

School Improvement Plan

School:	Kean Elementary School
Annual Objective:	The percentage of 3rd-4th grade students who score “proficient” or higher on the Ohio State Assessment will increase to at least 80% in English Language Arts.
Goal 1:	Each grade level will focus on developing skills to successfully compare and contrast texts during the 2018-2019 school year.

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?
BLT members use checklists with grade level teams during TBTs as a way to self-monitor our building implementation of the Balanced Literacy Framework.	TBT Time Willingness to Share Teaching understanding of the pieces of balanced literacy	BLT Grade Level Members	Once a Month Checklist	First TBT of the month / each month of school year
Use the TBT cycle to deconstruct standard, create assessments (pre/post), develop research-based strategies, implement, and collect data.	Creating appropriate assessments Finding lessons/strategies that support all learners	BLT/TBT Members	TBT Notes Weekly BLT members share out TBT notes monthly at BLT meetings	Each grade levels cycle will be completed by the end of the school year (agreed upon by grade level)
BLT members will conduct walkthroughs to observe balanced literacy happening throughout Kean	Comfort level of teachers Time / Coverage	BLT Members	Walkthroughs each Trimester Discuss at monthly BLT Meetings	Each Trimester throughout the 18-19 school year
Share out deconstruction (vertically) of compare & contrast standard at staff meeting		BLT/TBT Members	Staff Meeting this school year	By January 1, 2019

Evaluation Criteria
Pre/Post Assessment Data, TBT Forms Walkthrough Data , Balanced Literacy Checklists

School Improvement Plan

School:	Kean Elementary School
Annual Objective:	The percentage of 3rd-4th grade students who score “proficient” or higher on the Ohio State Assessment will increase to at least 80% in Math.
Goal 2:	Each grade level will focus on developing skills to successfully complete story problems (grades K, 1) and multi-step story problems (grades 2-4) in the 2018-2019 school year.

What Principles of Practice will guide our approach?

The Wooster City School District Is Responsible for the
Prevention of Student Failure and the
Growth of the Whole Child



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



Teacher-Student Teams
 engage and co-learn using
 proactive practices in curriculum,
 assessment and instruction for
 each and every student.

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
BLT will analyze the vertical alignment of the story problem standards.	Time	BLT members	BLT meetings	The September BLT meeting
Use the TBT cycle to deconstruct standard, create assessments (pre/post), develop research-based lessons/strategies, implement, and collect data.	Creating appropriate assessments Finding lessons/strategies that support all learners	TBT members	TBT Notes BLT members share out TBT notes monthly at BLT meetings	Each grade level’s cycle will be completed by the end of the school year (agreed upon by grade level)
All Grade Levels will come up with a common strategy to teach solving story problems.	Solving story problems on computers	BLT members, TBT members, TRT	TBTS	End of the 18-19 school year
Share out deconstruction (vertically) of story problem standard at staff meeting		BLT/TBT Members	Staff Meeting this school year	By January 1, 2019

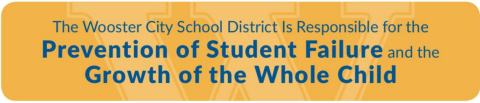

Evaluation Criteria

TBT Notes EDM Unit Assessments (Word Problems)

School Improvement Plan

School:	Kean Elementary School
Annual Objective:	Develop the social/emotional well-being of 100% of the students by intentionally focusing on the whole child.
Goal 3:	Integrate school and community resources to support the development of the whole child.

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?
Implement The Leader in Me through The First 8 Days, Action Team Meetings, Student Leadership Roles, Leadership Rallies, and through our daily language.	Time	All Staff Members	Daily observations, check-ins, communication among staff members	Ongoing throughout the school year
Use of a School-Wide Behavioral System involving a tally system.	Consistency	All Staff Members	Individual/Class/Building tracking system	Ongoing throughout the school year
Classroom Guidance Lessons to reinforce the social/emotional well-being of students.	Time	School Guidance Counselor	Monthly	Ongoing throughout the school year
Referrals to our Community Partnerships including Anazao, OHuddle, Therapy Dogs, and volunteers.	Scheduling	School Guidance Counselor, Classroom Teachers	Monthly Meetings with Anazao School Log-In System through Google Forms	Ongoing throughout the school year

Evaluation Criteria
Tally System Tracking Form Discipline Referrals Mental Health Referrals The Leader in Me MRA Survey