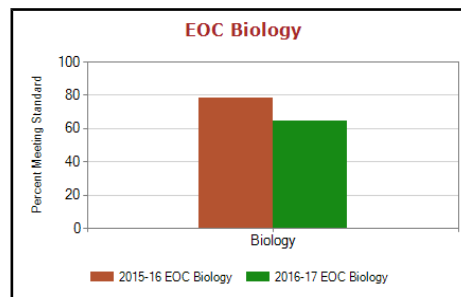
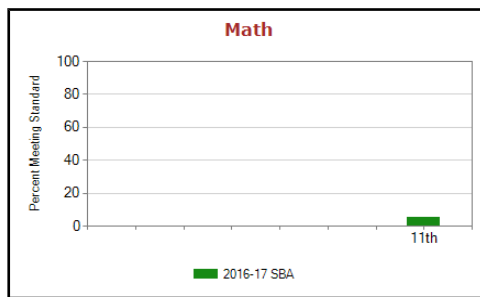


2017-2018

ORLA h/i Connect School Improvement Plan

Enrollment	465
Free/Reduced Lunch	27.3%
Special Services	0.6%
English Language Learners	0.2%
Graduation Rate (Adjusted 4-Year Cohort)	62.5%
Unexcused Absence Rate	0.0%

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



Communication Goals:

Monthly, all 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:

- Class Schoology 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, a weekly school-wide bulletin to all families, and program-specific newsletters monthly.

By June 2018, we will have increased our parent volunteer hours by 10% from last year's 6,370 total volunteer hours, with the majority of hConnect parents contributing 20 or more hours of volunteerism at ORLA.

Safety Goals:

- All staff will wear OSD name 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 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

Achievement Goals:

ELA

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Reading/Writing Goal:

Grades K-6: By June 2018, all K-6th grade students enrolled in a writing class will write an informative/explanatory text meeting the grade level standard as assessed by the teacher.

Grades 7-8: By June 2018, 80% of 7-8th graders who are enrolled in HS Prep and MAST 7-8 throughout the time of pre and post assessment will demonstrate growth by writing an objective summary that identifies the main idea and how it was developed using relevant text-based evidence. Students will be assessed through both short written paragraphs and multiple choice quizzes. Students' written paragraphs will be assessed multiple times from September through February using rubrics created by the ELA PLC. Data will be derived from teacher and student assessments. Students will also write a reflection on their growth.

Grades 9-12: By June 2018, 80% of 9-12th graders who are enrolled in onsite ELA classes throughout the time of pre and post assessment will demonstrate growth by writing an objective summary that identifies the main idea and how it was developed using relevant text-based evidence. Students will be assessed through both short written paragraphs and multiple choice quizzes. Students' written paragraphs will be assessed multiple times from September through February using rubrics created by the ELA PLC. Data will be derived from teacher and student assessments. Students will also write a reflection on their growth.

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

Grades K-5: ORLA will continue to offer supplemental math classes for students in grades K-5th grades. In addition, ORLA will help guide and support parents in curriculum and instruction of their student.

Grades 6-12: By March of 2018, 80% of students enrolled in core math classes will demonstrate intermediate or advanced proficiency in working word problems with Standards of Mathematical Practice 1a "Make sense of problems" and 1b "Persevere in solving them" as assessed using the "Leadership in Mathematics" Standards of Student Practice in Mathematics Proficiency Matrix.

MATH SPED

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

MATH POVERTY

80% of students will meet the above science goal as measured by teacher formative assessments and the extension work.

SCIENCE

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

SCIENCE SPED

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

SCIENCE POVERTY

80% of students will meet the above science goal as measured by teacher formative assessments and the extension work.

Professional Growth Goals:

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 in Schoology and Skyward
- Trainings and one-on-one help to support teachers in completing TPEP

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 PBIS video to share as an informational support for students, staff & parents

Strengths:

- ORLA faculty and staff make decisions by placing students' best interests first.
- Our value of parental insight and needs influences our program development.
- Ongoing, 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:

- Focus on incorporating differentiation and meeting the needs of all students by incorporating the equitable classroom practices and research based instructional strategies.
- 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.

Participation requirement statement:

The school improvement plan for ORLA h/i Connect was updated November 15, 2017. Our plan now addresses the following as the factors contributing to not meeting the 95 percent participation rate requirements:

- Most 11th grade students had already met the standard for graduation and saw little value in taking this exam.
- There are parents in the Olympia community who refuse to have their children take the state exams.

Our school improvement plan now includes the following actions to improve student participation rate on the state assessments:

- We will continue to have conversations with parents to educate them about the Smarter Balanced Assessments.
- We work with our school staff to provide information for parents about the benefits of taking the state assessments.
- We will post information about the assessments on our website.

