

Transition Plan as of July 12, 2013**For the Closure of Benjamin Banneker Elementary School****I. Introduction**

Chicago Public Schools (CPS) is committed to ensuring that every student, in every community, has access to a high-quality, well-rounded education in order to graduate from high school ready to succeed in college, career, and life. From investments in early childhood education and a full school day to ensuring that there are effective principals and teachers in our schools, CPS is doing everything possible to provide Chicago's children with a 21st century education that helps them thrive and succeed. It is our obligation to work every day on behalf of our children's future.

However, our District faces a significant financial challenge, which threatens everything in our system by making it difficult to provide the robust supports and services that all children deserve. Our District's financial crisis has been significantly challenged by underutilization, resulting in financial resources being invested in half-empty buildings that are costly to maintain and repair. CPS has been financing schools and buildings with a capacity for 511,000 students while only serving 403,000 students. This utilization crisis has been spreading our already scarce financial resources much too thin.

To address this crisis, CPS is enacting a plan to address underutilization based on significant input from partners including parents, students, teachers, principals, community and faith leaders, the independent Commission on School Utilization, the Chicago Police Department, and the Department of Family and Support Services. Through these collaborative efforts, CPS' plan represents a new day for Chicago Public Schools, and a fresh start for our students in Fall 2013.

CPS is closing underutilized schools. These actions will enable CPS to maximize resources by supporting a reduced number of school buildings, which will improve our capacity to provide all children with greater access to critical resources and supports such as libraries, technology, playgrounds, nurses, and counselors.

In order to ensure a quality education for students, CPS is closing close Benjamin Banneker Elementary School (Banneker). This decision is based on the underutilization of Banneker, in accordance with the [Chief Executive Officer's Guidelines for School Actions](#) (Guidelines). This action will welcome returning students at Benjamin E. Mays Elementary Academy (Mays), which will be re-located.

The transition plan outlined below summarizes the action and identifies the supports that will be provided to impacted students to create a smooth and safe transition process.

II. Summary of Action

Banneker was a neighborhood elementary school located at 6656 S. Normal Blvd, in the Englewood-Gresham Elementary Network of CPS. Banneker served 337 students in PK & K-8th grades. CPS is closing Banneker based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Banneker students will be welcomed by Mays. Mays will be re-located from its present location to 6656 S. Normal Blvd. Thus, all Banneker students will continue to attend school at 6656 S. Normal Blvd., welcomed by the Mays administration, staff, and students. Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The investments CPS will make for transitioning students at both Banneker and Mays, as described in this transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

The geographic boundary which was associated with Banneker will be reassigned to Mays at 6656 S. Normal Blvd. This means that Mays will be the new neighborhood school for students living in the Banneker boundary.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from Banneker into Mays. The objectives of these plans are to provide a safe and successful transition for these students both inside and outside of the classroom. These plans have been developed in conjunction with the Chicago Police Department as well as based on community input received through community meetings held over the past few months.

There have been multiple opportunities to receive feedback regarding safety and security and there was at least one opportunity to meet in person with CPS Safety and Security personnel. Feedback will be taken into consideration as the proposed safety plan is finalized.

External Supports

- Safe Passage will be available for students traveling to and from school for this transition. The Safe Passage Program uses a Safe Passage Community Partner and “community watchers” to stand post along pre-defined safe routes and have a visible and engaging adult presence to support students as they travel to and from school. Community watchers will wear identifiable uniform such as a yellow vest or comparable so that students will know that they are associated with the Safe Passage Program. Community watchers will carry radios or cell phones as a means of communicating immediate concerns to CPD and/or CPS. They will stand post at arrival and dismissal times. These schedules will be finalized as the school’s final bell times are defined. Their roles include:
 - Greeting students along the routes and building trusted relationships that help students feel more comfortable and confident as they travel to and from school.
 - Serving as support for students if they have concerns or need immediate attention.
 - Monitoring for tense or unusual safety situations and either de-escalating or reporting the issue immediately to the appropriate authorities.
 - Providing regular reports to CPS in order to allow CPS and CPD to analyze safety conditions and refine plans as necessary.
 - Meeting regularly with the Principal and Local School Council in order to discuss safety concerns and action plans.
- A Safe Passage Community Partner organization has been hired by the Board to support the transition. Organizations including but not limited to Community-based organizations and Faith-based organizations have applied to serve in this program through an RFP process. The Safe Passage Community Partner selected will be Team Englewood and has knowledge of community dynamics and has demonstrated significant contribution to this community. The number of community watchers allocated is 14.
- The approved Safe Passage Community Partner organization will recruit and hire “community watchers.” The ideal candidates for community watchers will be from among individuals who are either residents from the community or are very familiar with residents of the community. These will be individuals who have significant knowledge of the dynamics of the community and are comfortable playing the roles as defined above. All candidates will need to pass a background screening.
- The distance between the two schools is 0.5 miles. Safe Passage Community Watchers will be posted along key safe routes for children walking to school. The Safe Passage route that is being proposed for the Banneker into Mays @ Banneker transition includes the following routes:
 - W. 65 and S.Halsted^h south to W. 66th st

- W. 66th st and S. Halsted east to S. Parnell Ave.
- S. Parnell and W. 66th south to S. Parnell and W. Marquette
- S. Peoria st and W. Marquette east to S. Normal Blvd
- W. 66th st and S. Normal Blvd south to W. Marquette
- CPD will also provide special attention to the safe passage routes during arrival and dismissal times to support the efforts of the Safe Passage community watchers.
- To further enhance the safety in this area, CPD will lead a new, specialized Safe Passage Working Group which will include representatives from 16 City departments who will specifically work together on securing Safe Passage routes. As the routes are finalized by CPD and CPS, the Working Group will conduct a survey of every Safe Passage route to note any concerns and suggest any modifications that may be needed before the start of school in the fall. These include making sure vacant buildings are secure and vacant lots are clear, ensuring street markings, such as street and bus signs, are clear and unobstructed and confirming appropriate lighting is in place.
- The Safe Passage Working Group includes representatives from: CPD, CPS, Department of Streets and Sanitation, Chicago Department of Transportation, Chicago Transit Authority, Chicago Housing Authority, Chicago Park District, Department of Animal Care and Control, Department of Business Affairs and Consumer Protection, Office of Emergency Management and Communications, Department of Buildings, Chicago Fire Department, 311, Department of Public Health, Chicago Budget Office and the Department of Family and Support Services.

Internal Supports

- Mays will have enhanced security staffing plan at the school. As the designated welcoming school, Mays will receive additional security to support the increased number of students as well as to ease the transition for Banneker students joining Mays students at Banneker. The security staff from Banneker will join the security staff at Mays in order to facilitate this transition by providing a familiar face for Banneker students at their new building. Currently, Mays has 1 full time security officer. Currently, Banneker has 1 full time security officers who will join the security team at Mays in the fall. As a result, the new security staff at Banneker (@ Mays) will have a total of 2 full time security officers. All security staff will be provided supplemental training on the importance of the integration of the two student populations into the new welcoming school.
- A review of the safety technology for Mays is noted below, along with enhancements that will be made:
 - Camera System – May's camera system will be enhanced with digital recording and monitoring capabilities. All surveillance will be accessible by school administration and the CPS Office of Safety and Security's Student Safety Center.
 - Access Control System – The school already has an entry door buzzer system with a camera to allow security and staff to monitor the front entrance and grant access to appropriate visitors.
 - Entry Screening Equipment – Mays will have access to a metal detector and hand wands.

IV. Supports for Students and Schools

CPS is committed to ensuring a successful transition for the 2013-2014 school year. To accomplish this, CPS will provide the following supports to meet the academic, social and emotional, and specific learning needs of transitioning students.

Academic Needs of Students

To address the academic needs of students affected by this transition, a detailed academic support plan has been created. Please see Appendix A for the full details of the academic support plan.

Social Emotional Needs of Students

CPS understands that whenever students transition to a new school, additional support is needed to help them adjust. To address the social and emotional needs of students affected by this transition, a detailed social and emotional learning support plan has been created. Please see Appendix B for the full details of the social and emotional learning support plan.

Additionally, CPS believes cultural integration of school communities is important for a successful, smooth transition. To support this, a detailed cultural integration plan has been created. Please see Appendix C for the full details of the cultural integration plan.

Support for Specific Students Needs

To ensure students at Banneker who have unique needs or circumstances are adequately supported in this transition, CPS will provide the Network with additional resources to work directly with families and assist in explaining their school options. Additionally, CPS will provide the following:

Students with Diverse Learning Needs

- Once students transition to Mays, all instructional, paraprofessional, clinical and related services will be provided in accordance with their IEPs. All specialized services, including nursing, speech, occupational therapy, physical therapy, social work, psychology, assistive technology support, and special education instruction will continue to be provided in the manner stated on each student's current IEP.
- CPS will work with Mays to ensure classrooms are set up to meet student needs, to schedule all students in accordance with IEPs, and ensure there is adequate staff to fully implement student IEPs.
- In addition, to ensure IEP implementation, CPS will review all IEPs with the staff at Mays, review schedules to ensure student IEPs will be implemented, and observe classrooms when school has resumed.
- CPS will provide scheduling training for all welcoming schools to ensure IEPs are fully implemented in an efficient and effective manner.
- CPS will also provide disability awareness training to staff at Mays, customizing training based on the unique population of the students in the school.
- CPS will support welcoming schools in hosting meet and greet events for parents to meet the administration and teachers at the welcoming schools and review student IEPs and share critical information about student needs.
- CPS will make phone calls to all parents of students with IEP and 504 plans in closing schools to ensure knowledge of welcoming schools and answer any questions.
- CPS will ensure classrooms for special education separate instruction are in appropriate locations in the school to be near same age and grade peers.
- CPS will provide training on specialized instructional methodologies.
- CPS will provide disability awareness training for students, done in conjunction with Autism Speaks.
- CPS will provide social stories for students to review pictures of the welcoming schools, to support the student transitions.
- The facility at 6656 S. Normal Blvd. is not accessible to persons with disabilities according to the Americans with Disabilities Act. For more information about a particular school, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

- The CPS Department of Support for Students in Temporary Living Situations (STLS) Transition Support Coordinator will facilitate group sessions to offer support services to STLS students and families affected by this action.
- Every STLS family from Mays will have an opportunity to meet with an STLS Transition Support Coordinator to develop an individual transition plan for STLS students and receive ongoing enrollment support from that coordinator through the beginning of next school year. The STLS Transition Support Coordinator is employed by WES Health System.
- The STLS transition plan will be developed in partnership with students and families; it will describe the goals that the family will work toward with the STLS Transition Support Coordinator over the summer, and serve as a tool to keep students connected to school and STLS during the transition period. The goals set in the transition plan are determined by the family and based on what type of assistance the family requests. For example, one family's goal may be improved attendance and action steps toward that goal might be related to ensuring the student has his or her basic needs for food, clothing, and shelter met so that the student is ready for school.
- The STLS Transition Support Coordinator has an enrollment and academic history report for each STLS student at Mays that will be used as a reference for families and the STLS Transition Support Coordinator throughout the course of their work together.
- An STLS Transition Support Coordinator will be available Wednesday from 9:00 a.m. to 3:00 p.m. at Mays to provide ongoing support to STLS students and families. During those hours the STLS Transition Support Coordinators may be at the school or conducting home visits. The hours will be flexible based on the need at the school.
- STLS students affected by this action may choose to attend Mays or speak with STLS Transition Support Coordinators to identify enrollment options available. STLS students will have certain enrollment options based on their STLS history, such as the school attended when the student first became STLS eligible or the attendance area school, and additional potential enrollment options may be available based on schools' capacities.
- The school that an STLS student selects to attend next school year will become the student's school of origin as long as the student is still eligible for the STLS program. Transportation assistance to attend the school of origin will be offered for as long as the student is homeless, or if the student becomes permanently housed, until the end of the academic year. CPS will provide professional development and support to Mays staff on services for STLS students.
- The STLS Department will continue the supports currently provided to Students in Temporary Living Situations as required by law. These include free school meals, enrollment support, provision of required school uniforms and school supplies as needed, transportation assistance when eligible, and waiver of all school related fees.

English Language Learners (ELL)

- Mays is not currently projected to receive ELL students.
- In the event that Mays received ELLs, Mays must implement the appropriate TPI or TBE program, based on enrollment.
- The Department of Language and Cultural Education (DoLCE) offers professional development and support throughout the school year that principals can utilize to guide the establishment of programs for ELLs.

Early Childhood Participants

- Children currently attending a preschool program and who will be turning 4 before September 1, 2013 will be automatically enrolled in their identified welcoming school. Therefore, no action must be taken by the family to continue their enrollment in the welcoming school.
- If a family is interested in attending a program OTHER than the welcoming school, they must complete the School Transition Form indicating the 3 schools (in order of priority) that they would prefer to attend. Families may return the forms to their school main office, and these forms should be faxed back to the Office of Early Childhood Education at 773-553-2010 by school personnel. If you did not already receive these forms they are available at <http://cps.edu/qualityschools/pages/parents.aspx>. PLEASE NOTE: A student's assigned slot at the welcoming school will not be released and offered to another family until the student receives a placement and registers at another school.
- An Application Representative from the Office of Early Childhood Education will be available at the Network Enrollment Fairs to help facilitate the early childhood application process. Also, schools will provide this information to families directly during their "open enrollment hours".
- For families wanting to enroll in preschool for the first time: While the first round of application acceptance will close May 24, 2013, we will be re-opening the application process during the summer. More information will be coming about that after May 24.
- All records will be transferred for continuity, and the Office of Early Childhood Education will track students involved in school actions to determine support needs.

Transportation

- Provisions for specific student populations (i.e., students with disabilities, Students in Temporary Living Situations, and NCLB qualifying students), as determined by the CPS transportation policy, will continue to apply.

V. Information Regarding Choice of Schools

Schools (both closed and welcoming) and network offices conducted enrollment drives to assist parents in selecting a school for their child. Parents were able to choose from a list of schools that have space available. Though parents may choose from any school on the list, a web-based tool showed schools that are within a mile from their child's current school. Enrollment drives at schools were held every evening until 7pm between May 22 and May 31, 2013. For the list of the Network enrollment fairs, please visit: <http://cps.edu/qualityschools/Documents/NetworkEnrollmentFairs.pdf>. Schools, networks, and the Office of Access and Enrollment continued to enroll students through June 12th through the enrollment tool and will continue to enroll students through IMPACT thereafter.

CPS offers an end of year application process that begins in July and seeks to fill remaining open seats in magnet, magnet cluster, and open enrollment elementary schools. Students affected by school actions who are still seeking alternative enrollment options will be given first priority in the end of year process. Students must apply and submit an application to the Office of Access and Enrollment to be considered. The application can be found at www.cpsdae.org between July 8-July 19, or by calling [\(773\) 553-2060](tel:7735532060), or in person at 125 S. Clark Street.

VI. Public Comment

Community Meetings and Public Hearings:

CPS held two community meetings and one formal public hearing regarding this action. Public comment was accepted during each meeting or hearing.

Community Meeting 1

Wednesday, April 10, 2013

5:00pm-7:00pm

Harper HS

6520 South Wood Street

Community Meeting 2

Monday, April 15, 2013

5:00pm-7:00pm

Harper HS

6520 South Wood Street

Public Hearing

Friday, April 19, 2013

5:30pm-7:30pm

CPS Central Office

125 S. Clark St.

Further Questions and Concerns:

If you have any questions or concerns, please visit www.cps.edu/qualityschools.

Appendix A: Mays Academic Support Plan as of July 12, 2013

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS

Areas of Academic Needs	Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc.)
Common Core Expertise Based on the 2012 ISAT (Illinois Standard Achievement Test), the percent of students exceeding standards is minimal. Mays' composite exceeds is 12% and Banneker's is 4.9%. Therefore, there is a need for a more intense focus on aligning instructional practices with Common Core Standards.	New 2014 ISAT will be aligned with the Common Core State Standards (CCSS). For literacy teachers to better understand CCSS and align teaching practices with the (CCSS), August workshop sessions are planned. Facilitated by the principal and Literacy Coach, teachers will review and discuss <u>Pathways to the Common Core Accelerating Achievement</u> , purchased for all teachers with Welcoming Funds. In addition, Mays will initiate <u>Ready to Learn</u> preschool in August. This program consists of 4 half-day classes (two morning and two afternoon) to prepare students for the academic rigor of kindergarten. There will be summer program to support interventions and enrichment to ensure continued academic progress.	Beginning school year 2013-2014 professional development sessions will be held on August 19 th and 20 th . During the school year the Literacy Coach will support teachers weekly during grade level meetings to increase delivery of CCSS aligned instructional strategies. Administrators will conduct observations to monitor implementation of CCSS.
K-2 Literacy Data from 2012-2013 illustrates a trend view for aligning instruction with common core for incoming kindergarteners. An influx of an additional diverse learner population from Banneker with 2 Cluster Autism classes requires yet another lens for viewing instruction. With incomplete data from Banneker Kindergarten students, it will be necessary to assess them as incoming 1 st graders with incoming kindergarteners to	K-2 Literacy Area of Focus includes phonics, phonemic awareness, sight words, decoding skills and fluency Summer School program, <u>Step Up to Grade Program</u> , provided by Mays will meet 4 hours a day for 4 days (Monday through Thursday) from 9:00 a.m. until 1:00 p.m. with breakfast and lunch included. This stimulus program will use DesCartes and DIBELS assessments to	K-2 Literacy It will be necessary to assess K-2 students immediately in August to identify area of strength and weaknesses. Teachers will engage in professional development in August and during the school year on the literacy core curriculum. Administration will monitor resources aligned with teacher lesson plans such as: Literacy Coach

identify areas of strength and/or weakness.

2012-2013 Reading

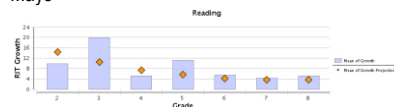
DIBELS	Mays	Banneker
K	25/35	0/38
1	8.5/25	14/29
2	15.9/30	6.5/26
Total #	90	93

at benchmark/ # tested
Banneker did not test, no data

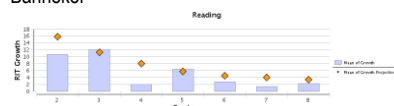
DIBELS	Mays	Banneker
K	2.5/35	38/38
1	0/25	15/29
2	9/30	13/26
Total #	90	93

at risk/# tested

Mays



Banneker



2013 Reading Graph evidences 2nd grade RIT data mean of 170.5 and mean growth of 10.7% for Mays and 181.8 and 9.9% for Banneker. 2013 DIBELS data shows 15.9% of Mays and 6.5% of Banneker's 2nd graders at or above benchmark.

According to 2nd grade data DIBELS and NWEA, Mays is 7.2 behind the national norms and Banneker are 8.7 points behind national norms.

address individual student strengths and weaknesses to better prepare children for smooth transition to next grade.

Core Curriculum

For K-2 the core literacy series will be Lead 21 used by Mays. Teachers will need additional support integrating texts into alignment with CCSS that will be addressed at the teacher meeting in September. The Literacy block for K-2 students will consist of 120 minutes of daily Balanced Literacy instruction using Lead 21. Included will be opportunities for children to spell, read, write and sing.

Sadler Phonics Program

This is a daily program addressing phonemic awareness skills. Students will focus on learning to identify sounds associated with letters and words. Currently both schools implement the daily whole-class lessons at the beginning of the day following the Morning Address. Students who do not master segmenting phonemes in DIBELS will receive pull-out services in phonics in a small group setting.

BURST: BURST is a program that has lessons directly aligned to students' DIBELS scores and change lessons to specifically address identified learning gaps for each small group. BURST lessons are done at least three times a week in a small group setting allowing more specific support to be given to each student.

Starfall, and Starfall Learn to Read with Phonics (www.starfall.com)

Starfall is a web-based program that increases student phonics, fluency and comprehension skills through the use of sounds, phonemic awareness, reading stories, completing context clues and practicing groups of sounds.

Building Language for Literacy

Scholastic web based program to build literacy using interactive activities for the student to say and move words. An activity to build vocabulary and connect it to print.

Progress Monitoring

Teachers will use DIBELS and TRC progress monitoring for students who are below and far below benchmark in Phoneme Segmentations

Extended Day Bucket

Scheduled teacher team meetings

Teachers from both schools will train and/or retrain on the phonics curriculum in August with an identified teacher leader. Building Language for Literacy and Starfall web based programs will necessitate training for all teachers by teacher leader.

BURST: Student groups will change bi-weekly, every time teachers progress monitor using DIBELS. Partnership with mClass includes direct support with a consultant to provide support to teachers 3 times a year on the effective use of BURST.

Progress monitoring is used in both schools for DIBELS and TRC monitoring. All teachers will review progress during August workshop sessions. K-2 teachers will bring current data to grade level meetings to discuss progress with colleagues and administrators. Literacy Coach and teachers will meet to identify specific supports and discuss strategies to address those areas.

3-5 Literacy Common Core Expertise

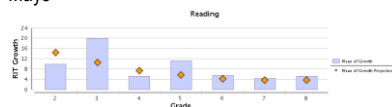
ISAT indicates that 68.9% of Mays 3rd-5th students are meeting/exceeding state reading standards while 37.4 % of Banneker students meet and exceed. With both schools exhibiting low percentages for 4th grade, 47.9% Mays and 32.4 % Banneker. According to NWEA 62% of students are meeting/exceeding their reading growth targets in grades 3rd-5th at Mays and 7% at Banneker. According to NWEA 5.9% of Mays 3rd-5th graders are below the 40th percentile in reading 6.0% of Banneker 3rd-5th students are below the 40th percentile. Therefore, a more intense focus on aligning instructional practices with Common Core is needed.

Reading

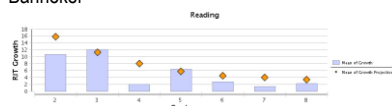
# of students M/B	Assessments	Mays	Banneker
28/33	ISAT 3	77.4%	42.9%
31/32	ISAT 4	47.9%	32.4%
44/30	ISAT 5	81.5%	37.0%
28/33	NWEA 3	196.1	183.1
31/32	NWEA 4	198.6	186.5
44/30	NWEA 5	210.0	199.5
Totals 103/95			

% at benchmark/ average RIT

Mays



Banneker



Fluency (PSF) and Nonsense Word Fluency (NWF). Teachers will progress monitor students biweekly.

3-5 Literacy

Area of Focus: Vocabulary and Informational Text Change reflects assessment trends and student progress on those assessments.

Academic Support

Summer School: Stimulus Program for K-7 grades provided by Mays will meet 4 hours a day for 4 days, Monday through Thursday a week with breakfast and lunch included daily using NWEA and MAP results to address individual student strengths and weaknesses.

For grades 3-5 the Literacy series will be Lead 21 used at Mays. Teachers will need additional support integrating complex texts into alignment with CCSS that will be addressed at teacher weekly grade level meeting. All homerooms will have at least one 60-minute block per week for whole group use of Achieve 3000 to support intervention. This schedule will exist the entire 2013-2014 school year.

As core materials have limited content that meet the reading level of all students, the bookroom will consist of a many books of various levels of reading material for students and accessible to teachers. Achieve 3000, a computer assisted reading program that provides differentiated instruction, will assist students increase their growth target. Those at or below the 40th percentile will have additional scheduled time using the achieve software.

Afterschool Program and Saturday School will provide additional opportunities for students to utilize Achieve 3000 literacy reading individualized strategies support. Enrichment will be provided for students meeting and exceeding.

Data Analysis: Due to an increased need for individualized instruction, all 3-5 teachers will require support creating strategic student groups so that instruction is intentional and targeted. Teachers will identify strength and growth areas during August workshop

3-5 Literacy

Teachers will engage in professional development in August and during the school year on the literacy core curriculum. The Literacy Coach will provide professional development for teachers in need of support around unpacking common core state standards in literacy.

Administration will monitor resources aligned with teacher lesson plans such as:

Literacy Coach
Reading endorsed staff
Extended Day Bucket
Scheduled teacher team meetings

Administration will create a master schedule that ensures that

Teachers will receive support in the area of balanced literacy instruction and instructional differentiation.

Teachers will use laptops and in-class computers to provide additional blocks of time for targeted groups of students requiring a 2nd session of reading intervention. All teachers will receive a half-day training in August on how to use the software and better utilize all the resources the software offers.

Core Curriculum: Since the core materials do not have sufficient leveled content, there will be additional novels from Appendix B available for teachers to instruct both whole group and in differentiated small groups.

Data Analysis:

Literacy Coach will support teachers in improving implementation of targeted lessons that address student growth areas and enrichment opportunities through weekly observations and written feedback. At weekly grade level meetings, teachers will bring in their current data and/or student work. Administration will provide protocols used during grade level meetings.

Mays' 2012 ISAT indicate 81.5 % 5th graders meeting benchmark whereas 37% of Banneker meet. Mays exhibits 4.6% below 40th percentile and Banneker shows 6.6% below the 40th percentile. This indicates need for differentiated and targeted instruction aligned with CCSS.

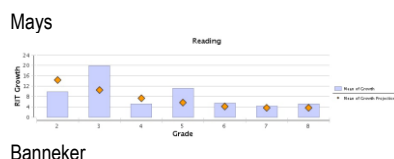
6-8 Literacy Common Core Expertise

2012 ISAT data indicates that 83.2 % of Mays' 6-8 students meet or exceed state reading standards whereas 59.1% of Banneker's 6-8 meet or exceed reading standards. NWEA exhibits a 47.6 % of 6th-8th graders meeting/exceeding their reading growth targets at Mays and 20.6% at Banneker.

According to NWEA, 20.3 % of Mays 6th-8th graders are below the 40th percentile in reading while 21.6% of Banneker 6th-8th grade students are below the 40th percentile.

Reading

# of students		Mays	Banneker
33/35	ISAT 6	94.3%	48.3%
34/30	ISAT 7	60.7%	54.2%
30/28	ISAT 8	94.7%	75.0%
33/35	NWEA 6	213.3	199.8
34/30	NWEA 7	214.2	203.6
30/28	NWEA 8	217.9	218.6
Totals			
97/93			



sessions and set grade level targets to drive instructional groups. At grade level meetings, teachers will analyze current data and student work.

6-8 Literacy

Area of Focus: Foundational Skills and Vocabulary

For 6-8 the core literacy will be McDougal Little used at Mays their base for instruction but will incorporate novels as the major reading instructional tool. As a relatively new initiative, teachers are not currently fluent in novel based instruction. All homerooms will have least one 60-minute block per week for whole group use of Achieve 3000 to support intervention. This schedule will exist the entire 2013-2014 school year. This will require a designated teacher leader and literacy coach to provide specific guidance to plan and execute lessons aligned to CCSS using novels.

Summer School: Stimulus Program for K-7 grades provided by Mays will meet 4 hours a day for 4 days, Monday through Thursday a week with breakfast and lunch included daily using NWEA and MAP results to address individual student strengths and weaknesses.

Achieve 3000

TeenBiz® is a individualized online literacy solution for grades 6-8 that reaches every student at his or her individualized Lexile®/reading level. Importantly, TeenBiz closely aligns with the objectives of the Common Core State Standards to give students the content area literacy skills they need to succeed on the standards and prepare for college and career.

Powered Achieve 3000's LevelSet™ Lexile assessment tool and proprietary software engine that distributes assignments to the entire class, but tailors them according to each student's reading level. By doing so, TeenBiz enables all students to make continual progress and improvement.

Achieve 3000

Classes will have scheduled times at least one 60 minute period per week in a whole group setting to use Achieve 3000 Reading Software. This schedule will exist the entire 2013-2014 school year Students who are not making their growth targets and/or below 40th percentile will

6-8 Literacy

Teachers will engage in professional development in August and during the school year on the literacy core curriculum. The Literacy Coach will provide professional development for teachers in need of support around unpacking common core state standards in literacy.

Administration will monitor resources aligned with teacher lesson plans such as:

Literacy Coach
Extended Day Bucket
Scheduled teacher team meetings

Teachers will receive support in the area of balanced literacy instruction and instructional differentiation.

Teachers will use laptops and in-class computers to provide additional blocks of time for targeted groups of students requiring a 2nd session of reading intervention. All teachers will receive a half-day training in August on how to use the software and better utilize all the resources the software offers.

Core Curriculum:

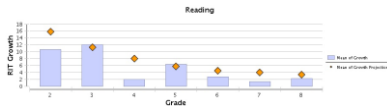
McDougal Little Literacy (6-8) text will be supported by bimonthly meetings with the McDougal Little education consultant to utilize the text and text resources for targeted groups of students.

Literacy Coach and ILT member will meet weekly with teachers new to using novels as the core curriculum. Targeted feedback will be provided based on weekly observation to teachers new to using novel sets from administration or Literacy Coach. Teachers will plan units with the middle school ILT member quarterly focused on the identified novel for the upcoming unit.

Since the core materials do not have sufficient leveled content, there will be additional novels from Appendix B available for teachers to instruct both whole group and in differentiated small groups.

Achieve 3000

Teachers will use laptops and in-class computers to



2012 ISAT exhibits Mays' 6th graders at 94.3 % whereas Banneker shows at 48.3%. Evidence indicates that instructional practices at Mays should be the foundation for continued instruction. Although NWEA growth percentile for Mays' evidenced 47% and Banneker evidenced 4% growth percentile.

K-2 Mathematics

Based on 2nd grade mClass data, Mays has 67% and Banneker 71% of students that meet/exceed benchmark targets. Second grade students at Mays are 3.3 points behind national norm while Banneker's 2nd graders are 15.6 points behind national norms.

K-2

3 of Students	mClass	Mays	Banneker
33 /33	K	52%	80%
28 /32	1	75%	79%
35 /29	2	67%	71%
Totals 96/94			

% Who met /exceeded mClass

	mClass	Mays	Banneker
33 /33	K	21%	48%
28 /32	1	22%	25%
35 /29	2	29%	33%

have an additional intervention time using the software. After school programs, Saturday school and tutoring will also integrate Achieve 3000 into their time with the students.

Data Analysis: Because of the increased need for individualized instruction, all 6-8 teachers will need support in creating strategic student groups so that the groupings are intentional and focused. Teachers will identify strengths and growth areas during initial professional development meetings in August. This information will be used to set grade level goals, targets and drive their instructional grouping. Therefore, grade level meetings will be used to analyze current data and student work using protocols to guide discussions.

Afterschool Program and Saturday School will provide additional opportunities for students to utilize Achieve 3000 literacy reading individualized strategies support. Enrichment will be provided for students meeting, exceeding and expand enrichment.

K-2 Mathematics

Academic Focus: Operations and Algebraic Thinking

Academic Support

Core Curriculum

K-2 students at Mays use enVision Math Common Core by Pearson. This text will continue to be used and classroom lessons will be monitored by administration to ensure teachers implement enVision with fidelity. Due to the number of points that students are behind the national norm, it will be necessary for teachers to supplement the curriculum based on students' greatest areas of need. K-2 classes will have at least one 60-minute block period per week scheduled for whole group uses of enVision learning intervention. This schedule will be in effect for the entire 2013-2014 school year. Additionally, students will receive extra practice with number sense and measurement specifically to address the achievement gap distance from national norm.

enVision: includes technology software, which will be loaded for utilization during whole class group time inside the computer lab. Teachers will also ensure that targeted students receive an additional in class enVision math session for intervention to assist in closing the achievement gap from the NWEA national norm.

Data Analysis: All K-2 teachers will be required to review the 2012-2013 Math ISAT and NWEA data for all their students in their

provide additional blocks of time for targeted groups of students requiring a 2nd session of reading intervention. All teachers will receive a half-day training in August on how to use the software and better utilize all the resources the software offers.

Data Analysis:

Literacy Coach will support teacher in improving implementation of targeted lessons that address student growth areas and enrichment opportunities through weekly observations and written feedback. Grade level meetings will occur weekly with teachers bringing their current data and/or student work. The administrator will provide analysis protocols used during the grade level meetings. The ILT will work with the 6th-8th-grade team to identify students in need of enrichment and more challenging learning opportunities.

K-2 Mathematics

Teachers will engage in professional development in August and during the school year on mathematics core curriculum. The Math Coach will provide professional development for teachers in need of support around unpacking common core state standards in literacy.

Administration will monitor resources aligned with teacher lesson plans such as:

Mathematics Coach
Extended Day Bucket
Scheduled teacher team meetings

Core Curriculum

Grade level teacher leader and math coach will provide additional support concerning strategies for implementing curriculum effectively on a monthly basis during weekly grade level meetings during the first semester. After the first semester, teacher leader and/or Math Coach will continue the process with teachers on as needed basis. Administration will provide focused feedback on curriculum implementation at least once per month as well as provide examples of supplemental materials for teachers to use with the curriculum.

enVision Software

Administration will provide a master schedule that ensures all homerooms have least on 60-minute block period per week scheduled for whole group

Totals 96/94			
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% at risk on mClass

3-5 Mathematics

# of students	Assessments	Mays	Banneker
28/33	ISAT 3	87.1%	51.4%
31/32	ISAT 4	62.5%	58.8%
44/30	ISAT 5	85.2%	53.6%
28/33	NWEA 3	199.5	190.5
31/32	NWEA 4	204.1	195.4
44/30	NWEA 5	215.8	207.5
Totals 103/95			

% at benchmark/ average RIT

ISAT evidences that 78.2% of Mays' 3rd-5th grade students are meeting/or exceeding math standard and 54.6% of Banneker student are meeting/exceeding on Math standards.

classes in order to become knowledgeable of their achievement levels. This will be a key lever used to inform teachers' unit planning, daily instruction, and grouping. It is necessary for all K-2 teachers to be aware of specific skills and strategies targeting students' growth areas.

3-5 Mathematics

Core Curriculum: 3-5 at Mays use enVision and there are more than 68% of students' meeting/exceeding their growth targets on NWEA. Teachers will continue to use enVision but will use it with fidelity and with resources that accompany the program. Teachers will be provided with additional support in supplementing the curriculum in order to meet the instructional expectations of CCSS.

Summer School: Stimulus Enrichment by Mays using NWEA to address individual student needs Ready for Instruction Today (RIT) scores
4 hours a day, 4 days (M-Th) a week
breakfast and lunch included daily

Afterschool Program 3 days a week provided by Mays Staff
45 minutes focus on using NWEA and MAP to address individual student needs (RIT scores)

Saturday Program weekly provided by Englewood Network to address student needs indicated from NWEA and ISAT data.

Data Analysis: All teachers will be required to review the 2012-2013 Math ISAT and NWEA data for all students in their class in order to become knowledgeable of their achievement levels. This will be a key lever used to inform teachers' unit planning, daily instruction and grouping. During the August professional development days, teachers will analyze both ISAT and NWEA data to identify strengths and growth areas for their homerooms and individual students. It is important for all 3rd-

uses of enVision learning intervention. This schedule will be in effect for the entire 2013-2014 school year. Administration will monitor usage and completion rate on a biweekly basis in order to support teachers with reassigning activities based on student proficiency level. Teachers will use laptops and in class computers to provide additional blocks of time for targeted groups of students needing a 2nd session of math intervention. All teachers will receive a half-day training in August on how to use the software and better utilize all the resources that the material provides.

Data Analysis:

Administration will support teachers with planning lessons that address student growth area through weekly observation and written feedback. Grade level meetings will focus on data analysis on a bimonthly basis.

3-5 Mathematics

Teachers will engage in professional development in August and during the school year on mathematics core curriculum. The Math Coach will provide professional development for teachers in need of support around unpacking common core state standards in literacy.

Administration will monitor resources aligned with teacher lesson plans such as:

Mathematics Coach
Extended Day Bucket
Scheduled teacher team meetings

Core Curriculum

Grade level teacher leader and math coach will provide additional support regarding strategies for implementing curriculum effectively during grade level meetings. Administration will provide focused feedback on curriculum implementation least once per month.

enVision Software

Administration will provide a master schedule that ensures all homerooms have least on 60-minute block period per week scheduled for whole group uses of enVision learning intervention. This schedule will be in effect for the entire 2013-2014 school year. Administration will monitor usage and completion rate on a biweekly basis in order to support teachers with reassigning activities based on student proficiency level. Teachers will use laptops and in class computers to provide

6-8 Mathematics

ISAT evidenced that 84.2% of Mays' 6th-8th students are meeting/exceeding state math standards and 61.8% of Banneker's students meet/exceed math standards. According to NWEA 64% of Mays 6th-8th grade students are meeting/exceeding growth targets and 40% at Banneker. NWEA exhibits 20.3% of Mays 6th-8th Graders are below the 40th percentile in math and 20.9% of Banneker 6th-8th grade students are below the 40th percentile.

# of students		Mays	Banneker
29/27	ISAT 6	97.1%	51.4%
33/34	ISAT 7	71.4%	58.8%
31/25	ISAT 8	84.2%	53.6%
29/27	NWEA 6	222.5	205.1
33/34	NWEA 7	222.5	212.8
31/25	NWEA 8	224.6	229.3
Totals 103/95			

% at benchmark/average RIT

5th-grade teachers to be knowledgeable in specific skills and strategies targeting student growth areas.

6-8 Mathematics

Core Curriculum: 6-8 students at Mays use enVision which was developed from the Common Core so teachers will continue to use this material with fidelity in conjunction with supplemental resources of the program. As there are approximately about 40% of students below the 40th percentile, enVision directly linked to Common Core will form a leverage for instruction.

Summer School: Stimulus Enrichment by Mays using NWEA to address individual student needs Ready for Instruction Today (RIT) scores
4 hours a day, 4 days (M-Th) a week
breakfast and lunch included daily

enVision: provides resource software and individualized supports. All homerooms will have at least one 60-minute block period per week scheduled for whole group use of enVision learning intervention. This schedule will be in effect for the entire 2013-2014 Teachers will ensure that targeted students receive and additional in class intervention time.

Afterschool Program 3 days a week provided by Mays Staff
45 minutes focus on using NWEA and MAP to address individual student needs (RIT scores)

Saturday Program weekly provided by Englewood Network to address student needs indicated from NWEA and ISAT data.

Data Analysis: All teachers will be required to review the 2012-2013 Math ISAT and NWEA data for all students in their class in order to become knowledgeable of their achievement levels. This will be a key lever used to inform teachers' unit planning, daily instruction and grouping. During the August professional development days, teachers will analyze both ISAT and NWEA data to identify strengths and

additional blocks of time for targeted groups of students needing a 2nd session of math intervention. All teachers will receive a half-day training in August on how to use the software and better utilize all the resources that the material provides.

Data Analysis:

Administration will support teachers with planning lessons that address student growth area through weekly observation and written feedback. Grade level meetings will focus on data analysis on a bimonthly basis.

6-8 Mathematics

Teachers will engage in professional development in August and during the school year on mathematics core curriculum. The Math Coach will provide professional development for teachers in need of support around unpacking common core state standards in literacy.

Administration will monitor resources aligned with teacher lesson plans such as:

Mathematics Coach
Extended Day Bucket
Scheduled teacher team meetings

Core Curriculum

Grade level teacher leader and math coach will provide additional support regarding strategies for implementing curriculum effectively during grade level meetings. Administration will provide focused feedback on curriculum implementation least once per month.

enVision Software

Administration will provide a master schedule that ensures school year. Administration will monitor usage and completion rate on a biweekly basis in order to support teachers with reassigning activities based on student proficiency level. Teachers will use laptops and in class computers to provide additional blocks of time for targeted groups of students needing a 2nd session of math intervention. All teachers will receive a half-day training in August on how to use the software and better utilize all the resources that the material provides. At least one team grade level meeting each month will focus on student mathematical data and address their strengths and areas for improvement.

Data Analysis:

	<p>growth areas for their homerooms and individual students. It is important for all 6^d-8th grade teachers to be knowledgeable in specific skills and strategies targeting student growth areas.</p>	<p>Administration will support teachers with planning lessons that address student growth area through weekly observation and written feedback. Grade level meetings will focus on data analysis on a bimonthly basis.</p>
<p>K-2 Writing</p> <p>Using student writing samples collected across grade levels and formative writing samples, administrators and teacher teams determined that student writing is an area of need, most specifically conventions and spelling in grades K-2.</p>	<p>K-2 Writing</p> <p>CCSS Strategic Coaching and Support: K-2 writing will consist of opportunities to write embedded in literacy lessons. Common Core Writing implementation requires assessments three times during the school year (2014) The Literacy Coach will use various resources to guide teacher planning of engaging lessons ensuring that K-2 students are engaged in authentic writing activities.</p> <p>ILT and Literacy Coach facilitated grade level meetings a designated teacher leader for K-2 grade team will analyze student writing and develop other teachers' ability to effectively confer with their students weekly to improve their writing, conventions and spelling.</p> <p>Vertical Alignment: Time will be allotted during professional development for teachers to evaluate the text's scope and sequence across grade levels. Kg--2nd grade teachers will highlight key concepts and skills that students will need background knowledge upon matriculation into those grades. Teacher will use this information along with the Illinois Writing Standards to incorporate into their lessons.</p>	<p>K-2 Writing</p> <p>Teachers will engage in professional development in August and during the school year on mathematics core curriculum. The Literacy Coach will provide professional development for teachers in need of support around unpacking common core state standards in writing.</p> <p>Administration will monitor resources aligned with teacher lesson plans such as: Literacy Coach Extended Day Bucket Scheduled teacher team meetings</p> <p>Coaching and Support: Literacy Coach will begin the year with a professional development session for all teachers focused on writing requirements of the Common Core aligned assessment. Literacy Coach will ensure student-writing samples are posted and shared across grade level. On a monthly basis, the literacy coach will review student work samples with teachers. Coach will coach teachers weekly by observing, co-planning, modeling lessons, etc.</p> <p>ILT Grade Level Meetings: ILT teacher leader will provide resources and strategies on conferencing with students regarding their writing.</p>

		<p>Use grammar and usage books to improve student weak areas in writing conventions and mechanics.</p> <p>Vertical Alignment: Assistant Principal will facilitate professional development on Illinois Writing Standards in September. Professional development time allotted for cross grade level collaboration in August and September professional development days.</p>
<p>3-5 Writing</p> <p>Using 3-5 student writing samples collected across grade levels and formative writing samples, administrators and teacher teams determined that student writing is an area of need, most specifically conventions and spelling in grades 3-5.</p>	<p>3-5 Writing</p> <p>3-5 writing will consist of opportunities to write embedded in literacy lessons. Common Core Writing implementation requires assessments three times during the school year (2014) The Literacy Coach will use various resources to guide teacher planning of engaging lessons ensuring that 3-5 students are engaged in authentic writing activities.</p> <p>ILT and Literacy Coach facilitated grade level meetings a teacher leader for 3-5 grade team will analyze student writing and develop other teachers' ability to effectively confer with their students weekly to improve their writing, conventions and spelling.</p> <p>Vertical Alignment: Time will be allotted during professional development for teachers to evaluate the text's scope and sequence across grade levels. 3rd-5th grade teachers will highlight key concepts and skills that students will need background knowledge upon matriculation into those grades. Teacher will use this information along with Illinois Writing Standards to incorporate into their lessons.</p>	<p>3-5 Writing</p> <p>Teachers will engage in professional development in August and during the school year on mathematics core curriculum. The Literacy Coach will provide professional development for teachers in need of support around unpacking common core state standards in writing.</p> <p>Administration will monitor resources aligned with teacher lesson plans such as:</p> <p>Literacy Coach Extended Day Bucket Scheduled teacher team meetings</p> <p>Coaching and Support: Literacy Coach will ensure student-writing samples are posted and shared across grade level. On a monthly basis, the literacy coach will review student work samples with teachers. Coach will coach teachers weekly by observing, co-planning, modeling lessons, etc.</p> <p>ILT Grade Level Meetings: ILT teacher leader will provide resources and strategies on using components based on organization and structure.. Use grammar and usage books to improve student weak areas in writing conventions and mechanics.</p> <p>Vertical Alignment: Assistant Principal will facilitate professional development on Illinois Writing Standards in September. Professional development time allotted for cross grade level collaboration in August and September professional development days.</p>

<p>6-8 Writing</p> <p>Using student writing samples collected across grade levels and formative writing samples, administrators and teacher teams determined that student writing is an area of need, most specifically conventions and spelling in grades 6-8</p>	<p>6-8 Writing</p> <p>6-8 writing will consist of opportunities to write embedded in literacy lessons. Common Core Writing implementation requires assessments three times during the school year (2014) The Literacy Coach will use various resources to guide teacher planning of engaging lessons ensuring that 6-8 students are engaged in authentic writing activities.</p> <p>ILT and Literacy Coach facilitated grade level meetings a teacher leader for 6-8 grade team will analyze student writing and develop other teachers' ability to effectively confer with their students weekly to improve their writing, conventions and spelling.</p> <p>Vertical Alignment: Time will be allotted during professional development for teachers to evaluate the text's scope and sequence across grade levels. 6th-8th grade teachers will highlight key concepts and skills that students will need background knowledge upon matriculation into those grades. Teacher will use this information along with Illinois Writing Standards to incorporate into their lessons.</p>	<p>6-8 Writing</p> <p>Teachers will engage in professional development in August and during the school year on mathematics core curriculum. The Literacy Coach will provide professional development for teachers in need of support around unpacking common core state standards in writing.</p> <p>Administration will monitor resources aligned with teacher lesson plans such as:</p> <p>Literacy Coach Extended Day Bucket Scheduled teacher team meetings</p> <p>Coaching and Support:</p> <p>Literacy Coach will ensure student-writing samples are posted and shared across grade level. On a monthly basis, the literacy coach will review student work samples with teachers. Coach will coach teachers weekly by observing, co-planning, modeling lessons, etc.</p> <p>ILT Grade Level Meetings:</p> <p>ILT teacher leader will provide resources and strategies using CCSS focused on argumentative writing. Use grammar and usage books to improve student weak areas in writing conventions and mechanics.</p> <p>Vertical Alignment:</p> <p>Assistant Principal will facilitate professional development on the Next Generation Science Standards in September. Professional development time allotted for cross grade level collaboration in August and September professional development days.</p>
<p>Science</p> <p>Both Mays and Banneker use science labs and use science curriculum. Mays' administration and team realized that the curriculum was not implemented with complete fidelity. Also primary students needed more hands on and interactive opportunities in order to keep students engaged in lessons.</p>	<p>Science</p> <p>Curriculum: K-2 at Mays will use Interactive Science a hands on integrated literacy approach.</p> <p><i>Elementary interactive science features 4 levels of hands-on and minds-on inquiry. Lay the foundation starting with Activity Before Concept Activities, then build upon that foundation with Directed and Guided Inquiry activities, and finally complete the structure through open-ended inquiry activities.</i></p>	<p>Science</p> <p>Teachers will engage in professional development in August and during the school year on mathematics core curriculum. The Education Consultant with designated teacher leader will provide professional development for teachers in need of support around unpacking common core state standards in literacy.</p>

Science

ISAT	Mays		Banneker	
	Meets/ Exceeds	Compo site	Meets/ Exceeds	Compo site
3				
4	46.8%/ 6.4%	52.4%/ 11.2%	63.6%/ 0.0%	51.5%/ 2.0%
5				
6				
7	40.7%/ 0.0%	57.8%/ 4.8%	70.0%/ 4.2%	62.5%/ 8.3%
8				

Banneker ISAT 16.8% or 30 % higher than Mays offers an area of strength on which to use at the "New Mays"

K-2 Science

As team identified there is a greater need for more hands on and interactive curriculum in grades K-2 to keep students engaged in lessons. Therefore, the interactive science curriculum will be implemented with fidelity.

6-8 Inquiry

Middle Grade Interactive Science features a variety of hands-on and minds-on inquiry options to keep all your students engaged. Look for the Lab Zone triangle, which indicates it's time for hands-on inquiry in the Teacher's Lab Resource.

This interactive Science will be implemented for all students as it addresses multiple intelligence learning styles (logical, musical, kinesthetic (hands on), interpersonal, intrapersonal, linguistic and spatial). In order to better facilitate fidelity of implementation and support teachers' progress in becoming experts in this curriculum, monitoring is paramount.

Vertical Alignment:

Time will be allotted during professional development for teachers to evaluate the text's scope and sequence across grade levels. Kg-2, 3rd - 5th and 6th--8th grade teachers will highlight key concepts and skills that students will need background knowledge upon matriculation into those grades. Teacher will use this information along with Illinois Writing Standards to incorporate into their lessons.

K-2 Science

Curriculum:

Interactive Science will be implemented for K-2 students. This curriculum integrated literacy strategies throughout every lesson and provides multiple kinesthetic learning experiences within each unit. Administrators will meet with K-2 teachers on professional development days to discuss students' strengths, areas of concern and share best instructional practices based on Interactive Science lessons and units. Because this curriculum is new to some teachers, it is necessary to monitor the fidelity of the implementation and support teachers' progress in becoming experts of the curriculum.

Vertical Alignment: Time will be allotted during professional development for teachers to evaluate the text's scope and sequence across grade levels. 3rd-5th grade teachers will highlight key concepts and skills that students will need background knowledge upon matriculation into those grades. Teacher will use this information along with the Next Generation Science Standards to incorporate

Curriculum Support:

Teacher leaders from each department will attend professional development training and deliver the content to the rest of their team and become the support person for that team. Administration will schedule a 90-minute block of time on professional development days to engage in discussions about curriculum. Administration and trained teacher leader will monitor implementation of the curriculum and provide feedback once a month.

Vertical Alignment:

Assistant Principal will facilitate professional development on Illinois Writing Standards in September. Professional development time allotted for cross grade level collaboration in August and September professional development days.

K-2 Science

Teachers will engage in professional development in August and during the school year on mathematics core curriculum. The designated teacher leader will provide professional development for teachers in need of support around unpacking common core state standards in literacy.

Administration will monitor resources aligned with teacher lesson plans such as:

Literacy Coach

Extended Day Bucket

Scheduled teacher team meetings

Curriculum Support:

Teacher leaders from each department will attend professional development training and deliver the content to the rest of their team and become the support person for that team. Administration will schedule a 90-minute block of time on professional development days to engage in discussions about curriculum. Administration and trained teacher leader will monitor implementation of the curriculum and provide feedback once a month.

Vertical Alignment:

Assistant Principal will facilitate professional development on the Next Generation Science Standards in September. Professional development time allotted for cross grade level collaboration in August and September

<p>3-5 Science As team identified there is a greater need for more hands on and interactive curriculum in grades 3-5 to keep students engaged in lessons. Therefore, the interactive science curriculum will be implemented with fidelity.</p>	<p>into their lessons.</p> <p>3-5 Science Curriculum: Interactive Science will be implemented for 3-5 students. This curriculum integrated literacy strategies throughout every lesson and provides multiple kinesthetic learning experiences within each unit. Administrators will meet with 3-5 teachers on professional development days to discuss students' strengths, areas of concern and share best instructional practices based on Interactive Science lessons and units. Because this curriculum is new to some teachers, it is necessary to monitor the fidelity of the implementation and support teachers' progress in becoming experts of the curriculum.</p> <p>Vertical Alignment: Time will be allotted during professional development for teachers to evaluate the text's scope and sequence across grade levels. 3rd-5th grade teachers will highlight key concepts and skills that students will need background knowledge upon matriculation into those grades. Teacher will use this information along with the Next Generation Science Standards to incorporate into their lessons. Third and 4th grade teachers will have additional scheduled collaboration times as 4th grade is scheduled for ISAT science testing.</p>	<p>professional development days.</p> <p>3-5 Science Teachers will engage in professional development in August and during the school year on mathematics core curriculum. The Literacy Coach will provide professional development for teachers in need of support around unpacking common core state standards in literacy. Administration will monitor resources aligned with teacher lesson plans such as:</p> <p>Literacy Coach Extended Day Bucket Scheduled teacher team meetings</p> <p>Curriculum Support: Teacher leaders from each department will attend professional development training and deliver the content to the rest of their team and become the support person for that team. Administration will schedule a 90-minute block of time on professional development days to engage in discussions about curriculum. Administration and trained teacher leader will monitor implementation of the curriculum and provide feedback once a month.</p> <p>Vertical Alignment: Assistant Principal will facilitate professional development on the Next Generation Science Standards in September. Professional development time allotted for cross grade level collaboration in August and September professional development days.</p>
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6-8 Science

ISAT	Mays		Banneker	
	Meets/ Exceeds	Composite	Meets/ Exceeds	Composite
3				
4	46.8%/ 6.4%	52.4% 11.2%	63.6%/ 0.0%	51.5%/ 2.0%
5				
6				
7	40.7%/ 0.0%	57.8% 4.8%	70.0%/ 4.2%	62.5%/ 8.3%
8				

As team identified there is a greater need for more hands on and interactive curriculum in grades 6-8 to keep students engaged in lessons. Therefore, the interactive science curriculum will be implemented with fidelity.

Diverse Learners

Banneker has a significant **diverse learner** population which includes 2 cluster LRE 3 Autism classes consisting of 17 children in addition to 19 other students in other categories forms a total of 36 diverse learners. This in addition to the 18 diverse learner populations at Mays creates a combined total population of 54 diverse learners.

6-8 Science

Curriculum:

Interactive Science will be implemented for 6-8 students. This curriculum integrates literacy strategies throughout every lesson and provides multiple kinesthetic learning experiences within each unit. Administrators will meet with 6-8 teachers on professional development days to discuss students' strengths, areas of concern and share best instructional practices based on Interactive Science lessons and units. Because this curriculum is new to some teachers, it is necessary to monitor the fidelity of the implementation and support teachers' progress in becoming experts of the curriculum.

Vertical Alignment: Time will be allotted during professional development for teachers to evaluate the text's scope and sequence across grade levels. 6th-8th grade teachers will highlight key concepts and skills that students will need background knowledge upon matriculation into those grades. Teacher will use this information along with the Next Generation Science Standards to incorporate into their lessons. Sixth and 7th grade teachers will have an additional time scheduled quarterly to collaborate ensuring that students are better prepared for 7th grade science content and ISAT science assessment.

Diverse Learners

Diverse learners will be placed in their regular grade level and supported as identified by their plan. Individual Learner plans (IEPs) developed to support inclusion for diverse learners are based on identified needs. Areas addressed include: speech, learning disabled, behavior disorder, mentally challenged, educational mentally challenged. Supports include counselor, case manager, school nurse, psychologist, social worker, speech pathologist, occupational and physical

6-8 Science

Teachers will engage in professional development in August and during the school year on mathematics core curriculum. The designated teacher leader will provide professional development for teachers in need of support around unpacking common core state standards in literacy.

Administration will monitor resources aligned with teacher lesson plans such as:

Literacy Coach
Extended Day Bucket
Scheduled teacher team meetings

Curriculum Support:

Teacher leaders from each department will attend professional development training and deliver the content to the rest of their team and become the support person for that team. Administration will schedule a 90-minute block of time on professional development days to engage in discussions about curriculum. Administration and trained teacher leader will monitor implementation of the curriculum and provide feedback once a month.

Vertical Alignment:

Assistant Principal will facilitate professional development on the Next Generation Science Standards in September. Professional development time allotted for cross grade level collaboration in August and September professional development days. In addition 6th /7th grade team meetings scheduled quarterly for 45-60 minutes so that teachers can ensure vertical alignment in content and skills taught in both grades are adequately preparing students for state ass

Diverse Learners

The **Office of Diverse Learners** Support Services began providing professional development for Mays in June beginning with the principal. They scheduled trainings August 6, 7, and 23 for staff on Diverse Learners, Autism, Inclusion, and Support and provided a Support Service Administrator (SSA) for the school. They also scheduled a professional development workshop session for the entire student body. Other plans include meetings by counselor and case manager monthly with diverse learner teachers and weekly during grade

DIVERSE LEARNERS		<p>therapist, vision and hearing screening, special needs teacher and general education teacher. All diverse learning students will receive minutes of service based on their plan and meet for scheduled review.</p> <p><u>Assistive Technology</u> All technology needed to accommodate our students with diverse learning needs will be transferred to the new school building. The Picture Exchange Communication System (PECS and speaking dictionaries are the main resources being used with the students with Autism.</p> <p><u>Autism Cluster Program</u> Teachers will remain the same for the two cluster programs for diverse learners at Mays because it is imperative that students with Autism have stability and consistency as the transition to the new school. The Office of Diverse Learning Supports and Services (ODLSS) will ensure the new environment will be an exact replication of the student's current classroom in order to address their need to have minimal environment changes during transition. Due to accommodation and/or modification IEP requirements for students with Autism, a sensory area will be created so that students will have a place to go for their sensory breaks. All teachers will be required to attend disability awareness training on August 20th.</p>	<p>level meetings to suggest instructional strategies and ensure Individual Evaluation Plan (IEP) compliance.</p> <p>CPS will transfer technology and ensure all is available and properly working before teachers and students return in August.</p>
Mays Academy 2012-13	The "New" Mays 2013-14		
LD= 18	LD=36		
AUI=0	AUI=17		
EMH=0	EMI=9		
SPL=5	SPL=8		
504= 1	504=6		
OHI=1	OHI=5		
EBD=0	EBD=4		
DD=1	DD=2		
HI=1	HI=1		

Welcoming School Visit – Meeting Recap

Benjamin Mays Elementary School

June 13, 2013

Attendees: Principal, Patricia McCann, Phylicia Lyons, Terryn Murphy, Charles Malek

1. Trainings

- a. Clerk: Clerk has received enrollment training
- b. Scheduling: Asst Principal, Case Manager and Counselor have received training on scheduling
- C. Disability Awareness (Staff): The Network has scheduled disability awareness training; all school staff will attend
- d. Disability Awareness (Students): CPS is partnering with Autism Speaks to plan 45-minute disability awareness assemblies; all students will attend the assemblies; Mays will likely hold 2 assemblies due to space limitations in their new school building

Training – Next Steps

- The current case manager at Mays (who is also the school counselor) has declined the case manager duty for the upcoming school year. She may reconsider if ODLSS provides her with more specialized disability training.
- Mrs. McCann will give some thought to other individuals who may be good candidates for the case manager duty. ODLSS will ensure training is available early-on to support the case manager. *The case manager nomination is due late July.*

2. Support Needs

- a. IEP Review – Tiffany Holmes, ODLSS SSA, will provide support with reviewing the quality of Banneker’s IEPs, before the beginning of the school year. *Phylcia Lyons has requested that Mays have access to Banneker’s IEPs.*
- b. Low Incidence Itinerants – LI itinerants can provide support with building out classrooms

3. Other Items to Note

- a. Parent meeting was held on June 12, 2013; ~ 15 Banneker and ~20 Mays parents attended; Mays parents are mostly concerned with the travel implications of moving to a new school building; Banneker parents are mostly concerned about the supports for their children, as well as how qualified and ready the teachers will be to accept new students.
- b. Mrs. McCann expressed an interest in considering the retention of the Banneker teachers who are currently working with the cluster programs (primary and intermediate Aut classrooms)

C. Mays will receive 2 cluster programs; K-4 and 4-8

Mrs. McCann is most interested in the highest level of inclusion for all diverse learners, where applicable. She wants to ensure that all IEPs are written based on the needs of the student, and not on the availability of staff or accommodations in the school building. Mrs. McCann is most interested in the highest level of inclusion for all diverse learners, where applicable. She wants to ensure that all IEPs are written based on the needs of the student, and not on the availability of staff or accommodations in the school building.

****These plans are subject to revision based on principal discretion. Please contact your school for any updates***

Appendix B: Mays Social Emotional Learning Support Plan as of July 12, 2013

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming
Mays will adopt Banneker's Student Council and engage students in peace circles and peer adjudication sessions. Student Leaders will provide peer mentoring and service as advocates for positive school and classroom climate. Once trained the Student Council will engage student leaders in activities that encourage positive interactions among all students. Student Council will develop students leaders to give students a voice in suggestions for the school climate.
Weekly Character Education classes will be provided for all students to encourage positive relationships among all students. Students will be exposed to the Second Step Curriculum, to support social emotional development. A Social Worker from Children's Home and Aid Society will be employed to deliver these weekly classes to students in grades K-8.
Based on recent data we have prioritized social work services to support the social and emotional needs of all students, including Diverse Learners (combined 54 students and 2 citywide LRE Autism classes).
Dean of Students will be hired to handle discipline and social issues that might arise as a result of the merging of students due to school action. The Dean of Student's role is to support the implementation of the Second Steps curriculum and is the CPS recognized Social Emotional curriculum. The Dean of Students will also handle all students disputes and behavior infractions.
Mays will engage PlayWorks professionals to provide professional development and structured recess activities that are age and grade level appropriate. Age appropriate activities help students learn to play cooperatively, share games and wait for their turns during play. Learning these skills assist children with anger management problem and support positive esteem.

SY 2013-2014: Long-term planning for Social Emotional Support

Initiatives will have continual reviews scheduled to ascertain student social emotional growth and progress. Areas for consideration include misconduct, attendance, academic progress, physical changes, and interpersonal relationships. Teams will develop a schedule to routinely to review referred students. Team will comprise three members of staff.

Structured Positive Behavior Support School Climate strategy and SEL Curriculum (Note: if a curriculum is not in place, your school will work with the Positive Behavior Support Department to implement one):

Both Banneker and Mays use CHAMPS to support student behavior, positive climate and curriculum environment. With the merger of the two student populations, there is an opportunity to engage in all aspects of the program, PD facilitators, model classrooms, and identified leaders.

Using CHAMPS and the Second Step (PBIS) curriculum, the assistant principal, Dean of Students, will work in tandem to develop a plans to facilitate a school climate of peace and tranquility.

Teachers will receive professional development in the CHAMPS and Second Steps curriculum to encourage continuity of behavior expectations throughout the school.

Positive reinforcements for academic excellence and exemplary student behavior will continue for all children. Incentives include out of uniform days, special activities, ice cream socials, movies, and popcorn days and identified trips.

Plan for providing targeted interventions to struggling students:

Mays will implement all components of RTI. RTI is an instructional approach that provides early intervening services to struggling students and that can be used to identify students who have learning disabilities. Class-wide/universal screening will be administered to identify students who are potentially struggling. Students whose progress in Tier 1 is not adequate will receive additional support from teachers and support staff. Students whose progress is still insufficient in Tier 2 may receive even more intensive interventions which may include pull out services, individual learning plans and support after school tutoring.

Vendor/community partner you intend to work with to help support students:

The following vendors support the social and emotional well-being of all children within the school: Childrens' Home + Aid Society provides wrap around service to parents and families in the community. They also provide social work services to students during the school day and after school enrichment activities.

Princeton Vision Clinic provides vision screening to all students in need of vision care.

PlayWorks is structured recess activities to students during the recess period. PlayWorks also provides student leader opportunities and classroom play times, where students learn the rules for athletic activities.

Chicago Urban League provides the NuLites Program to middle school students. NuLites is a program geared to address student postsecondary success, career, financial literacy, critical thinking and problem solving skills.

Chicago Communities in Schools (shared by Banneker and Mays) connects students with free social, emotional, health and enrichment programs and the community organizations providing services with strategic and tactical expertise in effective program coordination.

Plan for integrating student leadership and/or restorative practices to promote positive behavior (e.g. peer jury, service learning, student leader roles):

Mays will use the Student Council and classroom teacher referrals to identify those students who would serve as members of a school peer jury. This activity will give students the opportunity to earn service learning credit. The peer jury activity will give students a voice in the discipline process, giving students an alternative to suspension and behavior contracts. Students will learn life skills as they provide service to the school through service learning projects.

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Appendix C: Mays Cultural Integration Plan as of July 12, 2013

The Transition Team will be responsible for planning the suggested welcoming activities that will bring together both sets of school communities. These activities should be planned for the end of the school year through the summer.

Cultural Integration Activities

Mid April-mid May: Student and Staff Introductory Activities

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
April 24, 2013	Banneker-Mays Joint Parent Luncheon 11:30 a.m.- 1:00 p.m. Held at Mays in Media Center, attended by both Mays (3 [LSC chair and 2])-Banneker (3 [LSC chair and 2]) parents.	
April 25, 2013	Incentive Concert (free city wide event for honorees) (Attendance, behavior, scholarship) 36 students grades 5 – 8 from Mays and Banneker schools (Students will attend together on one bus) Chaperone from both schools	
May 8, 2013	Mays/Banneker's staffs joint meet and greet share Both schools will share information about self during Meet & Greet. .	
May 15, 2013	Chicago Children's Choir (Paint the Town Red) Mays choir performed Banneker choir attended and supported Mays students	
May 17, 2013	Parent/Guardian Joint Social with refreshments and music Hosted by transition team members at Banneker School	

June-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
June 12, 2013	Mays/Banneker joint parent meeting at Mays in the auditorium to answer surveys on uniforms for combined schools. CPS Safety and Security administrator and principal addressed security and safe passage concerns. Distribution of parent surveys regarding school uniform concerns.	
June 13, 2013	Mays/Banneker joint faculty meeting Staff surveys opinions pertaining to	

	summer professional development and teaching capacity and their fit in our new school.	
June 17, 2013	Assembly: Children from Mays/Banneker Grade Level 8 share their special positive moment at closing site and state what they'd like to see at the "New Mays" 11:00 -1:00 p.m. Mays Auditorium	Souvenir token supplied by new school (Mays Banneker)
June 19, 2013	Field Day hosted by Mays with Banneker invited to participate. . Staff will facilitate outdoor games. Jungle gym, clowns, face painting, music, and refreshments held in Mays playground.	Mays will facilitate the Field Day contacting participants and funding the cost to the vendor.
June 20, 2013 *	Staff Collaboration - Teachers from Banneker and Mays will meet with their grade level colleagues and discuss students, school supply needs and next steps for a successful transitional process. Staff meets at Mays School 10 a.m.-12 a.m. Parent Mocha Café – Social Co-Mingle	Refreshments supplied by Mays
June 24, 2013	Based on achievement data, Mays will provide a Stimulus Summer Program for K-7 students from June 24 through July 18 from 8:00 a.m. to 1:00 p.m. New Mays (Banneker former students) are invited to attend.	
June 24, 2013	Children Home & Aid Society and Carrera will continue academic support program for identified students whom they tutor throughout the regular school year. Program dates are June 24 through July 18 with hours from 8:00 a.m. until 1:00 p.m.	Children Home & Aid Society Carrera
July 18, 2013	Skating (Martin Luther King Rink)– Mays will welcome all Banneker's' students and all present Mays' students for a Getting to Know Each Other Event	Reduced price (accommodated by Mays) cost for skate rental for Mays – Banneker students and families. Martin Luther King Rink enjoys limited partnership with Mays
August 5, 2013 *	Parent/Teacher meet and greet, light continental breakfast, beverage	Refreshment donations provided by Mays
August 6, 2013	The Mays/Banneker Class of 2014 will meet and prepare "success kits" (school supplies) to be distributed on August 26, 2013 for 2013-2014 students.	Mays will donate school supplies
August 7, 2013*	Parents tour "New Mays" 10:00 -12:00 p.m. Any students attending from either school will	PlayWorks (approved vendor) provides personnel and equipment (inside/outside activities)

	<p>share in activities supported by PlayWorks. Students placed in grade level groups for games and activities.</p> <p>PlayWorks; Outside Activities</p>	<p>Additional Support: Mays/Banneker PE Teacher: Inside Games/Activities 10:00 -12:00 p.m.</p>
August 8, 2013	<p>At Mays Banneker School Picnic/Barbeque at Ryan Harris Park, parents and staffs are welcome) 11:00- a.m. – 2:00 p.m. The park is named for Ryan Harris, was an 11-year-old student at Banneker who was murdered, is the site for the joint picnic. It will afford the 2 school cultures an opportunity to join in a supportive commemoration event. This embracing activity will serve to exhibit respect and support for Banneker community and announce plans to hang a Ryan Harris plaque, prepared to celebrate her life, which will be placed in a designated hall “Hall of Honor” where all honor/award plaques will be placed. Ryan Harris Park is halfway between the two schools.</p>	<p>PlayWorks (game vendor) If any children come to the event, they will play games under the direction of playWorks. Double Dutch Contest (Girls) Basketball Competition (Boys)</p> <p>Transition Team (Participants notified through communication components, newsletter, social media, marquee, phone blasts, flyers)</p>
August 9, 2013 *	<p><u>Parent Workshop:</u> Review instructional initiatives, interventions, strategies, content areas, culture and support will be presented. Through communication supported by social media. Parents will experience opportunities, to review student profiles, assessment data (small group sessions) 4 sessions, 4 groups, parents rotate to each session, 11:00 -1:30 p.m. Banneker Gym</p>	

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