

Helman Elementary School
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 2017-18:

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.

School Vision and Mission Statement: Working together to educate the whole child.

Helman School is a safe, loving community where each child is honored as an individual, challenged to take risks, develop friendships, reflect on their growth, push themselves to reach their potential, and embrace the wonder that leads to lifelong enthusiasm for learning.

* 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)

Helman School Improvement Plan for 2018 – 2019

GOAL 1: Improve Student Achievement				
SMART GOAL: 93% Student Graduation by 2023				
	Key Indicator	Whom*	By When	Success Rating (G or Y)**
SMART Goal for Reading: 80% of students will score at benchmark or above on EasyCBM (Grades K-2) and 75% of students will score at Level 3 or above on SBAC (Grades 3-5) by Spring of 2019.				
Strategy 1: All teachers will use standards-based learning objectives for Tier I, II, and III instruction.				
Strategy 2: All teachers will embed vocabulary instruction across curricular areas.				
Strategy 3: All administrators will regularly monitor reading instruction and assessment and provide timely actionable feedback to teachers.				
A1: All teachers will participate in professional learning on the reading standards.	Lesson plans	Teachers	On-going	
A2: PLCs include reviewing student work using protocols to reflect on and adjust instruction.	PLC notes	Teachers	24 hours from PLC	
A3: All teachers will participate in on-going professional learning on standards-based learning targets that are actionable by the student and measurable by the teachers	Learning targets collected on learning walks	Teachers and principal	On-going	
A4: All teachers will participate in professional learning on how the Marshall Rubric supports MTSS lesson design.	Standards-based lessons	Teachers	Oct 15, 2018	
A5: Teachers will reflect on feedback received from administrator observations.	Adjusted instruction	Principal and teachers	On-going	
SMART Goal for Math: 80 % of students will score at benchmark or above on EasyCBM (Grades K-2) and 70% of students will score at Level 3 or above on SBAC (Grades 3-5).				
Strategy 1: All teachers will use standards-based learning objectives for Tier I, II, and III instruction.				
Strategy 2: All teachers will embed vocabulary instruction in math instruction.				
Strategy 3: The building administrator will regularly monitor math instruction and assessment and provide timely actionable feedback to teachers.				
A1: All teachers will participate in professional learning to link math standards to the best instructional resources.	Teacher created standards-based math resource chart	Teachers	June 2018	
A2: Teachers will receive feedback on learning targets in real-time	Standards-based learning targets that are actionable by students and measurable by teachers	Teachers and Principal	On-going	
A3: Teachers will reflect on feedback received from student work, peers, and administrator observations.	PLC notes and observations notes	Teachers and principal	On-going	

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GOAL 3: Create and maintain a safe, welcoming, supportive and inclusive environment of all students and staff				
SMART GOAL: All students and staff will report a “welcoming, supportive, and inclusive environment” by 2023.				
	Key Indicator	Whom*	By When	Success Rating (G or Y)**
SMART Goal: During the 2018-19 school year, Helman School will see a 20% decrease in office referrals.				
Strategy 1: Increase cultural competency and awareness of issues related to diversity, inclusion, and implicit bias throughout the Helman community.				
A1: Provide on-going staff development/training related to diversity, cultural agility and implicit bias.	Professional learning objectives, agendas, and workshop materials	Principal and EDI Leadership Team	on-going	
A2: Staff will review curriculum and instructional materials with an equity lens ensuring lessons are standards based, historically accurate, representative of diverse cultures and perspectives.	Lesson plans	Principal, Teachers, EDI Consultant	June 2019	
A3: Teachers will practice culturally responsive pedagogy, ensuring lessons are inclusive and accessible to all students.	Lesson plans	Principal, Teachers, EDI Consultant	June 2019	
A4: Offer parent workshops on issues related to equity, diversity, and inclusion.	Workshop fliers	Principal and EDI Consultant	June 2019	
A5: Communicate Helman’s EDI plan to all stakeholders.	Newsletter communications	Principal	12/1/19	
Strategy 2: All staff will implement school wide PBiS.				
A1: All students will participate in social-emotional lessons from the Second Step Curriculum.	Schedule of classroom lessons	CDS and Teachers	June 2019	
A2: Staff will use restorative practices while problem solving behavior infractions.	Reduction in repeat behavior referrals	Behavior Leadership Team	June 2019	
A3: Monthly behavior leadership team meetings and timely communication to teachers	Meeting agendas and reports	Behavior Leadership Team	June 2019	

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A4: All students will participate in explicit teaching of behavioral expectations	PBIS Station Schedules	Behavior Leadership Team	February 2019	
A5: All teachers receive appropriate professional development on the school PBIS model	Meeting agendas	Principal and Behavior Leadership Team	June 2019	

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