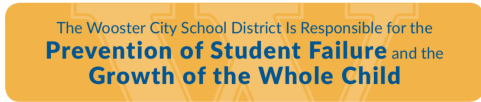




School Improvement Plan- Draft Plan

School:	Kean Elementary School
Annual Objective:	During the 2021-2022 school year, we will implement and monitor the essential components of Balanced Literacy to extend the growth of each child.
Goal 1:	Each child will meet or exceed 1 year growth annually.

What Principles of Practice will guide our approach?


Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
1. Readers Workshop (shared reading, conferring, mini-lessons, strategy groups)	Pacing	Teachers with support of Literacy Coach	Conferring Notes (once a week)	Ongoing November 11 February 18 May 26
2. Writers Workshop (mini-lesson, conferring, strategy groups)	Pacing	Teachers with support of Literacy Coach	Conferring Notes (once a week)	Ongoing November 11 February 18 May 26
3. Guided Reading (conferring)	Time Testing Wide Range of Levels	Teachers with support of Literacy Coach, Intervention Specialists, and Title	Running Records (according to district norms) F&P Benchmark Clays	Ongoing November 11 February 18 May 26
4. OG/Word Study (3 Part Drill, Orthographic mapping Red Words, Dictation, Syllabication)	Training Timeline Teacher Comfort Level	Teachers with support of Literacy Coach, Intervention Specialists, and Title	Follow the Scope and Sequence TBT Notes	Ongoing November 11 February 18 May 26

Evaluation Criteria
Running Records, Benchmark Assessments, Clays, F&P, TBT Notes, High Frequency Word List

School Improvement Plan- Draft Plan

School:	Kean Elementary School
Annual Objective:	During the 2021-2022 school year teachers will implement research-based instructional strategies in mathematics.
Goal 2:	Given a story problem, third and fourth grade students will create a mathematical expression and solve the problem using math modeling. Given any number kindergarten, first, and second grade students will make 5, 10, 20 according to grade level expectations in the first trimester. In the second and third trimester they make and break parts of 5, parts of 10, and parts of 20.

What Principles of Practice will guide our approach?





Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
1. Classroom teachers will utilize number talks/application to engage students in creating mathematical expressions. Kindergarten, first, and second grade classroom teachers will practice structure of 5, 10, and/or 20 daily.	Time Comfort level with number talks Comfort level with structure procedures	Teachers Students	During math lesson based on grade level scope and sequence	ongoing, by November 11 February 18 May 26
2. Teachers will use suggested activities in scope & sequence, structure progressions and utilize Math in Practice resource.	Familiarity with S&S document	Teachers with assistance from math committee members	TBT notes (each trimester)	ongoing, Scope & Sequence to be consulted for plans by November 11 February 18 May 26
3. Students will participate in solving math story problems both mentally and/or in writing.	Time Not all benchmark assessments have been finalized.	Students Teachers Staff Members	Exit slips/ formative assessments, benchmark assessments (based on grade level), observations, paper pencil fact fluency checks	At the end of each trimester and possibly during trimesters (as is grade level appropriate) November 11 February 18 May 26
4. Students will practice and explore mathematical games.	Time Comfort Level	Teachers Students	observation notes	ongoing, by November 11 February 18 May 26

School Improvement Plan- Draft Plan

Evaluation Criteria
Classroom observation data, formative/benchmark assessments, exit slips, observational notes

School:	Kean Elementary School
Annual Objective:	Develop the social/emotional well-being of 100% of the students.
Goal 3:	Students will persevere and celebrate progress towards their personal and academic Wildly Important Goals (WIGS).

What Principles of Practice will guide our approach?

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
1. Create personal and academic WIGS	Time	Students Teachers/Staff Members	WIG Scoreboards Leadership Notebooks Every 6 weeks	December March May
2. Progress monitor with accountability partners.	Time Consistency Consistency and effective coordination	Students Teachers/Staff Members	WIG Scoreboards Sticker Swag Leadership Notebooks 2x per WIG cycle	Ongoing
3. Positive reinforcements of progress and encouragement and support from service coordinators for specific students.	Consistency	Teachers/Staff Members Service Coordinators	Positive Office Referrals Weekly	Began in August Ongoing
4. Inform parents of goals and invite parents to join in celebrations	Availability & Attendance of parents	Teachers/Staff Members Family Members	WIG Scoreboards shared with families each trimester. (luncheon, celebrations)	December March May

School Improvement Plan- Draft Plan

Evaluation Criteria

Measurable Results Assessment (MRA)