



**Transition Plan as of July 17, 2013
For the Closure of Garfield Park Preparatory Academy 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 Garfield Park Preparatory Academy Elementary School (Garfield Park). This decision is based on the underutilization of Garfield Park, in accordance with the [Chief Executive Officer’s Guidelines for School Action](#) (Guidelines). This action will welcome returning students at Michael Faraday Elementary School (Faraday).

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

II. Summary of Action

Garfield Park was a non-attendance area, citywide elementary school located at 3250 W. Monroe St, in the Garfield-Humboldt Elementary Network of CPS. Garfield Park served 154 students in kindergarten through 6th grades. CPS is closing Garfield Park based on the school’s underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Garfield Park students will be welcomed at Faraday, located at 3250 W. Monroe St. 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 proposed investments CPS will make for transitioning students at both Garfield Park and Faraday, as described in this transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from Garfield Park into Faraday. 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 Saving Our Sons and has knowledge of community dynamics and has demonstrated significant contribution to this community. The number of community watchers allocated is 4.
- 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 0.0 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 Garfield Park into Faraday transition includes the following routes :
 - Faraday facility and W. Monroe west to S. Homan and W. Monroe

This plan is subject to revision at the principal’s discretion. Please contact your school for any updates.

- S. Spaulding and W. Madison south to S. Spaulding and W. Adams
- 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

- Faraday will have enhanced security staffing plan at the school. As the designated welcoming school, Faraday will receive additional security to support the increased number of students as well as to ease the transition for Garfield Park students joining Faraday. The security staff from Garfield Park will be extended offers to be redeployed to Faraday in order to facilitate this transition by providing a familiar face for Garfield Park students. Last school year, Faraday had 2 full time security officers. Garfield Park had 2 full time security officers. As a result, the new security staff at Faraday will have a total of 4 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 Faraday is noted below, along with enhancements that will be made:
 - Camera System – Faraday’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 – Faraday will have access to a metal detector and hand wands.

IV. Supports for Students and Schools

CPS is committed to ensuring a successful transition to Faraday 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, please see Appendix A, which outlines a detailed academic support plan.

Social Emotional Needs of Students

This plan is subject to revision at the principal’s discretion. Please contact your school for any updates.

CPS understands that whenever students transition to a new school, additional support is needed to help them adjust to a new environment. To address the social and emotional needs of students affected by this transition, please see Appendix B, which outlines a detailed social and emotional learning support plan.

Additionally, CPS believes cultural integration of school communities is important for a successful, smooth transition. To support this, please see Appendix C, which outlines a detailed cultural integration plan.

Support for Specific Students Needs

To ensure students at Garfield Park 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 Faraday, 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 Faraday 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 Faraday, 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 Faraday, 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.
- The Faraday facility is minimally accessible to persons with disabilities to the Americans with Disabilities Act. Schools designated as "minimally accessible" have a basic level of access, but the accessibility of floor levels, rooms and features may vary. For more information, 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 Garfield Park 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

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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 Garfield Park 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 Monday, Thursday, and Friday from 9:00 a.m. to 3:00 p.m. at Garfield Park 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 Faraday 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 Faraday 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)

- Faraday is not currently projected to receive ELL students.
- In the event that Faraday receives ELLs, Faraday 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.cpscae.org between July 8-July 19, or by calling (773) 553-2060, 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

Saturday, April 06, 2013
12:30pm-2:30pm
Young High School

Community Meeting 2

Thursday, April 11, 2013
7:30pm-9:30pm
Young High School

Public Hearing

Friday, April 26, 2013
8:00pm-10:00pm
CPS Central Office

This plan is subject to revision at the principal's discretion. Please contact your school for any updates.

211 South Laflin Street

211 South Laflin Street

125 S. Clark St.

Further Questions and Concerns:

If you have any questions or concerns regarding this proposal and the draft transition plan, please call 311 (City Services) or visit www.cps.edu/qualityschools.

Appendix A: Academic Support Plans—Faraday

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS

Area of Academic Need	Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc.)									
<p>Language Arts (KG-2nd)</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 20%;">Faraday</td> <td style="width: 20%;">GPPA</td> </tr> <tr> <td>TRC-K</td> <td style="text-align: center;">82%</td> <td style="text-align: center;">80%</td> </tr> <tr> <td>TRC-1</td> <td style="text-align: center;">57%</td> <td style="text-align: center;">71%</td> </tr> </table> <p>Faraday and Garfield Park (GPPA) use Storytown as the core curriculum for reading. In addition, Faraday and GPPA students have similar TRC scores and significant gaps are not anticipated. Specific skills such as phonemic awareness and comprehension will be focused on.</p> <p>Kindergarten and 1st grade TRC meets and exceeds scores are shown because they will be promoted to 1st and 2nd grade in the fall. These scores represent GPPA students currently enrolled at Faraday for Fall 2013.</p>		Faraday	GPPA	TRC-K	82%	80%	TRC-1	57%	71%	<p style="text-align: center;">Language Arts (KG-2nd)</p> <p>Sing, Spell, Read, Write, Heggerty, and Curriculum Press phonics programs will be used daily to develop students’ phonemic awareness.</p> <p>ASWD (Sight Word Assessments) will be used to monitor development of grade-level sight word competency.</p> <p>The Fountas and Pinnell Benchmark Assessment will be administered three times a year (BOY, MOY, and EOY) to provide the diagnostic data used to provide all K-2nd grade students with customized instruction to address their individual literary developmental needs.</p> <p>The Storytown basal will be utilized to provide small group targeted instruction with an emphasis on accelerating students’ ability. During small group sessions students will participate in guided reading instruction, independent reading, and individualized instruction. Students will be grouped based on ability of a specific skill sets using data from the Storytown’s weekly assessments that are reviewed on a weekly and monthly basis.</p>	<p style="text-align: center;">Language Arts (KG-2nd)</p> <p>Literacy Block (120 minutes) 8:55-9:05-Sing, Spell, Read, Write 9:05-9:15-Heggerty & CPP 9:15am-9:30-Vocabulary (ASWD) 9:30am-10:30-Story Town 10:30am-11:00am-Writing</p> <p>Storytown materials Heggerty materials Sing, Spell, Read, Write materials</p> <p>Study Island Site-license (2nd graders)</p> <p>Part time interventionist(s) – The interventionists will be retired teachers whose sole job is to work with students in small group settings for differentiated instruction</p> <p>Two Interventionists for 10 weeks (5th week through the 10th week) (20th week through the 25th week) 3 days/week, 2 hrs/day at \$37.44/hr=\$4,492.80</p> <p>One 2nd grade summer school teacher (salary) – 4 weeks, 3 days/week, 4 ½ hours/ day</p>
	Faraday	GPPA									
TRC-K	82%	80%									
TRC-1	57%	71%									

Language Arts (3 rd -5 th)			Language Arts (3 rd -5 th)	Language Arts (3 rd -5 th)
	Faraday	GPPA		
TRC-2	88%	36%	ARS assessments will provide diagnostic data of the 3 rd -5 th students' reading skill development and thus enable teachers to provide skill-based targeted instruction to address literary needs.	Literacy Block (120 minutes) 8:55-9:25-Word Study 9:25-9:55-Skill Development 9:55am-10:25-Guided Reading 10:25am-10:55am-Writing
ISAT-3	73%	72%		
ISAT-4	77%	36%	The Fountas and Pinnell Benchmark Assessment will be administered three times a year (BOY, MOY, and EOY) to provide the diagnostic data used to provide all 3 rd -5 th grade students with customized instruction to address their individual literary developmental needs.	Storytown Reading Program (3 rd -5 th) Vocabulary Workshop Lucy Calkins Writer Workshop Balance Literacy Assessment Kit
NWEA-3	50%	50%		
NWEA-4	74%	36%	A Balance Literacy approach will be implemented using the Storytown basal program to simultaneously develop students' skills in vocabulary, comprehension and writing. Reading lessons will incorporate small group targeted instruction to close achievement gaps in literacy for the rising 3 rd and 5 th grade students. Students will be grouped based on ability of a specific skill sets using data from Storytown and ARS interim assessments that are reviewed on a weekly and monthly basis. During small group sessions students will receive explicit skill-based instruction.	Study Island Site License (3 rd -5 th graders) Achieve 3000 Site License-SBB Funded (3 rd -5 th graders)
<p>Large gaps in achievement are observed between the entering rising 3rd and 5th grade GPPA students and Faraday students. Intensive interventions will be directed at developing students' foundational skills in the reading and writing curriculum. 42 3rd – 5th graders have enrolled at Faraday for fall 2013. Two new teachers will be hired and need training for the Storytown curriculum.</p> <p>2nd through 4th grade TRC, ISAT, and NWEA meets and exceeds scores are shown because they will be promoted to 3rd through 5th grade in the fall.</p>			<p>During independent reading sessions students will read and respond to self-select novels that are within their skill-level based on their reading lexile range.</p> <p>Study Island and Achieve 3000 web-based program will be used to provide students with skill-based individualized instruction.</p>	<p>Part time interventionist(s) – 2 retired teachers whose sole job is to work with students in small group settings for individualized instruction in literacy for 10 weeks (5th through 10th week) and (20th through 25th week) (salary)-3 days/week, 2 hrs/day at \$37.44/hr=\$4,492.80</p> <p>Summer school program One teacher each for 3rd, 4th, and 5th grade (salary) – 4 weeks, 3 days/week, 4 ½ hours/ day</p> <p>Extended-day school will be 3 days per week from October to June to address literary needs as indicated by TRC for 3rd and NWEA and ISAT for 5th.</p>

**Language Arts
(6th-8th)**

	Faraday	GPPA
ISAT-5	64%	36%
ISAT-6	71%	63%
ISAT-7	69%	N/A
ISAT-8	79%	N/A
NWEA-5	60%	11%
NWEA-6	52%	40%
NWEA-7	53%	N/A
NWEA-8	44%	N/A

Gaps in achievement exist between the Faraday and GPPA middle school grades. Intensive interventions will be directed at rising 6th graders from GPPA. 25 6th and 7th graders have enrolled at Faraday for the Fall of 2013. At least one new teacher will be hired and require training to implement a novel focused curriculum.

Above are ISAT and NWEA scores for Faraday and GPPA 5th-8th grades. Current 5th-7th graders will be 6th – 8th graders next year.

**Language Arts
(6th-8th)**

ARS assessments will provide diagnostic data of the 6th-8th students' reading skill development and thus enable teachers to provide skill-based targeted instruction to address literary needs.

The Fountas and Pinnell Benchmark Assessment will be administered three times a year (BOY, MOY, and EOY) to provide the diagnostic data used to provide all 6th-8th grade students with customized instruction to address their individual literary developmental needs.

Study Island and Achieve 3000 web-based program will be used to provide students with skill-based individualized instruction.

A **Balance Literacy** approach will be implemented using the **Prentice Hall Literature** and **novel-based programs** to simultaneously develop students' skills in vocabulary, comprehension and writing. Reading lessons will incorporate small group targeted instruction to close achievement gaps in literacy for the **rising 6th and 7th grade students**. Students will be grouped based on skills using data from **Literature basal series and ARS interim assessments** that are reviewed on a weekly and monthly basis. During **small group sessions** students will receive explicit skill-based instruction. During independent reading sessions students will read and respond to self-select novels that are within their skill-level based on their reading lexile range.

Literacy projects are incorporated into instruction. The integration of social studies units will also occur simultaneously in connection to themes within the novels. Short term and long term projects help students develop a range of skills across curricula and to make real world connections with the intent of engaging all students regardless of academic abilities.

**Language Arts
(6th-8th)**

Literacy Block (120 minutes)
8:55-9:25-Word Study
9:25-9:55-Skill Development
9:55am-10:25-Guided Reading
10:25am-10:55am-Writing

Reading Prentice Hall Literature Penguin Editions 6th Yellow, 7th Blue, and 8th Red

Vocabulary Workshop
Lucy Calkins Writer Workshop
Balance Literacy Assessment Kit

Study Island Site License (6th-8th graders)
Achieve 3000 Site License-SBB Funded (6th-8th graders)

Part time interventionist(s) – 2 retired teachers whose sole job is to work with students in small group settings for individualized instruction in literacy for 10 weeks (5th through 10th week) and (20th through 25th week) (salary)-3 days/week, 2 hrs/day at \$37.44/hr=\$4,492.80

Summer Acceleration Program-One teacher each for Language Arts and Mathematics to provide instruction for 6th, 7th, 8th graders (salary) – 4 weeks, 3 days/week, 4 ½ hours/ day

Extended-day school (Funded-SBB) will be 3 days per week from October to June to address literary needs as indicated by TRC for 3rd and NWEA and ISAT for 5th.

<p style="text-align: center;">Mathematics (KG-2nd)</p> <table border="1" data-bbox="110 422 524 604"> <tr> <td></td> <td>Faraday</td> <td>GPPA</td> </tr> <tr> <td>MClass-K</td> <td>65%</td> <td>80%</td> </tr> <tr> <td>MClass-1st</td> <td>75%</td> <td>100%</td> </tr> <tr> <td>MClass-2nd</td> <td>94%</td> <td>86%</td> </tr> <tr> <td>NWEA-2nd</td> <td>83%</td> <td>54%</td> </tr> </table> <p>Both schools use the Everyday Math curriculum which provides vertically aligned instruction. mClass math and NWEA math are used as an interim assessments to inform strategic instructional decisions.</p> <p>The achievement gaps will be addressed through small group targeted instruction to address academic deficiencies.</p> <p>Focus on accelerating academic achievement of students that are exceeding standards according to mClass math and NWEA math assessment by providing enrichment activities.</p> <p>2nd grade GPPA students transitioning to 3rd grade are in need of individualized instructional plans to address academic deficiencies as reflected by their 2013 NWEA Spring assessment results.</p>		Faraday	GPPA	MClass-K	65%	80%	MClass-1 st	75%	100%	MClass-2 nd	94%	86%	NWEA-2 nd	83%	54%	<p style="text-align: center;">Mathematics (KG-2nd)</p> <p>Diagnostic Assessments (mClass Math and Everyday Math Assessments) will be used to identify students in need of intervention for small group tutorial services and extended-day programming. Extended-day school will be 3 days per week from October to June. (BOY mClass Math for 1st and 2nd; and NWEA for 2nd)</p> <p>The Everyday Mathematics curriculum is implemented with fidelity throughout the school year to develop students’ conceptual understanding of grade level skills</p> <p>The Everyday Mathematics games will be used in the context of the curriculum to provide students with increasing understanding of key concepts.</p> <p>Introducing word problems to drive achievement in reading comprehension and applied mathematics</p> <p>Utilize more of the enrichment portions of the math curriculum to accelerate learning</p> <p>Small group instruction will be conducted to provide students with ongoing targeted instruction to address mathematical skill development.</p> <p>Second grade students will utilize the math component of the web-based computer program Study Island to develop increasing proficiency in various mathematical concepts.</p>	<p style="text-align: center;">Mathematics (KG-2nd)</p> <p>Mathematics Block (90 minutes/day) 90 minutes-Mathematics 15 minutes-Foundational 60 minutes- Grade Level 15 minutes- Enrichment</p> <p>Everyday Mathematics Text Everyday Mathematics Workbook</p> <p>Part time interventionist will either be a substitute or retired teacher whose sole job is to work with students in small group settings for differentiated instruction to develop conceptual understanding of foundational skill</p> <p>Two Interventionists for 10 weeks (5th week through the 10th week) (20th week through the 25th week) 3 days/week, 2 hrs/day at \$37.44/hr=\$4,492.80</p> <p>Study Island Site-license (2nd graders)</p> <p>6 Summer school teachers – 4 weeks, 3 days/week, 4 ½ hours/ day Summer Acceleration Program- One teacher each for Language Arts and Mathematics to provide instruction for 6th, 7th, 8th graders (salary) – 4 weeks, 3 days/week, 4 ½ hours/ day</p> <p>One 2nd grade summer school teacher (salary) – 4 weeks, 3</p>
	Faraday	GPPA															
MClass-K	65%	80%															
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MClass-2 nd	94%	86%															
NWEA-2 nd	83%	54%															

<p style="text-align: center;">Mathematics (3rd-5th)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Faraday</th> <th>GPPA</th> </tr> </thead> <tbody> <tr> <td>ISAT-3rd</td> <td>77%</td> <td>81%</td> </tr> <tr> <td>ISAT-4th</td> <td>81%</td> <td>40%</td> </tr> <tr> <td>ISAT-5th</td> <td>59%</td> <td>36%</td> </tr> <tr> <td>NWEA-3rd</td> <td>60%</td> <td>50%</td> </tr> <tr> <td>NWEA-4th</td> <td>77%</td> <td>45%</td> </tr> <tr> <td>NWEA-5th</td> <td>38%</td> <td>11%</td> </tr> </tbody> </table> <p>Both schools use the Everyday Math curriculum which provides K-5 students with grade-level appropriate vertically aligned instruction. mClass math and NWEA math serves as interim assessments to inform strategic instructional decisions.</p> <p>Additionally, the Garfield-Humboldt Park Network required AMAT assessment is used to identify and address specific mathematical skill development deficiencies through small group/individualize targeted instruction.</p> <p>NWEA and ISAT indicate no significant achievement gap in the 3rd grade. However, major gaps in academic achievement in 4th and 5th are reflected by NWEA and SAT-10 ISAT assessments</p>		Faraday	GPPA	ISAT-3 rd	77%	81%	ISAT-4 th	81%	40%	ISAT-5 th	59%	36%	NWEA-3 rd	60%	50%	NWEA-4 th	77%	45%	NWEA-5 th	38%	11%	<p style="text-align: center;">Mathematics (3rd-5th)</p> <p>AMAT and Everyday Mathematics diagnostic assessments will be used to provide students with targeted instruction to promote mathematical conceptual proficiency.</p> <p>The Everyday Mathematics curriculum is implemented with fidelity throughout the school year to develop students’ conceptual understanding of grade level skills</p> <p>The Everyday Mathematics games will be used in the context of the curriculum to provide students with increasing understanding of key concepts.</p> <p>The 4th and 5th grade students will receive daily instruction to develop foundational skills so as to enable them to master grade-level mathematical conceptual skills.</p> <p>Small group instruction will be conducted to provide students with ongoing targeted instruction to address mathematical skill development.</p> <p>3rd-5th students will utilize the math component of the web-based computer Study Island program to develop increasing proficiency in various mathematical concepts.</p> <p>Diagnostic Assessments (AMAT and Everyday Math Assessments) will be used to identify students in need of intervention for small group tutorial services and extended-day programming. Extended-day school will be 3 days per week from October to June.</p>	<p>days/week, 4 ½ hours/ day</p> <p style="text-align: center;">Mathematics (3rd-5th)</p> <p>Mathematics Block (90 minutes/day) 15 minutes-Foundational 60 minutes- Grade Level 15 minutes- Enrichment</p> <p>Everyday Mathematics Text Everyday Mathematics Workbook</p> <p>Study Island Site-license (3rd-5th graders)</p> <p>Part time interventionist(s) – 1 retired teacher whose sole job is to work with students in small group settings for individualized instruction in literacy for 10 weeks (5th through 10th week) and (20th through 25th week) (salary)-3 days/week, 2 hrs/day at \$37.44/hr=\$4,492.80</p> <p>Summer Acceleration Program- One teacher each for Language Arts and Mathematics to provide instruction for 6th, 7th, 8th graders (salary) – 4 weeks, 3 days/week, 4 ½ hours/ day</p> <p>Extended-day school will be 3 days per week from October to June to address literary needs as indicated by TRC for 3rd and NWEA and ISAT for 5th.</p>
	Faraday	GPPA																					
ISAT-3 rd	77%	81%																					
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NWEA-3 rd	60%	50%																					
NWEA-4 th	77%	45%																					
NWEA-5 th	38%	11%																					

**Mathematics
(6th-8th)**

No significant gap in the 6th grade as indicated by the SAT-10 ISAT assessment. However, there is a significant achievement gap as indicated by the NWEA assessment in the 6th grade. (note: only 5 of 8 students' data was available as well as the 3 students not tested receiving SPED services)

GPPA does not have 7th and 8th grade students.

	Faraday	GPPA
ISAT -6 th	78%	71%
NWEA-6th	62%	20%
ISAT-7 th	80%	NA
NWEA-7 th	72%	NA
ISAT – 8 th	86%	NA
NWEA-8 th	53%	NA

**Mathematics
(6th-8th)**

AMAT and Everyday Math Thematics

diagnostic assessments will be used to provide students with targeted instruction to promote conceptual proficiency.

The **Math Thematic** curriculum is used in grades 6th -8th to develop students' logical reasoning and ability to communicate mathematically within the following strands of the program: number concepts, measurement, probability, statistics, algebra, geometry, and discrete mathematics.

Students will receive ninety minutes of block mathematical instructions, 5-days/week from a **middle-school math teacher in a departmental setting.**

Connected Math Project will be used as a supplemental resource for targeted intervention to address foundational skill gaps especially among the 6th grade students

7th and 8th grade students will be identified (meeting or exceeding standards on ISAT and NWEA) to participate in the **Algebra 1 Program** (students who pass district-wide end of year assessment will receive high school credit)

Saturday School will service students who have demonstrated a need for additional targeted instruction to address mathematical deficiencies. The Saturday program will operate for 7 weeks starting in January and ending in March.

**Mathematics
(6th-8th)**

Mathematics Block
(90 minutes/day)
15 minutes-Foundational
60 minutes- Grade Level
15 minutes- Enrichment

Everyday Mathematics Text
Everyday Mathematics Workbook

**Connected Math Project-
(\$2,000)**

Two Interventionists for 10 weeks (5th week through the 10th week) (20th week through the 25th week) 3 days/week, 2 hrs/day at \$37.44/hr=\$4,492.80

Study Island Site-license (6th-8th graders)

Part time interventionist(s) – 2 retired teachers whose sole job is to work with students in small group settings for individualized instruction in mathematics for ten weeks (5th through 10th week) and (20th through 25th week) (salary)-3 days/week, 2 hrs/day at \$37.44/hr=\$4,492.80

Summer Acceleration Program- One teacher each for Language Arts and Mathematics to provide instruction for 6th, 7th, 8th graders

		<p>(salary) – 4 weeks, 3 days/week, 4 ½ hours/ day</p> <p>Extended-day school will be 3 days per week from October to June to address literary needs as indicated by TRC for 3rd and NWEA and ISAT for 5th.</p>
<p>Writing (K-2)</p>	<p>Writing (K-2)</p> <p>Teachers utilize the writing component of Storytown to provide explicit instruction on the writing process</p> <p>Extended Response to text read during the Literacy Block serves the purpose of providing students with structured opportunities to authentically write about the text they have read.</p> <p>Implement Lucy Calkins writing curriculum for grades KG-2nd.</p>	<p>Writing (K-2)</p> <p>10:30am-11:00am-Writing</p> <p>Storytown Writer’s Companion</p> <p>Lucy Calkins instructional kits are available for K-2nd teachers responsible for providing writing instruction</p> <p>On-going professional development will be provided to teachers by fellow teachers who have received intensive training on the Lucy Calkins Writer Workshop program.</p>
<p>Writing (3rd-5th)</p>	<p>Writing (3rd-5th)</p> <p>Teachers utilize the writing component of Storytown to provide explicit instruction on the writing process</p> <p>Extended Response to text read during the Literacy Block serves the purpose of providing students with structured opportunities to authentically write about the text they have read.</p> <p>Implement Lucy Calkins writing curriculum for grades 3rd-5th.</p>	<p>Writing (3rd-5th)</p> <p>10:30am-11:00am-Writing</p> <p>Storytown Writer’s Companion</p> <p>Lucy Calkins instructional kits are available for K-2nd teachers responsible for providing writing instruction</p> <p>On-going professional development will be provided to teachers by fellow teachers who have received intensive training on the Lucy Calkins Writer Workshop program.</p>

<p style="text-align: center;">Writing (6th-8th)</p>	<p style="text-align: center;">Writing (6th-8th)</p> <p>Teachers utilize the writing component of Penguin Literature to provide explicit instruction on the writing process in the context of the various reading selections</p> <p>Extended Response to text read during the Literacy Block serves the purpose of providing students with structured opportunities to authentically write about the text they have read.</p>	<p style="text-align: center;">Writing (6th-8th)</p> <p>30 minute Writing Block</p> <p>Extended Response Writing Prompts</p> <p>Guided Practice Prompts for Narrative, Expository, and Persuasive writing</p>				
<p style="text-align: center;">Science K-2nd</p>	<p style="text-align: center;">Science K-2nd</p> <p>Teachers will utilize both the science assessments from the Foss and STC texts along with the Garfield-Humboldt Park Network’s ASA assessments to inform instructional focus</p> <p>K-2nd students will receive inquiry-based science instruction utilizing both the Foss and STC kits and curriculum.</p> <p>K-2nd students will participate in school-wide science fair which will afford them with the opportunity to conduct a scientific investigation on a testable topic of interest. Students will begin the scientific investigation process in September and conclude in December with the school-wide science symposium where students will communicate their finding to peers, school staff, parents, community members.</p>	<p style="text-align: center;">Science K-2nd</p> <p>2:00-2:40 (40 minutes/day) Inventory and replenish Foss and STC kits as needed throughout the school year</p> <p>Teachers will participate in professional development sessions funded by the District at Loyola University both during the summer and throughout the school year</p> <p>Golden Apple Inquiry Science Institute – PD for teachers over summer and throughout the school year</p>				
<p style="text-align: center;">Science 3rd-5th</p> <p>There is a significant achievement in gap in the 4th grade science as reflected by the 4th grade SAT-10 ISAT assessment.</p> <table border="1" data-bbox="110 1692 521 1770"> <tr> <td>Faraday</td> <td>GPPA</td> </tr> <tr> <td>85%</td> <td>40%</td> </tr> </table> <p>Science instruction was provided by classroom teachers in both</p>	Faraday	GPPA	85%	40%	<p style="text-align: center;">Science 3rd-5th</p> <p>Teachers will utilize both the science assessments from the Foss and STC texts along with the Garfield-Humboldt Park Network’s ASA assessments to inform instructional focus</p> <p>4th-5th grade students will receive inquiry-based science instruction utilizing both the Foss and STC kits.</p> <p>4th-5th grade students will participate in</p>	<p style="text-align: center;">Science 3rd-5th</p> <p>2:45-3:45 (60 minutes/day)</p> <p>Dedicated Science Teacher will provide science enrichment 1x / week for 1st-4th</p> <p>Golden Apple Inquiry Science Institute – PD for teachers over summer and throughout the school year</p>
Faraday	GPPA					
85%	40%					

Faraday and GPPA.	<p>school-wide science fair which will afford them with the opportunity to conduct a scientific investigation on a testable topic of interest. Students will begin the scientific investigation process in September and conclude in December with the school-wide science symposium where students will communicate their finding to peers, school staff, parents, community members. 4th grade students will utilize the science component of the web-based computer program Study Island to develop increasing proficiency on various science concepts.</p>	<p>Teachers will engage in on-going professional development as well as receive instructional support from the school-wide dedicated science teacher.</p> <p>4th grade students will use the Pearson Science as primary text as it provides literary-based approach to addressing science concepts</p>
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<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="2" style="text-align: center;">Science 6th-8th</th> </tr> <tr> <td style="width: 50%;">Faraday</td> <td style="width: 50%;">GPPA</td> </tr> <tr> <td>72%</td> <td>NA</td> </tr> </table>	Science 6 th -8 th		Faraday	GPPA	72%	NA	<p style="text-align: center;">Science 6th-8th</p> <p>Teachers will utilize both the science assessments from the Foss and STC texts along with the Garfield-Humboldt Park Network’s ASA assessments to inform instructional focus</p> <p>6th-8th students will receive one-hour, five day/week of inquiry-based science instruction from a middle-school science instructor. 6th grade students will utilize Investigating Earth Science (ISE) and Issues and Earth Science (IAES); 7th grade students will utilize Issues of Life Science and Science and Life Issues; and 8th grade students will utilize Issues, Evidence and You. Additionally, The Interactive Science curriculum will be used to supplement the science activities by developing students’ conceptual understanding.</p> <p>6th-8th grade students will participate in school-wide science fair which will afford them with the opportunity to conduct a scientific investigation on a testable topic of interest. Students will begin the scientific investigation process in September and conclude in December with the school-wide science symposium where students will communicate their finding to peers, school staff, parents, community members.</p> <p>7th grade students will utilize the science component of the web-based computer program Study Island to develop increasing</p>	<p style="text-align: center;">Science 6th-8th</p> <p>(60 minutes/day)</p> <p>Dedicated Science Teacher for 6th-8th and science enrichment 1x / week for 1st-4th</p> <p>Golden Apple Inquiry Science Institute – PD for science teacher over summer and throughout the school year</p> <p>7th grade students will receive instruction from the Interactive Science text as it provides the students with inquiry-based experiences while simultaneously developing literacy of scientific concepts</p>
Science 6 th -8 th								
Faraday	GPPA							
72%	NA							

	proficiency on various science concepts.	
Social Science K-2nd	<p>Social Science K-2nd</p> <p>Students receive ongoing assessment on content knowledge and their ability to apply concepts to themselves and the community in which they live.</p> <p>Students receive instruction addressing the social science content standards from multiple sources.</p>	<p>Social Science K-2nd</p> <p>3:15-3:45 (30 minutes/day) Secure text-books (CPS online ordering system)</p>
Social Science 3rd-5th	<p>Social Science 3rd-5th</p> <p>Students receive ongoing assessment on content knowledge and their ability to apply and explain verbally and in writing how concepts relate to themselves and the community in which they live.</p> <p>Students receive instruction addressing the social science content standards using multiple (both primary and secondary) sources.</p>	<p>Social Science 3rd-5th</p> <p>11:40-12:10 (30 minutes/day) Secure text-books (CPS online ordering system)</p>
Social Science 6th-8th	<p>Social Science 6th-8th</p> <p>Students receive ongoing assessment on content knowledge and their ability to apply and explain verbally and in writing how concepts relate to themselves and the community in which they live.</p> <p>Students receive instruction addressing the social science content standards using multiple (both primary and secondary) sources.</p> <p>Students in 6th-8th grade will participate in the History Fair where they will prepare a long-term project utilizing the following methods:</p>	<p>Social Science 6th-8th</p> <p>American Nations: History of Our Nation America Nations: Pathway to the Future Secure text-books (CPS online ordering system)</p> <p>American Constitution workbook</p>

	<p>research paper, display board, documentary, or power point presentation. All projects must have a thesis statement from which primary and secondary source documents are used. The project is based on a topic selected by the student. The project is also counted towards the student's writing grade.</p>																									
<p style="text-align: center;">Art (KG-8th)</p> <p>Informal student survey indicates a high interest among students of engaging in a structured arts program.</p>	<p style="text-align: center;">Art (KG-8th)</p> <p>GPPA's Art program will be incorporated into Faraday's instructional program specifically to provide K-8 students with fine arts related experiences within the language arts, mathematics, science, and social science content areas.</p>	<p style="text-align: center;">Art (KG-8th)</p> <p>Dedicated Art Teacher (Funded by SBB)</p>																								
<p style="text-align: center;">Diverse Learners (KG-8th)</p> <p>Reading (ISAT / NWEA meet and exceed scores for 3rd-6th) (TRC meet and exceed for KG-2nd)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>GPPA (11 students)</th> <th>Faraday (18 students)</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>NA</td> <td>0%</td> </tr> <tr> <td>1</td> <td>NA</td> <td>25%</td> </tr> <tr> <td>2</td> <td>NA</td> <td>0%</td> </tr> <tr> <td>3</td> <td>0%/0%</td> <td>0% / NA</td> </tr> <tr> <td>4</td> <td>50%/50%</td> <td>0% / 75%</td> </tr> <tr> <td>5</td> <td>0%/0%</td> <td>33% / 66%</td> </tr> <tr> <td>6</td> <td>0%/NA</td> <td>25% / 0%</td> </tr> </tbody> </table> <p>Mathematics (ISAT / NWEA meet and exceed scores for 3rd-6th) (mClass meet and exceed for KG-2nd)</p>		GPPA (11 students)	Faraday (18 students)	K	NA	0%	1	NA	25%	2	NA	0%	3	0%/0%	0% / NA	4	50%/50%	0% / 75%	5	0%/0%	33% / 66%	6	0%/NA	25% / 0%	<p style="text-align: center;">Diverse Learners (KG-8th)</p> <p>One teacher will provide pull-out as well as cooperative team teaching services. Three diverse learner paraprofessionals will be used as stipulated in the students' IEPs.</p> <p>Diverse Learners will be provided services as stipulated in their IEPs. To ensure students' needs are being met, RTI teams will commence to assist with IEP's and 504 plans. This RTI team will address the needs of diverse students within the inclusive classroom setting and provide resources and supports for these students thru all grade levels.</p> <p>Faraday's diverse learner's population is projected to increase by approximately 30%. Both the ISAT and NWEA assessment data indicates achievement gaps in the 4th and 5th grades in reading and mathematics respectively.</p>	<p style="text-align: center;">Diverse Learners (KG-8th)</p> <p>Diverse Learner teachers will engage in weekly collaborative session with general education teachers so as to provide diverse learners with grade-appropriate scaffold instruction.</p> <p>The intent of collaborative sessions is to provide diverse learners with true access to the academic content at their respective grade-levels.</p> <p>Content area specialists in reading, math and science will be utilized to provide expert knowledge during collaborative sessions relative to providing all students with increasingly complex instruction with support that aligns to the Common Core State Standards.</p>
	GPPA (11 students)	Faraday (18 students)																								
K	NA	0%																								
1	NA	25%																								
2	NA	0%																								
3	0%/0%	0% / NA																								
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5	0%/0%	33% / 66%																								
6	0%/NA	25% / 0%																								

	GPPA 11 students	Faraday 18 students
K	NA	0%
1	100%	25%
2	NA	0%
3	0%/0%	0% /NA
4	50%/50%	0%/100%
5	0%/0%	33%/33%
6	0%/NA	25%/25%

Appendix B: Social Emotional Learning Support Plan - Faraday

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming	
1	<p>Sports program is used as a mean for integrating students from the Closing School into the Welcoming School.</p> <ul style="list-style-type: none"> - GPPA students were invited to join all Spring Sport Programs. Students from GPPA joined and participated on: -Boys 5th-6th Softball Team -Boys and Girls Track & <i>Field</i> Team
2	<p>Combined Kindergarten Promotion Activities</p> <ul style="list-style-type: none"> -Picnic -Field Trip -Promotion Celebration
3	<p>Pen-pal Welcoming Letters - combined classrooms to engage in team building activities and students from Welcoming School read letters to assigned students from Closing School.</p>
4	<p>Open-House during the Transition Enrollment Period - Parents from Closing School were invited to participate in Open House to meet the administrative staff and teachers at Faraday.</p>
5	<p>Faraday student and parent ambassadors provide GPPA students and parents with a guided tour of classrooms.</p>
6	<p>Integrated Activities</p> <ul style="list-style-type: none"> Joint PBIS Recognition Field Day – students engaged in team building activities at every grade level to promote integration of the two school communities. Combined first and second grade picnics
7	<p>Art – A high quality art program fosters social and emotional development through creativity and team-building. Art aids in anger management by teaching children creative forms of outlets and transforming emotions into powerful artwork. Art cultivates collaboration and community.</p>
8	<p>Chess – Chess provides a positive social outlet. Chess helps build individual friendships and also school spirit when children compete together as a team. Chess teaches children about sportsmanship. Research has proven that Chess fosters increased motivation, improved behavior, better self-image and even improved attendance.</p>

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

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):

- PBIS is currently being implemented at Faraday and GPPA as the structured positive behavior support school-wide program. Both schools utilized the TAG process as the school-wide tier I universal intervention. All new teachers will be provided professional development on PBIS.
- Most of the teachers at Faraday have been trained on the CHAMPS Program and it is being implemented in many of the classrooms. All teachers who are not trained on the CHAMPS Program will receive PD on the program.
- Faraday School participates in the Second Step Program. All new teachers will be trained on the Second Step Program which promotes social emotional competence and self-regulation. It is a universal Tier I intervention for the Response to Intervention Framework (RTI).
- G.R.E.A.T. (Gang Resistance Education and Training) will be implemented in grades 6-8th to help youth avoid gang membership, violence, and delinquent behavior.
- Faraday will track students' misbehaviors via classroom management systems, RTI and a referral process.
- A full time social worker will be utilized to provide positive behavior supports and address the social emotional needs of the students. This position is to be funded by the District.

Plan for providing targeted interventions to struggling students:

Students who do not respond well to the universal interventions will be provided with targeted interventions through the following:

- RTI will be fully developed and implemented to identify and service students with behavioral challenges for the three tiers.
- Big Brother, Big Sisters is a program utilized to mentor and help students realize their potential and build their future.
- Strong Intelligent Sisters and Brother Keepers are initiatives developed in-house to address female and male students in need of mentoring and exhibiting at-risk behaviors. Female students are mentored by Strong Intelligent Sisters and male students are mentored by Brother Keepers. The program encompasses a two prong approach of delivering services to students in need of additional supports - academically and/or behaviorally. Older students are assigned younger students to mentor. Adult mentors are provided for both students – the mentee and mentor.
- The counselor and lead teacher will attend professional development on the behavior education program - Check-in/Check-out (CICO). The trainer of trainer model will be utilized to train the entire staff.
- A Behavioral Health Services Team PLC will be trained to build an infrastructure to support and enhance delivery of behavioral health services for all students.

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

- Big Brothers Big Sisters Program's mission is to help children reach their potential through professionally supported, one-to-one relationships with mentors.
- Communities in Schools Program – the primary goal is to surround students with a community of support, empowering them to stay in school and achieve in life.
- G.R.E.A.T. (Gang Resistance Education and Training) – A gang and violence prevention program.
- Bobby Wright Mental Health Center - A comprehensive behavior center to address the needs of

children/adolescents who are “at risk” or “high risk” and manifest evidences of disturbances in home, school and community (wrap-around services).

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

Student Leadership Roles: Student Council – Students enrolled at Faraday from Garfield will be personally targeted and encouraged to participate on the Student Council.

Service Learning: Community Learning Garden Project will be implemented in September. The primary reason for the creation of the Learning Garden is to provide a Welcoming Center for all new and returning students. The Garden will set the tone for a hospitable school environment that utilizes the cooperative process involved in planning, constructing, and maintaining a Learning Garden. The Garden team will consist of parents and students from GPPA and Faraday as well as community volunteers.

Peer Mentors/Jury: Brother Keepers and Strong Intelligent Sisters is an initiative that promotes and emphasizes student leaders and peer mentors. Student will be trained to serve on the Peer Jury that will be implemented in September, 2013.

Safety Plan: How will we respond to students in conflict:

Restorative Practices:

Two staff members will attend PD on Restorative Practices. The school will implement the trainer-of-trainer model to introduce and train the entire staff on the strategies/interventions to include Peace Circle and restorative conversations.

Faraday School is an active participant in the Chicago Alternative Policing Strategies (CAPS) Program. The following services have been or will be provided:

- All students at both schools participated in the Anti-Gun Pledge Program by CPD in June, 2013.
- 7th Grade students at Faraday were provided training on “Breaking the Code of Silence” on June 7, 2013.
- Direct Service to 6th and 7th grade students on “Breaking the Code of Silence” will be provided in September/October. “Breaking the Code of Silence” will focus on four areas: addressing neighborhood violence, school violence, cyber bullying and bullying in general.
- Direct service to 6-8th grade students on Conflict Resolution.
- Train parent patrol on Safe Passage Program

Counselor and social worker will provide small group session as well as individualized consultation to address behavioral challenges that are impacting students in the school and community.

Appendix C: Cultural Integration Plan- Faraday

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 8, 2013	5 th and 6 th grade boys from Garfield Park Preparatory Academy invited to join Faraday's softball team.	Supervision for Students from 3:15 to 3:45 p.m. There is a 30 minutes difference in dismissal time.
April 16, 2013	Combined Assembly for "Reigning Chess Champion of Africa. – Phiona Mutesi"	
April 17, 2013	Faraday Elementary School Brochure was given to parents at GPPA during Report Card Pick-up Day. The brochure highlights Faraday School Program to include extra-curriculum.	
April 23, 2013	Joint spring after-school extra-curriculum activities to include Chess Club, girls and boys softball teams and track and field team.	Permission slip signed by parents. Supervision for participating students at GPPA for 30 minutes until Faraday School day ends.
May 24, 2013	Pen Pals – Students from Faraday will write a welcoming letter to students from GPPA in the same grade. Students from Faraday will be provided an opportunity to read their letters to their pen pals via various avenues.	
May 29, 2013	Open House - Enrollment	
May 31, 2013	Joint field trip to Lego Land – Kindergarten students from GPPA and Faraday	\$0 – Parents paid for field trip.
May 31, 2013	Art class from GPPA will unveil mural to be permanently affixed to wall at Faraday School.	Grant awarded to Ms. Wynes, GPPA art teacher.

June-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
June 7, 2013	Combined picnic for kindergarten	

This plan is subject to revision at the principal's discretion. Please contact your school for any updates.

	students	
June 11, 2013	Combined Kindergarten Celebration for GPPA and Faraday Elementary School	Budget for refreshments : Decorations
June 12, 2013	Joint History Gala and Literacy Night	Budgets: \$500 - guest speaker - Fred Hampton Refreshments - \$32.98
June 13, 2013	Combined 1 st grade picnic	Bag Lunch provided by cafeteria
June 14, 2013	Combined 2 nd grade picnic	Bag Lunch provided by cafeteria
June 14, 2013	Combined Academic Assembly - Awards will be given to students in the following areas: Achievement and growth on the following assessments: NWEA, ISAT, TRC, mClass Math, Achieve 3000 and Study Island. Students will also be recognized for attendance and behavior. Each school will give the same award for each area recognized.	\$1,990.97
June 17, 2013	Combined Field Day – Students from both school were engaged in team-building activities	\$25.00 for freeze pops
June 18, 2013	Combined PBIS Ice Cream Social	Ice Cream - \$38.24
June 18, 2013	Flyers sent home by students to encourage parents to enrolled students for next school year if not completed. Highlights included the Faraday’s academic performance and well as award winning sports and academic teams.	
June 19, 2013	“Merging Professional Communities” Staff Luncheon - Faraday and GPPA. The staff from both schools was invited to attend the Luncheon to emphasize team building and fellowship. Teachers were provided an opportunity to collaborate regarding students enrolling at Faraday for school year 2013-2014.	
June 21, 2013	Personal letters will be sent home to every GPPA parent that enrolled their child(ren) at	\$46.00 for postage

	Faraday. Letter will include a “thank you for enrolling”, information about the school’s academic performance, sport teams, and activities planned for the summer for both students and parents.	
June 21, 2013	Promotional Ceremony for 6 th grade students at GPPA (Closing Ritual)	
June 24, 2013	GPPA Student Fun Fair (Closing Ritual)	
July 10, 2013	Garfield Park Conservatory - Full Moon Fire Jam - The Full Moon Fire Jam unites performing artists and spectators through a love and appreciation of fire art. Fire dancers dance to the percussive beats of local musicians. (students, parents and staff)	Free
July 19, July 25 and August 1, 2013	Pre-Welcome Team Building for staff and Planning Sessions for Back to School Extravaganza and Family Night	Staff will be asked to volunteer their time and talents.
August 9-10, 2013	<p>Welcome Week Activities</p> <p>Family Night – Family Night will consist of a movie for the family in the gym and a host of team –oriented activities in designated classrooms.</p> <p>Back to School Extravaganza Carnival – The carnival will be provided by The Fun Ones Party Rental Entertainment Company. The carnival package includes Super Obstacle Course, 18 foot Giant Slide, 6 Sports Games, 16 table, frame, and other game categories and two concession machines. Other activities include volleyball, sack races, face painting, etc.</p> <p>Community Partners and Sponsors: Bobby Wright Mental Health Center, CVS, Congressman Danny Davis, Alderman Jason Ervin, Church of Christ, Prissy Production and John Marshall High School.</p>	<p>Family Night - Refreshment – popcorn, cookies, chips, juices, water, etc. - \$200.00 (approximately 200 people).</p> <p>Back to School Extravaganza Carnival Vendor – The Fun Ones Carnival \$1,995.00</p> <p>Food - \$500.00 for picnic</p> <p>Prizes - \$100.00</p> <p>Decorations - \$50.00</p> <p>Supplies – face painting, table cloths, napkins, etc. \$100.00</p> <p>Back to school supplies \$1,000.00 - approximately 350 students. We will also solicit donations from businesses in the area, churches, and community partners.</p>
August 17, 2013	Annual Back to School Parade given by Congressman Danny Davis – Parents, students and staff from Faraday School will march in the parade. Students will wear their uniforms and some students will carry the Faraday Level 1 School Banners. Faraday School will	Refreshments - \$200.00 – Water, juice, bananas, apples, cookies, freeze pops.

	have a tent set up in the picnic area with refreshments and informational flyers, health forms, etc.. Also, parent may obtain enrollment information during this time.	
September, 2013	Community Learning Garden - The garden will set the tone for a hospitable school environment that utilizes the cooperative process involved in planning, constructing, and maintaining a Learning Garden. The Community Learning Garden Team will consist of students, parents, teachers, and community representatives.	\$0