

For the Closure of Songhai Elementary Learning Institute**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 Songhai Elementary Learning Institute (Songhai). This decision is based on the underutilization of Songhai, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action will welcome returning students at George W. Curtis Elementary School (Curtis), which has 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

Songhai was a neighborhood elementary school located at 11725 S. Perry Ave., in the Lake Calumet Elementary Network of CPS. Songhai served 317 students in PK & K-8th grades. CPS is closing Songhai based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Songhai students will be welcomed at Curtis, located at 32 E. 115th St. CPS has partnered with the Academy for Urban School Leadership (AUSL) to provide educational services at Curtis. 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 Songhai and Curtis, 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 Songhai will be reassigned to Curtis. This means that Curtis will be the new neighborhood school for students living in the Songhai boundary.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from Songhai into Curtis. 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 American Enterprise and has knowledge of community dynamics and has demonstrated significant contribution to this community. The number of community watchers allocated is 14.
- The approved Safe Passage Community Partner organization will recruit and hire “community watchers.” The ideal candidates for community watchers will be from among individuals who are either residents from the community or are very familiar with residents of the community. These will be individuals who have significant

knowledge of the dynamics of the community and are comfortable playing the roles as defined above. All candidates will need to pass a background screening.

- The distance between the two schools is 0.5 miles. The Safe Passage route that is being proposed for the Songhai into Curtis transition includes the following routes:
 - W. 115th and S. Indiana west to W. 115th and S. Perry
 - W. 115th and S. State south to W. 119th and S. State
 - W. 115th and S. Perry south to W. 117th and S. Perry
- 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

- Curtis will have enhanced security staffing plan at the school. As the designated welcoming school, Curtis will receive additional security to support the increased number of students as well as to ease the transition for Songhai students joining Curtis. The security staff from Songhai will be extended offers to be redeployed to Curtis in order to facilitate this transition by providing a familiar face for Songhai. Last school year, Curtis had 2 full time security officers. Songhai had 1 full time security officers. As a result, the new security staff at Curtis will have a total of 3 full time security officers. All security staff will be provided supplemental training on the importance of the integration of the two student populations into the new welcoming school.
- A review of the safety technology for Curtis is noted below, along with enhancements that will be made:
 - Camera System – Curtis' 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 – Curtis 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 Songhai 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 Curtis, 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 Curtis 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 Curtis, 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 Curtis, 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.
- Curtis 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, 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 Songhai 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 Songhai that will be used as a reference for families and the STLS Transition Support Coordinator throughout the course of their work together.
- An STLS Transition Support Coordinator will be available Monday through Friday from 1:00 p.m. to 3:00 p.m. at Songhai 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 Curtis 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 Curtis 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)

Transitional Program of Instruction (TPI)

- Curtis is projected to have to have 19 or fewer English Language Learners (ELLs) of the same language background.
- Curtis will have at least one English as a Second Language (ESL)-endorsed teacher, and develop a schedule to provide push-in services to all ELLs. During push-in services, a highly-qualified teacher with

an ESL or Bilingual endorsement/approval co-teaches the ELLs in the general education classroom. Push-in services include ESL support, sheltered English instruction, and native language support.

- Curtis will ensure that there is at least one highly-qualified classroom teacher at each of the grade levels that may receive ELLs.
- Teachers assigned to instruct ELLs will be required to attend training on instructional strategies for working with ELLs. Training will begin in the summer and continue throughout the year as part of the ongoing support DoLCE is committed to providing schools based on their needs.
- When possible, Curtis will cluster ELLs in one classroom per grade level to facilitate collaboration and scheduling with ESL push-in. The designated classroom will be staffed by a teacher who has an ESL or bilingual endorsement and is qualified to provide instruction for ELLs.
- The Department of Language and Cultural Education (DoLCE) will collaborate with Curtis to train between one and five people to be certified in Screener/ACCESS administration (these need not be bilingual or ESL endorsed teachers). The Screener is used to identify potential ELLs based on responses given by parents on the Home Language Survey (HLS); the ACCESS test checks ELLs' progress in English language development. Teachers must be certified to administer these tests.
- Curtis will also designate an ELL Liaison (formerly known as the Bilingual Lead Teacher) to maintain contact with DoLCE. In addition to attending quarterly meetings with DoLCE to receive professional development on instruction and compliance issues, the ELL Liaison will also communicate with DoLCE throughout the year as different needs or concerns arise.
- Curtis' ELL Liaison, clerks, counselors, and administrators will attend training on the registration process to ensure that accurate information is entered into the CPS system and that all students are enrolled in the proper programming according to their needs.
- Schools that welcome newcomers to the United States will be provided student orientation kits and will receive assistance from CPS to coordinate with resettlement centers, translation/interpretation services, tutoring services in the native language, and social-emotional supports tailored to their specific needs.

Early Childhood Participants

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

- All records will be transferred for continuity, and the Office of Early Childhood Education will track students involved in school actions to determine support needs.

Transportation

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

V. Information Regarding Choice of Schools

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

Schools, networks, and the Office of Access and Enrollment continued to enroll students through June 12th through the enrollment tool and will continue to enroll students through IMPACT thereafter. CPS offers an end of year application process that begins in July and seeks to fill remaining open seats in magnet, magnet cluster, and open enrollment elementary schools. Students affected by school actions who are still seeking alternative enrollment options will be given first priority in the end of year process. Students must apply and submit an application to the Office of Access and Enrollment to be considered. The application can be found at www.cpsoae.org between July 8-July 19, or by calling (773) 553-2060, or in person at 125 S. Clark Street.

VI. Public Comment

Community Meetings and Public Hearings:

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

Community Meeting 1

Saturday, April 06, 2013
10:00am-12:00pm
Harlan HS
9652 South Michigan Avenue

Community Meeting 2

Friday, April 12, 2013
5:00pm-7:00pm
Harlan HS
9652 South Michigan Avenue

Public Hearing

Tuesday, April 23, 2013
5:30pm-7:30pm
CPS Central Office
125 S. Clark St.

Further Questions and Concerns:

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

Appendix A: Curtis Academic Support Plan as of July 18, 2013

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS

The Songhai Learning Institute and Curtis School of Excellence Academic Plan was created from data gathered from both schools. The Northwest Evaluation Association (NWEA), mClass (Songhai - Reading and Math), Strategic Teaching and Evaluation of Progress (STEP - Curtis Reading) and the 2012 Illinois Standard Achievement Test (ISAT) for Science were tools used to make decisions. Both schools had instructional leadership teams known as ILT's that have contributed valuable information to this plan.

Assessment Resources:

NWEA (Northwest Evaluation Association (NWEA) (Kindergarten – 8th Grade Songhai and Curtis)

NWEA is a Chicago Public School assessment tool that was used by Songhai and Curtis for the 2012 – 2013 school year. Students in 2nd – 8th Grade were tested in the fall, winter and spring. Kindergarten and 1st Grade students were tested in the fall and winter only. At the end of each test, students were given a RIT score for each learning strands in Reading and Math. They were also given a composite score for Reading and Math. We have compared both schools' average total score for Reading and Math to identify possible gaps, yet we recognize areas of strength and growth for each school.

The purpose of the NWEA assessment tool was to provide teachers with diagnostic information about students in Reading and Math. This information allowed teachers to plan lessons based on students' academic need. Students' success was measured by growth from fall to spring.

mClass: DIBELS Reading / Math (Kindergarten – 2nd Grade Songhai Only)

mClass was a tool used by Songhai's teachers for the 2012 – 2013 school year. Students in kindergarten – 2nd Grade were given a Reading and Math test at the beginning, middle and end of the year. The purpose of the mClass 3D Reading was to measure student success in oral reading fluency and retell fluency. For math, students were tested on computation, concepts, counting, missing number, next number, number facts, number identification and quantity discrimination. Results will be shared in the plan.

Strategic Teaching and Evaluation of Progress (STEP) (Kindergarten – 3rd Grade – Curtis Only)

Strategic Teaching and Evaluation of Progress (STEP) was a reading test given to Curtis' Kindergarten – 3rd Grade students. The test was given to students in the fall, winter and spring. The STEP tool informed teachers where students were performing and allowed teachers to target instruction where students needed support to achieve the next step.

The targets per grade level are Kindergarten (Step 3), 1st Grade (Step 6), 2nd Grade (Step 9), 3rd Grade (Step 12). After students reached step 12 they were administered the Fountas and Pinnell Benchmark Assessment. Results will be shared in the plan.

Illinois Standard Achievement Test (ISAT) (4th & 7th Grade Science – Songhai and Curtis)

To support student learning and teacher development we used the 2012 ISAT results to compare learning gaps and trends in science. The results are shared within the levels tested in 2012.

Reading (Kindergarten – 2nd Grade)

Reading Material Kindergarten – 2nd Grade

- Both schools are using Reading Street as the core curriculum for Reading Kindergarten – 2nd Grade.
- Curtis uses Fountas & Pinnell Leveled Literacy Intervention (LLI) and Compass Learning for enrichment and intervention
- Both schools use the Balanced Literacy Framework that allows for Read Alouds, Shared Reading, Independent Reading, Guided Reading and Writing.

Both schools use small group instruction for guided support.

Kindergarten – 2nd Grade Reading Data Summary

NWEA (Songhai / Curtis: Spring Results)

NWEA Mean RIT / # Students	Kindergarten	1 st Grade
Songhai	144.6	154.1
<u>Strengths</u>	Literature and Informational	Vocabulary Use & Functions and Foundational Skills
<u>Challenges</u>	Language and Writing	Language and Writing
Curtis	148.9	160.3
<u>Strengths</u>	Literature and Informational	Vocabulary Use & Functions and Foundational Skills
<u>Challenges</u>	Language and Writing	Literature and Informational
Academic Gaps	4.3 Mean RIT Difference	6.2 Mean RIT Difference

mClass Reading 3D / Songhai Only (Testing Oral Reading Fluency & Retell Fluency)

Grade Level	Kindergarten	1 st Grade
% of Students at Benchmark	70%	62%
% of Students Below Benchmark	15%	17%
% of Students Well Below Benchmark	15%	21%

Strategic Teaching and Evaluation of Progress (STEP) / Curtis Only

Grade Level	Kindergarten Target (Step 3)	1 st Grade Target (Step 6)
% of Students at Benchmark	60.4%	45.6%
% of Students Within 1 – 2 Steps from Target Step	25.6%	30.4%
% of Students More than 2 Step Below the Target	14%	24%

Kindergarten Reading : Songhai / Curtis

NWEA Kindergarten Reading:

According to the Winter NWEA data, Songhai's Mean RIT score was 144.6 and Curtis' Mean RIT score was 148.9 for kindergarten. The Mean RIT difference was 4.3. The largest RIT Band gaps were **Language and Writing** and **Vocabulary Use and Functions** with a gap of 6 points. The smallest gaps were in **Literature & Information** and **Foundational Skills**. The gap difference was 3 points.

DIBELS Kindergarten (Songhai Only)

According to Songhai's End of Year (EOY) DIBELS, 70% of the kindergarten students were **Meeting Benchmark**, 15% were **Strategic** and

15% were **Intensive**. All students new to Curtis will be administered the STEP Assessment to ensure support is administered at the students' level.

STEP Kindergarten (Curtis Only) / Target Step 3

According to Curtis' End of Year (EOY) STEP Data, 60.4% of the kindergarten students achieved **STEP 3** or higher which is the target. 25.6% achieved **STEP 2**, which was within range of the target. Students achieving **STEP 2** had challenges with comprehension and will receive guided support around recalling information within the text. 14% achieved between Pre-reading and **STEP 1**, which is below the target Step. Students at **Pre-reading** and **STEP 1** will receive intensive support around alphabetic principle, phonic awareness and concepts of print. All students will be challenged to exceed their STEP levels.

1st Grade Reading: Songhai / Curtis

NWEA 1st Grade Reading :

According to the Winter NWEA data, Songhai's Mean RIT score was 154.1 and Curtis' Mean RIT score was 160.3 for 1st Grade. The Mean RIT difference was 6.2. The largest RIT Band gap was **Language and Writing** with a gap of 7 points. The smallest gap was in **Literature & Information**. The gap difference was 3 points.

DIBELS 1st Grade (Songhai Only)

According to Songhai's End of Year (EOY) DIBELS, 62% of the 1st Grade students were **Meeting Benchmark**, 17% were **Strategic** and 21% were **Intensive**. All students new to Curtis will be administered the STEP Assessment to ensure support is administered at the students' level.

STEP 1st Grade (Curtis Only) / Target Step 6

According to Curtis' End of Year (EOY) STEP Data, 45.6% of the 1st Grade students achieved **STEP 6** or higher, which is the target step. 30.4% achieved **STEP 5**, which was within range of the target. Students achieving STEP 5 had challenges with critical thinking and inferential questions for a Level E text. These questions did not allow students to pass STEP 6. 24% of the students achieved between **STEP 1 thru STEP 4**, which is below the target Step. Teachers will create individual plans to support students at their achievement level and provide individual and small group instruction for children to reach STEP 6 and challenging students at STEP 6 and higher.

Area of Academic Need	Reading (Kindergarten – 2 nd Grade) Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc)
<u>Reading</u> Word Study <ul style="list-style-type: none"> Vocabulary Use and Functions Language (Grammar) Phonics Phonemic Awareness Print Concepts Reading Comprehension <ul style="list-style-type: none"> Literature Informational Text 	Strategy For Academic Success: <i>All Kindergarten – 2nd Grade students will have minimum of 165 Minutes per day of Reading</i> Kindergarten – 2 nd Grade students will be administered the STEP Assessment. All students will be assessed by mid-September. Students beyond STEP 12 will be assessed using the Fountas & Pinnell Benchmark Assessment System known as BAS. Teachers will use the diagnostic tools to set learning goals in reading. Students will be placed in homogenous groups for guided reading. Teachers will use their spring NWEA data to create heterogeneous strategy groups. During strategy groups students will have various levels of text and have an opportunity to work with students outside their reading level on a particular strategy. This will ensure that all classrooms are integrating diverse learners. Teachers will use a variety of text for their word study block. Teachers will use the Heggerty for phonics and Words Their Way to build students' word analysis. Teachers will use a variety of text: fiction, nonfiction,	Principal and ILT will meet regularly to review professional development around the Balanced Literacy Framework All reading teachers will attend the network professional development August 2013 Assistant principal will support our AARP tutors and Curtis' Educational Support Personnel on implementing tutoring and intervention. Tutoring schedules will be created to allow for consistency Assistant principal will work with diverse learning teachers and general education teachers to create a schedule for teachers to take their classrooms in the computer lab for Compass

content and informational text to ensure students have access to all genres at their level. Teachers will provide instruction for at least 2 guided reading groups, 1 strategy group and 1 intervention group. Intervention will be for students 2 – 3 Steps below their target.

All teachers will be coached around implementing the Balanced Literacy Framework and provide the required components and minutes. Word study for kindergarten – 2nd Grade will be 40 minutes, 60 minutes of Guided Reading with 25 minutes for enrichment and intervention (Compass Learning, RAZ Kids and Reading A-Z), 15 minutes for Read Alouds or Shared Reading and 25 minutes for Independent Reading. *Students who are not working with the teacher during Guided Reading or on Compass Learning, will be engaged in Independent Reading.*

Diverse Learners will receive intense support with the Fountas and Pinnell Leveled Literacy Intervention (LLI) thru our partnership with AARP tutors. The intervention will be a support and will not take the place of instruction by the classroom teacher.

All students will have an additional 30 minutes three times a week of individualized instruction thru Compass Learning. Compass Learning will be used for enrichment and intervention.

The school will increase the number of informational text and distribute to the classrooms for independent reading.

Learning

Principal ensures new teachers receive training on implementing STEP and BAS

Assistant principal will work with Read America, LLC Consultant to ensure teachers are successful

Principal will ensure that RAZ Kids and Reading A-Z licenses are renewed and purchased. Classroom Novel Sets and Common Core Libraries will be purchased

Reading (3rd – 5th Grade)

Reading Materials 3rd – 5th

- Both schools are using Reading Street as the core curriculum for Reading 3rd – 5th Grade.
- Curtis uses Fountas & Pinnell Leveled Literacy Intervention (LLI) and Compass Learning for enrichment and intervention
- Both schools use the Balanced Literacy Framework that allows for Read Alouds, Shared Reading, Independent Reading, Guided Reading and Writing.

Both schools use small group instruction for guided support.

3rd – 5th Grade Reading Data Summary

NWEA (Songhai / Curtis: Spring Results)

NWEA Mean RIT / # Students	2 nd Grade	3 rd Grade	4 th Grade
Songhai	165.8	188.8	191.6
<u>Strengths</u>	Informational Text	Informational Text	Literature

<u>Challenges</u>	Foundational Skills and Vocabulary	Literature	Foundational Skills & Vocabulary
Curtis	179	184.2	203.2
<u>Strengths</u>	Foundational Skills & Vocabulary	Informational Text	Informational Text
<u>Challenges</u>	Literature & Informational Text	Foundational Skills and Vocabulary	Literature
Academic Gaps	13.2 Mean RIT Difference	4.6 Mean RIT Difference	11.6 Mean RIT Difference

**mClass Reading 3D / Songhai Only
(Testing Oral Reading Fluency & Retell Fluency)**

Grade Level	2 nd Grade 30 Students
% of Students at Benchmark	27%
% of Students Below Benchmark	20%
% of Students Well Below Benchmark	53%

Strategic Teaching and Evaluation of Progress (STEP) / Curtis Only

Grade Level	2 nd Grade Target (Step 9)	3 rd Grade Target (Step 12)
% of Students at or above target Step	45.2%	7.5%
% of Students Within 1 – 2 Steps from Benchmark	21.4%	7.5%
% of Students More than 2 Step Below the Target	33%	85%

2nd Grade Reading: Songhai / Curtis

NWEA 2nd Grade Reading :

According to the Spring NWEA data, Songhai's Mean RIT score was 165.8 and Curtis' Mean RIT score was 179 for 2nd Grade. The Mean RIT difference was 13.2. All Reading RIT Bands had gaps of 13 points.

DIBELS 2nd Grade (Songhai Only)

According to Songhai's End of Year (EOY) DIBELS, 27% of the 30 students were **Meeting Benchmark**, 20% were **Strategic** and 53% were **Intensive**. All students new to Curtis will be administered the STEP Assessment to ensure support is administered at the students' level.

STEP 2nd Grade (Curtis Only) / Target Step 9

According to Curtis' End of Year (EOY) STEP Data, 45.2% of the 1st Grade students achieved **STEP 9** or higher, which is the target step. 21.4% achieved **STEP 8**, which is within 1 step of the target. Students achieving **STEP 8** had challenges with critical thinking and inferential questions with a Level L text. These questions did not allow students to pass **STEP 9**. 33% of the students achieved between

STEP 3 thru STEP 9, which is below the target Step. Teachers will create individual plans to support students at their achievement level and provide individual and small group instruction for children to reach **STEP 9** and challenging students at STEP 9 and higher.

3rd Grade Reading: Songhai / Curtis

NWEA 3rd Grade Reading :

According to the Spring NWEA data, Songhai's Mean RIT score was 188.8 and Curtis' Mean RIT score was 184.4 for 3rd Grade. The Mean RIT difference was 4.6. The largest RIT Band gap was **Literature** with a gap of 6 points. The smallest gap was in **Informational Text**. The gap difference was 4 points.

STEP 3rd Grade (Curtis Only) / Target Step 12

According to Curtis' End of Year (EOY) STEP Data, 7.5% of the 3rd Grade students achieved **STEP 12** or higher, which is the target. 7.5% achieved **STEP 11**, which is within 1 step of the target. Students achieving STEP 11 had challenges with critical thinking and inferential questions with a Level O text. These questions did not allow students to pass STEP 11. 85% of the 3rd Grade students achieved between **STEP 3 thru STEP 10**, which is below the target step. Teachers will create individual plans to support students at their achievement level and provide individual and small group instruction for children below STEP 9 and challenging students at STEP 9 and higher.

4th Grade Reading: Songhai / Curtis

NWEA 4th Grade Reading :

According to the Spring NWEA data, Songhai's Mean RIT score was 191.6 and Curtis' Mean RIT score was 203.2 for 4th Grade. The Mean RIT difference was 11.6. The largest RIT Band gap was **Literature** with a gap of 14 points. The smallest gap was in **Informational Text and Foundational Skills and Vocabulary**. The gap difference was 10 points.

Area of Academic Need	Reading (3 rd – 5 th Grade) Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc)
<p><u>Reading</u></p> <p>Word Study</p> <ul style="list-style-type: none"> Foundational skills and Vocabulary <p>Reading Comprehension</p> <ul style="list-style-type: none"> Literature Informational Text 	<p>Strategy For Academic Success: <i>All 3rd – 5th Grade Students will have a minimum of 150 Minutes of Reading per day</i></p> <p>All new 3rd – 5th Grade students will be administered the Fountas & Pinnell Benchmark Assessment System by mid-September. All returning student data will be forwarded to the current teacher. Teachers will use the diagnostic tools to set learning goals in reading. Students will be placed in homogenous groups for guided reading.</p> <p>Teachers will use their spring NWEA data to create heterogeneous strategy groups. During strategy groups students will have various levels of text and have an opportunity to work with students outside their reading level on a particular strategy. This will ensure that all classrooms are integrating diverse learners.</p> <p><u>3rd Grade Only & Students showing intensive needs around phonics and word study.</u> Teachers will use a variety of text for their word study block. Teachers will use Heggerty for phonics and Words Their Way to build students' word analysis.</p> <p><u>4th & 5th Grade</u> Teachers will use Words Their Way and the Des Carte Curriculum Ladders for word study.</p>	<p>Principal and ILT will meet regularly to review professional development around the Balanced Literacy Framework</p> <p>All reading teachers will attend the network professional development August 2013</p> <p>Assistant principal will support our AARP tutors and Curtis' Educational Support Personnel on implementing tutoring and intervention. Tutoring schedules will be created to allow for consistency</p> <p>Assistant principal will work with diverse learning teachers and general education teachers to create a schedule for teachers to take their classrooms in the computer lab for Compass Learning</p> <p>Principal ensures new teachers receive training on implementing</p>

Teachers will use a variety of text: fiction, nonfiction, content and informational text to ensure students have access to all genres at their level. Teachers will provide instruction for at least 2 guided reading groups, 1 strategy group and 1 intervention group. Intervention will be for students 2 – 3 Steps below their target.

All teachers will be coached around implementing the Balanced Literacy Framework and provide the required components and minutes. Word Study for 3rd – 5th grade will be 30 minutes, 60 minutes for Guided Reading with 20 minutes for enrichment and intervention (Compass Learning, RAZ Kids and Reading A-Z), 20 minutes for Read Alouds or Shared Reading and 20 minutes for Independent Reading. *Students who are not working with the teacher during Guided Reading or on Compass Learning, will be engaged in Independent Reading.*

Diverse Learners will receive intense support with the Fountas and Pinnell Leveled Literacy Intervention (LLI) thru our partnership with AARP tutors. The intervention will be a support and will not take the place of instruction by the classroom teacher.

All students will have a minimum of 30 minutes three times a week of individualized instruction thru Compass Learning. Compass Learning will be used for enrichment and intervention.

The school will increase the number of informational text and distribute to the classrooms for independent reading.

STEP and BAS

Assistant principal will work with Read America, LLC Consultant to ensure teachers are successful

Principal will ensure that RAZ Kids and Reading A-Z licenses are renewed and purchased. Classroom Novel Sets and Common Core Libraries will be purchased

Reading (6th – 8th Grade)

Reading Reading 6th – 8th

- Both schools are using Elements of Literature as the core curriculum for literacy 6th – 8th grade.
- Both schools use the Balanced Literacy Framework that allows for Read Alouds, Literature Circles, Independent Reading, Guided Reading and Writing.
- Curtis uses Compass Learning for enrichment and intervention

Both schools use small group instruction for guided support.

6th – 8th Grade Reading Data Summary

NWEA (Songhai / Curtis: Spring Results)

NWEA Mean RIT / # Students	5 th Grade	6 th Grade	7 th Grade
Songhai	198.7	204.1	196.7
<u>Strengths</u>	Literature	Foundational Skills and Vocabulary	Literature and Foundational Skills & Vocabulary

<u>Challenges</u>	Foundational Skills and Vocabulary	Informational Text	Informational Text
Curtis	196.8	205.4	202.5
<u>Strengths</u>	Informational Text	Literature	Informational Text
<u>Challenges</u>	Foundational Skills and Vocabulary	Foundational Skills and Vocabulary	Foundational Skills and Vocabulary
Academic Gaps	1.9 Mean RIT Difference	1.3 Mean RIT Difference	5.8 Mean RIT Difference

5th Grade Reading: Songhai / Curtis

NWEA 5th Grade Reading :

According to the Spring NWEA data, Songhai's Mean RIT score was 198.7 and Curtis' Mean RIT score was 196.8 for 5th Grade. The Mean RIT difference was 1.9. The largest RIT Band gap was **Literature** with a gap of 14 points. The smallest gaps were in **Informational Text and Foundational Skills and Vocabulary**. The gap difference was 10 points.

6th Grade Reading: Songhai / Curtis

NWEA 6th Grade Reading :

According to the Spring NWEA data, Songhai's Mean RIT score was 204.1 and Curtis' Mean RIT score was 205.4 for 6th Grade. The Mean RIT difference was 1.3. The largest RIT Band gap was **Informational Text** with a gap of 4 points. The smallest gap was in **Foundational Skills and Vocabulary**. The gap difference was 1 point.

7th Grade Reading: Songhai / Curtis

NWEA 7th Grade Reading :

According to the Spring NWEA data, Songhai's Mean RIT score was 196.7 and Curtis' Mean RIT score was 202.5 for 7th Grade. The Mean RIT difference was 5.8. The largest RIT Band gap was **Literature** with a gap of 4 points. The smallest gaps were in **Informational Text and Foundational Skills and Vocabulary**. The gap difference was 3 points.

Area of Academic Need	Reading (6 th – 8 th Grade) Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc)
<u>Reading</u> Word Study <ul style="list-style-type: none"> Foundational Skills and Vocabulary Reading Comprehension <ul style="list-style-type: none"> Informational Text Literature 	Strategy For Academic Success: <i>All 6th – 8th Grade Students will have a minimum of 120 Minutes of Reading per day</i> All new 6 th – 8 th Grade students will be administered the Fountas & Pinnell Benchmark Assessment System by mid-September. All returning student data will be forwarded to the current teacher. Teachers will use the diagnostic tools to set learning goals in reading. Students will be placed in homogenous groups for guided reading. Teachers will use their spring NWEA data to create	Principal and ILT will meet regularly to review professional development around the Balanced Literacy Framework All reading teachers will attend the network professional development August 2013 Assistant principal will support Curtis' Educational Support Personnel on implementing

<p>heterogeneous strategy groups. During strategy groups students will have various levels of text and have an opportunity to work with students outside their reading level on a particular strategy. This will ensure that all classrooms are integrating diverse learners.</p> <p>Teacher will use Words Their Way and the Des Carte Curriculum Ladders for word study. Teachers will also Mega Words to support vocabulary.</p> <p>Teachers will use a variety of text: fiction, nonfiction, content and informational text to ensure students have access to all genres at their level. Teachers will provide instruction for at least 2 guided reading groups, 1 strategy group and 1 intervention group. Intervention will be for students who are 2 – 3 instructional levels below their target.</p> <p>All teachers will be coached around implementing the Balanced Literacy Framework and provide the required components and minutes. For example, word study for 6th – 8th grade will be 20 minutes, 30 minutes of guided reading with 20 minutes for enrichment and intervention, 20 minutes for Read Alouds or shared reading and 30 minutes for independent reading. <i>Students who are not working with the teacher during Guided Reading or on Compass Learning, will be engaged in Independent Reading or Literature Circles with <u>Junior Great Books</u>.</i></p> <p>Diverse Learners will receive intense support with the Fountas and Pinnell Leveled Literacy Intervention (LLI) thru our partnership with AARP tutors. The intervention will be a support and will not take the place of instruction by the classroom teacher.</p> <p>All students will have a minimum of 45 minutes three times a week of individualized instruction thru Compass Learning. Compass Learning will be used for enrichment and intervention.</p> <p>The school will increase the number of informational text and distribute to the classrooms for independent reading.</p> <p>Teachers will implement literature circles daily to build student’s vocabulary and exposure to informational text and literature.</p>	<p>tutoring and intervention. Tutoring schedules will be created to allow for consistency</p> <p>Assistant principal will work with diverse learning teachers and general education teachers to create a schedule for teachers to take their classrooms in the computer lab for Compass Learning</p> <p>Principal ensures new teachers receive training on implementing STEP and BAS</p> <p>Principal will work with middle school network consultant to ensure teachers are successful</p> <p>Principal will ensure that RAZ Kids and Reading A-Z licenses are renewed and purchased. Classroom Novel Sets and Common Core Libraries will be purchased <u>Junior Great Book</u> will be purchased for literature circles. Additional materials for <u>Mega Words</u> will be purchased to support vocabulary usage</p>
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Writing (K – 8)		
<p><u>K – 5th Grade Writing Curriculum</u></p> <ul style="list-style-type: none"> ● Curtis uses <u>Lucy Calkins Unit of Study</u> ● Songhai uses <u>Reading Street: Writers Notebook</u>. <p><u>6th – 8th Grade Writing Curriculum</u></p> <ul style="list-style-type: none"> ● Curtis uses <u>The 6 Traits of Writing</u>. ● Curtis will also use the <u>Document – Based Question (DBQ)</u> to support formed writing. <p>Songhai uses <u>Houghton Mifflin: Writing</u></p>		
Area of Academic Need	Writing (Kindergarten – 2 nd Grade) Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc)
<p><u>Writing</u></p> <ul style="list-style-type: none"> ● Conventions ● Writing Process ● Language Usage 	<p>Strategy For Academic Success: <i>All K – 2nd Grade students will have a minimum of 25 minutes per day of Writing</i></p> <p>Teachers will provide direct instruction and guided practice that focus on grammar usage and conventions.</p> <p>Teachers will implement the <u>Lucy Calkins Units of Study</u>.</p> <p>School will post writing weekly to encourage writing daily.</p> <p>All diverse learners will have access to the same identified curriculum. Teachers of diverse learners will collaborate and co-teach writing with the general education teachers.</p> <p>Teachers of diverse learners will post student work.</p> <p>All students will participate in the Academy for Urban School Leadership (AUSL) Young Author's Competition.</p> <p>Teachers will participate in the AUSL Network Professional Development.</p> <p>Teachers will bring sample writing to grade level meetings to develop teacher and student capacity.</p>	<p>The Curtis Writing Block will include a minimum of 25 minutes of writing daily or blocked time to equal 125 minutes per week</p> <p>Principal and ILT will meet regularly to review professional development around the Balanced Literacy Framework.</p> <p>All writing teachers will attend the network professional development August 2013 on using <u>Lucy Calkins Units of Study</u></p> <p>Principal ensures that teachers receive on going professional development on implementing <u>Lucy Calkins Units of Study</u> through Read America, LLC Consultant</p>
Area of Academic Need	Writing (3 rd – 5 th Grade) Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc)
<p><u>Writing</u></p> <ul style="list-style-type: none"> ● Conventions ● Writing Process 	<p>Strategy For Academic Success: <i>All 3rd – 5th Grade students will have a minimum of 25 minutes per day of Writing</i></p> <p>Teachers will provide direct instruction and guided practice that focus on grammar usage and conventions.</p>	<p>The Curtis Writing Block will include a minimum of 25 minutes of writing daily or blocked time to equal 125 minutes per week</p> <p>Principal and ILT will meet regularly to review professional</p>

	<p>Teachers will implement the <u>Lucy Calkins Units of Study</u>.</p> <p>School will post writing weekly to encourage writing daily.</p> <p>All diverse learners will have access to the same identified curriculum. Teachers of diverse learners will collaborate and co-teach writing with the general education teachers.</p> <p>Teachers of diverse learners will post student work.</p> <p>All students will participate in the Academy for Urban School Leadership (AUSL) Young Author's Competition.</p> <p>Teachers will participate in the AUSL Network professional development.</p> <p>Teachers will bring sample writing to grade level meetings to develop teacher and student capacity.</p>	<p>development around the Balanced Literacy Framework.</p> <p>All writing teachers will attend the network professional development August 2013 on using <u>Lucy Calkins Units of Study</u></p> <p>Principal ensures that teachers receive on going professional development on implementing <u>Lucy Calkins Units of Study</u> through Read America, LLC Consultant</p>
Area of Academic Need	Writing (6 th – 8 th Grade) Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc.)
<p><u>Writing</u></p> <ul style="list-style-type: none"> • Conventions • Writing Process • Formed Writing 	<p>Strategy For Academic Success: <i>All 6th – 8th Grade students will have a minimum of 30 minutes per day of Writing</i></p> <p>Teachers will provide direct instruction and guided practice that focus on grammar usage, conventions and formed writing</p> <p>Teachers will implement <u>The 6 Traits of Writing</u>.</p> <p>Teachers will use the <u>Document – Based Question (DBQ) Project</u> Curriculum to support writing.</p> <p>School will post writing weekly to encourage writing daily.</p> <p>All diverse learners will have access to the same identified curriculum. Teachers of diverse learners will collaborate and co-teach writing with the general education teachers.</p> <p>Teachers of diverse learners will post student work.</p> <p>All students will participate in the Academy for Urban School Leadership (AUSL) Young Author's Competition.</p> <p>Teachers will participate in the AUSL Network professional development.</p> <p>Teachers will bring sample writing to grade level</p>	<p>The Curtis Writing Block will include a minimum of 30 minutes of writing daily or blocked time to equal 150 minutes per week</p> <p>Principal and ILT will meet regularly to review professional development around the Balanced Literacy Framework</p> <p>All 6th – 8th grade writing teachers will attend the network professional development August 2013 on using the <u>Document – Based Question (DBQ) DBQ Project</u></p> <p>Principal ensures that teachers receive on going professional development on implementing <u>The 6 Traits of Writing</u> through the AUSL Network</p> <p>The AUSL Network coaches with provide on – going support for implementation of the <u>DBQ Project</u></p>

meetings to develop teacher and student capacity.

Math (Kindergarten – 2nd Grade)

K – 2nd Grade Math Curriculum

- Both schools use Everyday Math.
- Songhai uses Singapore Math as a supplement and intervention.

Curtis uses Compass Learning for intervention and enrichment

Kindergarten – 2nd Grade Math Data Summary

NWEA (Songhai / Curtis: Spring Results)

NWEA Mean RIT / # Students	Kindergarten	1 st Grade
Songhai	140.2	156.4
<u>Strengths</u>	Operations and Algebraic Thinking & Geometry	Operations & Algebraic Thinking and Number & Operations in Base 10
<u>Challenges</u>	Measurement and Data & Number and Operations in Base Ten	Measurement & Data
Curtis	145.4	160.3
<u>Strengths</u>	Operations & Algebraic Thinking	Number & Operations in Base ten
<u>Challenges</u>	Number & Operations in Base ten	Operations & Algebraic Thinking
Academic Gaps	5.2 Mean RIT Difference	3.9 Mean RIT Difference

mClass Math 3D / Songhai Only

(Kindergarten: Counting, Missing Number, Number Identification, Quantity Discrimination)

(1st Grade: Counting, Missing Number, Next Number, Number Facts, Number Identification, Quantity Discrimination)

Grade Level	Kindergarten	1 st Grade
% of Students at Benchmark	58%	80%
% of Students Below Benchmark	33%	17%
% of Students Well Below Benchmark	9%	3%

Kindergarten Math: Songhai / Curtis

NWEA Kindergarten Math:

According to the Winter NWEA data, Songhai's Mean RIT score was 140.2 and Curtis' Mean RIT score was 145.4 for kindergarten. The Mean RIT difference was 5.2. The largest RIT Band gap was **Geometry** with a gap of 7 points. The smallest gap was in **Operations & Algebraic Thinking** and **Measurement & Data**. The gap difference was 4 points.

mClass Math Kindergarten (Songhai Only)

According to Songhai End of Year (EOY) mClass Math, 58%% of the 33 students were **Meeting Benchmark**, 33% were **Strategic** and 9%

were **Intensive**. All kindergarten students will be administered the mClass Assessment to ensure support is administered at the student's level.

1st Grade Math: Songhai / Curtis

NWEA 1st Grade Math:

According to the Winter NWEA data, Songhai's Mean RIT score was 156.4 and Curtis' Mean RIT score was 160.3 for 1st Grade. The Mean RIT difference was 3.9. The largest RIT Band gap was **Measurement & Data** with a gap of 8 points. The smallest gap was in **Geometry**. The gap difference was 2 points.

mClass 1st Grade (Songhai Only)

Based on Songhai End of Year (EOY) DIBELS, 80% of the 29 students were **Meeting Benchmark**, 17% were **Strategic** and 3% were **Intensive**. All 1st grade students will be administered the mClass Assessment to ensure support is administered at the student's level.

Area of Academic Need	Math (Kindergarten – 2 nd Grade) Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc)
<p><u>Math</u></p> <p>Conceptual Mathematics</p> <ul style="list-style-type: none"> Number & Operations Fractions Numbers and Operations in Base Ten 	<p>Strategy For Academic Success: <i>All Kindergarten – 2nd Grade Students will have a minimum of 70 Minutes of Math per day</i></p> <p>Kindergarten – 2nd Grade Curtis teachers will use mclass as a diagnostic tool to support teaching and learning. Teachers will use exit tickets daily and Everyday Math Unit Assessments to plan for instruction.</p> <p>Curtis teachers will use the NWEA Des Cartes and the student's RIT bands from the Spring NWEA to plan heterogeneous strategy groups. This will allow for diverse learners to be challenged and work with their peers outside a guide math group.</p> <p>Students will receive individualized instruction thru <u>Compass Learning</u> that can serve as either remediation or enrichment. This individual instruction will occur 2 times a week for 45 minutes.</p> <p>Curtis' Kindergarten – 2nd Grade teachers will be engaged in professional development led by Curtis teachers, the AUSL network and select math professional development vendors.</p> <p>Diverse learners will have access to the same identified curriculum. Teachers of diverse learners will participate in grade level meetings and professional development.</p>	<p>Principal and ILT will meet regularly to review professional development around the Math instruction</p> <p>All math teachers will attend the network professional development August 2013</p> <p>Assistant principal will support Curtis' Educational Support Personnel on implementing tutoring and intervention</p> <p>Tutoring schedules will be created to allow for consistency</p> <p>Assistant principal will work with diverse learning teachers and general education teachers to create a schedule for teachers to take their classrooms in the computer lab for <u>Compass Learning</u></p> <p>Principal will work with network consultant to ensure teachers are successful</p>

Math (3rd – 5th Grade)

3rd – 5th Grade Math Curriculum

- Both schools used Everyday Math.
 - Songhai uses Singapore Math as a supplement and intervention. Curtis uses Compass Learning for intervention.
 - Curtis supplements the math curriculum with math manipulative designed by National Teaching Network (NTN) Math.
- All 3rd – 5th Grade students will have a new math curriculum Key Elements To Mathematics (KEMS)

3rd – 5th Grade Math Data Summary

NWEA (Songhai / Curtis: Spring Results)

NWEA Mean RIT / # Students	2 nd Grade	3 rd Grade	4 th Grade
Songhai	170.9	194.6	197.2
<u>Strengths</u>	Number & Operations – Fractions	Geometry	Number & Operation Fractions
<u>Challenges</u>	Number & Operations in Base Ten	Measurement & Data	Measurement & Data
Curtis	183.5	195.3	206.5
<u>Strengths</u>	Geometry	Number & Operation Fractions	Number & Operation Fractions
<u>Challenges</u>	Operations & Algebraic Thinking	Measurement & Data	Measurement & Data
Academic Gaps	12.6 Mean RIT Difference	0.7 Mean RIT Difference	9.3 Mean RIT Difference

mClass Math 3D / Songhai Only

(2nd Grade: Computation, Concept, Missing Number, Number Facts, Quantity Discrimination)

Grade Level	2 nd Grade
% of Students at Benchmark	25%
% of Students Below Benchmark	56%
% of Students Well Below Benchmark	19%

2nd Grade Math: Songhai / Curtis

NWEA 2nd Grade Math:

According to the Spring NWEA data, Songhai's Mean RIT score was 170.9 and Curtis' Mean RIT score was 183.5 for 2nd Grade. The Mean RIT difference was 12.6. The largest RIT Band gaps were in **Geometry and Number & Operations in Base Ten** with a gap of 15 points. The smallest gap was in **Number & Operation Fractions**. The gap difference was 11 points.

mClass 2nd Grade (Songhai Only)

Based on Songhai End of Year (EOY) DIBELS, 25% of the 16 students were **Meeting Benchmark**, 56% were **Strategic** and 19% were **Intensive**. All 2nd grade students will be administered the mClass Assessment to ensure support is administered at the student's level.

3rd Grade Math: Songhai / Curtis

NWEA 3rd Grade Math:

According to the Spring NWEA data, Songhai's Mean RIT score was 194.6 and Curtis' Mean RIT score was 195.3 for 3rd Grade. The Mean RIT difference was 0.7. The largest RIT Band gaps were in **Geometry, Operations & Algebraic Thinking and Number & Operations Fractions** with a gap of 2 points. Number & Operation in Base Ten and Measurement and Data showed no gaps.

4th Grade Math: Songhai / Curtis

NWEA 4th Grade Math:

According to the Spring NWEA data, Songhai's Mean RIT score was 197.2 and Curtis' Mean RIT score was 206.5 for 4th Grade. The Mean RIT difference was 9.3. The largest RIT Band gap was **Geometry** with a gap of 10 points. The smallest gap was in **Number & Operation in Base Ten**. The gap difference was 7 points.

Area of Academic Need	Math (3 rd – 5 th Grade) Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc)
<p><u>Math</u></p> <p>Conceptual Math</p> <ul style="list-style-type: none"> Numbers and Operations and Base Ten Operations and Algebraic Thinking <p>Measurement and Data</p>	<p>Strategy For Academic Success: <i>All 3rd – 5th Grade Students will have a minimum of 80 Minutes of Math per day</i></p> <p>3rd – 5th Curtis teachers will use the Key Elements to Mathematics (KEMS) diagnostic tool to support teaching and learning. Teachers will also use exit tickets daily to plan for instruction.</p> <p>Curtis teachers will use the NWEA Des Cartes and the student's RIT bands from the spring NWEA to plan heterogeneous strategy groups. This will allow for diverse learners to be challenged and work with their peers outside a guide math group.</p> <p>Students will receive individualized instruction thru <u>Compass Learning</u> that can serve as either remediation or enrichment. This individual instruction will occur 2 times a week for 45 minutes.</p> <p>Curtis' 3rd – 5th grade teachers will be engaged in professional development led by National Teaching Network (NTN). National Teaching Network will provide professional development throughout the school year and the summer. Teachers will learn strategies for working with diverse learners and learn how to plan whole and small group instruction. The practices and strategies acquired through the National Teaching Network will build teacher's and students' capacity for Common Core State Standards.</p> <p>Diverse learners will have access to the same identified curriculum. Teachers of diverse learners will participate in grade level meetings and professional development.</p>	<p>Principal and ILT will meet regularly to review professional development around the Math instruction</p> <p>All math teachers will attend the network professional development August 2013</p> <p>Assistant principal will support Curtis' Educational Support Personnel on implementing tutoring and intervention</p> <p>Tutoring schedules will be created to allow for consistency</p> <p>Assistant principal will work with diverse learning teachers and general education teachers to create a schedule for teachers to take their classrooms in the computer lab for Compass Learning</p> <p>Principal will ensure that all teachers receive professional development by National Training Network (NTN) and <u>The Key Elements of Mathematics (KEMS)</u></p>

Math (6th – 8th Grade)**6th – 8th Grade Math**

- Songhai uses Math Thematic and Singapore Math as a supplement and intervention.
 - Curtis uses The Key Elements of Mathematics (KEMS) as the core curriculum and Compass Learning for intervention.
- Curtis supplements the math curriculum with math manipulative designed by National Teacher Network (NTN) Math.

6th – 8th Grade Math Data Summary

NWEA (Songhai / Curtis: Spring Results)

NWEA Mean RIT / # Students	5 th Grade	6 th Grade	7 th Grade
Songhai	204	213.3	210.2
<u>Strengths</u>	Number & Operation Fractions	Statistic & Probability	Statistics & Probability
<u>Challenges</u>	Measurement & Data	The Real & Complex Number Systems	The Real & Complex Number Systems
Curtis	211.6	214.3	215.5
<u>Strengths</u>	Geometry	Geometry	Statistics & Probability
<u>Challenges</u>	Operations & Algebraic Thinking	Algebra, Functions, Expressions, Equations	Algebra, Functions, Expressions, Equations
Academic Gaps	7.6 Mean RIT Difference	1.0 Mean RIT Difference	5.3 Mean RIT Difference

5th Grade Math: Songhai / Curtis

NWEA 5th Grade Math:

According to the Spring NWEA data, Songhai's Mean RIT score was 204 and Curtis' Mean RIT score was 211.6 for 5th Grade. The Mean RIT difference was 7.6. The largest RIT Band gap was **Geometry** with a gap of 13 points. The smallest gaps were in **Number & Operations in Base Ten** and **Number & Operation Fractions**. The gap difference was 4 points.

6th Grade Math: Songhai / Curtis

NWEA 6th Grade Math:

According to the Spring NWEA data, Songhai's Mean RIT score was 213.3 and Curtis' Mean RIT score was 214.3 for 6th Grade. The Mean RIT difference was 1.0. The largest RIT Band gap was **Statistics & Probability** with a gap of 4 points. The smallest gap was in **Geometry**. The gap difference was 1 point.

7th Grade Math: Songhai / Curtis

NWEA 7th Grade Math:

According to the Spring NWEA data, Songhai's Mean RIT score was 210.2 and Curtis' Mean RIT score was 215.5 for 7th Grade students. The Mean RIT difference was 5.3. The largest RIT Band gap was **Statistics & Probability** with a gap of 7 points. The smallest gap was in **Algebra, Functions, Expressions and Equations**. The gap difference was 2 points.

Area of Academic Need	Math (6 th – 8 th Grade) Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc)
Math Conceptual Math	Strategy For Academic Success: <i>All 6th – 8th Grade Students will have a minimum of 90</i>	Principal and ILT will meet regularly to review professional

<ul style="list-style-type: none"> Numbers and Operations and Base Ten Operations and Algebraic Thinking The Real and Complex Number System Algebra, Functions, Expressions, and Equations <p>Measurement and Data</p>	<p>Minutes of Math per day 6th – 8th Curtis teachers will use the Key Elements to Mathematics (KEMS) diagnostic tool as a baseline to support teaching and learning. Teachers will also use exit tickets daily to plan for instruction.</p> <p>Curtis teachers will use the Des Cartes and the student's RIT bands from the spring NWEA to plan heterogeneous strategy groups. This will allow for diverse learners to be challenged and work with their peers outside a guide math group.</p> <p>Students will receive individualized instruction thru Compass Learning that can serve as either remediation or enrichment. This individual instruction will occur 2 times a week for 45 minutes.</p> <p>Curtis' 6th – 8th grade teachers will be engaged in professional development led by National Teaching Network (NTN). National Teaching Network will provide professional development throughout the school year and the summer. Teachers will learn strategies for working with diverse learners and learn how to plan whole and small group instruction. The practices and strategies acquired through the National Teaching Network will build teacher's and students' capacity for Common Core State Standards.</p> <p>Diverse learners will have access to the same identified curriculum. Teachers of diverse learners will participate in grade level meetings and professional development.</p>	<p>development around the Math instruction</p> <p>All math teachers will attend the network professional development August 2013</p> <p>Assistant principal will support Curtis' Educational Support Personnel on implementing tutoring and intervention</p> <p>Tutoring schedules will be created to allow for consistency</p> <p>Assistant principal will work with diverse learning teachers and general education teachers to create a schedule for teachers to take their classrooms in the computer lab for Compass Learning.</p> <p>Principal will ensure that all teachers receive professional development by National Training Network (NTN) and The Key Elements of Mathematics (KEMS)</p>
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Science (K – 8)

K – 2nd Grade Science Curriculum

- Curtis uses Scott Foresman Science
- Songhai uses Harcourt with Foss Kits

3rd – 5th Grade Science Curriculum

- Curtis uses Interactive Science for 4th – 5th Grade
- Songhai uses Harcourt with Foss Kits
- Curtis will use Interactive Science for 3rd Grade so that 3rd – 6th will use Interactive Science for the 2013 – 2014 school year

6th – 8th Grade Science Curriculum

- Curtis and Songhai use Science Education for Public Understanding Program (SEPUP) – Curtis 7th & 8th Grades only
- Curtis uses Interactive Science for 6th Grade

4th & 7th Grade Science Data Summary

ISAT (Songhai / Curtis: 4th Grade 2012 Results)

ISAT Science 2012 4 th Grade Percentage	M/E	E	M	B	W
Songhai	47%	0 %	47%	50%	3%
Curtis	59%	05	59%	31%	10%

E = Exceeds State Standard, M = Meets State Standards, B = Below State Standards, W = Academic Warning

4th Grade

Songhai / Curtis Meet & Exceed the ISAT

According to the 2012 Illinois Standards Achievement Test (ISAT) 47% of the 4th grade students that took the test met or exceeded the standards. 59% of the 4th grade students attending Curtis that took the same test met or exceeded the standards. 5% of the students from Curtis exceeded the standards.

ISAT (Songhai / Curtis: 7th Grade 2012 Results

ISAT Science 2012 7 th Grade Percentage	M/E	E	M	B	W
Songhai	58%	3%	56%	31%	11%
Curtis	61%	7%	54%	35%	5%

E = Exceeds State Standard, M = Meets State Standards, B = Below State Standards, W = Academic Warning

7th Grade

Songhai / Curtis Meet & Exceed the ISAT

According to the 2012 Illinois Standards Achievement Test (ISAT) 58% of the 7th grade students that took the test met or exceeded the standards. 61% of the 7th grade students attending Curtis that took the same test met or exceeded the standards. 3% of the 7th grade students from Songhai exceeded the standards. 7% of the 7th grade students from Curtis exceeded the standards.

Area of Academic Need	Science (Kindergarten – 2 nd) Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc)
<u>Science</u> <ul style="list-style-type: none"> Scientific Inquiry 	<p>Strategy For Academic Success: <i>Minimum of 40 Minutes per Day</i></p> <p>Teachers will engage students in lab activities that promote scientific inquiry.</p> <p>Students will conduct their experiments with appropriate scientific tools thru <u>Scott Foresman Science</u></p> <p>Teachers will develop unit plans and conduct experiments weekly.</p> <p>The science curriculum will be used to develop vocabulary</p> <p>Diverse learners will have access to the same identified curriculum. Teachers of diverse learners will collaborate with general education teachers.</p>	<p>Assistant principal to ensure all teachers receive professional development on implementing <u>Scott Foresman Science</u></p> <p>Assistant principal will ensure that teachers collaborate on creating unit plans and provide feedback to the unit plans</p>
Area of Academic Need	Science (3 rd – 5 th Grade) Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc)
<u>Science</u> <ul style="list-style-type: none"> Scientific Inquiry 	<p>Strategy For Academic Success: <i>Minimum of 50 Minutes per Day</i></p>	<p>Assistant principal to ensure all teachers receive professional development on implementing</p>

	<p>Teachers will engage students in lab activities that promote scientific inquiry.</p> <p>Students will conduct their experiments with appropriate scientific tools thru Interactive Science</p> <p>Teachers will develop unit plans and conduct experiments weekly.</p> <p>The science curriculum will be used to develop vocabulary</p> <p>Diverse learners will have access to the same identified curriculum. Teachers of diverse learners will collaborate with general education teachers.</p>	<p><u>Interactive Science</u></p> <p>Assistant principal will ensure that teachers collaborate on creating unit plans and provide feedback to the unit plans</p>
Area of Academic Need	Science (6 th – 8 th Grade) Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc)
<p><u>Science</u></p> <ul style="list-style-type: none"> Scientific Inquiry 	<p>Strategy For Academic Success: <i>Minimum of 60 Minutes per Day</i></p> <p>Teachers will engage students in lab activities that promote scientific inquiry.</p> <p>Students will conduct their experiments with appropriate scientific tools thru Interactive Science and <u>Science Education for Public Understanding Program</u> (SEPUP).</p> <p>Teachers will develop unit plans and conduct experiments weekly.</p> <p>The science curriculum will be used to develop vocabulary</p> <p>Diverse learners will have access to the same identified curriculum. Teachers of diverse learners will collaborate with general education teachers.</p>	<p>Assistant principal to ensure all teachers receive professional development on implementing <u>Interactive Science</u> and <u>Science Education for Public Understanding Program</u> (SEPUP)</p> <p>Assistant principal will ensure that teachers collaborate on creating unit plans and provide feedback to the unit plans.</p>
Area of Academic Need	Response to Intervention Strategy (Kindergarten – 8 th Grade)	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc)
<p><u>RTI</u> K – 8th</p> <p>Reading</p> <p>Math</p>	<p>As a welcoming school Curtis will continue with an RTI team of general and special education staff. The team leader for 2013 - 2014 will be the counselor. The counselor will lead along with 3 teacher leaders: Primary, intermediate and uppers general education teachers. The team will meet weekly to plan with teachers around setting goals and progress monitoring.</p> <p>Present combined data to ILT to identify school wide, grade level and subject gaps.</p>	<p>Established 2013 – 2014 before the end of the current school year.</p> <p>The RTI team will meet to create a schedule for days to meet and meet with Curtis' network managing director to select research based curricula in reading and math</p> <p>ILT meetings with RTI team for</p>

	<p>The team will support teachers around using student's historical performance data, discipline referrals and screeners: STEP, BAS, mClass, NWEA. These initial resources will be used to refer children for intervention and enrichment</p> <p>For behavior referrals the RTI team will work with the dean of students and the culture and climate team to refer students for behavior intervention.</p> <p>For academics referrals the RTI team will use the Curtis' referral form for intervention planning along with the welcoming school individual recommended form for planning.</p> <p>Curtis RTI team and teachers will attend professional development on implementing RTI and differentiated instruction: content, process, product, affect and learning environment.</p> <p>The focus for professional development will be for teachers to determine:</p> <ul style="list-style-type: none"> • What skills / components the student is struggling with • The level of support needed • The frequency for administering interventions • The length of administering interventions • How the students is receiving intervention 	<p>mapping out professional development to support RTI</p> <p>Review NWEA Spring Data to identify Tier 3 students not identified as receiving special services</p> <p>All students in Tier 3 will be assessed within the first 2 weeks of school using STEP (k- 2nd), BAS (3rd – 8th), NTN Math grade level assessment</p> <p>Principal and counselor will be lead for RTI</p> <p>Hire bilingual teacher / coordinator Hire bilingual tutor if 15 students</p>
Area of Academic Need	Technology Strategy (Kindergarten – 8 th Grade)	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc)
<p>Technology (Enrichment & Intervention)</p> <p>Reading Math</p>	<p>3rd – 8th Grade teachers will design lesson to integrate technology.</p> <p>All 3rd – 8th Grade students will have 1 to 1 access to an IPAD</p> <p>Kindergarten – 4th Grade will 4 – 6 desktop computers in the classrooms.</p> <p>The Curtis annex and main building have 30 Macintosh Computers in the computer labs.</p> <p><u>Compass Learning</u> Technology based intervention used for all students (K-8) based on the individual needs of students identified by NWEA & Fountas & Pinnell Benchmark Assessment system BAS, and STEP.</p> <p>Teachers go into <u>Compass Learning</u> and create and upload students' lesson profiles with individualized RIT Band activities for students to work on. Teacher's</p>	<p>Technology integration and meeting the needs of all students each classroom will have LCD projector, document camera, laptop computer and IPADS</p> <p>I Pad Carts to support technology integration, intervention and acceleration</p> <p>Every teacher will have at least two desk top computers in classrooms</p> <p>Assistant principal create schedule to allow for classrooms to learn in the computer lab</p>

	<p>access and monitor students individual back packs and looks at students' scores. Administration also goes in and monitors weekly students' data as well as teacher's percentages of accessing data weekly. If students do not score a 70 percent or higher on activities, teachers allow students to go back into backpacks and redo those activities.</p> <p>Students' <u>Compass Learning</u> lesson profiles will be updated quarterly to allow for enrichment.</p> <p>Teachers will also use <u>Compass Learning</u> to create differentiated weekly homework activities in addition to weekly grade level homework based on comprehension skills being covered for the week.</p> <p>During <u>Compass Learning</u>, teachers use this intervention time to pull small guided reading, strategy, and math groups.</p>	
Area of Academic Need	Curricula Enhancement Strategy (Kindergarten – 8 th Grade)	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc)
<p>Curricula Enhancement:</p> <p>Strategic Funding</p> <p>Resources: Capital & Human</p>	<p><u>Partnerships:</u></p> <p>21st Century</p> <p>Joffrey Ballet</p> <p>Project Syncere: Engineering Program for 6th – 8th</p> <p>Through Fine Arts programming students will have exposure during and after school to multiple media forms in the arts. (Ballet, Drama, Culinary Music, and creative writing).</p> <ul style="list-style-type: none"> ● Curtis will continue its partnership with Project Syncere for engineering. ● Curtis will continue its partnership with Joffrey Ballet ● Curtis will enter into a new partnership with 21st Century. 	<p>Funding will come from 21st Century Grant</p> <p>Secure funds for with Joffrey Ballet</p> <p>Costumes for performances</p> <p>Secure funds for Project Syncere</p>

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

Appendix B: Curtis Social and Emotional Support Plan as of July 18, 2013

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming

Positive Behavior Intervention System(PBIS)

Both schools have recognized the importance of PBIS. Songhai currently uses Stallion Bucks to reward individual students and classrooms for showing excellence. Curtis uses a PBIS system along with celebrating 90% or higher on Compass learning assignments. Both plans have been effective for both schools. According to both school data, the number of level of 4 – 6 infractions has decreased from the 2011 – 2012 school year. Both ILT's contributed feedback from students. The final plan will be completed by the climate and culture team.

Curtis' current system allows for immediate action and feedback. Curtis has a dean of student who leads the culture and climate team, conduct meetings with students, parents and teachers. The dean is responsible for supporting teachers with the various levels of infractions. The dean also monitors students receiving check in / check out services. The dean facilitates trainings for Curtis's 5th – 8th grade students on implementing peace circle.

The climate and culture team meets biweekly to brainstorm improving student behavior through the positive behavior systems. This team brainstorms, collaborates, and implements individual and classroom incentives and plans to model positive framing and reinforcement to reduce behavioral infractions across grade levels.

Second Step

Second step curriculum will be introduced during the Summer Staff Professional Development on August 21st, from 9 a.m. to 12 noon. Second step will be implemented school-wide and supplement the PBIS/RTI (Response To Intervention) continuum that is currently being used at Curtis.

Each grade level features developmentally appropriate ways to teach core social-emotional skills such as empathy, emotion management, and problem solving.

The Kindergarten through fifth grade program includes easy-to-teach lessons and engaging songs and games, for a start. Students will have the opportunity to learn the empathy, emotion-management, and problem-solving skills they need. In addition students will also be able to use self-regulating skills, which will prepare students to learn whatever they need to—from social emotional skills to math and science.

The middle-school *Second Step* program teaches empathy and communication, emotion-management and coping skills, and decision making. These skills help students stay engaged in school, make good choices, set goals, and avoid peer pressure, substance abuse, bullying, and cyber bullying.

Mosaic Experience

Mosaic Experience is a professional service organization whose work focuses on communication, protocols, community building and cultural competency. With this partnership next school year, Curtis on the right track in fostering the best relationships between administration, staff, students and parents.

As students are now being introduced to a new culture and climate, they will be able to reap the benefits of the staff's training around cultural competency. Mosaic works side by side with staff and facilitate training around cultural competency, communication, safety and trust, self-awareness, and empathy.

21st Century

This arts program provides academic enrichment opportunities during after-school hours for children, particularly students who attend high-poverty and low-performing schools.

The purpose of this program is to help students meet state and local student standards in core academic subjects, such as reading and math. 21st century offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.

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

Structured Positive Behavior Support School Climate strategy and SEL Curriculum:

1. Curtis is currently and will continue using the PBIS curriculum and innovations created through the Climate and Culture team. This is used to create a positive climate and culture within the school through cougar paws. Students receive cougar paws when displaying excellence around the building. Cougar paws can be earned during transitions in the hallways, engaging in instruction in the classroom, cafeteria, and outside recess. The class with the most cougar paws (weekly) will receive a class room incentive (pizza party, ice cream social, free field trip, or movie and popcorn).

2. Staff will be trained in second step curriculum during the Summer Staff Professional Development on August 21st, from 9 a.m. to 12 noon. Second step will be implemented school-wide and supplement the PBIS/RTI (Response To Intervention) continuum that is currently being used at Curtis.

Plan for providing targeted interventions to struggling students:

1. Check in Check out (tier 2) interventions will be developed and tailored to support individual need of students as a part of our RTI/PBIS system. Individual teachers will identify four to five students in individual classrooms and set both academic and behavioral goals for students who are having behavioral difficulties in the class room during instructional time. The Dean of students, security, and three team members from the climate and culture team will check in and out with these individual student at the beginning and end of each school day.

Students will receive individual cards with individualized goals on the cards. The expectation is that students receive positive feedback on their individual cards daily. The students will receive weekly prizes if the student accomplishes weekly goals.

2. Restorative justice peer circles will be available and provided by the Dean of students to support students that are consistently having difficulties coping with anger management skills and are often violent. During the implementation of Peace Circles, students have the opportunity to sit amongst their peers and resolve problems through effective use of communication.

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

1. SGA Youth and Family Services-(wrap around services for both students and parents) assist students with academics, social and emotional needs). SGA also does home visits and collaborates among teachers and parents on ways to approve school, family, peers, and communities.

2. PBIS

3. Mosaic Experience

4. 21st Century

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

1. Peer Jury on an as needed basis
2. Student Council
3. Student Ambassadors
4. Conferences with Administration

Curtis will promote positive behavior and empower student leaders through student council, ambassador programs, and restorative justice committees.

Social Worker, Counselor, and Climate/ Culture Team will collaborate and ensure that as student behaviors are being managed, students will continue to have an opportunity to engage with restorative justice and ensure appropriate leadership and character development.

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

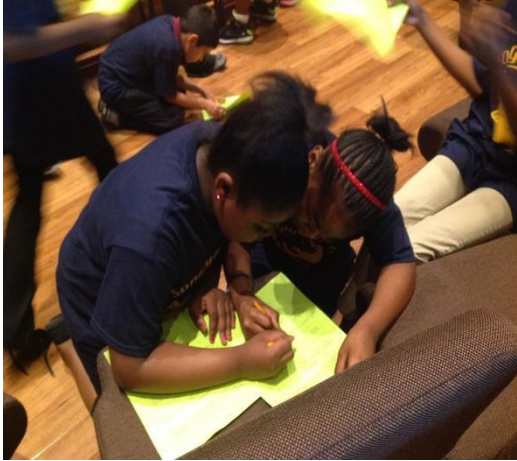


1. Students will engage in restorative exercises that require reflection and effective communication.
2. Check in Check out intervention
3. Parental involvement and conflict solution models
4. Counselor/Students led Peace Circles



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



Appendix C: Curtis Cultural Support 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.
April 16, 2013	PTC facilitated breakfast meeting of the closing and welcoming schools. Principals met to discuss each school's focus.	
April 20, 2013	Transitions teams met for a breakfast meeting at Curtis. The agenda consisted of schools sharing their school vision, parent outreach plans, school tour & discussion of the focus for 2012-13. A draft of the Cultural integration plan was created by transition team members.	
April 27, 2013	Transitions teams had a breakfast meeting at Songhai School. The agenda included teams sharing their school culture and discipline plans, creation of SEL Support Plans, and Academic Needs Assessment. Principal provided a tour of building with a discussion of academic gaps.	
May 1, 2013	Curtis parents & Staff created and delivered special invitations for Songhai parents inviting them to attend the May 8 th PAC meeting.	
May 8, 2013	In order to address the concerns of Songhai parents about students crossing the railroad tracks, Curtis' PAC president reached out to CPD CAPS office to present at the May 8 th Curtis PAC Meeting. The meeting was followed by CAPS training. As a result of the training, parents agreed to create a plan for a 'walking school bus' supported by parents within the new attendance boundary. The representative from CAPS will return in August to work with parents to develop procedures for the 'walking school bus'.	Chicago Police Department CAP Office
May 14 , 2013	Curtis and Songhai's ILT's met to create the Academic and SEL Plans.	
May 16, 2013	CPS Safety and Security along with the Chicago Police Department host a safe passage transition meeting for Songhai and Curtis parents that allowed parents to voice their concerns.	Meeting held at Morgan Park High School Chicago Police Department
May 23, 2013	Curtis brochures, welcoming letters, and invites to the Kroc Center and a school performance of The Wiz were delivered to Songhai.	Buses ordered by Curtis.
May 29, 2013	Songhai & Curtis 3 rd through 7 th grade students participated in team building activities at the Salvation Army Kroc center. Songhai and Curtis students, parents and staff wore blue	Salvation Army Kroc Center (Songhai has a partnership with the Salvation Army) Curtis will provide the transportation for both schools. DLV Printing: T-Shirts: "Songhai – Curtis,

	and yellow Songhai/Curtis t-shirts.	Working on this together”
	<p>Songhai and Curtis intermediate (3rd and 4th grade students) engaged in team building activities and getting to know each other.</p> 	
	<p>Songhai and Curtis intermediate (3rd and 4th graders) engage in team building activities through parachute fun.</p> 	
	<p>Songhai and Curtis middle school (6th and 7th graders) engaged in “Tug of War”.</p> 	

May 29, 2013	Curtis Staff hosted Family Literacy Night for Songhai and Curtis parents, students and staff. Guest speaker, Phil Jackson, focused on bringing a community together through literacy. Food & gift bags were provided.	Curtis to secure guest speaker Phil Jackson from the Black Star Project
May 31, 2013	AUSL hosted a “welcoming meet and greet” for Songhai parents. Breakfast and Network overview was provided. Parents will have an opportunity to speak with Curtis student ambassadors and tour the school. Lake Calumet Network Special Education SSA will provide a break out information session.	AUSL Network to provide breakfast, brochures and power point Lake Calumet Network
June 5, 2013	Songhai and Curtis students (K-7), staff and parents attend a performance of The Wiz. After the performance students from both schools will have an opportunity to meet. The production manager and principal from Curtis and Songhai will facilitate the student discussion and completion of an interest inventory.	Curtis provided transportation for Songhai students to come to Curtis.
	Songhai intermediate and middle school students (5th-7th graders) at Curtis watching the Wiz Dress rehearsal 	
	Wiz Dress Rehearsal at Curtis School of Excellence 	

June 14, 2013	<p>Songhai students grades (K-2) attend Palmer Park for Curtis Field Day. Curtis took permission slips over to Songhai on Monday, June 9, 2013.</p>	Curtis is providing transportation to pick up Songhai students and take them to Palmer Park
	<p>Curtis and Songhai Primary students (K-2) Field Day at Palmer Park.</p> <p>Curtis and Songhai (K-2) students at Palmer Park</p> 	
	<p>Curtis and Songhai Primary(K-2nd grade students) Field Day at Palmer Park</p> 	
July 17, 2013	<p>BAC (Bilingual Advisory Council) meeting with breakfast for Spanish speaking families. We will post fliers in the neighborhood stores and churches informing parents the about ELL/Bilingual program at Curtis. The letter will be in Spanish and English. We will also contact parents with an interpreter when necessary via phone</p>	CPS Support for Bilingual hiring and CPS ELL / Bilingual Programs.

June-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
July 15, 2013 – August 14, 2013	Tackle football and cheer clinic to take place at Palmer Park. Students will meet at Curtis and walk with coaches to Palmer Park for practice. All 6 th – 8 th grade girls and boys will receive letters by July 10 with dates for July and August practices.	CPS to grant access to students information by July
July 18, 2013 (1 st Meeting) 2 nd Meeting August 2013 TBD St. John's Church	Curtis' principal and PAC president will facilitate at least 2 meetings for parents to create a walking school bus plan. Parents will work with CPS Safety and Security and CPD CAPS Office to create a plan to support students walking within the new attendance boundaries. The plan will be shared with parents during the Back to School Picnic / Open House (August 17) and Open House (September 4). The principal will ensure that the documents are sent home with students, posted on the school's website and create a phone message using the CPS out calling system. In October the PAC will send home a questionnaire regarding the effectiveness of the walking school bus. The feedback from the questionnaire will be shared with principal and ILT for possible revisions.	CPS Safety and Security CPD / CAPS Department
July 1 – 10, 2013	Letters to Songhai LSC member will be mailed no later than July 2 nd . Songhai LSC Members will receive invitations to join the organization meeting. Curtis LSC Organization Meeting will take place July 8 th .	Songhai LSC members contact information from Office of Community Schools and Relations
July 22, 2013	Every grade level will create welcome letters that will be mailed to parents and students. List will consist of a special note from the grade level teams and a school supply list.	
July 22 – 26, 2013	New teachers and ESP's to Curtis will attend the AUSL Network Summer Turnaround Training. The purpose of the training is to culturally orient and build the capacity of teachers new to AUSL, by providing comprehensive and meaningful professional learning.	AUSL Network to provide: Welcome packet to include: AUSL literature, info. reminder card, letter from the Managing Director, and the first reading Binder: hard copy of some core AUSL documents Electronic documents on a flash drive which include slides and documents AUSL t-shirt and lanyard
Early August On – Going	Gear Up 7 th & 8 th Grade students will participate in team building activities at Washington Park On – Going team building will take place throughout the school year and facilitated by GEAR Up staff.	Gear UP
August 3, 2013	New Curtis Staff will have an orientation facilitated by intermediate grade level teachers and assistant principal. Teachers will receive an overview of curriculum and school supports.	

August 6 – 8, 2013	AUSL Teaching and Learning: Existing and new teachers will attend the network's summer institute that will focus on best practices in special education, literacy, numeracy, science, social studies, curricular enhancement	AUSL Network
August 10, 2013	Curtis primary staff (along with new staff from Songhai) will lead a community walk within the new Curtis attendance boundaries. The goal is to distribute information about school start date, the back to school picnic, and Open House. Incentive for students attending the 1 st day: parents entered in a raffle. School will purchase (30) \$10 Subway Cards.	Contact information will be needed for all students within Curtis' new attendance boundary (including in coming kindergarten)
August 17, 2013	Curtis staff, parents and student council will host a "Back to School BBQ / Open House". (12:00 – 3:00) Curtis families will have an opportunity to meet Curtis staff and tour the school. A presentation will be provided for parents with an overview for the 2013 – 2014 school year. Community Partner Fair: Parents and students will have an opportunity to meet Curtis Community Partners. <i>A second fair will also be held in September by the after school coordinator.</i> School data will be presented with time for Q & A. Alderman Anthony Beale will be invited to speak to students, parents and staff. Provide parents (including special education and ELL) with information about assessments and instruction. Provide times for parents to review student profiles. Bilingual staff will be available for interpretation for Spanish-speaking families.	Alderman Anthony Beale as guest speaker. SGA Youth and Family Services Gear Up 21 st Century After School Programs
Week of August 19, 2013 On – Going	Mosaic Experience will work with Curtis staff and parents around intercultural, competency, protocols, communication, conflict resolution and community building.	Mosaic Experience
August 20, 2013	To build collaboration and teamwork, Curtis staff will participate in activities at Iron Oaks. This culture will be essential to staff working together throughout the school year.	Iron Oaks Buses ordered to transport staff
Week of August 26, 2013 Week of October 20, 2013 Week of January 26, 2013	During our transition team meeting Songhai parents shared their concerns around the increase of students having to cross the train tracks located across from Curtis School. Curtis' counselor will work with Alderman Beale's Office and CPS Safety and Security to have ICC Railroad Safety provide an assembly for students.	Alderman Anthony Beale Office ICC Railroad Transportation
September 4, 2013	Curtis Open House – Curtis will host another Open House from 4:00 – 6:00. Parents and families will have an	SGA Youth and Family Services

	<p>opportunity to meet the staff, learn about the school's vision, CIWP priorities, individual learning plans, school data and visit classrooms. Community Partner Fair: Parents and students will have an opportunity to meet Curtis Community Partners.</p>	<p>Gear Up</p> <p>21st Century After School Programs</p>
<p>*August 30, 2013 Will be led by school leadership team</p> <p>On - going for 2012 - 2013</p>	<p>Culture and Climate Assemblies will be held with middle school students to promote attendance, good behavior and academic performance. Guest speakers will be provided throughout the year. These events will be led by the dean of students.</p>	<p>Dean of Students Assistant Principal</p>

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