructional materials K-12.
 - Provide professional development to educators K-12 that teach Health content.

Action Plan

- A. Review Health and PE curriculum resources and/or supplements to better align with Washington state standards. 3.2/3.3
- B. Analyze student participation in athletics, activities and clubs to drive broader participation and identify and address disproportionality. 3.3/3.7
- C. Continue Social Emotional Learning (SEL) curriculum in middle schools and ensure lessons are taught in each school and grade level. 3.4/3.5
- D. Maintain social emotional learning & instructional programs in elementary schools with fidelity and ensure new staff are fully trained. 3.4/3.5
- E. Continue using suicide prevention curriculum in middle and high schools with fidelity, including training for teachers, counselors, and principals while engaging with families. 3.4/3.5
- F. Expand professional development and support for all staff on trauma-informed and culturally responsive practices. 3.4/3.5
- G. Explore expanded options/tools for SEL support and data. 3.5/3.7
- H. Use career and educational pathway resources to support all students with post-secondary decision-making and planning. 3.7
- I. Provide all students access to digital citizenship curriculum to ensure healthy online relationships, media balance and well being while engaging with families. 3.8

Propose adding two additional items to be in alignment work moving forward:

- J. Evaluate and continue development of a Crisis Response Plan in alignment with our Multi-Tiered Systems of Support.
- K. Develop vertically aligned Comprehensive School Counseling Program aligned to inclusionary practices.

Outcome 4: Have the skills, knowledge, and courage to identify and confront personal, systemic, and societal bias.



Indicators

1. Develop an appreciation of world cultures, which may include the understanding of the basic structure of another world language.
2. Be well versed in local, national and world history and understand how prejudice, racism

Draft: Final version upon board input and approval.

and xenophobia have contributed to conflict.

3. Demonstrate the ability to recognize that biased attitudes expressed consistently over time gradually distort perceptions until stereotypes and myths about people different from oneself are accepted as reality.
4. Empower themselves to interrupt discriminatory remarks and attitudes.
5. Evaluate the significance and dependability of information used to support positions.
6. Analyze the validity, reliability and credibility of information from a variety of primary and secondary sources while researching an issue or event.

Metrics

- WIDA Assessment (Measure of Developing English Language)
- Panorama
 - Self-Efficacy
 - Sense of Belonging
 - Cultural Awareness
- Discipline Data
- Program Enrollment

Goals: 2023-25

Multilingual/Special Education Identification: 4.3.Action Items

- Currently, 20% of the students receiving multilingual services also receive services through special education. By spring 2025, OSD will reduce the percentage of dual identified students so it is proportionate with the OSD's overall special education identification rate.

Communication Skills: 4.4, 4.5, 4.6

- Students improve communication skills, including speaking, listening, reading, and writing in academic content areas to support positions and arguments while applying principles of civil discourse.
 - Subgroup Focus: Multilingual Learner Goals
 - Increase percentage of students scoring at a Proficient Rate on all SBA/WCAS assessments by 40% by spring 2025.
 - WIDA Writing : increase scale score by 50 points
 - WIDA Speaking: increase scale score by 50 points

Panorama Survey Data 4.3, 4.4, 4.5, 4.6

Self-Efficacy -

- Elementary Grades: Q4: How sure are you that you can do the hardest work that is assigned in your class?
 - Increase overall positive student responses from 46% to 50%.
 - Increase positive student responses for students receiving free meals from 35% to 45%.

Sense of Belonging:

Draft: Final version upon board input and approval.

- Secondary Grades 6-12:
 - Increase overall positive student responses from 40% to 43%.
 - Increase positive student responses for students receiving free meals from 35% to 43%.

Cultural Awareness & Action (Secondary Grades 6-12 Only)

- Increase overall rate of positive responses from 38% in Spring 2023 to 45% by Spring 2026.
- By Spring 2026, any drop in positive responses from middle to high school shall not exceed 6%.
 - Spring 2023 decrease from middle to high school is -12.75%

Translate essential documents into other languages to increase accessibility for students and families. 4.3, 4.4

- Increase the number of non-essential documents translated into other languages by 20% by 2025 to increase accessibility for students and families (based on 2022-23 school year baseline)
- Expand automated translated attendance calls districtwide

Digital Citizenship

- OSD will adopt and implement WSSDA recommended digital citizenship board policy (Policy 2023) by spring 2025.

Tribal Partnerships and Native Education Support 4.1, 4.2, 4.3

- Increase the number of opportunities for Native American students to receive academic credit for activities and skills learned as they participate in their tribal culture from one (1) to five (5) by spring 2025.

Action Plan

- A. Develop and implement a Board Policy on Equity. 4.3
- B. Provide all students access to digital citizenship and media literacy curriculum to increase awareness of the importance of news and media validity, and the impact of digital drama and hate speech. 4.1/4.3/4.5/4.6
- C. Continue required accessibility training for all OSD employees to eliminate inaccessible documents and information posted on the website to increase accessibility for students and families. 4.3/4.4
- D. Analyze discipline data by demographics and programs to identify and address disproportionality. 4.2/4.3
- E. Provide resources to implement Restorative Practices in all secondary schools. 4.3
- F. Prepare and conduct an annual self-assessment of the Language Access Plan as it relates to translations to establish baseline data and develop measurable goals using the self-assessment tool provided by OSPI.
- G. Conduct a Comprehensive Assessment Program Review and implement recommendations for an inclusive and equitable approach to universal screening and

Draft: Final version upon board input and approval.

progress monitoring in all OSD schools.

- H. Develop and implement professional development for staff, including teachers, principals, and paraeducators related to ELD standards, universal design for learning, and inclusive practices at the classroom, school, and district levels.
- I. Expand opportunities for competency-based crediting, including world language credits through tribal partnerships.

Rigor Outcome Improvement Planning

Outcome 2: Have the academic and life skills to pursue their individual career, civic, and educational goals.



Indicators

1. Read, write and speak effectively for a wide range of purposes, including the interpretation and analysis of both literary and informational texts.
2. Know and apply mathematics to a level of fluency that ensures a broad range of post-secondary opportunities and career choices.
3. Use analytic and scientific principles to draw sound conclusions.
4. Analyze multiple causal factors that shape major events in history.
5. Exit with a personalized post-secondary transition plan for work, career and/or college, and complete the first steps toward achieving post-secondary goals before graduation.
6. Develop and use conceptual understanding, exploring knowledge across a range of disciplines, and engage with issues and ideas that have local and global significance.
7. Problem solve using both creative and critical thinking skills.
8. Demonstrate continuous growth across the disciplines to meet or exceed academic learning standards and work toward graduation.
9. Be financially competent and fiscally responsible.

Metrics

- Assessment Data
- Graduation Rates
- College-Bound Rates
- Dual Credit Rates

Goals: 2023-25

SBA Assessment Indicators:

- ELA Proficiency (SBA) – increase from 59.2% to 79% 2.1
 - Students identified as low income will increase to 67.5%

Draft: Final version upon board input and approval.

- Students identified as Students with Disabilities will increase to 46.1%
- Math Proficiency (SBA) – increase from 47.3% to 70% 2.2
 - Students identified as low income will increase to 54.2%
 - Students identified as Students with Disabilities will increase to 35.5%
- Science Proficiency (WCAS) – increase from 52.1 to 68%% 2.3
 - Students identified as low income will increase to 56.5%
 - Students identified as Students with Disabilities will increase to 37%

For all subgroups whose proficiency is not equal to or greater than "all students," we will increase the percentage meeting standard by double that of the "all student" goal.

Graduation Rates:

Increase at least 1% per year over the next three years in both OSD's 4 and 5 year graduation rates.

Action Plan

- A. Analyze grade-level SBA/WCAS data to determine grade-level gaps, and support grade level/schools on individual needs and best practices. Analyze by demographic and program to identify and address disproportionality. 2.1/2.2/2.3
- B. Support schools in the use of Measures of Academic Progress (MAP), WaKids and Interim Assessment Blocks (IABs) data to inform instruction and support student learning. 2.1/2.2/2.3
- C. Identify where in the existing curriculum the Financial Education Standards are present. If gaps exist, provide professional development to staff and create a plan to address missing content that incorporates community partnerships with financial institutions.
- D. Ensure equitable access to all OSD programs, courses, supports, and other opportunities to identify and eliminate barriers impeding student academic success.
- E. Continue to implement Comprehensive School Counseling Program to support students in pursuing their academic and life goals.

Propose adding two additional items to be in alignment work moving forward:

- F. Support educators in implementing new Danielson rubrics with ongoing professional development tied to inclusionary practices.
- G. Develop Performance Task related to the graduation pathway requirement and mastery based crediting.

Draft: Final version upon board input and approval.

Outcome 5: Discover their passions, be curious and love learning.

5

Discover their passions, be curious and love learning.

Indicators

1. Broaden their perspectives and seek out various opportunities to explore new ideas, particularly those areas that are unfamiliar or uncomfortable to find their interests.
2. Experience failure, setbacks and disappointments as an expected and honored part of learning.
3. Understand and demonstrate the value of service in their community and learning by doing.
4. Pursue creative and artistic opportunities as a vocation and/or a form of lifelong enrichment.

Metric

- Graduation Rate
- Panorama Survey
- 9th Grade On Track Data

Goals: 2023-25

Graduation Rate:

- Increase at least 1% per year over the next three years in both OSD's 4 and 5 year graduation rates.

Transition Planning:

9th Grade on Track:

- By Spring 2026, increase percentage of students passing all classes in their 9th grade year from 78.4% to 85% with an emphasis on students who identify as Black/African American.

Panorama Survey:

Self-Efficacy:

When compared with grade bands nationally, students will increase their self-efficacy ratings with an emphasis on student characteristics with disproportionately lower ratings.

- Elementary: Increase from the 40th to the 60th percentile by Spring 2025.
 - Emphasis on students with an IEP.
- Middle School: Increase from the 10th to the 40th percentile by Spring 2025.
 - Emphasis on students with an IEP, ML learners, living in poverty, or identifying as Native Hawaiian/Other Pacific Islander.
- High School: Increase from the 50th to the 65th percentile by Spring 2025.

Draft: Final version upon board input and approval.

- Emphasis on students with an IEP, ML learners, living in poverty, or identifying as Native Hawaiian/Other Pacific Islander.

Positive Feelings:

- Elementary: Increase from 70% to 75%.
- Secondary: Increase from 56%-66%.

Action Plan

- A. Share service projects and other information celebrating service learning opportunities as part of related Outcome Monitoring Reports. 5.3
- B. Expand opportunities for students to recover credits. 5.2
- C. Foster an environment where failure is a normal and an accepted way of learning. 5.2
- D. Explore options to expand learning and elective opportunities. 5.1/5.2/5.4
- E. Support staff in implementing common grading based on best practices. 5.2

Outcome 6: Be critical thinkers who contribute to and collaborate with our local, global, and natural world.



Indicators

1. Participate on teams and know the power of teamwork.
2. Demonstrate the ability to engage in inclusive problem solving.
3. Advocate for and contribute to local, regional or global improvement by utilizing natural resources in an efficient, sustainable way.
4. Use digital tools to constructively learn from and connect with people and communities around the world.
5. Gather, interpret and present information in culturally responsive ways.

Metric

- Participation data for field science and environmental stewardship experiences. 6.1/6.2/6.3/ 6.4/6.5
- Energy Use. 6.3

Goals: 2023-25

- Eliminate disproportionality in field science participation. 6.2/6.3/6.5
- Implement Commercial Strategic Energy Management (CSEM) grant resulting in an energy reduction of 13% over a 3 year period. 6.3

Action Plan

- A. Analyze field science participation by demographics and program to identify and remove

Draft: Final version upon board input and approval.

- systemic barriers and biases to address disproportionality. 6.1 / 6.2 / 6.4 / 6.5
- B. Hire a coordinator of conservation and renewable energy practices. 6.3
- C. Continue installing print management software across the district, monitor usage and inform staff. 6.3
- D. Continue and expand student participation in District-level planning and analysis around sustainability. 6.1 / 6.2
- E. Reduce food waste in breakfast and lunch programs and increase repurposing leftover items for food banks. 6.3
- F. Expand Climate Science Education Standards professional learning for teachers to help youth understand climate science and promote a thriving and sustainable environment. 6.1 / 6.3
- G. Provide opportunities for students to expand, renew, and revise environmental/outdoor learning and to design products that positively impact the environment. 6.1 / 6.2 / 6.3
- H. Increase reliance on renewable energy to include expanding our electric bus and vehicle fleet. 6.3
- I. Continue and expand staff training around the intentional use of technology to increase student collaboration and problem solving. 6.1/6.2/6.4