

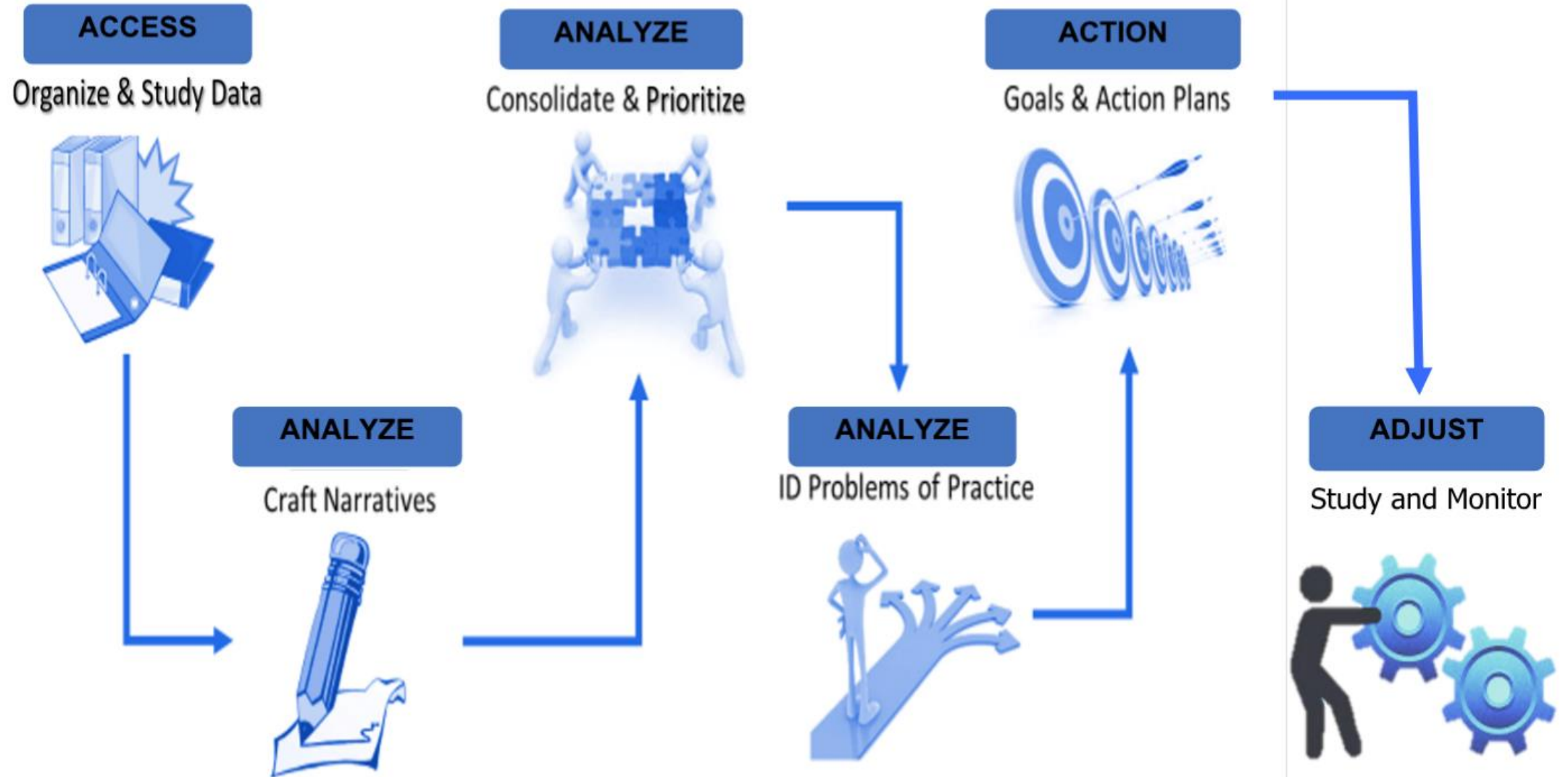
2019 SIP PROGRESS MORGEN OWINGS

NOVEMBER 2019

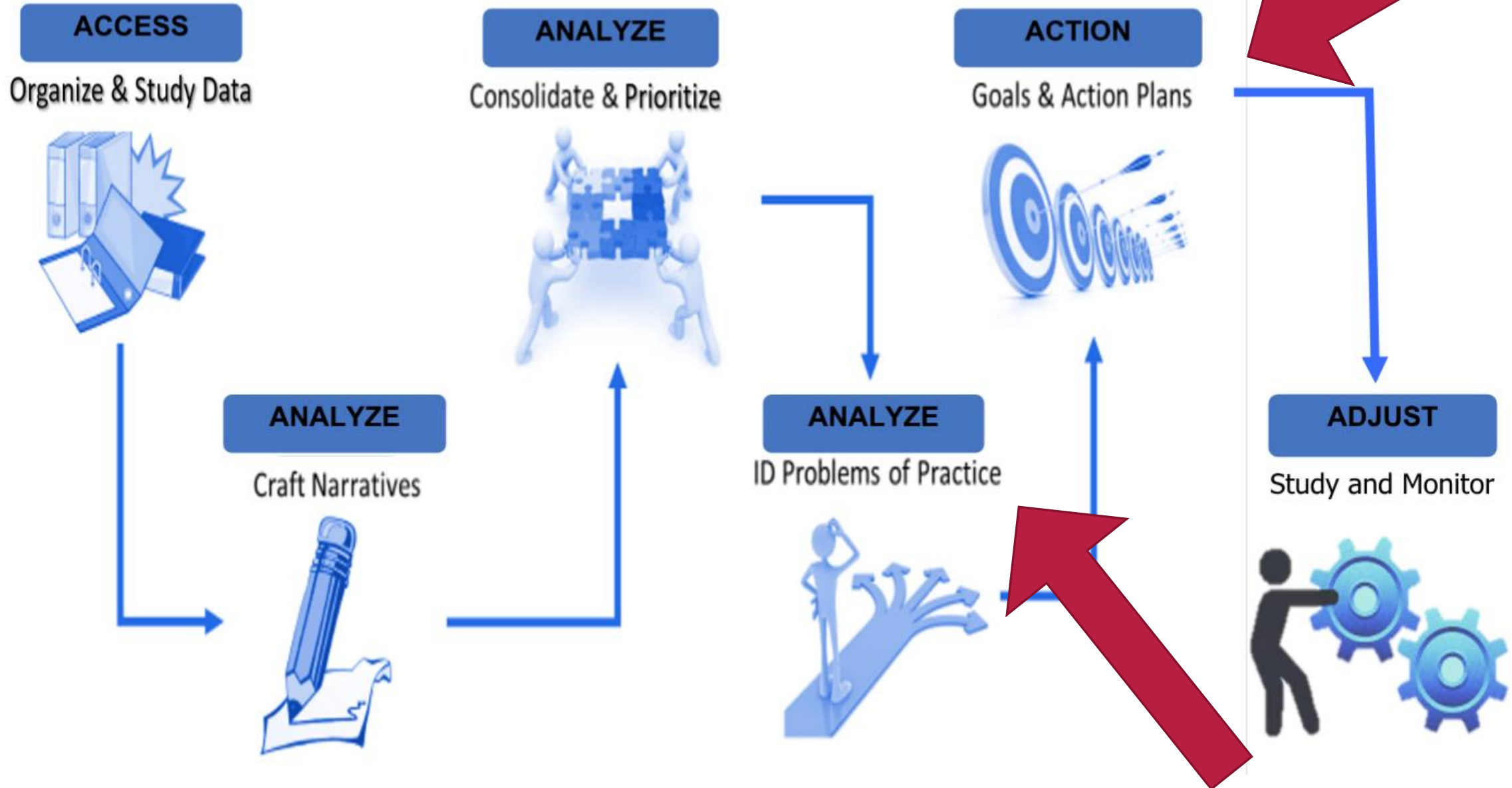
SIP GUIDING COALITION

- Principal, Erin Morin
- Associate Principal, Todd Hausman
- Counselor, Stephanie Tichelaar
- Counselor, Omar Montejano
- Special Education Teacher, Talicia Miller-Poole
- Instructional Coach, Carrie Sorrensen
- Teacher, Christian Deranek
- Teacher & LCEA Building Rep, Jennifer Polley
- Teacher, Amanda Hale-Page
- Teacher & Specialist, Michael James

Data-Based Needs Assessment & Action Planning



Data-Based Needs Assessment & Action Planning



Staff Self-Reporting CEE Survey

100% I am willing to work at changing my school for the better

100% I welcome new ideas and change

100% Students believe that adults in this school genuinely care about them

Staff Reporting Perceptions of Colleagues CEE Survey

59% My colleagues are willing to work at changing our school for the better

27% We hold one another accountable for student learning

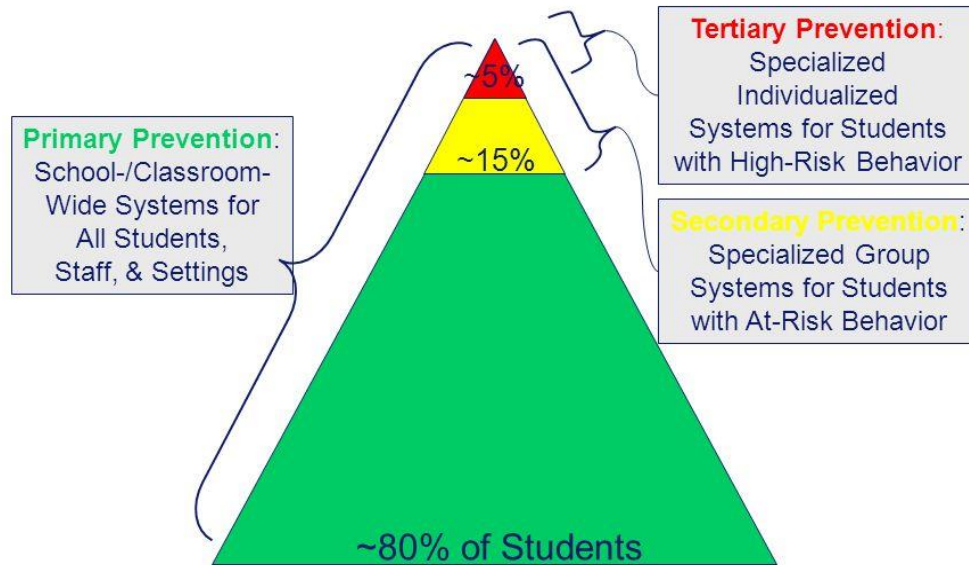
27% We reflect upon instructional practice to inform our conversations about improvement



PBIS



Positive Behavioral Interventions and Supports (PBIS)



PBIS is a multi-tiered prevention framework designed to support all students.

Tier III – Specialized (5% - 28 students)

Tier II – Small group (15% - 85 students)

Tier I – School-wide (80% - 456 students)

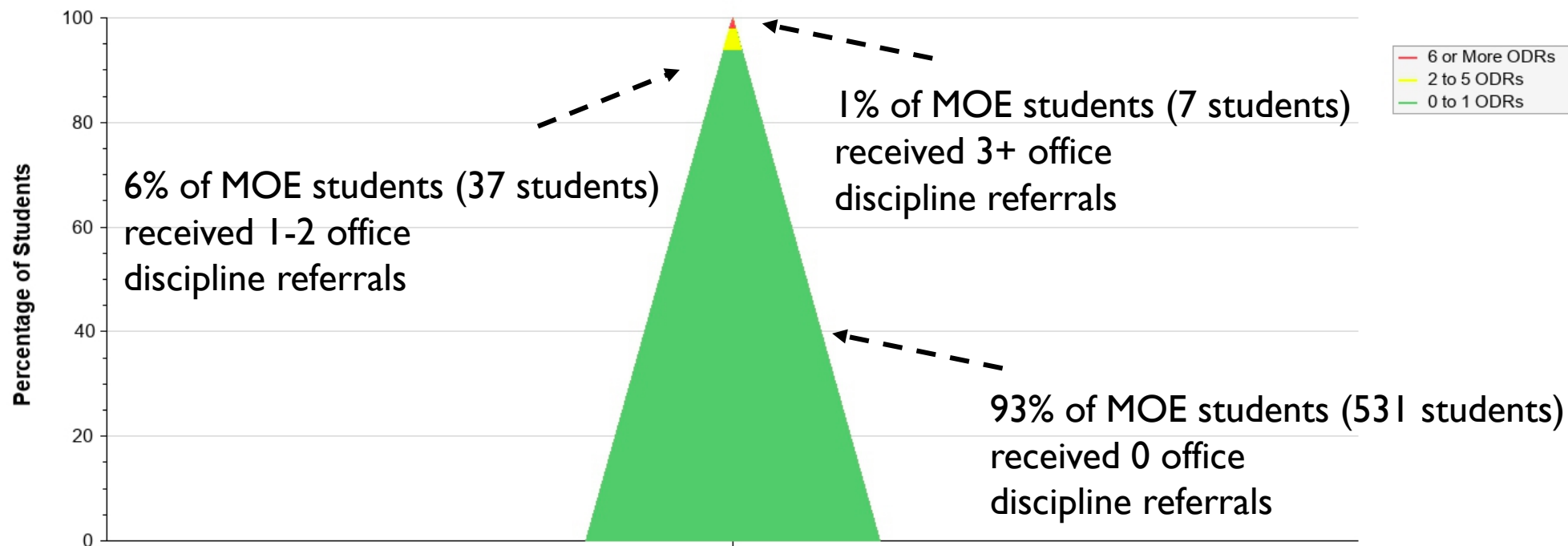


CELEBRATION – PBIS



Triangle Data Report

Major, 2018-19 - 2018-19



PBIS DATA COMPARED TO 2018-2019 SCHOOL YEAR

Student
Triangle
Triangle (1)

Report

Report Type:
Triangle Data Report

Generated
Nov 10, 2019, 12:33:53 PM

Generate Reset Print

Options

Start* End*

2018-19 2019-20

Referral Type*

Major

Graph Options

Size*

620 px X 300 px

Graph

Triangle Data Report

Major, 2018-19 - 2019-20

School Years

Data Table

School Y...	Enrollm...	0 ODRs	1 ODRs	2-5 O...	6-8 O...	9+ O...	% 0-1 O...	% 2-5 O...	% 6+ O...
2018-19	577	499	45	23	5	5	94.28%	3.99%	1.73%
2019-20	571	531	27	10	2	1	97.72%	1.75%	0.53%

ACHIEVEMENT – STATE ASSESSMENTS

3RD GRADE COHORT ELA

- 42% overall proficient

State Average – 56% proficient

- **Caucasian – 62% proficient**
- Hispanic/Latino - 29% proficient
- English Learners – 18% proficient

3RD GRADE COHORT MATH

- 38% overall proficient

State Average – 59% proficient

- Caucasian – 51% proficient
- Hispanic/Latino - 21% proficient
- English Learners – 12% proficient

ACHIEVEMENT – STATE ASSESSMENTS

4TH GRADE COHORT ELA

- 43% overall proficient
 - State Average – 58% proficient*
 - **Caucasian – 61% proficient**
 - Hispanic/Latino - 30% proficient
 - English Learners – 11% proficient

4TH GRADE COHORT MATH

- 38% overall proficient
 - State Average – 55% proficient*
 - **Caucasian – 58% proficient**
 - Hispanic/Latino - 22% proficient
 - English Learners – 6% proficient

ACHIEVEMENT – STATE ASSESSMENTS

5TH GRADE COHORT ELA

- 44% overall proficient


State Average – 61% proficient

- **Caucasian – 67% proficient**
- Hispanic/Latino – 32% proficient
- English Learners – 3% proficient

5TH GRADE COHORT MATH

- 25% overall proficient

State Average – 49% proficient

- Caucasian – 44% proficient
 - Hispanic/Latino - 15% proficient
 - English Learners – 6% proficient
- 

**Goal/Priority #1
(G1)**

59% of staff responded that they feel their colleagues are willing to work at changing our school for the better. Increasing the CEE results to state that 80% of staff are willing to work at changing our school for the better by 2022 is our goal.

**Goal/Priority #2
(G2)**

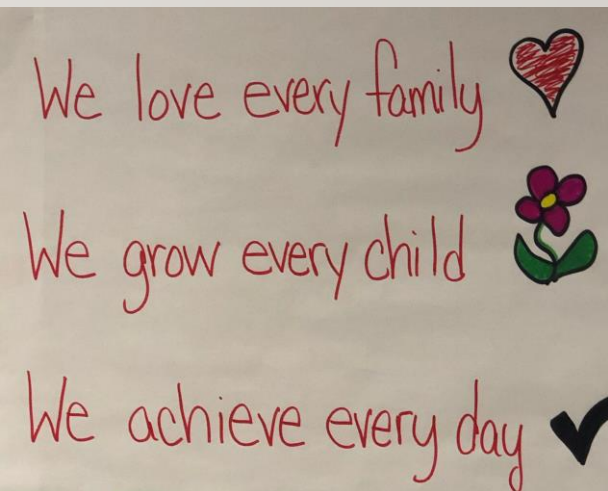
There is an opportunity to increase students seeing themselves in the curricula presented to them and increasing family participation in school events through studying culturally responsive teaching practices and increasing parent and student engagement across the cultures of the students of Morgen Owings Elementary. 50.6% of students report that they see themselves in the books and materials used in their classrooms. 53.7% of students report that their parents/family participate in events or activities at MOE.

**Goal/Priority #3
(G3)**

There is an opportunity to narrow the academic opportunity gaps between native English speakers and English Language Learners in literacy and mathematics.

ACTION STEPS FOR GOAL #1

- Re-create a Vision and Mission Statement collaboratively (in progress)
- Content PLCs have been established by teaching staff who are studying topics they are interested in exploring such as Social Emotional Learning strategies, literacy workshop, culturally responsive teaching practices
- Establishing Common Agreements among staff (in progress)



ACTION STEPS FOR GOAL #2

- Working with consultants for on-going professional development during building PLC days & with the PBIS Task Force
- Counselors using SWIS to identify students who may need small group or individual support
- Utilizing District Liaisons for weekly small group meetings with 5th grade – 22% of behavior referrals
- Partnering with ESD BCBA regarding Tier III student behaviors
- Increasing school-wide cultural awareness lessons & increasing family involvement in PTO and other activities

ACTION STEPS FOR GOAL 3

- Professional development for staff regarding supporting EL students
- Utilizing curricula that increases student talk and engagement
- Targeted reading interventions utilizing research-based intervention materials
- Increased integration of classrooms – creating balanced classrooms

SUMMARY

Strength Areas

- Student voice/agency
- Community partnerships
- San Juan field trip
- PBIS & SWIS
- Caucasian student achievement

Growth Areas

- Hispanic/Latino student achievement
 - Culturally responsive practices
 - Student discipline (classroom exclusion)
 - Chronic absenteeism
 - Emergency preparedness (reunification)
- 