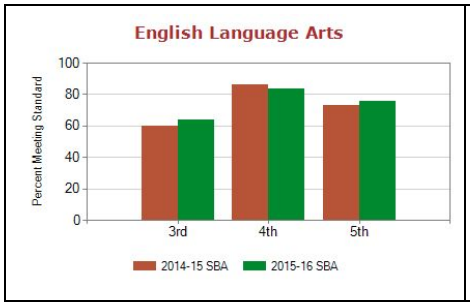
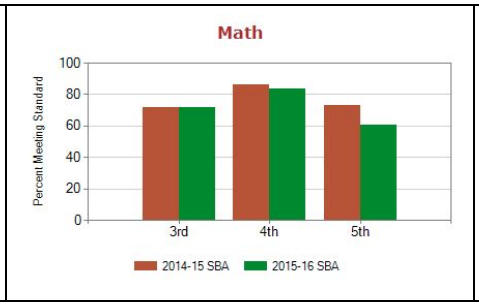
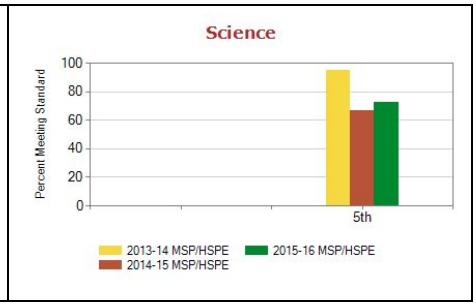
Boston Harbor Elementary School Improvement Plan 2016 - 2017

Enrollment	158
Free/Reduced Lunch	22.2%
Special Services	21.5%
English Language Learners	0.00%
Unexcused Absence Rate	0.1%
Suspensions	3

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:







Communication Goal:

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
- Postcard "shout out" sent home and comments on student work
- Phone calls, emails to parents and use of the Skyward message center

The main office staff will coordinate with PTA leadership to ensure that all weekly and monthly communications sent to parents, from either the school or the PTA, are also sent to teachers.

- Skyward Message Center emails will also be sent to teachers
- PTA information sent home with students will also be placed in teacher mailboxes
- Teachers will be kept informed of building-level news items that should be communicated to their students
- The principal will send out a weekly memo to staff, as well as a Principal Newsletter, when necessary, in the Harbor Highlights
- 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.

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: 80% 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, all grades 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	ELA POVERTY
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.	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	MATH POVERTY
100% of students with an IEP in math will show growth between Bridges intervention assessments in order to master their IEP goals.	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	SCIENCE POVERTY
Students with IEPs in ELA and math will be within 5% of their peers as listed above.	Students living in poverty will be within 5% of their peers as listed above.

Professional Growth Goal:

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

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

Teachers will use principal directed staff development to look at ELA essential standards in connection with the new Wonders curriculum.

Safety Goal:

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

- Staff will receive email and verbal reminders
- 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 9:00 every morning. Parents will drop students off in the back of the school instead of in the front for safety purposes. This communication to parents will be provided 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 year.
With the collaboration of PTA, all students will have an emergency kit accessible at school.
Staff will enforce a student dress code as needed.

PBIS:

- 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 (beginning in November)
    - PBIS team that meets monthly
    - .4 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

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

OPPORTUNITIES FOR SCHOOL GROWTH:

- Successful implementation of 5th grade leadership positions within the school (Began in 2016-17)
- Literature circles at GRIT time for extension (Began in 2016-17)
- Battle of the Books (Began in 2015-16 and will continue)
- Math tutors
- Math Night for families