



School Improvement Plan

School:	Melrose Elementary School 2021-2022
Annual Objective:	Adults will implement research-based instructional strategies in ELA and mathematics. Adults will analyze formative and summative assessment data to develop tiered instructional strategies.
Goals:	<ol style="list-style-type: none"> Melrose students K-4 will meet or exceed one years growth in math Melrose students K-4 will meet or exceed one years growth in reading


What Principles of Practice will guide our approach?




Instruction
is premised on a rigorous core curriculum across ALL grade levels and ALL student abilities.



Initial core instruction
within a framework of student engagement, representation and expression, is differentiated to meet the needs of all students.



Teacher-based teams
co-plan and co-serve using proactive practices in curriculum, assessment and instruction for each and every student.



The Wooster Way
empowers the whole person, creating a culture that embraces diversity and promotes the development of social, emotional and physical wellbeing of students and staff members.

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
<p>Goal # 1: Math</p> <p>A. Students will be fluent without memorization, using structure K - 0-5 1 - 0-10 2 - 0-20</p> <p>B. Modeling story problems mathematically in grades 3 and 4 (writing equations to match the story)</p>	Confidence, professional development	Classroom teachers and intervention specialists	<p>A. Fact fluency assessment</p> <p>B. Exit tickets to measure if students can write a mathematical equation to measure success rate</p>	<p>A. Every two weeks</p> <p>B. 10 percent increase in success rate each trimester</p>

School Improvement Plan

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
<p>Goal # 2: ELA</p> <p>A. Progress monitor our readers: Analyze classroom progress monitoring data</p> <p>B. Shared Reading Implementation</p>	<p>A. Communicate clear expectations re: district benchmark system expectations, data entry timelines, progress monitoring of TBT</p> <p>B. Professional Development, schedule</p>	<p>A. Classroom/IS/Title teachers/BLT/Principal/School Psychologist/Literacy Coach</p> <p>B. Classroom teachers/Literacy Coach</p>	<p>A. BLT will review classroom progress monitoring data to develop tiered instructional strategies</p> <p>A. Grade level data team days will be utilized to monitor our readers' progress.</p> <p>B. Grade level coaching cycles with literacy coach for planning and modeling</p>	<p>A. Monthly BLT Meeting BLT rep brings to TBT - September 2021</p> <p>A. These dates will be set in collaboration with school psychologist</p> <p>B. One coaching cycle per trimester in alignment with grade level reading expectation</p>

Evaluation Criteria Goal # 1

A. TBT notes, BLT notes, short cycle assessments, exit tickets

Evaluation Criteria Goal # 2


A. TBT notes, BLT notes, Data Day student updates

B. Grade level coaching cycle completion per trimester


School Improvement Plan

School:	Melrose Elementary School 2021-2022
Annual Objective:	Adults will emphasize compassionate teaching practices and provide students with a sense of control and security. Students will become more engaged socially and academically and contribute to a positive school climate.
Goals:	<ol style="list-style-type: none"> 1. The Zones of Regulation will be used in all classrooms as a tier 1, 2 and 3 resource to support students social-emotional well-being 2. Melrose students K-4 will have an academic/literacy W.I.G and use their lead measures 3x weekly 3. Classroom teachers will teach one lesson per month focused on diversity, equity, inclusion and the 7 habits


What Principles of Practice will guide our approach?




Instruction
is premised on a rigorous core curriculum across ALL grade levels and ALL student abilities.



Initial core instruction
within a framework of student engagement, representation and expression, is differentiated to meet the needs of all students.



Teacher-based teams
co-plan and co-serve using proactive practices in curriculum, assessment and instruction for each and every student.



The Wooster Way
empowers the whole person, creating a culture that embraces diversity and promotes the development of social, emotional and physical wellbeing of students and staff members.

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
Goal #1 A. PEPP Team will set a schedule to meet monthly to determine student support roster B. Tier 1 Zones refresher for Melrose Staff	Training Consistency All students returning	PEPP Staff Members Behavior Support Para School Counselor Building Principal	Monthly meetings as defined by calendar Meeting notes Student data folders	Monthly as defined by calendar

School Improvement Plan

<p>Goal #2</p> <p>A. Create and utilize WIGS to goal set and increase reading growth</p> <p>B. Assemble student leadership notebooks</p> <p>C. Begin student literacy/academic WIGS and establish a Huddle Up time for accountability partners</p> <p>D. Scoreboarding</p>	<p>Communication</p> <p>Clear expectations</p> <p>Progress monitoring</p>	<p>A. All staff</p> <p>B. Classroom teachers and students</p> <p>C. Classroom teachers and students</p> <p>D. Classroom teachers, students and scoreboarding leaders to update scoreboards</p>	<p>A. WIG cycle (8 weeks with 1 week for Celebration of completed WIG)</p> <p>B. Start date</p> <p>C. Tracking lead measures start date with Wig Cycles (whole class WIGS K-2; whole class WIGS 3-4 cycle #1 & #2 and independent student WIGS 3-4 cycle #3 & #4)</p> <p>D. Student scoreboard leaders will collect lead measure cards (green/red) on Fridays and update scoreboards</p>	<p>A. 9/7/21</p> <p>B. Ready by 9/7/21</p> <p>C. 9/7/21</p> <p>D. Wig Cycles</p> <p>#1 9/7-11/5 Celebration 11/8</p> <p>#2 11/15-1/21 Celebrate 1/24</p> <p>#3 1/31-3/25 Celebrate 3/28</p> <p>#4 4/4-5/20 Celebrate 5/23</p>
<p>Goal #3</p> <p>A. Teach one lesson per month focused on diversity, equity, inclusion and the 7 habits</p>	<p>Awareness, personal comfort level, unconscious bias</p>	<p>A. Grade level classroom teachers, school counselor</p>	<p>A. School counselor will communicate the lesson theme for the month and help provide developmentally appropriate suggestions for all grade levels and place in teacher's mailboxes</p>	<p>August: Identity, paradigms and diversity</p> <p>September: Equity and my circle of control</p> <p>October: Our inclusive classroom</p> <p>November: The courage to be an upstander</p> <p>December: Thinking win-win in difficult conversations</p> <p>January: Stereotypes</p> <p>February: Deposits of kindness</p> <p>March: Differences are opportunities</p>

School Improvement Plan

				April: The courage to cope May: My voice and contribution
--	--	--	--	--

Evaluation Criteria Goal #1
Meeting calendar, meeting notes, student data folders

Evaluation Criteria Goal #2
2021 MRA results, school-wide scoreboard/student leadership notebooks (WIGS)/2% increase in PI score on local report card

Evaluation Criteria Goal #2
Monthly lesson plans