

OSD School Improvement Plan

Building Data	
1a. Building: Hansen Elementary	1g. Grade Span: Kindergarten through 5th Grade School Type: Elementary School
1b. Principal: Marianna Smith	1h. Building Enrollment: 409 Students as of October 2023
1c. District: Olympia School District	1i. F/R Percentage: Free and Reduced Price Lunches
1d. Board Approval Date: Pending Review	1j. Special Education Percentage: 27% Students eligible for special education services.
1e. Plan Date: October 2023	1k. Multilingual Percentage:

School Leadership Team Members and Parent-Community Partners Please list by (Name, Title/Role) New meeting with leadership to be held to make some minor changes to the SIP.	
Marianna Smith , Principal	Carrie Tradewell, 2ndGrade Teacher
Denise Freund, Assistant Principal	Julie Mickelson, 1st Grade Teacher
Jeni Erickson, Intervention Teacher	Lynetter Krause , Kindergarten Teacher
Surita Nixon, 5th Grade Teacher	Darci Burnett, School Counselor
Brandi Greer, 4th Grade Teacher	Vivian , Lap Paraeducator
Emily Ranney, 3rd Grade Teacher	Lisa Mikes, Special Education Teacher

	Austen Anderson, 1st grade Teacher
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Vision and Mission Statement
Vision:
Mission: All Hansen Hawks grow and learn to achieve at the highest level.

<p>SY 2023-2026 SMARTIE Goal #1: Each spring, 2023-2026, all students (K-5) will report an increase in their feelings of sense of belonging and Emotional Regulation in the end-of-year student survey compared to their beginning-of-year benchmark. This will be measured by an increase in positive responses to the Panorama survey in the categories of Sense of Belonging (65% to 80%) and Emotional Regulation (52% to 80%).</p>				
<p><u>OSD Student Outcome(s)</u>: What OSD Student Outcomes are tied to this SMARTIE goal? Student Outcomes 1, 3, and 4</p>				
Activities	Measures	Timeframe	Lead	Resources
<p>Activity 1 Community circles in all classrooms K-5 and the use of regulation stations, every single day, including restorative practices</p>	<p>Panorama Data Reduction in office discipline referrals Attendance Data for regularly attending school</p>	<p>2 times per year Behavior data reviewed monthly Sept-Oct, Nov-Dec, Jan-Feb, March-April, May-June Attendance data</p>	<p>Classroom Teachers</p>	<p>All staff training during building LID Days. Second Step Curriculum Zones of Regulation Restorative Practices &</p>

		reviewed bi weekly		Language Use Think Sheets
Activity 2 Culturally responsive units of study for increased engagement and rigor	Teachers working collaboratively during weekly PLC meetings to complete units of study/backwards planning	Progress planning template to be monitored weekly(TBD)	Classroom Teachers	All staff training during building LID Days Self-Directed staff development plan to teach unit planning/backwards planning Access to state standards and essential standards.
Funding: List and describe funding amount(s) and source(s) associated with the activities described above.				
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SY 2023-2026 SMARTIE Goal #2:

Each Spring, 2023-26, the number of students who are meeting their growth goals using the Measure of Academic Performance Assessment (MAP) in reading, will increase. Students who identify as African American will improve from 23% to 80% and Students who identify as English Language Learners will improve from 26% to 80% on meeting their individual student growth goals. This connects to the WSIF and school of improvement correlation.

OSD Student Outcome(s): What OSD Student Outcomes are tied to this SMARTIE goal? Student Outcomes 2, 5,

and 6.				
Activities	Measures	Timeframe	Lead	Resources
Activity 1 University of Florida Literacy Institute Foundations Decoding Program implemented in Core, intervention, and special education classroom K-5 including tired supports	Universal phonics screener K-2 for students eligible for LAP UFLI progress monitoring Core Phonics Screener MAP assessment in reading 3 times per year	Student progress will be monitored in a benchmark manner 3 times per year. Student progress will be monitored bi- weekly	School Instructional Team, including classroom teachers, intervention teachers, and support personnel	UFLI teaching materials Wonders Ongoing professional development led by building intervention teachers.

<p>Activity 2 Peer Assisted Learning Strategies Used in 3-5 classrooms for fluency and comprehension building.</p>	<p>Quarterly fluency based progress monitoring in 3-5 classrooms Quarterly MAP Assessments in all classrooms K-5</p>	<p>Student progress is monitored on a quarterly basis.</p>	<p>School Instructional Team, including classroom teachers, intervention teachers, and support personnel</p>	<p>Ongoing professional development led by building intervention teachers. Wonders Fluency progress monitoring materials</p>
<p>Activity 3 Small group differentiated learning in classrooms with Tiered supports</p>	<p>MAP assessment in reading 3 times per year Quarterly fluency or phonics based progress monitoring in 3-5 classrooms</p>	<p>Student progress is monitored on a quarterly basis.</p>	<p>School Instructional Team, including classroom teachers, intervention teachers, and support personnel</p>	<p>Release time for teachers to observe small group instructional routines in classrooms and/or other buildings in the district who are implementing Tiered supports in the classroom. Staff professional development around creating high-leverage practices</p>
<p>Funding: List and describe funding amount(s) and source(s) associated with the activities described above.</p>				

1. \$2000-3000 in building inservice money to pay subs for teachers to observe each other
2.

SY 2023–2026 SMARTIE Goal #3:
 Each Spring, 2023-26, the number of students who are meeting their growth goals using the Measure of Academic Performance Assessment (MAP) in math, will increase. Students who identify as African American will improve from 36% to 80% and Students who identify as English Language Learners will improve from 34% to 80% on meeting their individual student growth goals. This connects to the WSIF and school of improvement correlation.

OSD Student Outcome(s): What OSD Student Outcomes are tied to this SMARTIE goal? Student Outcomes 2, 5, 6

Activities	Measures	Timeframe	Lead	Resources
Activity 1 Small group, differentiated learning in classrooms with Tiered supports	Quarterly fluency based progress monitoring in 3-5 classrooms Quarterly MAP Assessments in all classrooms K-5	Data reviewed Quarterly	School Instructional Team, including classroom teachers, intervention teachers, and support personnel	Classroom based procedures developed within each grade level team

Funding: List and describe funding amount(s) and source(s) associated with the activities described above.

1.

2.