

# Genevieve Melody Elementary School 2020-2022 plan summary

## Team

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# Team Meetings

Date	Participants	Topic
02/18/2020	All members for CIWP	Introduction to 2020-22 CIWP Team and
02/25/2020	ILT Members (I. Bernstein, J. Harris, A. Tam, T. Tillman, C. Wimberly, L. Branch, M. Stewin, K. Maxey, N. Gasich, M. Philips, T. Pike, B. Danner, M. Washington	CIWP Critical Areas of need.

## Framework

### Category scoring

- 1 NONE or FEW of the practices are CONSISTENTLY evident.
- 2 FEW of the practices are CONSISTENTLY evident for FEW students and/or staff.
- 3 MOST of the practices are CONSISTENTLY evident for SOME students and/or staff.
- 4 Nearly ALL practices are CONSISTENTLY evident for ALL students and/or staff.

### Subcategory scoring

- 1 Practice is not consistently evident for ANY students and/or staff.
- 2 Practice is CONSISTENTLY evident for FEW students and/or staff.
- 3 Practice is CONSISTENTLY evident for SOME students and/or staff.
- 4 Practice is CONSISTENTLY evident for ALL students and/or staff.
- Not scored

## Leadership and Structure for Continuous Improvement

- 3 - Leadership for Continuous Improvement
  - 3 Set the direction and create a sense of purpose by building consensus on and implementing a shared vision
  - 3 Inspire a culture of collective responsibility for ALL students to succeed and for building a safer and more supportive environment throughout the school, not just in their own classrooms (REQUIRED: OSEL)
  - 3 Empower others to make or influence significant decisions (REQUIRED: OSEL)
  - 3 Enable staff to focus and prioritize what matters most
  - 3 Employ the skills to effectively manage change
  - 3 Make "safe practice" an integral part of professional learning
  - 3 Collaborate, value transparency, and inform and engage stakeholders
  - **Evidence:** Reviewing SY19 Five Essentials, our school's vision is shared among all students, staff, parents, via our school website, and poster announcements throughout the school building.
- 3 - Structure for Continuous Improvement
  - 3 Engage in ongoing inquiry (e.g. continuous improvement cycles) as a basis for improvement
  - 3 Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work

- 2 Design professional learning (PL) to achieve school-wide improvement goals
- 4 Design and implement school day schedules that are responsive to student needs
- 3 Align the budget to the CIWP priorities and the mission of the school
- 3 Strategically hire, assign, and retain teachers to create balanced grade/content teams with a variety of strengths to ensure all students have equitable access to high-quality teachers
- 4 The local school council (LSC) or another community oversight committee of board is actively and productively involved in supporting SEL initiatives and improvements to school climate (REQUIRED: OSEL)
- 4 Physical surroundings convey a positive, student-centered school environment (REQUIRED: OSEL)
- **Evidence:** Oracle, LSC Principal Reports, ILT Agendas/Minutes, GGrade Level Agendas/Minutes, Five Essentials Student Surveys, REACH (Formal/Informal)

## Depth and Breadth of Student Learning and Quality Teaching

- 3 - Curriculum
  - 3 Provide culturally relevant/sustaining curriculum that provides opportunities to explore and celebrate student's communities, culture, history, and language
  - 3 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
  - 3 Curriculum connects to real world, authentic application of learning
  - 3 Curriculum is aligned to expectations of the standards
  - 2 Integrate the teaching of academics and the ISBE Social Emotional Learning Standards (REQUIRED: OSEL)
  - 2 Expand access to diverse, contemporary well-stocked text collections that provide opportunities for all students to engage with text from a wide range of genres, including text of appropriate grade level complexity
  - **Evidence:** ILT discussions around curriculum, Professional Developments with Instructional Leaders in Reading/Math Curriculum, Network 5 PDs, Principal/AP Meetings, STEM PD Integration
- 3 - Instruction
  - 3 Create a culture that reflects high expectations for all students and enables practice and perseverance for each individual student (REQUIRED: OSEL)
  - 2 Engage students in learning and foster student ownership
  - 2 Use questioning and discussion as techniques to deepen student understanding
  - 2 Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning
  - 3 Provide students frequent, informative feedback
  - 3 Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated
  - 3 Engage all learners in content areas by differentiating and fully integrating opportunities for all learners
  - 3 Tasks convey the key shifts and practices of the discipline. (See departmental guidance for Arts Education, Health and Physical Education, Literacy, Math, Science, Social Science & Civic Engagement)
  - **Evidence:** DOK Levels of Questioning, Diving deeper into REACH Domain 3 rubric, Professional development around aligning tasks that are challenging for all students, Network Professional developments, student-friendly rubrics
- 2 - Balanced Assessment and Grading

- 3 School-based teams discuss and monitor the effect of teaching on student learning, integrate formative assessment into instruction and intervention of individual students
- 2 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
- 2 ILT, GLT, and interventionists use a Problem Solving Process approach to screening, diagnostic, and progress monitoring assessments to identify specific gaps and monitoring improvement for students within all tiers
- 3 Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications
- 3 Utilize assessments that reflect the key shifts in content areas in teacher created or selected assessments
- 3 Utilize assessments that measure the development of academic language for English learners
- 3 Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness, in house criteria, and subsequent learning needs
- 3 Improve and promote assessment literacy
- 3 Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers
- **Evidence:** Invested in resources in helping teachers evaluate and improve the quality of formative assessments and analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embedded various levels of complexity. In addition with screening diagnostics and progress monitoring assessments to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and or 3 services.
- 2 - MTSS
  - 2 ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below 2C or chronic absenteeism (REQUIRED: MTSS)
  - 2 MTSS Team completes SEF ratings for MTSS subcategories (denoted as "REQUIRED MTSS") at MOY and EOY to reflect on MTSS fidelity of implementation (REQUIRED: MTSS)
  - 3 MTSS Team uses MTSS Framework Implementation Guide or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
  - 3 Administration supports MTSS Team with resources needed to make changes to framework/system (REQUIRED: MTSS)
  - 2 School tracks growth of ALL students, specifically students receiving Tier 2 and Tier 3 supports based on district-wide available data to accurately assess student achievement results and school practices (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: Administration recruits a diverse MTSS core team (content areas, counselors, etc.), or identifies an existing team that is responsible for driving the school's MTSS Framework and Implementation (REQUIRED: MTSS & OSEL)
  - 3 Shared Leadership: MTSS Team uses multiple data sources to determine local Tiering Criteria For Tier 1, Tier 2, Tier 3 interventions (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: MTSS Team develops a Menu of Interventions that clearly outlines the supports, resources, system and structures for Tier 1, Tier 2, and Tier 3 (REQUIRED: MTSS & OSEL)
  - 2 Shared Leadership: School Teams communicate MTSS related outcomes to all stakeholders (REQUIRED: MTSS & OSEL)

- 2 Problem Solving Process: MTSS Team, teachers, and intervention providers use the Problem Solving Process (PSP) to identify root causes and contributing factors of deficit areas (REQUIRED: MTSS & OSEL)
- 2 Problem Solving Process: MTSS Team gathers and utilizes multiple data sources to define the problems and take action for Tiers 1, 2, and 3 (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: Instructional staff provides culturally relevant, high-quality, standards-aligned curriculum in which SEL instruction is embedded into core content (REQUIRED: MTSS & OSEL)
- 2 Curriculum and Instruction: Instructional staff provides differentiated instruction to meet the needs of all students (REQUIRED: MTSS)
- 2 Curriculum and Instruction: Instructional staff provides interventions that are research-based (REQUIRED: MTSS & OSEL)
- 3 Curriculum and Instruction: School Teams analyze data to prioritize opportunities to improve instruction, guide grouping, re-teaching and to identify/prioritize instructional needs (REQUIRED: MTSS)
- 3 Progress Monitoring (PM): School identifies and uses a research-based diagnostic tool and process to determine root-cause and area of need for Tier 2 and Tier 3 supports (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): School Teams progress monitor and analyze student response to intervention throughout the intervention cycle to determine and implement needed adjustments (REQUIRED: MTSS & OSEL)
- 2 Progress Monitoring (PM): MTSS Team clearly defines the method, duration, frequency, and measures for progress monitoring (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School establishes regular communication with families to build their understanding of MTSS, purpose of interventions and tiered support systems, and how it will support their child (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: School teams develop a process of communication for formally notifying parents/families when their child is selected to receive Tier 2 or Tier 3 interventions (REQUIRED: MTSS & OSEL)
- 3 Family & Community Engagement: Administration and school teams establish and continually evaluate community partnerships to support MTSS implementation (i.e. providing Tier 2 or Tier 3 supports) (REQUIRED: MTSS & OSEL)
- 1 Family & Community Engagement: School teams ensure that feedback/input from families is taken into consideration during the PSP and intervention planning (REQUIRED: MTSS & OSEL)
- 2 Family & Community Engagement: School engages families in supporting with progress monitoring of their students (REQUIRED: MTSS & OSEL)
- 2 Fidelity of Implementation: School teams utilize the SAM at BOY, MOY and EOY to reflect on MTSS fidelity of Implementation (REQUIRED: MTSS)
- 2 Fidelity of Implementation: School teams use MTSS Framework Implementation Guide and/or other resources from Central Office to align priorities to outcomes (REQUIRED: MTSS)
- 3 Fidelity of Implementation: School teams leverage other self-reflecting processes such as the SEF or the CIWP to evaluate and improve MTSS framework and implementation (REQUIRED: MTSS)
- 3 Fidelity of Implementation: Administration supports the fidelity of MTSS practices, principles, and resources needed to make suitable changes to systems and structures (REQUIRED: MTSS)
- **Evidence:** BOY, MOY, EOY Schoolwide data tracker, Interim Assessments, weekly meetings with school support team, Student Goal sheets, Online Intervention tools, progress monitoring (DIBELS, MClass)
- 3 - Transitions, College & Career Access, & Persistence

- 3 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)
- 3 AWARENESS - Expose students early to academic/professional worlds beyond K-12
- 2 READINESS ? Ensure equitable access to college preparatory curriculum
- 3 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
- **Evidence:** Melody provides students the opportunity to be exposed to STEM college and career pathways through curriculum content and in school experiences which establishes a foundation for career success and culture for learning. We also provide out of school and after school opportunities to increase student participation and engagement with our partnering STEM companies. Students in grades 6-8 establish individual learning plans through Naviance.

## Quality and Character of School Life

- 3 - Relational Trust
  - 3 Foster respectful and supportive student-student interactions, with strong norms for responsible behavior, to encourage a sense of belonging to the school and the classroom community (REQUIRED: OSEL)
  - 3 Foster supportive, caring and respectful staff-student interactions, so that each student has at least one trusted adult in the school (REQUIRED: OSEL)
  - 3 Adults support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust) (REQUIRED: OSEL)
  - **Evidence:** The relationships at Melody vary from student to student and student to staff. About 85% student population are very comfortable speaking with a staff member of choice with issues. We also have a supportive counseling team that have partnered with outside resources of therapist and or mentoring organizations that are available to students at least 4 days out of the week.
- 3 - Student Voice, Engagement, and Civic Life
  - 2 Study politics
  - 2 Become informed voters and participants in the electoral process
  - 3 Engage in discussions about current and controversial issues
  - 2 Explore their identities and beliefs (REQUIRED: OSEL)
  - 3 Exercise student voice (REQUIRED: OSEL)
  - 3 Authentically interact with community and civic leaders
  - 3 Engage with their community
  - 3 Take informed action where they work together to propose and advocate for solutions
  - 2 Experience a schoolwide civics culture
  - **Evidence:** Student council, Local School Counsel, Debate Club, STEM leagues, Social Studies Curriculum, AAU basketball and choir with CAPS 11th district CPD, Reborn Church
- 2 - Physical and Emotional Safety
  - 2 Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school (REQUIRED: OSEL)
  - 3 Provide clear procedures for reporting and responding to concerns about safety and well-being (REQUIRED: OSEL)
  - 3 Manage efficient and orderly transitions between activities (REQUIRED: OSEL)

- 2 A representative team (e.g. admins, teachers, staff, families, & students) dedicated to school climate development meets regularly to make decisions that promote SEL and create supportive, restorative, and trauma sensitive environments (REQUIRED: OSEL)
  - **Evidence:** Dean keeps a running log of infractions, Student incentives for positive behavior monthly via pa system, dances, or certificates, Act and Adapt, BAM. SPARKS
- 3 - Supportive and Equitable Approaches to Discipline
  - 3 INSTRUCTIVE - Integrate universal SEL skills instruction in disciplinary responses (REQUIRED: OSEL)
  - 3 RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions (REQUIRED: OSEL)
  - 3 SUPPORTIVE - Employ a discipline system that assesses the root causes of student behaviors and utilizes a trauma-informed, multi-tiered approach to supportive social and emotional intervention (REQUIRED: OSEL)
  - 3 EQUITABLE - Employ a discipline system that ensures equity across groups of students, school-wide and district-wide (REQUIRED: OSEL)
  - **Evidence:** Behavior Team meets monthly, Security Team Meeting monthly, Peace Center BAM, Check in Check Out, Mentoring programs, partnership with CPD 11th district
- 3 - Family & Community Engagement
  - 3 Establish a welcoming environment for families and community members that is warm, inviting, and helpful (REQUIRED: OSEL)
  - 2 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).
  - 2 Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback
  - 3 Teachers and families see each other as partners in educating children, and all families are directly invited to formally contribute and participate in decision-making about their children and about the school (REQUIRED: OSEL)
  - 3 Communicate with families proactively and frequently about class and individual activities and individual student's progress (REQUIRED: OSEL)
  - 3 Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social service agencies (REQUIRED: OSEL)
  - 3 Partner equitably with parents speaking languages other than English
  - 3 Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision (REQUIRED: OSEL)
  - **Evidence:** Partnerships with churches, community organizations, COFI, Monthly Newsletter, Parent/Teacher Resource liaison, Report Card Pick up, Orientation, Open House, Website, Twitter page Open door policy with Administration, Field Trips

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus
2	Depth and Breadth of Student Learning and Quality Teaching: Balanced Assessment and Grading	1
2	Depth and Breadth of Student Learning and Quality Teaching: MTSS	0
2	Quality and Character of School Life: Physical and Emotional Safety	0
3	Depth and Breadth of Student Learning and Quality Teaching: Curriculum	0
3	Depth and Breadth of Student Learning and Quality Teaching: Instruction	0
3	Depth and Breadth of Student Learning and Quality Teaching: Transitions, College & Career Access, & Persistence	2
3	Leadership and Structure for Continuous Improvement: Leadership for Continuous Improvement	0
3	Leadership and Structure for Continuous Improvement: Structure for Continuous Improvement	3
3	Quality and Character of School Life: Family & Community Engagement	0
3	Quality and Character of School Life: Relational Trust	0
3	Quality and Character of School Life: Student Voice, Engagement, and Civic Life	0
3	Quality and Character of School Life: Supportive and Equitable Approaches to Discipline	0

# Goals

## Areas of critical need and root cause analysis

[X] By checking this box, I confirm that we have recalled previous data analysis, conducted new data analysis as needed, and indicated 3-5 areas of critical need in our school's CIWP Google sheet for the Area of Critical Need component. We will now move on to the Goals component.;

[X] By checking this box, I confirm that we have completed a root cause analysis for **each** area of critical need and indicated 3-5 root causes in our school's CIWP Google sheet for the Root Cause Analysis component.

Area of Critical Need 1	Balanced Assessment and Grading
Root Cause 1	Lack of grade monitoring in addition to input of formal and informal assessments
Area of Critical Need 1	Transitions College and Career Access and Persistence

Root Cause 2	Lack of engagement of families, communities and STEM professionals that will enrich learning opportunities for students.
Area of Critical Need 3	Structure for Continuous Improvement
Root Cause 3	Lack of sustained ongoing job embedded professional learning that allows safe practice as an integral part of a safe learning environment

**Vision metrics**

Metrics (select 3-5)	Student groups (1-2 for each metric)	SY19 data actual (provided by CPS)	2020-2021 goal	2021-2022 goal
SQRP: National School Growth Percentile - Reading (Grades 3-8)  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	African American		45.00	65.00
	Overall		50.00	65.00
SQRP: National School Growth Percentile - Math (Grades 3-8)  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 and then the exceeding the 75th percentile.	African American		80.00	85.00
	Overall		80.00	85.00
SQRP: % of Students Meeting/Exceeding National Avg Growth Norms (Grades 3-8)  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.	African American		60.00	75.00
	Overall		60.00	75.00
	African American		97.00	99.00

<b>Metrics (select 3-5)</b>	<b>Student groups (1-2 for each metric)</b>	<b>SY19 data actual (provided by CPS)</b>	<b>2020-2021 goal</b>	<b>2021-2022 goal</b>
<p>Vision: Attendance Rate</p> <p>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%.</p>	Overall		97.00	99.00
(Blank)				

**Required metrics (Elementary) (0% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<b>My Voice, My School 5 Essentials Survey</b> (Blank)					

**Custom metrics (100% complete)**

	<b>2018-2019 Actual</b>	<b>2019-2020 Actual</b>	<b>2019-2020 Goal</b>	<b>2020-2021 Goal</b>	<b>2021-2022 Goal</b>
<p>STEM Implementation</p> <p>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</p>	50.00	60.00		65.00	80.00

# Strategies

## Strategy 1

If we do...	at least four yearly family and student STEM engagement events that involve a variety of students across all grade levels
Then we see...	parents involved with supporting the STEM goals and school mission as invested stakeholders in their children's academic need and development.
which leads to...	60% of the students and their families being exposed to STEM career pathways and an increase in parent engagement
Budget Description	
Tags	Family & Community Engagement, FACE2: Parent Engagement, OSSE: Community Schools, STE(A)M Schools: Family & Community Engagement (SSS7), STE(A)M Schools: STE(A)M Career Pathways (SSS6)
Action steps	<ul style="list-style-type: none"> <li>• (Not started) Plan and provide engaging STEM related enrichment to increase interest, experience, and develop STEM habits of mind.  Tags:FACE2: Parent Engagement, STE(A)M Schools: Family &amp; Community Engagement (SSS7), STE(A)M Schools: STE(A)M Career Pathways (SSS6)</li> <li>• (Not started) Supporting school partnerships and activities with families and community members that promotes academic improvement across the literacy and math curriculum.  Tags:Family &amp; Community Engagement, FACE2: Community Partnerships, FACE2: Parent Engagement, Literacy: Key Practice #4-Authentic Learning Experiences, MTSS: Family and Community Engagement</li> <li>• (Not started) Provide access to 8th Grade Algebra to all eligible 8th grade students  Tags:MTSS: Curriculum &amp; Instruction, Math: Rigorous Tasks, Math: Curriculum</li> <li>• (Not started) Collaborate with Big 10 Conference and Junior Achievement to promote College Career Readiness with Student of the Month and monthly engagements. We will also partner and explore mentoring options to promote greater academic success.  Tags:FACE2: Community Partnerships, FACE2: Parent Engagement, MTSS: Family and Community Engagement, OSEL: Supportive School Environment</li> <li>• (Not started) Students will engage with a variety of STEM fields and career pathways through in-school and out of school experiences</li> </ul>

	Tags:Family & Community Engagement, FACE2: Community Partnerships, OSCPA: College and Career Readiness, STE(A)M Schools: Family & Community Engagement (SSS7), STE(A)M Schools: STE(A)M Career Pathways (SSS6)
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## Strategy 2

If we do...	Various balanced assessments and grading, that covers multiple measures to supplement network assessment (ie.5 week assessments) with other formative assessments to monitor student mastery and improvement, to provide a more comprehensive picture of student learning.
Then we see...	actionable and measurable data to document student progress and proficiency against a set of clearly defined cross-curricular and contentarea standards, to guide administrators and teachers about all dimensions related to student performance of academic strengths and weakness.
which leads to...	75% of students meeting or exceeding grade level expectations in Math and Reading for NWEA/mClass by the 2020/2021 school year. Teachers will improve their own teaching practices to reach Proficient status on their REACH Evaluations, with the emphasis on domains 3b: Questioning and Discussion Techniques and 3d Using Assessment in Instruction.
Budget Description	
Tags	Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading, Assessment: Checkpoint Student Assessment System, Assessment: Fair, Accurate and Consistent Grading Systems, Assessment: Multiple Measures to Provide Evidence of Student Learning
Action steps	<ul style="list-style-type: none"> <li>(Not started) Dissect the language arts and mathematics pacing guides to identify what mastery looks like for each standard.</li> </ul> <p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Curriculum Equity Initiative, Assessment: Monitoring Student Learning to Support Growth, Literacy: Key Practice #2-Extensive Discussion to Build Academic Language, Math: Curriculum</p> <ul style="list-style-type: none"> <li>(Not started) 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</li> </ul> <p>Tags:Instruction, Balanced Assessment and Grading, MTSS, Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Literacy: Shift 2- Leveraging Data to Close Gaps, MTSS: Progress Monitoring</p> <ul style="list-style-type: none"> <li>(Not started) Create a grading scale that clearly, accurately and consistently communicates learning progress to students and parents.</li> </ul>

	<p>Tags:Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading</p> <ul style="list-style-type: none"> <li>(Not started) Utilize teacher lesson plans and teacher created 5 week assessment data to determine instructional effectiveness and learning needs.</li> </ul> <p>Tags:Instruction, Assessment: Improving Assessment Literacy</p> <ul style="list-style-type: none"> <li>(Not started) In-house STEM Instructional Coaches will work with classroom teachers to monitor current student data in tier 2 group settings to differentiate instruction</li> </ul> <p>Tags:Instruction, MTSS: Curriculum &amp; Instruction, Personalized Learning: Tailored Learning/Differentiation</p> <ul style="list-style-type: none"> <li>(Not started) 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.</li> </ul> <p>Tags:Leadership for Continuous Improvement, Assessment: Monitoring Student Learning to Support Growth, Personalized Learning: Tailored Learning/Differentiation</p>
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**Strategy 3**

If we do...	engage in ongoing inquiry on a bi-monthly basis for improvement that uses questions that focus on timely and relevant current data
Then we see...	a diverse organized team with a common understanding and focus on the team's purpose and instructional priorities driven by current data
which leads to...	teacher teams leading cycles of learning and problem solving focused on student learning data and student work used to drive instruction (ie. multi-tiered instruction whole group, small group. and individualized) in order to move the students to at or above attainment on the district assessments
Budget Description	
Tags	Arts Education: Mission Driven, Distributed Leadership (F/PA #1), CBE: SEL Integration, CBE: Supports, Interventions, or Extensions, Literacy: Shift 4-21st Century Professional Learning, MTSS: Shared Leadership
Action steps	<ul style="list-style-type: none"> <li>(Not started) Establish a calendar of meeting dates and topics for the school year focusing on student achievement</li> </ul>

	<p>Tags:Arts Education: Mission Driven, Distributed Leadership (F/PA #1), CBE: Supports, Interventions, or Extensions, Literacy: Shift 4-21st Century Professional Learning</p> <ul style="list-style-type: none"> <li>(Not started) Teacher Leaders will run grade levels to analyze data, establish small groups for instruction, create assessments and collaborate in best practices.</li> </ul> <p>Tags:Arts Education: Mission Driven, Distributed Leadership (F/PA #1), Arts Education: School Structures (F/PA #3), Assessment: Accessing and Analyzing Assessment Data for Instructional Effectiveness, Assessment: Balanced Assessment and Grading</p> <ul style="list-style-type: none"> <li>(Not started) Use the CPS Framework for Teaching to ground instruction and instructional coaches to model instructional practice and monitor improvement.</li> </ul> <p>Tags:Instruction, Arts Education: Mission Driven, Distributed Leadership (F/PA #1)</p>
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## Action Plan

### Strategy 1

Plan and provide engaging STEM related enrichment to increase interest, experience, and develop STEM habits of mind.

Sep 08, 2020 to Jun 23, 2021 - STEM Specialist, Administration, and classroom teachers

Supporting school partnerships and activities with families and community members that promotes academic improvement across the literacy and math curriculum.

Sep 08, 2020 to Jun 23, 2021 - STEM Specialist, Administration classroom teachers and Partners

Provide access to 8th Grade Algebra to all eligible 8th grade students

Sep 08, 2020 to Jun 23, 2021 - STEM Specialist, Administration, classroom teacher and high school partners

Collaborate with Big 10 Conference and Junior Achievement to promote College Career Readiness with Student of the Month and monthly engagements. We will also partner and explore mentoring options to promote greater academic success.

Sep 08, 2020 to Jun 23, 2021 - Big 10 Conference, Junior Achievement, Administration, ILT

Students will engage with a variety of STEM fields and career pathways through in-school and out of school experiences

Sep 08, 2020 to Jun 23, 2021 - STEM Specialists, Science Teacher Leaders Administration

### Strategy 2

Dissect the language arts and mathematics pacing guides to identify what mastery looks like for each standard.

Sep 08, 2020 to Jun 23, 2021 - STEM Specialist, Administration, ILT and classroom teachers

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

Sep 08, 2020 to Jun 23, 2021 - Administration, ILT, and classroom teachers

Create a grading scale that clearly, accurately and consistently communicates learning progress to students and parents.

Sep 08, 2020 to Jun 23, 2021 - Administration, ILT, and classroom teachers

Utilize teacher lesson plans and teacher created 5 week assessment data to determine instructional effectiveness and learning needs.

Sep 08, 2020 to Jun 23, 2021 - Administration, ILT, and classroom teachers

In-house STEM Instructional Coaches will work with classroom teachers to monitor current student data in tier 2 group settings to differentiate instruction

Sep 08, 2020 to Jun 23, 2021 - Administration, ILT, and classroom teachers

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.

Sep 08, 2020 to Jun 23, 2021 - Classroom teachers and SECAs, Data Analysis, STEM Instructional Coaches, and Administration

### **Strategy 3**

Establish a calendar of meeting dates and topics for the school year focusing on student achievement

Aug 17, 2020 to Sep 30, 2020 - Administration < ILT

Teacher Leaders will run grade levels to analyze data, establish small groups for instruction, create assessments and collaborate in best practices.

Sep 08, 2020 to Jun 23, 2021 - Administration, ILT, Teacher Leaders, Teachers

Use the CPS Framework for Teaching to ground instruction and instructional coaches to model instructional practice and monitor improvement.

Sep 08, 2020 to Jun 23, 2021 - Administration, ILT Teacher leaders, Instructional coaches

# Fund Compliance

## ESSA Program

[X]

ESSA Schoolwide Program

The school must annually review 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. Please list evidence for the ESSA Schoolwide Program requirements outlined below.

[ ]

Non-title I school that does not receive any Title I funds

## ESSA Schoolwide Program

**A comprehensive needs assessment of the entire school that is based on the achievement of students relative to state content and achievement standards.**

ILT completed a data review indicating areas of need for the students.

**Schoolwide reform strategies that provide opportunities for all students to meet proficient and advanced levels of academic achievement.**

After school for students based on their academic need.

**Schoolwide reform strategies that use methods and instructional strategies based on scientifically-based research that strengthens the core academic program, increases the amount and quality of learning time, and includes strategies to meet the needs of historically underserved populations.**

Differentiated small group instruction for all students based on student academic deficiencies on district and school assessments.

**Schoolwide reform strategies that address the needs of all students in the school, but particularly those students who are low achieving, at risk of not meeting the states academic achievement standards, and/or members of the target population of a program included in the schoolwide plan (includes strategies like: mentoring, counseling, pupil services, college career awareness, personal finance education, innovative teaching methods).**

Block Instruction, small group differentiated instruction, Mentoring services Act and Adapt, BAM, and outside counseling services for students in need. Teachers are using technology and PBL instruction to give individualized as well as community relevance education and learning for students.

**Please describe the strategies used at your school to attract high-quality, highly-qualified teachers.**

Networking within the teaching community. Reaching out to colleges and universities to draw highly qualified and motivated student teachers that would continue at Melody STEM after graduation.

**High-quality and ongoing professional development based on scientifically based research for teachers, principals, paraprofessionals, and if appropriate, pupil service personnel, parents and other staff to ensure students meet state standards.**

Into Reading professional Development and teacher coaching was implemented. Trauma informed teaching presented to meet all the needs of the students assisting with comprehensive strategies.

**Strategies to increase parent involvement, such as family literacy services.**

STEM Cafe, Parent Community Meetings (Cofi), Math and Literacy Nights, Parent Workshops, Parent workshops to assist in Remote Learning (SY 20-21)

**Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to the local elementary program. \*\*Not applicable to middle or high school buildings.**

Pre-Kindergarten teachers are using Heggerty as well as similar programs that establish routines kindergarten teachers use. This will help to ensure a smooth transition between buildings. End of the year activities that include kindergarten and pre-kindergarten students together to peer mentor routines, such as movement through the building as well as lunch procedures are completed in a fun and engaging way to promote excitement to move into the "big building".

**Measures to include teachers in decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.**

Teachers create their own interim assessments in all core areas, that are given to the students every five weeks to guide their instruction.

**Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with effective, timely additional assistance, which shall include measures to ensure students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.**

Small group instruction with differentiated tasks provide individualized instruction based on the needs stated through NWEA learning continuum.

**Coordination and integration of federal, state, and local services and programs including programs supported under No Child Left Behind, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. Please describe how this will be accomplished.**

Monthly Community/Parent meetings provide parents with information and workshops based on a needs assessment that is given to the parents at the beginning of the year. Community Organizations bring in needed information and resources as the parents bring the need to our attention.

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## ESSA Targeted Assistance Program

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## Parent Involvement and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

### Parent and Family Engagement Policy (Complete)

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

Local School Council, 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 and families during the first month of school to inform them of the school's participation in ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, 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 25, 2019 at 9:00 a.m. The annual organization meeting with Principal Tillman was held on September 25, 2019 in Room 110 at 10:00 a.m 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, School Marquee, School website and/or backpack reminders displayed in main office and sent home by students.

**At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members 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.**

Parent/Student Handbook, STEM student planner, STEM family nights- one each, Report card pickups (2), Orientation, Suggestion Box in Main Office

**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.**

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 follow-up, gets feedback and does observations.

**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 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 assist parents of participating ESSA 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, a State of the School Address will be scheduled. We will provide information to cover the above aspects twice a year and have a dedicated bulletin board which will consist 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 growth targets, and requirements to increase school and students academic achievements.

**Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members 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 with a strong focus on small groups dedicated to tier 2 and 3 students.

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

Through Professional Development, Reading in Motion, Organ Wise, COFI, Faith Based Organizations, Big Ten, Rush, Chicago Teachers Union etc. We will incorporate various vendors to staff members to educate all on how to best handle parent situations and

find ways to increase our collaboration with parents about community and the students of Melody STEM.

**Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family 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 and families 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, Dads and Daughters Reading).

**Schools will ensure that information related to the school and parent and family 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 they should contact the Main Office and/or schedule a meeting to meet with Administration 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 and family engagement practices and outlines activities related to expanding parent and family partnership programs.**

**The school will coordinate the parent and family engagement programs identified in the CIWP.**

**The school will evaluate the Parent and Family Engagement 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

### School-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.)**

Our mission is to provide all our students with a STEM related education in a safe, supportive environment. We will promote excellence in learning for all students by developing a unified approach to improve reading through professional development, while utilizing Common Core State Standards strategies, and integrate STEM instructional practices, such as being effective communicators, critical thinkers, and engaged problem based learners with cross cutting concepts across the curriculum. In return, students will be competent, capable citizens in our technology-dependent society and offered a chance to make sense of the world rather than learn in isolated bits and pieces of a phenomena.

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 preschool home library.

K-5 will follow the Network 5 Pacing Guides and Balanced Literacy Model while using Heggerty Phonemic Awareness, Sadlier-Oxford Vocabulary, Reading Street infused with sight word practice in order to provide progress monitoring a interim assessment will be conducted every 5 weeks to keep a pulse on academic growth-

Math (Go Math) using the same alignment with pacing guides using Common Core State Standards  
Grades 6-8 will follow the middle school model 6 minute classes for 4 core subjects (Literacy, Math, Science, and Social Studies) Pacing guide and interim assessments will align to the Common Core State Standards

**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 third quarters for report card pick up, in addition to 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 am or on teacher's specified prep time in addition to after dismissal pending approval of administration. Progress Reports are distributed every five weeks during the quarter. Orientation will be held during the summer months and Open House is held at the end of September.

**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. All teachers have established a Google Voice phone number and provide this number to parents for questions and concerns.

**The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members 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 and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement 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 2018-2019 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 and Family Engagement Funds to support your Parent and Family Engagement Program.**

**Account(s)**

**Description**

**Allocation**

<p><b>51130, 52130</b></p>	<p><b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.</p>	<p>\$0.00</p>
<p><b>53405</b></p>	<p><b>Supplies</b> 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.</p>	<p>\$1100.00</p>
<p><b>53205</b></p>	<p><b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.</p>	<p>\$50.00</p>
<p><b>54125</b></p>	<p><b>Consultants</b> 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)</p>	<p>\$1500.00</p>
<p><b>54505</b></p>	<p><b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.</p>	<p>\$84.00</p>
<p><b>54205</b></p>	<p><b>Travel</b> 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.</p>	<p>\$0.00</p>
<p><b>54565</b></p>	<p><b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.</p>	<p>\$0.00</p>
<p><b>53510</b></p>	<p><b>Postage</b> Must be used for parent and family engagement programs only.</p>	<p>\$0.00</p>
<p><b>53306</b></p>	<p><b>Software</b> Must be educational and for parent use only.</p>	<p>\$0.00</p>
<p><b>55005</b></p>	<p><b>Furniture and Equipment</b> 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 be used only by parents.</p>	<p>\$500.00</p>

