

## School Improvement Plan 2018-2019

<b>School:</b>	Melrose Elementary
<b>Annual Objective:</b>	100% of staff will identify and adopt evidence-based adult instructional practices in grade level Teacher Based Teams (TBTs).
<b>Goal 1: Ohio Improvement Process</b>	Utilize TBT time to discuss the impact of the adult instructional practices/strategies used during the lesson. Reflect on the extent the impact of these strategies had on student learning, through the analysis of short cycle, common assessments and/or other assessments.

<b>What Principles of Practice will guide our approach?</b>
Teacher-based teams, initial core instruction, instruction

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
Implement the 5-step process with fidelity	Not a firm understanding of the process	BLT to support TBT	TBT Notes BLT Training	TBT notes shared at monthly BLT meeting
Learn, identify and use research based strategies to guide instruction	Learning phase	TBT members BLT members	TBT Notes BLT Monthly Agenda & Minutes	TBT notes shared at monthly BLT meeting BLT Meetings BLT Led Staff Meetings
Modify instructional strategies as needed based on the analysis of student data and "look fors"	Learning phase	TBT members BLT members	TBT Notes Observations	TBT notes shared at monthly BLT meeting Teacher-based teams, initial core instruction, instruction

<b>Evaluation Criteria</b>
Evidence, notes, data from TBTs, BLT "look fors"

## School Improvement Plan 2018-2019

<b>School:</b>	Melrose Elementary School
<b>Annual Objective:</b>	80% of third and fourth grade students will meet or exceed “proficient” or higher on the Ohio State Test in reading.
<b>Goal 1: ELA</b>	All staff will use the results of the 2018 Ohio State Reading Assessment item analysis to identify targeted standards and use results to guide instructional practice and decision making.

<b>What Principles of Practice will guide our approach?</b>
Teacher-based teams, initial core instruction, instruction

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
Analyze and identify 3rd and 4th grade reading item analysis	BLT - Schedule a time within the first 30 days of school TBT - Unfamiliar to the process and how to use this tool	BLT  TBT	TBT notes	BLT - 9/18/2018 TBT - By October BLT Meeting
Share standards of skill-specific weakness	Unfamiliar to the process and how to use this tool	BLT TBT	BLT notes TBT notes	BLT - 9/18/2018 TBT - By October BLT Meeting
Deconstruct grade level identified standards for skill-specific weakness	Staff participation and understanding	TBT	TBT notes	TBT report to BLT October Meeting
Learn, Identify and implement research-based instructional strategies	Understanding of Hattie’s research-based instructional strategies	BLT TBT	Monthly BLT meetings Weekly TBT meetings	2018-2019 on-going Monthly BLT Meetings
Use of formative assessment to adjust instructional practices	Hesitant or unsure how to proceed Understanding of formative assessment	TBT BLT	TBT - Weekly BLT - Monthly	Weekly TBTs and Monthly BLT meetings

<b>Evaluation Criteria</b>
Evidence, notes, data from TBTs

## School Improvement Plan 2018-2019

<b>School:</b>	Melrose Elementary
<b>Annual Objective:</b>	100% of staff will follow the District adopted Balanced Literacy Framework.
<b>Goal 2: ELA</b>	All Melrose Staff will implement and progress monitor using the District Balanced Literacy Framework for Tier 1 instruction.

<b>What Principles of Practice will guide our approach?</b>
Teacher-based teams, initial core instruction, instruction

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
Wow Word Instruction		Classroom teacher	2-3 words/week Displayed in classroom Literacy Look-Fors by BLT	Instruction on going Monitoring 2-3x/year
UOS of Writing	Familiarity with assessments and rubrics	Classroom teacher	Gr. K-1 Beg. Unit Assessment Gr. 2-4 BOY Unit Assessment Conferring Notes Rubrics	Before each unit 9/7/2018 Formative/Summative Formative/Summative
Independent Reading/Conferring	Time Schedule	Classroom teacher/IS Grade level BLT rep	Gr. K-1; 20 min. (Build up to) Gr. 2-4; 30 min (Build up to)	Grade level stamina share out at each monthly BLT mtg
OG (K-2)	Revisit components Teacher proficiency Fidelity	Classroom teacher IS (tier 2,3)	B/M/E of year assessment OG Calendar check-in during weekly TBT Literacy Look-Fors by BLT	Instruction on going Monitoring 2-3x/year
Handwriting without Tears (K)		KDG teachers	Scope and Sequence Plan Literacy Look-Fors by BLT	Instruction on going Monitoring 2-3x/year
Guided Reading	Schedule Management Books	Classroom teacher Title 1/IS (Tier 2 & 3)	Evidence of formative assessment to guide instruction at TBTs Literacy Look-Fors by BLT	Instruction on going Monitoring 2-3x/year
Interactive Read Aloud	Books	Classroom teacher	Observation/Literacy Look Fors	Instruction on going Monitoring 2-3x/year

<b>Evaluation Criteria</b>
Evidence, notes, data from TBTs

## School Improvement Plan 2018-2019

<b>School:</b>	Melrose Elementary School
<b>Annual Objective:</b>	80% of third and fourth grade students will meet or exceed “proficient” or higher on the Ohio State Test in math.
<b>Goal 1: Math</b>	All staff will use the results of the 2018 Ohio State Math Assessment item analysis to identify targeted standards and use results to guide instructional practice and decision making.

<b>What Principles of Practice will guide our approach?</b>
Teacher-based teams, initial core instruction, instruction

Action Steps	Possible Barriers / Capacity Considerations	Who will be responsible for completing this step?	Monitoring Procedures (with frequency)	By when?
Analyze and identify 3rd and 4th grade math item analysis	BLT - Schedule a time within the first 30 days of school TBT - Unfamiliar to the process and how to use this tool	BLT  TBT	TBT notes	BLT - 9/18/2018 TBT - By October BLT Meeting
Share standards of skill-specific weakness	Unfamiliar to the process and how to use this tool	BLT TBT	BLT notes TBT notes	BLT - 9/18/2018 TBT - By October BLT Meeting
Deconstruct grade level identified standards for skill-specific weakness	Staff participation and understanding	TBT	TBT notes	TBT report to BLT October Meeting
Learn, identify and implement research-based instructional strategies	Understanding of Hattie’s research-based instructional strategies	BLT TBT	Monthly BLT meetings Weekly TBT meetings	2018-2019 on-going Monthly BLT Meetings
Use of formative assessment to adjust	Hesitant or unsure how to proceed	TBT BLT	TBT - Weekly BLT - Monthly	Weekly TBTs and Monthly BLT meetings

# School Improvement Plan 2018-2019

instructional practices	Understanding of formative assessment			
-------------------------	---------------------------------------	--	--	--

Evaluation Criteria
Evidence, notes, data from TBTs