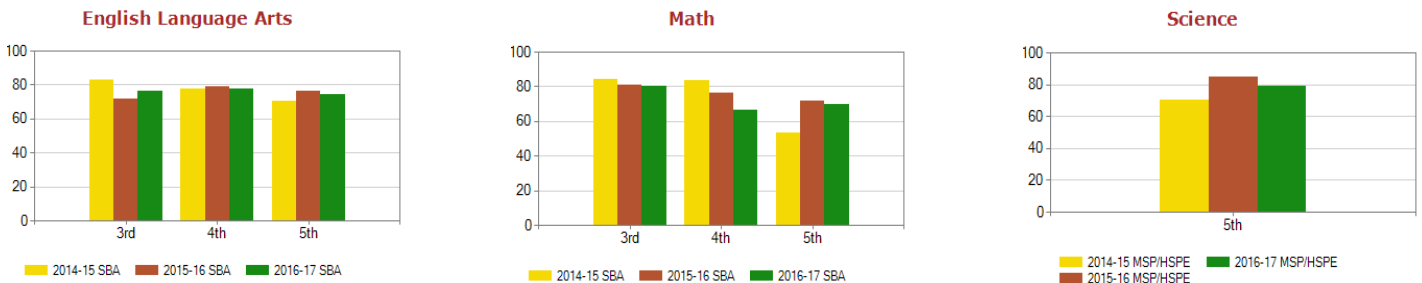


# 2017-2018

## Julia Butler Hansen Elementary School Improvement Plan

Enrollment	448
Free/Reduced Lunch	45.1%
Special Services	16.3%
English Language Learners	8.5%
Unexcused Absence Rate	0.7%

### WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



### Communication Goals:

- Teachers will send weekly or monthly newsletters to families or maintain an updated classroom website.
- The Hansen newsletter will be sent to families electronically monthly.
- The Hansen Community Council will send home a newsletter of monthly events and information.
- Major changes in classroom and/or school procedures will be communicated at Meet the Teacher and/or Curriculum Nights.

### Safety Goals:

We will promote safety of staff and students through intentional work:

- 100% of staff and visitors will wear identification badges on a daily basis
- All visitors will enter at the office, check in and wear a visitor sticker
- Level 2 Ciris Plan will be updated per district guidelines and will include: a classroom and cell phone tree, an extended stay list of staff, updated staff location and map information, and an alternate evacuation site. This plan will be reviewed quarterly.
- Folders will be provided to all substitutes and will include the current safety plan and map.
- Building Safety Committee will meet monthly.
- Committee will meet to set goals and continue to improve safety at Hansen.
- Restock safety backpacks and emergency clipboards for each home classroom.
- Create a safety binder for each certificated staff member containing all emergency plans including the Emergency Plan Level 2.

## Achievement Goals:

### ELA

- **K:** Using Wonders Unit Assessments and Letter ID and sound spreadsheet as assessment and tools 80% of kindergarten students will reach benchmark standard. The following instructional strategies will be used to accomplish the goal: core instruction, differentiated instruction, tiered intervention small group instruction, and tiered intensive instruction.
- **1st:** 80% of first grade students will meet or exceed standard on the Wonders unit assessments, using the following instructional strategies: whole group Wonders core instruction, differentiated small group instruction, 30 minute differentiated level 2 intervention groups, 30 minute intensive intervention small group support.
- **2nd:** 80% of second grade students will meet or exceed standard on the Wonders unit assessments through whole group Wonders core instruction, 30 minute differentiated small group instruction, and 30 minute small group intervention time.
- **3rd:** 80% of third grade students will meet or exceed their growth goals as measured by the Measures Academic Progress (M.A.P.) test. This will be achieved by whole group Wonders core instruction, Wonders unit assessment results, Wonders small group instruction, 30 minute tier 2 intervention groups, 30 minute intensive intervention groups, and 30 minute weekly SBAC prep intervention.
- **4th:** 80% of fourth grade students will meet or exceed their growth goals as measured by the Measures Academic Progress (M.A.P.) test. This will be achieved by whole group Wonders core instruction, Wonders unit assessment results, Wonders small group instruction, 30 minute tier 2 intervention groups, and 30 minute intensive intervention groups.
- **5th:** 80% of fifth grade students will meet or exceed their growth goals as measured by the Measures Academic Progress (M.A.P.) test. This will be achieved by whole group Wonders core instruction, Wonders unit assessment results, Wonders small group instruction, 30 minute tier 2 intervention groups, and 30 minute intensive intervention groups.

### ELA SPED

All students with an Individualized Education Plan will show growth in Wonder Works from middle of the unit to end of unit assessments.

### ELA POVERTY

All students identified as living in poverty will be within 20% as compared to their grade level peers in the building's identified ELA achievement goals.

### MATH

- All kindergartners will use Number Corner Baseline, Checkpoint 2 and 4 assessments as part of the Bridges curriculum. Teachers will measure growth between three data collection points. Teachers will collaborate in grade level PLC every week. 89% of kindergartners will meet standard. This will be achieved by whole group instruction, Work Places, tier 2 interventions, and intensive intervention.
- All grades will use pre and post unit assessments as part of the Bridges math curriculum. At each grade level, students take a pretest before a unit of study, teachers will identify the essential standards to be taught for each unit of study, and conclude by taking a post assessment. Teachers will measure the growth between three data collection points in time to collaborate over the success of their teaching in grade level P.L.C.'s.
- 80% of students in all grades will show growth in Units 1, 3, and 5 data collection periods during the school year. This will be achieved by whole group Bridges core instruction, Bridges unit assessment results, Bridges small group instruction, 30 minute tier 2 intervention groups, 30 minute intensive intervention groups.
- 80% of students in all grades will be considered at a proficient level on the unit post assessments for Units 1, 3, and 5 data collection periods during the school year. This will be achieved by whole group Bridges core instruction, Bridges unit assessment results, Bridges small group instruction, 30 minute tier 2 intervention groups, 30 minute intensive intervention groups.

### MATH SPED

All students with an Individualized Educational Plan will show growth in Bridges from pretest to end of unit post assessments.

### **MATH POVERTY**

All students identified as living in poverty will be within 20% as compared to their grade level peers in the building's identified math achievement goals.

### **SCIENCE**

- **K:** 80% of students will ask questions and make observations when presented with investigations. Teachers will use non-fiction texts to promote this skill.
- **1st:** 80% of students will apply, demonstrate and use scientific thinking as demonstrated by assessments and teacher observations by June 2017.
- **2nd:** 65% of students will ask and answer questions pertaining to each FOSS kit, describing details and key ideas.
- **3rd:** 80% of students will have firm understanding of science kits and scientific processes as measured by work samples and teacher created assessments.
- **4th:** 80% of 4th grade students will participate in the school science fair, work on at least two inquiry projects, and participate in science.
- **5th:** 100% of students will participate in school science fair and 80% of students will have a firm understanding of the scientific process as measured by the MSP and processes as measured by FOSS kit assessments. Instructional activities will include a school-wide science fair and classroom experiments.

### **SCIENCE SPED**

Fifth grade students with an Individualized Education Plan will score within 20% of their grade level peers as measured by the M.S.P. science assessment.

### **SCIENCE POVERTY**

All students identified as living in poverty will be within 20% as compared to their grade level peers in the building's identified science achievement goals.

## **Professional Growth Goals:**

- PLCs formed in grade level teams will meet once a week. Agendas will be devoted to: reviewing student achievement data, sharing strategies, developing common formative assessments, recognizing trends, and developing an instructional plan.
- 100% of staff will attend 100% of the professional development offered by the district or building
- Hansen Leadership Team will meet twice each month as recommended by Solution Tree. Once meeting will be to study PBIS Tier 1 behavior trends. The second meeting will be to focus on math while continuing to improve reading and to discuss how the PLC process is working.
- Returning staff will attend the Solution Tree PLC conference in August 2018 and continue with training in R.T.I at Work.

## **PBIS Goals:**

- PBIS Tier 1 and Tier 2 committees will meet monthly to analyze and present to staff student behavior data for the purpose of celebration and to identify areas of concern; leading to goal setting for all staff
- By June 2018, decrease the frequency of behavior referrals for physical aggression, harassment, fighting and bullying (Sept 2017-June 2018) by 25% for the same time period, as measured by SWIS data
- Establish two building teams to oversee PBIS Tiers 1 and 2
- Check PBIS readiness and all systems in Tier 1
- Put in place PBIS Tier 2 utilizing Behavior Tech. Behavior Tech will include: Check in/Check out, Social Groups, teaching of Social Curriculum and Behavior Modification Training.
- All classrooms will create and submit Tier 1 behavior expectations.
- All para educators will develop and submit Tier 1 recess and rainy day recess expectations.

## **Strengths:**

- Strong shared administrative leadership
- R.T.I school for academics and behavior (PBIS)
- Daily schedule that provides 30 minutes of intervention and enrichment/extension in math and reading
- Strong, committed teaching staff
- Strong, committed special education staff
- Supportive parent community
- Professional Learning Communities at work in all grade level teams
- Strong commitment to Olympia School District initiatives
- Strong Title 1 reading interventionist
- Strong Title 1 math interventionist
- Strong lower class size teacher

## **Opportunities For School Growth:**

- Classroom space
- Storage space
- Increased infrastructure staffing (custodial, librarian, food services)
- Increased teacher collaboration time
- Increased teacher professional development from outside sources
- Space for vocal and instrumental music
- Improved vocal and instrumental master scheduling
- Increased social and emotional supports and interventions for early childhood grade levels
- Increased supports for students with anxiety
- Achievement gap between neighborhood students an alternative program students