

**Transition Plan as of July 12, 2013
For the Closure of Francis Scott Key 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 Francis Scott Key Elementary School (Key). This decision is based on the underutilization of Key, in accordance with the [Chief Executive Officer's Guidelines for School Action](#) (Guidelines). This action, will welcome returning students at Edward K. Ellington Elementary School (Ellington), which has sufficient space and can offer a quality academic environment.

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

Key was a neighborhood elementary school located at 517 N. Parkside Ave., in the Austin-North Lawndale Elementary Network of CPS. Key currently served 306 students in K-8th grades. CPS is closing Key based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Key students will be welcomed at Ellington, located at 243 N. Parkside Ave. 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 Key and Ellington, 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 formerly associated with Key will be reassigned to Ellington. This means that Ellington will be the new neighborhood school for students living in the Key boundary.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from **Key into Ellington**. 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 Westside Health Authority and has knowledge of community dynamics and has demonstrated significant contribution to this community. The number of community watchers allocated is 10.
- 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 0.4 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 Key into Ellington transition includes the following routes:
 - N. Central and W. Fulton west to N. Menard and W. Fulton
 - W. Lake and N. Central south to W. Fulton and N. Central
 - W. Lake and N. Central west to N. Austin and W. Lake

- W. Lake and N. Menard south to N. Menard and W. Fulton
- N. Parkside and W. Lake south to N. Parkside and W. Fulton
- 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

- Ellington will have enhanced security staffing plan at the school. As the designated Ellington, Ellington will receive additional security to support the increased number of students as well as to ease the transition for Key students joining Ellington. The security staff from Key will join the security staff at Ellington in order to facilitate this transition by providing a familiar face for Key students. Currently, Ellington has 2 full time security officers. Currently, Key has 1 full time security officer who will join the security team at Ellington in the fall. As a result, the new security staff at Ellington will have a total of 3 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 Ellington.
- A review of the safety technology for Ellington is noted below, along with enhancements that will be made:
 - Camera System – Ellington’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 – Ellington 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 Ellington 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

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 Key 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

- Students with disabilities at Key will continue to be provided instructional support both in the general education classroom and in small group or individual settings, in accordance with their Individualized Education Programs (IEPs) for the 2012-2013 school year.
- Once students transition to Ellington, 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 Ellington 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 Ellington, review schedules to ensure student IEPs will be implemented, and observe classrooms when school has resumed.
- CPS will provide scheduling training for all Ellington to ensure IEPs are fully implemented in an efficient and effective manner.
- CPS will also provide disability awareness training to staff at Ellington, customizing training based on the unique population of the students in the school.
- CPS will support Ellington in hosting meet and greet events for parents to meet the administration and teachers at Ellington 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 school 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.
- Ellington is not accessible to persons with disabilities according to the Americans with Disabilities Act. 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 Key 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 Key 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 through Friday from 9:00 a.m. to 3:00 p.m. at Key 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 Ellington 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 Ellington 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)

- Ellington is not currently projected to receive ELL students.
- In the event that Ellington receives ELLs, Ellington 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 Ellington. Therefore, no action must be taken by the family to continue their enrollment in the Ellington.

- If a family is interested in attending a program OTHER than the Ellington, 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 Ellington 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.cpsoe.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

Wednesday, April 10, 2013
5:00pm-7:00pm
Austin High School Campus
231 North Pine Avenue

Community Meeting 2

Monday, April 15, 2013
5:00pm-7:00pm
Austin High School Campus
231 North Pine Avenue

Public Hearing

Wednesday, April 17, 2013
5:30pm-7:30pm
CPS Central Office
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 Plan - Ellington

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS

Area of Academic Need	Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc.)
<p>Ellington will adopt the International Baccalaureate program for middle school students in the fall of 2013.</p> <p>The program aims to enable students to:</p> <ul style="list-style-type: none"> • develop an understanding and enjoyment of the process of learning, independently and in cooperation with others • acquire knowledge and understanding and prepare for further learning • recognize the extent to which knowledge is interrelated • learn to communicate effectively in a variety of ways • develop a sense of personal and cultural identity and a respect for themselves and for others • acquire insights into local and global concerns affecting health, the community and the environment, • Develop a sense of individual and collective responsibility and citizenship. 	<p>Teachers are responsible for structuring varied assessment tasks that allow students to demonstrate achievement according to the required objectives within each subject group. These may include: open-ended, problem-solving activities and investigations, organized debates, hands-on experimentation, analysis, reflection. Assessment strategies, both quantitative and qualitative, provide feedback on the thinking processes as well as the finished piece of work. There is also an emphasis on self-assessment and peer-assessment within the program.</p>	<p>Professional development will be provided for the middle school teachers to understand the principles, fundamentals and processes for implementing the International Baccalaureate program. Those strategies that are used in the International Baccalaureate process will be diagnosed by all teachers in all grades and adopted and adapted into the reading and mathematics classes where the needs are warranted.</p> <p>An International Baccalaureate Coach will be hired to study factors related to the IB program and to support teacher and student learning by applying practices in a variety of educational efforts.</p> <p>Teachers will examine student performance data, on a weekly basis, during scheduled common planning time and adjust their instructional plans to suit the needs of their students.</p> <p>A World Language Teacher will be hired to develop the communication and intercultural skills and understanding to prepare the student to become global learners.</p> <p>Middle School Teachers and Administration will visit an Elementary and High School that has the International Baccalaureate program to observe and question the implementation of the program.</p>
Reading (K – 2nd)	Reading (K – 2nd)	Reading (K – 2nd)

<p>Ellington and Emmet use Reading Street and Key uses the Story town curriculum.</p> <p>Based the End of the year DIBELS data, there is a significant drop in the first grade for Emmet and Key. To address the gap, Phonemic Awareness, fluency, phonics, sight words and decoding skills will be an area of focus.</p> <p>An additional focus will be aligning the curriculum to the common core standards</p> <table><tr><th colspan="4">% Students at Benchmark</th></tr><tr><th>SY13</th><th>Ell</th><th>Key</th><th>Emm</th></tr><tr><td>DIBELSK</td><td>78</td><td>65</td><td>87</td></tr><tr><td>DIBELS1</td><td>76</td><td>38</td><td>44</td></tr><tr><td>DIBELS2</td><td>68</td><td>90</td><td>56</td></tr></table>	% Students at Benchmark				SY13	Ell	Key	Emm	DIBELSK	78	65	87	DIBELS1	76	38	44	DIBELS2	68	90	56	<p>Core Curriculum Ellington will use the literacy series, Reading Street. Teachers will use a Balanced Literacy Framework in their classrooms during their daily 90-minute reading block. This will consist of 30 minutes of whole group instruction and 60 minutes of small group instruction.</p> <p>Teachers will align their lessons to the common core standards.</p> <p>Whole Group Instruction – 30 Minutes (Listed are some examples of some classroom activities that will occur)</p> <ul style="list-style-type: none">• New skills including, Phonemic Awareness, fluency, phonics, sight words and decoding skills will be introduced by the teacher• Cooperative learning structure will be used to discuss stories.• Vocabulary and word wall activities will be lead by the teacher <p>Small Group Instruction – 60 Minutes (Listed are some examples of some classroom activities that will occur)</p> <ul style="list-style-type: none">• Groups will be divided according to students’ abilities and are flexible.• Guided reading (teacher directed) with Work stations (various activities) will be implemented with 15 – 20 minutes rotations• Reading Eggs a computer software program will be incorporated into lesson plans to give students more exposure to informational and complex text. Fluency, decoding, etc. are also included in this software.	<p>On-going Professional Development beginning in August will be provided to teachers to address the Literacy Core Curriculum as it aligns to the Common Core standards, reading text and strategies.</p> <p>Ellington, Emmet and Key used DIBELS and TRC to monitor students’ progress. Teachers will examine student performance data, on a regular basis. During scheduled common planning time, they will adjust their instructional plans to focus on the needs of their students.</p> <p>Administration will monitor resources such as: Common Planning Time Meetings and Extended Buckets</p> <p>Teachers will engage in professional development in August and during the school year on unpacking the common core standards in literacy.</p>
% Students at Benchmark																						
SY13	Ell	Key	Emm																			
DIBELSK	78	65	87																			
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<p>Reading (3rd – 5th)</p> <ul style="list-style-type: none">• Ellington and Emmet use Scott-Foresman with leveled readers and Key uses the Story Town curriculum.• The ISAT/NWEA Data illustrates that there is not steady growth in all three schools in grades 3-5.• An additional focus will be aligning the curriculum to the	<p>Reading (3rd – 5th)</p> <p>Core Curriculum Ellington will use the literacy series, Reading Street. A Balanced Literacy Framework will be the approach that teachers will use in their classrooms daily during the 90 minutes reading block. This process will consist of 30 minutes of whole group instruction and 60 minutes of small group.</p>	<p>Reading (3rd – 5th)</p> <p>On-going Professional Development beginning in August will be provided to teachers to address the Literacy Core Curriculum as it aligns to the Common Core standards, reading text and strategies.</p> <p>Administration will monitor resources such as: Common</p>																				

common core standards

% Students Meeting/Exceeding on ISAT			
SY12	Ell	Key	Emmett
ISAT-3	56	78	64
ISAT-4	66	53	61
ISAT-5	61	48	70
SY13 Spring NWEA % of students meeting Growth Targets in Reading			
	Ell	Key	Emmet
3 rd grade	84.4	78.4	74.4
4 th grade	62.1	77.3	62.5
5 th grade	69.2	33.3	55.2

Teachers will align their lessons to the common core standards by determining what students should know and understand and be able to do.

Whole Group Instruction – 30 Minutes
(Listed are some examples of some classroom activities that will occur)

- Cooperative learning structure will be used to discuss stories.
- Vocabulary and word wall activities will be lead by the teacher

Small Group Instruction – 60 Minutes
(Listed are some examples of some classroom activities that will occur)

- Groups will be divided according to students’ abilities and are flexible.
- Guided reading (teacher directed) with Work stations (various activities) will be implemented with 15 – 20 minutes rotations

Independent, Shared and Word Study mini lesson are implemented so that reading behaviors are modeled by the teacher and students’ understanding is assessed.

Achieve 3000 will be used for whole group instruction in the computer lab for at least one 60 minute block per week. This computer reading program will assist students in reaching their growth targets.
Students who are below the 40th percentile will have an additional time using Achieve 3000.

NORTHWEST EVALUATION ASSOCIATION ” End of Year” (EOY) data is available to Ellington administration/Instructional Leadership Team will target students & create homogeneous instructional groups for extended day interventions

Afterschool Program will provide additional opportunities to students who are below the instructional level of

Planning Time, Meetings and Extended Day Buckets

Professional development will be needed around balanced literacy.

Teachers will attend professional development provided by the Network and CPS to obtain information on aligning the common core into their daily instructional lesson.

Teachers will use in-class computers to provide additional time for students requiring extra interventions.

Teachers will engage in professional development in August and during the school year on unpacking the common core standards in literacy.

August Professional Development will be provided to teachers to address the Literacy Core Curriculum as it aligns to the Common Core standards, reading text and strategies.

Teachers will engage in professional development in August and during the school year on unpacking the common core standards in literacy.

	<p>their appropriate grade. Accelerated Reader computer program will be available to offer students support to address their deficiencies through Individualized learning experiences.</p> <p>Use ISAT and NORTHWEST EVALUATION ASSOCIATION data to target every student not making expected gains for Saturday enrichment program to increase the number of students that meet standards. Saturday enrichment will start in October and conclude in March.</p> <p>Study Island computer program will also be available to offer students support to address their deficiencies through Individualized learning experiences. It will be incorporated into lesson plans to give students more exposure to informational and complex text. This computer program will improve student performance in other subjects like science and social studies</p>									
<p>Reading (6th – 8th)</p> <ul style="list-style-type: none">• All schools use a combination of novels and texts. Reading comprehension, specifically inferences and drawing conclusions will be areas of academic focus.• ISAT scores indicate that one school showed consistent growth while the two schools showed that there is a gap in growth in 7th grade.• An additional focus will be aligning the curriculum to the common core standards <table border="1"><thead><tr><th colspan="4">% Students Meeting/Exceeding on ISAT</th></tr></thead><tbody><tr><td>SY12</td><td>ELL</td><td>Key</td><td>Emm</td></tr></tbody></table>	% Students Meeting/Exceeding on ISAT				SY12	ELL	Key	Emm	<p>Reading (6th – 8th)</p> <p>Area of Focus: Foundational Skills and Vocabulary. The core literacy series will be Elements of Reading. Novels will be incorporated as a reading instructional tool. All homerooms will have at least a 60 minute block per week to use Achieve 3000 to support intervention. This schedule will exist the entire 2013-14 school year.</p> <p>Nonfiction reading such as mystery, poetry, folk tales, etc. will be used as an instructional tool to address the requirement of common core which request more than 50% of the reading in these genres.</p> <p>As a school wide requirement teacher will ask students higher order thinking questions which require students to answer in complete sentences.</p> <p>Teacher uses writing journals as an instructional tool to assess students understanding.</p>	<p>Reading (6th – 8th)</p> <p>On-going Professional Development will be provided to teachers to address the Literacy Core Curriculum as it aligns to the Common Core standards, reading text and strategies.</p> <p>Teachers will engage in professional development in August and during the school year on unpacking the common core standards in literacy.</p> <p>Administration will monitor resources such as: Common Planning Time, Meetings and Extended Day Buckets</p> <p>Professional development will be needed around balanced literacy.</p> <p>Teachers will attend professional development provided by the Network and CPS to obtain</p>
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<table><tr><td>ISAT-6</td><td>76</td><td>63</td><td>59</td></tr><tr><td>ISAT-7</td><td>56</td><td>48</td><td>68</td></tr><tr><td>ISAT-8</td><td>85</td><td>73</td><td>83</td></tr><tr><td colspan="4">SY13 Spring NWEA % of students meeting Growth Targets in Reading</td></tr><tr><td>6th grade</td><td>75</td><td>59.4</td><td>34.3</td></tr><tr><td>7th grade</td><td>68.8</td><td>75.7</td><td>40.0</td></tr><tr><td>8th grade</td><td>63.6</td><td>59.4</td><td>66.7</td></tr></table>	ISAT-6	76	63	59	ISAT-7	56	48	68	ISAT-8	85	73	83	SY13 Spring NWEA % of students meeting Growth Targets in Reading				6 th grade	75	59.4	34.3	7 th grade	68.8	75.7	40.0	8 th grade	63.6	59.4	66.7	<p>Achieve 3000 will be used for whole group instruction using laptops in the classroom for at least one 60 minute block per week. This computer reading program will assist students in reaching their growth targets. Students who are below the 40th percentile will have an additional schedule time using Achieve 3000.</p> <p>NORTHWEST EVALUATION ASSOCIATION " End of Year" (EOY) data is available to Ellington administration/Instructional Leadership Team will target students & create homogeneous instructional groups for extended day interventions</p> <p>Afterschool Program will provide additional opportunities to students who are below the instructional level of their appropriate grade. Accelerated Reader computer program will be available to offer students support to address their deficiencies through Individualized learning experiences.</p> <p>Use ISAT and NORTHWEST EVALUATION ASSOCIATION data to target every student not making expected gains for Saturday enrichment program to increase the number of students that exceed standards. Saturday enrichment will start in October and conclude in March.</p> <p>Study Island computer program will also be available to offer students support to address their deficiencies through Individualized learning experiences. It will be incorporated into lesson plans to give students more exposure to informational and complex text. This computer program will improve student performance in other subjects like science and social studies.</p>	<p>information on aligning the common core into their daily instructional lesson.</p> <p>Teachers will use in-class computers to provide additional time for students requiring extra interventions.</p> <p>Middle School (6 -8) social studies and science teachers will collaborate with the literacy teachers to have coherence of standards to support literacy across the curriculum.</p>
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Mathematics (K – 2nd) Ellington and Key use Everyday Mathematics. Emmet uses Trail Blazers	Mathematics (K – 2nd) All classrooms will use Everyday Mathematics as the core instructional material.	Mathematics (All Grades) Teachers will attend Professional development both locally and nationally to incorporate the																												

Data indicates that only one school shows steady growth

% Students at Benchmark			
SY13	Ell	Key	Emm
mClass Math K	50	32	70
mClass Math 1	78	57	59
mClass Math 2	74	65	72

Every classroom will follow the math workshop model that is used by Ellington.
Listed are the components used in the workshop model:

- The beginning or opening -The teacher sets the stage for learning the lesson of the day; Concepts are introduced; and prior knowledge is assessed. Vocabulary will be introduced and this is the time for teacher scaffolding from prior knowledge to new knowledge (15 minutes)
- Work time - the students are engaged with rich math tasks independently at first and then with a partner; teacher facilitates the learning by asking probing questions. Students will be engaged in reasoning, critical thinking and problem solving. Teachers will look for misconceptions. (25-30 minutes)
- Closing is when students explain and justifies their reasoning on selected problems selected by the teacher. Students will be able to use the vocabulary of the learned lesson in the justification of their reasoning. (15-20 minutes)

The Renaissance Learning computer program will be available to offer students support to address their deficiencies through Individualized learning experiences. This computer program will be used in the school's computer lab.

standards of mathematical practice from CCSSM in all lessons.

Provide professional development on aligning the CCSSM content standards with the curriculum text. Professional Development for Everyday Math for all staff that teach Math; Differentiated for EXPERIENCED and NEW Everyday Math users

Teachers will examine student performance data, on a regular basis. During scheduled common planning time, they will adjust their instructional plans to focus on the needs of their students.

Teachers will engage in professional development in August and during the school year on unpacking the common core standards in Mathematics.

Mathematics (3rd – 5th)

- Combined school data shows that mathematics is an area of academic need, based on the combined ISAT exceeds score of all three schools of 42%. One school saw a decline in the number of students that met or exceeded standards. MAP test scores show achievement level below the

Mathematics (3-5)

All classrooms will use Everyday Mathematics as the core instructional material.
Every classroom will follow the math workshop model that is used by Ellington.
Listed are the components used in the workshop model:

- The beginning or opening -The teacher sets the stage for learning

Mathematics (3-5)

Teachers will attend Professional development both locally and nationally to incorporate the standards of mathematical practice from CCSSM in all lessons.

Provide professional development on aligning the CCSSM content standards with the curriculum text. Professional Development for

<p>20th percentile for grades 4-8 at Emmet and Key and grade 4 at Ellington. The 5th grade at Key and Emmet are in the bottom decile for achievement.</p> <table><tr><th colspan="4">% Students Meeting/Exceeding on ISAT</th></tr><tr><th>SY12</th><th>Ell</th><th>Key</th><th>Emmet</th></tr><tr><td>ISAT-3</td><td>84</td><td>93</td><td>78</td></tr><tr><td>ISAT-4</td><td>88</td><td>67</td><td>77</td></tr><tr><td>ISAT-5</td><td>78</td><td>66</td><td>78</td></tr></table> <table><tr><th colspan="4">SY13 Spring NWEA % of students meeting Growth Targets in Math</th></tr><tr><th></th><th>Ell</th><th>Key</th><th>Emmet</th></tr><tr><td>3rd grade</td><td>90.3</td><td>83.8</td><td>81.0</td></tr><tr><td>4th grade</td><td>69.0</td><td>72.7</td><td>78.8</td></tr><tr><td>5th grade</td><td>73.1</td><td>56.3</td><td>72.4</td></tr></table>	% Students Meeting/Exceeding on ISAT				SY12	Ell	Key	Emmet	ISAT-3	84	93	78	ISAT-4	88	67	77	ISAT-5	78	66	78	SY13 Spring NWEA % of students meeting Growth Targets in Math					Ell	Key	Emmet	3rd grade	90.3	83.8	81.0	4 th grade	69.0	72.7	78.8	5 th grade	73.1	56.3	72.4	<p>the lesson of the day; Concepts are introduced; and prior knowledge is assessed. Vocabulary will be introduced and this is the time for teacher scaffolding from prior knowledge to new knowledge (15 minutes)</p> <ul style="list-style-type: none">• Work time - the students are engaged with rich math tasks independently at first and then with a partner; teacher facilitates the learning by asking probing questions. Students will be engaged in reasoning, critical thinking and problem solving. Teacher will look for mis-conceptions. (25-30 minutes)• Closing is when students explain and justifies their reasoning on selected problems selected by the teacher. Students will be able to use the vocabulary of the learned lesson in the justification of their reasoning. (15-20 minutes) <p>The Renaissance Learning computer program will be available to offer students support to address their deficiencies through Individualized learning experiences. This computer program will be used in the school's computer lab.</p>	<p>Everyday Math for all staff that teach Math; Differentiated for EXPERIENCED and NEW Everyday Math users</p> <p>Teachers will examine student performance data, on a regular basis. During scheduled common planning time, they will adjust their instructional plans to focus on the needs of their students.</p> <p>Teachers will engage in professional development in August and during the school year on unpacking the common core standards in Mathematics.</p>
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<p>Mathematics (6th – 8th)</p> <p>Emmet and Key use Mathematics as the instructional resource. Ellington use Houghton Mifflin.</p> <ul style="list-style-type: none">• Combined school data shows that mathematics is an area of academic need, based on the combined ISAT exceeds score of all three schools of 42%. One school saw a decline in the number of students that met or exceeded standards. MAP test scores show achievement level below the 20th percentile for grades 4-8 at Emmet and Key and grade 4 at Ellington. The 5th grade at Key and Emmet are in the	<p>Mathematics (6th – 8th)</p> <p>All classrooms will implement Math Thematics as the core instructional material.</p> <p>Every classroom will follow the math workshop model that is used by Ellington.</p> <p>Listed are the components used in the workshop model:</p> <ul style="list-style-type: none">• The beginning or opening -The teacher sets the stage for learning the lesson of the day; Concepts are introduced; and prior knowledge is assessed. Vocabulary will be introduced and this is the time for teacher scaffolding from prior knowledge to new knowledge (15	<p>Mathematics (6th-8th)</p> <p>Teachers will attend Professional development both locally and nationally to incorporate the standards of mathematical practice from CCSSM in all lessons.</p> <p>Provide professional development on aligning the CCSSM content standards with the curriculum text. Professional Development for Mathematic for all staff that teach Math; Differentiated for EXPERIENCED</p> <p>Teachers will examine student performance data, on a regular basis. During scheduled common</p>																																								

bottom decile for achievement.

% Students Meeting on ISAT			
SY12	Ell	Key	Emm
ISAT-6	87	58	59
ISAT-7	88	68	82
ISAT-8	81	55	69

SY13 Spring NWEA % of students meeting Growth Targets in Math

	Ell	Key	Emmet
6 th grade	80.0	50.0	58.3
7 th grade	56.3	45.9	58.3
8 th grade	90.9	58.1	40.0

minutes)

- Work time - the students are engaged with rich math tasks independently at first and then with a partner; teacher facilitates the learning by asking probing questions. Students will be engaged in reasoning, critical thinking and problem solving. Teacher will look for mis-conceptions. (25-30 minutes)
- Closing is when students explain and justifies their reasoning on selected problems selected by the teacher. Students will be able to use the vocabulary of the learned lesson in the justification of their reasoning. (15-20 minutes)

The Renaissance Learning computer program will be available to offer students support to address their deficiencies through Individualized learning experiences. This computer program will be used in the school's computer lab.

NORTHWEST EVALUATION ASSOCIATION "End of Year" (EOY) data will be analyzed by the administration and instructional leadership team to target students not making expected gains and create homogeneous instructional groups for afterschool interventions.

Purchase Renaissance Math Program to provide differentiated learning

Use ISAT and **NORTHWEST EVALUATION ASSOCIATION** data to target every student for Saturday enrichment program to increase the number of students that exceed standards. Saturday enrichment will start in October and conclude in March.

planning time, they will adjust their instructional plans to focus on the needs of their students.

Teachers will engage in professional development in August and during the school year on unpacking the common core standards in Mathematics.

Teachers will attend professional development offered by CPS on how to align the Math lesson to the International Baccalaureate Curriculum.

<p>Science (K – 2nd)</p> <p>Emmet and Key expressed a need for hands on and an interactive curriculum that will keep the students engaged in Science lessons.</p>	<p>Science (K – 2nd)</p> <p>There is a need for hands on inquiry-based science curriculum to keep students engaged in science lessons. Therefore all three schools will implement the FOSS kits that are used by Ellington with fidelity.</p> <p>Every classroom teacher in grades k-2 will increase vocabulary in context specific activities within daily science instruction and assess students weekly.</p> <p>Science will be taught daily for at least 40 min. Students will have at least one 40 minute hands on experience in the science lab at least once or twice a week based upon the school wide schedule. Classroom teachers will provide support to students who require additional assistance during the science lab.</p> <p>Small, skill-based, groups will be implemented within the classroom to meet the students' needs more effectively. Students will be grouped by the teacher and science instruction will be differentiated.</p> <p>Students will use the inquiry and test approach to solve specific problems and</p> <p>The students will develop skills in observing, questioning, investigating, problem solving, predicting, evaluating and communicating ideals.</p>	<p>Science (K – 2nd)</p> <p>Teachers will attend Professional Development that is offered by CPS to learn the proper implementation of FOSS kits and materials.</p> <p>Purchase additional materials to supplement and/or replace FOSS, materials and other science instructional materials.</p> <p>Facilitate schedule to conduct ILT and Teacher Team Meetings. ILT teams meet bi-weekly and teacher teams meet on a weekly basis. During these meetings, teachers monitor student performance, evaluate existing curriculum, and develop strategies to improve achievement in science.</p> <p>Purchase a subscription of National Geographic to place in teacher's lounge and science library for classrooms.</p>						
<p>Science (3rd–5th)</p> <p>Combined school data shows that science is an area of academic need, based on the combined ISAT exceeds score of all three schools of 12%. One school saw a decline in the number of students that met or exceeded standards.</p> <table border="1" data-bbox="99 1839 477 1942"> <tr> <td colspan="3">2012 ISAT Science Composite % meet/exceeds (4th and 7th)</td></tr> <tr> <td>Ell</td><td>Key</td><td>Emmet</td></tr> </table>	2012 ISAT Science Composite % meet/exceeds (4 th and 7 th)			Ell	Key	Emmet	<p>Science (3rd–5th)</p> <p>All three schools will use the FOSS kits that are used by Ellington and implement it with fidelity.</p> <p>Every classroom teacher in grades 3-5 will increase vocabulary in context specific activities within daily science instruction and assess students weekly.</p> <p>Science will be taught daily on average for at least 50 min. Teachers will utilize</p>	<p>Science (3rd–5th)</p> <p>Teachers will attend Professional Development that is offered by CPS to learn the proper implementation of FOSS kits and materials.</p> <p>Purchase additional materials to supplement and/or replace FOSS, materials and other science instructional materials.</p> <p>Facilitate schedule to conduct ILT</p>
2012 ISAT Science Composite % meet/exceeds (4 th and 7 th)								
Ell	Key	Emmet						

<table border="1"> <tr> <td>76.0</td><td>58.5</td><td>65.4</td></tr> </table>	76.0	58.5	65.4	<p>the FOSS kits to provide 50 minutes hands on experience in the science lab at least once or twice a week base upon the school wide schedule.</p> <p>Small, skill-based, groups will be implemented within the classroom to meet the students' needs more effectively. Students will be grouped by the teacher to address the scientific activity.</p> <p>Classroom teachers will align lessons to the Common Core Standards and provide support to students who require additional assistance when engaging students in a lesson.</p> <p>Students will use the inquiry and test approach to solve specific problems.</p> <p>The students will develop skills in observing, questioning, investigating, problem solving, predicting, evaluating and communicating ideals</p> <p>The In Search of Genius supplemental science inquiry program will be purchased and offered in the afterschool program. The In search of Genius program provides additional support to students, engage students in high order thinking activities, hypothesis and investigations. As a conclusion, students are engaged in a city wide completion.</p>	<p>and Teacher Team Meetings. ILT teams meet bi-weekly and teacher teams meet on a weekly basis. During these meetings, teachers monitor student performance, evaluate existing curriculum, and develop strategies to improve achievement in science.</p> <p>Purchase a subscription of National Geographic to place in teacher's lounge and science library for classrooms.</p> <p>Teachers will attend professional development offered by CPS on how to align the science lesson to the common core standards.</p>						
76.0	58.5	65.4									
<p>Science (6th – 8th)</p> <ul style="list-style-type: none"> Combined school data shows that science is an area of academic need. One school saw a decline in the number of students that met or exceeded standards. <table border="1"> <tr> <th colspan="3">2012 ISAT Science Composite % meet/exceeds (4th and 7th)</th></tr> <tr> <th>Ell</th><th>Key</th><th>Emmet</th></tr> <tr> <td>76.0</td><td>58.5</td><td>65.4</td></tr> </table>	2012 ISAT Science Composite % meet/exceeds (4 th and 7 th)			Ell	Key	Emmet	76.0	58.5	65.4	<p>Science (6th – 8th)</p> <p>The middle school students will use Sepup curriculum. This curriculum integrates literacy strategies throughout every lesson. The equipment provides multiple kinesthetic learning experiences within each unit.</p> <p>Science will be taught daily on average for at least 60 min. Teachers will utilize the FOSS kits to provide 60 minutes hands on experience in the science lab at least once or twice a week based</p>	<p>Science (6th – 8th)</p> <p>Teachers will attend Professional Development that is offered by CPS to learn the proper implementation of Sepup text, kits and materials.</p> <p>Purchase additional materials to supplement and/or replace Sepup, materials and other science instructional materials.</p> <p>Facilitate schedule to conduct ILT and Teacher Team Meetings. ILT teams</p>
2012 ISAT Science Composite % meet/exceeds (4 th and 7 th)											
Ell	Key	Emmet									
76.0	58.5	65.4									

	<p>upon the school wide schedule.</p> <p>Science Teachers will continue to implement the online Science Study Island on classroom computers and laptops twice a week for 45 minutes so that students could focus on specific skills</p> <p>Science teachers will use the SEPUP materials and kits in the Science Lab at least once or twice a week to provide students with an opportunity to do hands on research and investigation.</p> <p>Students will use journals to document notes and engage in interactive, demand or Independent Writing. Descriptions: Interactive Writing – Students write responses to prompts given by the teacher. Demand Writing – Students are engaged in time writing on a variety of topics. Independent Writing – Enable students to develop writing stamina.</p>	<p>meet bi-weekly and teacher teams meet on a weekly basis. During these meetings, teachers monitor student performance, evaluate existing curriculum, and develop strategies to improve achievement in science.</p> <p>Purchase a subscription of National Geographic to place in teacher's lounge and science library for classrooms.</p> <p>Teacher Team Meetings. ILT teams meet bi-weekly and teacher teams meet on a weekly basis. During these meetings, teachers monitor student performance, evaluate existing curriculum, and develop strategies to improve achievement in science.</p> <p>Purchase a subscription of National Geographic to place in teacher's lounge and science library for classrooms.</p> <p>Teachers will attend professional development offered by CPS on how to align the science lesson to the common core standards.</p>
<p>Writing (K-2)</p> <p>Using student writing samples collected across grade levels and formative writing samples, administrators and teacher teamed and determined that student writing is an area of need, most specifically conventions and spelling in KG-2nd grade.</p>	<p>Writing (K-2)</p> <p>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). Teachers will use various resources to guide teacher planning of engaging lessons ensuring that K-2 students are engaged in authentic writing activities. Administration and K-2 grade teachers will analyze student writing. Teachers will confer with their students weekly to improve their writing, conventions and spelling.</p>	<p>Writing (K-2)</p> <p>Erikson Coach will provide a Professional Development session for all teachers focused on writing requirements of the Common Core aligned assessment. Teachers will examine students' writing samples during their common planning time with the Erikson coach on a bi- weekly basis.</p> <p>ILT Meetings: ILT teacher leader will provide resources and strategies on conferencing with students regarding their writing. Use grammar and usage books to improve student weak areas in</p>

		writing conventions and mechanics
<p>Writing (3-5)</p> <p>Using student writing samples collected across grade levels and formative writing samples, administrators and teacher teamed and determined that student writing is an area of need, most specifically conventions and spelling.</p>	<p>Writing (3-5)</p> <p>Ellington students will have Writers Workshop where the students work through the writing process of brainstorming, prewriting, writing a rough draft, editing and revising, conferencing and publishing. The teacher will occasionally assign topics during writer's workshop. But most of the time will be provided for the student to write creatively, choosing their own topics and genre. Throughout these writing experiences students are expected to develop their capitalization and punctuation skills, handwriting skills, sentence structure. Students have an opportunity to share their writing with other students during the author's chair. Teachers will participate in district professional development on writing. All students engage in Journal Writing</p>	<p>Writing (3-5)</p> <p>Erikson Coach will provide a Professional Development session for all teachers focused on writing requirements of the Common Core aligned assessment. Teachers will examine students' writing samples during their common planning time with the Erikson coach on a bi- weekly basis.</p> <p>ILT Meetings: ILT teacher leader will provide resources and strategies on conferencing with students regarding their writing. Use grammar and usage books to improve student weak areas in writing conventions and mechanics</p>
<p>Writing (6-8)</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 6th-8th</p>	<p>Writing (6-8)</p> <p>6th-8th grade 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>Writing (6-8)</p> <p>Erikson Coach will provide a Professional Development session for all teachers focused on writing requirements of the Common Core aligned assessment. Teachers will examine students' writing samples during their common planning time with the Erikson coach on a bi- weekly basis.</p> <p>ILT Meetings: ILT teacher leader will provide resources and strategies on conferencing with students regarding their writing. Use grammar and usage books to improve student weak areas in writing conventions and mechanics</p>
<p>Diverse Learners</p> <ul style="list-style-type: none"> Diverse Learners: The special 	<p>Diverse Learners</p> <p>Diverse learners will be placed in their</p>	

education population at Ellington is 21.7%, Emmet 9%, and Key 15.6%

- Data indicates that 33% of the Diverse learners in all three schools are meeting or exceeding Illinois State Standards

Diverse Learner Profile			
	Ell	Key	Emm
% IEP	22	17	10
# IEP	65	44	38
ISAT M/E	40	32	25

regular grade level and supported as identified by their Individual Education Plan (IEP). Individual Education plans (IEPs) developed to support inclusion for diverse learners are based on identified needs. Areas addressed include: speech, learning disabled, behavior disorder, emotionally disturbed, Developmental Delayed. Supports include counselor, case manager, school nurse, psychologist, social worker, speech pathologist, occupational and physical 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.

Instruction will provided to students in Small sequential steps. Individualize instruction will be provided by the special education teacher. Various Models such as Co-Teaching, Inclusion, etc. will be provided to students according to their IEP.

Accommodations, Modification will make for those students who require it according to their IEP. Students will be grouped according to their specific skill group based on ability using interim assessment data.

After school programs will provide additional support for targeted students. Students will be identified for the after school program if they are not meeting state standards on ISAT or are not meeting expected growth targets on the NWEA. The program will be 3 days a week and will begin in October and conclude in April.

Teachers will increase technology usage within the classroom to individualize instruction.

Teachers will increase the amount of instructional minutes on vocabulary from 15 to 20 minutes.

	<p>Response to Interventions (RTI) will be implemented in 3 tiers:</p> <ul style="list-style-type: none"> • Tier 1 instruction is provided by the classroom teacher. • Tier 2 interventions are provided in-class for student not achieving 80% proficiency after Tier 1 instruction. • Tier 3 interventions are provided outside of class by a dedicated interventionist for students who are not 80% proficient after Tier 2 interventions. <p>As part of the RTI process the Renaissance math and accelerated reader computer programs will be used to provide additional individualized intervention.</p>	
<p>Music</p> <ul style="list-style-type: none"> • Ellington students have music instruction weekly and have varying ability levels of reading & writing music 	<p>Music</p> <ul style="list-style-type: none"> • Ellington's music instructor will assess students' music knowledge and abilities and group students, for instruction, by ability level. (For grades KG – 2nd). • Grades 3 – 5 Ellington's music instructor will continue to integrate music into the curriculum by teaching students to read/identify musical notes and meanings • Grades 6 -8 Ellington's music instructor will continue to teach students musical notes, meanings, and how to use various instruments to compose and perform melodies. • An assembly program will be held in the fall during the Welcome Back to School Night by returning students. This will encourage students from Emmet and Key to join the school chorus. • A winter and spring performance will be held. The theme will vary. • The assembly program will serve a dual purpose – Entertainment for parents as well as an assessment of students' learning. 	<p>Music Teacher will attend professional development offered by CPS on how to align the Music curriculum to the common core standards.</p>

Appendix B: Social Emotional Learning (SEL) Support Plan - Ellington

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming
1. Positive first contact – Welcome signs, orientation, and peer student guides. Initiate buddy groups where Ellington's family of teachers, students, and parents will partner with Key and Emmet teachers, students, and parents to welcome and assist with adjustments.
2. School connectedness – Listing of student groups and activities that are available to join. Create student survey of activity preferences and wishes. The survey will provide data on activities we may need to add. We will actively recruit key and Emmet students to join school groups and extracurricular activities.
3. Safety – Foundations and 2 nd Step curriculum to promote a safe and responsive environment. Increase parent involvement and patrols by actively recruiting Key and Emmet parents to gain parent participation.
4. Support – Staff intentionally develops relationships with students. Students understand the role of the counseling office. Staff uses procedures to identify students that apparently need support. Parents attend workshops to help students feel supported.

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

<p>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):</p> <p>Ellington was selected to participate in the Second Step curriculum. Training will be provided for teachers without experience in Second Step.</p> <p>Ellington also uses Calm Classrooms.</p>
<p>Plan for providing targeted interventions to struggling students:</p> <p>Ellington will use the social worker to initiate and maintain group therapy. Ellington will also instruct the counselor to initiate and maintain individual therapy.</p>
<p>Vendor/community partner you intend to work with to help support students:</p> <p>Ellington has empowered Fathers who Care and Erickson Institute in the past. To better serve our current and incoming student body, we will continue our present partnerships and add the Second Step curriculum for our social emotional support program.</p> <p>Ellington has partnered with Omega Psi Phi Fraternity/Chi Lambda Lambda Chapter to conduct a Male Mentoring Program; targeted students for this one-on-one mentoring program are those identified in the Individual Student</p>

Support Plan .
<p>Plan for integrating student leadership and/or restorative practices to promote positive behavior (e.g. peer jury, service learning, student leader roles):</p> <p>We will continue our Peer Jury and Peer Jury selection process. We will initiate a student council to provide additional opportunities for student leadership. We will actively recruit and encourage students from Emmet and Key to participate.</p>
<p>Safety Plan: How will we respond to students in conflict:</p> <p>We will continue our use of peace circles and mediation utilizing the training and skills of staff members. We will continue to engage families in family circles to resolve conflicts. We will enlist our community partners for conflicts that are community based.</p>

Appendix C: Cultural Integration Plan - Ellington

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.
May 23, 2013 Time: 4:30 – 6:00 Emmet/Key Parents & Guardians	<i>Open House/Site Tour/Enrollment Fair</i> <ul style="list-style-type: none"> Greeting from Principal Tour of Ellington 	<ul style="list-style-type: none"> Volunteer Tour Guides SAFE PASSAGE PERSONNEL FUNDING (SECURITY)
May 31, 2013 Time: 12:30 – 2:30 Grades: K - 4th Ellington/Emmet/Key	<i>Summer Reading Program Kick-Off Celebration</i> <ul style="list-style-type: none"> Revealing of Pen Pal Pen Pal /Buddy/Partner Reading Family Group Reading Circles Face Painting Reading Rock Station Treasured Facts Station Professional Skit/Play Professional Storyteller Professional Mime Tie Ribbons on the fence (Ending Day Activity) 	<ul style="list-style-type: none"> SAFE PASSAGE PERSONNEL

June - August: Student Integration

Date/Date Range	Activity	External Support Needed? Indicate what support or leave blank.
<p>June 5, 2013</p> <p>Time: 12:30 – 2:30</p> <p>Grades: K – 4th</p> <p>Ellington/Emmet/Key</p>	<p>Chicago Public Library Austin Branch Children's Librarian Visits Ellington</p> <ul style="list-style-type: none"> • Presents CPL/CPS Summer Reading Program Challenge • Read Aloud Activity Books read focused on children in transition (new school/new home) 	<ul style="list-style-type: none"> • Partnership with Chicago Public Library: Austin/Harold Washington/Sherman Park Branches
<p>Rain Delay Being Rescheduled</p> <p>Grades: K – 4th</p> <p>Ellington/Emmet/Key</p>	<p>Walking Field Trip to Austin Branch Library CPL/CPS Summer Reading Program Initiative Presented by Children's Librarian</p>	<ul style="list-style-type: none"> • Partnership with Chicago Public Library: Austin Branch • SAFE PASSAGE PERSONNEL
<p>June 7, 2013</p> <p>Time: 12:30 – 2:30</p> <p>Grades: 5th - 7th</p> <p>Ellington/Emmet/Key</p>	<p>Family Reunion – "A Day with the Duke"</p> <ul style="list-style-type: none"> • Motivational speakers: WCIU – Channel 26 General Manager, Program Director, Production Assistant • Inspirational speaker: Clintex Laboratories, Inc –Vice President • Mini-concert: Professional Jazz &Blues singer/pianist and Inspirational Vocalist • Sharing Activity – Ellington's 5th -7th grade students present a welcoming gift bags to each Key/Emmet students 	<ul style="list-style-type: none"> • Partnership w/WCIU Channel 26 • Partnership w/Clintex Laboratories Inc. • Benefactor to underwrite cost of concert & gift bags • Duke Ellington CD's • Stereo /Sound System • Chairs • SAFE PASSAGE PERSONNEL
<p>June 17, 2013</p> <p>Time: 9:00 – 10:30 Grades: 5th - 7th Ellington/Emmet/Key</p>	<p>Middle School Connection Day</p> <ul style="list-style-type: none"> • Getting to Know You Activity • Responsibilities & Expectations for the upcoming year • Peer Jury Demonstration for Emmet and Key students • Introduction of Middle School Teachers • Students develop rules • Questions & Answers Session 	<ul style="list-style-type: none"> • SAFE PASSAGE PERSONNEL
<p>June 18, 2013</p> <p>Grades: K – 4th</p> <p>Ellington/Emmet/Key</p>	<p>Walking Field Trip to Austin Branch Library CPL/CPS Summer Reading Program Initiative Presented by Children's Librarian</p>	<ul style="list-style-type: none"> • Partnership with Chicago Public Library: Austin Branch • SAFE PASSAGE PERSONNEL

Ellington/Emmet/Key
Summer Enrichment Activities

Theme: “Building Cultural Connections Through Reading”

Date/Date Range	Activity	External Support Needed? Indicate what support or leave blank.
June 25 – 27, 2013 Time: 9:00 – 12:00 ELLINGTON/EMMET/KEY Grades K-4	<ul style="list-style-type: none"> Field trip to Harold Washington Library Grades K-1 Field trip to DuSable Museum Grades 2-4 Reading at the Park (Millennium Park) Grades K-4 	<ul style="list-style-type: none"> Books Transportation SAFE PASSAGE PERSONNEL
July 2 – 3, 2013 Time: 9:00 – 12:00 ELLINGTON/EMMET/KEY Grades K-4 Grades 5-7	<ul style="list-style-type: none"> Music Lessons & Dance Instruction at Ellington Windy City Field Trip/Team Building Activity 	<ul style="list-style-type: none"> Song Books/Sheet Music SAFE PASSAGE PERSONNEL Transportation
July 9 - 11, 2013 Time: 9:00 – 12:00 ELLINGTON/EMMET/KEY Grades 5-7 Parents & LSC Members Invited	<ul style="list-style-type: none"> Field Trip to Botanical Gardens Field Trip to Garfield Conservatory Introduction to the Learning Garden (Parents, students & LSC members) Planting of Ellington’s Learning Garden 	Office of Operations <ul style="list-style-type: none"> CPS HEALTHY SCHOOLS Tools provided by CPS Transportation SAFE PASSAGE PERSONNEL
July 23, 2013 thru August 1, 2013 (Tues., Wed., & Thurs.) Time: 9:00 – 12:00 ELLINGTON/EMMET/KEY Grades 5-7 Parents & LSC members Invited	<i>Reading through the Art of Digital Video</i> <ul style="list-style-type: none"> Workshops provided by Grace Productions Starting the Ellington Video Club 	<ul style="list-style-type: none"> Video, lightning, and audio equipment