

## School Improvement Plan

<b>School:</b>	Parkview Elementary School
<b>Annual Objective:</b>	<p>Staff: 100% of ELA instructors will Implement the identified components of the Balanced Literacy Framework with fidelity as monitored through self-accountability using the Balanced Literacy Checklist.</p> <p>Student: 100% of Parkview Students will achieve a year's worth of growth as identified by an F+P Reading Running Record (3 levels).</p>
<b>Goal 1:</b>	Each trimester, the ELA TBTs will evaluate the effective implementation of Balanced Literacy instruction as measured by a reading running record.

<b>What Principles of Practice will guide our approach?</b>
<p>Instruction: is premised on a rigorous core curriculum across all grade levels and all student abilities.</p> <p>Initial Core Instruction</p> <p>Teacher Based Teams</p>

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
Implement Writer's Workshop with an emphasis on: -Assessment -Small Group/Conferring	Lack of professional development (coming Oct. 2018)	Classroom Teachers Title 1 Reading Teachers Literacy Coach	TBT Coaching Conversations	May 2019
Continued monitoring of previously implemented Balanced Literacy practices with fidelity -Vocabulary -Interactive Read Aloud -Guided Reading -Writer's Workshop -Independent Reading -Orton Gillingham	Balanced Literacy Checklist: need shared <a href="https://docs.google.com/document/d/1i6nKsGjUXqoX4OuKCkAWy1SbS4hXjTiJsgfm6b74vNo/edit?usp=sharing">https://docs.google.com/document/d/1i6nKsGjUXqoX4OuKCkAWy1SbS4hXjTiJsgfm6b74vNo/edit?usp=sharing</a>	All ELA Teachers	Balanced Literacy Checklists TBT Conversations *Self-Accountability/Team Accountability  Coaching Conversations	May 2019

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<b>Annual Objective:</b>	<p>Staff: 100% of staff will continue to incorporate the Leader in Me mindset into classrooms, events, and school community.</p> <p>Student: 100% of classrooms will create and implement a class mission statement and have it posted outside their classroom door for other students and staff to see.</p>
<b>Goal 1:</b>	Climate/ Culture

<b>What Principles of Practice will guide our approach?</b>
The Wooster Way

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
1. Create an environment that establishes Leader In Me components: <ul style="list-style-type: none"> <li>- First 8 Days</li> <li>- Create action Teams</li> <li>- Classroom mission Statements</li> <li>- Family Communication</li> </ul>	Academic initiatives Evenly divided teams	All staff Lighthouse Team/ Coordinators	Lighthouse Committee -- recorded in notes	Ongoing
2. Continue the work of Action teams <ul style="list-style-type: none"> <li>- Culture/ Climate</li> <li>- Academics</li> <li>- Leadership</li> </ul>	Clear agendas Time	All Action Team Staff	Action Planning Forms shared on Google and reviewed by the Lighthouse Committee	By Trimester

### Evaluation Criteria

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<b>School:</b>	Parkview Elementary
<b>Annual Objective:</b>	100% of identified staff members will participate in three cycles of TBT meetings, reviewing and responding to data as determined by areas of need.
<b>Goal 1:</b>	To implement TBT meetings on a bi-weekly basis for every grade level team (including grade level teachers, intervention specialists, Title teachers and our Literacy Coach).

<b>What Principles of Practice will guide our approach?</b>
Teacher Based Teams Rigorous Core Instruction Initial Core Instruction

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
Define the goals of a TBT meeting <ul style="list-style-type: none"> <li>- establishing roles of facilitator, time-keeper, and recorder</li> <li>- monitoring form</li> <li>- bi-weekly schedule</li> </ul>	Attendance Breaks/Days Off Missed Days Kindergarten Coverage backup for Guidance?	All staff who participate in TBTs	Recorder is responsible for attendance and notes  BLT will provide template and monitor progress and feedback through Google Drive	Agenda created by: September  Form created by: end of September  Monitoring will be ongoing
Complete item analysis (grades 3/4) in ELA and Math to determine areas of TBT focus	Vertical time	Grades 3/4	Share with 2nd grade	October 2018

<b>Evaluation Criteria</b>
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## School Improvement Plan

<b>School:</b>	Parkview Elementary School
<b>Annual Objective:</b>	<p>Staff: 100% of the staff will implement Ohio's Math Standards through the use of Everyday Math.</p> <p>Students: 100% of students will meet their projected growth as determined by the NWEA assessment OR will meet the end of year NWEA target RIT band score.</p>
<b>Goal 1:</b>	Each trimester the Math Committee will evaluate pace and practice of math instruction and assessments to be most efficient and effective as measured by student performance of the Ohio AIR assessment.

<b>What Principles of Practice will guide our approach?</b>
<p>Rigorous core instruction</p> <p>Initial core instruction</p> <p>Teacher Based Teams</p>

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
Implement Everyday Math Modified (Combo Day) Instruction with fidelity.	Implementing this with LIM Schedule	All teachers/ math support teachers	Following recommended pacing guides from Heather Lash	End of Trimester Checkpoints/ adjust accordingly
Establish a math committee.	Staff participation/ balance	Everyday Math Training Participants	Communication with Heather Lash and future district committee	May 2019

<b>Evaluation Criteria</b>