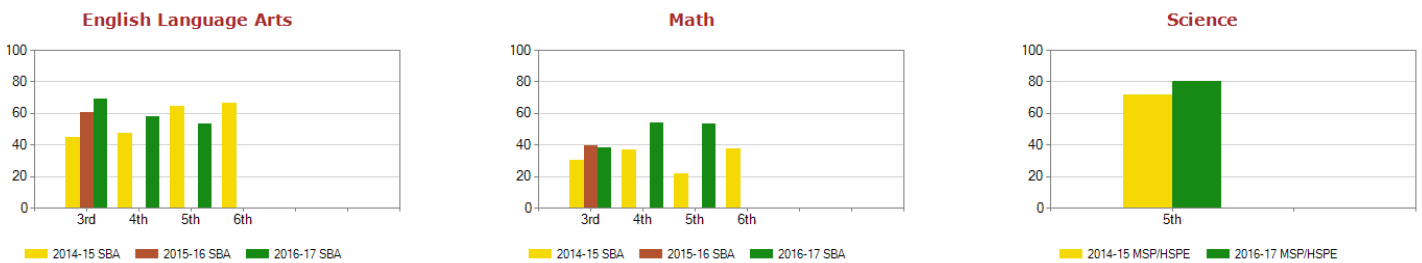


# 2017-2018

## ORLA Montessori School Improvement Plan

Enrollment	205
Free/Reduced Lunch	19.5%
Special Services	15.1%
English Language Learners	0.0%
Unexcused Absence Rate	0.6%

### WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



### Communication Goals:

Monthly, teachers will make personal and positive connections with all parents regarding students and the academic and social programs. They will do this with one or more of the following:

- Classroom web pages and/or newsletters
- Phone calls, emails to parents and use of the Skyward message center

The main office staff will coordinate with PTA leadership to ensure that all weekly and monthly communications sent to parents, from either the school or the PTA, are also sent to teachers.

- Skyward Message Center emails will also be sent to teachers
- PTA information sent home with students will also be placed in teacher mailboxes
- Teachers will be kept informed of building-level news items that should be communicated to their students
- The principal will send out a weekly memo to staff, as well as a Principal Newsletter, when necessary, in the school newsletter.

The Montessori team will create and communicate a math common core alignment and sequence document to help parents understand and reinforce the Montessori math curriculum. The document will be published on the school website by May 2018. Families, district officials and community members will be invited to an introduction night for an overview of the document combined with student presentations of math materials. Efficacy of the new tool will be measured by collection of a parent feedback distributed at the event.

### Safety Goals:

All staff will wear OSD badges and all visitors will sign in and wear visitor badges on a daily basis. Staff will receive email and verbal reminders. Office staff will provide visitors with reminders to sign in.

- All ORLA staff will be trained in specifics for each drill procedures and drill procedures will be practiced in their entirety by staff to include correct procedure for going to and returning from the evacuation field. Drill norms will be established.
- ORLA will participate in a mock level 2 drill.

- All ORLA staff will receive emergency medical information on their students

## Achievement Goals:

### ELA

**Kindergarten:** By May, 2018, 80% of kindergarteners will be able to independently label a picture with at least 3 informational words using phonetic spelling or word wall resources. Students will practice phonetic spelling using the moveable alphabet and progress to labeling pictures with pencils and paper.

**Lower Elementary Grades 1-3:** By May, 2018, 80% of students in 1-3 grades will be able to write and revise one or more informational sentences or paragraphs. The student will be able to demonstrate ability to organize ideas by stating main idea, including appropriate transitional words or phrases, supporting evidence and summative conclusion. We will use the *Explorations in Nonfiction Writing* activities by Stead and Hoyt. We will implement writing activities through differentiated small group instruction. Progress will be measured by a standards based rubric provided in the teacher's manual. Students will be assessed in fall and spring.

**Upper Elementary Grades 4-6 -** By May 2018, 80% of students will demonstrate 1 level of growth using the standards based writing rubric from SBAC to write informative texts at the 4th & 5th grade levels and explanatory texts at the 6th grade level to examine a topic and use evidence and elaboration to support their thinking. Students will demonstrate skills developing the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Assessments will be given at 3 points: 10/17, 1/18, and 3/18.

### ELA SPED

By May 2018, 80% of students in grades 3+ identified and receiving services in written language will meet their Spring MAP progress goal. By May 2018 80% of students receiving services in written language in all grades will demonstrate improvement of 5 to 10 % over their baseline score in organizational and conventions as measured CBM.

### ELA POVERTY

80% of students in poverty will perform at proficient levels on classroom based assessments described above. Teachers will provide additional instructional time as necessary for these students.

### MATH

**Kindergarten:** By May 2018, 80% of all kindergarteners will score a 3 (Practitioner level) or greater on the ORLA math common assessment for K.OA.A1 : represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions or equations. Scoring will be based on skills in problem solving/reasoning and proof, communication, and representation. Students will practice with intentional mathematical vocabulary identified and selected by the kindergarten team in problem solving experiences throughout the year.

**Lower Elementary Grades 1-3:** By May 2018 students in lower elementary will be able to explain their mathematical thinking by drawing pictures, using classroom material and/or written numeric expression. This will be measured by the common assessment created by the lower elementary teachers. We will be giving parts of the assessment throughout the year, as students meet benchmarks with their in-class work.

**Upper Elementary Grades 4-6:** By May of 2018 80% of upper elementary students will show one level of growth in the area of Number Systems and Operations in Base 10, sub standard of using place value to understand and use properties of operations to perform multi-digit arithmetic. We will use a program-created common assessment scored with a rubric based on grade level common core standards for grades 3 through 7. Assessments will be given at three points in the year: 10/17, 2/18, and 5/18.

### MATH SPED

By May 2018, 80% of students in grades 3-6 identified and receiving services in math will meet their Spring MAP progress goal. By May 2018, 80% of students in all grades will improve their score on local grade level baseline assessment by 5-10%.

## **MATH POVERTY**

80% of students in poverty will perform at proficient levels on classroom based assessments described above. Teachers will provide additional instructional time as necessary for these students.

## **SCIENCE**

**Kindergarten:** By May, 2018 80% of students will be able to use comparative measurement language to describe and compare attributes of at least 5 different sensorial objects with different vocabulary for each object set. Students will practice with intentional measurement vocabulary identified and selected by the kindergarten team in experiences throughout the year.

**Lower Elementary Grades 1-3:** By May, 2018 80% of lower elementary students will contribute to a classroom presentation by observing and recording different weather patterns and changes in the earth's atmosphere. Student growth will be determined by a classroom presentation of their data collection.

**Upper Elementary Grades 4-6:** By May of 2018 80% of upper elementary students will be able to describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth using standard and metric units to measure and describe physical quantities such as weight and volume. (NGSS 5-ESS2 Earth's Systems)

## **SCIENCE SPED**

By May 2018, 80% of students receiving special education services will be able to complete a grade level appropriate science lab using the scientific method and appropriate format for data collection, comparison, and display.

## **SCIENCE POVERTY**

80% of students in poverty will perform at proficient levels on classroom based assessments described above. Teachers will provide additional instructional time as necessary for these students.

## **Professional Growth Goals:**

The Montessori team will work together to implement a common method of classroom management by participating in "Positive Discipline in the Classroom Online Streaming Training." After completing the 6 hours of videos and activities, all participants will complete an assessment with a score of at least 90%. The program will be completed by May 2018.

## **PBIS Goals:**

Implement PBIS Tier 1 with fidelity which includes:

- Sustained faculty commitment to PBIS with 100% staff involvement
- Continuing the referral process with the Office Referral form
- Establishing and clarifying building level majors and minors
- Utilizing data from referrals to identify students and/or areas that need additional support
- Begin to put in place Tier 2 interventions for students
- Celebrating students that exemplify the ORLA way each month
- Creating a PBIS video to share as an informational support for students, staff, & parents

## **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 access to our program beginning at age 3
- Recruiting and maintaining fully trained Montessori teachers