


School Improvement Plan


School:	Melrose Elementary School
Annual Objective:	100% of Melrose students K-4 will grow as readers by using their lead measures 3x week by May 27, 2020.
Goal 1:	100% of Melrose students K-4 will have an academic/literacy W.I.G and use their lead measures 3x weekly.

The 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>Create and utilize WIGS to goal set and increase reading growth Provide professional Development to staff:</p> <ol style="list-style-type: none"> 1. Aligning Academics (4DX) 2. Assemble student leadership notebooks 3. Begin student literacy/academic WIGS and establish a Huddle Up time for accountability partners 4. Scoreboarding 	<p>Communication Clear expectations</p>	<ol style="list-style-type: none"> 1. Principal/LH Coordinators 2. Classroom teachers and students 3. Classroom teachers and students 4. Classroom teachers, students and scoreboarding leaders to update scoreboards 	<ol style="list-style-type: none"> 1. Survey exit slip 2. Lighthouse team grade level rep will monitor (Bring a binder to TBT during week of 9/30/19) 3. Tracking lead measures begins 11/4/19 4. Student scoreboard leaders will collect lead measure cards (green/red) on Fridays and update scoreboards 	<ol style="list-style-type: none"> 1. 9/10/19 2. 9/30/19 3. 11/4/19 4. 11/11/19; continue through May 27, 2020


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Evaluation Criteria
School-wide scoreboard/student leadership notebooks (WIGS)/2% increase in PI score on local report card

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School:	Melrose Elementary School
Annual Objective:	100% of Melrose students K-4 will show growth in reading during the 2019-2020 school year.
Goal 2:	100% of Melrose staff will implement and progress monitor the District adopted Balanced Literacy Framework to strengthen tier 1 instruction. (Staff responsible for literacy instruction)

The 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.

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
Progress monitor our readers: Analyze classroom monthly progress monitoring data	Communicate clear expectations re: district benchmark system expectations	Classroom/IS/Title teachers/BLT	1. BLT will review classroom data to determine student support based on need using the classroom data information per teacher. 2. Grade level data team days will be utilized to monitor our readers' progress.	1. 1x month @ monthly mtg beginning at October 16, 2019 BLT Meeting 2. 9/23/19, 12/9/19, 3/9/20
Implementation and progress monitoring of UoS in Writing 1. Common scoring 2. Conferring	Completion of action steps progress monitoring follow through	1. Classroom teachers Intervention Specialists 2. Grade level TBTs; monitored at monthly BLT meetings by members	1. TBTs will bring an above/on/below grade level sample to TBT to complete common scoring using writing rubric evidenced by TBT notes.	1. Trimester 1; November 8, 2019/Trimester 2; February 21, 2020/Trimester 3; May 27, 2020

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			2. Bring on-going writing conferring notes to literacy focused TBTs. Share mini-lesson/mid workshop teaching point suggestions within team based upon students' writing evidenced by TBT notes.	2. TBT notes (1x per month)
<p>Implementation and progress monitoring of UoS in Reading/Guided Reading</p> <ol style="list-style-type: none"> 1. Running Records 2. Conferring Notes 	<p>Comfort level with UoS in Reading</p> <p>Completion of action steps</p> <p>Progress monitoring follow through</p>	<ol style="list-style-type: none"> 1. K-2 classroom teachers Intervention Specialists; 3-4 classroom teachers for students below grade level. Monitored at monthly BLT meetings by members 2. Grade level TBTs; monitored at monthly BLT meetings by members 	<ol style="list-style-type: none"> 1. Completing running records and analyzing within two weeks to guide instruction through miscue analysis (K-2). Same as above grades 3-4 for below grade level readers evidenced by TBT notes. 2. Bring on-going reading conferring notes to literacy focused TBTs. Share mini-lesson/mid workshop teaching point suggestions within team based upon students' reading evidenced by TBT notes. 	<ol style="list-style-type: none"> 1. TBT notes (1x per month) 2. TBT notes (1x per month)
<p>Vocabulary/WOW Word instruction (Visibility of 2-4 new vocabulary words each week)</p>	<p>Completion of action steps</p> <p>Progress monitoring follow through</p>	<p>Classroom teachers and BLT rep for monitoring</p>	<p>BLT will monitor the introduction of new vocabulary words through WOW word display.</p>	<p>BLT will monitor 1x per month (prior to each BLT meeting) and share out progress monitoring data at monthly meeting.</p>


Evaluation Criteria

TBT notes, BLT notes, BLT progress monitoring form (WOW Words)


School Improvement Plan

School:	Melrose Elementary School
Annual Objective:	100% of Melrose students K-4 will increase engagement in number sense during the 2019-2020 school year.
Goal 1:	100% of Melrose students K-4 will participate in number talks by the end of the 2019-2020 school year.


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.

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
Provide classroom teachers with access and opportunities to observe number talks	Scheduling Access to coaching	Melrose Math Committee members, Principal, BLT	1. Schedule for each grade level to observe a number talk and debrief observation 2. A 3-2-1 exit ticket by each teacher after their observation of number talks for BLT to review	1. Melrose coaching day, September 30, 2019 2. Review at October 16, 2019 BLT Meeting
Utilize a number talk within your classroom using resources provided by the Math Committee (team teach with a math committee member or grade level team)	Lack of understanding Confidence in strategy Scheduling and debriefing time	Classroom teacher, Principal, BLT, Melrose Math Committee members	1. Schedule for each grade level/teacher to participate in a co-taught number talk	1. Create schedule at November 20, 2019 BLT Meeting to complete by the end of the second trimester, February 21, 2020.

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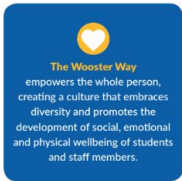
			2. A 3-2-1 exit ticket by each teacher after their participation in a number talks	2. Review exit tickets at February 20, 2019 BLT Meeting
Utilize a number talk within your classroom using resources provided by the Math Committee (independently)	Lack of understanding Confidence in strategy Scheduling and debriefing time	Classroom teacher, Principal, BLT, Melrose Math Committee members	1. Complete a 3-2-1 exit ticket by each teacher after their independent number talk and turn into grade level BLT rep 2. Review exit tickets	1. By the end of the third trimester May 27, 2020 2. May 29, 2020 BLT Meeting

Evaluation Criteria
3-2-1 exit tickets

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School:	Melrose Elementary School
Annual Objective:	100% of Melrose students and staff will move the overall culture score in the area of supportive environment from 67.6 to 70 (students) and 72.4 to 75 (staff) by May 27, 2020.
Goal 1:	100% of Melrose students K-4 and staff will have a Culture/Leadership W.I.G and use their lead measures 3x weekly.

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?
<p>Create and utilize WIGS to goal set and increase overall culture Provide professional Development to staff:</p> <ol style="list-style-type: none"> 1. Aligning Academics (4DX) 2. Assemble student leadership notebooks 3. Begin student Culture WIGS and establish a Huddle Up time for accountability partners 4. Scoreboarding 	<p>Communication Clear expectations</p>	<ol style="list-style-type: none"> 1. Principal/LH Coordinators 2. Classroom teachers and students 3. Classroom teachers and students 4. Classroom teachers, students and scoreboarding leaders to update scoreboards 	<ol style="list-style-type: none"> 1. Survey exit slip 2. Lighthouse team grade level rep will monitor (Bring a binder to TBT during week of 9/30/19) 3. Tracking lead measures begins 10/7/19 4. Student scoreboard leaders will collect lead measure cards (green/red) on Fridays and update 	<ol style="list-style-type: none"> 1. 9/10/19 2. 9/30/19 3. 10/7/19 4. 10/11/19; continue through May 27, 2020

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Evaluation Criteria
2020 MRA (Student leadership; student confidence and Supportive environment; Adults at this school trust each other); exit tickets; School-wide scoreboard/student leadership notebooks (WIGS)