




**Oswego Community Unit School District #308
Elementary School Improvement Plan
2018-2019**

School Name	Boulder Hill Elementary School	
Principal Name	Mike Mitchinson	
School Improvement Team Members	Mike Mitchinson, <i>Principal</i> Kim Hartnett, <i>Assistant Principal</i> Allison Anderson, <i>Literacy Specialist</i> Hannah Krause, <i>Social Worker</i> Micaela Mateus, <i>Kindergarten DL Teacher</i> Kristyn Wojciechowski, <i>Reading Specialist</i> Carrie Latzke, <i>5th Grade Teacher</i> Rosie Jasinski, <i>Teaching Assistant</i> Aleesha Carlson, <i>Special Education Teacher</i> Ali Wooden, <i>Literacy Specialist</i>	
Plan Submission Date	October 1st, 2018	

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School Mission/Vision/Beliefs

We A.R.E. Boulder Hill

Accountable
Respectful
Engaged

Boulder Hill Elementary School supports the [Community Unit School District #308 Pathway to 2020](#) by:

- making decisions based on what is best for all learners.
- providing a welcoming environment where we honor individuality and diversity.
- providing a family environment where all feel appreciated, physically and emotionally safe, cared for and accepted.
- having high academic and behavioral expectations for all students.
- providing challenging learning opportunities through differentiation that address multiple learning styles and encourages creativity.
- encouraging students to think critically while preparing them for adulthood.
- achieving student success through collaboration between staff, students and families.
- having fun, celebrating and smiling.

School Demographics

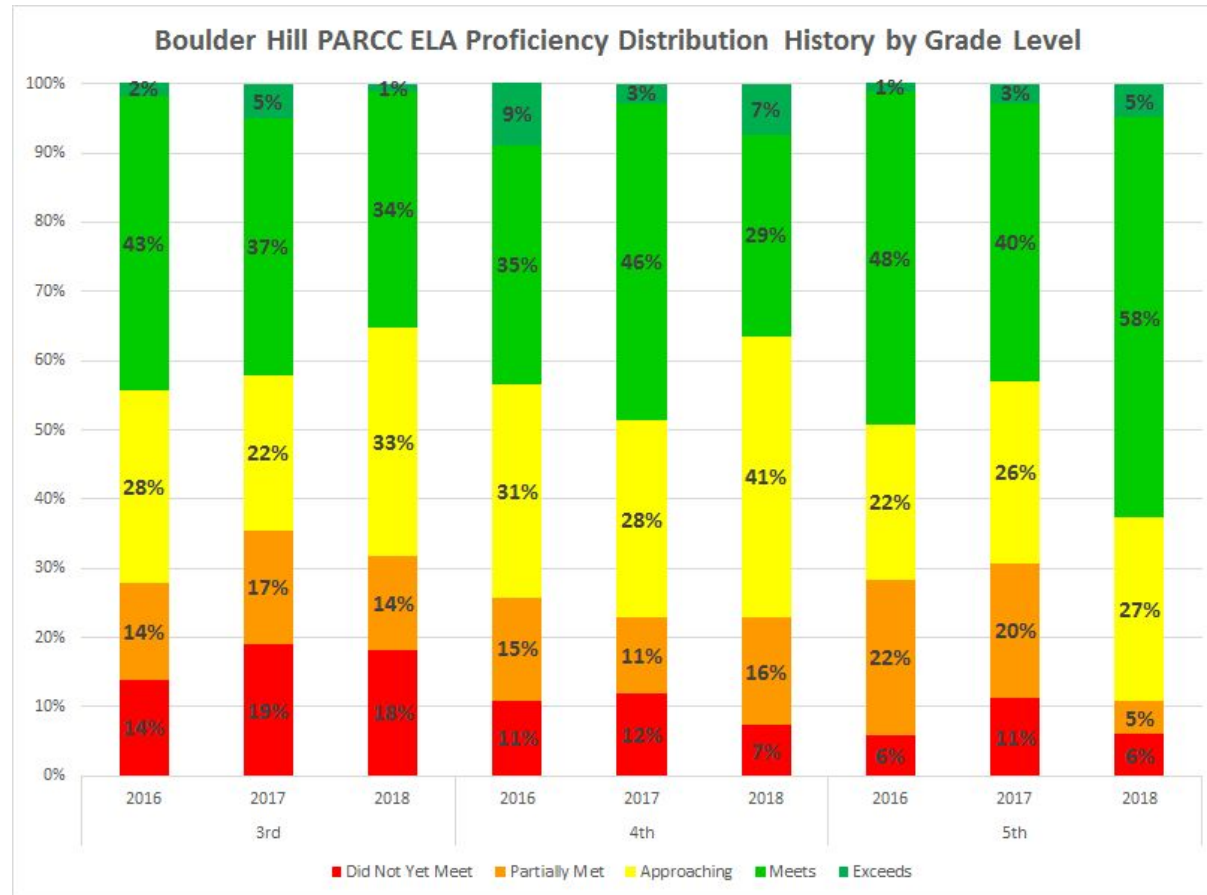
Boulder Hill 018-2019 Enrollment Summary									
	All	Asian	Black	Hispanic	Multi-Racial	White	Low Income	EL	IEP
Percent of Total	100%	1%	9%	55%	4%	30%	47%	30%	10%
Student Count	607	7	55	336	22	184	284	185	60

Enrollment counts based on October 1, 2018

Academic Performance

Goals based on student achievement on State and local assessments relevant to the school level.

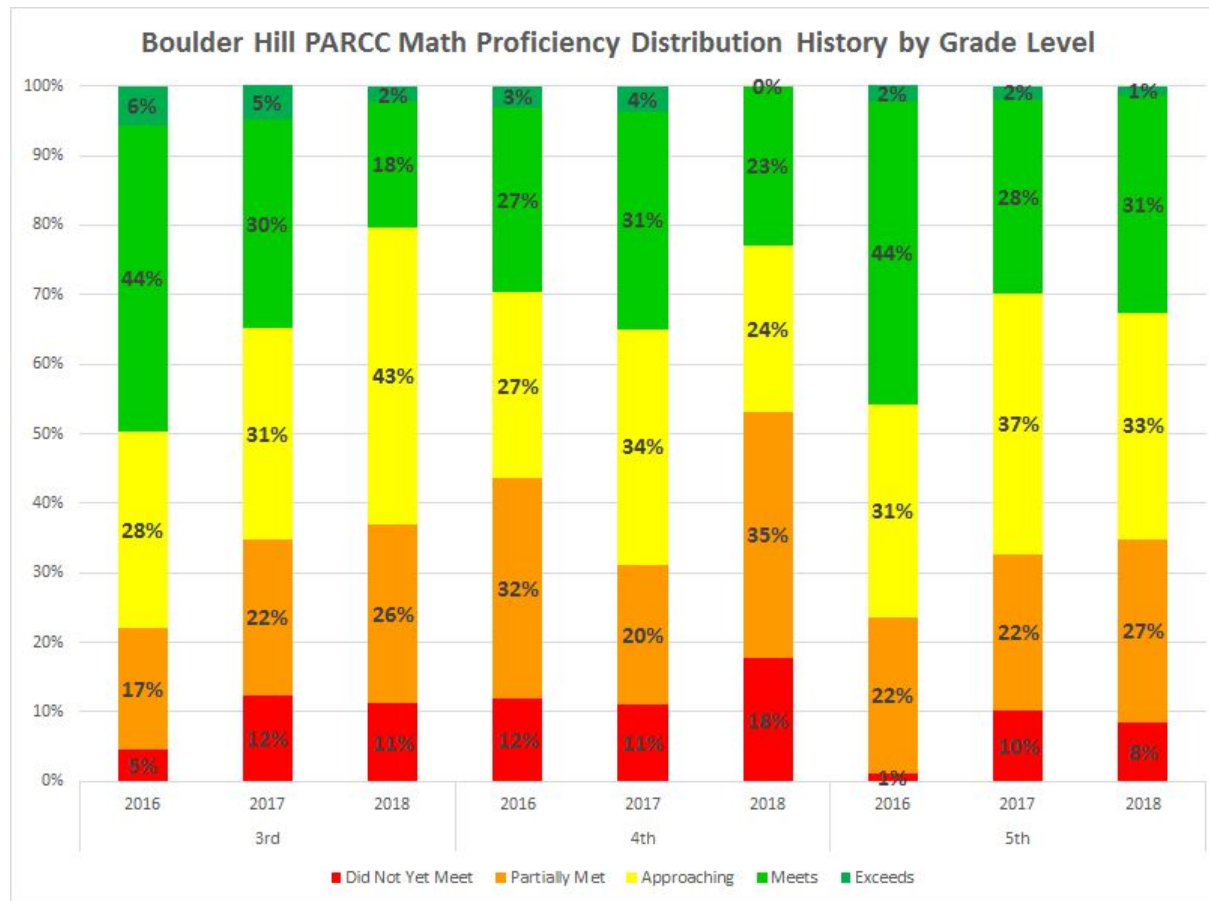
2016-2018 PARCC Proficiency Levels for ELA



2018 Boulder Hill Grades 3-5 PARCC Subgroup Performance					
Proficiency Levels	ELA				
	All	Hispanic	White	Low Income	EL
Exceeded expectations	5%	2%	8%	1%	0%
Met expectations	40%	34%	48%	41%	5%
Approached expectations	34%	33%	32%	33%	42%
Partially met expectations	12%	16%	5%	12%	26%
Did not yet meet expectations	11%	14%	8%	14%	26%
Total Students	267	140	104	145	57

Subgroups identified by Illinois State Board of Education with less than 20 students not represented.

2016-2018 PARCC Proficiency Levels for Math



2018 Boulder Hill Grades 3-5 PARCC Subgroup Performance					
Proficiency Levels	Math				
	All	Hispanic	White	Low Income	EL
Exceeded expectations	1%	0%	3%	0%	0%
Met expectations	24%	15%	37%	19%	2%
Approached expectations	33%	38%	39%	30%	18%
Partially met expectations	30%	42%	12%	35%	53%
Did not yet meet expectations	13%	16%	11%	16%	28%
Total Students	268	141	104	145	57

Subgroups identified by Illinois State Board of Education with less than 20 students not represented.

Academic Performance

Goals based on student achievement on State and local assessments relevant to the school level.

School Improvement Goal 1:

Thirty-two percent or more of current fourth- and fifth-grade students at Boulder Hill Elementary School will meet or exceed on the 2019 Illinois Assessment of Readiness for Mathematics.

Why:

20.3% of the current fourth- and fifth-grade students met or exceeded expectations on the 2018 PARCC Math Assessment. There are a total of 52 students in the “approaching expectations” category, and we would like to provide more support to this group of students to move them forward in their math performance. We are going to provide intense interventions to the 19 students who fell into the scaled score range of 740-749.

Who:

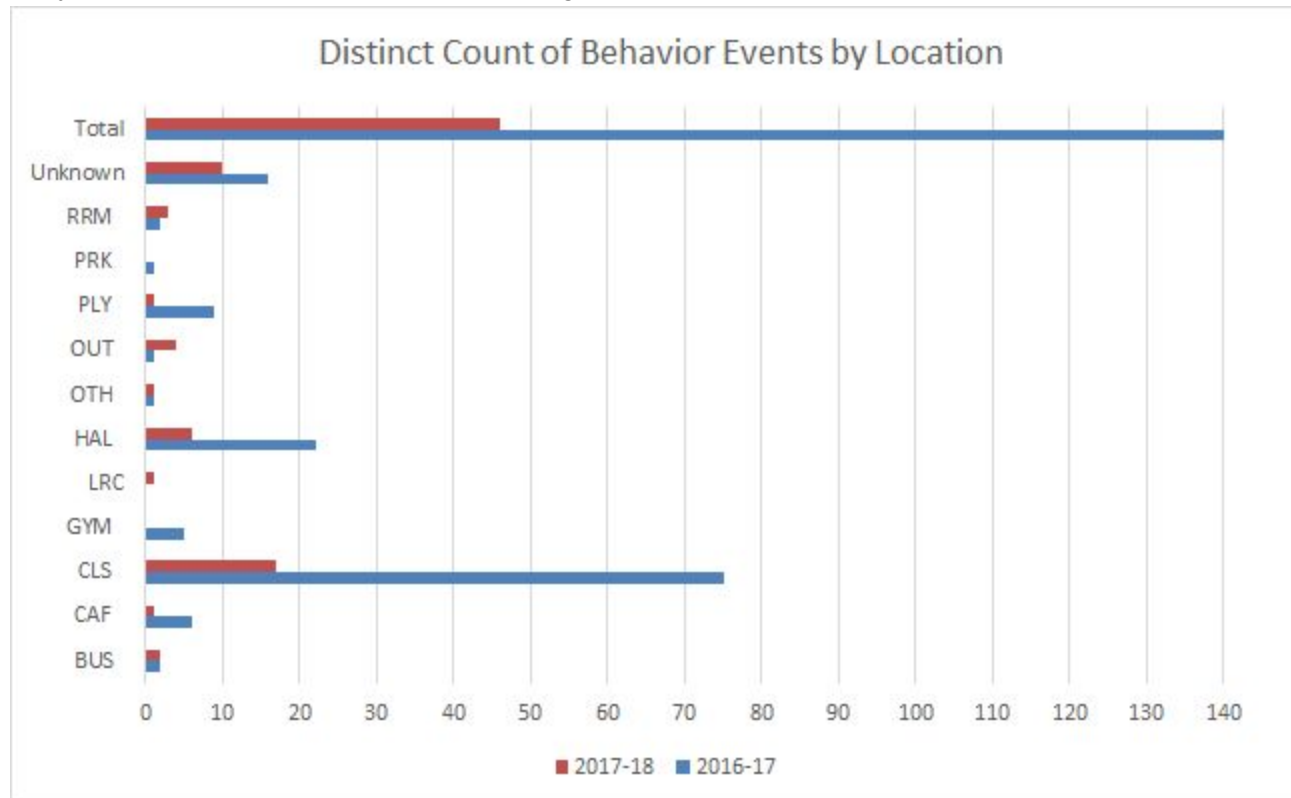
We are targeting the current group of fourth- and fifth-grade students who fell into the scaled score range of 740-749 in the “approached expectations” category on the 2018 PARCC Math Assessment. According to eSchool data this target group of 19 students is made up of 17 students who are either considered at-risk or receive a free or reduced lunch.

School Conditions for Learning

Goals will be based on non-academic needs that impact learning such as ACES, absenteeism, suspensions, detentions, mental health/wellness, social emotional learning, equity.

2017-2018 Discipline Data

There were 46 infractions in the 2017-2018 school year. Infractions, for this data set, are defined as student misconduct that was referred to the office and handled by the school administration and entered into eSchool as an incident. We also compared 2016-17 discipline data to 2017-2018 data to identify locations where incidents are occurring.



School Conditions for Learning

Goals will be based on non-academic needs that impact learning such as ACES, absenteeism, suspensions, detentions, mental health/wellness, social emotional learning, equity.

School Improvement Goal 2:

By the end of the 2018-2019 school year, the number of classroom infractions at Boulder Hill Elementary School will decrease by 25%.

Why:

Our efforts in PBIS, Restorative Practices and understanding ACEs has had a positive affect as we had less total incidents created and referred to the office in 2017-2018 (46) than in 2016-17 (140). There is continued room for improvement to ensure our students are in the best classroom environment to learn the academic and social skills to be college and career ready and succeed in life.

2017-18 Percentage of infraction by Grade:

- Of the 33% of the referrals in 2nd grade, 42% of those referrals were made up of 3 students.
- Of the 13 total referrals in 3rd grade, 6 of the referrals were for students who would be considered MTSS Tier 3 for SEL needs.
- Our current 3rd grade and 4th grade cohorts are underperforming. These cohorts makeup 61% of our behavioral infractions.

2017-18 Percentage of suspension by ethnicity:

- The Hispanic population at Boulder Hill makes up 46% of the infractions but also make up 46% of our total population.
- The white population at Boulder Hill makes up 35% of the infractions but also make up 32% of our total population.

2017-18 Number of infraction by location:

- We had less classroom incidents created and referred to the office in 2017-2018 (46) then there were in 2016-17 (75)
- We had less hallway incidents created and referred to the office in 2017-2018 (46) then there were in 2016-17 (22)
- According to our data we are underperforming during structured classroom time.

With decreasing these infractions by 25%, we want to keep our infractions below 13 incidents in the classroom for the 2018-2019 year.

Who:

We will be targeting our Hispanic and Multiracial students as 5 of 12 of children reported for classroom incidents during the 2017-2018 school year are of this ethnic background and in attendance this year at Boulder Hill.

School Culture/Climate

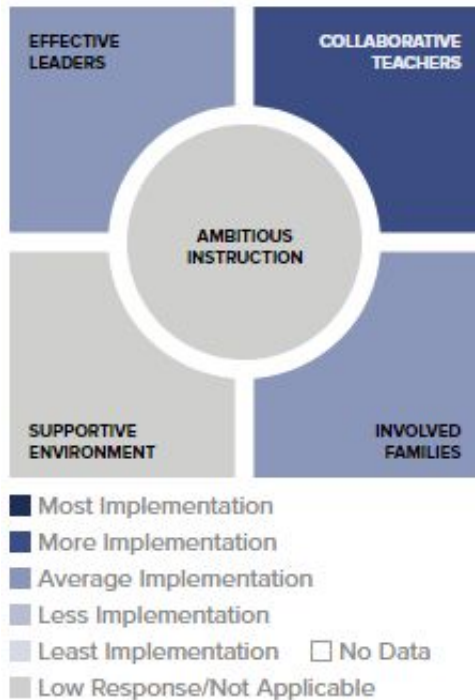
Goals will be based on data from the **5 Essentials Survey**, an evidence based system of measuring organizational change. The 5 Essentials Survey focuses on Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment and Ambitious Instruction.

2017 5 Essentials Survey Results

Overall: *Organized*

Performance on the 5 Essentials:

- **Ambitious Instruction:** *Low Response/Not Applicable*
 - **Effective Leaders:** *Average*
 - **Collaborative Teachers:** *More*
 - **Involved Families:** *Average*
- **Supportive Environment:** *Low Response/Not Applicable*



School Improvement Goal 3:

By the 2018-2019 administration of the 5 Essentials, Boulder Hill Elementary School will move from less implementation in the Teacher Safety sub category to average implementation of the 5 Essentials Survey. Targeted areas will include disorder in the classroom and hallways, disrespect and physical conduct among students.