

Melrose Elementary 2017-18
Revised November 2017



Melrose Elementary School: Climate & Conditions Goal: Develop a system in which all staff members share responsibility for the prevention of student failure by planning for and implementing supports to meet the physical, emotional, social and academic need of each student.

Adult Implementation Indicator:

100% of Melrose Elementary staff will create a culture that embraces diversity and promotes the development of social, emotional, physical and academic well-being of all.

Student Implementation Indicator:

100% of Melrose Elementary students will create a culture that embraces diversity and promotes the development of social, emotional, physical and academic well-being of all.

Principle of Practice	Strategy (The Why)	Action Steps (The What)	Evidence/Look-Fors (The How)
	<p>Encourage and support all staff to develop and implement equitable practices that address the whole child</p>	<p>1. Increase staff understanding and awareness of cultural shifts in education, specifically focused around equity and poverty</p>	<p>1. 100% participation of Bridges Out of Poverty Training for staff 2. BLT led staff meetings, sharing an activity that focuses on equity or poverty 3. Identify student subgroup performance</p>
	<p>Develop the social/emotional well-being of all students by intentionally focusing on the whole child</p>	<p>1. Integrate school and community resources to support the development of the whole child</p> <ul style="list-style-type: none"> a. The Leader In Me b. PBIS c. Classroom Guidance Lessons d. Community Partnerships 	<p>a. Staff learn and live The 7 Habits, teach The First 8 Day curriculum, create intentional leadership opportunities b. Bootcamp, monthly assemblies, Melrose Manners Stars, reduced behavior referrals c. Monthly d. Referrals to O’Huddle, Ana Zao, Therapy Dog, volunteers</p>

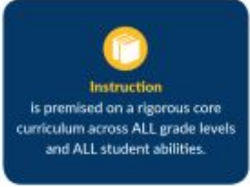

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Melrose Elementary School: Math Goal: Annually, students will meet or exceed expected growth in all subgroups.

Adult Implementation Indicator:

100% of Melrose Staff will implement Ohio’s Math Standards through the use of the 5-step process, analyze formative and summative data to guide instruction for all.

Student Implementation Indicator: 100% of Melrose Students will meet or exceed individual yearly growth projections.

Principles of Practice	Strategy (The Why)	Action Steps (The What)	Evidence/Look-Fors (The How)
 <p>Instruction is premised on a rigorous core curriculum across ALL grade levels and ALL student abilities.</p>  <p>Initial core instruction within a framework of student engagement, representation and expression, is differentiated to meet the needs of all students.</p>	<p>Implement Ohio’s Learning Standards with fidelity, ensuring high levels of student engagement by adjusting rigorous instructional practices</p>	<ol style="list-style-type: none"> 1. Staff will implement Ohio’s Learning Standards and Everyday Mathematics to make data driven decisions based on student progress to meet students’ instructional needs 2. Respond to Ohio State Next Generation Math Assessment item analysis vertically 3. Teachers will utilize and incorporate opportunities to develop mathematical modeling and reasoning 4. Identify student subgroup performance 	<ol style="list-style-type: none"> 1. Monitor and analyze through TBT grade-level work using the 5-step process pre/post unit tests and assessment data (formative and summative assessment data) 2. Direct instruction of CUBES strategy and mathematical operation action words; display CUBES strategy and math action words within classroom 3. Hands-on application, games, manipulatives, opportunities to model and discuss the process 4. Analyze and respond through TBT grade-level work using the 5-step process

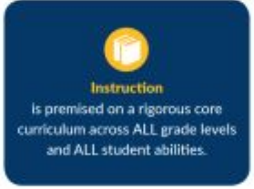

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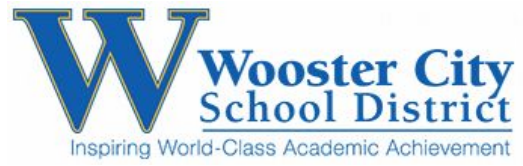
Melrose Elementary School: ELA Goal: Annually, students will meet or exceed expected growth in all subgroups.

Adult Implementation Indicator:

100% of Melrose Staff will implement Ohio’s Learning Standards, utilizing assessment data to inform instructional design, lesson delivery and student engagement for all students.

Student Implementation Indicator: 100% of Melrose Students will meet or exceed individual yearly growth.

Principles of Practice	Strategy (The Why)	Action Steps (The What)	Evidence/Look-Fors (The How)
 <p>Instruction is premised on a rigorous core curriculum across ALL grade levels and ALL student abilities.</p>	<p>Implement Ohio’s Learning Standards with fidelity and ensure high levels of student engagement</p>	<p>1. Implementation of the Wooster City School’s Balanced Literacy Framework</p> <ul style="list-style-type: none"> a. Orton Gillingham b. Vocabulary c. Interactive Read Aloud d. Writer’s Workshop (Lucy Calkins) e. Independent Reading f. Guided Reading 	<ul style="list-style-type: none"> a. Following OG grade level sequence b. WOW word wall c. Schedule/Scope and sequence d. Program implementation e. Schedule, classroom libraries, book bins f. Flexible groups, running records
 <p>Initial core instruction within a framework of student engagement, representation and expression, is differentiated to meet the needs of all students.</p>	<p>Respond to formative and summative data by informing and adjusting rigorous instructional practices</p>	<p>1. Teachers will design instruction and meet students’ needs, based on assessment data and the use of the Fountas and Pinnell Literacy Continuum Book and grade level scope and sequence maps</p> <p>2. Identify student subgroup performance</p>	<p>1. Monitor through TBT grade-level work using the 5-step process</p> <ul style="list-style-type: none"> a. Fountas and Pinnell Benchmark Assessment Tool b. Clay’s Observation Survey c. NWEA d. Running records e. Conferencing notes f. Guided Reading planning notes <p>2. Analyze and respond through TBT grade-level work using the 5-step process</p>



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