

School Improvement Plan

School:	Cornerstone Elementary School
Annual Objective:	The percentage of 3rd and 4th grade students (in subjects not yet meeting the state proficiency standard) who score “proficient” or higher on the Ohio State Assessment will increase by at least 10%.
Goal 1:	Students will increase reading levels by one years growth as measured by Clays and/or Fountas and Pinnell Benchmark Assessment.

What Principles of Practice will guide our approach?
<p>The Wooster City School District is Responsible for the Prevention of Student Failure and the Growth of the Whole Child. Teacher-based teams co-plan and co-serve using proactive practices in curriculum, assessment and instructions for each and every student. Initial core instruction within a framework of student engagement, representation and expression, is differentiated to meet the needs of all students.</p> <p>Instruction is premised on a rigorous core curriculum across ALL grade levels and ALL student abilities.</p>

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
All teachers will implement the required pieces of the balanced literacy framework as outlined on the checklist.	Time New Staff PD	Classroom Teachers Intervention Specialists, Gifted Intervention Specialists, Title Teachers and Circuit Teachers as Applicable Administrators	Administrators will monitor implementation of pieces of balanced literacy framework each trimester	Each Trimester throughout the 2018-2019 school year. Walkthroughs/monitoring of checklist completed by end of Nov., Feb, Apr.
Use TBT short cycles to collect and monitor data to inform instruction, create pre/post assessments related to identified instructional area of need.	Willingness to share Preparedness Classrooms aligned Some assessments will	Classroom Teachers Intervention Specialists, Gifted Intervention Specialists, Title Teachers and Circuit Teachers as Applicable	TBT taking notes weekly BLT members share out TBT notes monthly at BLT meetings	Once per trimester

School Improvement Plan

	need to be created		Feedback to TBTs twice in the year (Nov. & Mar)	
All teacher based teams will collaboratively plan to provide instruction to all students along the continuum including students with IEPs, RTI plans and WEPs. Intervention Specialists, Gifted Intervention Specialists, Regular Education Teachers and Title one Reading Teachers should all be included in co-planning efforts.	Time (District Issued Schedule) Willingness	Classroom Teachers, Intervention Specialists, Gifted Intervention Specialists and Title Teachers	Co-planning notes shared on google	Throughout the 2018 - 2019 school year.
Each grade level will follow grade level scope and sequence to develop lesson plans aligned to Ohio's Learning Standards.	Alignment	Classroom Teachers, Intervention Specialists, Gifted Intervention Specialists and Title Teachers, Administrators	TBT Scope & Sequence Form OTES	Throughout the 2018 - 2019 school year. Trimester check (Nov/Feb/Apr)

Evaluation Criteria

Pre/Post Assessment Data, TBT Notes, Walkthrough Data, Balanced Literacy Checklists, Clays data, F&P, NWEA, AIR

School Improvement Plan

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Goal 2:	Increase effective communication with families to promote the development and growth of the whole child.

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. 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?
Provide Leader in Me communication in classroom newsletters, school-wide newsletters, school events and social media.	Time Resources	Classroom Teachers, Administration	Published communication	Throughout the 2018-2019 school year. Bi-weekly
Use Remind to communicate classroom and school-wide events and information.	Consistency Parents signed-up	Classroom Teachers, Title Teachers, Intervention Specialists, Circuit Teachers TRT support	Online record of messages sent	Throughout the 2018-2019 school year.
Increase opportunities for parents to be involved in the building with adequate notification (Parent Luncheon, Volunteers, Smart Cookie, Leader Rallies, Publishing Parties, etc.)	Willingness Scheduling	Classroom Teachers, Title Teachers, Intervention Specialists, Circuit Teachers, Administration	Parent sign-in sheets Attendance at school events	Throughout the 2018 - 2019 school year

School Improvement Plan

Implement Parent Tips in school-wide newsletters, Remind and social media posts.	Resources Time	Classroom Teachers, Title Teachers, Intervention Specialists, Circuit Teachers, Administration	Online record of messages/posts	Monthly, throughout the 2018 - 2019 school year
Share expertise and ideas to improve effective parent communication.	Time Willingness	All Certified Staff and Paraprofessionals	Staff meeting agenda	Three staff meetings throughout the 2018 -2019 school year.

Evaluation Criteria
The Leader in Me MRA Survey CS Parent Survey, REMIND data

School Improvement Plan

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Goal 3:	Each student will show growth and understanding in number sense by improving fact fluency through research based strategy explorations and experience with numbers

What Principles of Practice will guide our approach?
<p>The Wooster City School District is Responsible for the Prevention of Student Failure and the Growth of the Whole Child. Teacher-based teams co-plan and co-serve using proactive practices in curriculum, assessment and instructions for each and every student. Initial core instruction within a framework of student engagement, representation and expression, is differentiated to meet the needs of all students.</p> <p>Instruction is premised on a rigorous core curriculum across ALL grade levels and ALL student abilities.</p>

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
BLT will research fact fluency and proficiency best practices to communicate with each grade level.	Time	BLT members	BLT notes	November 15, 2018 BLT Meeting Share in TBT's the week of November 26th One completed cycle @ TBT focused on fact fluency (Apr.)
Use a TBT cycle to collect and monitor data to inform instruction, create pre/post	Willingness to share Preparedness	Classroom Teachers	TBT notes weekly	Throughout the 2018 - 2019 school year.

School Improvement Plan

assessments related to identified instructional area of need.	Classrooms aligned Some assessments will need to be created	Intervention Specialists, Gifted Intervention Specialists, Title Teachers and Circuit Teachers as Applicable	BLT members share out TBT notes monthly at BLT meetings	
All teacher based teams will collaboratively plan to provide instruction to all students along the continuum including students with IEPs, RTI plans and WEPs. Intervention Specialists, Gifted Intervention Specialists, Regular Education Teachers and Title one Reading Teachers should all be included in co-planning efforts.	Time (District Issued Schedule) Willingness	Classroom Teachers, Intervention Specialists, Gifted Intervention Specialists and Title Teachers	Co-planning notes shared on google	Throughout the 2018 - 2019 school year.
Share expertise and ideas to improve fact fluency and number sense flexibility.	Time Willingness	All Certified Staff and Paraprofessionals	Staff meeting agenda	Three staff meetings throughout the 2018 -2019 school year.
Each grade level will follow the grade level scope and sequence to develop lesson plans aligned to Ohio's Learning Standards.	Alignment	Classroom Teachers, Intervention Specialists, Gifted Intervention Specialists and Title Teachers Administrator	TBT Scope & Sequence Check OTES	Throughout the 2018 - 2019 school year. Once per trimester

Evaluation Criteria

Pre/Post Assessment Data, TBT Notes, Staff Meeting Agenda