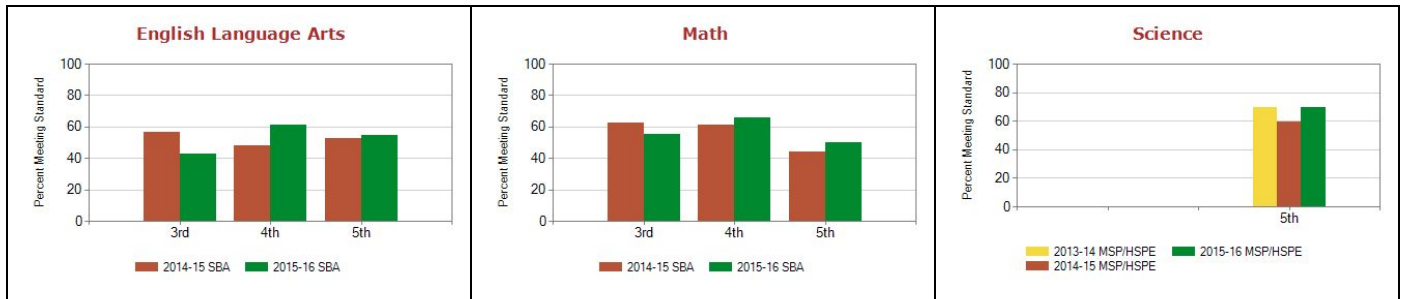


Hansen Elementary School Improvement Plan 2016 - 2017

Enrollment	479
Free/Reduced Lunch	48.0%
Special Services	14.8%
English Language Learners	9.2%
Unexcused Absence Rate	0.8%
Suspensions	16

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



Communication Goal:

- Teachers will send weekly or monthly newsletters to families, or maintain an updated classroom website.
- The Hansen newsletter to families will be sent home monthly.
- The Hansen Community Council will send home a communication of events monthly.
- School-wide monthly newsletters will be available electronically and in print form.
- Meet the Teacher night will be held the evening prior to the first day of school.
- Curriculum nights will be held by each grade level or in combinations of two grade levels only.

Achievement Goals:

ELA

K. Using Wonders comprehension and D.I.B.E.L.'s Next as assessment tools, 80% of Kindergarten students will reach benchmark for letter sound knowledge and phonemic awareness. 80 % of the students in the intensive intervention groups will move to the strategic group by June 2017. The following instructional strategies will be used to accomplish the goal: Core instruction, differentiated instruction, 30 minute tiered intervention small group instruction, and 30 minute tiered intensive intervention group instruction

1. 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.
2. 80% of second 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.
3. 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.
4. 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, 30 minute intensive intervention groups.
5. 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, 30 minute intensive intervention groups.

ELA SPED	ELA POVERTY
All students with an Individualized Education Plan will show growth in WonderWorks from middle of the unit to end of unit assessments.	All students identified as living in poverty will be within 10% as compared to their grade level peers in the building's identified ELA achievement goals.

MATH:
 All grades K – 5 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 grades K through 5 will show growth in Units 2, 4, and 6 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 grades K through 5 will be considered at a proficient level on the unit post assessments for Units 2, 4, and 6 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	MATH POVERTY
All students with an Individualized Educational Plan will show growth in Bridges from pretest to end of unit post assessments.	All students identified as living in poverty will be within 10% 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.
1. 80% of students will apply, demonstrate and use scientific thinking as demonstrated by assessments and teacher observations by June 2017.
2. 80% of students will ask and answer questions pertaining to each FOSS kit, describing details and key ideas.
3. 80% of students will have firm understanding of science kits and scientific processes as measured by work samples and teacher created assessments.
4. 100% of 4th grade students will participate in the school science fair, work on at least two inquiry projects, and participate in science.
5. 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	SCIENCE POVERTY
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.	All students identified as living in poverty will be within 10% as compared to their grade level peers in the building's identified science achievement goals.

Professional Growth Goal

- P.L.C.s formed in grade level teams will meet once a month. Agendas will be devoted to: reviewing student achievement data, sharing strategies, developing common formative assessments, & developing an instructional plan.
- 100% of staff will attend 100% of the professional development offered by the district or building
- Hansen Leadership Team will teach Dylan William "Embedded Formative Assessment" Year 2 lessons 1-9 at each of the early release monthly collaboration meetings for the 2016-2017 school year.
- Require new staff to attend the Solution Tree P.L.C. conference in August 2017
- Continue with training in R.T.I. at Work

Safety Goal:

- 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 Crisis Plan will be updated per district guidelines and will include: a classroom and cell phone tree, an extended stay list of staff, updated staff 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 classrooms
- Create a safety binder for each certificated staff containing all emergency plans including the Emergency Plan Level 2.
- Present safety drills to the HCC parent group which will include: fire drill, earthquake drill, shelter in place and active shooter drill.

PBIS:

- PBIS Tier 1 and Tier 2 committees will analyze and present to staff student behavior data on a monthly basis for the purpose of celebration and to identify areas of concern; leading to goal setting for all staff.
- By May 2017, decrease the frequency of behavior referrals for physical aggression, harassment, fighting and bullying (Sept. 2016-June 2017) 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.

STRENGTHS:

- 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 classroom teaching staff
- Strong, committed special education staff
- Supportive parent community
- Professional Learning Communities at work in grade level teams
- Strong commitment to Olympia School District initiatives
- Strong Title 1 reading interventionist
- Strong Title 1 math interventionist
- Strong, shared administrative leadership

OPPORTUNITIES FOR SCHOOL GROWTH:

- Classroom space
- Increased collaboration time
- Increased professional development from outside sources
- Split grade level classrooms
- Space for vocal and instrumental music
- Improved vocal and instrumental scheduling
- Providing social and emotional supports and interventions for early childhood grade levels
- Achievement gap between neighborhood students and alternative program students
- Free and reduced lunch gap between neighborhood and alternative program students.