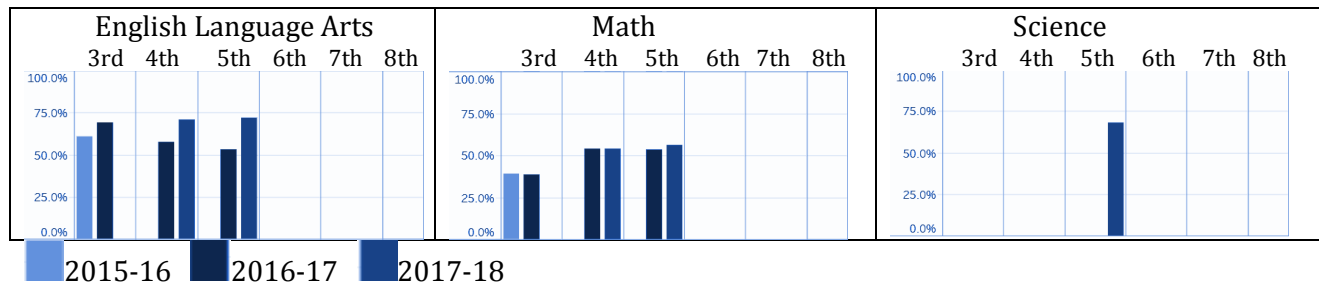


2018-19 ORLA Montessori and MAST School Improvement Plan

Enrollment	210
Free/Reduced Lunch	17.4%
Special Services	12.4%
English Learners	0.0%
Unexcused Absence Rate	0.4667%

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



English Language Arts

GL	2015-16	2016-17	2017-18
3 rd	60.7%	69.2%	---
4 th	---	57.6%	70.7%
5 th	---	53.2%	72%
6 th	---	---	---
7 th	---	---	---
8 th	---	---	---

Math

GL	2015-16	2016-17	2017-18
3 rd	39.2%	38.3%	---
4 th	---	53.8%	54.1%
5 th	---	53.3%	56%
6 th	---	---	---
7 th	---	---	---
8 th	---	---	---

Science

GL	2015-16	2016-17	2017-18
3 rd	---	---	---
4 th	---	---	---
5 th	---	---	68%
6 th	---	---	---
7 th	---	---	---
8 th	---	---	---

COMMUNICATION GOALS:

- The Montessori team will communicate a completed common-core/Montessori alignment with families through the creation of "I Can" statements for each essential standard.
- By May 2018 the document will be published on the school website.
- Families will be invited to a math demonstration night on March 7, 2019.

ENGLISH LANGUAGE ARTS ACHIEVEMENT GOALS:

ORLA Montessori will focus on improving student skill with text features based on data from 2017-18 SBA results.

Kindergarten: By May 2019, 80% of kindergarten students will describe relationships between informational text and photos as measured by common observational assessments using scholastic magazines for kindergarten.

Lower Elementary: By May 2019, 80% of the second and third year students will be able to know and use various text features including captions, bold print, subheading, indexes, key words and sidebars to locate key facts or information in a text efficiently, as measured by common observational assessments using scholastic magazines for lower elementary.

Upper Elementary: 80% of fourth, fifth and sixth grade students will increase their text feature scores by 10% by the end of May 2019, as measured by the teacher created common assessment.

MAST ELA Goal: By May 2019, 80% of students in grades three through twelve will demonstrate growth by finding appropriate text evidence details that support a given inference or conclusion. Students will be assessed through multiple choice quizzes, short written paragraphs, and short answer response questions. Students' work will be assessed multiple times from September 2018 through February 2019 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. Our smart goal aligns to Reading Standard Reading Literary Target 1 and Informational Target 8; Writing Standard 1c where students support a claim with appropriate text-based details.

Special Education:

Reading: By May 2019, 80% of students in all grades receiving special education services in reading will increase their MAP reading score from their fall score (baseline) by 5% on their spring score.

Written Language: By May 2019, 80% of students in all grades receiving special education services in written language will increase their demonstrated written language skills as measure by CBM from their baseline score by 5%.

MATH ACHIEVEMENT GOALS:

ORLA Montessori will focus on improving student understanding of areas related to multiplication and addition based on data from 2017-18 SBA results.

Kindergarten: By May 2019, 80% of kindergarten will be able to count with accuracy all of the short chains from the Montessori bead cabinet laying the foundation for skip counting and multiplication.

Lower Elementary: By May 2019, 80% lower elementary second and third year students will be able to add and/or multiply using objects arranged in arrays with up to five rows and five columns; write an equation to express the total as a sum or product measured by a teacher common assessment.

Upper Elementary: 80% of grades four through six math students will increase their area related to multiplication and addition scores by 10% by the end of May 2019, as measured on the teacher created assessments.

MAST Math Goal: By May 2019, students will be able to define and apply mathematical terms relevant to the unit 80% of the time by the post-assessment for the unit. Students will have the opportunity to demonstrate mastery on a pre, formative and post assessments and make up assessments for the unit.

Special Education: By May 2019, 80% of students in all grades receiving special education services in math will increase their MAP mathematics score from their fall score (baseline) by 5% on their spring score.

SCIENCE ACHIEVEMENT GOALS:

ORLA Montessori will engage students in processes of design and experimentation as outlined by NGSS standards.

Kindergarten: By May 2019, 80% of Kindergarten students will engineer and reflect on the design of a rain gauge given a limited set of materials to work with.

Lower Elementary: By May 2019, 80% of first through third grade students will be able to identify scientific vocabulary while exploring concepts of grade level content.

Upper Elementary: By May 2019, 85% of all fifth grade students will develop a higher level research question from NGSS standards and conducted an experiment or build a model explaining their question and participate in our school-wide science fair. Increasing fifth grade participation from 70%-85%.

MAST: By May of 2019, students will be able to define and apply scientific terms relevant to the unit 80% of the time by the post-assessment for the unit. Students will have the opportunity to demonstrate mastery on a pre, formative and post assessments and make up assessments for the unit.

Special Education: During the school year at least 80% of students receiving special education services will complete a grade level appropriate science lab as part of their general education curriculum.

PROFESSIONAL GROWTH GOALS:

- By May 2019, Montessori staff will complete an alignment of Montessori and NGSS science standards.

Special Education: All special education staff members will complete training in the delivery of the Barton curriculum Levels 1-3, for reading intervention.

SAFETY GOALS:

- All ORLA staff will be trained in all drill procedures.
- By November 2018, all staff and high school students will be trained in ALICE.
- Drill procedures will be practiced in their entirety by staff to include the 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 in the spring of 2019.

PBIS GOALS:

- Continue to implement PBIS Tier 1 with fidelity which includes and begins to put in place Tier 2 interventions for students.