



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

Adult Implementation Indicator:

100% of Melrose Elementary Staff will uphold the principle that all staff members share the responsibility and implement action steps to support the whole child and to prevent student failure.

Student Implementation Indicator:

100% of Melrose Students will achieve a year’s worth of growth academically while learning to advocate for their physical, emotional and social needs.

| Strategy | Evidence | Action Steps | Look-Fors |
|---|---|--|---|
| Encourage and support all staff to develop and implement equitable practices that address the whole child | Staff PD survey developed by BLT Creation and implementation of three plans: PBIS/CPI/Cultural shifts in education | Increase staff understanding of cultural shifts in education with future plans of implementation school and district-wide | Staff meeting 1x per month; topics such as mental health, drug endangered children, poverty (developed by BLT), child-first language/relationship building |
| Develop the social/emotional well being of all students by intentionally focusing on the whole child | Reduced behavior referrals | All staff will implement and reinforce: 1. Rachel’s Challenge lessons 2. PBIS 3. Classroom guidance lessons 4. Partnerships with community agencies (AnaZao, O’Huddle, therapy dog, outside counseling agencies) | Communication/updates from agencies to staff, weekly lesson plans, KC strips/KC Wall of Fame, PBIS stars, Melrose Manners Stars, PBIS assemblies, bootcamps |

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 be proficient on the AIR math assessment or meet expected growth on NWEA assessment.

| Strategy | Evidence | Action Steps | Look-Fors |
|---|---|--|---|
| Respond to formative and summative assessment data by informing and adjusting rigorous instructional practices (District action step 2) | Everyday Mathematics Curriculum and online components/game kits | Staff will implement Ohio’s Learning Standards and Everyday Mathematics to make data driven decisions based on student progress to meet students’ instructional needs. | Analyze assessments, Use of pre/post assessment data, TBT |
| Respond to formative and summative assessment data by informing and adjusting rigorous instructional practices (District action step 2) | Everyday Mathematics Curriculum and online components/game kits | Teachers will create flexible groups to differentiate instruction and meet each student’s needs, based on Everyday Math assessment data. | Analyze assessments, Use of pre/post assessment data, progress monitoring, small group, TBT |
| Implement Ohio’s Learning Standards with fidelity and ensure high levels of student engagement (District action step 1) | Everyday Mathematics Curriculum and online components/game kits | Teachers will utilize and incorporate Everyday Math games and additional hands-on opportunities to develop mathematical skills, providing student engagement. | Centers/station work, opportunities for practice |

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 projection to become college and career ready.

| Strategy | Evidence | Action Steps | Look-Fors |
|--|--|---|--|
| Implement Ohio’s New Learning Standards with fidelity and ensure high levels of student engagement (Strategy 1) | Balanced Literacy Framework: Lucy Calkin’s Units of Study Curriculum | Continued implementation of Writer’s Workshop in all classrooms using Lucy Calkins’ Units of Study. | Anchor charts, writing samples, writing folders/notebooks, publishing parties, beginning stages of conferencing, use of mentor texts |
| Respond to formative and summative data by informing and adjusting rigorous instructional practices (Strategy 2) | Fountas and Pinnell Benchmark Assessment Tool NWEA Benchmark Assessment | Teachers will create flexible groups to differentiate instruction and meet each student’s needs, based on assessment data and the use of the Fountas and Pinnell Literacy Continuum Book. | Reading groups, monthly progress monitoring/ regrouping based upon data, |
| Implement Ohio’s New Learning Standards with fidelity and ensure high levels of student engagement (Strategy 1) | Fountas and Pinnell Literacy Continuum Book 7 step vocabulary lessons | Continue to incorporate a balanced literacy framework | Interactive read-aloud, vocabulary instruction (wow words/word walls) |