

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:	100% of students will increase reading levels by one year's growth as measured by Clays Observation Survey, NWEA, and/or Fountas, and Pinnell Benchmark Assessment.

What Principles of Practice will guide our approach?
<ol style="list-style-type: none"> 1. The Wooster City School District is Responsible for the Prevention of Student Failure and the Growth of the Whole Child. 2. Teacher-based teams co-plan and co-serve using proactive practices in curriculum, assessment and instructions for each and every student. 3. Initial core instruction within a framework of student engagement, representation and expression, is differentiated to meet the needs of all students. 4. Instruction is premised on a rigorous core curriculum across ALL grade levels and ALL student abilities.

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.	Schedules being updated, time for administration to do walk through checks	Eric Vizzo, Molly Richard, TBT teams (note taker), classroom teachers, Literacy coach, BLT	TBT scope and sequence check in monthly Walk through checks monthly	All monitoring complete by the 2019-2020 school year
Use TBT short cycles to collect and monitor data to inform instruction, utilize running records to identify instructional area of need	Developed assessments at each grade level.	Classroom teachers, Title teachers, Intervention Specialists	Running records completed monthly	The end of each month throughout the 2019-2020 school year
All teacher based teams will collaboratively plan to provide instruction to all	Common planning time	Intervention Specialists, Gifted Intervention Specialists, Regular	Use of the co-planning form weekly in google to monitor plans and	Throughout the 2019-2020 school year

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students along the continuum including students with IEPs and WEPs		Education Teachers and Title one Reading Teachers	conversations within planning meetings	
Re-establish RIMP procedures for all grade levels.		Eric Vizzo, Molly Richard, Classroom teachers, Title Teachers, Intervention Specialists	Reviewing RIMP data in the beginning of the year and monitoring	End of October 2019

Evaluation Criteria
<ul style="list-style-type: none"> • Accurate classroom schedules • RIMP roster • Co-planning form completion

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Goal 2:	Increase family involvement at school sponsored events, through increased communication, to promote the development and growth of the whole child.

What Principles of Practice will guide our approach?
<ol style="list-style-type: none"> 1. The Wooster City School District is Responsible for the Prevention of Student Failure and the Growth of the Whole Child. 2. 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?
Share Leadership Notebooks during parent engagement opportunities throughout the school year	Needs of binders/dividers	Academics action teams Leadership Notebook action team Student Led Conferences action team	Parent sign in sheets at engagement events throughout the school year	March PT Conferences 2020
Use Remind to communicate classroom and school-wide events and information.	Parent sign up issues Remind PD	All certified staff, Eric	Once a trimester by running a report within the Remind system (completed by Eric)	November 2019 March 2020
Increase opportunities for parents to be involved in the building with adequate notification (Friends and Family Luncheons, Volunteers, Smart Cookie, Leader Rallies, Publishing	Working parents	All certified staff	Sign in system tracking visitors. Volunteer sign in sheets. (Office staff)	Throughout the 2019-2020 school year

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Parties, Triple P program, etc.)				
Establishing positive community communication to our families including welcoming incoming kindergarteners and new students		All certified and classified staff	Views on Facebook posts, Newsletter sent home weekly/monthly Establish a welcoming committee for incoming kindergarten families.	Frequent posts weekly throughout the 2019-2020 school year Welcoming new Kindergarten students with 4th grade leaders Summer 2020

Evaluation Criteria
<ul style="list-style-type: none"> • REMIND usage rates • Increased attendance rates at parent events • Student-led conference implementation

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Goal 3:	Students at Cornerstone will be in attendance for at least 92% of school hours throughout the 2019-2020 academic year.

What Principles of Practice will guide our approach?
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Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
Identify and create plans for students that are at risk for having excessive absences by looking at data from 2018-2019		Eric Vizzo, Molly Richard, Counselors, Tammy Lingle, classroom teachers	Monitored daily for those students that are being watched	End of August 2019 Plans are ongoing and individualized to each student/family - attendance intervention plans
Establish a school-wide WIG focused on daily attendance rate.		Entire Cornerstone staff	Monitored daily by adding our daily attendance percentage to a board viewable by all staff members and students	By September 10, 2019
Establish a grade level and class WIG focused on daily attendance		TBT team, classroom teachers and students	Monitored daily within the classroom	By the end of September
Communicate with parents the importance of attendance at grade level meetings, in the weekly Cornerstone		Eric Vizzo, Molly Richard, classroom teachers	Remind log, attendance sheet from parent meetings, Social Media post, information	End of May 2020

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newsletters, social media outlets, conferences and phone blasts.			communicated at conferences by classroom teachers, newsletter	
Communicate our progress towards our attendance WIG with students and parents		Eric Vizzo, Molly Richard	Daily/Weekly Daily on the board by the office and weekly in the Cornerstone Newsletter	Updates weekly; Completing the WIG by the end of the 2019-2020 school year
Review the students in your grade level that show patterns of frequent absences and/or tardiness.		Grade level TBT teams	Monthly - reviewing the list and students of concern within the TBT meetings. This discussion should be documented in the TBT notes	Updating monthly Completing the WIG by the end of the 2019-2020 school year

Evaluation Criteria

- LRC Attendance Indicator
- Daily Attendance Rate Data
- Google Form – attendance contacts
- Attendance Intervention Plan Forms
- Parent-Teacher Conference Attendance Rate