

**Bellview Elementary**  
**Ashland School District**  
**School Improvement Plan (SIP) for 2018 - 2019**

The School Improvement Plan (SIP) is a document outlining the status of the school's student achievement. It is revised annually based on the achievement of the previous school year and trends for recent school years. The SIP should align to the Oregon Department of Education (ODE) Multi-tiered Support Systems (MTSS) model. This alignment will ensure students are receiving differentiated instruction based on their academic and social needs.

The SIP lists the district goals, the school vision/mission statement and the quantitative academic and behavioral goals for the upcoming school year. It aligns with the MTSS model in that it allows the school to monitor reading, math, and behavior data.

**Ashland School District Goals for 2018-2023:**

1. Improve Student Achievement.
2. Increase the Recruitment and Retention of High Quality and Culturally Diverse Staff.
3. Create and Maintain a Safe, Welcoming, Supportive and Inclusive Environment of all Students and Staff.

**Bellview Mission Statement:**

Growing each student academically and socially to make a meaningful contribution in a changing world.

\* A facilitator will bring the group together to ensure the work gets done and will have the bottom line accountability.

\*\* G (Green) = Goal Achieved    Y (Yellow) = On-track to Achieve Goal

**Note:** A1, A2, A3 = Activity 1, Activity 2, Activity 3 (Add or subtract activities, depending on how many activities are needed to achieve a strategy)

# GOAL 1: Improve Student Achievement

**SMART GOAL:** 93% Student Graduation by 2023

	Key Indicator	Whom*	By When	Success Rating (G or Y)**
<b>SMART Goal for Reading: Bellview will have 80% of students at Benchmark as measured by EasyCBM</b>				
<b>Strategies:</b>				
1: Applying ECRI Strategies in grades K-2 consistently	EasyCBM	K-2 Teachers	November-June	
2: Using CCSS aligned learning targets with students in each classroom	EasyCBM/SBAC	All teachers	Oct-June	
3: K-2 ECRI Training and refresher	Attendance, reading data	K-2 teachers & Reading Specialist	November 20, 2018	
4: Communicating learning targets effectively to students	Learning targets known by students	Classroom Teachers	June 2019	
<b>SMART Goal for Math: Bellview will have 85% of students at Benchmark as measured by EasyCBM</b>				
<b>Strategies:</b>				
1: Use supplemental math games during math intervention block to improve students' math skills and application	EasyCBM	Classroom Teachers	June 2019	
2: Implement the Bridges Math Intervention program in general education classrooms for students in the some risk category	EasyCBM	Classroom Teachers	June 2019	
3: Supplement our core math curriculum with more complex problem opportunities that are more closely aligned to SBAC tasks	SBAC	Classroom Teachers	June 2019	
<b>SMART Goal for Writing: Bellview will have 65% of students writing at Benchmark as measured by the district writing assessment</b>				
<b>Strategy 1:</b>				
A1: Calibration of Writing Scoring	District writing assessment	Teachers	January & May	
A2: Supplementing the core literacy program with Lucy Calkins strategies, studying Portland Public's scope and sequence	Six Trait Writing Assessment	Classroom Teachers	October-June	

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A3: Piloting different spelling curricula- McCracken, Zoo Spelling	Conventions strand of Six Trait Writing assessment, classroom based assessments	Classroom Teachers	September- June	
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## Bellview School Improvement Plan for 2018 – 2019

Professional learning opportunities should be included in your School Improvement Plan to support the successful implementation of the goals.

<b>GOAL 3: Create and maintain a safe, welcoming, supportive and inclusive environment of all students and staff</b>				
<b>SMART GOAL:</b> All students and staff will report a “welcoming, supportive, and inclusive environment” by 2023.				
	Key Indicator	Whom*	By When	Success Rating (G or Y)**
<b>Strategy 1: Increase Bellview Staff’s knowledge of Equity, Diversity and Inclusion Practices</b>				
A1: Cultural Agility trainings	Staff Surveys	Outside trainer	October 2018	
A2: Study chapters from Culturally Responsive Teaching and the Brain	Exit Tickets	Principal	June 2019	
<b>Strategy 2: Implement instruction to increase students’ knowledge and awareness around Black History Month and Martin Luther King Jr. Day</b>				
A1: Plan and implement a district wide elementary celebration of MLK Day to communicate the significance of the holiday and create a sense of purpose and community across buildings	Event Success	Principal, Teacher, district wide MLK planning team	January 2019	
A2: Work with Fifth grades to create an interactive Black History wall that can be accessed by all students	Students creation and use of wall	Principal and 5 <sup>th</sup> grade teachers	January 2019	
A3: Examine our social studies curriculum for equity in representation	Analysis of curriculum	EDI Consultant, Principal & Classroom Teachers	June 2019	
<b>Strategy 3: Implement MindUp and PAX strategies to promote positive social skills and self-regulation</b>				

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A1: YoMind seminar in August	Teacher feedback	Teachers	August 2018	
A2: Weekly YoMind playshops with high school volunteers	Participation	Classroom teachers, students, volunteers	November-June	
A3: Implement PAX and MindUp curricula school wide	Strengths & Difficulties Data	Classroom Teachers, CDS	August-June	
A4: Offer a PAX parent night series and nurturing parenting classes	Attendance, feedback	PAX Parent Partner, CDS, Principal	October-February	
<b>Strategy 4: Work with Tim Feeney and Cynthia Fugelsby to make Ensure that we are doing our best with our highest need students and that our mainstreaming practices are consistent, positive and supportive</b>				
A1: Work with outside Behavior Expert on developing/improving strategies for problem solving with our Site Based students	Improved behavior support plans	Behavior Expert	March 2019	
A2: Work with Site Based Teacher mentor to get our Site Based program more consistent and documenting our best practices so that parents, teachers and students know what to expect and how to best seek assistance when they need it.	Documents that outline processes and expectations for mainstreaming	Site Based teacher mentor, Principal, SOESD School Psychologist & Site Based Teachers	September-June	

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