

Transition Plan as of July 18, 2013**For the Closure of Alfred David Kohn 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 Alfred David Kohn Elementary School (Kohn). This decision is based on the underutilization of Kohn, in accordance with the [Chief Executive Officer's Guidelines for School Action](#) (Guidelines). This action will welcome returning students at Countee Cullen Elementary School (Cullen), Langston Hughes Elementary School (Hughes), or Mildred I. Lavizzo Elementary School (Lavizzo) which have sufficient space and can offer a quality academic environment.

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

II. Summary of Action

Kohn was a neighborhood elementary school located at 10414 S. State St, in the Rock Island Elementary Network of CPS. Kohn served 390 students in pre-kindergarten & kindergarten through 8th grades. CPS is closing Kohn based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Kohn students will be welcomed at either Cullen, located at 10650 S. Eberhart Ave, Hughes, located at 240 W. 104th St, or Lavizzo, located at 138 W. 109th 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 investments CPS will make for transitioning students at Kohn, Cullen, Hughes, or Lavizzo as described in this transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

The geographic boundary which was associated with Kohn will be reassigned to Hughes, located at 240 W. 104th St., Lavizzo, located at 138 W. 109th St., and Cullen, located at 10650 S. Eberhart Ave. This means that Hughes, Lavizzo, or Cullen, depending on the student's home address, will be the new neighborhood school for students living in the Kohn boundary who are not currently enrolled at Kohn.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from Kohn into Cullen, Lavizzo, and Hughes. 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 SGA and has knowledge of community dynamics and has demonstrated significant contribution to this community. Lavizzo and Hughes will each receive 10 community watchers while Cullen will have 13.
- 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 Kohn and Cullen is 0.8 miles. The distance between Kohn and Lavizzo is 0.8 miles. The distance between Kohn and Hughes is 0.4 miles. The Safe Passage route that is being proposed for the Kohn into Cullen, Lavizzo, and Hughes transition includes the following routes :
 - E. 105 St and S. Michigan Ave. south to S. Michigan Ave. and E.109th St
 - E. 109th St and S. Michigan Ave. west to E.109th St and S.State St.
- 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

- Cullen, Lavizzo, and Hughes will have enhanced security staffing plan at the school. As the designated welcoming school, Cullen, Lavizzo, and Hughes will receive additional security to support the increased number of students as well as to ease the transition for Kohn students joining Cullen, Lavizzo, and Hughes. The security staff from Kohn will join the security staff at Cullen, Lavizzo, and Hughes in order to facilitate this transition by providing a familiar face for Kohn students. Currently, Cullen has 1 full time security officer, Lavizzo has 1 full time security officer, and Hughes has 4 part time security officers. Currently, Kohn has 2 full time security officers who will join the security teams at Cullen, Lavizzo, and Hughes in the fall. As a result,

the new security staff at Cullen will have a total of 2 security officers, the new security staff at Lavizzo will have a total of 2 security officers, and the new security staff at Hughes will have a total of 1 security officer. 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 Cullen, Lavizzo, and Hughes is noted below, along with enhancements that will be made:
 - Camera System – Cullen, Lavizzo, and Hughes' 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 – Cullen, Lavizzo, and Hughes will have access to a metal detector and hand wands.

IV. Supports for Students and Schools

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

Academic Needs of Students

To address the academic needs of students affected by this transition, 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 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 Kohn 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 Cullen, Hughes or Lavizzo, 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 Cullen, Hughes and Lavizzo 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 Cullen, Hughes and Lavizzo, 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 Cullen, Hughes and Lavizzo, customizing training based on the unique population of the students in the school.
- CPS will support welcoming schools in hosting meet and greet events for parents to meet the administration and teachers at the welcoming schools and review student IEPs and share critical information about student needs.
- CPS will make phone calls to all parents of students with IEP and 504 plans in closing schools to ensure knowledge of welcoming schools and answer any questions.
- CPS will ensure classrooms for special education separate instruction are in appropriate locations in the school to be near same age and grade peers.
- CPS will provide training on specialized instructional methodologies.
- Cullen is not accessible. Hughes and Lavizzo are fully accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as “fully 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 Kohn 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 Kohn 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 Wednesday from 9:00 a.m. to 3:00 p.m. at Kohn 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 Cullen, Hughes, or Lavizzo 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 Cullen, Hughes, and Lavizzo 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)

- Cullen, Hughes and Lavizzo are not currently projected to receive ELL students.
- In the event that Cullen, Hughes and Lavizzo received ELLs, Cullen, Hughes and Lavizzo must implement the appropriate Transitional Program of Instruction (TPI) or Transitional Bilingual Education (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

- Pre-K students currently enrolled at Kohn returning to Pre-K will go to Langston Hughes.
- 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

- CPS will provide transportation in the form of shuttle buses for all students currently attending Kohn who will be welcomed at Cullen. The shuttle bus will provide transportation to and from 10414 S. State St and the current Cullen facility until all current Kohn students being welcomed at Cullen graduate from Cullen.
- Provisions for specific student populations (i.e., students with disabilities, Students in Temporary Living Situations, and NCLB qualifying students), as determined by the CPS transportation policy, will continue to apply.

V. Information Regarding Choice of Schools

- Schools (both closed and welcoming) and network offices conducted enrollment drives to assist parents in selecting a school for their child. Parents were able to choose from a list of schools that have space available. Though parents may choose from any school on the list, a web-based tool showed schools that are within a mile from their child's current school. Enrollment drives at schools were held every evening until 7pm between May 22 and May 31, 2013. For the list of the Network enrollment fairs, please visit: <http://cps.edu/qualityschools/Documents/NetworkEnrollmentFairs.pdf>. Schools, networks, and the Office of Access and Enrollment continued to enroll students through June 12th through the enrollment tool and will continue to enroll students through IMPACT thereafter.
- CPS offers an end of year application process that begins in July and seeks to fill remaining open seats in magnet, magnet cluster, and open enrollment elementary schools. Students affected by school actions who are still seeking alternative enrollment options will be given first priority in the end of year process. Students must apply and submit an application to the Office of Access and Enrollment to be considered. The application can be found at www.cpsdae.org between July 8-July 19, or by calling (773) 553-2060, 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

Tuesday, April 09, 2013
5:00pm-7:00pm

Community Meeting 2

Saturday, April 13, 2013
10:00am-12:00pm

Public Hearing

Wednesday, April 24, 2013
5:30pm-7:30pm

Harlan HS
9652 South Michigan Avenue

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CPS Central Office
125 S. Clark St.

Further Questions and Concerns:

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

Appendix A1: Cullen Academic Support Plans as of July 18, 2013

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS

Area of Academic Need	Strategy	Structures necessary to implement (E.g. staff, budget, scheduling, data, etc.)
<p style="text-align: center;"><u>Reading</u></p> <p><u>K-2:</u> End of year data reflects that significant gaps exist in transitioning students scoring grade level in reading. The majority of students (79%) in grade 2 and (81%) in grade 1 scored far below expectations. The core challenge is information text.</p> <p>A review of Spring data further supports a need for extensive <u>Primary</u> support. A 31% average gap exists between Cullen and transitioning Kohn students in reading.</p> <p>In both schools, the kindergarten population scored highest when analyzing end of year reading data, when compared to 1st and 2nd grades (overall).</p> <p>However, for transitioning kindergarteners, they require tutorial support, due to the low number of students scoring at grade level (Kindergarten = 59%, 1st Grade = 14%, 2nd Grade = 13%)</p> <p><u>Curriculum:</u> Both schools are utilizing different reading series: *Cullen – Harcourt Trophies along with leveled readers</p>	<p><u>K-2 Strategies of Support:</u> Primary students will receive 135 minutes of reading instruction daily and based on performance gaps, Harcourt Trophies will be the curriculum choice for primary grades SY (School Year) 2013.</p> <p>For students requiring tutorial support, language arts endorsed staff will provide small group instruction daily (Minimally 30 minutes daily, 3 days per week). The initial focus will be <u>informational text</u>, but focus will adjust as a result of progress monitoring.</p> <p>Enrichment support will be provided after school on Tuesdays and Thursdays for 90 minutes each day. This support will be provided by a state of Illinois certified teacher. The goal is to provide lessons that will promote student performances above current grade levels in <u>informational text</u>.</p> <p>DesCartes activities will also move students towards achieving growth targets. Within this strategy, students will participate in tailored lessons designed by certified teachers, to build upon progress monitoring results. Activities are scheduled on Tuesdays, for 90 minutes, during school hours.</p> <p><u>Diverse Learner(s):</u> Cullen’s Learning Behavior Specialists will provide support in one on one settings and small groups,</p>	<p><u>K-2 Structures of Support:</u> <u>Schedules:</u> In order to provide support for <u>Primary</u> students, ancillary staff schedules will support tutorial and enrichment activities daily. Local organizational schedules will be completed August 2013.</p> <p>(Tutoring) Small group instruction will take place during school hours, minimally 30 minutes daily, three days per week.</p> <p>(After School Hours) Enrichment activities will be provided on Tuesdays and Thursdays for 90 minutes.</p> <p>DesCartes activities are scheduled Tuesdays for 90 minutes during school hours.</p> <p>All afterschool academic support(s) will be supplemented through grant funding awarded by the district.</p> <p><u>Diverse Learning Support:</u> Continue to provide support and maintain an inclusive model that allows Cullen to remain 100% compliant school wide.</p> <p><u>Technology:</u> Cullen must secure iPad technology grant funding and ensure that current devices remain operational.</p>

<p>*Kohn – Scott Foresman Reading Street</p> <p>Based on performance gaps, Harcourt Trophies will be the curriculum choice for primary grades SY 2013.</p> <p><u>Diverse Learner(s):</u> Thirteen percent of Cullen’s total student population is diverse learners.</p> <p>96 percent (31 students) receive individual supports for up to 20% of instruction time and not attending class with peers.</p> <p>Three percent (1 student) receive individual supports for 21% - 60% of instruction time and not attending class with peers.</p> <p>Five students make up the diverse learner population for primary.</p> <p>All five students will receive individual supports for up to 20% of instructional time.</p> <p><u>3-5:</u> A review of Chicago Public School’s Dashboard System reveals that gaps exist between the number of students on track to graduate college and career ready (Cullen 73%/Kohn 15%).</p> <p>End of year data reflects minimal gaps in reading achievement scores.</p>	<p>which align and comply with individual student needs.</p> <p><u>Technology:</u> <u>TeacherMate</u> computer software is aligned to primary textbooks and will be utilized to reinforce interim reading curriculum goals.</p> <p><u>Kid College</u> software provides individualized adaptive reading lessons for primary grades. This program is designed to build on academic challenges and promote performance growth beyond current grade levels. Teachers will integrate activities into daily lesson plans.</p> <p><u>Brain Pop</u> is a video tutorial software designed to support struggling students with concepts, or provide teachers with a tool to introduce new topics. This software will also be utilized in classroom learning centers.</p> <p>Additionally, primary students will be scheduled for one technology class (60 minutes) weekly, to improve keyboarding skills, web surfing navigation, and progress monitoring.</p> <p><u>3-5 Strategies of Support:</u> Intermediate students will receive 120 minutes of reading instruction daily and based on performance gaps, Harcourt Trophies will be the curriculum choice for primary grades during SY 2013.</p> <p>For students requiring tutorial support, language arts endorsed staff will provide small group instruction daily (Minimally 30 minutes daily, 3 days per week). The initial focus will be <u>informational</u></p>	<p>Schedule all primary classrooms for one technology class weekly (Week one SY 2013).</p> <p>Maintain in class technology equipment so that minimally, two personal computers, printers and copiers are available.</p> <p><u>Textbooks:</u> Textbook orders were completed the week of June 17, 2013, to ensure that all students have the necessary textbooks and resources for the beginning of SY 2013.</p> <p><u>Professional Development:</u> All primary teachers will complete curriculum mapping for SY 2013 (Process began May 8, 2013).</p> <p>During July and August 2013, primary staff members will participate in workshops focused on: 1) Individualized Instruction 2) Technology Integration into Core Subjects 3) Classroom Management Strategies and 4) Team Building.</p> <p><u>3-5 Structures of Support:</u> <u>Schedules:</u> In order to provide support for <u>intermediate</u> students, ancillary staff schedules will support tutorial and enrichment activities daily. Local organizational schedules will be completed August 2013.</p> <p>(Tutoring) Small group instruction will take place during school hours, minimally 30 minutes daily, three days per week.</p>
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<p>The overall reading performance strength is foundation skills and the challenge is informational text.</p> <p><u>Curriculum:</u> Both schools are utilizing different reading series: *Cullen – Harcourt Trophies along with leveled readers *Kohn – Scott Foresman Reading Street</p> <p>Based on performance gaps, Harcourt Trophies will be the curriculum choice for intermediate grades SY 2013.</p> <p><u>Diverse Learner(s):</u> 13 percent of Cullen’s total student population is diverse learners.</p> <p>96 percent (31 students) receive individual supports for up to 20% of instruction time and not attending class with peers.</p> <p>Three percent (1 student) will receive individual supports for 21% - 60% of instruction time. Eleven students make up the diverse learner population for intermediate grades.</p> <p>Ten students receive individual supports for up to 20% of instruction time.</p> <p>One student receives individual supports for 21% - 60% of instruction time.</p>	<p><u>text</u>, but focus will adjust as a result of progress monitoring.</p> <p>Enrichment support will be provided after school on Tuesdays and Thursdays for 90 minutes each day. This support will be provided by a state of Illinois certified teacher. The goal is to provide lessons that will promote student performances above current grade levels in <u>informational text</u>.</p> <p>DesCartes activities will also move students towards achieving growth targets. Within this strategy, students will participate in tailored lessons designed by certified teachers, to build upon progress monitoring results. Activities are scheduled on Tuesdays, for 90 minutes, during school hours.</p> <p><u>Diverse Learner(s):</u> Cullen’s Learning Behavior Specialists will provide support in one on one settings and small groups, which align and comply with individual student needs.</p> <p><u>Technology:</u> iPad integration through <u>Kid College</u> software. This program is adaptive and designed to build on academic challenges and promote individualized performance growth beyond current grade levels in <u>informational text</u>. Teachers will integrate activities into daily lesson plans.</p> <p><u>Brain Pop</u> is a video tutorial software design to support struggling students with concepts, or provide teachers with a tool to introduce new topics. This software will also be utilized in classroom learning centers.</p>	<p>(After School Hours) Enrichment activities will be provided on Tuesdays and Thursdays for 90 minutes.</p> <p>DesCartes activities are scheduled Tuesdays for 90 minutes during school hours.</p> <p>All afterschool academic support(s) will be supplemented through grant funding awarded by the district.</p> <p><u>Diverse Learning Support:</u> Continue to provide support and maintain an inclusive model that allows Cullen to remain 100% compliant school wide.</p> <p><u>Technology:</u> Cullen must secure iPad technology grant funding and ensure that current devices remain operational.</p> <p>Schedule all intermediate classrooms for weekly technology classes.</p> <p>Maintain in class technology equipment so that minimally, two personal computers, printers and copiers are available.</p> <p><u>Textbooks:</u> Textbook orders were completed the week of June 17, 2013, to ensure that all students will have available textbooks and resources for the beginning of SY 2013.</p> <p><u>Professional Development:</u> All intermediate teachers will complete curriculum mapping for SY 2013 (Process began May 8, 2013).</p> <p>During the month of July 2013, one intermediate staff will participate in workshops focused on individualized</p>
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<p>6-8: A review of Chicago Public School's Dashboard System reveals that gaps exist between the number of students on track to graduate college and career ready (Cullen 73%/Kohn 15%).</p> <p>End of year data reflects minimal gaps in reading expectations. Kohn students (Grade 7) average scores are higher than their counterparts from Cullen (Kohn 215.8/Cullen 207).</p> <p>The overall reading performance strength is foundation skills and the challenge is literature.</p> <p><u>Diverse Learner(s):</u> Thirteen percent of Cullen's total student population is diverse learners.</p> <p>Ninety-six percent (31 students) receive individual supports for up to 20% of instruction time.</p> <p>Three percent (1 student) receive individual supports for 21% - 60% of instruction time.</p>	<p>Additionally, intermediate students will be scheduled for one technology class (60 minutes) weekly, to improve keyboarding skills, web surfing navigation, and progress monitoring.</p> <p><u>6-8 Strategies of Support:</u> Upper grade students will receive 130 minutes of reading instruction daily and based on performance gaps, Harcourt Trophies will be the curriculum choice for grade 6 and Elements of Literature for grades 7 -8 during SY 2013.</p> <p>For upper grade students requiring tutorial support, language arts endorsed staff will provide small group instruction daily (Minimally 120 minutes daily, 3 days per week). The initial focus will be <u>literature</u> but focus will adjust as a result of progress monitoring.</p> <p>Enrichment support will be provided after school on Tuesdays and Thursdays for 90 minutes each day. This support will be provided by a state of Illinois certified teacher. The goal is to provide lessons that will promote student performances above current grade levels in the <u>comprehension of literature</u>.</p> <p>DesCartes activities will also move students towards achieving growth targets. Within this strategy, students will participate in tailored lessons designed by certified teachers, to build upon progress monitoring results. Activities are scheduled on Tuesdays, for 90 minutes, during school hours.</p>	<p>instruction, common core strategies for science and technology integration.</p> <p>In August 2013, all intermediate staff will complete training on: 1) Individualized Instruction 2) Technology Integration into Core Subjects 3) Classroom Management Strategies and 4) Team Building.</p> <p><u>6-8 Structures of Support:</u> <u>Schedules:</u> In order to provide reading support for <u>upper grade</u> students, Cullen will develop tutorial and enrichment schedules in conjunction with Gear Up, an organization that provides college students from Northeastern Illinois University. Local scheduling will be completed August 2013.</p> <p>(Tutoring) Small group instruction will take place during school hours, minimally 120 minutes daily, three days per week. (After School Hours) Enrichment activities will be provided on Tuesdays and Thursdays of the week for 90 minutes.</p> <p>DesCartes activities are scheduled Tuesdays for 90 minutes during school hours.</p> <p>All afterschool academic support(s) will be supplemented through grant funding awarded by the district.</p> <p><u>Diverse Learning Support:</u> Continue to provide support and maintain an inclusive model that allows Cullen to remain 100% compliant school wide.</p> <p><u>Technology:</u></p>
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<p>Sixteen students make up the diverse learner population for upper grades.</p> <p>All 16 students receive individual supports for up to 20% of instruction time.</p> <p><u>Curriculum:</u> Both schools are utilizing different reading series for grade 6. For grades 07 and 08, both schools have the same reading series: *Cullen – Harcourt Trophies along with leveled readers (Grade 06) *Kohn – Elements of Literature (Grade 6) *Grades 7-8 – Elements of Literature</p> <p>For grade 6, Harcourt Trophies will be the curriculum choice. Elements of Literature will remain for grades 7-8 for SY 2013.</p>	<p><u>Diverse Learner(s):</u> Cullen’s Learning Behavior Specialists will provide support in one on one settings and small groups, which align and comply with individual student needs.</p> <p><u>Technology:</u> iPad integration through <u>Kid College</u> software. This program is adaptive and designed to build on academic challenges and promote performance growth beyond current grade levels in the comprehension of literature. Teachers will integrate activities into daily lesson plans.</p> <p><u>Brain Pop</u> is a video tutorial software design to support struggling students with concepts, or provide teachers with a tool to introduce new topics. This software will also be utilized in classroom learning centers.</p> <p>Additionally, upper grade students will be scheduled for <u>two</u> technology classes (each class 60 minutes) weekly, to EXPLORE preparation, web surfing navigation and progress monitoring.</p>	<p>Cullen must secure iPad technology grant funding.</p> <p>Schedule all upper grade classrooms for two technology classes weekly.</p> <p>Maintain in class technology equipment so that minimally, two personal computers, printers and copiers are available.</p> <p><u>Textbooks:</u> Textbook orders were completed the week of June 17, 2013, to ensure that all students have available textbooks and resources for the beginning of SY 2013.</p> <p><u>Professional Development:</u> All upper grade teachers will complete curriculum mapping for SY 2013 (Process began May 8, 2013).</p> <p>During the month of July 2013, one upper grade band staff will participate in workshops focused on classroom management, individualized instruction, and common core strategies for science and technology integration.</p> <p>In August 2013, all upper grade staff will complete training on: 1) Individualized Instruction 2) Technology Integration into Core Subjects 3) Classroom Management Strategies and 4) Team Building.</p>
<p style="text-align: center;"><u>Writing</u></p> <p><u>K-2</u> During meetings between the Cullen and Kohn Transition Team, it was noted that neither school has a cohesive writing plan in place.</p> <p>Both parties agreed that writing must be an area of focus for the upcoming school year.</p>	<p><u>K-2 Strategies of Support:</u> Students will engage in writing activities for a minimum of 30 minutes each day. Lucy Calkin’s Writing Workshop will be the Curriculum for SY2013.</p> <p>Daily Oral Language lessons, centered on writing conventions, will be provided for an additional 10-15 minutes a day.</p>	<p><u>K-2 Structures of Support:</u> Primary, Intermediate, and Upper cycle literacy teachers will collaborate to create quarterly curriculum maps that are vertically aligned.</p> <p>Teachers will identify a block of time when writing and oral language lessons will be implemented daily.</p>

<p>According to teacher feedback and student writing samples, all students need intensive support in the areas of writing conventions (spelling, capitalization and basic punctuation).</p> <p>Teachers will utilize Daily Language Review Books by Evan-Moor to build student capacity in this area.</p> <p>Lucy Calkin's Writing Workshop will serve as the writing curriculum.</p> <p>Targeting these areas will help to ensure that students gain adequate mastery in writing.</p> <p><u>3-5</u> During meetings between the Cullen and Kohn Transition Team, it was noted that neither school has a cohesive writing plan in place.</p> <p>Both parties agreed that writing must be an area of focus for the upcoming school year.</p> <p>According to teacher feedback and student writing samples all students need support in the areas of writing conventions (spelling, capitalization and punctuation), with a focus on subject verb agreement, and verb tense.</p>	<p>Cullen's writing resource teacher will provide additional writing support for 60 minutes per week.</p> <p>During writing time, students will participate in mini lessons, shared writing activities with teacher and peers, as well as independent writing.</p> <p>Students will also participate in shared reading and read alouds with a focus on how writers convey thoughts/ideas and feelings as well as conventions of text.</p> <p>Students will receive small group and or individual feedback on how to improve their writing. The focus will be one improvement strategy.</p> <p>Additionally, students will have the opportunity to share writing pieces as they serve as author(s) for the day.</p> <p>Progress will be measured by edited pieces that students have worked on over time.</p> <p><u>3-5 Strategies of Support:</u> Students will engage in writing activities for a minimum of 40 minutes each day. Lucy Calkin's Writing Workshop will be the Curriculum for SY2013.</p> <p>Daily Oral Language lessons, centered on writing conventions will be provided for an additional 10-15 minutes a day.</p> <p>Cullen's writing resource teacher will provide additional writing support for 60 minutes per week.</p> <p>During writing time, students will participate in mini lessons, shared writing activities with teacher and</p>	<p>Monthly writing samples (5 per class) will be forwarded to administration and analyzed during principal directed meetings.</p> <p>Annual Young Author's Celebration to serve as a culmination of students writing efforts. Manuscripts may be completed individually, in pairs, small groups, or whole class.</p> <p>Ongoing professional development will be provided by the assistant principal.</p> <p><u>3-5 Structures of Support:</u> Primary, Intermediate, and Upper cycle literacy teachers will collaborate to create quarterly curriculum maps that are vertically aligned.</p> <p>Teachers will identify a block of time when writing and oral language lessons will be implemented daily.</p> <p>Monthly writing samples (5 per class) will be forwarded to administration and analyzed during principal directed meetings. Student progress/benchmarks will be determined by edited pieces that students have worked on over time.</p>
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<p>Teachers will utilize Daily Language Review Books by Evan-Moor to build student capacity in this area.</p> <p>Lucy Calkin's Writing Workshop will serve as the writing curriculum. Targeting these areas will help to ensure that students gain adequate mastery in writing.</p> <p><u>6-8</u> During meetings between the Cullen and Kohn Transition Team, it was noted that neither school has a cohesive writing plan in place.</p> <p>Both parties agreed that writing must be an area of focus for the upcoming school year.</p> <p>According to teacher feedback and student writing samples all students need support in the areas of writing conventions (spelling, capitalization and punctuation), subject verb agreement, verb tense with a focus on elaboration and organization.</p>	<p>peers, as well as independent writing.</p> <p>Students will also participate in shared reading and read alouds with a focus on how writers convey thoughts/ideas and feelings in addition to conventions of text.</p> <p>Students will receive small group and or individual feedback on how to improve their writing. The focus will be 2 or 3 improvement strategies.</p> <p>Additionally, students will have the opportunity to share writing pieces as they serve as author(s) for the day.</p> <p>Student progress/benchmarks will be determined by edited pieces that students have worked on over time.</p> <p><u>6-8 Strategies of Support:</u> Students will be engaged in writing activities for a minimum of 40 minutes each day. Lucy Calkin's Writing Workshop will be the curriculum for SY2013.</p> <p>Daily Oral Language lessons, centered on writing conventions will be provided for an additional 10-15 minutes a day.</p> <p>Cullen's writing resource teacher will provide additional writing support for 60 minutes per week.</p> <p>During writing time, students will participate in mini lessons, shared writing activities with teacher and peers, as well as independent writing.</p>	<p>Annual Young Author's Celebration to serve as a culmination of students writing efforts. Manuscripts may be completed individually, in pairs, small group, or whole class.</p> <p>Literacy teachers will collaborate with content area teachers in developing writing and research projects and scoring rubrics.</p> <p>Ongoing professional development will be provided by the assistant principal.</p> <p>Teachers of Mathematics, Science, and Social Studies will also engage students in shared research and writing projects which will serve to enhance writing ability and build knowledge about topics.</p> <p><u>6-8 Structures of Support:</u> Primary, Intermediate, and Upper cycle literacy teachers will collaborate to create quarterly curriculum maps that are vertically aligned.</p> <p>Teachers will identify a block of time when writing and oral language lessons will be implemented daily.</p> <p>Monthly writing samples (5 per class) will be forwarded to administration and analyzed during principal directed meetings. Student progress/benchmarks will be determined by edited pieces that students have worked on over time.</p> <p>Annual Young Author's Celebration to serve as a culmination of students writing efforts. Manuscripts</p>
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<p>Teachers will utilize Daily Language Review Books by Evan-Moor to build student capacity in this area.</p> <p>Lucy Calkin's Writing Workshop will serve as the writing curriculum.</p> <p>Targeting these areas will help to ensure that students gain adequate mastery in writing.</p>	<p>Students will also participate in shared reading and read alouds with a focus on how writers convey thoughts/ideas and feelings as well as conventions of text.</p> <p>Students will receive small group and or individual feedback on how to improve their writing. The focus will be 3 or 4 improvement strategies.</p> <p>Additionally, students will have the opportunity to share their writing pieces as they serve as author(s) for the day.</p> <p>Student progress/benchmarks will be determined by edited pieces that students have worked on over time.</p> <p>Diverse learners will receive frequent check ins by the teacher during the delivery of instruction and independent work time. They will also be paired with a peer tutor and the resource teacher will provide extra support as needed.</p>	<p>may be completed individually, in pairs, small group, or whole class.</p> <p>Diverse Learning Support: Continue to provide support that allows Cullen to remain 100% IEP compliant school wide.</p> <p>Ongoing professional development will be provided by the assistant principal.</p> <p>Literacy teachers will collaborate with content area teachers in developing writing and research projects and scoring rubrics.</p>
<p style="text-align: center;"><u>Mathematics</u></p> <p>K-2: End of year data reflects that significant gaps exist in transitioning students scoring grade level in mathematics. No students in grade 2 achieved performance expectations.</p> <p>82 percent of second grade students scored below achievement goals.</p> <p>A review of Spring data further supports a need for extensive <u>Primary</u> support in operations and algebraic thinking. A 26%</p>	<p>K-2 Strategies of Support: Primary grade students will receive 60 minutes of mathematics instruction daily and based on performance gaps, Everyday Math will be the curriculum choice for primary grades SY 2013.</p> <p>For students requiring tutorial support, math endorsed staff will provide small group instruction daily (Minimally 30 minutes daily, 3 days per week). The initial focus will be operations and algebraic thinking, but will adjust as a result of progress monitoring.</p>	<p>K-2 Structures of Support: Schedules: In order to provide support for <u>Primary</u> students, ancillary staff schedules will support tutorial and enrichment activities daily. Local organizational schedules will be completed August 2013.</p> <p>(Tutoring) Small group instruction will take place during school hours, minimally 30 minutes daily, three days per week.</p> <p>(After School Hours) Enrichment activities will be provided on Tuesdays and Thursdays for 90 minutes.</p>

<p>average gap exists between Cullen and transitioning Kohn students in mathematics.</p> <p><u>Curriculum:</u> Both schools are utilizing Everyday Math series. However, Cullen utilizes Harcourt Mathematics for supplementary material.</p> <p><u>Diverse Learner(s):</u> 13 percent of Cullen's total student population is diverse learners.</p> <p>96 percent (31 students) receive individual supports for up to 20% of instruction time and not attending class with peers.</p> <p>Three percent (1 student) receive individual supports for 21% - 60% of instruction time and not attending class with peers.</p> <p>Five students make up the diverse learner population for primary.</p> <p>All five receive individual supports for up to 20% of instruction time.</p>	<p>Enrichment support will be provided after school on Tuesdays and Thursdays for 90 minutes each day. This support will be provided by a state of Illinois certified teacher. The goal is to provide lessons that will promote student performances above current grade levels in algebraic thinking.</p> <p>DesCartes activities will also move students towards achieving growth targets. Within this strategy, students will participate in tailored lessons designed by certified teachers, to build upon progress monitoring results. Activities are scheduled on Thursdays, for 90 minutes, during school hours.</p> <p><u>Diverse Learner(s):</u> Cullen's Learning Behavior Specialists will provide support in one on one settings and small groups, which align and comply with individual student needs.</p> <p><u>Technology:</u> <u>TeacherMate</u> computer software is aligned to primary textbooks and will be utilized to reinforce interim mathematics curriculum goals.</p> <p><u>Kid College</u> software provides individualized adaptive mathematics lessons for primary grades. This program is designed to build on academic challenges and promote performance growth beyond current grade levels in algebraic thinking. Teachers will integrate activities into daily lesson plans.</p> <p><u>Brain Pop</u> is a video tutorial software designed to support struggling students with concepts, or provide teachers with a tool to introduce new topics. This software will also be utilized in</p>	<p>DesCartes activities are scheduled Thursdays for 90 minutes during school hours.</p> <p>All afterschool academic support(s) will be supplemented through grant funding awarded by the district.</p> <p><u>Diverse Learning Support:</u> Continue to provide support and maintain an inclusive model that allows Cullen to remain 100% compliant school wide.</p> <p><u>Technology:</u> Cullen must secure iPad technology grant funding and ensure that current devices remain operational.</p> <p>Schedule all primary classrooms for one technology class weekly (Week one SY 2013).</p> <p>Maintain in class technology equipment so that minimally, two personal computers, printers and copiers are available.</p> <p><u>Textbooks:</u> Textbook orders were completed the week of June 17, 2013, to ensure that all students have available textbooks and resources for the beginning of SY 2013.</p> <p><u>Professional Development:</u> All primary teachers will complete curriculum mapping for SY 2013 (Process began May 8, 2013).</p> <p>During July and August 2013, primary staff members will participate in workshops focused on: 1) Individualized Instruction 2) Technology Integration into Core Subjects 3) Classroom Management Strategies and 4) Team Building.</p>
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<p>3-5: A review of Chicago Public School's Dashboard System reveals that gaps exist between the number of students on track to graduate college and career ready (Cullen 73%/Kohn 15%).</p> <p>End of year data reflects minimal gaps in mathematics achievement scores.</p> <p>The overall mathematics performance strength is numbers and operations and the challenge is operations and algebraic thinking.</p> <p><u>Diverse Learner(s):</u> 13 percent of Cullen's total student population is diverse learners.</p> <p>96 percent (31 students) receive individual supports for up to 20% of instruction time and not attending class with peers.</p> <p>Three percent (1 student) receive individual supports for 21% - 60% of instruction time and not attending class with peers.</p> <p>Eleven students make up the diverse learner population for intermediate grades.</p>	<p>classroom learning centers.</p> <p>Additionally, primary students will be scheduled for one technology class (60 minutes) weekly, to improve keyboarding skills, web surfing navigation, and progress monitoring.</p> <p><u>3-5 Strategies of Support:</u> Intermediate grade students receive 80 minutes of mathematics instruction daily and based on performance gaps, Harcourt Mathematics will be the curriculum choice for intermediate grades SY 2013.</p> <p>For students requiring tutorial support, math endorsed staff will provide small group instruction daily (Minimally 30 minutes daily, 3 days per week). The initial focus will be operations and algebraic thinking; but will adjust as a result of progress monitoring.</p> <p>Enrichment support will be provided after school on Tuesdays and Thursdays of the week for 90 minutes each day. This support will be provided by a state of Illinois certified teacher. The goal is to provide lessons that will promote student performances above current grade levels in <u>operations and algebraic thinking</u>.</p> <p>DesCartes activities will also move students towards achieving growth targets. Within this strategy, students will participate in tailored lessons designed by certified teachers, to build upon progress monitoring results. Activities are scheduled on Thursdays, for 90 minutes, during school hours.</p> <p><u>Diverse Learner(s):</u></p>	<p><u>3-5 Structures of Support:</u> <u>Schedules:</u> In order to provide support for <u>intermediate</u> students, ancillary staff schedules must support tutorial and enrichment activities daily. Local organizational schedules will be completed August 2013.</p> <p>(Tutoring) Small group instruction will take place during school hours, minimally 30 minutes daily, three days per week.</p> <p>(After School Hours) Enrichment activities will be provided on Tuesdays and Thursdays of the week for 90 minutes.</p> <p>DesCartes activities are scheduled Thursdays for 90 minutes during school hours.</p> <p>All afterschool academic support(s) will be supplemented through grant funding awarded by the district.</p> <p><u>Diverse Learning Support:</u> Continue to provide support and maintain an inclusive model that allows Cullen to remain 100% compliant school wide.</p> <p><u>Technology:</u> Cullen must secure iPad technology grant funding and ensure that current devices remain operational.</p>
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<p>Ten students receive individual supports for up to 20% of instruction time.</p> <p>One student receives individual supports for 21% - 60% of instruction time.</p> <p><u>Curriculum:</u> Both schools are utilizing Harcourt Mathematics series, which will remain in place for school year SY 2013.</p> <p><u>6-8:</u> End of year data reflects minimal gaps in mathematics achievement scores.</p> <p>A review of Chicago Public School's Dashboard System reveals that gaps exist between the number of students on track to graduate college and career ready (Cullen 73%/Kohn 15%).</p>	<p>Cullen's Learning Behavior Specialists will provide support in one on one settings and small groups, which align and comply with individual student needs.</p> <p><u>Technology:</u> iPad integration through <u>Kid College</u> software. This program is individualized, adaptive and designed to build on academic challenges and promote performance growth beyond current grade levels in <u>operations and algebraic thinking</u>. Teachers will integrate activities into daily lesson plans.</p> <p><u>Brain Pop</u> is a video tutorial software designed to support struggling students with concepts, or provide teachers with a tool to introduce new topics. This software will also be utilized in classroom learning centers.</p> <p>Additionally, intermediate students will be scheduled for one technology class (60 minutes) weekly, to improve keyboarding skills, web surfing navigation and progress monitoring.</p> <p><u>6-8 Strategies of Support:</u> Upper grade students receive 80 minutes of mathematics instruction daily and based on performance gaps, Math Thematics will be the curriculum choice for intermediate grades SY 2013.</p> <p>For students requiring tutorial support, math endorsed staff will provide small group instruction daily (Minimally 120 minutes daily, 3 days per week). The initial focus will be <u>geometry</u>; but will adjust as a</p>	<p>Schedule all intermediate classrooms for one technology class weekly (Week one SY 2013).</p> <p>Maintain in class technology equipment so that minimally, two personal computers, printers and copiers are available.</p> <p><u>Textbooks:</u> Textbook orders were completed the week of June 17, 2013, to ensure that all students will have available textbooks and resources for the beginning of SY 2013.</p> <p><u>Professional Development:</u> All intermediate teachers will complete curriculum mapping for SY 2013 (Process began May 8, 2013).</p> <p>During the month of July 2013, one intermediate staff will participate in workshops focused on custom instruction, common core strategies for science and technology integration.</p> <p>In August 2013, all intermediate staff will complete training on: 1) Individualized Instruction 2) Technology Integration into Core Subjects 3) Classroom Management Strategies and 4) Team Building.</p> <p><u>6-8 Structures of Support:</u> <u>Schedules:</u> In order to provide mathematics support for <u>upper grade</u> students, we will develop tutorial and enrichment schedules in conjunction with our Gear Up partners. Instructional support staff is provided through Northeastern Illinois University. Local scheduling will be completed August 2013.</p> <p>(Tutoring) Small group instruction will take place during school hours, minimally 120 minutes daily, three days</p>
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<p>The overall mathematics performance strength is the real and complex numbers and the challenge is geometry.</p> <p><u>Diverse Learner(s):</u> 13 percent of Cullen’s total student population is diverse learners.</p> <p>96 percent (31 students) receive individual supports for up to 20% of instruction time.</p> <p>Three percent (1 student) receive individual supports for 21% - 60% of instruction time.</p> <p>Sixteen students make up the diverse learner population for upper grades.</p> <p>All 16 students receive individual supports for up to 20% of instruction time.</p> <p><u>Curriculum:</u> Both schools are utilizing different mathematics series: *Cullen – Math Thematics *Kohn – Holt Math Series Math Thematics will be the selected mathematics series for SY 2013.</p>	<p>result of progress monitoring.</p> <p>Enrichment support will be provided after school on Tuesdays and Thursdays of the week for 90 minutes each day. This support will be provided by a state of Illinois certified teacher. The goal is to provide lessons that will promote student performances above current grade levels in <u>geometry</u>.</p> <p>DesCartes activities will also move students towards achieving growth targets. Within this strategy, students will participate in tailored lessons designed by certified teachers, to build upon progress monitoring results. Activities are scheduled on Thursdays, for 90 minutes, during school hours.</p> <p><u>Diverse Learner(s):</u> Cullen’s Learning Behavior Specialists will provide support in one on one settings and small groups, which align and comply with individual student needs.</p> <p><u>Technology:</u> iPad integration through <u>Kid College</u> software. This program is adaptive and designed to build on individualized academic challenges and promote performance growth beyond current grade levels in <u>geometry</u>. Teachers will integrate activities into daily lesson plans.</p> <p><u>Brain Pop</u> is a video tutorial software designed to support struggling students with concepts, or provide teachers with a tool to introduce new topics. This software will also be utilized in classroom learning centers.</p> <p>Additionally, upper grade students will be scheduled</p>	<p>per week.</p> <p>(After School Hours) Enrichment activities will be provided on Tuesdays and Thursdays of the week for 90 minutes.</p> <p>DesCartes activities are scheduled Thursdays for 90 minutes during school hours.</p> <p>All afterschool academic support(s) will be supplemented through grant funding awarded by the district.</p> <p><u>Diverse Learning Support:</u> Continue to provide support and maintain an inclusive model that allows Cullen to remain 100% compliant school wide.</p> <p><u>Technology:</u> Cullen must secure iPad technology grant funding and ensure to schedule all upper grade classrooms for weekly technology classes.</p> <p>Maintain in class technology equipment so that minimally, two personal computers, printers and copiers are available.</p> <p><u>Textbooks:</u> Textbook orders were completed the week of June 17, 2013, to ensure that all students have available textbooks and resources for the beginning of SY 2013.</p> <p><u>Professional Development:</u> All upper grade teachers will complete curriculum mapping for SY 2013 (Process began May 8, 2013).</p> <p>During the month of July 2013, one upper grade band</p>
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	<p>for one technology class (60 minutes) weekly, to improve keyboarding skills, web surfing navigation and progress monitoring.</p>	<p>staff will participate in workshops focused on classroom management, individualized instruction, and common core strategies for science and technology integration.</p> <p>In August 2013, all upper grade staff will complete training on: 1) Custom Instruction 2) Technology Integration into Core Subjects 3) Classroom Management Strategies and 4) Team Building.</p>
<p><u>Science</u></p> <p><u>K-2:</u> Cullen and Kohn have experienced similar challenges in science. During Joint Instructional Team Sessions, the major challenges identified were: *Limited hands on opportunities *Little to no science lab classes</p> <p><u>Curriculum:</u> Both schools are utilizing different series for science: Cullen – McGraw Hill Science Kohn – Harcourt and Foss Kits</p> <p>Due to performance gaps, McGraw Hill will be the selected science series for SY 2013 for primary grades.</p> <p><u>Diverse Learner(s):</u> 13 percent of Cullen’s total student population is diverse learners.</p> <p>96 percent (31 students) receive individual supports for up to 20% of instruction time.</p> <p>Three percent (1 student) receive individual</p>	<p><u>K-2 Strategies of Support:</u> Primary grade students will receive 45 minutes of science instruction daily and based on performance gaps, McGraw Hill will be the curriculum choice for primary grades SY 2013. Lesson plan individualized activities with a focus on providing additional hands on lessons and increased labs.</p> <p>Provide after school tutoring on Wednesdays of the week for 90 minutes. This support will be provided by a state of Illinois certified teacher. The goal is to provide lessons that will promote student growth target achievement in science.</p> <p><u>Diverse Learner(s):</u> Cullen’s Learning Behavior Specialists will provide support during one on one settings and small groups; which align and comply with individual student needs.</p> <p><u>Technology:</u> Listed below is science software available to support students daily for 45 minutes:</p> <p><u>Kid College</u> software provides individualized</p>	<p><u>K-2 Structures of Support:</u> Fund afterschool science activities on Wednesdays for 90 minutes, to promote student growth target achievement.</p> <p>All afterschool academic support(s) will be supplemented through grant funding awarded by the district.</p> <p><u>Diverse Learning Support:</u> Continue to provide support and maintain an inclusive model that allows Cullen to remain 100% compliant school wide.</p> <p><u>Technology:</u> Ensure to schedule all primary classrooms for one technology class weekly (Week one SY 2013).</p> <p>Maintain in class technology equipment so that minimally, two personal computers, printers and copiers are available.</p> <p><u>Textbooks:</u> Textbook orders were completed the week of June 17, 2013, to ensure that all students have available textbooks and resources for the beginning of SY 2013.</p>

<p>supports for 21% - 60% of instruction time.</p> <p>Five students make up the diverse learner population for primary.</p> <p>All five receive individual supports for up to 20% of instruction time.</p> <p><u>3-5:</u> Cullen and Kohn have experienced similar challenges in science. During Joint Instructional Team Sessions, the major challenges identified were: *Limited hands on opportunities *Little to no science lab classes</p> <p>2012 ISAT results show gaps in performance data (Grade 4 students at grade level): *77% of Cullen Students *48% of Kohn Students</p> <p>Within the science strands, the <u>overall</u> strengths are: *Safety practices, technology, and society measurement (Kohn) *Life science and environmental science (Cullen)</p> <p>The <u>overall</u> challenge is earth space science</p>	<p>adaptive science lessons for primary grades. This program is designed to build on academic challenges and promote performance growth beyond current grade levels. Teachers will integrate activities into daily lesson plans.</p> <p><u>Brain Pop</u> a is video tutorial software designed to support struggling students with concepts, or provide teachers with a tool to introduce new topics. This software will also be utilized in classroom learning centers.</p> <p>Increase the use of “Smart Board” activities in classrooms 200 and 204 to support science.</p> <p><u>3-5 Strategies of Support:</u> Intermediate grade students receive 80 minutes of science instruction daily and based on performance gaps, McGraw Hill will be the curriculum choice for grades 3-4 and Harcourt Science for grade 5 SY 2013. For <u>intermediate</u> students, custom activities must be implemented with a focus providing additional hands on lessons, increased labs and a focus on earth space science.</p> <p>Provide after school tutoring on Wednesdays of the week for 90 minutes. This support will be provided by a state of Illinois certified teacher. The goal is to provide lessons that will promote student growth target achievement in earth space science.</p> <p><u>Diverse Learner(s):</u> Cullen’s Learning Behavior Specialists will provide support in one on one settings and small groups, which align and comply with individual student needs.</p>	<p><u>Professional Development:</u> All primary teachers will complete curriculum mapping for SY 2013 (Process began May 8, 2013).</p> <p>During July and August 2013, primary staff members will participate in workshops focused on: 1) Custom Instruction 2) Technology Integration into Core Subjects 3) Classroom Management Strategies and 4) Team Building.</p> <p>Additionally, provide individual staff tutorials on local “Smart Board” technology capabilities.</p> <p><u>3-5 Structures of Support:</u> Fund afterschool science activities on Wednesdays of the week, 90 minutes, to promote student growth target achievement.</p> <p>All afterschool academic support(s) will be supplemented through grant funding awarded by the district.</p> <p><u>Diverse Learning Support:</u> Continue to provide support and maintain an inclusive model that allows Cullen to remain 100% compliant school wide.</p> <p><u>Technology:</u> Cullen must secure iPad technology grant funding.</p> <p>Schedule all intermediate classrooms for weekly technology classes.</p> <p>Maintain in class technology equipment so that</p>
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<p>for both schools.</p> <p>Within the science strands (Grade 4), the strengths are:</p> <ul style="list-style-type: none"> * Safety practices, technology, and society measurement (Kohn) * Matter and Energy Forces (Cullen) <p>The science challenge for both schools (grade 4) is earth space sciences.</p> <p><u>Diverse Learner(s):</u></p> <p>13 percent of Cullen’s total student population is diverse learners.</p> <p>96 percent (31 students) receive individual supports for up to 20% of instruction time and not attending class with peers. Three percent (1 student) receive individual supports for 21% - 60% of instruction time.</p> <p>Eleven students make up the diverse learner population for intermediate grades.</p> <p>Ten students receive individual supports for up to 20% of instruction time.</p> <p>One student receives individual supports for 21% - 60% of instruction time.</p> <p><u>Curriculum:</u></p> <p>Both schools are utilizing different series for science:</p> <p>Cullen – McGraw Hill Science (Grades 3 and 4)/Harcourt Science (Grade 5)</p> <p>Kohn – Prentice Hall Science</p>	<p><u>Technology:</u></p> <p>Kid College software provides individualized adaptive science lessons for intermediate grades. This program is designed to build on academic challenges and promote performance growth beyond current grade levels in earth space science. Teachers will integrate activities into daily lesson plans.</p> <p><u>Brain Pop</u> is a video tutorial software designed to support struggling students with concepts, or provide teachers with a tool to introduce new topics. This software will also be utilized in classroom learning centers.</p> <p>Increase the use of “Smart Board” activities in classrooms 200 and 204 to support science.</p>	<p>minimally, two personal computers, printers and copiers are available.</p> <p><u>Textbooks:</u></p> <p>Textbook orders were completed the week of June 17, 2013, to ensure that all students will have available textbooks and resources for the beginning of SY 2013.</p> <p><u>Professional Development:</u></p> <p>All intermediate teachers will complete curriculum mapping for SY 2013 (Process began May 8, 2013).</p> <p>During the month of July 2013, one intermediate staff will participate in workshops focused on custom instruction, common core strategies for science and technology integration.</p> <p>In August 2013, all intermediate staff will complete training on: 1) Individualized Instruction 2) Technology Integration into Core Subjects 3) Classroom Management Strategies and 4) Team Building.</p> <p>Additionally, provide individual tutorials on local “Smart Board” technology capabilities.</p>
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<p>Due to performance gaps, McGraw Hill (Grades 3 and 4) and Harcourt Science (Grade 5) will be the selected science series for SY 2013.</p> <p><u>6-8:</u> Cullen and Kohn have experienced similar challenges in science. During Joint Instructional Team Sessions, we identified the major challenges to be: *Limited hands on opportunities *Little to no science lab classes</p> <p>2012 ISAT results show gaps in performance data (Grade 7 students at grade level): *81% of Cullen Students *62% of Kohn Students</p> <p>Within the science strands, the <u>overall</u> strengths are: *Safety practices, technology, and society measurement (Kohn) *Life science and environmental science (Cullen)</p> <p>The <u>overall</u> challenge is earth space science for both schools.</p> <p>Within the science strands (Grade 7), the strengths are: * Safety practices, technology, and society measurement (Kohn) *Life Science and Environmental Science (Cullen)</p>	<p><u>6-8 Strategies of Support:</u> Upper grade students receive 80 minutes of science instruction daily.</p> <p>Due to performance gaps, Harcourt Science (Grade 6), McGraw Hill Science (Grade 7) and Holt Science and Technology (Grade 8) will be the selected series for SY 13.</p> <p>For <u>upper grade</u> students, custom activities must be implemented with a focus providing additional hands on lessons, increased labs and a focus on earth space science.</p> <p>Provide after school tutoring on Wednesdays for 90 minutes. This support will be provided by a state of Illinois certified teacher. The goal is to provide lessons that will promote student growth target achievement in earth space science.</p> <p><u>Technology:</u> <u>Kid College</u> software provides individualized adaptive science lessons for upper grades. This program is designed to build on academic challenges and promote performance growth beyond current grade levels in earth space science. Teachers will integrate activities into daily lesson plans.</p> <p><u>Brain Pop</u> is video tutorial software designed to support struggling students with concepts, or provide teachers with a tool to introduce new</p>	<p><u>6-8 Structures of Support:</u> Fund afterschool science activities on Wednesdays of the week, 90 minutes, to promote student growth target achievement.</p> <p>All afterschool academic support(s) will be supplemented through grant funding awarded by the district.</p> <p><u>Diverse Learning Support:</u> Continue to provide support and maintain an inclusive model that allows Cullen to remain 100% compliant school wide.</p> <p><u>Technology:</u> Cullen must secure iPad technology grant funding.</p> <p>Also, ensure to schedule all upper grade classrooms for weekly technology classes.</p> <p>Maintain in class technology equipment so that minimally, two personal computers, printers and copiers are available.</p> <p><u>Textbooks:</u> Textbook orders were completed the week of June 17, 2013, to ensure that all students will have available textbooks and resources for the beginning of SY 2013.</p> <p><u>Professional Development:</u> All intermediate teachers will complete curriculum mapping for SY 2013 (Process</p>
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<p>The science challenges (Grade 7) are: *Earth Space Sciences (Kohn) *Matter and Energy Forces (Cullen)</p> <p><u>Curriculum:</u> Both schools are utilizing different series for science: Cullen – Harcourt Science (Grade 6)/McGraw Hill Science (Grade 7)/Holt Science and Technology (Grade 8) Kohn – Prentice Hall Science</p> <p>Due to performance gaps, Harcourt Science (Grade 6), McGraw Hill Science (Grade 7) and Holt Science and Technology (Grade 8) will be the selected series for SY 13.</p> <p><u>Diverse Learner(s):</u> 13 percent of Cullen’s total student population is diverse learners.</p> <p>96 percent (31 students) receive individual supports for up to 20% of instruction time.</p> <p>Three percent (1 student) receive individual supports for 21% - 60% of instruction time.</p> <p>Sixteen students make up the diverse learner population for upper grades.</p> <p>All 16 students receive individual supports for up to 20% of instruction time.</p>	<p>topics. This software will also be utilized in classroom learning centers. Increase the use of “Smart Board” activities in classrooms 200 and 204 to support science</p> <p><u>Diverse Learner(s):</u> Cullen’s Learning Behavior Specialists will provide support in one on one settings and small groups; which align and comply with individual student needs.</p>	<p>began May 8, 2013).</p> <p>During the month of July 2013, one intermediate staff will participate in workshops focused on individualized instruction, common core strategies for science and technology integration.</p> <p>In August 2013, all intermediate staff will complete training on: 1) Custom Instruction 2) Technology Integration into Core Subjects 3) Classroom Management Strategies and 4) Team Building.</p> <p>Additionally, provide individual tutorials on local “Smart Board” technology capabilities.</p>
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****These plans are subject to revision based on principal discretion. Please contact your school for any updates.***

Appendix A2: Langston Hughes Academic Support Plan as of July 18, 2013

Strategies to Meet Academic Needs		
<p style="text-align: center;">STEM (SCIENCE, TECHNOLOGY, ENGINEERING & MATH)</p> <p>During the upcoming school year (SY 14), Langston Hughes will begin preparation for the implementation of the STEM program. This year will launch our common initiative. All teachers will receive professional development on STEM and learn innovative ways in which STEM can be integrated within the curriculum. STEM integration will be referenced throughout this Academic Support Plan.</p>		
Area of Academic Need	Strategy	Structures Necessary to Implement (e.g. staff, budget, scheduling, data, etc.)
<p style="text-align: center;">READING (K-2)</p> <p>Combined DIBELS (Dynamic Indicators of Basic Early Literacy) Data: K - 36% of students below benchmark</p> <p>1st - 59% of students below benchmark</p> <p>2nd – 76% of students below benchmark</p> <p>Combined NWEA (Northwest Evaluation Association) Data: 2nd - 78% of students below benchmark</p> <p>Based on the data above, foundational skills and citing textual evidence will be the focus areas.</p>	<p>Based on the data students will build their foundational skills by listening to informational text, build sight word vocabulary and phonemic awareness.</p> <p>Students will engage students in a two-hour K-2 literacy block that includes the components of comprehension, fluency, writing and word knowledge.</p> <p>Students will engage in small group instruction (Guided Reading) daily according to small group calendar.</p> <p>Students will listen to informational and literary text and answer questions that are found in the text.</p> <p>Based on the Reading data and the severe deficits for our rising 3rd grade students, there is a need for intensive support and reduced classroom sizes.</p> <p>The Reading Specialist will push in/pull out small groups of students for intensive reading instruction for one-hour, two days</p>	<p><u>Structures and Schedules</u> Core Reading Instructional Program will include Scott Foresman <i>Reading Street</i> and Author Study</p> <p>Teachers will create a small group (Guided Reading) calendar to ensure that students meet 2-3 times a week.</p> <p>Teachers will research and use high interest informational and literary text and create text dependent questions.</p> <p>Teachers will meet weekly to collaborate and plan instruction.</p> <p>A retired, part-time RtI (Response to Intervention) Reading Specialist will be hired to increase the rate of reading growth to 50%.</p> <p><u>Professional Development (PD)</u> Teachers will engage in learning how to administer and analyze Running Records , a one-minute assessment that shows how well students read.</p> <p>Reading Consultant -- Professional Development Plus 3-hour PD quarterly -- Consultant will visit each K-2</p>

	per week.	<p>classrooms, model lessons as needed and give feedback and next steps. Consultant will visit no less than twice quarterly</p> <p>Teachers will engage in Part 2 of Guided Reading. The focus of this professional development will be around recording reading behaviors, data and next steps for planning instruction.</p> <p>Teachers will engage in creating text dependent questions using informational text.</p>
<p>READING (3-5)</p> <p>Combined ISAT Data: 3rd - 52.3% of students are at or above benchmark</p> <p>4th - 40.8% of students are at or above benchmark</p> <p>5th - 45.3% of students are at or above benchmark</p> <p>Combined NWEA Data: 3rd - 70% of students are Below Average</p> <p>4th - 82.5% of students are Below Average</p> <p>5th - 76.5% of students are Below Average</p> <p>Based on above data, the focus area for 3-5 grade students will be informational text.</p>	<p>Based on our data, students will build their knowledge of how to understand text features and structures of informational text during their daily 90 minute literacy block.</p> <p>Students will be exposed to informational text 3-5 times weekly. Students will generate and answer questions that can be referenced back to the text.</p> <p>3rd-5th grade students will engage in small group instruction (Guided Reading) daily according to small group calendar.</p> <p>Students will develop reading skills using computer based programs such as Kids College, (a computer based program that is tailored to individual student needs), and Accelerated Reader (monitors comprehension of independently read books).</p> <p>Students will use informational text while learning reading skills through the use of an English and Language Arts (ELA) problem-based unit of study that integrates STEM.</p> <p>The Reading Specialist will push in/pull out</p>	<p><u>Structures and Schedules</u> Teachers will engage students in a 90 minute literacy block that includes the components of comprehension, fluency, writing and word knowledge.</p> <p>Core Reading Program will include Scott Foresman <i>Reading Street</i> and novels</p> <p>Teachers will research and use high interest informational text; teachers will generate and model how to ask and answer text dependent questions.</p> <p>Teachers will create a small group (Guided Reading) calendar to ensure that students meet 2-3 times a week</p> <p>Teachers will incorporate Kids College as part of a daily literacy station</p> <p>Teachers will meet weekly to collaborate and plan instruction based on student growth</p> <p>A retired, part-time Rtl (Response to Intervention) Reading Specialist will be hired to increase the rate of reading growth to 50%.</p> <p><u>Professional Development:</u> Teachers will engage in a refresher PD around creating</p>

	<p>small groups of students for intensive reading instruction for one-hour, two days per week.</p>	<p>English and Language Arts (ELA) units of study (investigate webinar or post power point presentation)</p> <p>Teachers will attend STEM PD</p> <p>3rd grade teachers will engage in learning how to administer and analyze a Running Records , a one-minute assessment that shows how well students read.</p> <p>Teachers will engage in Part 2 of Guided Reading. The focus of this PD will be around recording reading behaviors, data and next steps of planning instruction. Teachers will engage in creating text dependent questions using informational text.</p>
<p>READING (6 – 8)</p> <p>Combined ISAT Data: 6th - 67.6% of students are at or above benchmark.</p> <p>7th - 51.6% of students are at or above benchmark.</p> <p>8th - 69.2% of students are at or above benchmark.</p> <p>Combined NWEA Data: 6th: 71% of students are Below Average</p> <p>7th: 54% of students are Below Average</p> <p>8th: 66% of students are Below Average</p> <p>Based on above data, the focus area for 6-8 grade students will be informational text.</p>	<p>Based on our data, students will build their knowledge of how to understand text features and structures of informational text during their daily 90 minute literacy block.</p> <p>Students will be exposed to informational text 3-5 times weekly. Students will generate and answer questions that can be referenced back to the text.</p> <p>Students will develop reading skills using computer based programs such as Kids College, (a computer based program that is tailored to individual student needs), and Accelerated Reader (monitors comprehension of independently read books).</p> <p>Students will experience an ELA problems based unit of study that embeds science, technology, engineering, and math (STEM) The Reading Specialist will push in/pull out small groups of students for intensive</p>	<p><u>Structures and Schedules</u> (Reading 6th – 8th) Teachers will engage students in a 90 minute literacy block that includes the components of comprehension, fluency, writing and word knowledge.</p> <p>Teachers will research and use high interest informational text; teachers will generate and model how to ask and answer text dependent questions.</p> <p>Teachers will incorporate Kids College as part of a daily literacy station</p> <p>Core Instructional Reading Program will include Glencoe Literature and Novels</p> <p>Teachers will meet weekly to collaborate and plan instruction based on student growth</p> <p>A retired, part-time Rtl (Response to Intervention) Reading Specialist will be hired to increase the rate of reading growth to 50%.</p>

	reading instruction for one-hour, two days per week.	
WRITING		
<p>WRITING (K-2)</p> <p>Based on the fact that both schools do not have a structured writing program, our ILT (Instructional Leadership Team) decided that writing would be a focus in preparation for CCSS (Common Core State Standards) and PARCC (Partnership Assessment Readiness for College and Careers)</p>	<p>Using the Writer's Workshop Model, students will begin to see themselves as writers by emulating how real writers work. Students will use their personal experiences (narratives) to write classroom and individual stories. Students will generate (expository) topics to write about questions they have about the world.</p> <p>Students will use anchor charts to support strategies used in writing</p>	<p><u>Professional Development</u> Teachers will understand the components of writing workshop and how to begin to see themselves as writers by emulating what writers do in the real world. Teachers will create writing anchor charts to teach of writing strategies.</p> <p>Initial professional development will take place during the Teacher Institute days and continued during the weekly vertical team meeting.</p>
<p>WRITING (3-5)</p> <p>Based on the fact that both schools do not have a structured writing program, our ILT decided that writing would be a focus in preparation for CCSS and PARCC assessments</p>	<p>Students will begin to see themselves as writers by emulating how real writers work through the Writer's Workshop Model.</p> <p>Students will use anchor charts to support strategies used in writing</p> <p>Students will experience the components writing workshop and use the writing process to produce publish work.</p> <p>Students will be given multiple opportunities to enter published works in writing contests. Students will submit two samples (narrative, expository persuasive and/or argumentative) of their writing quarterly.</p>	<p><u>Professional Development *</u> Teachers will engage in PD to understand the components of writing workshop and how to begin to see themselves as writers by emulating what writers do in the real world</p> <p>Teachers will create writing anchor charts to model writing strategies and for students to reference.</p> <p>Teachers will create a protocol for scoring students' writing samples</p> <p>Teachers will submit samples of students writing bi-weekly to lead teacher and administrators.</p> <p>After attending STEM PD, teachers will understand how to embed opportunities for students to generate writing products that evolve through using an inquiry based model.</p> <p>Teachers will celebrate students' published work and</p>

		<p>submit students' published works in writing contests</p> <p>*Initial professional development will take place during the Teacher Institute days and continued during the weekly vertical team meeting.</p>
<p>WRITING (6-8):</p> <p>Based on the fact that both schools do not have a structured writing program, our ILT decided that writing would be a focus in preparation for CCSS and PARCC assessments</p>	<p>Students will begin to see themselves as writers by emulating how real writers work.</p> <p>Students will experience the components of writing workshop and use the writing process to produce published work.</p> <p>Students will use anchor charts to support strategies used in writing</p> <p>Students will be given multiple opportunities to enter published works in writing contests.</p> <p>Students will submit two samples (narrative, expository persuasive and/or argumentative) of their writings quarterly.</p> <p>Student will engage in incorporate writing through STEM activities</p> <p>Student will engage in writing celebrations at the end of a unit of study</p>	<p><u>Professional Development*</u></p> <p>Teachers will engage in PD to understand the components of writing workshop and how to begin to see themselves as writers by emulating what writers do in the real world</p> <p>Teachers will understand that the writing process is recursive and used to produce products</p> <p>Teachers will create writing anchor charts to teach of writing strategies</p> <p>Teachers will understand the differences among the various types of writing</p> <p>Teachers will create a protocol for scoring students' writing samples</p> <p>Teachers will submit samples of students writing bi-weekly</p> <p>After attending STEM PD, teachers will understand how to embed opportunities for students to generate writing products that evolve through using an inquiry based model.</p> <p>Teacher will celebrate students' published work and submit students' published works in writing contests</p> <p>*Initial professional development will take place during the Teacher Institute days and continued during the weekly vertical team meeting.</p>

MATHEMATICS		
<p>MATHEMATICS (K-2)</p> <p>Combined mClass Data: Grade K: 51% of students are below benchmark.</p> <p>Grade 1: 47% of students are below benchmark.</p> <p>Grade 2nd: 87.5% of students are below benchmark.</p> <p>Combined NWEA Data: Grade 2: 77.5% of students are below average.</p> <p>Based on the data above, students in grade K-2 will focus on Number & Operations, Algebra, and Geometry.</p>	<p>During daily mathematics class, students will receive targeted instruction in small groups using Guided Mathematics Calendar.</p> <p>Students will be challenged to think critically in mathematics with the continued use of “Good Question” strategies.</p> <p>Students will engage in “Math Talks” throughout daily mathematics instruction in order to increase student dialogue about mathematics and enhance mental mathematics.</p> <p>Mathematics journals will be used daily as formative assessments where students will write about, draw and explain their mathematics thinking and understanding.</p> <p>Students will use manipulatives (hands-on tools, such as pattern blocks to learning fractions) as part of daily mathematics instruction for improving conceptual learning and understanding.</p> <p>Students will use anchor charts as visuals during teacher demonstration and as references tools during mathematics learning.</p> <p>Students will continue to use online technology for reinforcement and enrichment: Kids College (a computer based program that is tailored to students help students focus on their areas of need</p>	<p><u>Professional Development:</u> Core Mathematics program include Pearson’s Envision Math</p> <p>Teachers will participate in professional development where they will be trained on how to effectively group students for cooperative learning during whole and small group instruction with the focus areas. PD will occur during School Improvement Days, Vertical Team Meetings and after school.</p> <p>Teachers will be taught to create and use “Good Questions” – questions that will challenge students to think deeper and provide teachers with more information on individualized student needs. Teachers will have the opportunity to observe one another and provide feedback.</p> <p>Teachers will be trained on how to effectively use mathematics journals, “Math Talks,” mathematics centers and SMART Board technology, which will increase student learning in the focus areas. PD will occur during School Improvement Days, Vertical Team Meetings and after school.</p> <p>Mathematics materials will be purchased for teachers to utilize for hands-on learning.</p> <p>A retired, part-time RtI Math teacher will be hired to address Mathematics deficits.</p>

	<p>during independent mathematics.</p> <p>RtI Activities: Students that perform below 50% on district-level tests and require extra support will receive targeted intervention from RtI specialist after school.</p>	
<p>MATHEMATICS (3-5):</p> <p>Combined ISAT Data: Grades 3: 75.3% of students are at or above benchmark Grades 4: 65.9% of students are at or above benchmark.</p> <p>Grades 5: 65.5% of students are at or above benchmark.</p> <p>Combined NWEA Data: 3rd: 88% of students are below average 4th: 84% of students are below average 5th: 80% of students are below average</p> <p>More than 50% of students are below average on all goal areas. Therefore, students in grade 3-5 will focus on Number & Operations, Algebra, and Geometry.</p>	<p>Students will use reading strategies during mathematics class through the use of mathematics literature books and Scholastic Math Magazines.</p> <p>Students will learn mathematics through units of study that revolve around real-world problems and support STEM initiative.</p> <p>Students will be challenged to think critically in mathematics with the continued use of “Good Question” strategies.</p> <p>Students will engage in “Math Talks” throughout daily mathematics instruction in order to increase student dialogue about mathematics and enhance mental mathematics.</p> <p>Mathematics journals will be used daily as formative assessments where students will write about, draw and explain their mathematics thinking and understanding. Every student in grades 3-8 will use iPads as part of our STEM Program. Through the daily use of the iPads and mathematics learning Apps, teachers can better differentiate and target student needs and engage students in meaningful learning by utilizing virtual manipulatives and accessing real-world mathematics topics online.</p>	<p><u>Professional Development:</u> Teachers will integrate reading strategies in the mathematics content area to help students think through word problems.</p> <p>Core Math Instructional Program includes Pearson’s Envision Math</p> <p>Teachers will be introduced to best practices for STEM education through both external and internal professional development.</p> <p>Teachers will continue training and practice with creating and using “Good Questions” – questions that will challenge students to think deeper and provide teachers with more information on individualized student needs.</p> <p>Teachers will be trained on how to effectively use mathematics journals, “Math Talks,” mathematics centers, SMART Board technology, iPads, and Hands On Algebra (3rd-8th) which will increase student learning in the focus areas.</p> <p>Teachers will participate in professional development where they will be trained how to effectively group students for cooperative learning during instruction with the focus areas.</p> <p>Mathematics materials will be purchased for teachers to utilize for hands-on learning and with Hands-on-Algebra program.</p>

	<p>Students will use manipulatives (hands-on tools, such as pattern blocks to learning fractions) as part of daily mathematics instruction for improving conceptual learning and understanding.</p> <p>Students will use anchor charts as visuals during teacher demonstration and as references tools during mathematics learning.</p> <p>Students will continue to use online technology for reinforcement and enrichment: Kids College (a computer based program that is tailored to students help students focus on their areas of need during independent mathematics).</p> <p>Rtl Activities: Students that perform below 50% on district-level tests and require extra support will receive targeted intervention from Rtl specialist after school.</p>	<p>A retired, part-time Rtl Math teacher will be hired to address Mathematics deficits.</p>
<p>MATHEMATICS (6-8):</p> <p>Combined ISAT Data: 6TH - 83.6% of students are at or above benchmark.</p> <p>7TH - 63.7% of students are at or above benchmark.</p> <p>8TH - 65.05% of students are at or above benchmark.</p> <p>Combined NWEA Data: 6th - 69.5% of students are below average</p> <p>7th-54% of students are below average %</p>	<p>Students will use reading strategies during mathematics class through the use of mathematics literature books and Scholastic Math Magazines.</p> <p>Students will learn mathematics through units of study that revolve around real-world problems and support STEM initiative.</p> <p>Students will be challenged to think critically in mathematics with the continued use of "Good Question" strategies.</p> <p>Students will engage in "Math Talks" throughout daily mathematics instruction in order to increase student dialogue about</p>	<p><u>Professional Development:</u> Teachers will integrate reading strategies in the mathematics content area to help students think through word problems.</p> <p>Core Mathematics Program includes Glencoe-McGraw-Hill, Math Connect</p> <p>Teachers will be introduced to best practices for STEM education through both external and internal professional development.</p> <p>Teachers will receive training during vertical team meetings on creating and using "Good Questions" – questions that will challenge students to think deeper and provide teachers with more information on individualized student needs.</p>

<p>8th – 61% of students are below average Based on the data above, students in grade 3-5 will focus on Number & Operations, Algebra, and Geometry.</p>	<p>mathematics and enhance mental mathematics.</p> <p>Mathematics journals will be used daily as formative assessments where students will write about, draw and explain their mathematics thinking and understanding.</p> <p>Every student in grades 3-8 will use iPads as part of our STEM Program. Through the daily use of the iPads and mathematics learning Apps, teachers can better differentiate and target student needs and engage students in meaningful learning by utilizing virtual manipulatives and accessing real-world mathematics topics online.</p> <p>Students will use manipulatives (hands-on tools, such as pattern blocks to learning fractions) as part of daily mathematics instruction for improving conceptual learning and understanding.</p> <p>Students will continue to use online technology for reinforcement and enrichment: Kids College (a computer based program that is tailored to students help students focus on their areas of need during independent mathematics).</p> <p>RtI Activities: Students that perform below 50% on district-level tests and require extra support will receive targeted intervention from RtI specialist after school.</p>	<p>Teachers will be trained on how to effectively use mathematics journals, “Math Talks,” mathematics centers, SMART Board technology, iPads and Hands On Algebra (3rd-8th) which will increase student learning in the focus areas.</p> <p>Teachers will participate in professional development where they will be trained how to effectively group students for cooperative learning during instruction with the focus areas.</p> <p>Mathematics materials will be purchased for teachers to utilize for hands-on learning and with Hands-on-Algebra program.</p> <p>During the interview process, the administration will look to hire an Algebra Certified Teacher</p> <p>A retired, part-time RtI Math teacher will be hired to address Mathematics deficits.</p>
<p style="text-align: center;">SCIENCE</p>		
<p>SCIENCE (4th & 7th)</p> <p>Combined ISAT Data: 46.2% of students are at or above benchmark.</p>	<p>Students will attend the After School Science Fair Clinic to get guidance and assistance with developing science projects.</p>	<p><u>Professional Development*</u> Core Science Program includes Pearson’s Scott Foresman, Diamond Edition (4th Grade) and</p>

<p>49.2% of students are at or above benchmark. Based on the above data, students will focus on Life Sciences and the scientific method.</p>	<p>Students will participate in the school-wide science fair. Students will use reading strategies during science class through the use of science literature books and Scholastic Science Magazines.</p> <p>Hands-on experiments will be conducted weekly in grades kindergarten through 8th grade.</p> <p>Students will use inquiry-based and problem solving strategies during daily science instruction and through the use of iPads to support STEM initiative.</p>	<p>McDougal Littell Science: Earth, Life, and Physical Science (6-8)</p> <p>Teachers will receive training on how to teach using inquiry-based instructional strategies.</p> <p>Teachers will receive training on how to effectively utilize Pearson Science, FOSS and SEPUP curricula.</p> <p>Teachers will be trained on how to use instructional best practices with iPads.</p> <p>*Summer 2013 and on-going throughout the school year</p>
<p>DIVERSE LEARNERS</p>		
<p>Students who have diverse learning needs will receive instruction using the same or similar strategies according to the goals and benchmarks listed in their individualized education plans (IEP). Other strategies that will be used in Reading, Writing, Math or Science include books on tape, Orton Gillingham technique (sensory learning for reading), high-interest, low vocabulary texts, manipulatives to demonstrate Math and Science concepts, peer assistance, computer assistant programs and other accommodations and modifications listed in the IEP</p> <p>Students with diverse learning needs that require intensive remediation will be assigned to a resource teacher or instructional program based on their individualized instruction plan. Instruction in these programs will mirror that of the general education program with the required modifications and accommodations.</p>		

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

Appendix A3: Lavizzo Academic Support Plan as of July 18, 2013

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS																	
Area of Academic Need	Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc.)															
<p>Reading (K-2) All K-2 students are assessed using the DIBELS (Dynamic Indicators of Basic Early Literacy Skills). According to the DIBELS data, both Lavizzo and Kohn students in grades K-2 scored 31% at or above grade level.</p> <p>Early Literacy programs and other strategies will be put in place to address the gaps and provide a 50% growth in individual student targets.</p> <p>Curricula Comparison</p> <table border="1"> <thead> <tr> <th></th><th>Kohn</th><th>Lavizzo</th></tr> </thead> <tbody> <tr> <td>Reading Series</td><td>Reading Street</td><td>Reading Street</td></tr> <tr> <td>Intervention</td><td></td><td>Earobics</td></tr> <tr> <td>Phonics Program</td><td></td><td>Sing, Spell, Read, Write</td></tr> <tr> <td>Enrichment</td><td></td><td>Complex Leveled books and Chapter Books</td></tr> </tbody> </table>		Kohn	Lavizzo	Reading Series	Reading Street	Reading Street	Intervention		Earobics	Phonics Program		Sing, Spell, Read, Write	Enrichment		Complex Leveled books and Chapter Books	<p>Balanced Literacy Block is daily for 85 minutes. In addition to daily whole group instruction for 35 minutes, all students will be placed in small groups focusing on guided reading to meet students' individual instructional needs.</p> <p>Sing, Spell, Read, and Write program will be implemented daily during literacy block for 30 minutes to increase primary students' skills in phonics, fluency, and comprehension. Given the success of the intervention with Kindergarten students over the past three years, Lavizzo has decided to expand use of the program to all students in grades K-2.</p> <p>Earobics is a computer based phonics Intervention program that will be used to help students decode words and sound them out. Students that are below grade level will utilize the phonics program three times per week for 20 minutes during the Literacy Block.</p> <p>Students that are at or above grade level will be challenged with higher level reading texts and chapter books during small group instruction three times per week for 20 minutes during Literacy Block.</p> <p>Push In or Pull Out Tutoring: The literacy coach and AARP (American Association of Retired People) tutors will provide intensive support in</p>	<p>All K-2 grade teachers will be trained to use the Sing, Spell, Read, and Write Early Literacy Program by Lavizzo's Kindergarten Teacher during the first two Professional Development Days on August 21st and 23rd.</p> <p>Sing, Spell, Read, and Write Early Literacy Program materials will be purchased by August 26th.</p> <p>Earobics license will be purchased and teachers will be trained during the Professional Development days on August 21st and 23rd.</p> <p>The American Association of Retired People tutoring program will be purchased for the school year. This program will consist of 12 tutors, 2 per primary classroom for 40 minutes per day 3 times per week.</p>
	Kohn	Lavizzo															
Reading Series	Reading Street	Reading Street															
Intervention		Earobics															
Phonics Program		Sing, Spell, Read, Write															
Enrichment		Complex Leveled books and Chapter Books															

	<p>the classroom to students in either one on one or in small group settings. Push In and Pull out tutoring is for students below grade level and is provided 3 times per week for 40 minutes during the literacy block. The Literacy Coach and the teacher will monitor student growth every 5 weeks.</p> <p>Instructional leaders and literacy coach will monitor progress by meeting weekly for one hour and sharing progress reports that are generated by the programs.</p> <p>Teachers will display classroom data walls to show students' growth and progress and data will be updated every quarter to reflect student growth.</p> <p>All Students participated in the annual Lynx to Literacy Program on the last Friday in May: Students read 25 books or more throughout the school year and make paper links with the book's title, author, and short description of the book. Students will staple the links together it circles the perimeter of the school.</p>	
<p>Reading (3-5) All 3rd-5th grade students are assessed on a NWEA (Northwest Evaluation Association). According NWEA, Lavizzo and Kohn data indicates that students scored 18.1% at or above grade level compared to the National Level in Reading.</p> <p>An intervention program and structures will be put in place to address the gaps and provide a 50% growth in individual student targets.</p>	<p>Balanced Literacy Block is daily for 75 minutes. In addition to daily whole group instruction for 20 minutes, all students will be placed in small groups for 25 minutes per day focusing on guided reading to meet students' individual instructional needs.</p> <p>Achieve 3000 is a computer adaptive program and will be incorporated for 30 minutes daily into the Balance Literacy block to engage students and increase student literacy. The Literacy Coach will monitor students' progress</p>	<p>All 3rd- 5th grade teachers will be trained in Achieve 3000 by the Achieve 3000 representative during the first two Professional Development Days in August 21st and 23rd.</p> <p>Additional Achieve 3000 materials and license will be purchased by August 26th.</p> <p>Metropolitan Community School</p>

Curricular Comparison			every other Friday for one hour.	tutors will provide small group tutoring for 40 minutes per day 2 times per week at no cost to the school.
	Kohn	Lavizzo		
Reading Series	Reading Street and Scholastic Reading Magazines	Reading Street and Scholastic Reading Magazines		
Intervention				
Enrichment		Complex Leveled books, novels, and Junior Great Books		
			Students that are at or above grade level will be challenged with higher level reading texts, chapter books, and novels during small group instruction.	
			Push In or Pull Out Tutoring: Metropolitan Family Services, a Community School partner will provide 2 tutors to assist the teacher in the classroom with a small group of students. Push In and Pull out tutoring is for students below level and is provided 3 times per week for 40 minutes during the literacy block. The Community School Coordinator, Literacy Coach, the teacher, and administration will monitor and collaborate on student growth every 5 weeks and discuss next steps.	
			Instructional leaders and literacy coach will monitor progress by meeting weekly for one hour to share progress reports that are generated by the program.	
			Teachers will display classroom data walls to show students’ growth and progress and data will be updated every quarter to reflect student growth.	
			All Students will participate in the annual Lynx to Literacy Program on the last Friday in May: Students read 25 books or more throughout the school year and make paper links with the book’s title, author, and short description of the book. Students will staple the links together and they will circle the perimeter of the school.	

Reading (6-8) All 6 th -8 th grade students are assessed on a NWEA (Northwest Evaluation Association) test. According to NWEA, Lavizzo and Kohn data indicates that students in grades 6 th through 8 th scored 30.4% at or above grade level compared on a National Level in Reading. An Intervention program and other strategies will be put in place to address the gaps and provide a 50% growth in individual student targets. Curricula Comparison			<p>Balanced Literacy Block is daily for 60 minutes. In addition to daily whole group instruction for 20 minutes, all students will be placed in small groups for 40 minutes per day focusing on guided reading to meet students' individual instructional needs.</p> <p>Read 180 is a computer adaptive intervention program that was implemented at Lavizzo School 2 years ago and is used to increase student literacy. Read 180 is used three times per week for one hour during literacy block.</p> <p>Instructional leaders will monitor progress by meeting weekly for one hour and sharing progress reports that are generated by the program.</p> <p>Push In or Pull Out tutoring: Gear Up, a college and career readiness program partner, will provide 2 tutors to assist the teacher in the classroom with a small group of students. Push In tutoring is for students below level and is provided 3 times per week for 40 minutes during the literacy block. The Gear Up, literacy coach, and the teacher will monitor student growth every 5 weeks.</p> <p>Students that are at or above grade level will be challenged with higher level reading texts, chapter books, and novels during small group instruction in the classroom. Teachers will display classroom data walls to show students' growth and progress and data will be updated every quarter to reflect student growth.</p> <p>All Students will participate in the annual Lynx to</p>	<p>All 6th- 8th grade teachers will be trained in Read 180 by the Lead Read 180 Teacher to service more students. Training will occur during two Professional Development Days in August 21st and 23rd.</p> <p>Additional READ 180 materials and license will be purchased by August 26th.</p> <p>Gear Up College and Career Readiness Program Tutors will provide small group tutoring during literacy block for 40 minutes 3 days per week at no cost to school.</p>
	Kohn	Lavizzo		
Reading Series	McDougal Littell The Language of Literature	McDougal Littell The Language of Literature		
Intervention		READ 180		
Enrichment		Complex Leveled books, novels, and Junior Great Books		

			Literacy Program on the last Friday in May: Students read 25 books or more throughout the school year and make paper links with the book's title, author, and short description of the book. Students will staple the links together and the entire school will use the links to circle the perimeter of the school.	
Writing (K-2) In preparation for the PARCC (Partnership for Assessments of College and Careers) assessment to be administered during the 2014-2015 school year, strategies and structures will be put in place to reach a goal of 50% or more of K-2 students meeting writing standards. Curricula Comparison			Students will be engaged in Daily Warm-up activities to gauge students' interest to Write About Reading, knowledge about proper grammar usage, and interactive writing through daily journaling of real world experiences. Interactive Writing Workshops will be provided to make the connection during the literacy block daily. The literacy coach and literacy teachers will collaborate during grade level meetings weekly to discuss student progress and share areas of improvement. All writing strategies will focus around the CCSS (Common Core Writing Standards). Writing Folders will be assessed twice per quarter by literacy coach and all literacy teachers. All students will participate in annual Young Authors competition. The literacy coach coordinates the annual Young Authors competition for the school in May.	Teachers will participate in ongoing professional development around the writing process and the CCSS. Train new teachers on the Lucy Calkins Writing Workshop during professional development on Aug. 21 st Purchase additional Lucy Calkins Writing Workshop Kits and Daily Writing Journals by Aug. 26 th Purchase materials for Young Authors competition by January.
	Kohn	Lavizzo		
Writing Series	Teacher Created	Lucy Calkins Writing Workshop		

Writing (3-5) In preparation for the PARCC (Partnership for Assessments of College and Careers) assessment to be administered during the 2014-2015 school year, strategies and structures will be put in place to reach a goal of 50% or more of 3-5th grade students meeting writing standards.			Students will be engaged with daily writing to build stamina during the literacy block. Daily Warm-up activities to gauge students’ interest to Write About Reading, knowledge about proper grammar usage, interactive writing through daily journaling, and explicitly learn about various purposes of writing (e.g. narrative, informative, persuasive writing). All writing strategies will focus around the Common Core State Standards. Writing Folders will be assessed twice per quarter by literacy coach and all literacy teachers. All students will participate in Young Authors competition yearly. The literacy coach coordinates the annual Young Authors competition for the school in May.	Teachers will participate in on-going professional development around the writing process and the CCSS. Train new teachers on the Lucy Calkins Writing Workshop during professional development on Aug. 21 st Purchase materials for Young Authors competition by January.
Curricula Comparison				
	Kohn	Lavizzo		
Writing Series	Teacher Created	Lucy Calkins Writing Workshop		
Writing (6-8) In preparation for the PARCC assessment to be administered during the 2014-2015 school year, strategies and structures will be put in place to reach a goal of 50% or more of 6-8 th grade students meeting writing standards.			Students will be engaged in daily Warm-up activities to gauge students’ interest to Write About Reading, knowledge about proper grammar usage, interactive writing through daily journaling, and explicitly learn about various purposes of writing (narrative, informative, persuasive writing). Students will utilize a variety of stimulus materials like photos, cartoon, graphic novels, newspapers, plays, and menus to strengthen their writing skills. With daily practice, students will use Cornell Notes format, Cambridge Non-Negotiable College and Career practice books, the essay writing process, short and extended responses, and the Nancie Atwell Writing Workshop to	Teachers will continue to participate in professional development around the writing process and the CCSS. Train new teachers on and provide Nancie Atwell Writing Workshop Professional Development on Aug. 21 st Purchase materials for Young Authors competition by January.
	Kohn	Lavizzo		
Writing Series	Teacher Created	Nancie Atwell Writing Workshop		

			<p>increase writing and grammar skills.</p> <p>All writing skills best practice will focus around the Common Core State Standards.</p> <p>Writing Folders will be assessed twice per quarter by literacy coach and literacy teachers.</p> <p>All students will participate in Young Authors competition yearly. The Literacy Coach coordinates the annual Young Authors competition for the school in May.</p>										
<p>Mathematics (K-2)</p> <p>According to the mClass Mathematics test, students scored 40%. 2nd grade was tested for the first time this year.</p> <p>Students are tested three times per year using the NWEA and mClass Mathematic tests and students are expected to grow by 50% each time they are tested.</p> <p>Curricula Comparison</p> <table><tr><td></td><td>Kohn</td><td>Lavizzo</td></tr><tr><td>Mathematic Series</td><td>Everyday Math</td><td>Everyday Math</td></tr><tr><td>Intervention</td><td></td><td></td></tr></table> <p>Students in both schools have been engaged using the Everyday Math curricula and will need math interventions to meet students’ individual needs and promote growth.</p>				Kohn	Lavizzo	Mathematic Series	Everyday Math	Everyday Math	Intervention			<p>Real life word problems, hands on lessons using manipulatives and symbols will guide mathematic instructions. These tools will help teach students various foundational skills including how to count, add, subtract, the units of measurement, how to work with patterns and functions as well as learn about data and chance. All students will tackle a Daily Do Now Mathematics problem during mathematic block for 10 minutes. Teachers will check for understanding daily and adjust lessons accordingly.</p> <p>Mathematical Journals used daily for 15 minutes during math block to allow students to think critically about mathematical concepts through the use of illustration and manipulatives.</p> <p>Students below grade level will use SRA(Science Research Association) Mathematic Lab or Number Worlds during mathematic block for 20 minutes 3 times per week. These interventions will focus on students’ skills such as operations, Computation, numeracy, measurement, Data and chance, and patterns and functions.</p>	<p>Provide ongoing Professional Development on concepts in Everyday Math series, Interventions using data-driven instruction, and progress monitoring by the lead mathematics teacher and Rock Island Network Mathematic Coach twice per quarter.</p> <p>Professional Development will be provided by Wireless Generation, NWEA district support personnel, Rock Island Network mathematic coach, and mathematic lead teacher every quarter.</p> <p>During parent conferencing at open house, DesCartes and mClass math skills will provide a way for teachers to communicate with parents about their child’s academic progress.</p>
	Kohn	Lavizzo											
Mathematic Series	Everyday Math	Everyday Math											
Intervention													

			Teachers will monitor progress using the program’s generated tests every 2 weeks. If students are not meeting the individual goal then students will be given a third week of teaching practice and be reassessed. Math bowls will occur every quarter to encourage positive competition. Teachers will coordinate at the end of each quarter and all students will participate.	Mathematic data walls will be used to show students’ level of mastery. Teachers will update data walls in classrooms every 2-3 weeks and after quarterly benchmark tests.
Mathematics (3-5) According to the data, the combined score of Lavizzo and Kohn 3-5 th grade students was 14.3%. Students are tested three times per year using the NWEA and mClass mathematics tests and students are expected to grow by 50% each time they are tested. Curricula Comparison			All students will be placed in small groups 3 times per week for 40 minutes to focus on their individual instructional needs in the following areas: algebra, functions, expressions & equations, real and complex number systems, geometry, and statistics & probability. Students below grade level will use Intervention such as SRA Mathematics Lab, Number Worlds, and Study Island to address instructional gaps. These Interventions will be utilized during small group time. Progress Reports will be generated bi-weekly based on problem solving task scores, formative assessment, and Study Island progress. Students not reaching their individual targets of their Mathematics Descartes skills determined by the biweekly Prep Dog test (on-line computer generated test that match Descartes skills) will be provided a buffer week of re-teaching strategies from Study Island and retested on those same skills. Students on target based on their Mathematics Descartes skills determined by the biweekly Prep	Provide Professional Development and take a deeper look at Math Common Core Standards, Math series alignment, and Interventions with the lead math teacher and Rock Island Network Mathematic coach every other week for an hour during teacher planning time. Professional Development provided by Rock Island Network and mathematic lead teacher on data-driven instruction and progress monitoring on Aug. 22 nd . Over the summer, math network coach and lead math Teachers will research math series that is aligned to Common Core Mathematic Standards for future use to close gaps and support student growth. A revisit of the math series will occur at the end of the first
	Kohn	Lavizzo		
Mathematic Series	Harcourt	Everyday Math		
Intervention				

			<p>Dog test, will use the Kids College (on-line tool) for rigor and enrichment during the buffer week.</p> <p>Math Talks engages students’ critical thinking and are based on POM (Problems of the Month) as well as Real Life problem solving tasks and will be highlighted and discussed each day for the first 10 minutes of class daily.</p> <p>All students will engage daily and have exposure to mathematics problem solving strategies that focus around Common Core Mathematics Standards during the mathematics block.</p> <p>Math bowls will occur every quarter to encourage positive competition. Teachers will coordinate at the end of each quarter and all students will participate.</p> <p>Mathematics data walls will be used to show students’ level of mastery. Teachers will update data walls in classrooms every 2-3 weeks and after quarterly benchmark tests.</p>	<p>quarter to determine the continued use of Everyday Math series and/or the need for more professional development and support for math teachers.</p> <p>During parent conferencing at open house, DesCartes will provide a way for teachers to communicate with parents about their child’s academic progress.</p>						
<p>Mathematics (6-8)</p> <p>According to the data, the combined score of Lavizzo and Kohn students was 21%.</p> <p>Students are tested three times per year using the NWEA and students are expected to grow by 50% each time they are tested.</p> <p>Curricula Comparison</p> <table><tr><td></td><td>Kohn</td><td>Lavizzo</td></tr><tr><td>Mathematic Series</td><td>Holt</td><td>CMP3 (Connected Math, 3rd</td></tr></table>				Kohn	Lavizzo	Mathematic Series	Holt	CMP3 (Connected Math, 3 rd	<p>All students will be placed in small groups 3 times per week for 40 minutes to focus on their individual instructional needs in the following areas: algebra, functions, expressions, & equations, real and complex number systems, geometry, and statistics and probability.</p> <p>Students below grade level will use Intervention such as SRA Mathematics Lab, Number Worlds, and Study Island to address instructional gaps.</p> <p>These Interventions will be utilized during small group time.</p> <p>Students not reaching their individual targets of</p>	<p>Provide Professional Development and take a deeper look at Common Core Standards in math, math series alignment, and Interventions with the lead math teacher and Rock Island Network mathematic coach every other week for an hour during teacher planning time. On Aug. 22nd, Professional Development will be provided by Rock Island Network and Mathematic Lead Teacher on Data-driven instruction, progress</p>
	Kohn	Lavizzo								
Mathematic Series	Holt	CMP3 (Connected Math, 3 rd								

		Edition)	their mathematics Descartes skills determined by the bi-weekly Prep Dog test (on-line computer generated test that match Descartes skills) will be provided a buffer week of teaching strategies for 40 minutes during math block from the Math series and Study Island. They are re-assessed on those same skills at the end of the buffer week.	monitoring, and the administering of Prep Dog.
Intervention			<p>Students that are at or above grade level will use Cambridge Non-Negotiable College and Career Instructional practice books as well as Math Talks based on POM (Problem of the Month). Additionally, these students will engage in MARS Tasks (word problem solving questions).</p> <p>Math Talks engages students' critical thinking and are based on POM as well as Real Life problem solving tasks and will be highlighted and discussed each day for the first 10 minutes of class daily.</p> <p>All students will engage daily in Mathematics problem solving strategies that focus around Common Core Mathematics Standards during the mathematics block.</p> <p>Math bowls will occur every quarter to encourage positive competition. Teachers will coordinate at the end of each quarter and all students will participate.</p> <p>Mathematic data walls will be used to show students' level of mastery. Teachers will update data walls in classrooms every 2-3 weeks and after quarterly benchmark tests.</p> <p>Progress Reports will be generated biweekly</p>	<p>Teachers will monitor and analyze student progress every other week during teacher planning time for an hour using the DesCartes skill Prep Dog test to determine if the re-teaching of a lesson is necessary and adjust lesson plans accordingly.</p> <p>Over the summer, math network coach and Lead Math Teachers will research math series that is aligned to Common Core Mathematic Standards for future use to close gaps and support student growth. A revisit of the math series will occur at the end of the first quarter to determine the continued use of Connected Math series and/or the need for more professional development and support for math teachers.</p> <p>Every other week for an hour during math block, teachers will monitor and analyze the students' non-negotiable responses to determine if students reached the determine target.</p> <p>During parent conferencing at open house DesCartes will provide a way for teachers to</p>

			based on problem solving task scores, formative assessment, and Study Island progress.	communicate with parents about their child’s academic progress. Increase the number of Study Island licenses to match the number of incoming students by August 26 th . Mathematics teachers will monitor bi-weekly Study Island reports.
Science (K-2) 75% or more k-2 students are expected to understand the grade appropriate Scientific Method. Curricula Comparison			Students will be engaged in hands on science experiments and inquiry using SOG (Science on the Go) science curriculum in partnership with Peggy Notebaert Museum once per week for 40 minutes during science block. Science text will provide students with informational skills as well as boost vocabulary during science block daily. Teachers will assess students’ understanding and monitor progress every other week during science block for 40 minutes.	Science lead teacher will train or retrain teachers for implementation of SOG science hands on program on Aug. 22nd
	Kohn	Lavizzo		
Science Series	Harcourt	Harcourt		
Science (3-5) 75% or more 3-5 are expected to understand the grade appropriate Scientific Method. 50% or more 4 th graders will continue to be at or above on ISAT test.			Students will be engaged in hands on science experiments and inquiry using SOG (Science on the Go) science curriculum in partnership with Peggy Notebaert Museum twice per week for 60 minutes during science block. Teacher will instruct students on scientific method and other systems during the remaining time of the science block. Science text and supplemental material will provide students with informational skills as well as boost vocabulary during science block daily.	Science lead teacher will train or retrain teachers for implementation of SOG science hands on program on Aug. 22nd
	Kohn	Lavizzo		
Science Series	Harcourt	McGraw Hill		
Supplemental	Scholastic Science Magazine	Scholastic Science Magazine		

		and Science Essential practice books		
Science (6-8) 75% or more students in grades 6-8 are expected to understand the grade appropriate Scientific Method. 50% or more 7 th graders will continue to be at or above on ISAT test.			Students will be engaged in hands on science experiments and inquiry using SOG (Science on the Go) science curriculum in partnership with Peggy Notebaert Museum twice per week for 60 minutes during science block. Teacher will instruct students on scientific method and other systems during the remaining time of the science block. Science text and supplemental material will provide students with informational skills as well as boost vocabulary during science block daily.	Science lead teacher will train or retrain teachers for implementation of SOG science hands on program on Aug. 22nd
	Kohn	Lavizzo		
Science Series	Prentice Hall Science Explorer Investigations	Holt Science and Technology		
Supplemental	Scholastic Science Magazine	Scholastic Science Magazine and Non-negotiable practice books		

Diverse Learners (K-8) All students are engaged in high quality programs to reach maximum learning capacities and promote student individual growth. All students' IEP will comply with students' individual needs.		
Social Studies K-2 Social Studies is incorporated in non-fictional /information text during grade appropriate Language Arts instruction.	K-2 Students will use non-fictional/informational text to learn about family and community during the Language Arts instructional period.	Classroom teachers will assess students during language arts block and monitor progress during teacher planning hour every other week.
3-5 Social Studies is incorporated in non-fictional /information text during grade appropriate Language Arts instruction.	3-5 Students in 3-5 will use non-fictional/informational text to learn about local government during the Language Arts instructional period.	Classroom teachers will assess students during language arts block and monitor progress during teacher planning hour every other week.
6-8 Social Studies is incorporated in non-fictional /information text during grade appropriate Language Arts instruction.	Students in 6 th grade Students will use non-fictional/informational text to learn about World History. Students in 7 th /8 th grade will use non-fictional/informational text to learn about U.S. History	Classroom teachers will assess students during language arts block and monitor progress during teacher planning hour every other week.

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

Appendix B1: Cullen Social Emotional Learning (SEL) Support Plan as of July 18, 2013

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming	
1	<p><u>Consistent structures and norms for pre-kindergarten – 8th Grade</u></p> <p>Recent data shows that Kohn (10.2%) has a higher number of misconducts per 100 students than Cullen (3.3%). Taking this into consideration, Cullen has established a team to receive ongoing Foundations training and implement common area policies in order to create a healthy and positive school climate. The team attended the first training session on June 13 and 14 of 2013. Students will be rewarded for their efforts on a quarterly basis through activities such a breakfast with the administration, field trips, and socials.</p>
2	<p><u>Explicit instruction on SEL (Social Emotional Learning)</u></p> <p>In order to address the Social Emotional needs of the students, Cullen has partnered with Second Step. All teachers will participate in two days of training at Cullen during the August professional development days. This training will equip teachers with tools needed to assist students with emotional management and problem solving. The implementation of Second Step at Cullen will promote social and academic success. The school counselor will also be responsible for Social Emotional Learning activities during her weekly counseling sessions.</p>
3	<p><u>Develop a sense of belonging by incorporating team building activities</u></p> <p>To ensure that Kohn and Cullen students bond and become a single community, Cullen will incorporate team-building activities. Community partners will assist with creating and implementing activities that will bridge the gap between the schools. Gear Up and Metropolitan Family Services will lead efforts around team-building activities throughout the year, to include: 1) Confidence Courses at Washington Park (Chicago) 2) Academic/Debate Team Competitions and 3) College Tours.</p>

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

Structured Positive Behavior Support School Climate strategy and SEL Curriculum

Teachers will begin professional development for Foundations on June 12 and 13 of 2013. This ongoing training process will provide staff with strategies for developing a healthy school climate that is conducive for effective teaching and learning.

Staff members will also receive training on Behavioral Health Services (June 17, 2013). This training provides Staff on strategies to build infrastructure to increase supports, access and delivery of behavioral health services for all students.

Check In/Check Out training begins June 19, 2013. This is a school based program that provides daily support and monitoring for students who are at risk for developing serious or chronic behavior problems.

Restorative Practices 101 training begins June 21, 2013. Participants will learn strategies such as restorative conversations, circles, and youth restorative conferencing.

Cullen will partner with Second Step to provide staff with social emotional curriculum which will be implemented by the school's counselor (1 hour each week to classrooms kindergarten to 8th grade) as well as teachers. All staff members will receive Second Step training at Cullen during the week of August 19, 2013.

Plan for providing targeted interventions to struggling students:

Interventions for struggling students will include weekly counseling sessions with school counselor. There will be a team of providers at Cullen on a daily basis to address the needs of the students. SGA Family Youth Services will tend to the social emotional needs of the students and parents of pre-kindergarten through third grade. Mentoring services to address the social emotional needs of students in grades 6-8 will be provided through both Human Resources Development Institute (HRDI) and Gear Up for grades 7-8. Metropolitan Family Services, which currently offers support at Kohn, will partner with Cullen moving forward to provide support to students in grades 3-5.

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

The community partners that Cullen will utilize to support a smooth transition and promote a healthy and positive school climate are SGA Youth and Family Services for kindergarten-3rd grade, Metropolitan Family Services for grades 3-5 grade, HRDI for 6-8 grades, and Gear Up for grades 7-8.

Plan for integrating student leadership and/or restorative practices to promote positive:

The plan for integrating student leadership from both schools includes identifying Student Ambassadors to assist with welcoming activities and designing school norms and consequences. Cullen will also develop a Student Council that will serve to provide students with a voice in matters that affect them and foster their social growth and civic development.

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

Students who are in conflict will be given an opportunity to meet with SGA Youth and Family Services, Gear Up, HRDI, the school counselor or lead social emotional coordinator. The process is to meet and receive counseling from social emotional partner. The second offense will result in an after school detention and another meeting with a social emotional partner. A third offense requires a parent conference and a fourth offense warrants in school suspension. Students who exhibit serious or chronic problems will enter the Check in-Check out Behavior Education Program. This program will to be implemented at Cullen during the 2013-2014 school year. Three staff members attended the training on June 19, 2013.

Note: There is a need for additional funding (Budget SY 2013-2014) to hire "one" staff member to coordinate local SEL and Positive Behavior Initiatives. This individual will also promote CPS's Healthy Mind and Body Curriculum (See Below).

Based on the latest dashboard data (week 35):

Students on Track – Cullen 73.1/Kohn 15.2

Attendance YTD - Cullen 94.47%/Kohn 88.73%

Misconducts (Per 100/Codes 4-6) - Cullen 3.25/Kohn 10.2

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

Appendix B2: Langston Hughes Social and Emotional Learning (SEL) Support Plan as of July 18, 2013

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming
1. Morning Meetings and Social Emotional Competencies will be integrated into lesson plans and curriculum.
2. Quarterly School wide assemblies will be held to reinforce and remind on SEL competencies as well as ideals for Foundations.
3. Monthly SEL activities for the entire school to continually foster SEL and cultural integration. Each month's activity will be planned by a designated classroom.
4. Care Centers and Peace Centers will be created and located in either alcoves in the hallways or an empty classroom
5. Peer Mediation/Peer jury/Student Council/Student Ambassadors
6. Male Mentoring/Female Mentoring/Girl Scouts/Boy Scouts

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

Structured PBS (Positive Behavior Support School) Climate strategy and SEL Curriculum:

Langston Hughes' entire staff will be trained in Foundations and Second Step on August 14th and August 30th. The Counselor and Dean of Students will attend a restorative practices professional development on June 21st. A behavioral health services team has been created and will attend professional development on June 18th, September 5th, and October 3rd. This team is comprised of the Assistant Principal, Social Worker, Dean of Students and a Nurse.

These professional development sessions will help staff create a culture of calm throughout the building and to provide positive strategies to assist students who are struggling with discipline issues.

Other areas that will help the overall culture and climate of Langston Hughes are morning meetings in every classroom before the start of instruction, a girls and boys mentoring program that will take place within the school day (boys) and once a month on Saturdays (girls), and lessons that will teach every child how to manage their anger.

Plan for providing targeted interventions to struggling students:

Targeted intervention will be provided to struggling students in the following ways:

- Individual and small group counseling sessions will be provided by Hughes' counselor and social worker.
- A boys and girls mentoring program will also be offered to these students with parental consent. Life Builders will provide boys mentoring and Alpha Kappa Alpha Sorority will provide girls mentoring programs.

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

Langston Hughes School will work with the following community partners and vendors to support students:

- Metropolitan Family Services/21st Century Project will provide after school programming for kindergarten through 8th grade students
- Life Builders will provide male mentoring for students in 5th - 8th grade
- CASEL (Collaborative for Academic, Social, and Emotional Learning) will provide professional development for social emotional learning
- Right At School will provide support and structure for Hughes' recess program
- Alpha Kappa Alpha Sorority will provide girls' mentoring for 6th - 8th grade student

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

Students will be integrated into leadership roles through participating in Student Council as an officer or class representative. Students will also have the opportunity to become a member of the peer jury or a student tutor.

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

In order to respond to students in conflict the following structures will be in place:

- A teacher monitoring and referral system called the "climate binder" will be implemented
- Peace centers will be established under adult supervision, which allow students can remove themselves and reflect quietly on the incident that occurred and journal about ways in which the incident might have been handled better.
- Individual and small group counseling and behavior intervention plans in which both parents and students are involved in the writing and monitoring of the plan.

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

Appendix B3: Lavizzo Social Emotional Learning (SEL) Support Plan as of July 18, 2013

Areas of Student Social and Emotional Needs: Ideas for Activities to Promote Integration	
1	Individual Student and Group Counseling Activities for students from Kohn and Lavizzo will be provided for students with Functional Behavioral Analysis. The team will verify Data of frequent Student code of conduct categorized as 5 or 6 or students that may experience trauma. The support may include participation in Collaborative for Academic Social Emotional Learning (CASEL) lessons, Positive Behavior Interventions and Support (PBIS) activities, and Cognitive Behavior Intervention for Trauma in Schools (CBITS) discussions and goal setting activities.
2	All Lavizzo and Kohn students will participate in Group Teambuilding Activities such as: Sports Camps (i.e., Volleyball, Basketball, Cheerleading, Pom-Poms, Softball Tournaments); 21 st Century Community School and GEAR Up before and after school program activities, fieldtrips; School Clubs; and Spirit Week. These activities will assist with the integration of all students and allow collaboration as teams.
3	Lavizzo and Kohn Mentoring Programs: African American Male Initiative, Girls Rule, Chicago Yacht Club, I Can Problem Solve, Gear Up, or In-School-Pull Out Program. These mentoring programs will provide support to students in need of social emotional strategies and assistance according to their Verify Data and Teacher Anecdotal.
4	All Lavizzo and Kohn Students will participate in student workshops geared for their grade level to enhance social science, math, reading, social skills, and College and Career awareness. Workshops will include College Trips (7 th /8 th), Junior Achievement (k-8 th), Socratic Seminars (6 th -8 th), Second Step (k-8 th), Mighty Acorn (4 th , 6 th , and 7 th), or The Great American Energy Debate (8 th).
5	All Lavizzo and Kohn students in grades 6 th -8 th will participate in Community Service Learning to build compassion, sense of community pride, and citizenship. Students will work collaboratively in the Learning Garden and assist raising funds for causes (e.g. neighborhood nursing homes or hospitals). Students will receive Community Service Learning certificates at awards assemblies and will be recognized in monthly newsletters. Lavizzo and Kohn's Community Service Learning is a pathway to transition students into the required Learning Service that takes place in High School.

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

Structured Positive Behavior Support School Climate strategy and SEL Curriculum

Lavizzo and Kohn will continue to implement the Collaborative for Academic Social Emotional Learning (CASEL) program. Both schools will continue to collaborate using the CASEL curriculum to support students and teachers with Social Emotional strategies, lessons, and activities. Other programs such as Second Step, Manadoob, and Positive Behavior Intervention and Supports (PBIS), will also assist in providing students who struggle emotionally the support through group and individual counseling, conflict resolution, teacher mentors, Safe Rooms, and New Student Peer Buddy, and student leadership and class officers. Data information collected from teachers, parents, and student behaviors. In collaboration, Lavizzo and Kohn students will continue to receive the services from 21st Century Community Schools and Gear Up that they have participated in according to their academic and social emotional needs. Programs with positive impacts used by both schools that will continue to promote collaboration and foster social interaction among students and teachers are:

Rewards with before and after school open gym, Monthly celebrations, Field trips, Recognition in the school newsletter as student of the month, Assemblies and Pep rallies, Sport teams, and Student vs. Teacher/Parent volleyball and basketball games.

Plan for providing targeted interventions to struggling students:

- **Cognitive Behavior Intervention for Trauma in Schools (CBITS):** An individual intense program implemented by the school Social Worker for all students exposed or experienced trauma.
- **Metropolitan Family Services Local Area Network (LAN):** A program providing wrap around services for Lavizzo and Kohn students and families.
- **Functional Behavioral Analysis Plans:** These will be written by Lavizzo and Kohn teachers and the Diverse Learner Support team
- **Lavizzo and Kohn Casebook of anecdotal:** These records are utilized and aligned with Chicago Public School suggestive Student Code of Conduct interventions to conference with students and parents regarding misconducts and misbehaviors.
- **Preventive week-long workshops (4th-8th grades):** Seminars and culminating assembly hosted by Chicago Police Department and Alderman Austin's office.
- **Additional Personnel:** A Dean of Students will help to support students, parents, teachers, and the administration with preventions and responses to conflict.
- **Parent Conferencing:** Provides parents and teachers to discuss prevention strategies and responses to conflict.
- **Mentoring Group and Conflict Resolution programs:** Programs include "I Can Problem Solve"(K-4th grade) and "Girl Rules"(5th -8th). These will integration programs will allow students to partner with the 21st Century Community School (Metropolitan Family Services partnership).

- **Gear Up Mentoring program:** This program is for 7th and 8th grade students.
- **Behavioral Assembly:** This will occur at beginning of school year for all students to review school rules, appropriate behaviors, routines, and Chicago Public School behavior Student Code of Conduct policies.

Vendor/community partner:

The community partners: 21st Century Community School in partnership with Metropolitan Family Services, Gear-Up College/Career Lavizzo/Kohn 7th and 8th Program for all students. Both partners will provide students with tutoring, mentoring, preparation for high school, college/career inquiry activities, fieldtrips, and academic and social emotional teambuilding activities. The University of Illinois Extension Program for K-8th students and parents, will provide a variety of workshops like CPR, etc., Girls Rule- Female Mentoring program, and The Kitchen Community/Open Lands Curricula for Lavizzo and the Kohn Communities will be provided for the Learning Garden along with Common Threads Culinary Arts. Further, additional partners include American Red Cross, Chicago Children's Choir, Chicago Police Department and the Alderman's Office, Chicago Boys and Girls Club- African American Male Initiative, and the Chicago Yacht Club.

Plan for integrating student leadership and/or restorative practices to promote positive behavior:

Lavizzo/Kohn students will have several channels that will provide students with integration support for student leadership and positive behavior practices. These include: New Student Buddy/Mentor, Community Learning Projects, Class Officers, Tech Squad, Boys/Girls Athletics, Choir, and Student of the Month and breakfast with the Principal.

In collaboration with CPS Youth Development and Positive Behavior Supports Department, activities, lessons, and workshops will be provided for students.

Safety Plan:

Lavizzo and Kohn students will be treated with respect and each student will have individual as well as school-wide goals set in the implementation of interventions and response to conflict. Responses to conflicts will be identified through our shared school-wide Response to Intervention Behavior Plan and the Chicago Public School Student Code of Conduct suggestive interventions. Collaborative Student Expectations will be discussed and reviewed at the beginning of our transition school year with students, parents, and teachers from both schools.

Some suggestive responses to students in conflict that can be put in place, but may be revised through collaboration of all stakeholders are:

- Behavioral Assembly at beginning of school year

- Conflicts are initially handled by identifying and investigating conflict (i.e., listening to all sides - student/student, teacher/student, admin/student/teacher)
- Using safe rooms as a place for students to self-reflect and redirected back into their instructional environment
- Referring students to the Dean of Students
- Failure to resolve the conflict can result in the loss of privileges, afterschool detention, Saturday detention, in-school suspension, and out of school suspension (last resort)

Each student and each conflict and situation is different and is treated holistically. As a result, tools will be put in place including the review of verify data, implementation of parent and staff meetings, utilization of a suggestive in-box for anonymous input, a new school-wide Positive Behavior Intervention, and Support matrix. Student, staff, and parent input regarding expectations will be crucial in the integration of the two schools.

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

Appendix C1: Cullen Cultural Integration Plan as of July 18, 2013

Mid April-mid May: Student and Staff Introductory Activities

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
May 28, 2013	Welcome Letters – Cullen Student Ambassadors sent welcome letters to Kohn students sharing information about school climate, activities, and staff.	PTC Welcome Letter Delivery

June-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
Week of June 3, 2013	Spirit Week Activities -This is a traditional activity that promotes unity and pride. Our learning community dress to support daily themes. There are classroom winners daily. Two of the Spirit Week activities included Kohn students.	School Staff and Administrators
June 4, 2013 (Noon – 3:30 pm)	Mega Event/School Carnival – This is a culminating activity resulting from a school-wide fundraiser. Kohn students were paired with grade level ambassadors and participated in team building activities, met Cullen staff and toured school grounds.	Additional Chaperones (LSC, PAC, Kohn Representatives) – Cullen to provide Transportation
June 6, 2013 (11:30 am – 1:30 pm)	Shadow Day – This activity was led by student ambassadors and transition staff. Kohn students were paired with grade level ambassadors, attended core classes and participated in lesson activities.	Cullen to provide transportation
July 12, 2013 (4:00 pm to 7:00 pm)	Brunch, School Tour, Meet and Greet for students and their parents	Coordinate Capital Improvement and transition construction to accommodate this activity (Final coordination 6/6/13)

July 12, 2013 (4:00 pm to 7:00 pm)	For our transitioning Diverse Learners, Cullen's Case Manager and Learning Behavior Specialist will provide individualize support during our Brunch Activity.	Coordinate Capital Improvement and transition construction to accommodate this activity (Final coordination 6/6/13)
Late Summer/Early Fall 2013	School Learning Garden – This is a team building activity designed to reinforce bonds established during Cullen's Brunch activity on July 12, 2013. Transitioning families, along with Cullen's Learning Community, will build containers, design gardens, and plant flowers.	Cullen's Learning Community/Alderman Beale/Metropolitan Family Services/Gear Up/SGA/HRDI
August 2013 (Date/Time to be coordinated by Gear Up Organization)	Student Team Building Activity at Washington Park	Gear Up Program -Facilitators/Cullen will fund transportation
August 20, 2013 (10:00 am – 3:00 pm)	Staff Team Building Activity at Iron Oaks Facility - Staff members will participate in activities that will serve to enhance their ability to collaborate, communicate, problem solve and develop a sense of accountability.	Iron Oaks Trainers
Fall 2013 (TBD)	Cullen School Open House – During this activity, parents will meet all staff members, receive annual curriculum maps, and have the opportunity to discuss student grades with teachers.	School Staff and Administrators

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

Appendix C2: Langston Hughes Cultural Integration Plan as of July 18, 2013

Mid April-mid May: Student and Staff Introductory Activities

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
May 14, 2014 Langston Hughes School Library	Teachers will be involved in a staff climate meeting that will provide them with examples of do's and don'ts for welcoming new staff members	COMPLETED
May 1, 2013 Langston Hughes School Gymnasium	A student forum will be held to empower students with strategies on handling change and in welcoming new students	COMPLETED
May 30, 2013 Langston Hughes School Gymnasium and soft ball field	Fun Field Day will provide our younger students in pre-school through 1st grade to meet each other through a day filled with interactive games and activities	COMPLETED

June-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
June 4, 2013 Langston Hughes School Library	Motivational Speaker John Hooker , Retired Vice President of ComEd, will address teachers on how to make a transition successful and how to create a new culture	COMPLETED
June 11, 2013 Langston Hughes School	Open House: Parents will view a power point presentation of Langston Hughes School (LHS), meet staff, tour the school and complete a parent survey. There will also be a question & answer portion.	COMPLETED
Anticipated date: Mid Aug. 10:00 a.m. - 1:00 p.m. Location: TBD	A Mini-Parent Workshop will be held to allow parents the opportunity to gain information about grade level expectations, upcoming assessments,	Responsible: Administrators, Committee Members & Metropolitan Family Services

	school expectations and parent volunteer opportunities.	Advertisement: Fliers (via US Mail to homes, Neighborhood businesses, School Marquee and All Call)
August 1 Langston Hughes School Grounds	The Back to School Welcoming Fair will provide parents the opportunity to get their children's physicals, school supplies and get to know the LHS family in a relaxed environment with games and other activities.	Responsible: Transition Team, Metropolitan Family Services Advertisement: Fliers (via US Mail to homes, Neighborhood businesses, School Marquee and All Call)
August 22, 2013 Olympia Fields, IL	Team Building at Iron Oaks - Current and new staff will engage in activities to build and encourage trusting staff relationships at Iron Oaks Training Facilities.	Responsible: Administrators Teachers will receive Back to School letter with details

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Appendix C3: Lavizzo Cultural Integration Plan as of July 18, 2013

Mid April-mid May: Student and Staff Introductory Activities

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
May 7 th – 9 th	Lavizzo/Kohn/Hughes worked collaboratively in the Learning Garden for a week to integrate all three schools. Students, parents, and teachers from all 3 schools utilized Lavizzo's Learning Garden to plant and learn about the different fruits and plants in the Garden. Students discussed and shared observations together.	Metropolitan Community Schools, Gear Up, and Rock Island Network (RIN)
May 30 th	Lavizzo and Kohn 7 th and 8 th grade students participated in a teambuilding field trip to Washington Park-Bryan Island in conjunction with Gear Up.	Gear Up

June-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
June 18 th	<p>Lavizzo and Kohn in partnership with The Rock Island Network and with the Center for Urban Education at DePaul University will host a Parent Workshop at Lavizzo from 8:30 a.m. – 10:30 a.m.</p> <p>This will provide parents with an opportunity to work with Lavizzo and the Cullen family community. All parents will learn hands-on activities to help with their children's progress</p>	Rock Island Network (RIN) and DePaul University

	over the summer. Local School Council (LSC) members can apply for Leadership Development credit.	
June 24 th - Aug. 2 nd	Community School 6 week Summer Program to include up to 75 students (targeted for enrichment activities) from Lavizzo and Kohn from 8:30 to 12:30 Mon. – Th. (Thursdays designated for field trips out of the building).	Metropolitan Family Services- Community School and Chicago Public Schools Lunch-stop Program.
Welcoming Open House for Lavizzo/Kohn Students and Families Aug. 21 st and 23 rd	Open House Opportunities to meet with staff; participate in a passport walk through of the school to learn about Parent Portal (a CPS online program that shares data such as grades, assignments/projects with due dates, student attendance, and provide a method of communication with teacher); engage in expected school rules and expectations; review of after school activity options; review safe passage route; and learn important information about student assessment/data and promotion requirements.	Metropolitan Community Schools, School staff, and Rock Island Network
Welcoming Week of Transition Integration Activities Lavizzo/Kohn: Aug. 26 th - 30 th	<p>Beginning of the School year Integration week-long event filled with activities to encourage closing school members to mingle with welcoming members. The event is to ensure cohesiveness and collaboration for all Lavizzo/Kohn students, staff, and parents:</p> <p>Sports Camps: students in grades 5th-8th will participate in (Volleyball, basketball & football, pom-pom/cheer) clinics on Aug. 26th and 27th.</p> <p>Academic Clinics (Science, tech, and math clinics) using Common Core, Science Research Association (SRA), and on-line academic</p>	Metropolitan Community Schools, Gear Up, University of Illinois Extension Mobile, CPS Office of Student Health and Wellness, Cambridge, and Kids College

	<p>programs to target all grade level students to participate in the 2 day academic clinic that will provide them with fun foundational skills and college and career lessons (Aug. 28th and 29th).</p> <p>Health and Wellness Day for all grade level students and families: Aug. 30th. This is a fitness day program in which students, staff, and parents will participate in competitive activities such as relay and sack races; learn about the food pyramid and our learning garden; receive immunizations; and have food and fun.</p> <p>*Social Emotional Learning data will be used to choose students who are in need of extra assistance with transitioning.</p>	
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