

**MELODY**

**Geographic Area - Garfield - West Humboldt**



Official School Name
Genevieve Melody Elementary School

Address
3937 W Wilcox St
Chicago, Illinois 60624

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
609	1,080	56%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	Pre-K-8	Level 2	Underutilized	

**Mission Statement as of May 2013**

Genevieve Melody Elementary School aspires to meet the academic, social, and emotional needs of every student preparing to enter a 21st century global society. We commit our efforts to developing literate, self-disciplined, socially-conscious, life-long learners who are high-school ready and preparing to becoming significant contributors to society.

**School Priorities as of May 2013**

Description	Rationale
Develop and implement systematic RTI Interventions in reading and math for students flagged using district level and school based screening assessments (NWEA, SRI, MCLASS Reading & Math etc.)	While regular data analysis occurs at both the ILT and teacher team levels, when students are identified as needing support there are no concrete or systematic measures in place to address their need for academic support and monitoring. Attempts are pieced together in a reactive manner which stalls efforts and stifles student progress. Our ISAT data reveals that 40% of students did not meet expectations on the ISAT in the area of reading and 30% in the area of math. Mid-Year NWEA data revealed that only 36% of students in the school were on grade level in the area of reading and only 21% were on grade level in the area of math. By creating a systematic way to address student learning deficiencies and track the results we can begin to increase the number of students meeting their individual growth targets and begin to increase the number of students at grade level based on nationally normed percentiles.
Develop and refine teacher practice in the use of differentiated small grouping to design and deliver mini-lessons based on student level and classroom assessment data.	NWEA and MClass data were analyzed for trends and growth targets after the beginning of the year administration. Although attention is given to individual student progress and growth targets, teachers continue to use whole group as their dominant form of delivering instruction. Systematic design and implementation of differentiated small groups based on data would help students to receive more targeted practice and support our efforts to increase our early literacy and reading measures as well as our NWEA growth targets.
Implement and refine the delivery of literacy instruction aligned to common core standards for grades k-8.	While the schools made 13% growth in the ISAT composite data last year, Explore data revealed that only 12% of 8th grades met college readiness benchmarks in reading and only 6% met benchmarks in math. Remediation efforts alone will continue to limit the number of students reaching this benchmark. Refinement of teaching practice to the common core standards will infuse elements such text complexity, students engagement with text and writing with a focus connecting ideas with text support. These strategies will help to increase the level of rigor in classroom and instruction and when done in concert with intervention will help us to increase the number of students meeting college readiness benchmarks by the end of 8th grade.

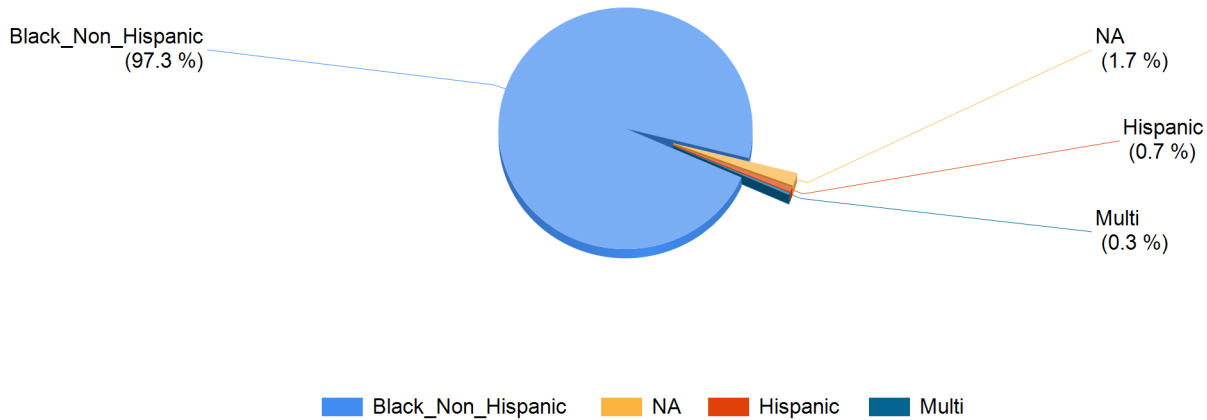
Develop an attendance plan to promote increased students attendance to decrease the percentage of chronically truant students.

School attendance rate for the last year 92%. Weekly monitoring of attendance revealed that the grade levels with the lowest attendance rates fall within the kinder to 2nd grade range. In some instances a small number of students at a grade level were driving the low percentage rates because of frequent absences. ILT data meetings often revealed links between poor attendance and student performance, especially on MClass measures and sight word development. Increased attendance rates will help to ensure that students are not missing essential classroom instruction and that those receiving intervention support will have consistent and sustained support.

**Programs & Services**

<b>Advanced Placement Courses</b>	No
<b>CTE: Citywide</b>	No
<b>CTE: Other</b>	No
<b>CTE: Traditional Academy</b>	No
<b>CTE: Traditional Program</b>	No
<b>Health and Wellness</b>	Crisis Intervention Services, School-based Dental Services
<b>IB Wall-to-Wall/Programme</b>	No
<b>Parent and Community</b>	Literacy Workshops, Math/Science Workshops, Supporting your Student Workshops/Programs
<b>Scholastic</b>	Homework Help, Supplemental Educational Services (SES) Tutoring, Tutoring, WITS (Working in the Schools)
<b>School-wide Programs and Models</b>	Early Childhood Program, Kindergarten, Supplemental Educational Services (SES) Tutoring, Community Schools
<b>Selective Enrollment/Gifted Program</b>	No
<b>Service Leadership</b>	No
<b>Sports and Fitness</b>	16" Softball, Boys' Basketball, Boys' Volleyball, Double Dutch, Flag Football, Girls' Tennis, Girls' Track
<b>Supports And Resources</b>	Melody Elementary offers before-school music and sports programs and after-school reading and math enrichment programs. The school provides Internet labs and services for special education students, and invites parents to participate through its Local School Council and NCLB Parent Advisory Council.
<b>Theme Based Magnet</b>	No

**% of students by race/ethnicity**



% Special education & students with disabilities	% English language learners	% Receiving free or reduced lunch	% Students in temporary living situations	% attending students who reside in neighborhood if boundary	% attending students who reside in neighborhood if boundary	% applicants enrolled if selective
12.97	0.00	86.69	0.00	49.8	46.4	N/A

General Information	
School Level	ES
Geographic Network	Garfield-Humboldt Elementary Network
Geographic Area	Garfield - West Humboldt
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	102,500
Year Constructed (MAIN)	1913
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	60600
ADDITION	29400
ANNEX	12500

Schools Co-Located on Campus
<b>School Name</b>

Campus-wide Air Conditioning	
A/C Level	Full
Full A/C: Campuses have a centralized air conditioning/dehumidification system that provides thermal comfort to all buildings and classrooms, or the campus has a combination of spaces cooled by a centralized system and/or window A/C units in every classroom.	

Facility Assessment (for co-located schools and programs , the facility assessment represents total need of Campus)		
Latest Assessment	2012	
		<b><u>Facility Systems Assessed (by Phase)</u></b>
	\$1,998,137.57	<i>Exterior</i>
	\$4,521,242.44	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$1,576,697.98	<i>Interiors</i>
	\$22,203.61	<i>Site</i>
<b>Total Campus Need</b>	<b>\$8,118,281.60</b>	The total dollar amount of existing maintenance repairs and replacements, identified by a comprehensive facilities condition assessment of buildings, grounds, fixed equipment, and infrastructure needs. It does not include types of work such as program improvements or new construction; these items are viewed as separate capital needs

Campus Summary	
Recommended Campus Action	Maintain
Planned Capital Projects	
Fiscal Year	
Proposed Budget	
Project Type	

Current Academic Facilities Available on Campus	
ART	0
MUSIC	0
BAND	0
CHORAL	0
COMPUTER	YES
LIBRARY	YES
SCIENCE	0
PLAYGROUND	

### Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	78	60	53	58	66	41	52	45	53	42	0	0	0	0		470
2007	0	52	56	46	59	44	39	50	43	48	0	0	0	0		437
2008	39	46	43	44	64	48	36	35	46	42	0	0	0	0		443
2009	46	36	37	34	53	40	46	42	30	45						327
2010	61	35	37	27	43	37	35	46	39	27	0	0	0	0		387
2011	54	24	32	35	30	29	27	30	41	33	0	0	0	0		335
2012	43	25	31	28	39	26	36	27	25	35	0	0	0	0		315
2013	102	57	61	52	53	54	52	39	40	50					10	570

### Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	102	57	61	57	57	40	40	47	35	40	0	0	0	0	35	544
2015	102	57	61	57	62	43	30	36	42	35	0	0	0	0	42	534
2016	102	57	61	57	62	47	32	27	32	42	0	0	0	0	32	528
2017	102	57	61	57	62	47	35	29	24	32	0	0	0	0	24	515
2018	102	57	61	57	62	47	35	32	26	24	0	0	0	0	26	512
2019	102	57	61	57	62	47	35	32	28	26	0	0	0	0	28	516
2020	102	57	61	57	62	47	35	32	28	28	0	0	0	0	28	518
2021	102	57	61	57	62	47	35	32	28	28	0	0	0	0	28	518
2022	102	57	61	57	62	47	35	32	28	28	0	0	0	0	28	518
2023	102	57	61	57	62	47	35	32	28	28	0	0	0	0	28	518