Overarching Goal
Increase the reading and math proficiency levels for all Bell View students.

School Community Council Involvement in the CSIP
School Community Councils play an integral part in the development and monitoring of CSIP goals. Please briefly describe the participation of SCC members in the development process of this CSIP:

The current CSIP Plan, DIBELS ELA and Math data were all shared with SCC members. Members were asked to review, discuss and provide feedback. Areas of growth and decline were addressed. Clarifying questions were asked regarding current programs, supports and acronyms.

Academic Goals: Math
Analysis Summary
44% of students in grades 1-5 are at or above benchmark on the DIBELS math composite leaving 66% needing to improve to benchmark.
1st com: 46.4%
2nd com: 46%
3rd com: 37.2%
4th com: 53.2%
5th com: 37.5%

Goal: 75% of students will make typical progress on the math DIBELS composite score from Fall to Spring measurement.

Is this also a Land Trust Goal? No

Academic Areas 2
Action Plan Summary
Explicit Instruction focusing on the following:
- Establishing, presenting, and referring to meaningful learning objectives.
- Planning engaging opportunities to respond (OTRs) to promote greater depth of knowledge.
- Utilizing instructional agility to purposely pace lessons to maintain attention and engagement.
- Providing feedback that is positive, corrects, expands, or challenges student thinking (utilizing feedback cycles).
- Academic classroom discussion.

Measurement
Instructional Priorities Observation Protocols (formal & informal)
Progress Monitoring (bi-monthly for students receiving strategic interventions)
Curriculum Based Measure data (Math Computations, Concepts and Applications)
Digital Supports (Reflex, iReady)

Explain how you will increase performance so that students with disabilities are more likely to meet or exceed your CSIP goals. Include how you will monitor implementation progress.
Teams, including the special education team, will plan specific lessons using structured classroom discussions in core math incorporating social-emotional components (Second Step), that will help students with disabilities access the content using scaffolds, including sentence frames and strategic partnering.
Explain how you will increase language production so that English Learners are more likely to meet or exceed your CSIP goals. Include how you will monitor implementation progress.

Teams will plan specific lessons using structured classroom discussions in core math incorporating language acquisition and development in order to access the content using scaffolds, including sentence frames, explicit vocabulary instruction, and strategic partnering.

How and when will progress be communicated with stakeholders?
Building Leadership Team
Faculty Meetings
School Community Council
Public Practice Data Wall
School Newsletters

Action Plan:

Action (What + details) Professional Development, Administrator observations, and Coaching Cycles for: Explicit math instruction and skill-based instruction (a minimum of 1 cycle/teacher)
Timeline: August-June
Who is responsible? Principal, Achievement Coach
How will this be communicated with staff? Faculty and BLT meetings, IPLC, emails

Action (What + details) Instructional Professional Learning Communities will focus on standards based instructional cycles.
Timeline: Weekly
Who is responsible? Grade level IPLC teams, Achievement Coach, Principal
How will this be communicated with staff? During IPLCs and Faculty Meetings

Action (What + details) Teacher observations
Timeline: As needed
Who is responsible? Achievement Coach, Principal, and Teachers
How will this be communicated with staff? Individually and with BLT

Budget

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<th>Expenditure</th>
<th>Cost</th>
<th>Source</th>
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**Academic Goals: ELA**

Analysis Summary

The 2018-19 DIBELS Pathways to progress indicate that 37% of students are not making typical progress and Reading Inventory data indicates that 48% 4th & 5th grade students are not on track for making expected growth based on the pathways to progress measures. We attribute this problem to a lack teaching experience and fidelity of core instruction.

At Winter Benchmark 2018:
Kindergarten: 44.44% (PSF)
1st grade: 40.98% (DORF)/ 39.35%(DORF-A)/ 52.46% (CLS)/ 40.98% (Com)
2nd grade: 54.17% (DORF)/ 56.25% (DORF-A)/ 60.42% (COM)
3rd grade: 63.83% (DORF)/ 70.21% (DORF-A)/ 61.7% (COM)
4th grade: 41.94% (DORF)/ 74.19% (DORF-A)/ 41.94% (COM)
5th grade: 41.38% (DORF)/ 72.41% (DORF-A)/ 51.72% (COM)

3rd grade: 34.78% (RI)
4th grade: 40.9% (RI)
5th grade: 47.91% (RI)

Goal
75% of 1st through 3rd grade students will make typical progress or better on the DIBELS reading composite score, from fall to spring Pathways of Progress. 75% of for 4th and 5th graders will be on track for expected growth on the Reading Inventory from fall to spring.

Is this also a Land Trust Goal? Yes

Academic Areas

Action Plan Summary

Explicit Instruction focusing on the following:
- Establishing, presenting, and referring to meaningful learning objectives.
- Planning engaging opportunities to respond (OTRs) to promote greater depth of knowledge.
- Utilizing instructional agility to purposely pace lessons to maintain attention and engagement.
- Providing feedback that is positive, corrects, expands, or challenges student thinking (utilizing feedback cycles).
- Classroom academic discussions.

Measurement

Instructional Priorities Observation Protocols (formal & informal)
Progress Monitoring (bi-monthly for students receiving strategic interventions)
Curriculum Base Measure data
Reading Inventory data
Digital supports (Lexia, Imagine Learning)

Explain how you will increase performance so that students with disabilities are more likely to meet or exceed your CSIP goals. Include how you will monitor implementation progress.
Teams, including the special education team, will plan specific lessons using structured classroom discussions in core instruction incorporating social-emotional components (Second Step), that will help students with disabilities access the content using scaffolds, including sentence frames and strategic partnering.

Explain how you will increase language production so that English Learners are more likely to meet or exceed your CSIP goals. Include how you will monitor implementation progress.
Teams will plan specific lessons using structured classroom discussions in core instruction incorporating language acquisition and development in order to access the content using scaffolds, including sentence frames, explicit vocabulary instruction, and strategic partnering.
How and when will progress be communicated with stakeholders?
Building Leadership Team
Faculty Meetings
School Community Council
Public Practice Data Wall
School Newsletters/web cite

Action Plan
Action (What + details) Professional Development, Administrator observations, and Coaching Cycles for: Explicit instruction using ELA Intensified Routines and ELA skill-based instruction (a minimum of 1 cycle in each area)
Timeline: August-June
Who is responsible? Achievement Coach
How will this be communicated with staff? Faculty Meetings, BLT, and IPLCs

Action (What + details) Instructional Professional Learning Communities will focus on standards based instructional cycles
Timeline: Weekly
Who is responsible? Grade level IPLC teams, Achievement Coach, and Principal
How will this be communicated with staff? Faculty Meetings, BLT, and IPLCs

Action (What + details) Teacher observations
Timeline: As needed
Who is responsible? Achievement Coach, Principal, and Teachers
How will this be communicated with staff? Individually and with BLT

Action (What + details) Public practice ie. video, observations, lesson study, and co-teaching
Timeline: Two times per year (fall and spring)
Who is responsible? Achievement coach, principal
How will this be communicated with staff? Faculty Meetings, BLT, IPLCs

Budget

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<td>Interventionists</td>
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<td>Land Trust Funds</td>
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School Climate Goals
Analysis Summary
On average 1.12 Office Discipline Referrals were made per day (55 per year). Aggressive behavior occurred on the playground during lunch recess. We believe this problem is a result of a need for an improved school-wide system of supports for behavior interventions (Tier II and Tier III), need for staff professional development in
preventative behavior interventions, conflict resolution, de-escalation strategies, and a need for increased communication between staff, students, and parents/guardians.
We attribute this problem to teachers not implementing behavioral flow charts as well as not following the school-wide expectations matrix with fidelity.

Approximately 350 minor incidents have occurred during the 2018-19 school year.

Goal: By May 2019, the number discipline referrals including office and minors will decrease by 20% from the 2019-2020 school year.

Is this also a Land Trust Goal?

Action Plan Summary
Focus on Tier I PBIS as a school.
Train/review with the staff the behavior matrix.

Measurement
Office Discipline Referral data
Instructional Priorities Observation Protocols (formal & informal)
Student Risk Screening Scale for Internalizing and Externalizing Behaviors (SRSS-IE)
CSD Comprehensive Tiered Fidelity Inventory (CTFi)
Stakeholder Surveys

How and when will progress be communicated with stakeholders?
Monthly during Building Leadership Meetings
Once per trimester School Community Council will be informed.
We professionally develop the staff in de-escalation techniques, Second Step curriculum, trauma informed practice, and Morning Meetings.

Action Plan
Timeline: August-June
Person Responsible: Achievement Coach, Principal
How will this be communicated with staff? Faculty Meetings, emails, IPLCS, BLT
Budget

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