



Genevieve Melody Elementary School (/school-plans/295) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Tiffany Tillman	Principal	ttillman@cps.edu	Has access
Ruth Miller	Assistant Principal	RAMiller@cps.edu	Has access
Ashley Tam	Curriculum Coordinator	aatam@cps.edu	Has access
Tammy Pike	Data Analyst/LSC	tepike@cps.edu	Has access
Cassandra Fields	Counselor	cpfields@cps.edu	Has access
James Harris	STEM Coordinator	jcharris2@cps.edu	Has access
Magdalena Sandoval	STEM Coordinator	msandoval44@cps.edu	Has access
Michelle Stewin	Head Teacher CPC/LSC	mmstewin@cps.edu	Has access
Kimberly Hudson	Dean of Students	kahudson@cps.edu	No Access
Natasha Gasich	Pre K/Kindergarten Liasion	ngasich@cps.edu	No Access
Andre Botello	Upper Grade Teacher/Science	abotello2@cps.edu	Has access
Jeanetta Clark	Parent/NCLB/PAC member	jeanettamarie22@gmail.com	No Access
Debra Dickerson	Parent Teacher/Parent Liasion	dadickerson@cps.edu	No Access
Lavera Luster	Intermediate Diverse Learning Specialist	ldluster@cps.edu	No Access

Team meetings

Date	Participants	Topic
01/20/2016	Tiffany Tillman, Ashley Tam, Tammy Pike, James Harris, Ruth Miller	How to navigate new web based CIWP

01/21/2016	Tiffany Tillman, Ashley Tam, Tammy Pike	Work on Framework
01/26/2016	Tiffany Tillman, Ashley Tam, Tammy Pike, James Harris, Magdalena Sandoval, Andre Botello	Work on Framework
01/27/2016	Tiffany Tillman, Ashley Tam, Tammy Pike	Work on Framework
02/02/2016	Ashley Tam, Magdalena Sandoval	Work on Framework
02/02/2016	Tiffany Tillman, Ashley Tam, Tammy Pike, Magdalena Sandoval, James Harris, Andre Botello, Ruth Miller, LaCretia Bernstein	Review CIWP Framework
02/23/2016	Tiffany Tillman, Ashley Tam, Tammy Pike, Magdalena Sandoval, James Harris, Andre Botello, LaCretia Bernstein	Work on Goals, Create 2 Strategies
03/02/2016	Tiffany Tillman, Ashley Tam, Tammy Pike	Work on Strategies
03/07/2016	Tiffany Tillman, Ashley Tam, Tammy Pike	Work on Strategy #2
03/11/2016	Tiffany Tillman, Donna Allen, Ashley Tam, LaVera Luster, Tammy Pike, Anthony Matthews	Work on Strategy #2
03/21/2016	Ashley Tam, Tammy Pike	Work On Strategy #3
03/29/2016	Ashley Tam, Tammy Pike, Donna Allen, Magdalena Sandoval	Work on Strategy #3
04/07/2016	Ashley Tam, Magdalena Sandoval, James Harris	Work on implementing STEM in Strategies
04/14/2016	Tiffany Tillman, Ashley Tam, James Harris, Magdalena Sandoval	Work on verbiage of Strategies, incorporating more of STEM.
04/15/2016	Ashley Tam, Andre Botello, Jeanetta Clark	Fund Compliance/Parent Plan
04/25/2016	Tiffany Tillman, Dexter Leggins, Jeanetta Clark, Ashley Tam	Parent Plan/Fund Compliance
05/09/2016	Tiffany Tillman, James Harris, Magdalena Sandoval	STEM Standards/Goals
05/25/2016	Tiffany Tillman, Magdalena Sandoval, Cassandra Fields, Michelle Stewin	5 Essentials Goals
05/26/2016	Andre Botello, Magdalena Sandoval, Ashley Tam, Tammy Pike	Revising Strategies and Action Steps
05/31/2016	Andre Botello, Tammy Pike, Magdalena Sandoval, Tammy Pike, Ashley Tam	Reviewing Strategy Tags
06/01/2016	Michelle Stewin, Tammy Pike, Magdalena Sandoval, Ashley Tam, Tiffany Tillman	Editing Evidence of Status
06/02/2016	Tammy Pike, Ashley Tam, Michelle Stewin	Reviewing Strategies, Editing Tags

Leadership & Collective Responsibility:

Score

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

1 2 3 4

While reviewing 2014-2015 Five Essentials our school's vision is shared among all students, parents, and staff via our school website and posters throughout the school building. However, students, parents, and staff members cannot clearly reiterate the specifics of the vision unless it is pointed out to them.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

1 2 3 4

The school data that is provided to the ILT via protocols, agendas, and previous meeting minutes is the most current and up to date for members to analyze and determine trends and action items for teachers. Team members are able to hypothesize and question the data present, and determine root causes in order to develop next steps. Teachers, not on ILT, have also been invited to attend specific meetings when the data applies to their content of teaching, to shed light on what takes place in the classroom that would not be evident when just looking at the score.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, **"Is it working?"** about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, **"If not, why not?"**
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1 2 3 4

Teacher Team Leads who attend Professional Development outside of Melody are responsible for passing along the information to their colleagues. Grade level bands meet every Thursday during their prep time to discuss current data, small grouping, suggest interventions, and plan out future action items to bring back the following week. Although data is driving instruction, teachers need to utilize their data to individualize instruction and close the gap between actual assessment score and attainment. There is also a shared vision between the STEM department and Melody that provides an on-going process of learning, and collaborating among teachers, administrators and stakeholders. An increase in teacher collaboration beyond grade level could impact learning by providing connections among content areas and instruction. Currently, we only have a handful of teachers who are collaborating and implementing new practices across two grade bands.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.

- Provide PL relevant to the cultural and linguistic needs of students.
- Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1 2 3 4

Our partnerships (Big Ten Conference, WITS, Urban Gateways, Sit, Stay, Read, the Peace Center, RUSH University, Organ Wise) give extra support to our students who are academically below attainment, as well as those students who are at or above. In addition, Administration is constantly seeking teaching candidates and other programs who will provide necessary interventions or support for our staff and students to bring forth our school's vision and mission. The STEM program has provided out-of-school and after school experiences to increase student exposure and motivate learning, however only a few of the students participate in these programs.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**

- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
Measures	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Score

1 2 3 4

Much of our curriculum is currently coupled with our Network academic initiatives , which includes Go Math, StoryTown, and Network 5 Instructional Sets that are aligned to Reading and Math skills and strategies for PARCC and Common Core State Standards. We also utilize STEM-Scopes, SEPUP, Interactive Science, and museum and community partnerships (Peggy Notebaert, RUSH University, UIC Health). More vertical and horizontal planning needs to take place in our building to better develop curriculum maps for the entire school year. We also need to develop trans disciplinary units across grade levels that are aligned to standards and STEM integration.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.

- Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the ‘big ideas’ that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between ‘regular courses’ and ‘advanced courses’ (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTixYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 2 3 4

There is a school expectation that all teachers are differentiating their instruction according to both formal/informal current student assessment data. Currently, we have various computer programs that students use that are adaptive according to students’ style of learning (Compass Learning, STRIDE Academy, Study Island, Lexia Core 5, Reflex Math, ST Math, Raz-Kids, Reading Eggs) for Literacy, Math, as well as Science. Teachers not only need to review data, they also need to assign lessons that are appropriate for students’ learning style, and adjust teacher instructional practices to meet the needs of all learners with fidelity. Also, teachers are using various multi-media formats to engage students in a different modality of learning (Google Classroom, YouTube, Safari Montage, TED Talk, Brain Pop, Near Pod, Plickers, Socrative, eduCreations).

Guide for Instructional Materials

Instructional materials (including technology) are.....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.

- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 2 3 4

Teachers need to include more rigor in their teaching practices as well as the tasks that they are asking of the students by incorporating curriculum mapping, sequencing, pacing guides, thematic units and comprehensive unit plans that include assessments. Texts that the students are using also need to increase in rigor that implement curricular scopes and sequences that will allow for instructional practices and/or review to provide a range and depth of knowledge and understanding of learning. Currently, the 3rd-4th grade band started walking reading to increase rigor through the grouping of students and the use of small groups and differentiated learning based on the most current assessment data for that group of students which will be carried out to others in grades 5-8 based on their NWEA/MOY RIT band scores. Conversations will be held in weekly grade level meetings in order to vertically and horizontally plan an intensive curriculum map to increase rigor throughout the core subjects.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.

- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

1 2 3 4

As a STEM school, exposure to STEM careers and knowledge of significant content in these fields can lay a foundation for career success and establish a culture for learning. We provide out of school and after school experiences to increase exposure and attendance to our partnering STEM Companies. However, more needs to be done for all students to participate and create opportunities for students to explore college and career mindsets and skills necessary for goal setting. We have found that those who do participate benefit from the real-world connections and are motivated to improve their grades and attendance. Problem Based Learning allows the students to research various careers that based on the area that the problem revolves around and find opportunities to work with all students on academic and personal behavior.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS,

and college).

- Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B’s or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 2 3 4

Through informal observations and School Excellence Framework needs assessment survey provided over half of the teachers at Melody are comfortable with the instructional skills provided by the Network professional development. Using the instructional sets provided educators can easily shift their teaching approaches, depending on the severity of the students they have in their classroom. Teachers are able to make connections for their students from one topic to another, to make sure that past lessons are fully understood, and can be confident that when they allow their students to work independently, they will stay on task. There are a few novice teachers to either teaching or Network 5 who need the support of veteran teachers to tweak their teaching transitions to make the most of their time.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1 2 **3** 4

All teachers at Melody are expected to fully implement grade-level curriculum to the students who sit in front of them, as well as differentiate in small groups according to student deficits, based on the most current assessment scores. Teachers know how a referral process works for those students they are concerned about, and the expectations of completing 6-8 weeks of Tier 2 or Tier 3 interventions, depending on the severity. They work closely with our School Social Worker to set up meetings in a timely fashion to address concerns. Specific ILT members are also responsible for checking Dashboard to monitor On Track Data, and meets with Administration when there is a concern about specific students to immediately bring it to the attention of the teacher and Social Worker.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 2 3 4

Gradebook is audited by Administration Team on a regular basis. Lesson plans are submitted through Google Docs as well as a hard copy weekly. Grade policy is consistent throughout the building. More use of summative assessments need to be put into practice which in turn will help balance the types of assignments in Gradebook.

Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work,

Score

1 2 3 4

and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

A good percentage of our staff are invested in student growth and achievement. The staff does have high expectations for all of their students. The classroom environment does reflect current student work and achievements. We are working on students to take ownership of their learning and place a greater value on persevering for excellence.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 2 3 4

The relationships at Melody vary from student to student, and student to staff. Some students are very comfortable coming to staff members with any sort of issue, while others feel more comfortable once they have warmed up to the idea that they can come to anyone for any reason. We understand that each relationship is unique in their own way, however, all conversations regardless of comfort level, are respectful and appropriate to have with anyone. Our goal is that staff continues to model what a conversation between two should look like, whether it be between student and staff, staff and staff, or student and student.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.
 - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
 - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Score

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

1 **2** 3 4

There is a range of extracurricular activities at Melody (Student Council, STEM After School, Girls Group, Boys Scouts, Sports). 5th-8th grade students also participate in the My Voice, My School survey each year, so that our school gets feedback in regards to what we need to improve on through the eyes of the students. More student feedback would be helpful for the school, especially the leadership team, to better meet the needs of our learners, both academically and for extracurricular purposes.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**

- Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
- Students learn about issues and candidates, prepare voter education materials and get involved.
- All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 **3** 4

Our school has scheduled fire and lock down drills to practice so in the case there is an actual emergency, our students will know what to do. Security is posted inside the school building throughout the day at their designated locations so that they have access to hallway traffic. There are metal detectors at the main entrances that all school visitors must walk through before signing in with Security. In the case there is a serious emergency, Safety and Security is immediately called, as well as the appropriate emergency providers (police, paramedics, fire department, CPS Safety/Security, CPS Network Chief and CPS Communication Department).

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

Score

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

1 2 3 4

Our school has a PBIS team that meets bi-weekly to discuss issues that occur throughout the building , and restorative practices that could possibly resolve the issues. The Dean of Students has a running log of misconduct reports of students who are in in-school suspension, and checks in on frequent flyers to eliminate students from repeating the behavior. Also, Instructional Leaders in the building has students they check in with daily to promote positive relationships and deter them from getting in trouble. More integration of the PBIS committee and all school staff could help put more suggestions into practice.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

1 2 3 4

Many of our parents have access to the Parent Portal, however, our goal is for them to increase their responsiveness towards the activity on there. While more than half of our parent population attended Report Card Pick Up, there is a lack of participation in other school activities (before, during, and after school). We do have a Peace Center that works with their partnerships to provide parental support when it comes to being involved in their child's academics. We also have a PAC, PTA, and LSC that tries to also engage parents in programs to not only assist with their children, but also help to increase self improvement.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families
	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐= Not of focus
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ☐
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐

3 Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support

1	2	3	4	5	⊗
---	---	---	---	---	---

3 Expectations for Quality & Character of School Life: Safety & Order

1	2	3	4	5	⊗
---	---	---	---	---	---

Goals

Required metrics (Elementary)

13 of 18 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
We are strongly focusing our efforts on dissecting the data and differentiating individualized instruction to meet the needs of the students so that our overall student growth is well above the 50th percentile.	15.00	31.00	50.00	60.00
National School Growth Percentile - Math				
We are strongly focusing our efforts on dissecting the data and differentiating individualized instruction to meet the needs of the students so that our overall student growth is well above the 30th percentile and then the exceeding the 50th percentile.	2.00	15.00	30.00	50.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Setting high expectations for all of our students will be the norm where the students will exceed the both percentile and not settle for anything less.	41.10	(Blank)	60.00	70.00
African-American Growth Percentile - Reading				
We are strongly focusing our efforts on dissecting the data and differentiating individualized instruction to meet the needs of the students so that our overall student growth is well above the 50th percentile. Through small grouping and differentiated instruction focusing on students deficits, students are expected to have tremendous gains.	15.00	31.00	50.00	60.00
Hispanic Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	0.00	0.00
English Learner Growth Percentile - Reading				
(Blank)	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Reading				
With the right accommodations and modifications the diverse learners they are still expected to grow at a significant rate at reach attainment as well as exceed the 50th Percentile in reading.	1.00	1.00	5.00	10.00
African-American Growth Percentile - Math				
All diverse learners with the right accommodations and modifications the diverse learners they are still expected to grow at a significant rate at reach attainment as well as exceed the 50th Percentile in math.	2.00	15.00	30.00	50.00
Hispanic Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	0.00	0.00
English Learner Growth Percentile - Math				
(Blank)	(Blank)	(Blank)	0.00	0.00
Diverse Learner Growth Percentile - Math				

Students with the right accommodations and modifications the diverse learners they are still expected to grow at a significant rate at reach attainment as well as exceed the 50th Percentile in math.	1.00	1.00	5.00	10.00
--	------	------	------	-------

National School Attainment Percentile - Reading (Grades 3-8)

The expectation is that our students will have the right support for all three tiered instruction to meet the needs of our learners. In identifying groups based on current data, students' needs will be met so that all students will reach a minimum of the 50th percentile.	5.00	7.00	50.00	60.00
---	------	------	-------	-------

National School Attainment Percentile - Math (Grades 3-8)

The expectation is that our students will have the right support for all three tiered instruction to meet the needs of our learners. In identifying groups based on current data, students's needs will be met so that all students will reach a minimum of the 50th percentile.	3.00	3.00	50.00	60.00
--	------	------	-------	-------

National School Attainment Percentile - Reading (Grade 2)

The expectation is that a minimum of half of our students in 2nd grade will meet or exceed in Reading attainment.	2.00	31.00	50.00	60.00
---	------	-------	-------	-------

National School Attainment Percentile - Math (Grade 2)

The expectation is that a minimum of half of our students in 2nd grade will meet or exceed in Math attainment.	3.00	22.00	50.00	60.00
--	------	-------	-------	-------

% of Students Making Sufficient Annual Progress on ACCESS

(Blank)	(Blank)	(Blank)	0.00	0.00
---------	---------	---------	------	------

Average Daily Attendance Rate

Our Attendance Liaison is closely tracking/monitoring our students and their absences. She consistently makes phone call to parents to check on the status of their absentees. Each classroom door has an attendance sign that states their class attendance percentage for the week. In the hallway by the Main Office, there is a school-wide attendance bulletin board that tracks all students throughout the building. Our minimum attendance goal for the school is 96%.	94.40	94.70	96.00	97.00
--	-------	-------	-------	-------

My Voice, My School 5 Essentials Survey

Provide an opportunity for teachers to influence the decisions made regarding school practices throughout the year through the development of a Professional Learning Community (PLC) and grade level meetings. The PLC will also allow for opportunities for teachers to increase collaborative practices including peer observations and reviewing student assessment data for instructional decision making.	(Blank)	(Blank)	(Blank)	(Blank)
---	---------	---------	---------	---------

Custom metrics

2 of 2 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
% of Teachers implementing authentic performance assessments				
With the support of the STEM specialists, we will enhance student learning through the implementation of authentic performance assessments that identify student mastery on a monthly basis	0.00	25.00	50.00	75.00
% of students involved in problem-based learning				
Enhance student learning by engaging in cross curricular instruction that is based on real-world problem-based learning (PBL) which promotes critical thinking, problem solving, communication, student autonomy, and creativity, with a minimum of two PBL units per year.	0.00	50.00	75.00	90.00

Strategies

Strategy 1

If we do...

Use current data (K-8th grade NWEA/mCLASS, Pre-K will use BOY diagnostic assessment) for Tier 1 and Tier 2 differentiated small grouping and focus each group's instruction (per set number of students) to meet the needs of individuals according to their lowest deficit.

...then we see...

focused cycles of observations done by Administration and Teacher Leaders to evaluate the techniques using a researched based rubric to see the effectiveness of the groupings, to facilitate the differentiated lessons. Collaborative conversations between Administration, Teacher Leaders, and classroom teacher will be held to further plan how to meet students at their current instructional level with small group instruction to achieve a minimum of 60% of students in each classroom reaching attainment in Reading and Math. Teachers implementing meaningful units and projects that require understanding from multiple disciplines and integrate STEM thinking and skills that apply across the content areas.

...which leads to...

by the school year 2017-2018, 75% of students will be meeting or exceeding grade level expectations (College and Career Readiness) in Math and Reading for NWEA/mCLASS. Teachers will also improve their own teaching practices to reach Proficient and Distinguished statuses on their REACH Evaluations, with the emphasis on specific Domains (3b: Questioning and Discussion Technique - Higher Order Thinking, 3d: Using Assessment in Instruction) to check students for their understanding of content.

Tags:

MTSS, Core Instruction, Assessment, Intervention, Data Use, Teacher Teams/Collaboration, Instruction, Academic gain, Academics, Stem, Instructional strategy

Area(s) of focus:

1, 4

Action step ⓘ

In-house STEM Instructional Coaches will work with classroom teachers to monitor current student data in Tier 2 group settings to differentiate instruction in both Reading and Math.

Responsible ⓘ

Data Analyst, STEM Instructional Coaches, Administration, School Counselor, Classroom Teachers and SECAs

Timeframe ⓘ

Sep 1, 2016 to Jun 23, 2017

Evidence for status ⓘ

Check ins will be weekly for teachers, and bi-weekly for Administration and Instructional Coaches during ILT and Grade Level Meetings

Status

On-Track

MTSS, Diverse Learners, Data Use, Teacher Teams/Collaboration, Data analysis, Coaching, Benchmark progress monitoring

We will implement Reading, Math and Science utilizing technology tools and online resource programs with fidelity for enhancing student learning and developing 21st century skills during our daily school-wide intervention block. Our Technology STEM Coordinator will monitor the progression of each classroom and help teachers determine instructional targets and evaluate students' specific deficits based on most current data. Progress monitoring should take place via Tier 2 interventions bi-weekly to evaluate the effectiveness of the program and if deficits are being met. Some students could potentially be shifted to a more intensive tier of instruction, or evaluated, if progress is not made in a timely fashion, and teacher has tried multiple techniques to reach students academically.

Technology STEM Coordinator, Administration, Data Analyst

Sep 1, 2016 to Jun 23, 2017

Check in with Administration and Teacher Team Leads, School Case Manager will followup with with ILT on those students who are not progressing to set up a staffing meeting based on their most current progress monitoring data.

On-Track

MTSS, Technology, Curriculum Design, Data Use, Aligned resources, Data analysis, Data tracking, Academic rigor

Check with Attendance Liaison to track weekly student attendance. Those students who are considered frequently absent or tardy will be tracked via Google Docs (Parent Name, Current Phone Number, Days Absent/Tardy). As our school goal is to always be at 96% or higher, ILT and Administration will monitor those students and conference with Attendance Liaison to determine what next steps will be to alleviate those issues. As a team, we also need to determine when instructional time will be made up, either before or after school. Attendance Liaison will keep in constant communication with those parents who are under our radar.

Attendance Liaison, Administration, ILT

Jun 1, 2016 to Jun 23, 2017

Teacher will monitor daily attendance and notify attendance liaison for any frequent tardy or absent students. Classroom teacher will also contact parents to determine cause of issue. Attendance liaison will update the Google Doc, adding or removing frequently tardy or absent students as needed.

On-Track

Attendance, Data Use, Parental involvement

Provide professional development that will focus on engaging teachers in the creation of interdisciplinary units of study that require STEM thinking across content areas.

STEM Instructional Coaches, Administration, Classroom Teachers

Sep 1, 2016 to Jun 23, 2017

After reviewing a staff needs assessment STEM Instructional Coaches will collaborate with ILT members to determine a schedule for professional development based on teachers' needs to best incorporate interdisciplinary units.

Postponed

Teacher Teams/Collaboration, Instruction, Instructional practices, Stem, Instructional strategy

Based off of current data (TRC/mCLASS Math), we have found that in order to better meet the needs of our students in transitioning from the CPC to Kindergarten, it requires teachers to administer a BOY/EOY assessment, modify their lessons to incorporate small grouping, focusing on differentiated instruction.

CPC Classroom Teachers, CPC Head Teacher, Administration, Data strategist, Kindergarten teachers

Sep 1, 2016 to Jun 23, 2017

Head Teacher will check on CPC teachers to verify if the groups are being utilized in the classroom. Head Teacher will collaborate monthly with Kindergarten teachers and Data Strategist to check and see if what teachers in the CPC are doing is sufficient for implementation. She is responsible for verifying if differentiated instruction is taking place.

On-Track

Differentiated instruction, Lesson plans, Best practice, Ownership

In Grade Level meetings, staff will collaborate on strategies implemented that were successful and offer suggestions on other techniques and strategies to meet the needs of our learners. Weekly check-ins will be done to see if small grouping is being done with fidelity, and if groupings are appropriate based on current data.

Classroom Teachers and SECAs, Data Analysis, STEM Coordinators, and Administration

Sep 1, 2016 to Jun 23, 2017

Check-ins Weekly for teachers, bi-weekly for Admin, grade level agendas, vertical planning agendas

On-Track

MTSS, Diverse Learners, Data Use, Teacher Teams/Collaboration, Data analysis, Coaching, Benchmark progress monitoring

Strategy 2

If we do...

Implement school wide universal Positive Behavioral Intervention Strategies that are aligned with restorative justice policies and procedures that coincide with the CPS student code of conduct. Training will be provided by the PBIS team during instructional institute days.

...then we see...


students throughout the building solving their own conflicts in a peaceful and positive manner


...which leads to...

the desired learning culture and climate where students can take risks in their education while having the ability to solve issues that may arise in a constructive way.


Tags: Diverse Learners, Intervention, Climate and Culture, Data Use, Student Health & Wellness

Area(s) of focus: 1, 2, 3

Action step 

Responsible 

Timeframe 

Evidence for status 

Status

The ILT team and PBIS members will look at the data to see what infractions happened most often, in what teachers classrooms, and who the students were, as well as if they are being serviced to determine the best suited intervention practice.

ILT, Administration,
Dean of Students,
PBIS Team

Mar 7, 2016 to
Jun 23, 2017

ILT Designee and Dean of Students will monitor the Discipline Referral Tracking sheet on Google Doc and identify what infractions are most common as well as what students are committing these infractions to determine if behavioral interventions need to be implemented. ILT Designee will identify which teachers or staff members submit the most referrals and determine if new classroom management strategies need to be implemented and collaborate with those teachers during grade level meetings for follow ups and feedback.

On-Track

Behavior and Safety, Climate and Culture, Pbis, Restorative justice, Culture of learning

As a part of cultural learning collaboration with the Dean of Students and the PBIS Team to determine the next steps on what worked well with the Universal policies and procedures for restorative justice, and what improvements should be implemented for the upcoming school year.

ILT, Administration,
Dean of Students,
PBIS Team

Mar 7, 2016 to
Jun 23, 2017

PBIS will collect data throughout the 15-16 school year based on behavior referrals and determine with the restorative justice policies were effective and if changes need to be implemented in the 16-17 school year. These changes will be brought to the ILT and Administration to determine best practices to train the staff so everyone is working toward the same goal.

On-Track

Behavior and Safety, Pbis, Restorative justice, Behavior, Culture and climate

To build support for social and emotional learning professional development will be provided in Positive Behavior Intervention Strategies coupled with cooperative learning strategies that use Kagan as a tool for teachers to implement within the classroom to increase structure, interdependence and STEM culture.

STEM instructional
coaches,
Administration,
Classroom Teachers

Mar 7, 2016 to
Jun 23, 2017

STEM Coordinators will sit in on classrooms to observe how effective Kagan strategies are taking place, and meet with teachers to see how they can better improve discipline actions so that learning is not lost, and students are not distracted by classroom interruptions. Dean of Students should meet with STEM Instructional Coaches to stay up to date with Kagan strategies that are working successfully in the classroom to help provide solutions for teachers that have frequent behavior issues.

On-Track

Behavior and Safety, Climate and Culture, Stem

Gads Hill Center will be partnering with Melody to provide clinical mental health services for at-risk youth. Activities could include individual, group, and family therapy; parent consultations, and psychoeducational workshops in our school for SY16-17.

PBIS Team, School
Counselor, Case
Manager, Gads Hill
Center, School
Social Worker,
School Nurse

Sep 1, 2016 to
Jun 23, 2017

School Counselor and Case Manager will set up a meeting to discuss protocol with teachers and staff at Melody so that implementation and documentation will be universal throughout the building.

On-Track

Behavior and Safety, Social emotional, School climate pbis, Counseling, Community partnerships, Community resources, Social emotional learning, Behavior health team, Crisis intervention

Strategy 3

If we do...

switch the focus of our upper grade Reading and Math curriculum to curricula that is geared towards accelerated high school class work, which in turn, will prepare our students towards College and Career Readiness (testing at 70% or higher), students' scores will be meeting and/or exceeding standards on NWEA. Our 8th grade population will be more likely to apply for Selective Enrollment, Magnet/IB programs.

...then we see...

an increase in rigor in curriculum from our teachers, an increase in the number of students making A's and B's to make the Honor Roll, and an increase in the number of students who score in the top quartile on NWEA and other district wide assessments to meet College and Career Readiness status (70% or higher).

...which leads to...

Students taking advanced level classes in 7th and 8th grade in both Reading and Math (Algebra 1/Geometry). They will qualify for high school credit if they score above 79% on the placement test. Students will also have the opportunity to participate and in engage in Virtual Classes that are incorporated through Cisco.

Tags:

Assessment, College Access and Persistence, Climate and Culture, Academic gain, Differentiated instruction

Area(s) of focus:

4, 1

Action step

Responsible

Timeframe

Evidence for status

Status

Collaborate with Big 10 Conference to promote College Readiness with a pep rally and Student of the Month. A school representative will talk to them about mentoring options, to promote greater academic success.

Big 10 Conference, Administration, and ILT

Aug 1, 2016 to Jun 30, 2017

Developing a schedule with classroom teacher and Big Ten mentor, providing a communication log of their correspondence. College night and Career Day.

On-Track

College Access and Persistence, Climate and Culture, Family and Community Engagement

Students engage with a variety of STEM fields and career pathways through in-school and out of school experiences. Each quarter students will participate in a STEM awareness events. After school programs will be promoted to support classroom learning and develop critical skills that will help students achieve success.

STEM Specialists, Science Teacher Leaders,

Sep 1, 2016 to Jun 23, 2017

Quarterly event flyers will be sent home with students as well as permission slips for after school engagement events.

On-Track

College Access and Persistence, Family and Community Engagement, Stem

Our Peace Center will get in touch with local colleges in the surrounding area to collaborate trips for 6th-8th graders to participate in. They will also do in-class presentations on what each school has to offer (ie. what each school specializes in) and academic pathways students need to go on in order for them to fulfill the requirements to attend those particular schools.

Peace Center, Administration, School Counselor

Sep 1, 2016 to Jun 23, 2017

Peace Center will have a Google Doc that is shared with ILT members and Administration, that has a list of local colleges to track ongoing communication.

On-Track

Family and Community Engagement, Community, Culture of learning

Students will participate in STEM related competitions that will allow them to experience hands-on projects and real-world applications of STEM problems.	STEM Specialists, Science Teacher Leaders	Sep 1, 2016 to Jun 23, 2017	Student rosters will be provided of weekly competition training meetings, which will be logged, including the attendance at the competitions.	On-Track
---	---	-----------------------------	---	----------

Family and Community Engagement, Stem

Strategy 4

If we do...

provide a space for parents to feel welcome where they can learn and feel part of the school community.

...then we see...

parents that are engaged with the school, both academically and for community engagement purposes.

...which leads to...

parents that are invested in their child's school, which will foster a parent's understanding of what their child/children needs are academically so that they continue to be successful in their educational career.

Tags:
Climate and Culture, Parent

Area(s) of focus:
3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Parent Engagement will refurbish a classroom with furniture and hold parent classes for the Melody parents in an effort to promote diversity and encourage equity for all.	CPS Parent University	Sep 1, 2016 to Jun 23, 2017	Schedule for parent classes will be provided on a quarterly basis. Rosters of parents that have enrolled in the classes will be maintained and kept up to date in google docs. Marquee outside of school will list meeting dates and topics.	On-Track

Climate and Culture, Materials, Social emotional, Academics, Parent, Parent engagement, Parent involvement

Opportunities to educate and involve parents and community on STEM and problem-based learning	STEM Specialists, Administration	Jun 17, 2016 to Jun 17, 2016	Students rosters of weekly competition training meetings will be logged as well as attendance at the competitions.	On-Track
---	----------------------------------	------------------------------	--	----------

Social emotional, Parental involvement, Stem

CPC (Child Parent Center) Parents are provided with space within the building (CPC Parent Room) to learn more about education so that they can be partners with the school by engaging parents in resources (lending library) available to them and their children, hosting parent classes, facilitators will be brought in on a needs basis. Which is a way of inviting parents to get more involved in their children's education.	Parent Resource Teacher, Head CPC Teacher, Classroom teachers, School Community Representative	Apr 26, 2016 to Jun 23, 2017	Monthly Calendar that is distributed. A weekly calendar that is posted on the information bulletin board in the hall of the CPS. Daily Parent log to record the parent volunteer hours. Each classroom has a sign in sheet to log their volunteer hours in the classroom	On-Track
--	--	------------------------------	--	----------

Family and Community Engagement, Academics, Partnerships, Parent engagement, Parents, Parent involvement, Parent resources, Culture and climate, Parent meetings

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✦ In-house STEM Instructional Coaches will work with classroom teachers to monitor current student data in Tier 2 group settings to differentiate instruction in both Reading and Math.</p> <p>Tags: MTSS, Core Instruction, Assessment, Intervention, Data Use, Teacher Teams/Collaboration, Instruction, Academic gain, Academics, Stem, Instructional strategy, MTSS, Diverse Learners, Data Use, Teacher Teams/Collaboration, Data analysis, Coaching, Benchmark progress monitoring</p>	Data Analyst, STEM Instructional Coaches, Administration, School Counselor, Classroom Teachers and SECAs	Sep 1, 2016	Jun 23, 2017	On-Track
<p>✦ We will implement Reading, Math and Science utilizing technology tools and online resource programs with fidelity for enhancing student learning and developing 21st century skills during our daily school-wide intervention block. Our Technology STEM Coordinator will monitor the progression of each classroom and help teachers determine instructional targets and evaluate students' specific deficits based on most current data. Progress monitoring should take place via Tier 2 interventions bi-weekly to evaluate the effectiveness of the program and if deficits are being met. Some students could potentially be shifted to a more intensive tier of instruction, or evaluated, if progress is not made in a timely fashion, and teacher has tried multiple techniques to reach students academically.</p> <p>Tags: MTSS, Core Instruction, Assessment, Intervention, Data Use, Teacher Teams/Collaboration, Instruction, Academic gain, Academics, Stem, Instructional strategy, MTSS, Technology, Curriculum Design, Data Use, Aligned resources, Data analysis, Data tracking, Academic rigor</p>	Technology STEM Coordinator, Administration, Data Analyst	Sep 1, 2016	Jun 23, 2017	On-Track
<p>✦ Check with Attendance Liaison to track weekly student attendance. Those students who are considered frequently absent or tardy will be tracked via Google Docs (Parent Name, Current Phone Number, Days Absent/Tardy). As our school goal is to always be at 96% or higher, ILT and Administration will monitor those students and conference with Attendance Liaison to determine what next steps will be to alleviate those issues. As a team, we also need to determine when instructional time will be made up, either before or after school. Attendance Liaison will keep in constant communication with those parents who are under our radar.</p> <p>Tags: MTSS, Core Instruction, Assessment, Intervention, Data Use, Teacher Teams/Collaboration, Instruction, Academic gain, Academics, Stem, Instructional strategy, Attendance, Data Use, Parental involvement</p>	Attendance Liaison, Administration, ILT	Jun 1, 2016	Jun 23, 2017	On-Track
<p>✦ Provide professional development that will focus on engaging teachers in the creation of interdisciplinary units of study that require STEM thinking across content areas.</p> <p>Tags: MTSS, Core Instruction, Assessment, Intervention, Data Use, Teacher Teams/Collaboration, Instruction, Academic gain, Academics, Stem, Instructional strategy, Teacher Teams/Collaboration, Instruction, Instructional practices, Stem, Instructional strategy</p>	STEM Instructional Coaches, Administration, Classroom Teachers	Sep 1, 2016	Jun 23, 2017	Postponed
<p>✦ Based off of current data (TRC/mCLASS Math), we have found that in order to better meet the needs of our students in transitioning from the CPC to Kindergarten, it requires teachers to administer a BOY/EOY assessment, modify their lessons to incorporate small grouping, focusing on differentiated instruction.</p> <p>Tags: MTSS, Core Instruction, Assessment, Intervention, Data Use, Teacher Teams/Collaboration, Instruction, Academic gain, Academics, Stem, Instructional strategy, Differentiated instruction, Lesson plans, Best practice, Ownership</p>	CPC Classroom Teachers, CPC Head Teacher, Administration, Data strategist, Kindergarten teachers	Sep 1, 2016	Jun 23, 2017	On-Track
<p>✦ In Grade Level meetings, staff will collaborate on strategies implemented that were successful and offer suggestions on other techniques and strategies to meet the needs of our learners. Weekly check-ins will be done to see if small grouping is being done with fidelity, and if groupings are appropriate based on current data.</p> <p>Tags: MTSS, Core Instruction, Assessment, Intervention, Data Use, Teacher Teams/Collaboration, Instruction, Academic gain, Academics, Stem, Instructional strategy, MTSS, Diverse Learners, Data Use, Teacher Teams/Collaboration, Data analysis, Coaching, Benchmark progress monitoring</p>	Classroom Teachers and SECAs, Data Analysis, STEM Coordinators, and Administration	Sep 1, 2016	Jun 23, 2017	On-Track
<p>✦ The ILT team and PBIS members will look at the data to see what infractions happened most often, in what teachers classrooms, and who the students were, as well as if they are being serviced to determine the best suited intervention practice.</p> <p>Tags: Diverse Learners, Intervention, Climate and Culture, Data Use, Student Health & Wellness, Behavior and Safety, Climate and Culture, Pbis, Restorative justice, Culture of learning</p>	ILT, Administration, Dean of Students, PBIS Team	Mar 7, 2016	Jun 23, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ As a part of cultural learning collaboration with the Dean of Students and the PBIS Team to determine the next steps on what worked well with the Universal policies and procedures for restorative justice, and what improvements should be implemented for the upcoming school year.</p> <p>Tags: Diverse Learners, Intervention, Climate and Culture, Data Use, Student Health & Wellness, Behavior and Safety, Pbis, Restorative justice, Behavior, Culture and climate</p>	ILT, Administration, Dean of Students, PBIS Team	Mar 7, 2016	Jun 23, 2017	On-Track
<p>✦ To build support for social and emotional learning professional development will be provided in Positive Behavior Intervention Strategies coupled with cooperative learning strategies that use Kagan as a tool for teachers to implement within the classroom to increase structure, interdependence and STEM culture.</p> <p>Tags: Diverse Learners, Intervention, Climate and Culture, Data Use, Student Health & Wellness, Behavior and Safety, Climate and Culture, Stem</p>	STEM instructional coaches, Administration, Classroom Teachers	Mar 7, 2016	Jun 23, 2017	On-Track
<p>✦ Gads Hill Center will be partnering with Melody to provide clinical mental health services for at-risk youth. Activities could include individual, group, and family therapy; parent consultations, and psychoeducational workshops in our school for SY16-17.</p> <p>Tags: Diverse Learners, Intervention, Climate and Culture, Data Use, Student Health & Wellness, Behavior and Safety, Social emotional, School climate pbis, Counseling, Community partnerships, Community resources, Social emotional learning, Behavior health team, Crisis intervention</p>	PBIS Team, School Counselor, Case Manager, Gads Hill Center, School Social Worker, School Nurse	Sep 1, 2016	Jun 23, 2017	On-Track
<p>✦ Collaborate with Big 10 Conference to promote College Readiness with a pep rally and Student of the Month. A school representative will talk to them about mentoring options, to promote greater academic success.</p> <p>Tags: Assessment, College Access and Persistence, Climate and Culture, Academic gain, Differentiated instruction, College Access and Persistence, Climate and Culture, Family and Community Engagement</p>	Big 10 Conference, Administration, and ILT	Aug 1, 2016	Jun 30, 2017	On-Track
<p>✦ Students engage with a variety of STEM fields and career pathways through in-school and out of school experiences. Each quarter students will participate in a STEM awareness events. After school programs will be promoted to support classroom learning and develop critical skills that will help students achieve success.</p> <p>Tags: Assessment, College Access and Persistence, Climate and Culture, Academic gain, Differentiated instruction, College Access and Persistence, Family and Community Engagement, Stem</p>	STEM Specialists, Science Teacher Leaders,	Sep 1, 2016	Jun 23, 2017	On-Track
<p>✦ Our Peace Center will get in touch with local colleges in the surrounding area to collaborate trips for 6th-8th graders to participate in. They will also do in-class presentations on what each school has to offer (ie. what each school specializes in) and academic pathways students need to go on in order for them to fulfill the requirements to attend those particular schools.</p> <p>Tags: Assessment, College Access and Persistence, Climate and Culture, Academic gain, Differentiated instruction, Family and Community Engagement, Community, Culture of learning</p>	Peace Center, Administration, School Counselor	Sep 1, 2016	Jun 23, 2017	On-Track
<p>✦ Students will participate in STEM related competitions that will allow them to experience hands-on projects and real-world applications of STEM problems.</p> <p>Tags: Assessment, College Access and Persistence, Climate and Culture, Academic gain, Differentiated instruction, Family and Community Engagement, Stem</p>	STEM Specialists, Science Teacher Leaders	Sep 1, 2016	Jun 23, 2017	On-Track
<p>✦ Parent Engagement will refurbish a classroom with furniture and hold parent classes for the Melody parents in an effort to promote diversity and encourage equity for all.</p> <p>Tags: Climate and Culture, Parent, Climate and Culture, Materials, Social emotional, Academics, Parent, Parent engagement, Parent involvement</p>	CPS Parent University	Sep 1, 2016	Jun 23, 2017	On-Track
<p>✦ Opportunities to educate and involve parents and community on STEM and problem-based learning</p> <p>Tags: Climate and Culture, Parent, Social emotional, Parental involvement, Stem</p>	STEM Specialists, Administration	Jun 17, 2016	Jun 17, 2016	On-Track
<p>✦ CPC (Child Parent Center) Parents are provided with space within the building (CPC Parent Room) to learn more about education so that they can be partners with the school by engaging parents in resources (lending library) available to them and their children, hosting parent classes, facilitators will be brought in on a needs basis. Which is a way of inviting parents to get more involved in their children's education.</p> <p>Tags: Climate and Culture, Parent, Family and Community Engagement, Academics, Partnerships, Parent engagement, Parents, Parent involvement, Parent resources, Culture and climate, Parent meetings</p>	Parent Resource Teacher, Head CPC Teacher, Classroom teachers, School Community Representative	Apr 26, 2016	Jun 23, 2017	On-Track

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

- NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.
- Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy

Complete

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

LSC, PAC, COFI meetings (Community Organizing and Family Issues), Power PAC Meetings (quarterly meetings)

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The annual Title 1 Parent's meeting was held on September 22, 2016 at 9:00 am. The annual organizational meeting with Principal Tillman was held on September 22, 2016 in Child Parent Center Room 6 at 10:00 am to inform all stakeholders of Title 1 requirements, as well as the school's participation in NCLB, coupled with their rights to be involved in the Title 1 programs. Scheduled meetings will be posted via Melody School Calendar, our marquee, Robo calls, our school website, and/or reminders sent home with students.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Parent/Student Handbook, STEM student planner, STEM family nights - one each quarter, two report card Parent/Teacher conferences, teacher welcome letters at the beginning of the year, school newsletters, school website, Melody STEM Facebook page, and monthly NCLB and PTA flyers.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

Google doc survey, actions to assign responsible parties to rectify present situations, My Voice My Choice surveys, in-house surveys, meet and greet with Administration, Q and A with PAC members, bi-monthly meetings with LSC, weekly or bi-weekly meetings with ILT, quarterly meetings with PAC, all while Administration follows-up, gets feedback and does observations.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

We will follow the CPS guidelines regarding report card and progress report distribution. If necessary, we will do bi-weekly progress reports for classrooms. Our leadership team is focused on monitoring grades for each grade band to ensure that students' grades are accurate and up to date.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

We will provide parents in a timely notice according to the CPS Policy and Procedures that are followed.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

During Open House, we scheduled a State of the Union Address, which consisted of student academic achievement (state and local), formal academic assessments, Title 1 funding, Parent Portal, and an introduction of Staff members to assist parents with how to monitor and understand specific requirements.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

We will host informational meetings for parents during Open House as well as first and third-quarter report card pick up. We will also host Parent Informational Nights on Core Curriculum, and STEM. Those parents who volunteered during the day, will be trained on how to better assist in the classroom doing assisting with small grouping in the classroom.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

Through Professional Development, Mindful Practice, and Organ Wise, we will incorporate emotional vendors to educate staff on how to best handle parent situations and find ways to collaborate with parents about their children.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

Hosting Family Nights for both Literacy and Math, we will not only host activities for parents, but have engaging lessons and activities for students. STEM has their own component of engaging parent involvement. In addition, we are brainstorming how to bring more parents in the building to support their child's academics during school hours (ie. Bring Mama to Math Day.)

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

All information that goes out to parents is in a language that is understandable to all. We also add disclosure, that if they have any questions or concerns, that they should contact the Main Office, or schedule a meeting to meet with Administrators to clear up any misconceptions.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

n/a

Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Pre-K will use the following programs to support literacy growth and learning:

- Literacy: Creative Curriculum

Supplemented with Blueprint Core Curriculum for support

- Math: Hands on Standards

- Read for the Record: a monthly reading program for Early Childhood City-Wide in which guest readers read to the students and supply each student with a book that was read to them to help begin their personal home library.

K-2nd will use the following programs to support literacy growth and learning:

- Heggerty Phonemic Awareness

- Sing, Spell, Read, Write

- Sadlier-Oxford Vocabulary

- Sight Word practice

- Story Town basal

Math-

- Everyday Math

- Science-Foss

3rd-5th will use the following programs to support literacy growth

- Sadlier Oxford Vocabulary

- Story Town

Math:

- Go Math

Science:

- Foss, NGSS, Interactive Science, STEM Incorporation

6-8 grade curriculum includes

Literacy:

- Prentice Hall

Math:

- Mathematics

Science:

- Foss

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent Teacher conferences are held the first and the third report card quarters, as well as when teachers arrange to meet with parents. These conferences are either held in the classroom or within the Main Office.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

conferences between teachers and parents are held between 7:15-7:45 as scheduled. Progress Reports are distributed every five weeks during the quarter. Open House is held at the beginning of October.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

Parents can request to meet with staff members between 7:15-7:45 in the morning, on a teacher's specified prep time, or after school at 2:45. Also, parents know that they are free to call and leave a message for the teacher to return once they are on their prep or after school, or have the ability to email the teacher whenever.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate, and observe classroom activities.

Parents may volunteer with proper background check forms submitted, with an appointment. Parents are encouraged to attend field trips with their child's classroom.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

Parents will monitor their children's attendance, ensure that homework is completed nightly, monitor their amount of television their children are watching, support the school in improving student behavior, volunteer in the classroom, promote positive use of child's extra-curricular time.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

Parents should stay informed about their child's education and communicate with the school by promptly reading all notices from the school, or the school district either received by the child or via mail. Parents should also serve to the extent possible on policy-advisory groups, such as becoming a member of the LSC, PAC, School-Support Team, PTA, or other advisory policy groups.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students are responsible for doing their homework every day and ask for additional help when needed. They are expected to follow the school rules, and display good behavior. Reading is essential, and something that all students should do minimally for 30 minutes a day. They should also give their parents/guardians any pertinent information that comes from the school.

Parent Budget

Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental involvement; specify your goals.

Our goal is to continue to bridge the gap between parents, students, staff and community by utilizing many different resources and STEM practices. Activities include but are not limited to trips, courses and training's that will all take place within the 2016-2017 school year and beyond. Our new parent engagement center will soon host its first "Homework night" giving parents better tools to assist with homework. Also in the works is a parent portal training and a restorative justice training. These training's will allow parents to constantly monitor their children's progress as well as provide new tool to deal with conflicts that may occur outside of school.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 1551 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 150 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 0 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 500 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 500 .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 150 .00
53510	Postage Must be used for parent involvement programs only.	\$ 0 .00
53306	Software Must be educational and for parent use only.	\$ 1000 .00

55005

Furniture and Equipment

Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	0	.00
----	---	-----