

OSD School Improvement Plan 2023-24

Olympia Regional Learning Academy

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Section 1: Building Data

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| 1.a Building Name: 1.b Principal Name: 1.c District: 1.d Board Approval Date: 1.e Plan Date: 1.g Grade Span/School Type: 1.h Building Enrollment: 1.i F/R Percentage: 1.j Special Education Percentage: 1.k Multilingual Percentage: | |
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Section 2: School Leadership Team & Parent-Community Partners

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| <i>Please list by (Name, Title/Role)</i> • | • |
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Section 3: Vision and Mission Statement:

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| Mission: The Olympia Regional Learning Academy provides a unique learning environment with high academic standards. Staff and families collaborate to provide a safe and supportive community where students are valued as individuals. Through diverse and innovative educational opportunities, our students are empowered and prepared |
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to succeed in a rapidly changing world.

Belief Statements:

1. Students, caregivers, and staff value quality, integrated, and diverse learning opportunities.
2. Our community values individuality, supports student introspection, goal setting, academic rigor, and personal responsibility.
3. Student success is best achieved through strong connections and collaboration within a community of students, caregivers, and staff.
4. Our staff is committed to removing barriers to student success.
5. We embrace diversity in all aspects of our school community.
6. The Olympia Regional Learning Academy staff is committed to preparing students to be skilled problem-solvers, critical thinkers, effective communicators, proficient users of technology, and thoughtful contributors to their community.

Section 4: Data Driven Decision-Making

[AWSP Evidence of Impact Tool](#); [Washington State MTSS Framework](#); [Washington State MTSS Self Assessment](#)

4.1 SMARTIE Goal #1:

As ORLA Staff implements diversified Social/Emotional Learning curricula and practices available to all, our students' sense of belonging and positive feelings will increase by 5%, as measured by a staff developed survey as well as the Panorama survey administered in September 2023 and Spring 2024.

What OSD Student Outcomes are tied to this SMARTIE goal?

OSD Student Outcome(s):

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.

Activities

1. **Revise staff-created K-2 survey so students will understand more clearly what is being asked and staff can adjust the focus based on results.**
 - a. Measure(s): A staff created survey administered to K-2nd grade students
 - b. Timeframe: January 2023, October 2023 and Winter-Spring 2024
 - c. Lead(s): SEL PLC
 - d. Resources: PLC time - to review and revise the survey questions;
2. **Montessori multi-age classrooms encourage kindness and compassion through every day peer mentoring both academically and socially and participate in Peace education that is integrated into all content areas at all grade levels.**
 - a. Measure(s):
 - i. Discipline data
 - ii. Positive classroom climate, as measured by principal & assistant principal walkthroughs
 - b. Timeframe: Yearlong
 - c. Lead(s): Montessori Teachers
 - d. Resources:
 - i. Morning Meetings
 - ii. Community Meetings
3. **Peace Day Recognition/Celebration**
 - a. Measure(s):
 - i. Participation in the event
 - ii. Students created Peace Day celebration banners, flags, and drawings.
 - b. Timeframe: Completed - September 21, 2023
 - c. Lead(s): Montessori Teachers
 - d. Resources:
4. **Counselor will meet with our K - 5th grade classes at least twice per month.**
 - a. Measure(s):

- i. SST & Discipline data
- ii. Counselor checks for student understanding
- iii. A staff created survey administered to K-2nd grade students in January 2023 and May 2024;
- iv. The Panorama survey given to 3-12th grade students in the fall of 2023 and the spring of 2024;
- b. Timeframe: Throughout the school-year
- c. Lead(s): School Counselor
- d. Resources: Time - to collaborate with teachers to find out what topics are important to discuss with students and when

Funding:

List and describe funding amount(s) and source(s) associated with the activities described above. See Collective Bargaining Agreements for specific funding information related to professional development.

- Most activities are funded using existing contract time and job duties.
- Counselor overload payments.

4.2 SMARTIE Goal #2:

By Spring of 2024, 70% of secondary students will demonstrate growth relative to an initial fall writing pre-assessment in effective argumentative writing that includes claim, counterclaim, context, text evidence with introduction and analysis of quote, and a universal conclusion. Readings/articles to guide this work will be collected from diverse cultural viewpoints and authors to work towards inclusion and equity.

What OSD Student Outcomes are tied to this SMARTIE goal?

[OSD Student Outcome\(s\):](#)

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

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

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

1. **Over the course of the school year, teachers will review/compile readings/articles from diverse cultural viewpoints and authors.**
 - a. Measure(s): Students' ability to coherently craft argumentative writing responses from readings will demonstrate student comprehension and understanding. Data will be collected in the form of rubric scores of student writing.
 - b. Timeframe: October 2023 - March 2024
 - c. Lead(s): ELA/Social Studies Teachers
 - d. Resources: PLC Time
2. **Produce a pre and post fall/spring writing assignment that will be scored with a common rubric.**
 - a. Measure(s): fall/spring pre / post writing assignment with common rubric
 - b. Timeframe: Pre writing assignment and scoring to be completed by end of October; post writing assignment and scoring to be completed by end of March.
 - c. Lead(s): ELA/Social Studies Teachers
 - d. Resources: PLC Time
3. **ELA/Social Studies team will meet to review fall writing pre-assessment data and determine focus for teaching lessons moving forward to serve student needs.**
 - a. Measure(s): Pre-assessment rubric scores will be utilized to inform teaching practices moving forward and will be also used in comparison to measure growth across the year.
 - b. Timeframe: Our PLC will work consistently on this goal throughout the months of November - March.
 - c. Lead(s): ELA/Social Studies Teachers
 - d. Resources: PLC Time
4. **Students will engage in writing self-reflection activities.**
 - a. Measure(s): Self and peer assessments

- b. Timeframe: Our PLC will work consistently on this goal throughout the months of November - March.
- c. Lead(s): ELA/Social Studies Teachers
- d. Resources: Class time

Funding:

List and describe funding amount(s) and source(s) associated with the activities described above. See Collective Bargaining Agreements for specific funding information related to professional development.

- None

4.3 SMARTIE Goal #3:

Using the standards based mathematical problem solving rubric between October and March, 80% of Montessori students grades 1-5 will demonstrate proficiency and all students will show growth in the area of “Representing and Showing Strategies Used”.

What OSD Student Outcomes are tied to this SMARTIE goal?

OSD Student Outcome(s):

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.

1. Review/revise mathematical problem solving rubric.

- a. Measure(s): Creation of the mathematical problem solving rubric with an adapted version for Kindergarten students
- b. Timeframe: October 2023 - March 2024
- c. Lead(s): Montessori Teachers
- d. Resources: PLC Time

2. Student participation in math assessment.

- a. Measure(s): Common formative math assessment
- b. Timeframe: Fall 2023 and Spring 2024
- c. Lead(s): Montessori Staff
- d. Resources: Class Time

3. The Montessori team will meet to review fall math assessment data and create interventions for students in need.

- a. Measure(s): List of students in need of intervention - tied to the standard; Interventions created will be listed in the Montessori PLC notes
- b. Timeframe: Monthly throughout November - March
- c. Lead(s): Montessori Teachers
- d. Resources: PLC time

4. Students will participate in math interventions.

- a. Measure(s): Math rubric and progress monitoring checklists by standard
- b. Timeframe: Monthly throughout November - March
- c. Lead(s): Montessori Teachers
- d. Resources: PLC time

Funding:

List and describe funding amount(s) and source(s) associated with the activities described above. See Collective Bargaining Agreements for specific funding information related to professional development.

- None

4.4 SMARTIE Goal #4:

Olympia Regional Learning Academy will improve the graduation rate for students enrolled in ORLA's hConnect

and ORLA Online diploma track from 72% to 90% by June of 2024. Our data shows a disparity in graduation rate for students that are identified as living at or below the poverty line (low-income) (46.7%), and students that are not living at or below the poverty line (non-low income) (87.5%). We will work to identify barriers and provide support so that all students and especially our students that are living at or below the poverty line will graduate on time.

What OSD Student Outcomes are tied to this SMARTIE goal?

[OSD Student Outcome\(s\):](#)

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.

- 1. Identify graduates, where they are on their path to graduation, and have regular check-ins.**
 - a. Measure(s): Information was collected on the progress of students completing courses and on the percentage of students in need of intervention;
 - b. Timeframe: Ongoing - will start by checking in weekly and then adjust as necessary; Meetings are set up with students on a weekly basis and monthly.
 - c. Lead(s): Counselor, Dean of Students, and Principal
 - d. Resources: A shared Google Sheets document was set up that lists student data.
- 2. Empower Hour with staff and Dean.**
 - a. Measure(s): Student Monthly Progress reports; list of students not making satisfactory progress should shrink over time.
 - b. Timeframe: Weekly
 - c. Lead(s): Teachers, Assistant Principal
 - d. Resources: Time
- 3. Meetings with Dean and/or Assistant Principal.**
 - a. Measure(s):
 - i. Students on this list should shrink as students move back into good standing.
 - ii. Grades (students should be passing their classes)
 - b. Timeframe: As needed, throughout the school-year.
 - c. Lead(s): Dean of Students, Principal
 - d. Resources: Information on credits, class progress and interventions
- 4. Build student agency in HS students recovering credit so they have a clear understanding of their own progress.**
 - a. Measure(s): Credit checks and assignment/course progress
 - b. Timeframe: Routinely (weekly) throughout the school-year
 - c. Lead(s): Teachers, Assistant Principal
 - d. Resources: Progress reports and weekly check-in meetings with teacher
- 5. Identify students that are not attending/engaging in school based on attendance and grade data and meet with a team (teachers, counselor, social worker) to identify ways to support.**
 - a. Measure(s):
 - i. Attendance
 - ii. Grade progress
 - iii. Assignment/completion grade data
 - b. Timeframe: As needed, throughout the school-year
 - c. Lead(s): Assistant Principal
 - d. Resources: Information on credits, class progress and attendance

Funding:

List and describe funding amount(s) and source(s) associated with the activities described above. See Collective Bargaining Agreements for specific funding information related to professional development.

- None

Acronyms:

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| AVID (Advancement Via Individual Determination) | PD (Professional Development) |
| AWSP (Association of Washington State Principals) | PLC (Professional Learning Community) |
| CASEL (Collaborative for Academic, Social, and Emotional Learning) | SBA/SBAC (Smarter Balanced Assessment/Smarter Balanced Assessment Consortium) |
| CCR (Career & College Readiness) | SEL (Social Emotional Learning) |
| CRE (Culturally Responsive Education) | SIP (School Improvement Plan) |
| CTE (Career & Technical Education) | SMARTIE (Specific Measurable Ambitious Relevant Time-bound Inclusive Equitable) |
| DIP (District Improvement Plan) | TPEP (Teacher/Principal Evaluation Program) |
| ELA (English Language Arts) | UDL (Universal Design for Learning) |
| IEP (Individualized Education Plan) | WCAS (Washington Comprehensive Assessment of Science) |
| IP/IPP (Inclusionary Practices/Inclusionary Practices Project) | WICOR (Writing, Inquiry, Collaboration, Organization, & Reading) |
| MAP (Measure of Academic Progress) | |
| MTSS (Multi-Tiered Systems of Support) | |
| OEA (Olympia Education Association) | |