
Title I Schoolwide Program

A schoolwide program (SWP) is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. The primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards.

SWP allows staff in schools with high concentrations of students from low-income families to redesign their entire educational program to serve all students. The emphasis on SWP schools is to serve all students, improving all structures that support student learning, and combining all resources, as allowed, to achieve a common goal. SWP maximizes the impact of Title I, Part A. Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

A school operating a SWP shall develop a comprehensive plan (ESSA Section 1114[b]). The SWP plan will remain in effect for the duration of the school's participation in a SWP and will be monitored and updated annually (ESSA Section 1114[b][3]).

Bellevue Elementary School

Bellevue Elementary School is a neighborhood school that serves approximately 250 students in grades Preschool through Fifth grade.

Bellevue's students represent different demographic groups including:

- 13% English Language Learners
- 7% Special Education
- 2% Gifted and Talented
- 36% Free and/or Reduced Lunch

Bellevue Elementary School is dedicated to providing a world class education for ALL students. We focus on the whole child in a student/family centered environment. Our vision for Bellevue Elementary School is that it is a thoughtful place, where in partnership with parents, staff, and community, children will care about others, develop their abilities, and move towards reaching their potential for a full, rich life.

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BELLEVUE ELEMENTARY

Title I Program Schoolwide Plan



Prioritized Needs:

- * K-2 Reading skills are improving, but continued focus is necessary.
- * 3-5 Reading (Meta cognition) skills are in general, low. We need to increase these skills to better be prepared for the rigor required of current state assessments and real life application.
- * Increase K-5 Expressive Language Skills (writing and oral speaking) in our ELL population.
- * 3-5 Math (Problem Solving, Computation, Number Sense, and Justification) interventions based off of nationally normed probes and common assessments to support overall growth in Mathematics.



Improvement Goals:

- * 40% of K-2 grade students that are below proficient on the Fall IRI will increase to the proficient level of (3) as shown on the Spring IRI assessment. This is a total of 15 of 38 students.
- * 8% of 3-5 grade students that are below proficient on the 17-18 ELA ISAT assessment will increase to at/above proficient as shown on the Spring ELA ISAT assessment. This is a total of 10 of 120 students.
- * 30% of K-5 ELL students increasing at least one level on the ACCESS 2.0 assessment in Spring of 2019 on the domains of Speaking and Writing. This is a total of 9 of 30 students.
- * 8% of 3-5 grade students that are below proficient on the 17-18 Math ISAT assessment will increase to at/above proficient as shown on the Spring Math ISAT assessment. This is a total of 10 of 120 students.

Plan to Achieve Goals:

- * Continue to provide 30 min. of explicit reading instruction in the form of our 10, 10, 10 model focusing on phonics, word work, and vocabulary. Implement our K-2 Boost Team intervention where students performing at the 1 and 2 levels on the IRI will get an intensive 6-8 wks targeted intervention beginning the 2 week of school. This will be conducted by two highly qualified reading specialists and 1 highly qualified paraprofessional. Third, we will continue to work with our Peske Center partners to improve instructional practices.
- * Work with BCSD TOSA's to support teacher instructional practices. We will also begin the process of unpacking the ELA CCSS and begin the work of creating curricular maps to support our classroom objectives.
- * Adjust the co-teaching schedule to include 1-5 grades with push in supports at the the kindergarten level. Ongoing district and school level training will be provided to continue to support classroom and ELD staff.
- * Continue to align writing and expressive language instruction. This will be done through thoughtful reflection of the Writing With Design framework and additional training on Thinking Maps that can be applied throughout K-5.
- * Work with Boise State University consultants to create intervention strategies on an ongoing basis to support classroom teachers and specialists.

Process for monitoring and evaluating the Schoolwide Improvement Plan:

The school wide improvement plan will be reviewed at least two times each school year by the school leadership team. This will be done in the Winter and Spring when student benchmark achievement data is available. The leadership team will be reviewing the data to determine progress toward achieving identified goals, and determine if professional development plan and resources are appropriate or if needs exist.