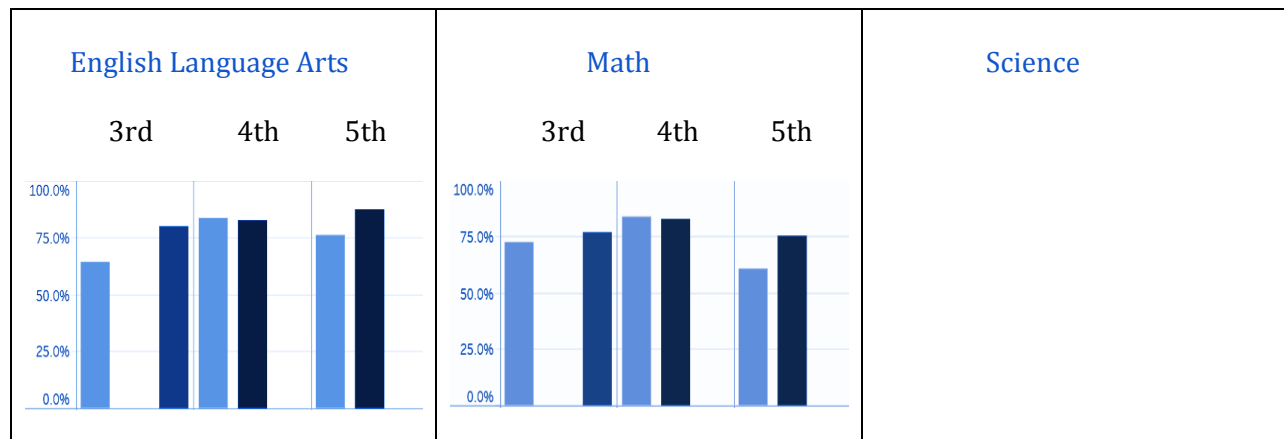


2018-19

Boston Harbor School Improvement Plan

Enrollment	184
Free/Reduced Lunch	16.6%
Special Services	31.2%
English Learners	1.5%
Unexcused Absence Rate	0.1636%

WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



2015-16 2016-17 2017-18

English Language Arts

GL	2015-16	2016-17	2017-18
3 rd	64%	---	79.9%
4 th	83.2%	82.5%	---
5 th	75.7%	87.4%	---

Math

GL	2015-16	2016-17	2017-18
3 rd	72%	---	76.6%
4 th	83.3%	82.5%	---
5 th	60.5%	74.9%	---

Science

GL	2015-16	2016-17	2017-18
3 rd	---	---	---
4 th	---	---	---
5 th	---	---	---

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.
- 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 mail boxes.
- Teachers will be kept informed of building-level news items that should be communicated at the classroom level.

- The principal will send out a weekly memo to staff, as well as a Principal Newsletter, when necessary, in the Harbor Highlights. The principal will also send home Principal Shout-Outs to students on a daily/weekly basis.
- 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.
- Second Step parent communication from Principal Tool Kit.

ENGLISH LANGUAGE ARTS ACHIEVEMENT GOALS:

Kdg: Using Wonders decoding and comprehension as an assessment tool, 80% 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.

Grade 1: 80% of first grade students will meet or exceed standard on the Wonders unit assessments:

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

Grades 2, 3, 4, & 5: 80% 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 in second, third, fourth and fifth grades.

50% of the Special Education students and 60% of Free and Reduced Lunch students will meet or exceed their MAP growth goal by March 2019. This will be achieved by:

- 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.

MATH ACHIEVEMENT GOALS:

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

50% of the Special Education students and 60% of Free and Reduced Lunch 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.
- Utilize M3 and Beast Academy as math extension and enrichment opportunities.
- Bridges Math Curriculum support and intervention.

Grades 3, 4 & 5: All students will show growth in understanding grade level math standards through Bridges unit assessments and the Measure of Academic Progress (MAP) test.

50% of the Special Education students and 60% of Free and Reduced Lunch students will meet or exceed their MAP growth goal by March 2019. This will be achieved by:

- Differentiated instruction during number corner, investigations and work places.
- Bridges math curriculum support and intervention.

SCIENCE ACHIEVEMENT GOALS:

By March 2019, 80% of students in kindergarten through fifth 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.
- Kindergarten through fifth grade teachers will use STEAM activities in their classrooms to enhance the science curriculum.
- Staff will plan and participate in a school-wide STEAM (math-focused) day and evening featuring hands on activities and community partnerships.

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.
- Progress monitor for Second Step curriculum.

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 AM 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 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.
- With the collaboration of PTA, all students will have an emergency kit accessible at school.
- Principal will use video surveillance to monitor building safety.
- Staff will complete the ALICE training and become certified citizens.

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 goals).
- PBIS Team will meet monthly to discuss progress and make adjustments.
- Tier 1 Interventions include:
 - Reviewing SWIS data to identify any problem areas or school-wide trends.
 - PBIS team that meets monthly with prepared agenda and action planning minutes.
 - Teachers, paras and other staff will teach and reteach Bear Paw expectations in all areas of the school at scheduled times throughout the year.
- Tier 2 Interventions include:
 - Part time counselor to plan and implement: individual counseling, small groups, and Second Step curriculum.
 - Establishing a bi-weekly Tier 2 PBIS team to review SWIS data and identify students in need of additional intervention/support.
 - Incorporating Behavior Tech Support: three (3) hours daily, social skills instruction, check-in check-out, sensory breaks, crisis intervention, classroom support, guided recess games.