OSD School Improvement Plan 2023-24

Boston Harbor Elementary School

Contents:

Section 1: Building Data

1.a Building Name:	Boston Harbor Elementary School
1.b Principal Name:	Jen Brotherton
1.c District:	Olympia School District
1.d Board Approval Date:	1/25/2024
1.e Plan Date:	10/22/2023
1.g Grade Span/School Type:	K-5 Elementary
1.h Building Enrollment:	170
1.i F/R Percentage:	17.1%
1.j Special Education Percentage:	18.8%
1.k Multilingual Percentage:	3.5%

Section 2: School Leadership Team & Parent-Community Partners

Please list by (Name, Title/Role)	
- Jen Brotherton, Principal - Beth Wilson, ¾ split classroom teacher - Heather Myers, 1st grade teacher	- Katherine Downs, Resource Teacher - Tosha Vay, 5th grade teacher - Joan Kethcham, ⅔ split classroom teacher - BHES PTA - Kelsey Sherman, 2nd grade teacher

Section 3: Vision and Mission Statement:

Mission: In partnership, our families, staff and community will challenge each and every student to reach their full potential in a vibrant, caring environment.

Section 4: Data Driven Decision-Making
[AWSP Evidence of Impact Tool](#); [Washington State MTSS Framework](#); [Washington State MTSS Self Assessment](#)

4.1 SMARTIE Goal #1:

In order to increase a feeling of belonging at school and based on the data provided from the BHES student survey, students will show a 25% growth from the fall survey on questions 3, 9, 10 and 11 and questions 5-8 in the Panorama survey to the spring survey on those same questions.

What OSD Student Outcomes are tied to this SMARTIE goal?

OSD Student Outcome(s):
Outcome #1: Be compassionate and kind.
Outcome #3: Advocate for the social, physical and mental wellness of themselves and others and be hoepful about the future.
Outcome #4: Have the skills, knowledge, and courage to identify and confront personal, systemic, and societal bias.

Activities

1. **Morning Meeting in every classroom (K-5).**
   a. Measure(s):
      i. BHES created SEL survey for grades K-5
      ii. Panorama Survey
   b. Timeframe:
      i. 2 times per year
   c. Lead(s):
      i. Classroom teachers in partnership with Principal, Family Liaison and Counselor
   d. Resources:
      i. Second Step Curriculum
      ii. Second Step Bullying Prevention Program
      iii. BHES created surveys
      iv. Morning Meeting shared questions
2. **Implementing UDL practices in every learning space.**
   a. Measure(s): PLC Data Review,
   b. Timeframe: 2 times per month
   c. Lead(s): Classroom teachers, specialists, paraeducators, principal, counselor
   d. Resources:
      i. *UDL Now!* By Katie Novak
      ii. UDL resources from former instructional coach

Funding:

List and describe funding amount(s) and source(s) associated with the activities described above. See Collective Bargaining Agreements for specific funding information related to professional development.

- TOPA funds for UDL book purchases ($1,200).
- Principal-written grant to OEF for Bullying Prevention Program ($1,500).
- Six principal-directed staff development hours for teachers.

4.2 SMARTIE Goal #2:

By implementing an all school intervention block and using a consistent literacy support program (University of Florida Learning Institute, UFLI), 80 % of students who have been identified for this intervention program (94/172 students at BHES) will gain competency in at least 3 additional phonics domains of 12 total domains based on the Core Phonics Survey assessment from September 2023 to May 2024.

What OSD Student Outcomes are tied to this SMARTIE goal?

OSD Student Outcome(s):

Outcome #2: Have the academic and life skills to pursue their individual career, civic, and educational goals.
Outcome #5: Discover their passions, be curious, and love learning.
Outcome #6: Be critical thinkers who contribute to and collaborate with our local, global, and natural world.

1. *GRIT intervention block (20 minutes daily)*
    a. Measure(s):
        i. Core Phonics Survey screener for all students (K-5)
        ii. Weekly UFLI progress monitoring
        iii. Reading MAP assessment (2X per year)
    b. Timeframe:
        i. GRIT groups begin October 30 and will continue weekly until the end of the school year.
        ii. Weekly progress monitoring
        iii. MAP assessment in the Fall and the Spring
    c. Lead(s):
        i. Classroom Teachers in collaboration with Para educators
    d. Resources:
        i. UFLI books and materials for every intervention teacher
2. *Twice monthly PLC data review (schoolwide)*
    a. Measure(s): UFLI progress monitoring
    b. Timeframe: Twice monthly during PLC meeting times
    c. Lead(s): Principal, teachers, paraeducators
    d. Resources: Data from UFLI progress monitoring system

Funding:

List and describe funding amount(s) and source(s) associated with the activities described above. See Collective Bargaining Agreements for specific funding information related to professional development.

● PTA "Think Big" Funding ($975)

Acronyms:

AVID (Advancement Via Individual Determination)	PD (Professional Development)
AWSP (Association of Washington State Principals)	PLC (Professional Learning Community)
CASEL (Collaborative for Academic, Social, and Emotional Learning)	SBA/SBAC (Smarter Balanced Assessment/Smarter Balanced Assessment Consortium)
CCR (Career & College Readiness)	SEL (Social Emotional Learning)
CRE (Culturally Responsive Education)	SIP (School Improvement Plan)
CTE (Career & Technical Education)	SMARTIE (Specific Measurable Ambitious Relevant Time-bound Inclusive Equitable)
DIP (District Improvement Plan)	TPEP (Teacher/Principal Evaluation Program)
ELA (English Language Arts)	UDL (Universal Design for Learning)
IEP (Individualized Education Plan)	WCAS (Washington Comprehensive Assessment of Science)
IP/IPP (Inclusionary Practices/Inclusionary Practices Project)	WICOR (Writing, Inquiry, Collaboration, Organization, & Reading)
MAP (Measure of Academic Progress)	

MTSS (Multi-Tiered Systems of Support) OEA (Olympia Education Association)	