

Olympia Regional Learning Academy A hConnect and iConnect School Improvement Plan 2016 - 2017

Enrollment	371
Free/Reduced Lunch	30.7%
Special Services	0.00%
English Language Learners	0.5%
Unexcused Absence Rate	0.00%
Suspensions	5

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:

Data not available for ORLA hConnect and iConnect	Data not available for ORLA hConnect and iConnect	Data not available for ORLA hConnect and iConnect
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Communication Goal:

100% of teachers will have positive communication with families and students on a regular basis regarding progress by email, phone, personal contact.

By June the majority of hConnect parents will have contributed 20 hours of volunteerism at ORLA.

Monthly communication will show appreciation for students, staff and families demonstrating our PBIS behaviors of Ownership, Respect, Leadership and Awareness.

Achievement Goals:

ELA:

Writing:

3-6: By June 2017, 80% of 3-6th graders who are enrolled in a writing class throughout the time of pre and post assessment will show growth in at least one area of the rubric and write a reflection on their growth.

7-8: By June 2017, 80% of 7-8th graders who are enrolled in HS Prep and MAST 7-8 throughout the time of pre and post assessment will show growth in at least one area of the rubric and write a reflection on their growth.

9-12: By June 2017, at least 60% of the current students will achieve a passing score on the ELA SBAC or show growth in at least one area of the common assessment rubric.

Reading:

K-6: By June 2017, 80% of 3-6th graders who are enrolled in a reading class throughout the time of the pre- and post-assessment will show growth in at least one area of the rubric and write a reflection on their growth.

7-8: By June 2017, 80% of 7-8th graders who are enrolled in HS Prep and MAST 7-8 throughout the time of pre and post assessment will pass the ELA SBAC or show growth in at least one area of the rubric and write a reflection on their growth.

9-12: By June 2017, at least 60% of the current students will achieve a passing score on the ELA SBAC or show growth in at least one area of the common assessment rubric.

ELA SPED

ORLA teachers will continue to differentiate instruction to meet the needs of all students. Currently, students receive special services at their neighborhood schools.

ELA POVERTY

80% of students will meet the ELA goals as measured by teacher assessments and the common rubric.

MATH:

6-12: By May of 2017, 70% of students enrolled in essential math classes (Math 6 through Geometry) will demonstrate proficiency in modeling with mathematics per the district’s Standards for Mathematical Practice Rubric.

9-12: Students entering at the high school level who are lower than grade level will have their needs met with math support classes, online tutorials, and interventions.

The mathematics team will continue to implement MEC (Math Education Collaborative) and Number Talks training strategies as an integrated part of our instructional strategies to create learning communities where students develop deep/conceptual understanding of mathematics content.

MATH SPED	MATH POVERTY
ORLA teachers will continue to differentiate instruction to meet the needs of all students. Currently, students receive special services at their neighborhood schools.	Students entering at the high school level who are lower than grade level will be supported with math support classes, online tutorials, and interventions.

SCIENCE:

Teachers will integrate Engineering Practices from the NGSS in essential science classes. 80% of students will demonstrate proficiency in Engineering Practices as measured by formative class assessments and/or class extension work.

SCIENCE SPED	SCIENCE POVERTY
ORLA teachers will continue to differentiate instruction to meet the needs of all students. Currently, students receive special services at their neighborhood schools.	80% of students will meet the above science goal as measured by teacher formative assessments and the extension work.

Professional Growth Goal:

ORLA staff will be provided a variety of opportunities to grow professionally throughout the year. This will include: technology training at the building and district levels; trainings and one-on-one help to support teachers in completing TPEP; regularly scheduled time to collaborate with colleagues; and the choice of self-directed professional development, including conferences and trainings outside of the district

Safety Goal:

- All ORLA staff will receive emergency medical information on their students and training to ensure appropriate response.
- All ORLA staff will be trained in specifics for each drill procedure. Drill procedures will be practiced in their entirety by staff and will include correct procedure for going to and returning from the evacuation field. Staff will establish drill norms.
- All ORLA staff will be trained on the correct procedure to evacuate to the church.
- All ORLA Staff will be trained in carrying out their responsibilities under our school’s disaster plan.
- All ORLA families will be briefed on drill & disaster plan procedures.
- Explore opportunities for training and implementation in restorative justice to complement PBIS.

PBIS:

Implement PBIS tier 1 with fidelity which includes:

- a sustained faculty commitment to PBIS
- establishing a referral process
- establishing and clarifying building level majors and minors
- utilizing data from referrals to identify students and/or areas that need additional support
- celebrating students that exemplify the ORLA way each month
- creating PBIS video to share as an informational support for new students and staff

STRENGTHS:

- ORLA faculty and staff make decisions by placing students' best interests first.
- Our value of parental insight and needs influences our program development.
- On-going, open communication and trust amongst parents, administration, staff, and students builds a sense of community and partnership.
- ORLA communication efforts with families have begun to ease some parent testing concerns.
- We maintain flexible instructional models that provide educational success for students who have struggled elsewhere.
- ORLA maintains and fosters a learning and social environment that is very inclusive and welcoming.
- We provide access for learning in an online format in service to all schools and for students throughout the OSD.
- We maintain our efforts and advocacy to advance student online learning proficiency in the OSD in order to adequately develop student skills for learning in an online world for higher education and career readiness.
- We have moved our math instruction into alignment with Common Core math standards in grades 3 – 12.
- We value professional development that is inclusive of a variety of instructional models.

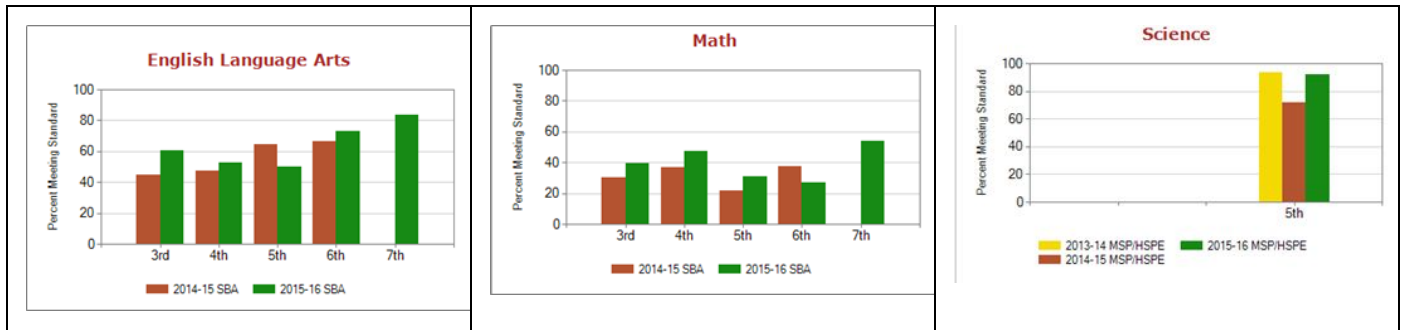
OPPORTUNITIES FOR SCHOOL GROWTH:

- Continued parent and student education about the Smarter Balanced Assessment and Common Core standards.
- Continued parent education on supporting students in common core math strategies.
- ORLA staff will receive further staff development in differentiation strategies.

ORLA Montessori Improvement Plan 2016 - 2017

Enrollment	194
Free/Reduced Lunch	17.0 %
Special Services	12.4%
English Language Learners	0.00%
Unexcused Absence Rate	0.7%
Suspensions	8

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



Communication Goal:

By March 31st, 2017 the Montessori community will plan and implement a two part parent education event called the Silent Journey. This event will highlight the progression of concepts and materials from early childhood through upper elementary. Parents will be given a survey assessing the value of this event towards increasing their understanding of Montessori provided as an exit ticket at the end of the second evening.

Achievement Goals:

ELA:

Grade K: Using the WAKids assessment tool for Objective 16b - "Uses letter-sound knowledge", 80 % of Kindergarten students will reach level 8: "Apply letter sound correspondence when attempting to read and write" by May 31, 2017. Strategies include: sandpaper letters, moveable alphabet, "Writing nonfiction" lessons, Words their Way word study.

Grades 1-3 - Based on Dibels and MAP test data, we will integrate the Explorations in Non-Fiction Writing curriculum into our Montessori writing program. 80% of all students will show progress on the Dibels and MAP assessments as well as increase one level on the rubric provided by the curriculum by May, 2017.

Grades 4-6: Based on MAP test data and SBAC test data 80% of all students will make at least one year's RIT growth in MAP Reading, and score proficient in rubric based scoring for narrative, opinion, informative/explanatory writing.

ELA SPED

80% of students will meet projected growth on spring MAP Assessments.

ELA POVERTY

80% of students will meet projected growth on MAP assessments.

MATH:

Grade K: Using the WA Kids assessment tool for Objective 20b - Quantifies, 80% of kindergarten students will achieve level 8 “Use a variety of strategies (counting objects or fingers, counting on, or counting back) to solve problems with more than 10 objects by May 31. Strategies will include lessons in object addition and subtraction, number rods, strip board, and math journals with word problems.

Grades 1-3 - As outlined in the essential learning standards in math, 80% of Montessori lower elementary students will be proficient in solving word problems using the operations of addition, subtraction, and multiplication as measured by program-developed common assessments and MAP scores.

Grade 4-6 - As outlined in the essential learning standards in math, 80% of Montessori upper elementary students will be proficient in solving word problems using addition and subtraction of multi-digit whole numbers, multiply multi-digit whole numbers, divide multi-digit whole number and decimals using the standard algorithm for each operation, as measured by program developed common assessments and spring MAP scores.

Strategies:

Math migration three days a week.

Using small and large group instruction.

Number talks.

MATH SPED	MATH POVERTY
80% of students will meet projected growth on spring MAP Assessments.	80% of students will meet projected growth on MAP Assessments

SCIENCE:

Grade K: By May 31, 2017 80% of kindergarten students will design and explain a solution to a weather related problem. A common teacher-created rubric will be used for assessment. Strategies include: ongoing weather study, interactions of climate, environment and life, student exploration with scientific tools

Grade 1-3 - Students will be given learning opportunities that transition vocabulary and student growth toward the NGSS. The Montessori teaching team will continue the alignment of Montessori science curriculum with NGSS and monitor progress through mid and end of year whole program and on grade level review.

Grade 4-6: Students will engage in scientific practices while researching grade band appropriate topics. Scientific notebooking practices will be used to show growth. 100% of fifth graders will participate in ORLA science fair. Strategies: SSGREEN water quality testing, Outdoor school, Garden, Self designed small group projects

SCIENCE SPED	SCIENCE POVERTY
All students will participate in Science Fair with support. 80% of 5th grade students will pass the science SBA.	All students will participate in Science Fair with support 80% of low-income 5th grade students will pass the science SBA.

Professional Growth Goal:

The Montessori group will focus on essential learning standards in math and development of common formative assessments aligned with each grade level with specific focus on math fluency and problem solving for deep conceptual understanding. Additionally, ORLA Montessori staff will be provided a variety of opportunities to grow professionally throughout the year. This will include: technology training at the building and district levels; trainings and one-on-one help to support teachers in completing TPEP; regularly scheduled time to collaborate with colleagues; and the choice of self-directed professional development, including conferences and trainings outside of the district

Safety Goal:

- All ORLA staff will be trained in specifics for each drill procedure and drill procedures will be practiced in their entirety by staff to include correct procedure for going to and returning from the evacuation field. Establish drill norms.
- ORLA will participate in a mock level 2 drill.
- All ORLA staff will receive emergency medical information on their students.

PBIS:

Implement PBIS tier 1 with fidelity which includes:

- a sustained faculty commitment to PBIS
- establishing a referral process
- establishing and clarifying building level majors and minors
- utilizing data from referrals to identify students and/or areas that need additional support
- celebrating students that exemplify the ORLA way each month
- creating PBIS video to share as an informational support for new students and staff

STRENGTHS:

- Student engagement and learning in science is high.
- Students are given freedom with responsibility to promote executive functioning.
- Parent involvement is very high – attendance is good at conferences and activities and a high number of volunteers in the classrooms.
- ORLA faculty and staff make decisions by placing students' best interests first.
- We maintain flexible, differentiated instructional models that provide educational success for students who have struggled elsewhere.
- Multi-age classrooms maintain and foster a learning and social environment that is very inclusive and welcoming.
- We value professional development that is inclusive of a variety of instructional models.
- A cohesive, sequential math curriculum extending pre-K - 6th grade based on modeling concepts with manipulatives.
- Students remain in the same class for 3 years allowing each to grow at their own personal developmental level and encourages leadership in all.

OPPORTUNITIES FOR SCHOOL GROWTH:

- Continued parent education about the Smarter Balanced Assessment as it relates to the Common Core.
- Continued work in alignment of essential learning standards in math and development of common formative assessments aligned with each grade level with specific focus on math fluency and problem solving for deep conceptual understanding
- Continued parent education concerning Montessori philosophy and practices.
- Finding ways to maintain fidelity to the Montessori approach by providing public access to our program beginning at age 3.
- Recruiting and maintaining fully trained Montessori teachers.