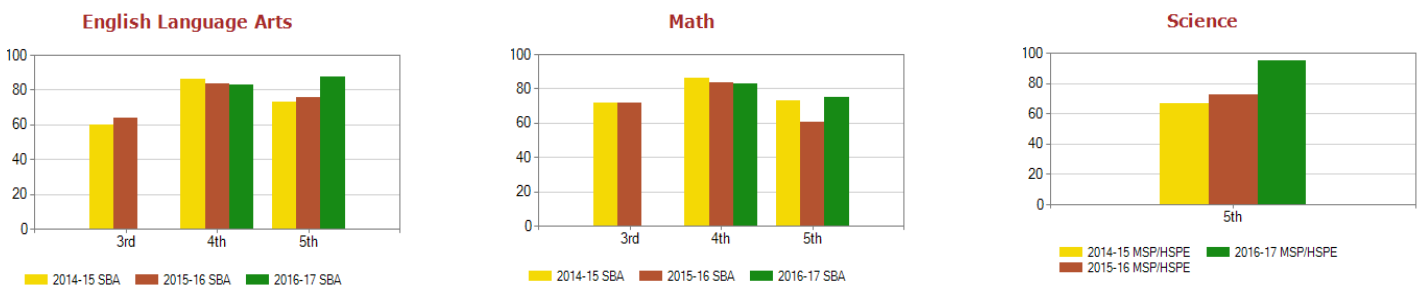


2017-2018

Boston Harbor Elementary School Improvement Plan

Enrollment	157
Free/Reduced Lunch	18.5%
Special Services	21.00%
English Language Learners	0.0%
Unexcused Absence Rate	0.1%

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



Communication Goals:

Monthly, 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:

- Classroom web pages and/or newsletters
- Phone calls, emails to parents and use of the Skyward message center
- Principal will send home "Principal Shout Outs" on a daily/weekly basis

The main office will coordinate with PTA leadership to ensure that all weekly and monthly communications sent to parents, either from the school or the PTA, will also be sent to teachers. This will be accomplished by:

- Placing PTA information sent home with students in teacher mailboxes
- Sending Skyward message center emails to teachers
- Informing teachers of building level news that should be communicated at the classroom level
- Principal sending out a weekly memo to staff in addition to the "Principal Newsletter" in the Harbor Highlights when necessary

Teachers will use Bear Paw slips, Bear Paw awards and other elements of PBIS to support student success. Bear Paw awards will be presented at monthly assemblies with parents contacted beforehand with an invitation to attend.

Safety Goals:

All staff will wear OSD name badges and all visitors will sign in and wear visitor badges on a daily basis.

- Office staff will provide visitors with gracious verbal reminders to sign in
- As a response to increased need for safety, the front door will be locked until 8:30 every morning.
- Parents will drop off students in the back of the school instead of in the front for safety purposes. This communication will be sent to parents through a robo call on the first day of school and in the Harbor Highlights in September.
- Staff will review and augment the Tier 2 safety plan for BHES and participate in required safety drills throughout the school year.

- Through collaboration with the PTA, all students will have an emergency kit accessible at school.
- Principal will use video surveillance to monitor building safety

Achievement Goals:

ELA

K: Using Dibels Next and Wonders comprehension as an assessment tool, 85% of Kindergarten students will reach benchmark for letter sound knowledge and phonemic awareness and all students in the intensive group will move to the strategic group by the end of the school year, using the following instructional strategies:

- Differentiated instruction, small group instruction on phonemic awareness activities and the use of songs, poems, word wall letters and words to practice their letter sound knowledge.

1 & 2: 75% of first and second grade students will meet or exceed standard on the Wonders unit assessments, using the following instructional strategies:

- Differentiated small group instruction, Daily Five Café, Wonders intervention and support
- Wonders small group instruction

3, 4, & 5: At the respective grade levels, third, fourth and fifth, 85% of students in each grade will meet or exceed their growth goals in the Measure of Academic Progress (MAP) test. This will be achieved by focusing on the CCSS using these instructional strategies:

- Use Wonders unit assessments, Wonders small group instruction; provide intervention groups during GRIT time; implement Wonders curriculum, which aligns with CCSS, communicate each student's reading level to encourage students to select grade-level books to read

ELA SPED

100% of students with an IEP in reading will show growth between Wonderworks unit and mid-unit assessments in order to reach their IEP goals.

ELA POVERTY

Students living in poverty will be within 5% of their peers as listed above.

MATH

K, 1 & 2: 80% of students will meet the Bridges comprehensive growth assessment benchmark at the end of the year. This will be achieved by:

- Differentiated instruction during Number Corner, Investigations and Work Places
- Bridges Math Curriculum support and intervention

3, 4 & 5: 80% of students will meet the Bridges comprehensive growth assessment benchmark at the end of the year. This will be achieved by:

- Differentiated instruction during Number Corner, Investigations and Work Places
- Bridges Math Curriculum support and intervention

MATH SPED

100% of students with an IEP in math will show growth between Bridges intervention assessments in order to master their IEP goals.

MATH POVERTY

Students living in poverty will be within 5% of their peers as listed above.

SCIENCE

By March 2017, 80% of students in K-5th grade will show proficiency in understanding scientific and engineering concepts through classroom experiments and investigations. This will be measured by FOSS kit rubrics and teacher-created four point rubrics.

- Ensure that science is a vital part of the weekly curriculum
- Begin to explore the Next Generation Science Standards
- Highlight connections between the Bridges Math Curriculum and its connection to scientific inquiry.
- Highlight connections between the Wonders Curriculum and its connection to scientific inquiry

SCIENCE SPED

Students with IEP's in ELA and Math will be within 5% of their peers as listed above.

SCIENCE POVERTY

Students living in poverty will be within 5% of their peers as listed above.

Professional Growth Goals:

Grade-Band PLC's will use early release time, in addition to meeting every week to focus on:

- Bridges collaboration
- Wonders collaboration
- SMART Goals set by PLC grade level bands
- Progress monitoring for GRIT intervention groups

PBIS Goals:

- Teachers will use Bear Paw slips, Bear Paw awards and other elements of PBIS to support student success. Bear Paw awards will be presented at monthly assemblies with parents contacted beforehand to attend.
- Bear Paw Jar (all school goal)
- PBIS Team will meet monthly to discuss progress and make adjustments
- Tier 2 Interventions include:
 - SWIS data
 - PBIS team that meets monthly
 - .2 counselor (individual counseling, small groups, Second Steps)
 - Behavior Tech Support (3 hours daily, social skills instruction, check in check out, sensory breaks, crisis intervention, classroom support, guided recess games.
 - Teachers, paras and other staff will reteach Bear Paw expectations in all areas of the school

Strengths:

- Positive staff collaboration
- Positive community and staff communication
- Dedicated daily intervention and extension time
- Clear and high expectations for all students
- Love and Logic all staff philosophy (positive discipline)
- Dedicated and skillful teachers
- Dedicated and skillful para educators/support staff
- Supportive community, PTA and volunteers
- Dedicated students who have grit and persevere in order to highly achieve
- PBIS Connection: three grades are all reading Wonder and 3,4,5th grade will attend a preview of the movie together
- In connection with PTA, brought Apple Tree Productions to the school for an all school play.

Opportunities For School Growth:

- Continuation of 5th grade leadership positions within the school (Began in 2016-17)
- Continuation of literature circles at GRIT time for extension (Began in 2016-17)
- Battle of the Books (Began in 2015-16 and will continue)
- STEM Night for families (To begin the 2017-18 school year)
- Adding Math intervention to GRIT time with new Bridges intervention material
- Integrate art into more Science and ELA activities.