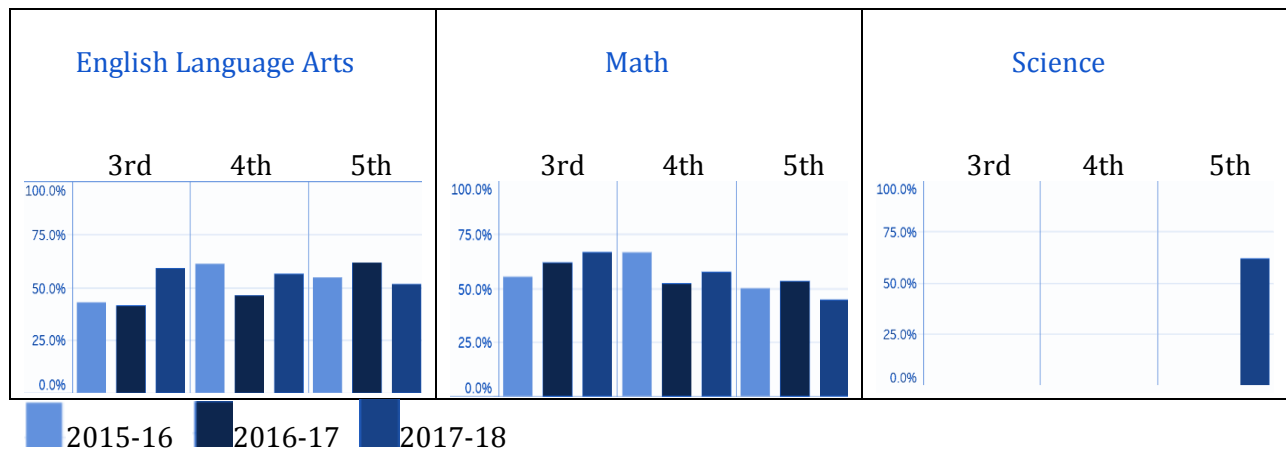


# 2018-19 Hansen School Improvement Plan

<b>Enrollment</b>	<b>455</b>
<b>Free/Reduced Lunch</b>	<b>45.7%</b>
<b>Special Services</b>	<b>20.1%</b>
<b>English Learners</b>	<b>5.6%</b>
<b>Unexcused Absence Rate</b>	<b>0.7275%</b>

## WASHINGTON COMPREHENSIVE ASSESSMENT PROGRAM:



### English Language Arts

GL	2015-16	2016-17	2017-18
3 <sup>rd</sup>	42.7%	41%	58.9%
4 <sup>th</sup>	61%	46.2%	56%
5 <sup>th</sup>	54.8%	61.4%	51.3%

### Math

GL	2015-16	2016-17	2017-18
3 <sup>rd</sup>	55%	61.6%	66.2%
4 <sup>th</sup>	66.1%	52.1%	57.4%
5 <sup>th</sup>	49.9%	52.8%	44.2%

### Science

GL	2015-16	2016-17	2017-18
3 <sup>rd</sup>	---	---	---
4 <sup>th</sup>	---	---	---
5 <sup>th</sup>	---	---	61.4%

## COMMUNICATION GOALS:

- Teachers will send weekly, monthly, or periodic newsletters to families and maintain updated classroom websites. Teachers can also utilize Classroom Dojo or similar mechanisms of communication. Homework may be sent home, as needed.
- The Hansen school newsletter will be sent to families monthly.
- Hansen teachers will telephone and email, when appropriate.
- The Hansen Community Council will send home or electronically communicate information and events on a monthly basis.
- Changes in classroom and/or school procedures will be communicated via written or electronic communication. Hansen Alternative Program will communicate information via in writing or electronically.

## ENGLISH LANGUAGE ARTS ACHIEVEMENT GOALS:

**Kdg:** Using Wonders Unit Assessments and Letter ID and sound spread sheet 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.

**First Grade:** 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.

**Second Grade:** 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.

**Third Grade:** 80% of third grade students will meet or exceed their growth goals as measured by the Measures Academic Progress (MAP) 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.

**Fourth Grade:** 80% of fourth grade students will meet or exceed their growth goals as measured by the Measures Academic Progress (MAP) 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.

**Fifth Grade:** 80% of fifth grade students will meet or exceed their growth goals as measured by the Measures Academic Progress (MAP) 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.

## **MATH ACHIEVEMENT GOALS:**

- All kindergartners will use Number Corner Baseline, Checkpoint 3 and 6 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 PLCs.
- 80% of all students in all grades will show growth in Units 2 and 4 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 2 and 4 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.

## **SCIENCE ACHIEVEMENT GOALS:**

**Kindergarten:** 80% of students will ask questions and make observations when presented with investigations. Teachers will use non-fiction texts to promote this skill.

**Grade 1:** 80% of all students will apply, demonstrate, and use scientific thinking as identified by assessments and teacher observation by June 2019.

**Grade 2:** 65% of second grade students will ask and answer questions pertaining to each FOSS kit describing details and key ideas.

**Grade 3:** 80% of students will have firm understanding of science kits and scientific processes as measured by work samples and teacher created assessments.

**Grade 4:** 50% of fourth grade students will participate in the school science fair, work on at least two inquiry projects, and participate in science.

**Grade 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.

## **PROFESSIONAL GROWTH GOALS:**

- Kindergarten teachers will attend OSD sponsored Bridges and Wonders trainings.
- All grade teams will meet weekly to collaborate as a Professional Learning Community to implement the critical math standards.
- All grade levels will meet weekly to share student data and plan intervention and enrichment strategies in grade level Professional Learning Communities.
- Participate in school committee work.
- 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. One 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.

## **SAFETY GOALS:**

- All staff will model, review and practice safe school protocols.
- Staff will update safety procedures and emergency kits.
- 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 classroom.
- Create a safety binder for each certificated staff containing all emergency plans including the Emergency Plan Level 2.
- All staff will complete Blood Borne Pathogen Exposure Prevention, Health Emergencies: Asthma Awareness, Health Emergencies: Diabetes Awareness, Health Emergencies: Life-Threatening Allergies, Health Emergencies: Seizures, What Every Employee Must Be Told, and ALICE Training.

## **PBIS GOALS:**

- All staff will implement Second Step curriculum.
- PBIS Tier 1 and Tier 2 committees will meet monthly to 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 June 2019, decrease the frequency of behavior referrals for physical aggression, harassment, fighting and bullying (Sept. 2018-June 2019) 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.
- Maintain and improve 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, review, and submit Tier 1 behavior expectations.
- All paras will review and submit Tier 1 recess playground expectations.
- All paras will review and submit Tier 1 recess and rainy day recess expectations.