

**Transition Plan as of July 12, 2013**  
**For the Closure of Austin O. Sexton 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 Austin O. Sexton Elementary School (Sexton). This decision is based on the underutilization of Sexton, in accordance with the Chief Executive Officer's Guidelines for School Actions (Guidelines). This action will welcome returning students at John Fiske Elementary School (Fiske), which will be re-located.

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

**II. Summary of Action**

Sexton was a neighborhood elementary school located at 6020 S. Langley Ave., in the Burnham Park Elementary Network of CPS. Sexton served 359 students in PE, PK & K-8th grades. CPS is closing Sexton based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Sexton students will be welcomed by Fiske. Fiske will be re-located from its present location to 6020 S. Langley Ave. Thus, all Sexton students will continue to attend school at 6020 S. Langley Ave.,

welcomed by the Fiske administration, staff, and students. Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The investments CPS will make for transitioning students at both Sexton and Fiske, 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 that was associated with Sexton will be reassigned to Fiske at 6020 S. Langley Ave. This means that Fiske will be the new neighborhood school for students living in the Sexton boundary.

### **III. Safety and Security**

The following proposed safety plans have been custom designed for students transitioning from Sexton into Fiske. 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 Network of Woodlawn and has knowledge of community dynamics and has demonstrated significant contribution to this community. The number of community watchers allocated is 10.

- The approved Safe Passage Community Partner organization will recruit and hire “community watchers.” The ideal candidates for community watchers will be from among individuals who are either residents from the community or are very familiar with residents of the community. These will be individuals who have significant knowledge of the dynamics of the community and are comfortable playing the roles as defined above. All candidates will need to pass a background screening.
- The distance between the two schools is 0.5 miles. The Safe Passage route that is being proposed for the Sexton into Fiske transition includes the following routes:
  - S. University and E. 61st west to S. Langley and E. 61st
  - S. Cottage Grove and E. 60th south to S. Cottage Grove and E. 62nd
  - S. Drexel and E. 62nd west to S. Cottage Grove and E. 62nd
  - Fiske ES south to E. 61st and S. Langley
- 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***

- Fiske will have enhanced security staffing plan at the school. As the designated welcoming school, Fiske will receive additional security to support the increased number of students as well as to ease the transition for Sexton students joining Fiske. The security staff from Sexton will be extended offers to be redeployed to Fiske in order to facilitate this transition by providing a familiar face for Sexton. Last school year, Fiske had 1 full time security officers. Sexton had 1 full time security officers. As a result, the new security staff at Fiske will have a total of 2 full time security officers. All security staff will be provided supplemental training on the importance of the integration of the two student populations into the new welcoming school.
- A review of the safety technology for Fiske is noted below, along with enhancements that will be made:
  - Camera System – Fiske’s camera system will be enhanced with digital recording and monitoring capabilities. All surveillance will be accessible by school administration and the CPS Office of Safety and Security’s Student Safety Center.
  - Access Control System – The school already has an entry door buzzer system with a camera to allow security and staff to monitor the front entrance and grant access to appropriate visitors.
  - Entry Screening Equipment – Fiske 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 Sexton 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 Fiske, 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 Fiske 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 Fiske, 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 Fiske, customizing training based on the unique population of the students in the school.
- CPS will support welcoming schools in hosting meet and greet events for parents to meet the administration and teachers at the welcoming schools and review student IEPs and share critical information about student needs.
- CPS will make phone calls to all parents of students with IEP and 504 plans in closing schools to ensure knowledge of welcoming schools and answer any questions.
- CPS will ensure classrooms for special education separate instruction are in appropriate locations in the school to be near same age and grade peers.
- The 6020 S. Langley Ave. facility is minimally accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as "minimally accessible" have a basic level of

access, but the accessibility of floor levels, rooms and features may vary. For more information about a particular school, contact the CPS Director of ADA Policy at [\(773\) 553-2158](tel:7735532158).

### ***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 Fiske 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 Fiske 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 Thursday and Friday from 9:00 a.m. to 3:00 p.m. at Fiske 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 Fiske 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 Fiske 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)***

- Fiske is not currently projected to receive ELL students.
- In the event that Fiske received ELLs, Fiske 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***

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

### ***Transportation***

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

## **V. Information Regarding Choice of Schools**

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

CPS offers an end of year application process that begins in July and seeks to fill remaining open seats in magnet, magnet cluster, and open enrollment elementary schools. Students affected by school actions who are still seeking alternative enrollment options will be given first priority in the end of year process. Students must apply and submit an

application to the Office of Access and Enrollment to be considered. The application can be found at [www.cpsoe.org](http://www.cpsoe.org) between July 8-July 19, or by calling (773) 553-2060, or in person at 125 S. Clark Street.

## **VI. Public Comment**

### ***Community Meetings and Public Hearings:***

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

#### **Community Meeting 1**

Tuesday, April 09, 2013

7:30pm-9:30pm

Kenwood High School

5015 South Blackstone Avenue

#### **Community Meeting 2**

Saturday, April 13, 2013

12:30pm-2:30pm

Kenwood High School

5015 South Blackstone Avenue

#### **Public Hearing**

Monday, April 22, 2013

8:00pm-10:00pm

CPS Central Office

125 S. Clark St.

### ***Further Questions and Concerns:***

If you have any questions or concerns, please visit [www.cps.edu/qualityschools](http://www.cps.edu/qualityschools).

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

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS		
Area of Academic Need	Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc.)
<p><b><u>READING K-2</u></b></p> <p><b>Fiske:</b> 12% of kindergarten students are Below/Far Below Proficient on the TRC/DIBELS Assessment 45% of 1<sup>st</sup> Grade students are Below/Far Below Proficient on the TRC/DIBELS Assessment and 20% of 2<sup>nd</sup> Grade students are Below/Far Below Proficient on the TRC/DIBELS Assessment</p> <p><b>Sexton:</b> 12% of kindergarten students are Below/Far Below Proficient on the TRC/DIBELS Assessment 55% of 1<sup>st</sup> Grade students are Far Below on the TRC/DIBELS Assessment 29% of 2<sup>nd</sup> Grade students are Below/Far Below Proficient on the TRC/DIBELS Assessment</p> <p>The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through 3<sup>rd</sup> grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.</p> <p>TRC (Text Reading and Comprehension) screening measure is an iterative process to determine a student's instructional</p>	<p><b>International Baccalaureate (IB)</b> – The IB programme for students aged 3 to 19 helps develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. At the root of IB curriculum is the idea of using critical thinking skills in real world situations. The IB curriculum provides a deeper understanding of the subject discipline while providing further opportunities to make connections throughout the learning, from one subject to another, and between disciplinary and interdisciplinary learning.</p> <p><b>Curriculum</b> – Fiske will continue to implement a 120 minute balanced literacy reading block, which includes reading and writing. The premise of the instruction derives from Scholastic Guided Reading materials, Lucy Calkins' Units of Study, Fountas and Pinnel for phonics instruction, Heggerty to support phonemic awareness and Teacher Mate and Tutor Mate for kindergarten and first grade to support literacy centers. This Literacy instructional model was selected based on the Literacy results achieved at Fiske.</p> <p><b>Heggerty</b> – This phonemic awareness program intended for K -2 and currently utilized by Fiske will continue to be used. Teachers will execute daily whole-class lessons using the Heggerty program. Heggerty will also be used in small group literacy instruction as an intervention for identified students (extra dosage). The use of Heggerty will address student gaps that exist because students are unable to identify sounds associated with letters and parts of words.</p> <p><b>Teacher Mate (K-1)</b> - Teacher Mate uses TRC data and in class assessments to adjust self-directed learning using the Teacher Mate software. In line with the key concepts of the IB curriculum, Teacher Mate creates interactions among tutors from the business/professional world and students to help create additional ties to further students' independence and support student learning.</p> <p><b>Burst</b> – Burst is a program that has lesson directly aligned to students' DIBELS scores. Lessons will be tailored to address identified learning gaps for</p>	<p><b>Training:</b> At the BOY (Beginning of the Year), NSP Tutors (Neighborhood Schools Program) and classroom teachers will be trained to implement the Burst program with high fidelity. New and returning teachers will receive training on Heggerty if they have not yet been trained.</p> <p><b>Implementation Monitoring:</b> The administration and Teacher Leaders will monitor the implementation of Heggerty, Teacher Mate, Burst and the Fiske Elementary School Weekly Strategy Foci.</p> <p><b>Progress Monitoring:</b> Teachers will bring data to grade level team meetings to present to teammates and administration. Teachers will be able to identify both student progress and areas of added support.</p> <p><b>Teacher/Student Need Based Training:</b> Bi-weekly joint administration walk-throughs to identify professional development topics based on observations. Outcomes oriented mini-training sessions (i.e. Team meeting will have a specific training topic and meeting outcome that will be assessed at the end of each meeting). The administration will conduct follow-up observations to monitor implementation of agreed upon strategies that week.</p> <p><b>Teacher/Student Need Based Training –</b> 60 minute professional development sessions will be conducted on an as needed basis; topics will be based on qualitative and quantitative data. Administrators will use data collected during joint targeted walkthroughs of grade bands, REACH observations, and NWEA data to inform selection of professional development topics.</p>



<p>reading level. Selecting a starting level close to the student's actual instructional reading level will result in a faster assessment process.</p> <p>Fiske will focus on the following areas: Phonemic Awareness, Phonics and Decoding.</p>	<p>small groups. Burst lessons are done at least three times per week in a small group setting allowing more specific support to be given to each student.</p> <p><b>Fiske Elementary School Weekly Strategy Foci Continuum</b> – Comprehension skills are identified on a weekly basis that K – 8 grade students are expected to show proficiency every three weeks. The skills include:</p> <ul style="list-style-type: none"> <li>• Character traits, actions and motives</li> <li>• Motives/Reasons</li> <li>• Cause and effect</li> <li>• Predict</li> <li>• Classify</li> <li>• Compare and contrast</li> <li>• Main idea</li> <li>• Summarize and sequence</li> <li>• Analyze purpose, fact and opinion</li> </ul>	
<p><b><u>READING 3-5</u></b></p> <p><b>Fiske:</b> 52% of 3<sup>rd</sup> grade students met/exceeded ISAT achievement standards. 44% of 4<sup>th</sup> grade students met/exceeded ISAT achievement standards. 63% of 5<sup>th</sup> Grade students met/exceeded ISAT achievement standards.</p> <p><b>Sexton:</b> 68.6% of 3<sup>rd</sup> grade students met/exceeded ISAT achievement standards. 30% of 4<sup>th</sup> grade students met/exceeded ISAT achievement standards. 50% of 5<sup>th</sup> grade students met/exceeded ISAT achievement standards.</p> <p>Fiske will focus on the following areas: Informational Text, inference and cause and effect.</p>	<p><b>International Baccalaureate (IB)</b> – The IB programme for students aged 3 to 19 helps develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. At the root of IB curriculum is the idea of using critical thinking skills in real world situations. The IB curriculum provides a deeper understanding of the subject discipline while providing further opportunities to make connections throughout the learning, from one subject to another, and between disciplinary and interdisciplinary learning.</p> <p><b>Curriculum</b> – Fiske will continue to implement a 120 minute balanced literacy reading block, which includes reading and writing. The premise of the instruction derives from Scholastic Guided Reading materials, Reading Express (Sixty grade-level lessons provide comprehensive coverage of Common Core and state standards), Ladders to Success (a program that caters specifically to the needs of students who are performing below grade level), Lucy Calkins' Units of Study and Fountas and Pinnel for phonics instruction. In addition, to support instruction at the 4<sup>th</sup> and 5<sup>th</sup> grade level, Fiske will use novel-based instruction model, incorporating the suggested Common Core novels.</p> <p><b>Compass Learning</b> - Compass Learning is an intervention program that provides leveled practice and individual student plans to target specific needs and increase student achievement. Students use Compass Learning to examine text</p>	<p><b>Compass Learning</b></p> <ul style="list-style-type: none"> <li>• Administration will renew Compass Learning License</li> <li>• Protocol for identifying students to receive Compass Learning (based on BOY MAP data 2013) will be developed.</li> <li>• Students will receive Compass Learning during school and afterschool four times a week.</li> <li>• PD (Professional Development) sessions and expectations of program (Compass Learning) for new and returning teachers on usage to be executed during August PD.</li> </ul> <p><b>Data Informed Instruction :</b></p> <ul style="list-style-type: none"> <li>• Teachers will receive PD on data analysis during grade level team meetings on a weekly basis</li> <li>• Teachers will receive PD on how to track student progress - weekly</li> <li>• Administration will monitor planned Reading instructional practices once a month</li> </ul> <p><b>Partnerships</b> NSP, WCPC (Woodlawn Children's Promise Community) and Gear Up will provide weekly tutoring to selected students based on NWEA achievement.</p> <p><b>Teacher/Student Need Based Training:</b> Bi-weekly joint administration walk-throughs will occur to identify professional development</p>

	<p>from multiple perspectives in an effort to think critically in order to complete the given task/assessment successfully. Students in grades 3-5 will receive Compass Learning during school and afterschool four times a week for one hour per day.</p> <p><b>Fiske Elementary School Weekly Strategy Foci Continuum</b> – Comprehension skills are identified on a weekly basis that K – 8 grade students are expected to show proficiency in every three weeks. The skills include:</p> <ul style="list-style-type: none"> <li>• Character traits, actions and motives</li> <li>• Motives/Reasons</li> <li>• Cause and effect</li> <li>• Predict</li> <li>• Classify</li> <li>• Compare and contrast</li> <li>• Main idea</li> <li>• Summarize and sequence</li> <li>• Analyze purpose, fact and opinion</li> </ul>	<p>topics based on observations and then hold outcomes oriented mini-training sessions (i.e. Team meeting will have a specific training topic and meeting outcome that will assessed at the end of each meeting). The administration will conduct follow-up observations to monitor implementation of agreed upon strategies that week.</p> <p><b>Data Informed Instruction</b> - Teachers will meet in grade level teams to identify students that fall below the 40th percentile (below grade level) in Reading to determine target groups for intervention. Teachers will identify primary reading skills that are needed to bring students to grade level. Teachers will meet on a weekly basis to share progress with colleagues and administration regarding student progress. The rationale for this strategy is that if teachers use instructional time strategically to inform whole class and individual student needs reading levels of proficiency will increase.</p> <p><b>Teacher/Student Need Based Training</b> – 60 minute professional development sessions will be conducted on an as needed basis; topics will be based on qualitative and quantitative data. Administrators will use data collected during joint targeted walkthroughs of grade bands, REACH observations, and NWEA data to inform selection of professional development topics.</p>
<p><b><u>READING 6-8</u></b></p> <p><b>Fiske:</b> 77.4% of 6<sup>th</sup> grade students met/exceeded ISAT achievement standards. 80.8% of 7<sup>th</sup> grade students met/exceeded ISAT achievement standards.</p> <p><b>Sexton:</b> 59.5% of 6<sup>th</sup> grade students met/exceeded ISAT achievement standards. 65.8% of 7<sup>th</sup> grade students met/exceeded ISAT achievement standards.</p> <p>Fiske will focus on the following areas: Informational Text and inference.</p>	<p><b>International Baccalaureate (IB)</b> – The IB programme for students aged 3 to 19 helps develop the intellectual, personal, emotional and social skills to live, learn and work in a rapidly globalizing world. At the root of IB curriculum is the idea of using critical thinking skills in real world situations. The IB curriculum provides a deeper understanding of the subject discipline while providing further opportunities to make connections throughout the learning, from one subject to another, and between disciplinary and interdisciplinary learning.</p> <p><b>Curriculum</b> - Fiske will continue to use a balanced approach to literacy instruction, which includes reading and writing workshop. The premise of the instruction includes novel-based instruction model, incorporating suggested Common Core novels. In addition, Fiske will integrate reading of various types of informational text i.e. magazines, brochures, newspapers, etc.</p>	<p><b>Compass Learning</b></p> <ul style="list-style-type: none"> <li>• Administration will renew Compass Learning License</li> <li>• Protocol for identifying students to receive Compass Learning (based on BOY MAP data 2013) will be developed.</li> <li>• Students will receive Compass Learning during school and afterschool four times a week.</li> <li>• PD sessions and expectations of program (Compass Learning) for new and returning teachers on usage to be executed during August PD.</li> </ul> <p><b>Data Informed Instruction :</b></p> <ul style="list-style-type: none"> <li>• Teachers will receive PD on data analysis during grade level team meetings on a weekly basis</li> <li>• Teachers will receive PD on how to</li> </ul>

	<p><b>Compass Learning</b> - Compass Learning is an intervention program that provides leveled practice and individual student plans to target specific needs and increase student achievement. Students use Compass Learning to examine text from multiple perspectives in an effort to think critically in order to complete the given task/assessment successfully. Students in grades 6-8 will receive 120 minutes per week of intervention/acceleration on specific reading skills as identified.</p> <p><b>Fiske Elementary School Weekly Strategy Foci Continuum</b> – Comprehension skills are identified on a weekly basis that K – 8 grade students are expected to show proficiency in every three weeks. The skills include:</p> <ul style="list-style-type: none"> <li>• Character traits, actions and motives</li> <li>• Motives/Reasons</li> <li>• Cause and effect</li> <li>• Predict</li> <li>• Classify</li> <li>• Compare and contrast</li> <li>• Main idea</li> <li>• Summarize and sequence</li> <li>• Analyze purpose, fact and opinion</li> </ul>	<p>track student progress - weekly</p> <ul style="list-style-type: none"> <li>• Administration will monitor planned Reading instructional practices once a month</li> </ul> <p><b>Partnerships</b> NSP, WCPC (Woodlawn Children’s Promise Community) and Gear Up will provide weekly tutoring to selected students based on NWEA achievement.</p> <p><b>Teacher/Student Need Based Training:</b> Bi-weekly joint administration walk-throughs will occur to identify professional development topics based on observations and then hold outcomes oriented mini-training sessions (i.e. Team meeting will have a specific training topic and meeting outcome that will assessed at the end of each meeting). The administration will conduct follow-up observations to monitor implementation of agreed upon strategies that week.</p> <p><b>Data Informed Instruction</b> - Teachers will meet in grade level teams to identify students that fall below the 40th percentile (below grade level) in Reading to determine target groups for intervention. Teachers will identify primary reading skills that are needed to bring students to grade level. Teachers will meet on a weekly basis to share progress with colleagues and administration regarding student progress. The rationale for this strategy is that if teachers use instructional time strategically to inform whole class and individual student needs reading levels of proficiency will increase.</p> <p><b>Teacher/Student Need Based Training</b> – 60 minute professional development sessions will be conducted on an as needed basis; topics will be based on qualitative and quantitative data. Administrators will use data collected during joint targeted walkthroughs of grade bands, REACH observations, and NWEA data to inform selection of professional development topics.</p> <p>Middle school teachers will meet weekly for IB implementation planning.</p> <p>Employ Middle Years Program (MYP) Coach (6 - 8 grade IB Coordinator).</p> <p>Provide PD for all K-8 teachers on IB Curriculum throughout the 2013-14 SY.</p>
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<p><b><u>WRITING K-2</u></b></p> <p>Based on the analysis of informal writing assessments (i.e. guided writing, writing conferences and independent daily writing) administration and the ILT (Instructional Leadership Team) identified student writing and grammar for areas of development for students.</p> <p>The Lucy Calkins <i>Units of Study for Teaching Writing</i> series is organized into a system of monthly units that move students through both narrative and expository writing each year. In the primary grades, students begin acquiring a repertoire of writing skills to write in many genres.</p> <p>Fiske will focus on the following areas:</p> <ul style="list-style-type: none"> <li>• Descriptive</li> <li>• Narrative</li> <li>• Creative Writing</li> </ul>	<p><b>Curriculum</b> – Both Fiske and Sexton have used Lucy Calkins. As a result, Fiske will continue to integrate Lucy Calkins Writers Workshop (Organized within a carefully crafted spiraling curriculum, these six sequential units of study helps teachers teach narrative and expository writing with increasing power and intimacy) with high fidelity. This method encourages individual conference time with students, encourages specific skills-based mini-lessons and provides application opportunities in every writing lesson.</p>	<p><b>Progress Monitoring:</b> Teachers will bring data to grade level team meetings to present to teammates and administration. Teachers will be able to identify both student progress and areas of added support.</p>
<p><b><u>WRITING 3-5</u></b></p> <p>Based on the analysis of informal writing assessments (i.e. guided writing, writing conferences and independent daily writing) administration and the ILT identified student writing and grammar for areas of development for students. The Lucy Calkins <i>Units of Study for Teaching Writing</i> series is organized into a system of monthly units that move students through both narrative and expository writing each year. In the primary grades, students begin acquiring a repertoire of writing skills to write in many genres.</p>	<p><b>Curriculum</b> – Fiske will continue to integrate Lucy Calkins Writers Workshop (Organized within a carefully crafted spiraling curriculum, these six sequential units of study helps teachers teach narrative and expository writing with increasing power and intimacy) with high fidelity. This method encourages individual conference time with students, encourages specific skills-based mini-lessons and provides application opportunities in every writing lesson.</p>	<p><b>Progress Monitoring:</b> Teachers will bring data to grade level team meetings to present to teammates and administration. Teachers will be able to identify both student progress and areas of added support.</p>

<p>The upper and middle grades revisit and reconstruct these in more formal and purposeful ways.</p> <p>Fiske will focus on the following areas:</p> <ul style="list-style-type: none"> <li>• Descriptive</li> <li>• Narrative</li> <li>• Expository</li> </ul>		
<p><b><u>WRITING 6-8</u></b></p> <p>Based on the analysis of informal writing assessments (i.e. guided writing, writing conferences and independent daily writing) administration and the ILT identified student writing and grammar for areas of development for students.</p> <p>The Lucy Calkins <i>Units of Study for Teaching Writing</i> series is organized into a system of monthly units that move students through both narrative and expository writing each year. The upper and middle grades revisit and reconstruct these in more formal and purposeful ways.</p> <p>Fiske will focus on the following areas:</p> <ul style="list-style-type: none"> <li>• Descriptive</li> <li>• Narrative</li> <li>• Expository</li> <li>• Persuasive</li> </ul>	<p><b>Curriculum</b> – Fiske will continue to integrate Lucy Calkins Writers Workshop (Organized within a carefully crafted spiraling curriculum, these six sequential units of study helps teachers teach narrative and expository writing with increasing power and intimacy) with high fidelity. This method encourages individual conference time with students, encourages specific skills-based mini-lessons and provides application opportunities in every writing lesson.</p>	<p><b>Progress Monitoring:</b> Teachers will bring data to grade level team meetings to present to teammates and administration. Teachers will be able to identify both student progress and areas of added support.</p> <p>Administration will hire a 6-8 grade dedicated writing teacher to support the 50 minute writing block.</p> <p>Employ Middle Years Program (MYP) Coach (6 - 8 grade IB Coordinator).</p> <p>Provide PD for all K-8 teachers on IB Curriculum throughout the 2013-14 school year.</p> <p>Provide PD for all K-8 teachers on IB Curriculum throughout the 2013-14 school year.</p>
<p><b><u>MATHEMATICS K-2</u></b></p> <p><b>Fiske:</b> 87% of 3<sup>rd</sup> grade students met/exceeded ISAT achievement standards.</p> <p><b>Sexton:</b> 57.1% of 3<sup>rd</sup> grade students met/exceeded</p>	<p><b>Curriculum</b> – The school will adopt the Harcourt School Publishers (HSP) Mathematics Curriculum because Fiske showed Higher math achievement levels across grade levels. Fiske Elementary will continue to use the K-2 HSP Mathematics Program because it offers an assortment of learning materials designed to provide students with</p>	<p><b>Curriculum:</b> Provide BOY Professional Development for teachers new to the Harcourt School Publishers and continue professional development as needed throughout the school year.</p> <p><b>ST Math:</b></p>

<p>ISAT achievement standards.</p> <p>Fiske will focus on the following areas:</p> <ul style="list-style-type: none"> <li>Counting and Cardinality</li> <li>Operations and Algebraic Thinking</li> <li>Number and Operations in Base Ten</li> <li>Measurement and Data</li> <li>Geometry</li> </ul>	<p>meaningful and diverse educational experiences.</p> <p><b>ST Math Time</b> - ST Math makes a transferrable focus from the symbolic representations found in core instruction to the visual representation and problem solving skills needed for ST Math. ST Math is aligned to grade level curriculum standards and objectives, and can be tailored to the mathematics core curriculum. Structured Schedule for ST Math for all students to receive 1x per week. Target students to receive additional ST Math intervention time 1-2x per week, in the classroom as a supplement to the continued use of HSP Math.</p>	<ul style="list-style-type: none"> <li>Beginning of year professional development for all K-5 Teachers on ST Math will be provided.</li> <li>Grade teams will meet twice monthly to review student data and progress.</li> </ul> <p><b>Teacher/Student Need Based Training:</b> Bi-weekly joint administration walk-throughs to identify professional development topics based on observations.</p> <p>Outcomes oriented mini-training sessions (i.e. Team meetings), will have a specific training topic and meeting outcome that will assessed at the end of each meeting.</p> <p>Administration will conduct follow-up observations to monitor implementation of agreed upon strategies that week.</p> <p><b>Teacher/Student Need Based Training – 60</b> minute professional development sessions will be conducted on an as needed basis; topics will be based on qualitative and quantitative data. Administrators will use data collected during joint targeted walkthroughs of grade bands, REACH observations, and NWEA data to inform selection of professional development topics.</p> <p><b>Progress Monitoring:</b> Teachers will bring data to grade level team meetings to present to teammates and administration. Teachers will be able to identify both student progress and areas of added support.</p>
<p><b><u>MATHEMATICS 3-5</u></b></p> <p><b>Fiske:</b> 87% of 3<sup>rd</sup> grade students met/exceeded ISAT achievement standards.</p> <p>68% of 4th grade students met/exceeded ISAT achievement standards.</p> <p>78.9% of 5<sup>th</sup> grade students met/exceeded ISAT achievement standards.</p>	<p><b>Curriculum</b> – The school will adopt the Harcourt School Publishers (HSP) Mathematics Curriculum because Fiske showed Higher math achievement levels across grade levels. Fiske Elementary will continue to use the 3-5 HSP Mathematics Program because it offers an assortment of learning materials designed to provide students with meaningful and diverse educational experiences.</p> <p><b>ST Math Time</b> - ST Math makes a transferrable focus from the symbolic representations found in</p>	<p><b>Curriculum:</b> Provide BOY Professional Development for teachers new to the Harcourt School Publishers and continue professional development as needed throughout the school year.</p> <p><b>ST Math:</b></p> <ul style="list-style-type: none"> <li>Structured Schedule will be provided for ST Math for all students to receive ST Math 1x per week. Target students to receive additional ST Math</li> </ul>

<p><b>Sexton:</b> 57.1% of 3<sup>rd</sup> grade students met/exceeded ISAT achievement standards. 40% of 4<sup>th</sup> grade students met/exceeded ISAT achievement standards. 50% of 5<sup>th</sup> grade students met/exceeded ISAT achievement standards.</p> <p>Fiske will focus on the following specific areas:</p> <ul style="list-style-type: none"> <li>Counting and Cardinality</li> <li>Operations and Algebraic Thinking</li> <li>Number and Operations in Base Ten and Fractions</li> <li>Measurement and Data</li> <li>Geometry</li> </ul>	<p>core instruction to the visual representation and problem solving skills needed for ST Math. ST Math is aligned to grade level curriculum standards and objectives, and can be tailored to the mathematics core curriculum. Structured Schedule for ST Math for all students to receive 1x per week. Target students to receive additional ST Math intervention time 1-2x per week, in the classroom as a supplement to the continued use of HSP Math.</p> <p><b>Data Informed Instruction</b> - Teachers will meet in grade level teams to identify students that fall below the 40th percentile (below grade level) in Math to determine target groups for intervention. Teachers will identify primary math skills that are needed to bring students to grade level. Teachers will meet on a weekly basis to share progress with colleagues and administration regarding student progress. The rationale for this strategy is that if teachers use instructional time strategically to inform whole class and individual student needs math levels of proficiency will increase.</p>	<p>intervention time 1-2x per week, in the classroom as a supplement to the continued use of HSP Math.</p> <ul style="list-style-type: none"> <li>Beginning of year professional development for all K-5 Teachers on ST Math will be provided.</li> <li>Grade teams will meet twice monthly to review student data and progress.</li> </ul> <p><b>Data Informed Instruction :</b></p> <ul style="list-style-type: none"> <li>PD on data analysis will occur during grade level team meetings on a weekly basis.</li> <li>PD on how to track student progress will occur weekly</li> <li>Administration will monitor once a month that planned Math instructional practices occur.</li> </ul> <p><b>Partnerships</b> The NSP, Woodlawn Children’s Promise Community (WCPC) and Gear Up will provide Weekly tutoring to selected students based on NWEA achievement.</p> <p><b>Teacher/Student Need Based Training:</b> Bi-weekly joint administration walk-throughs to identify professional development topics based on observations.</p> <p>Outcomes oriented mini-training sessions (i.e. Team meetings), will have a specific training topic and meeting outcome that will assessed at the end of each meeting.</p> <p>Administration will conduct follow-up observations to monitor implementation of agreed upon strategies that week.</p> <p><b>Teacher/Student Need Based Training – 60</b> minute professional development sessions will be conducted on an as needed basis; topics will be based on qualitative and quantitative data. Administrators will use data collected during joint targeted walk-throughs of grade bands, REACH observations, and NWEA data to inform selection of professional development topics.</p>
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<p><b>MATHEMATICS 6-8</b>  <b>Fiske:</b> 80.6% of 6<sup>th</sup> grade students met/exceeded ISAT achievement standards.  80.8% of 7<sup>th</sup> grade students met/exceeded ISAT achievement standards.</p> <p><b>Sexton:</b> 64.9% of 6<sup>th</sup> grade students met/exceeded ISAT achievement standards.  76.3% of 7<sup>th</sup> grade students met/exceeded ISAT achievement standards.  Fiske will focus on the following specific areas:</p> <ul style="list-style-type: none"> <li>• Ratios and Proportional Relationship</li> <li>• The Number System</li> <li>• Expressions and Equations</li> <li>• Geometry</li> <li>• Statistics and Probability</li> <li>• Functions</li> </ul>	<p><b>Curriculum</b> – The school will adopt the McDougal Littell: Math Course 1, 2 &amp; 3 mathematics curriculum because Fiske showed higher math achievement levels across grade levels. Fiske Elementary will continue to use the 6-8 Curricula Material for McDougal Littell: Math Course 1, 2 &amp; 3 (provides complete and comprehensive coverage of the Common Core State Standards with content and standards of mathematical practices documented throughout every lesson) and the Pearson: Algebra I Common Core (addresses the Common Core Content Standards and infuses the Standards for Mathematical Practice throughout every lesson).</p> <p><b>Compass Learning</b> - Compass Learning is an intervention program that provides leveled practice and individual student plans to target specific needs and increase student achievement. Students use Compass Learning to examine text from multiple perspectives in an effort to think critically in order to complete the given task/assessment successfully. Students in grades 6-8 will receive 120 minutes per week of intervention/acceleration on specific reading skills as identified.</p> <p><b>Data Informed Instruction</b> - Teachers will meet in grade level teams to identify students that fall below the 40th percentile (below grade level) in Math to determine target groups for intervention. Teachers will identify primary math skills that are needed to bring students to grade level. Teachers will meet on a weekly basis to share progress with colleagues and administration regarding student progress. The rationale for this strategy is that if teachers use instructional time strategically to inform whole class and individual student needs math levels of proficiency will increase.</p>	<p><b>Curriculum:</b> BOY Professional Development will be provided for teachers new to the Harcourt School Publishers and continue professional development as needed throughout the school year.</p> <p><b>Compass Learning</b></p> <ul style="list-style-type: none"> <li>• Administration will renew Compass Learning License</li> <li>• Protocol for identifying students to receive Compass Learning (based on BOY MAP data 2013) will be developed.</li> <li>• Students will receive Compass Learning during school and afterschool four times a week.</li> <li>• PD sessions and expectations of program (Compass Learning) for new and returning teachers on usage to be executed during August PD.</li> </ul> <p><b>Data Informed Instruction :</b></p> <ul style="list-style-type: none"> <li>• Teachers will receive PD on data analysis during grade level team meetings on a weekly basis</li> <li>• Teachers will receive PD on how to track student progress - weekly</li> <li>• Administration will monitor planned Reading instructional practices once a month</li> </ul> <p><b>Partnerships</b>  NSP, WCPC (Woodlawn Children's Promise Community) and Gear Up will provide weekly tutoring to selected students based on NWEA achievement.</p> <p>The administration will hire a MYP Coach (6 -8 grade IB Coordinator).</p> <p>PD will be provided for all K-8 teachers on IB Curriculum throughout the 2013-14 school year.</p> <p>PD will be provided for all K-8 teachers on IB Curriculum throughout the 2013-14 school year.</p> <p><b>Progress Monitoring:</b> Teachers will bring data to grade level team meetings to present to</p>



		teammates and administration. Teachers will be able to identify both student progress and areas of added support.
<p><b><u>SCIENCE K-2</u></b>  <b>Fiske:</b> 40% of 4th grade students met/exceeded ISAT achievement standards.</p> <p><b>Sexton:</b> 43.3% of 4<sup>th</sup> grade students met/exceeded ISAT achievement standards.  Fiske will focus on the following specific areas:</p> <ul style="list-style-type: none"> <li>• Scientific Inquiry</li> <li>• Life, Physical &amp; Earth/Space Science</li> <li>• Technology</li> </ul>	<p><b>Curriculum:</b> Fiske will adopt the K-2 curriculum materials for the Prentice Hall Science Program to prepare students to become critical thinkers who develop an understanding of the world around them and to communicate their understandings in a variety of literate forms.</p> <p><b>Brain Pop:</b> Brain Pop is a group of educational websites with over 1,000 short animated movies for students in grades K-12 that provides quizzes, supplemental information and related materials, covering the subjects of science. Brain Pop creates animated, curricular content that engages students and boosts student achievement.</p>	<p><b>Curriculum:</b> BOY Professional Development will be provided for teachers new to the Harcourt School Publishers and continue professional development as needed throughout the school year.</p> <p><b>Materials:</b> K-2 Curricula materials will be purchased for the Prentice Hall Science Program.</p> <p><b>Training:</b> At the BOY, classroom teachers will be trained to implement the Brain Pop animated science supplemental program.</p>
<p><b><u>SCIENCE 3-5</u></b>  <b>Fiske:</b> 40% of 4th grade students met/exceeded ISAT achievement standards.</p> <p><b>Sexton:</b> 43.3% of 4<sup>th</sup> grade students met/exceeded ISAT achievement standards.  Fiske will focus on the following areas:</p> <ul style="list-style-type: none"> <li>• Scientific Inquiry</li> <li>• Life, Physical &amp; Earth/Space Science</li> <li>• Technology</li> </ul>	<p><b>Curriculum:</b> Fiske School will adopt the 3-5 curriculum materials for the Prentice Hall Science Program to prepare students to become critical thinkers who develop an understanding of the world around them and to communicate their understandings in a variety of literate forms. The Prentice Hall Science Program was selected from the list of approved of IB vendors.</p> <p><b>Data Informed Instruction</b> - Teachers will meet in grade level teams to identify students that fall below the 40th percentile (below grade level) in Science to determine target groups for intervention. Teachers will identify Upper Grade science skills that are needed to bring students to grade level. Teachers will meet on a weekly basis to share progress with colleagues and administration regarding student progress.</p>	<p><b>Curriculum:</b> BOY Professional Development will be provided for teachers new to the Harcourt School Publishers and continue professional development as needed throughout the school year.</p> <p><b>Materials:</b> 3-5 curricula materials for the Prentice Hall Science Program will be purchased.</p> <p><b>Data Informed Instruction :</b></p> <ul style="list-style-type: none"> <li>• PD on data analysis will occur during grade level team meetings on a weekly basis</li> <li>• PD on how to track student progress will occur weekly</li> <li>• Administration will monitor planned Science instructional practices once a month.</li> </ul>
<p><b><u>SCIENCE 6-8</u></b>  <b>Fiske:</b> 74% of 7th grade students met/exceeded ISAT achievement standards.</p> <p><b>Sexton:</b> 94% of 7<sup>th</sup> grade</p>	<p><b>Curriculum:</b> Fiske School will adopt the 6-8 curriculum materials for the Prentice Hall Science Program to prepare students to become critical thinkers who develop an understanding of the world around them and to communicate their understandings in a variety of literate forms. The</p>	<p><b>Curriculum:</b> BOY Professional Development will be provided for teachers new to the Harcourt School Publishers and continue professional development as needed throughout the school year.</p>

<p>students met/exceeded ISAT achievement standards.</p> <p>Fiske will focus on the following specific areas:</p> <ul style="list-style-type: none"> <li>• Scientific Inquiry</li> <li>• Life, Physical &amp; Earth/Space Science</li> <li>• Technology</li> </ul>	<p>Prentice Hall Science Program was selected from the list of approved of IB vendors.</p> <p><b>Data Informed Instruction</b> - Teachers will meet in grade level teams to identify students that fall below the 40th percentile (below grade level) in Science to determine target groups for intervention. Teachers will identify Upper Grade science skills that are needed to bring students to grade level. Teachers will meet on a weekly basis to share progress with colleagues and administration regarding student progress.</p>	<p><b>Materials:</b> 6-8 curricular materials for the Prentice Hall Science Program will be purchased.</p> <p>The administration will hire a 6-8 grade science teacher.</p> <p><b>Data Informed Instruction :</b></p> <ul style="list-style-type: none"> <li>• PD on data analysis will occur during grade level team meetings on a weekly basis</li> <li>• PD on how to track student progress will occur weekly</li> <li>• The administration will monitor planned Science instructional practices once a month.</li> </ul> <p>The administration will hire MYP Coach (6 -8 grade IB Coordinator).</p> <p>Professional Development will be provided for all K-8 teachers on IB Curriculum throughout the 2013-14 school year.</p>
<p><b><u>Diverse Learners</u></b></p> <p>At Fiske, 66% of the students met or exceeded the state standards on ISAT in reading in 2012, 80% in math, and 58% in science. 33% of the 8th grade students with IEPs met or exceeded the standards in reading and 67% in math. In science, students with IEPs out performed general education students. In 4th grade, 45% of the students met or exceeded the standards and 7th grade students met or exceeded the standards by 91%.</p> <p>At Sexton, 61% of the students at Sexton met or exceeded the state standards on ISAT in reading in 2012; 60% in math and 71% in science. Students with IEPs in 8th grade met or exceeded the standards in reading and math with 33%. In the area of science, students with IEPs outperformed general</p>	<p>Fiske will adopt a full inclusion model for the diverse learning population. All Diverse Learners will have access to the core curriculum. Based on individual students needs the Support Team (Case Manager, Learning Behavioral Specialist, Social Worker, Psychologist and Counselor) will develop and/or modify IEPs that will include strategies, interventions, modifications and accommodations to support student growth in learning.</p> <p>As goals are established for each Diverse Learner, Fiske will establish a system to assist students to monitor their own progress by allowing students to develop their own goals, create an actionable plan with benchmarks and adjust goals and plans as necessary.</p>	<p><b>Progress Monitoring:</b> Classroom Teachers and Learning Behavioral Specialists will bring data to the Support Team meetings to present to teammates and administration. Collaboratively, the team will be able to identify both student progress and areas of added support.</p> <p><b>Data Informed Instruction :</b></p> <ul style="list-style-type: none"> <li>• PD on data analysis will occur during Support Team meetings on a weekly basis</li> <li>• PD on how to track student progress will occur weekly</li> <li>• The administration will monitor the planned system established to assist students to monitor their own progress once a month.</li> </ul>

<p>education students. In 4th grade, 33% of the students met or exceeded and 7th grade met or exceeded the standards by 85%.</p> <p>Fiske has a total of 38 students with IEPs; 2 are speech and language only and 1 504. Sexton has a total of 52 students; 6 students have 504 plans, and 5 students with speech only cases.</p>		
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***\*These plans are subject to revision based on principal discretion. Please contact your school for any updates.***

## ***Appendix B: Fiske Social Emotional Learning (SEL) Support Plan As of July 12, 2013***

### **Structured Positive Behavior Support School Climate strategy and SEL Curriculum:**

#### **International Baccalaureate (IB)**

The (IB) curriculum will allow students to explore the nature of self, personal beliefs, and values. In addition to having opportunities to develop productive citizenship characteristics, student will also investigate how social and spiritual health and human relationships impact their lives. In year one of the implementation, the IB coordinators and teachers will seek opportunities to integrate world knowledge and increase cultural competency of students through intercultural content, as well as school activities. Furthermore, teachers will initiate discussions between students using Socratic Seminars and text-based discussions that will increase the rigor of instruction in addition to building relationships among students.

During Transition Team meetings, Fiske and Sexton staff and parents discussed supporting Tier II and Tier III students who need additional social and emotional support. Sexton currently utilizes PBIS, Second Step, and CHAMPS while Fiske uses a school developed matrix for supporting students. Fiske will adopt the PBIS, CHAMPS, and Second Step model for social and emotional support and provide training for all school staff.

#### **PBIS (Positive Behavior Intervention Support)**

Fiske will implement PBIS currently used by Sexton. PBIS focuses on improving student academic and behavior outcomes by ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. PBIS provides school staff with a guide for decision-making that supports student behavior and academic success. PBIS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices.

#### **Second Step**

Second Step is a classroom-based social-skills program for children 4 to 14 years of age that teaches socio-emotional skills aimed at reducing impulsive and aggressive behavior while increasing social competence. The program builds on cognitive behavioral intervention models integrated with social learning theory, empathy research, and social information-processing theories. The program consists of in-school curricula, parent training, and skill development. Second Step teaches children to identify and understand their own and others' emotions, reduce impulsiveness and choose positive goals, and manage their emotional reactions and decision-making process when emotionally stimulated. Skills developed through Second Step are empathy, impulse control, and anger management decision-making, modeling, and coaching. These skills build upon one another sequentially and are taught in an age-appropriate manner and enables students to work collaboratively while learning.

#### **CHAMPS (Conversation, Help, Activity, Movement, Participation, Success)**

The CHAMPS classroom management model will be implemented as a way to extend PBIS principles and practices to the classroom setting. CHAMPS is based on skills effective teachers use to successfully manage a classroom. These skills include structure, teaching, observation, interaction, and correction. Structure focuses on preparing for success by highlighting best practices for implementing an attention signal, establishing classroom expectations and rules, developing routines and schedules, and designing the physical space of the classroom. In addition, teachers are taught to define their behavioral expectations for every activity and student movement during the school day and teaching these expectations to their students. Teachers are trained to design lessons to explicitly teach their rules and expectations. Participants are taught to utilize many tools to observe their students' behavior as well as their own in order to make changes. Teachers will also receive strategies to motivate and encourage students. Finally, teachers will learn how to successfully respond to student misbehavior in positive and productive ways.

#### **Morning Meeting**

Morning Meeting is an engaging way to start each school day, build a strong sense of community, and set children up for success socially and academically. Each morning, students and teachers gather together in a circle for 20-30 minutes and interact with one another during four purposeful components:

- **Greeting** - Students and teachers greet one other by name and practice offering hospitality.
- **Sharing** - Students share information about important events in their lives. Listeners often offer empathetic comments or ask clarifying questions.
- **Group Activity** - Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills such as reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills.
- **Morning Message** - Students read and interact with a short message written by their teacher. The message is crafted to help students focus on the work they will do during school that day.

### **Philosophical Chairs**

The Transition Team members realized that Philosophical Chairs will facilitate communication, both verbal and written between students and create an environment for mutual respect, collaboration and creativity. Philosophical Chairs is a strategy for classroom discussion and an activity that can be used in every classroom. Philosophical Chairs encourages dialogue between students on an ongoing basis. The benefits of this discussion activity include the development of students' abilities to give careful attention to other students' comments and to engage in dialogue with one another to gain a greater understanding of the topic presented. Inquiry and collaboration, in addition to writing and reading, are inherent in Philosophical Chairs and are easily incorporated into teacher's lesson plans. Additionally, this activity is a great pre-writing activity as it allows students to gain and develop a variety of ideas about a topic. Philosophical Chairs focuses on a central statement or topic that is controversial.

### **Plan for providing targeted interventions to struggling students:**

#### **Sankofa Rites of Passage**

Fiske will focus on celebrating student success by instituting the Sankofa Rites of Passage. The Sankofa Rites of Passage is intended to motivate youth, with their families to ensure positive self-esteem, strengthen the family unit, and re-establish a sense of community. The program is designed to teach youth and parents how to create a positive, structured and cohesive environment both at home and in the community. The program is culturally dynamic allowing the participants to explore their experiences throughout school and build future leaders with strong values and principles that will ultimately enable our students and youth to be productive citizens.

#### **Peace Circles**

Peace Circles emphasize healing and learning through a collective group process (as opposed to punishment), and are a form of restorative practices. In peace circles, all involved parties come together in a non-confrontational peacemaking process to talk through problems and develop a solution. Although the process may include restitution, it is primarily designed to heal relationships among people and within the school community rather than to impose punishment. In the event of serious offenses, the safety of the victim will be considered throughout the healing process; while assisting the victim(s) and offender(s) to reach resolution separately.

#### **Monitoring Behavioral Data**

Fiske will rely on the school-wide data management systems, Dashboard and Verify, for tracking behavioral data to identify students in need of additional support and monitor improvement. The counselor, social worker, nurse, and school psychologist will also be used to help monitor and support students. This designated team will plan wrap-around supports for individualized Tier 3 interventions.

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

Fiske will be supported by many community partners located in the Woodlawn and Chicago Area. The University of Chicago will provide tutoring services for K-8<sup>th</sup> grade students in reading and math while Sunshine Ministries will provide after school enrichment activities for K-8<sup>th</sup> grade students. Fiske will also partner with Dr. Pamela Phoenix and the Woodlawn Children's Promise Community (WCPC) whose services are explained below:

**Consultant Dr. Pamela Phoenix** is the CEO of Phoenix Diverse Holistics Collaborative. She is a consultant hired to conduct positive behavioral health initiatives within the school. She is a certified trainer and has previous experience conducting

peaceful practice programming in schools. At Fiske some of the programs she will manage are: *Sankofa Rites of Passage*, *Peace Circles*, and *Culture of Calm practices* for all 6th, 7th and 8th grade students.

### **Woodlawn Children's Promise Community (WCPC)**

WCPC was established in part to organize community assets around Woodlawn schools. Their work is rooted in the guiding principles of local community organizing to build a constituency of individuals with common goals for children and families. Fiske students will participate in two dynamic programs offered through our partnership with the WCPC that are explained below:

- **WCPC CDF Freedom Schools®** : WCPC partners with the Children's Defense Fund to sponsor full-day summer programs and 5-day-a-week after school Freedom Schools®. Rooted in Civil Rights history and the legacy of the grassroots Freedom Schools in Mississippi, this curriculum encourages young scholars to become knowledgeable of and civically engaged in the world through stories and projects which reflect their own lives. Daily *Harambee!* sessions ensure that participants promote healthy community building in an interactive, affirming, and culturally relevant environment.
- **Promising Young Leaders & Readers:** Older and younger students within the school are paired as "reading buddies" to improve early literacy skills and instill peer responsibility, so that Woodlawn youth can lend a hand to one another's learning. Students in K-3rd have increased reading time in a relaxed and interactive space, and 6-8th graders develop leadership skills and learn the importance of being a positive role model.

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

In order to ensure a safe environment for students, the Fiske community will put systems and routines in place to ensure the security of students and will also identify students that need additional support. The school will have 2 CPS security officers and 2 part-time CPD officers that will adhere to clear safety and security procedures in the building. The administration will communicate roles and responsibilities to school-based security prior to the start of school. Adherence to these expectations will be monitored by school site based administration. Next, the school will ensure the safety of students by scheduling and executing all emergency drills (e.g. lock down, fire, and earthquake). The school will also have a start of school assembly in partnership with the G.R.E.A.T. program to discuss school safety and safe passage. During this assembly, students will also receive information regarding reporting incidents of threatened safety. Moreover, all students who have special health needs will be red flagged by administration so that adults in charge know how to address these identified students in emergency situations.

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

## ***Appendix C: Fiske Cultural Integration Plan as of July 12, 2013***

### ***Mid April-mid May: Student and Staff Introductory Activities***

<b>Date/date range</b>	<b>Activity</b>	<b>External Support Needed? Indicate what support or leave blank.</b>
April 22, 2013 at 12:00 p.m.	The transition team met to develop relationships between Fiske and Sexton. The transition team also identified activities that would help bring together Fiske and Sexton. The Fiske and Sexton principals notified members of the transition team about meetings by email and telephone.	
April 29, 2013 at 12:00 p.m.	The transition team from Fiske and Sexton met to organize instructional priorities and identify current deliverables of the Continuous Improvement Work Plan (CIWP). The transition teams also identified activities for student and parent engagement that would facilitate a successful transition. The Fiske and Sexton principals notified members of the transition team about meetings by email and telephone.	
June 14, 2013 at 10:30 a.m.	Fiske Transition Team (TT) came to Sexton for an Exploratory Learning Walk to build climate, culture and community for successful cultural integration transition. The Fiske and Sexton principals notified members of the transition team about meetings by email and telephone.	Burnham Park Network & Transition Team Members
June 17, 2013 at 12:30 p.m.	Snow-Ball Social for 7 <sup>th</sup> Grade for Fiske and Sexton students at Sexton. The activity was designed to build student relationships through social activity. The Fiske and Sexton transition teams called parents and students were required to have consent forms signed by a parent or guardian.	Administration, Teachers and parent volunteers.
June 17, 2013 Sexton 8:30 a.m. Fiske 9:30 a.m.	Chicago Police Department (CPD) officers met Fiske & Sexton 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade students to institute G.R.E.A.T. (Gang Resistance Education And Training). The program is being used to help reduce student delinquency, youth violence and gang involvement.	CPD, Administration, teachers and parent volunteers.
June 18, 2013 at 10:00 a.m.	Fiske and Sexton counselors, administrators, and external service providers met to discuss and plan for student intervention activities regarding coping strategies that should be incorporated into school at the beginning of the school year. The principal and transition coordinator notified all participants by mail.	

**June-August: Student & Staff Integration**

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
June 17, 2013 at 8:30 a.m. June 18, 2013 at 8:30 a.m. June 19, 2013 at 9:00 a.m.	Classroom/Grade Level Pen Pals - Students in the Fiske/Sexton schools began a "Getting to Know You" relationship building activity by writing to assigned Pen Pals about themselves as an introduction. The Fiske and Sexton principals provided teachers with information about the program and expectations during staff meetings and grade level team meetings. This activity was completed by students in K-8 <sup>th</sup> grade.	Dr. Diana Carry from ETA Hands to Mind
June 20, 2013 at 9:00 a.m.	Teacher ambassadors from K-2, 3-5, and 6-8 from Fiske and Sexton participated in Second Step training. The Fiske and Sexton principals notified teachers during a staff meeting and via email about attending the training.	
July 10, 2013 at 11:00 a.m.	To unite the LSC members from Fiske and Sexton, students and parents will meet with the administrative team to vote on a school uniform. Fliers will be mailed in addition to each LSC member receiving a phone call from an administrator from Fisk and Sexton to remind each member to attend the meeting.	
June 3, 2013 – July 5, 2013 Mon., Wed. & Fri. from 10:00 a.m. – 1:00 p.m.	Cross School Community Violence Reduction Training for parents. This event is intended to train parents to work with one another to reduce violence and build community. The Woodlawn Children's Promise Community (WCPC), Fiske's and Sexton's community partner has assisted in contacting parents in addition to the Fiske and Sexton principals meeting with participants, distributing fliers, and phone calls.	Alderman Willie Cochran, State Sponsored program through the neighborhood recovery initiative, WCPC & Illinois Criminal Justice Information Authority (ICJIA)
July 24, 2013 at 12:00 p.m.	Fiske and Sexton primary parent cluster will meet with the administrative team to discuss the IB curriculum, student expectations, routines & rituals, culture norms, protocols, and procedures. Parents will be notified by flier and through outreach by community partner, the Woodlawn Children's Promise Community.	Burnham Park Network, WCPC & School Teams
July 31, 2013 at 12:00 p.m.	Fiske/Sexton intermediate parent cluster meet with the administrative team to discuss IB curriculum, student expectations, routines & rituals, culture norms, protocols, and procedures. Parents will be notified by flier and through outreach by community partner, the Woodlawn Children's Promise Community.	



August 7, 2013 at 12:00 p.m.	Fiske/Sexton middle school parent cluster meet with the administrative team to discuss IB curriculum, student expectations, routines & rituals, culture norms, protocols, and procedures. Parents will be notified by flier and through outreach by community partner, the Woodlawn Children's Promise Community.	
August 12, 2013 from 8:30 a.m. to 3:30 p.m.	Back to School Festival planned by Fiske and Sexton to bring families together to meet one another and welcome the new school community into the new school year. Fiske will notify parents by fliers and telephone calls. Fiske's and Sexton's community partner, WCPC will also contact parents and distribute fliers.	Alderman Willie Cochran, WCPC, GEAR UP, University of Chicago/NSP, Children's Museum & Community Partners
August 5 – This will be an on-going activity	Fiske will focus on celebrating student success by instituting the Sankofa Rites of Passage. The Sankofa Rites of Passage is intended to motivate youth, with their families, to ensure positive self-esteem, strengthen the family unit, and re-establish a sense of community. Student will be notified during school announcements. Parents will be notified by flier and through the school's automated messaging system.	Dr. Pamela Phoenix, Phoenix Diverse Holistics Collaborative Roosevelt University & WCPC Burnham Park Network
September 19, 2013 from 9:00 a.m. to 2:00 p.m.	A celebration will be held to honor the legacy of Woodlawn for parents of Fiske and Sexton hosted by Apostolic Church. Student will be notified during school announcements. Parents will be notified by flier and through the school's automated messaging system.	WCPC, Dr. Brazier & Alderman Willie Cochran
September 13, 2013 September 20, 2013 September 27, 2013 October 4, 2013 From 2:15 p.m. – 3:15 p.m.	Positive Youth Cultural Enrichment Development Workshops for Sexton and Fiske 6th and 7th grade students. Building school culture, climate, and community for on-going successful transition. Fiske will notify parents by fliers and telephone calls. WCPC will also contact parents and distribute fliers.	Dr. Pamela Phoenix, PHOENIX DIVERSE HOLISTICS COLLABORATIVE and the Transition Team

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