Bainbridge Island School District

School Improvement Plan 2018-19

Date: October 30, 2018

School: Ordway Elementary

Site-Based Council Members:
Lois Walter, Sean Hruska, Amy Smith, Susan Knottnerus, Erin Graham, Anna Fehrenbacher, , Claudia Reyes, Lauren Melvin, Ramey Hodus

Principal: Melinda Reynvaan

Bainbridge Island School District Mission
Our mission as a learning organization is to ensure that every student is future ready:

• Prepared for the global workplace
• Prepared for college
• Prepared for citizenship in a democratic society
• Prepared for personal success

BISD Targeted Outcomes
In order to prepare students for future success, the Bainbridge Island School District is committed to achieving targeted outcomes in the following areas:

• Increasing readiness for career, college and citizenship
• Improving student achievement
• Ensuring academic growth for every student
• Closing opportunity gaps
• Providing safe and positive learning environments that support the social and emotional well-being of students.

BISD Theory of Action
The District will implement strategies to achieve the above listed outcomes, guided by these four priority areas:

1. High quality instruction that ensures academic growth for every student
2. High quality assessment and data collection tools to support student learning
3. High quality curriculum that supports instructional goals
4. High quality staff who promote student learning
5. High quality environment that promotes safety and positive culture

School Improvement Plan
Each school in the Bainbridge Island School District will implement a School Improvement Plan, guided by the BISD priorities.
Our School Vision:

In the Ordway School Community we value diversity and believe each student should be actively engaged in their learning outcomes. Staff, parents and community work collaboratively to nurture and challenge students to achieve their greatest potential and become active contributors in a global society. We appreciate and respect individual differences, and honor creativity and kindness.

Background Data: Ordway (State)

<table>
<thead>
<tr>
<th>Grade</th>
<th>SBA ELA</th>
<th>SBA Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>73.6% (55.5%)</td>
<td>84.1% (57.5%)</td>
</tr>
<tr>
<td>4th</td>
<td>69.1% (57.3%)</td>
<td>70.2% (543.6%)</td>
</tr>
</tbody>
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Demographic Data:

- Special Education: 19%
- Free/Reduced Meals: 12%
- Hispanic/Latino: 12%
- Two or more races: 11%
Bainbridge Island School District

School Improvement Plan  2018-19

<table>
<thead>
<tr>
<th>District Priority #1:</th>
<th>School Goal:</th>
</tr>
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<tbody>
<tr>
<td>High quality instruction that ensures academic growth for every student</td>
<td>Staff will participate in professional development opportunities at the building and district level, para-educator trainings, and Professional Learning Communities (PLCs) to meet targeted goals.</td>
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<tr>
<th>Student Specific Objectives</th>
<th>Major Actions/Activities</th>
<th>Responsible Party</th>
<th>Target Date</th>
<th>Evidence of Accomplishment</th>
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<tr>
<td>As PLC teams, teachers will collaborate to make instructional decisions that will support student learning at all instructional levels.</td>
<td>Utilizing multiple data sources, staff will identify individual student learning needs and develop strategies and interventions to address those needs.</td>
<td>PLC Team GEIT members</td>
<td>Sept-June</td>
<td>Meeting minutes demonstrating teachers’ knowledge of, and response to, student learning needs. Flexible Groups</td>
</tr>
<tr>
<td>Teachers will use CCSS aligned supplemental materials and teaching strategies during reading, math, and writing instruction to meet the needs of all students</td>
<td>Support developing students in grades K-4 through specially designed instruction and interventions. Administrators and instructional coaches will provide teacher training to assist teachers in finding supplemental resources to support the CCSS.</td>
<td>Teachers Differentiation Specialist Interventionist Administrators</td>
<td>Sept-June</td>
<td>Administrator will observe teachers using supplemental CCSS aligned materials 90% of the time</td>
</tr>
<tr>
<td>Teachers will make recommendations to identify highly capable and striving students. They will and support those identified through responsive teaching practices guided by formative assessment data.</td>
<td>Provide specially designed support to highly capable and striving students</td>
<td>Teachers Differentiation Specialist GEIT Members Interventionist</td>
<td>Sept-June</td>
<td>Offerings shared at October conferences and summary of accomplishments send home with June report card. Student identified growth towards goals.</td>
</tr>
</tbody>
</table>
**Bainbridge Island School District**  

**District Priority #2:**  
High quality assessment and data collection tools to support student learning

**School Goal:**  
Teachers will utilize screening, formative, diagnostic, and summative assessments to implement differentiation strategies that will promote a minimum of one year’s growth.

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| All teachers will join a Professional Learning Community that will meet regularly, share expertise, review data and work collaboratively to improve teaching skills and the academic performance of students in through formative assessment analysis in depth of knowledge (specialists), reading, math, writing, and SEL (classrooms). | Teams will:  
Analyze assessment data; Identify individual student needs; Set growth goals; Identify curriculum deficits; Enhance rigor; Think critically about teaching strategies; Seek successful practice strategies and guide professional development goals | K-4 Teachers & Specialists | Sept-May | weekly PLC meeting minutes |
| All students will have opportunities to access and engage with high level math through:  
  - Two or more Number Talks integrated into the core curriculum per week (5-10 minutes)  
  - At least one rich math task per Unit (10-30 minutes) | Teachers will implement Number Talks, Growth Mindset, CCSS Math progression strategies, and Mathematical Mindsets with heterogeneous groups. Low floor high ceiling lessons will be provided to implement rich math tasks that provide all students an opportunity to engage in math reasoning at a high level | K-4 | Oct-June | 80% of students show at least one year of growth Fall to Spring |
| Students will receive differentiated instruction in reading. | Teacher will use data from Fastbridge screener at least 3 times per year to analyze student progress toward growth goals. Teachers will use curriculum based assessments to monitor ongoing student growth in specific reading skills. | K- 4th | Sept, Jan, May | 80% of students meet projected math Fall to Spring growth targets. |
## Bainbridge Island School District

### School Improvement Plan 2018-19

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<th>District Priority #3:</th>
<th>School Goal:</th>
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<tr>
<td>High quality curriculum that supports instructional goals</td>
<td>Teachers will implement common core aligned activities and materials in the areas of reading, math and writing.</td>
</tr>
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### Student Specific Objectives

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<td>Teachers will use district adopted curriculum, My Math, as the core program for K-4 students. Pacing guides will be used to ensure all students learn grade level Common Core State Standards - Math within the school year.</td>
<td>Reflecting on Common Core Standards and My Math pacing guides as grade level teams to ensure consistency Teachers will continue to implement curriculum focusing on conceptual understanding, procedural skill and fluency and application of mathematics.</td>
<td>All K-4 Teachers</td>
<td>November February, May January June</td>
<td>Classrooms will complete 90% or more of grade level My Math curriculum by June 2019. Random sampling of items completed in My Math Student interactive text will show attention to different skills (conceptual, procedural, application)</td>
</tr>
<tr>
<td>All students will complete Spatial Temporal Math program at their instructional level.</td>
<td>Students will have an opportunity to log into individual ST accounts for 60 minutes a week.</td>
<td>All K-4 Students</td>
<td>Sept- June</td>
<td>Ordway school ST report of average syllabus progress will be &gt;80% as school average.</td>
</tr>
<tr>
<td>Teachers will continue to implement CCSS for students using GHGR for grades 3-4 and the CCC pilot for grades K-2.</td>
<td>Teachers will use the CCSS to guide their selection of materials for instruction.</td>
<td>All K-4 teachers, intervention teachers, and instructional coaches.</td>
<td>Sept-June</td>
<td>Administrators will observe teachers teaching a CCSS aligned lesson &gt;80% as school average as a random sample.</td>
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**District Priority #4:**
High quality staff who promote student learning

**School Goal**
Recruiting, retaining, and developing high quality staff that support students within a multi-tier system both socially emotionally and academically.

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<td>Hire highly qualified staff per OSPI guidelines</td>
<td>File review, screen according to highly qualified indicators</td>
<td>Administration</td>
<td>Fall</td>
<td>Report to OSPI is 100% HQ staff</td>
</tr>
<tr>
<td>Integrate individual professional growth goals and professional learning community goals with embedded professional development through early release professional development, learning labs focusing on high impact teaching strategies, and building learning walks.</td>
<td>Early Release PD opportunities, Staff meetings, relevant workshops</td>
<td>Administration</td>
<td>Ongoing</td>
<td>Completed Safe Schools; PLC implementation, GEIT data</td>
</tr>
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</table>
### District Priority #5:
High quality environment that promotes safety and positive culture

### School Goal
Ordway School will continue to implement a school wide-social skills framework that will expand awareness and practice for all students. Students will be given the opportunity to practice and role play appropriate behaviors and social interactions.

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<td>Daily class meetings (15 minutes)</td>
<td>Utilization of literature and discussion to teach Monthly Character Traits for class meeting topics. Growth Mindset and Zones of regulation strategies to build skills, awareness, and promote growth in positive assets</td>
<td>Teachers, Counselor</td>
<td>Sept-June</td>
<td>SAEBR’s Data will show growth at &gt;70% for students with low or high risk to no risk or low risk from fall to spring</td>
</tr>
<tr>
<td>Supporting SEL goals by developing students' academic mindsets and learning strategies through reframing challenges and increasing student agency and efficacy</td>
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Teachers will provide a safe learning environment for all students. Students will learn specific methods for staying safe and healthy in school. 90% or more students will report feeling safe at school on the CEE survey.

Student groups that require additional support in the area of Socio-emotional skills will have opportunities for tiered interventions through Social Stories and Zones of Regulation curriculum.

Students will receive specific instruction in the following areas:
- Body Listening, Personal Space
- Expected Behaviors and Unexpected Behaviors
- Five Point Scale, Zones of Regulation
- Greetings and Introductions, Conversational
- Turn Taking, Emotions and Problem Solving
- Flexible thinking across home and school
- Bystander Training, Second Step
- Kelso’s Choice: K-1

Responsible Party: Counselor, Principals, Special Education and Support Service Staff

Target Date: Sept-June

Evidence of Accomplishment: Grade Level Infraction Data should show a reduction of infraction frequency by 50% from fall to spring.
| ALSUP and Plan B System based on Ross Greene research | Tier 2 and 3 Behavior Interventions  
Grade level infractions charted for PLC and Data Wall discussions | GEIT Members  
Interventionist  
Case manager  
Counselor | Sept-June | Staff survey from fall to spring on school wide expectations. |
|--------------------------------------------------------|-------------------------------------------------------------|----------------------------------|-----------------------------|------------------------------------------------------------------|
| Implement Culturally Responsive Teaching strategies     | PLC Teams will discuss learning targets and intentional engagement strategies to are responsive to their students. | Administration  
Counselor  
Differentiation Specialist | Ongoing | Affective Student Surveys |
| Support individualized health plans and medical 504 plans | Nurse on staff for students with medical plans  
Disability awareness | Administration  
Counselor | Ongoing | Accurate Medical and 504 Plans  
Staff training agendas/minutes  
Transition Data |