

Transition Plan as of July 12, 2013**For the Closure of Joseph Stockton Elementary School****I. Introduction**

Chicago Public Schools (CPS) is committed to ensuring that every student, in every community, has access to a high-quality, well-rounded education in order to graduate from high school ready to succeed in college, career, and life. From investments in early childhood education and a full school day to ensuring that there are effective principals and teachers in our schools, CPS is doing everything possible to provide Chicago's children with a 21st century education that helps them thrive and succeed. It is our obligation to work every day on behalf of our children's future.

However, our District faces a significant financial challenge, which threatens everything in our system by making it difficult to provide the robust supports and services that all children deserve. Our District's financial crisis has been significantly challenged by underutilization, resulting in financial resources being invested in half-empty buildings that are costly to maintain and repair. CPS has been financing schools and buildings with a capacity for 511,000 students while only serving 403,000 students. This utilization crisis has been spreading our already scarce financial resources much too thin.

To address this crisis, CPS is enacting a plan to address underutilization based on significant input from partners including parents, students, teachers, principals, community and faith leaders, the independent Commission on School Utilization, the Chicago Police Department, and the Department of Family and Support Services. Through these collaborative efforts, CPS' plan represents a new day for Chicago Public Schools, and a fresh start for our students in Fall 2013.

CPS is closing underutilized schools. These actions will enable CPS to maximize resources by supporting a reduced number of school buildings, which will improve our capacity to provide all children with greater access to critical resources and supports such as libraries, technology, playgrounds, nurses, and counselors.

In order to ensure a quality education for students, CPS is closing Joseph Stockton Elementary School (Stockton). This decision is based on the underutilization of Stockton, in accordance with the [Chief Executive Officer's Guidelines for School Actions](#) (Guidelines). This action will welcome returning students at Mary E. Courtenay Elementary Language Arts Center (Courtenay), which will be re-located.

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

II. Summary of Action

Stockton was a neighborhood elementary school located at 4420 N. Beacon St., in the Ravenswood-Ridge Elementary Network of CPS. Stockton served 475 students in PK & K-8th grades. CPS is closing Stockton based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Stockton students will be welcomed by Courtenay. Courtenay will be re-located from its present location to 4420 N. Beacon St. Thus, all Stockton students will continue to attend school at 4420 N. Beacon St., welcomed by the Courtenay administration, staff, and students. Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The investments CPS will make for transitioning students at both Stockton and Courtenay, 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 Stockton will be reassigned to Courtenay at 4420 N. Beacon St. This means that Courtenay will be the new neighborhood school for students living in the Stockton boundary.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from Stockton into Courtenay. 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 Leave No Veteran Behind 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 approximate walking distance between Stockton and Courtenay is 0.7 miles. Safe Passage Community Watchers will be posted along key safe routes for children walking to school. The Safe Passage route that is being proposed includes the following routes:

- W. Sunnyside and N. Clark east to W. Sunnyside and N. Magnolia
- W. Sunnyside and N. Beacon south to W. Montrose and N. Beacon
- W. Montrose and N. Magnolia west to W. Montrose and N. Ashland
- W. Montrose and N. Ashland south to W. Irving Park and N. Ashland
- 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

- Courtenay will have enhanced security staffing plan at the school. As the designated welcoming school, Courtenay will receive additional security to support the increased number of students as well as to ease the transition for Stockton students joining Courtenay. The security staff from Stockton will be extended offers to be redeployed to Courtenay in order to facilitate this transition by providing a familiar face for Stockton. Last school year, Courtenay had 1 full time security officers. Stockton had 2 full time security officers. As a result, the new security staff at Courtenay 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 Courtenay is noted below, along with enhancements that will be made:
 - Camera System – Courtenay’s camera system will be enhanced with digital recording and monitoring capabilities. All surveillance will be accessible by school administration and the CPS Office of Safety and Security’s Student Safety Center.
 - Access Control System – The school already has an entry door buzzer system with a camera to allow security and staff to monitor the front entrance and grant access to appropriate visitors.
 - Entry Screening Equipment – Courtenay 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, a detailed academic support plan has been created. Please see Appendix A for the full details of the 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, a detailed social and emotional learning support plan has been created. Please see Appendix B for the full details of the social and emotional learning support plan.

Additionally, CPS believes cultural integration of school communities is important for a successful, smooth transition. To support this, a detailed cultural integration plan has been created. Please see Appendix C for the full details of the cultural integration plan.

Support for Specific Students Needs

To ensure students at Stockton 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 Courtenay, all instructional, 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 Courtenay 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 Courtenay, provide observations of classrooms when school has resumed, and train Courtenay staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Courtney targeting training based on the unique population of the students in the school.
- The facility at 4420 N. Beacon St. is not accessible to persons with disabilities according to the Americans with Disabilities Act. For more information about a particular school, contact the CPS Director of ADA Policy at [\(773\) 553-2158](tel:7735532158).

Students in Temporary Living Situations

- The CPS Department of Support for Students in Temporary Living Situations (STLS) Transition Support Coordinator will facilitate group sessions to offer support services to STLS students and families affected by this action.
- Every STLS family from Courtenay 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 Courtenay 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 from 11:00 a.m. to 3:00 p.m. at Courtenay 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 Courtenay 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 Courtenay 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 Bilingual Education (TBE)

- Courtenay is projected to have 20 or more English Language Learners (ELLs) of the same language background.
- Courtenay will ensure that there is at least one highly-qualified (bilingual-endorsed) classroom teacher at each of the grade levels that may receive ELLs.
- Courtenay 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.
- When possible, Courtenay 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 with the appropriate ESL or bilingual endorsement who is qualified to provide instruction for ELLs.
- Courtenay will identify additional people to be trained and certified in Screener/ACCESS administration, if needed (these need not be bilingual or ESL endorsed teachers). Ideally, a school should have 1 ACCESS-certified person per 15 ELLs. 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. The Department of Language and Cultural Education (DoLCE) will collaborate with Courtenay to provide the training.
- Courtenay 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.
- Courtenay will identify ELL Liaison, clerks, counselors, and administrators who should 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. Courtenay will identify teachers required to attend training on instructional strategies for working with ELLs.

Early Childhood Participants

- Pre-K students currently enrolled in Courtenay will go to Stockton Child Parent Center (CPC).
- 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

Monday, April 08, 2013
7:30pm-9:30pm
Amundsen High School
5110 North Damen Avenue

Community Meeting 2

Thursday, April 11, 2013
7:30pm-9:30pm
Amundsen High School
5110 North Damen Avenue

Public Hearing

Tuesday, April 16, 2013
8:00pm-10:00pm
CPS Central Office
125 S. Clark St.

Further Questions and Concerns:

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

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

Reading		
Areas of Academic Need	Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc)
<p>Reading K-2</p> <p>All students will be assigned to heterogeneous classrooms – classrooms with a mixture of ability levels. Students will be provided instruction according to their reading ability/level. This will be measured at regular intervals throughout the year using teacher made assessments, regular tests, and running records (when teachers listen to students individually read and makes notes on their strengths and challenges).</p> <p>Reading <i>3D TRC (Text Reading and Comprehension)</i> is an assessment administered to K-2 students three times a year by the classroom teacher. The results represent the level of students' reading behaviors and their text comprehension. There are four proficiency ratings: far below proficient; below proficient; proficient; and above proficient.</p> <p>At the end of the year 61% of Stockton K-2 students were considered proficient or above proficient while 85% of Courtenay K-2 students were considered proficient or above proficient. At Courtenay 15% students and 39% of</p>	<p>Both schools use a balanced literacy approach for the majority of their K-2 reading instruction. There is a literacy block of 120 minutes per day and the majority of time is spent reading and writing in various structures. Over a period of days, specific reading strategies are modeled by the teacher, then supported by the teacher, and watched by the teacher, and then used by students independently. This order of activities on a continuum is commonly referred to as the gradual release of responsibility. An example of a primary reading strategy that could be modeled is 'using pictures in the book to help understand what you are reading.'</p> <p>Reading experiences include being read to by the teacher (read aloud); reading together with the teacher (shared reading); students independently reading text at their level; (independent reading); small groups of students reading with teacher support (guided reading) and include students talking with their teacher about their reading (conferencing)</p> <p>Read Aloud: Teacher reads a selection aloud to students and often uses the strategies of previewing, predicting,</p>	<p>Materials: Core Curriculum and Leveled Texts</p> <p>Both schools have used Harcourt School Publishers <i>Storytown</i> reading series for the past 6 years. Because <i>Storytown</i> does not have sufficient content to meet all students' reading levels Courtenay has available to teachers a bookroom containing thousands of titles that are representative of a myriad of genres and levels of text. Having this resource helps teachers plan appropriate lessons for all their students. Publishers available in the leveled book room are: <i>Benchmark</i>, <i>Newbridge</i> (nonfiction), <i>National Geographic Ladders Common Core Readers</i>, and <i>Reading A-Z</i>.</p> <p>Courtenay classrooms libraries have been Lexile leveled (each book has been labeled with a number which represents the difficulty level of the book). This assists teachers and students in the selection of appropriate books for each student.</p> <p>Structures for Learning: Grade Level Meetings, Extended Time, and Professional Development</p>

<p>Stockton students scored far below proficient.</p> <p>The data confirms that both schools have students who are both far below proficient and above proficient so this underlines the need to teach all students according to their needs and reading level. Therefore it is critical that Courtenay continue with the balanced literacy model so there is individualized attention for each and every student to ensure they are taught to their reading level and needs.</p> <p>Another assessment administered to each student is the DIBELS (Dynamic Indicators of Basic Literacy Skills) assessment. This assessment measures the basic skills of reading. An example of a Kindergarten subtest is Letter Recognition which measures how many letters students can recognize in one minute; second graders are assessed on how many words they read of a story in a minute; and first grader are assessed on how well they can retell a story they have just read.</p> <p>The DIBELS scores higher at Courtenay as in each of the grade levels. The scores for the end of the year 2013 are between 10 and 48 points higher at Courtenay.</p>				<p>questioning, and responding.</p> <p>Shared Reading: Teacher and students read a big book (oversized book) together so all students can see. Teachers promote discussion, problem solving, and critical thinking while taking turns reading the text.</p> <p>Independent Reading: Students self select and independently read appropriate books based on reading level and interest. These are books students can read without support and they are practicing reading strategies that were explicitly taught during read aloud, shared reading, and guided reading.</p> <p>Guided Reading:</p> <p>Teacher works with small groups of children who have similar reading needs and read at a similar level. The teacher selects books and the students are taught reading strategies connected to the text.</p> <p>The guided reading allows teacher to effectively meaningful interventions for both above and excelling students.</p> <p>Reading Conferences: Teacher meets with individual students to discuss their reading skills. The teacher may listen to the student read, noting the reader's use of reading strategies and comprehension strategies. The teacher will be able to evaluate the students reading progress and identify instructional needs.</p> <p>At the primary level, texts are usually read multiple times over a period of days or weeks.</p>	<p>Grade Level Meetings: Each grade level has common planning time each week. Teachers discuss teaching and learning in their classrooms. An example of an activity is to analyze data (test scores, observations, quizzes) and reflect on how teachers can improve teaching and student learning.</p> <p>Extended Time: Administration will provide staff with extended day hours during the summer and throughout the school year for teacher teams to collaborate.</p> <p>Professional Development: Additional Professional Development will occur during the summer, and on CPS Professional Development days.</p> <p>High Leverage Topics</p> <p>Data Analysis Guiding Teaching and Student Learning, Book Study, Daily Five, Vertical Curriculum Planning, and Curriculum Mapping</p> <p>Data Analysis Guiding Teaching and Student Learning: Teachers will analyze the reading scores and observational data to help organize students for small group reading instruction. Individual reading levels for all students will be reviewed by primary grade teachers to ensure placement at the correct reading level and to ensure the book choices are at the appropriate level. Ongoing observation and assessment combined with teacher reflection on the effectiveness of lessons will guide teachers in grouping, teaching, assessing and regrouping students into flexible groupings that contribute to student reading growth.</p> <p>Book Study: During the 2013-2014 school year teachers will study a book that is connected to their use of the balanced literacy</p>
End of the Year DIBELS scores 2013					
Percentage					

of students scoring proficient or above proficient			
Grade	K	1	2
Courtenay	92%	71%	95%
Stockton	65%	61%	47%

Although the DIBELS and TRC scores are higher in primary at Courtenay, the 2012 ISAT (Illinois State Assessment Test) shows this is not true of the third grade reading scores. At Stockton 83% of third graders met or exceeded reading standards on the 2012 ISAT and at Courtenay 70% of third graders met or exceeded reading standards on the 2012 ISAT.

This data suggests there is a need to focus on early literacy achievement and intervention so each and every student will enter third grade with a solid foundation.

Word Study: Students study word recognition, spelling, patterns, and the meaning of words.

Sharing/Reflection: At the close of the period teacher and students share their thinking about the reading process in general and in particular they reflect on their own reading and explain how they have used the information/strategies from the read aloud; shared reading; independent reading and guided reading.

approach. *Comprehension Shouldn't Be Silent: From Strategy Instruction to Student Independence (2007)* by Michelle Kelley and Nicki Clausen-Grace was selected by Courtenay teachers after conducting a needs assessments, analyzing student data, and reflecting upon the patterns of teacher conversations during common planning times.

Comprehension Shouldn't Be Silent: From Strategy Instruction to Student Independence will serve as a roadmap and anchor for literacy instruction at Courtenay. An example of the structures it provides is a chapter on setting up the first six weeks of school for optimal success in reading instruction. This is connected to the need for calibration of practice across all teachers.

Daily Five: This is a structure that students learn so they are independently able to develop habits of reading, writing, and working independently. The Daily Five complements the balanced literacy approach and helps students develop skills to Read to Self; Work on Writing; Read to Someone; Listen to Reading and Word Work.

Vertical Curriculum Planning: The discrepancy with K-2 and 3rd grade scores underlines the importance of vertical curriculum planning. This is a where teachers consider both what is taught and student achievement in the grades before and after the grade that they teach. So a first grade team would consider what is taught in kindergarten and second grade, then look at student achievement and make instructional adjustments.

Curriculum Mapping: A process that helps teachers plan on what students in each grade is going to learn over the course of a year. Teachers plan on what strategies and content will be learned, what themes will be covered,

		<p>think about what books are available that are connected to those themes, and what levels of books are available for students to read both with the teacher and independently.</p> <p>Literacy Coach: A full time literacy coach will provide professional development, coaching, modeling, and follow up to teachers. In addition, the Literacy Coach will assist, encourage and organize other teacher leaders within the school in provide strategic support to colleagues in all content areas.</p>
<p>Diverse Learners K-2 Reading</p> <p>All students will receive core instruction, which is already individualized. Additional support is also provided so that Courtenay can fully support all learners.</p> <p>Both schools have a significant population identified as diverse learners (30%-33%)</p> <p>Many of the Courtenay teachers are duly certified in LBS-1 (Learning Behavior Specialist) and general education</p> <p>As reported on the Illinois State Board of Education Report Card, 19.6% of Stockton students are identified as ELLs (English Language Learners), and 30.7% of Courtenay's students are ELLs.</p>	<p>Diverse Learners Supplementary Programs: Reading Horizons, Study Island and Raz Kids</p> <p><i>Reading Horizons</i> is a technology-based multi-sensory program that supports diverse learners and ELL students in the areas of phonics, spelling, phonemic awareness, fluency, and vocabulary development more readily than intensive interventions.</p> <p><i>Study Island</i></p> <p>Study Island is a web-based internet accessible program for students to individually work on math, reading, writing, science, and social studies. Teachers can track student performance in order to collect data so they may address individual learning gaps. Many skills are covered. For example in K-2 primary literacy some skills are: letter sounds, phonics, sight words, reading comprehension and vocabulary.</p> <p><i>Raz Kids</i></p> <p>Supports students by providing models of fluency, has students practice reading, record their oral reading, take quizzes and check comprehension all on an online format. All books and quizzes are</p>	<p>In addition to the supports listed above, the following additional supports are for Courtenay's Diverse Learners</p> <p>Administration will fund <i>Reading Horizons, Study Island, and Raz Kids</i> for all students who could benefit from the program. Courtenay will define a schedule to allow time for students to participate in program, and encourage and support use of the programs at home. For students who are significantly below in reading achievement teachers will use running records, DIBELS, or TRC progress monitoring tools to assess student learning biweekly.</p> <p>Courtenay's Literacy Coach will provide support to students using the <i>Reading Horizons</i> program and additional support will be provided by teachers who are ESL / Bilingual endorsed.</p> <p>Strategic intentional grouping in teaching will bridge any learning gaps. All learners, diverse and Bilingual/English Language Learners (ELL) will benefit from the strategic groupings.</p> <p>Teacher leaders will provide Professional</p>

	<p>assigned to students by the teacher so each student will be sure to read books at the appropriate level.</p>	<p>Development (PD) on authentic individualization and intentionally designed accommodations for each child All staff members: Learning Behavior Specialists, general education teachers, SECAs, and classroom aides will participate in school-wide PD. This is an expectation at Courtenay and will be maintained for the combined community.</p> <p>Students will already be using the leveled texts in the leveled book room. In addition, the <i>Storytown</i> Spanish Version will accommodate bilingual students, and classroom and school library contain books in the students' native language</p>
<p>Reading 3-5</p> <p>All students will be assigned to heterogeneous classrooms – classrooms with a mixture of ability levels. Students will be provided instruction according to their reading ability/level. This will be measured at regular intervals throughout the year using teacher made assessments, regular tests, and running records (when teachers listen to students individually read and makes notes on their strengths and challenges).</p> <p>According to the results of the 2012 ISAT (Illinois Standards Achievement Test) Courtenay's overall percentage of students meeting or exceeding state reading standards was 12% higher than Stockton's percentage. Stockton was at 70% and Courtenay was at 82% meeting or exceeding state reading standards.</p> <p>At Stockton 83% of third graders met or exceeded reading standards on the 2012 ISAT and at Courtenay 70% of third graders met or exceeded reading</p>	<p>Both schools use a balanced literacy approach for the majority of their K-2 reading instruction. There is a literacy block of 120 minutes per day and the majority of time is spent reading and writing in various structures. Over a period of days, specific reading strategies are modeled by the teacher, then supported by the teacher, and watched by the teacher, and then used by students independently. This order of activities on a continuum is commonly referred to as the gradual release of responsibility. An example of a primary reading strategy that could be modeled is 'using context clues to help understand what words mean.'</p> <p>Reading experiences include being read to by the teacher (read aloud); reading together with the teacher (shared reading); students independently reading text at their level; (independent reading); small groups of students reading with teacher support (guided reading or literature circles) and include students talking with their teacher about their reading (conferencing)</p> <p>Read Aloud: Teacher reads a selection aloud to students and often uses the strategies of previewing, predicting,</p>	<p>Materials: Core Curriculum and Leveled Texts</p> <p>Both schools have used Harcourt School Publishers <i>Storytown</i> reading series for the past 6 years. Because <i>Storytown</i> does not have sufficient content to meet all students' reading levels Courtenay has available to teachers a bookroom containing thousands of titles that are representative of a myriad of genres and levels of text. Having this resource helps teachers plan appropriate lessons for all their students. Publishers available in the leveled book room are: <i>Benchmark</i>, <i>Newbridge</i> (nonfiction), <i>National Geographic Ladders Common Core Readers</i>, and <i>Reading A-Z</i>.</p> <p>Courtenay classrooms libraries have been Lexile leveled (each book has been labeled with a number which represents the difficulty level of the book). This assists teachers and students in the selection of appropriate books for each student.</p> <p>Structures for Learning: Grade Level Meetings, Extended Time, and Professional Development</p>

standards on the 2012 ISAT.

This pattern does not continue in subsequent grade levels. In fourth grade Courtenay is 5% higher than Stockton and in fifth grade that difference grows to a 26% difference with Stockton having 56% of students meeting and exceeding state reading standards and Courtenay having 82% of fifth grade students meeting and exceeding state reading standards.

By interpreting the sub scores for middle grades it was determined that complexity of text and vocabulary contributed to the score gap.

2012 ISAT reading scores			
Percentage of students meeting or exceeding state standards in reading			
Grade	3	4	5
Courtenay	70%	67%	82%
Stockton	83%	62%	56%

The data confirms that there is a need to teach all students according to their needs and reading level. Therefore it is critical that Courtenay continue with the balanced literacy model so there is individualized attention for each and every student to ensure they are taught to their reading level and needs.

questioning, and responding.

Shared Reading: Teacher and students read the same book together. Teachers promote discussion, problem solving, and critical thinking while taking turns reading the text.

Independent Reading: Students self select and independently read appropriate books based on reading level and interest. These are books students can read without support and they are practicing reading strategies that were explicitly taught during read aloud, shared reading, and guided reading.

Guided Reading or Literature Circles:

Teacher works with small groups of children who have similar reading needs and read at a similar level. The teacher selects books and the students are taught reading strategies connected to the text.

The guided reading or literature circle allows teacher to effectively meaningful interventions for both above and excelling students.

Reading Conferences: Teacher meets with individual students to discuss their reading skills. The teacher may listen to the student read, noting the reader’s use of reading strategies and comprehension strategies. The teacher will be able to evaluate the students reading progress and identify instructional needs.

Intermediate and upper grades often divide a longer selection over a period of days.

Grade Level Meetings: Each grade level has common planning time each week. Teachers discuss teaching and learning in their classrooms. An example of an activity is to analyze data (test scores, observations, quizzes) and reflect on how teachers can improve teaching and student learning. Common planning times used for dynamic grouping to determine groupings.

Extended Time: Administration will provide staff with extended day hours during the summer and throughout the school year for teacher teams to collaborate.

Professional Development: Additional Professional Development will occur during the summer, and on CPS Professional Development days.

High Leverage Topics

Data Analysis Guiding Teaching and Student Learning, Book Study, Daily Five, Vertical Curriculum Planning, and Curriculum Mapping

Data Analysis Guiding Teaching and Student Learning: Teachers will analyze the reading scores and observational data to help organize students for small group reading instruction. Individual reading levels for all students will be reviewed by primary grade teachers to ensure placement at the correct reading level and to ensure the book choices are at the appropriate level. Ongoing observation and assessment combined with teacher reflection on the effectiveness of lessons will guide teachers in grouping, teaching, assessing and regrouping students into flexible groupings that contribute to student reading growth.

Book Study: During the 2013-2014 school

Word Study: Students study word recognition, spelling, patterns, etymology, morphology, and the meaning of words in the context of literature and nonfiction works.

Sharing/Reflection: At the close of the period teacher and students share their thinking about the reading process in general and in particular they reflect on their own reading and explain how they have used the information/strategies from the read aloud; shared reading; independent reading and guided reading/literature circles.

year teachers will study a book that is connected to their use of the balanced literacy approach. *Comprehension Shouldn't Be Silent: From Strategy Instruction to Student Independence (2007)* by Michelle Kelley and Nicki Clausen-Grace was selected by Courtenay teachers after conducting a needs assessments, analyzing student data, and reflecting upon the patterns of teacher conversations during common planning times.

Comprehension Shouldn't Be Silent: From Strategy Instruction to Student Independence will serve as a roadmap and anchor for literacy instruction at Courtenay. An example of the structures it provides is a chapter on setting up the first six weeks of school for optimal success in reading instruction. This is connected to the need for calibration of practice across all teachers.

Daily Five: This is a structure that students learn so they are independently able to develop habits of reading, writing, and working independently. The Daily Five complements the balanced literacy approach and helps students develop skills to Read to Self; Work on Writing; Read to Someone; Listen to Reading and Word Work.

Vertical Curriculum Planning: The discrepancy with K-2 and 3rd grade scores underlines the importance of vertical curriculum planning. This is a where teachers consider both what is taught and student achievement in the grades before and after the grade that they teach. So a fourth grade team would consider what is taught in third and fifth grade, then look at student achievement and make instructional adjustments.

Curriculum Mapping: A process that helps teachers plan on what students in each grade is going to learn over the course of a year.

		<p>Teachers plan on what strategies and content will be learned, what themes will be covered, think about what books are available that are connected to those themes, and what levels of books are available for students to read both with the teacher and independently.</p> <p>Literacy Coach: A full time literacy coach will provide professional development, coaching, modeling, and follow up to teachers. In addition, the Literacy Coach will assist, encourage and organize other teacher leaders within the school in provide strategic support to colleagues in all content areas.</p>
<p>Diverse Learners 3-5 Reading</p> <p>All students will receive core instruction, which is already individualized. Additional support is also provided so that Courtenay can fully support all learners.</p> <p>Both schools have a significant population identified as diverse learners (30%-33%)</p> <p>Many of the Courtenay teachers are duly certified in LBS-1 (Learning Behavior Specialist) and general education</p> <p>As reported on the Illinois State Board of Education Report Card, 19.6% of Stockton students are identified as ELLs (English Language Learners), and 30.7% of Courtenay's students are ELLs.</p>	<p>Diverse Learners Supplementary Programs: Reading Horizons, Study Island and Raz Kids</p> <p><i>Reading Horizons</i> is a technology-based multi-sensory program that supports diverse learners and ELL students in the areas of phonics, spelling, phonemic awareness, fluency, and vocabulary development more readily than intensive interventions.</p> <p><i>Study Island</i></p> <p>Study Island is a web-based internet accessible program for students to individually work on math, reading, writing, science, and social studies. Teachers can track student performance in order to collect data so they may address individual learning gaps. Many skills are covered. For example in 3-5 intermediate literacy some skills are: cause and effect, prediction, text structure, and main idea and details. .</p> <p><i>Raz Kids</i></p> <p>Supports students by providing models of fluency, has students practice reading, record their oral reading, take quizzes</p>	<p>In addition to the supports listed above, the following additional supports are for Courtenay's Diverse Learners</p> <p>Administration will fund <i>Reading Horizons, Study Island, and Raz Kids</i> for all students who could benefit from the program. Courtenay will define a schedule to allow time for students to participate in program, and encourage and support use of the programs at home. For students who are significantly below in reading achievement teachers will use running records, DIBELS, or TRC progress monitoring tools to assess student learning biweekly.</p> <p>Courtenay's Literacy Coach will provide support to students using the <i>Reading Horizons</i> program and additional support will be provided by teachers who are ESL / Bilingual endorsed.</p> <p>Strategic intentional grouping in teaching will bridge any learning gaps. All learners, diverse and Bilingual/English Language Learners (ELL) will benefit from the strategic groupings.</p>

	<p>and check comprehension all on an online format. All books and quizzes are assigned to students by the teacher so each student will be sure to read books at the appropriate level.</p>	<p>Teacher leaders will provide Professional Development (PD) on authentic individualization and intentionally designed accommodations for each child All staff members: Learning Behavior Specialists, general education teachers, SECAs, and classroom aides will participate in school-wide PD. This is an expectation at Courtenay and will be maintained for the combined community.</p> <p>Students will already be using the leveled texts in the leveled book room. In addition, the <i>Storytown</i> Spanish Version will accommodate bilingual students, and classroom and school library contain books in the students' native language</p>
<p>Reading 6-8</p> <p>According to the results of the 2012 ISAT (Illinois Standards Achievement Test) Courtenay's overall percentage of students meeting or exceeding state reading standards was 12% higher than Stockton's percentage. Stockton was at 70% and Courtenay was at 82% meeting or exceeding state reading standards.</p> <p>In the upper grades of 6-8 the scores of both schools are trending upwards.</p> <p>In sixth grade Courtenay is 15% higher with Stockton having 71% of students meeting and exceeding state reading standards and Courtenay having 96% of sixth grade students meeting and exceeding state reading standards.</p> <p>In seventh grade that difference drops to a 12 % difference with Stockton having 76% of students meeting and exceeding state reading standards and Courtenay</p>	<p>Both schools use a balanced literacy approach for the majority of their upper grade reading instruction. There is a literacy block of 90 minutes per day and the majority of time is spent reading and writing in various structures. Over a period of days, specific reading strategies are modeled by the teacher, then supported by the teacher, and watched by the teacher, and then used by students independently. This order of activities on a continuum is commonly referred to as the gradual release of responsibility. An example of an upper grade reading strategy that could be modeled is 'analyzing the author's word choice.'</p> <p>Literature Circles/Novel Based Learning:</p> <p>Teacher works with groups of children who have similar reading needs and read at a similar level. This format may have all students reading the same book, or groups reading similarly themed books. In either format the students are taught reading strategies connected to the text. The literature circle format</p>	<p>Materials: Core Curriculum and Leveled Texts</p> <p>The upper grade students at Courtenay use <i>Elements of Literature</i> (Holt and McDougal) as their core curriculum, but because <i>Elements of Literature</i> does not have sufficient content to meet all students' reading levels Courtenay has available to teachers a bookroom containing many novel sets that are representative of a myriad of genres and levels of text. Having this resource helps teachers plan appropriate lessons for all their students.</p> <p>All teachers will receive professional development on the <i>Elements of Literature</i> curriculum.</p> <p>Structures for Learning: Grade Level Meetings, Extended Time, and Professional Development</p> <p>Grade Level Meetings: Each grade level has common planning time each week. Teachers discuss teaching and learning in their classrooms. An example of an activity is to</p>

having 88% of seventh grade students meeting and exceeding state reading standards.				allows teachers to effectively create meaningful interventions for both above and excelling students.	analyze data (test scores, observations, quizzes) and reflect on how teachers can improve teaching and student learning.
In eighth grade that difference increases to a 18 % difference with Stockton having 82% of students meeting and exceeding state reading standards and Courtenay having 100% of eighth grade students meeting and exceeding state reading standards.					
2012 ISAT reading scores					
Percentage of students meeting or exceeding state standards in reading					
Grade	6	7	8		
Courtenay	96%	88%	100%		
Stockton	71%	76%	82%		
By interpreting the sub scores for middle grades it was determined that complexity of text and vocabulary contributed to the score gap.				Inquiry Based Learning: Students will generate their own questions using a protocol learned through professional development with the <i>Right Question Institute</i>	Extended Time: Administration will provide staff with extended day hours during the summer and throughout the school year for teacher teams to collaborate.
The data confirms that there is a need to teach all students according to their needs and reading level. Therefore it is critical that Courtenay continue with the balanced literacy model so there is individualized attention for each and every student to ensure they are taught					
				Independent Reading: Students self select and independently read appropriate books based on reading level and interest. These are books students can read without support and they are practicing reading strategies that were explicitly taught during reading instruction.	Professional Development: Additional Professional Development will occur during the summer, and on CPS Professional Development days.
				Reading Conferences: Teacher meets with individual students to discuss their reading skills. The teacher may listen to the student read, noting the reader’s use of reading strategies and comprehension strategies. The teacher will be able to evaluate the students reading progress and identify instructional needs.	High Leverage Topics
				Intermediate and upper grades often work on substantial literature over a period of days or weeks.	Data Analysis Guiding Teaching and Student Learning, Book Study, Daily Five, Vertical Curriculum Planning, and Curriculum Mapping
					Data Analysis Guiding Teaching and Student Learning: Teachers will analyze the reading scores and observational data to help organize students for reading instruction. Teachers will review individual reading levels of all students to ensure book choices are at the appropriate level. Ongoing observation and assessment combined with teacher reflection on the effectiveness of lessons will guide teachers in grouping, teaching, assessing and regrouping students in a way that contributes to student reading growth.
				Word Study: Students study word recognition, spelling, patterns, etymology, morphology, and the meaning of words in the context of literature and nonfiction works.	Book Study: During the 2013-2014 school year teachers will study a book that is connected to their use of the balanced literacy approach. <i>Comprehension Shouldn't Be Silent: From Strategy Instruction to Student Independence (2007)</i> by Michelle Kelley and Nicki Clausen-Grace was selected by Courtenay teachers after conducting a needs assessments, analyzing student data, and reflecting upon the patterns of teacher
				Sharing/Reflection: At the close of the period teacher and students share their thinking about the reading process in general and in particular they reflect on	

to their reading level and needs.	their own reading and explain how they have used the information/strategies from the reading lessons.	<p>conversations during common planning times.</p> <p>In the upper grades this book study will be connected to previous work on Inquiry Based Learning. Teachers and students at Courtenay have been trained by the <i>Right Question Institute</i> to generate, research and answer deep and meaningful questions; it is a model that has been shown to enhance comprehension across all areas of learning.</p> <p><i>Comprehension Shouldn't Be Silent: From Strategy Instruction to Student Independence</i> will serve as a roadmap and anchor for literacy instruction at Courtenay. An example of the structures it provides is a chapter on setting up the first six weeks of school for optimal success in reading instruction. This is connected to the need for calibration of practice across all teachers.</p> <p>Vertical Curriculum Planning: The gap between the upper grade scores of Courtenay and Stockton underlines the importance of vertical curriculum planning. This is a where teachers consider both what is taught and student achievement in the grades before and after the grade that they teach. So a first seventh team would consider what is taught in sixth and eighth grade, then look at student achievement and make instructional adjustments. Upper grades will develop an aligned curriculum/skill/strategy based instruction to meet the challenges of novel based learning.</p> <p>Curriculum Mapping: A process that helps teachers plan on what students in each grade is going to learn over the course of a year. Teachers plan on what strategies and content will be learned, what themes will be covered, think about what books are available that are connected to those themes, and what levels of</p>
-----------------------------------	---	---

		<p>books are available for students to read independently.</p> <p>Literacy Coach: A full time literacy coach will provide professional development, coaching, modeling, and follow up to teachers. The literacy coach will work specifically with upper grade teachers to ensure comprehension strategies are incorporated successfully within the novel studies. In addition, the Literacy Coach will assist, encourage and organize other teacher leaders within the school in provide strategic support to colleagues in all content areas.</p>
<p>Diverse Learners 6-8 Reading</p> <p>All students will receive core instruction, which is already individualized. Additional support is also provided so that Courtenay can fully support all learners.</p> <p>Both schools have a significant population identified as diverse learners (30%-33%)</p> <p>Many of the Courtenay teachers are duly certified in LBS-1 (Learning Behavior Specialist) and general education</p> <p>As reported on the Illinois State Board of Education Report Card, 19.6% of Stockton students are identified as ELLs (English Language Learners), and 30.7% of Courtenay's students are ELLs.</p>	<p>Diverse Learners Supplementary Programs: Study Island and Raz Kids</p> <p><i>Study Island</i></p> <p>Study Island is a web-based internet accessible program for students to individually work on math, reading, writing, science, and social studies. Teachers can track student performance in order to collect data so they may address individual learning gaps. Many skills are covered. For example in 6-8 literacy an example of a skill is: analyzing prefixes, suffixes and roots of words.</p> <p><i>Raz Kids</i></p> <p>Supports students by providing models of fluency, has students practice reading, record their oral reading, take quizzes and check comprehension all on an online format. All books and quizzes are assigned to students by the teacher so each student will be sure to read books at the appropriate level.</p>	<p>In addition to the supports listed above, the following additional supports are for Courtenay's Diverse Learners</p> <p>Administration will fund <i>Study Island, and Raz Kids</i> for all students who could benefit from the program. Courtenay will define a schedule to allow time for students to participate in program, and encourage and support use of the programs at home. For students who are significantly below in reading achievement teachers will use running records, DIBELS, or TRC progress monitoring tools to assess student learning biweekly.</p> <p>Courtenay's Literacy Coach will provide support to students using the <i>Reading Horizons</i> program and additional support will be provided by teachers who are ESL / Bilingual endorsed.</p> <p>Strategic intentional grouping in teaching will bridge any learning gaps. All learners, diverse and Bilingual/English Language Learners (ELL) will benefit from the strategic groupings.</p>

		<p>Teacher leaders will provide Professional Development (PD) on authentic individualization and intentionally designed accommodations for each child All staff members: Learning Behavior Specialists, general education teachers, SECAs, and classroom aides will participate in school-wide PD. This is an expectation at Courtenay and will be maintained for the combined community.</p> <p>Students will already be using the leveled texts in the leveled book room. Upper grades will use more of the novel sets and there are some selections that are in Spanish to accommodate bilingual students. In addition, classrooms and the school library will contain books in the students' native language.</p>
<p>Writing K-2</p> <p>Primary writing assessment is teacher driven and teachers at Courtenay have a well thought out comprehensive assessment plan that is based on the foundation of the Lucy Calkins workshop model. Teachers assess both the student process of writing and the student writing products with the Lucy Calkin's writing rubrics.</p> <p>While there are no standardized test scores available for writers in the primary grades, the standardized writing scores at Courtenay and Stockton are similar.</p> <p>According to the results of the 2010 ISAT (Illinois Standards Achievement Test) Courtenay's overall percentage of students meeting or exceeding state writing standards was 3% higher than Stockton's percentage. Stockton was at 70% and Courtenay was at 73% meeting or exceeding state writing standards.</p>	<p>Students will continue to learn to be writers by taking part in Lucy Calkin's Writing Workshop. Both schools have previously participated in the CPS Lucy Calkin's Writing Workshop initiative that was connected to the Harcourt <i>Storytown</i> series textbook adoption.</p> <p>In addition to the Lucy Calkin's Writing Workshop there are additional opportunities for students to write for a variety of purposes.</p> <p>Both schools use a balanced literacy approach for the majority of their K-2 reading instruction. The majority of a student's time is spent reading and writing in various structures. In addition to writing within the balanced literacy block (120 minutes per day) students take part in writing workshop for 45 minutes three times per week.</p> <p>During the balanced literacy block Over a period of days, specific writing</p>	<p>Materials: Core Curriculum and Mentor Text Sets</p> <p>Both schools use Lucy Calkin's Writing Workshop model as their core writing curriculum. Since students generate their own ideas and write independently the nature of the process is such that students will always be writing at, or close to their independent writing level. It is the explicit instruction; time spent generating writing, and conferencing that will contribute to student growth. Connected to the modeling and explicit instruction are sets of what are called "Mentor Texts." These are authentic texts (regular books that are available at libraries and bookstores) that have been carefully selected to illustrate the strategies the teachers are modeling. Courtenay has these books available to teachers through their extensive bookroom. Having this resource helps teachers plan appropriate lessons for all their students.</p> <p>School administration will provide materials need to implement Lucy Calkin's Writers workshop, continual support to teachers will</p>

<p>Both schools are very similar in their approach and philosophy of writing workshop and there is confidence that these well-established practices will continue to thrive seamlessly and continue to impact all students.</p>	<p>strategies are modeled by the teacher, then supported by the teacher, and watched by the teacher, and then used by students independently. This order of activities on a continuum is commonly referred to as the gradual release of responsibility. An example of a primary writing strategy that could be modeled is ‘visualizing pictures in your head to guide what you are writing.’</p> <p>Writing experiences include teacher modeling their writing process out loud read (write aloud); writing together with the teacher (shared writing); students and teacher both create and ‘write’ the composition (interactive writing); small groups of students writing with teacher support (guided writing) students independently write at their level; (independent writing); and this process also includes students talking with their teacher about their writing (conferencing)</p> <p>Write Aloud: Teacher writes while explaining their thinking aloud to students and often uses the strategies of generating ideas, adding details, zooming in on a small moment.</p> <p>Shared Writing:</p> <p>Teacher and students work together to compose various genres of writing. Students often generate the ideas and the teacher serves as a scribe writing down the students’ ideas while modeling the process of writing.</p> <p>Interactive Writing: The teacher and students write together in what is often called the “shared pen” technique. The group agrees on what to write and the students take part in the actual writing down of the composition.</p>	<p>be addressed in common planning periods as well as dedicated writing block for students.</p> <p>Structures for Learning: Grade Level Meetings, Extended Time, and Professional Development</p> <p>Grade Level Meetings: Each grade level has common planning time each week. Teachers discuss teaching and learning in their classrooms. An example of an activity is to analyze writing samples and reflect on how teachers can improve teaching and student learning.</p> <p>Extended Time: Administration will provide staff with extended day hours during the summer and throughout the school year for teacher teams to collaborate.</p> <p>Professional Development: Additional Professional Development will occur during the summer, and on CPS Professional Development days.</p> <p>High Leverage Topics</p> <p>Data Analysis Guiding Teaching and Student Learning, and Vertical Curriculum Planning</p> <p>Data Analysis Guiding Teaching and Student Learning: Teachers will analyze the writing and observational data to help organize either students for small group writing instruction or to solidify what the writing needs are for the class.</p> <p>Teachers will look at student samples to</p>
---	--	---

	<p>Guided Writing: Teacher works with small groups of children showing them new techniques and strategies</p> <p>Independent Writing: Students write independently on topics either directed by the teacher or often self selected. During this time, students practice writing strategies and techniques that were explicitly taught.</p> <p>Writing Conferences: Teacher meets with students and engages in a dialogue about the student's writing. Conferences help the teacher to identify instructional needs and informally evaluate a student's progress in writing.</p> <p>Sharing/Reflection: At the close of the period teacher and students share their thinking about the writing process in general and in particular they reflect on their own writing and explain how they have used the information/strategies from the write aloud; shared writing; independent writing and guided writing.</p>	<p>analyze the depth of the writing based on teacher made rubrics, and the Writer's Workshop frameworks. In addition to the use of rubrics, teachers use data collected during conferring and conference sessions with students.</p> <p>Vertical Curriculum Planning: This is a where teachers consider both what is taught and student achievement in the grades before and after the grade that they teach. So a first grade team would consider what is taught in kindergarten and second grade, then look at student achievement and make instructional adjustments. This is particularly important in Lucy Calkin's Writing Workshop as the units of study for primary grades are presented in one grade band K-2. This means that teachers have to coordinate the writing instruction over three grades.</p> <p>Literacy Coach: A full time literacy coach will provide professional development, coaching, modeling, and follow up to teachers. In addition, the Literacy Coach will assist, encourage and organize other teacher leaders within the school in provide strategic support to colleagues in all content areas.</p>
<p>Diverse Learners K-2 Writing</p> <p>All students will receive core instruction, which is already individualized. Additional support is also provided so that Courtenay can fully support all learners.</p> <p>Both schools have a significant population identified as diverse learners (30%-33%)</p> <p>Many of the Courtenay teachers are duly certified in LBS-1 (Learning Behavior Specialist) and general education</p>	<p>Diverse Learners Supplementary Programs: The Writing Workshop model in general is considered to be individualized as students watch modeling, generate their own ideas and write independently. The philosophy of writing workshop is for students to be able to generate ideas, sketch out their ideas, and then build on the sketches to write fluently. This process can happen as many as two times within a writing period so over time students generate a tremendous amount of authentic writing that is at their own independent level. At some point students chose a piece to polish and publish, but the philosophy is built on the process of writing, not creating a single product.</p>	<p>In addition to the supports listed above, the following additional supports are for Courtenay's Diverse Learners</p> <p>As part of the writing workshop there are student and teacher conferences. Teachers will see if patterns emerge with diverse learners in particular and if so create a strategic intentional group to teach to the patterns that emerged. All learners, diverse and Bilingual/English Language Learners (ELL) will benefit from the strategic groupings.</p>

<p>As reported on the Illinois State Board of Education Report Card, 19.6% of Stockton students are identified as ELLs (English Language Learners), and 30.7% of Courtenay's students are ELLs.</p>		<p>Teacher leaders will provide Professional Development (PD) on authentic individualization and intentionally designed accommodations for each child All staff members: Learning Behavior Specialists, general education teachers, SECAs, and classroom aides will participate in school-wide PD. This is an expectation at Courtenay and will be maintained for the combined community.</p>
<p>Writing 3-5</p> <p>Intermediate writing assessment is teacher driven and teachers at Courtenay have a well thought out comprehensive assessment plan that is based on the foundation of the Lucy Calkins workshop model. Teachers assess both the student process of writing and the student writing products with the Lucy Calkin's writing rubrics.</p> <p>According to the results of the 2010 ISAT (Illinois Standards Achievement Test) Courtenay's overall percentage of students meeting or exceeding state writing standards was 3% higher than Stockton's percentage. Stockton was at 70% and Courtenay was at 73% meeting or exceeding state writing standards.</p> <p>At Stockton 59% of third graders met or exceeded writing standards on the 2010 ISAT and at Courtenay 47% of third graders met or exceeded writing standards on the 2010 ISAT.</p> <p>At Stockton 60% of fifth graders met or</p>	<p>Students will continue to learn to be writers by taking part in Lucy Calkin's Writing Workshop. Both schools have previously participated in the CPS Lucy Calkin's Writing Workshop initiative that was connected to the Harcourt <i>Storytown</i> series textbook adoption.</p> <p>In addition to the Lucy Calkin's Writing Workshop there are additional opportunities for students to write for a variety of purposes.</p> <p>Both schools use a balanced literacy approach for the majority of their 3-5 reading instruction. The majority of a student's time is spent reading and writing in various structures. In addition to writing within the balanced literacy block (120 minutes per day) students take part in writing workshop for 45 minutes three times per week.</p> <p>During the balanced literacy block Over a period of days, specific writing strategies are modeled by the teacher, then supported by the teacher, and watched by the teacher, and then used by students independently. This order of activities on a continuum is commonly referred to as the gradual release of responsibility. An example of a</p>	<p>Materials: Core Curriculum and Mentor Text Sets</p> <p>Both schools use Lucy Calkin's Writing Workshop model as their core writing curriculum. Since students generate their own ideas and write independently the nature of the process is such that students will always be writing at, or close to their independent writing level. It is the explicit instruction; time spent generating writing, and conferencing that will contribute to student growth. Connected to the modeling and explicit instruction are sets of what are called "Mentor Texts." These are authentic texts (regular books that are available at libraries and bookstores) that have been carefully selected to illustrate the strategies the teachers are modeling. Courtenay has these books available to teachers through their extensive bookroom. Having this resource helps teachers plan appropriate lessons for all their students.</p> <p>School administration will provide materials need to implement Lucy Calkin's Writers workshop, continual support to teachers will be addressed in common planning periods as well as dedicated writing block for students.</p> <p>Structures for Learning: Grade Level Meetings, Extended Time, and Professional Development</p>

exceeded writing standards on the 2010 ISAT and at Courtenay 56% of fifth graders met or exceeded writing standards on the 2010 ISAT.

2010 ISAT writing scores		
Percentage of students meeting or exceeding state standards in writing		
Grade	3	5
Courtenay	47%	56%
Stockton	59%	60%

The scores are higher in writing at Stockton for the 3-5 grade band. This is the reverse of the trend for the 6-8 grade band. However, these scores are from the last administration of the ISAT writing assessment, which took place in 2010.

Both schools are very similar in their approach and philosophy of writing workshop and there is confidence that these well-established practices will continue to thrive seamlessly and continue to impact all students.

primary writing strategy that could be modeled is ‘thinking about an action lead to start out your story.’

Writing experiences include teacher modeling their writing process out loud read (write aloud); small groups of students writing with teacher support (guided writing) students independently write at their level; (independent writing); and this process also includes students talking with their teacher about their writing (conferencing)

Write Aloud: Teacher writes while explaining their thinking aloud to students and often uses the strategies of generating ideas, adding details, zooming in on a small moment.

Guided Writing: Teacher works with small groups of children showing them new techniques and strategies

Independent Writing: Students write independently on topics either directed by the teacher or often self selected. During this time, students practice writing strategies and techniques that were explicitly taught.

Writing Conferences: Teacher meets with students and engages in a dialogue about the student’s writing. Conferences help the teacher to identify instructional needs and informally evaluate a student’s progress in writing.

Sharing/Reflection: At the close of the period teacher and students share their thinking about the writing process in general and in particular they reflect on

Grade Level Meetings: Each grade level has common planning time each week. Teachers discuss teaching and learning in their classrooms. An example of an activity is to analyze writing samples and reflect on how teachers can improve teaching and student learning.

Extended Time: Administration will provide staff with extended day hours during the summer and throughout the school year for teacher teams to collaborate.

Professional Development: Additional Professional Development will occur during the summer, and on CPS Professional Development days.

High Leverage Topics

Data Analysis Guiding Teaching and Student Learning, and Vertical Curriculum Planning

Data Analysis Guiding Teaching and Student Learning: Teachers will analyze the writing and observational data to help organize either students for small group writing instruction or to solidify what the writing needs are for the class.

Teachers will look at student samples to analyze the depth of the writing based on teacher made rubrics, and the Writer’s Workshop frameworks. In addition to the use of rubrics, teachers use data collected during conferring and conference sessions with students.

	<p>their own writing and explain how they have used the information/strategies from the write aloud; shared writing; independent writing and guided writing.</p>	<p>Vertical Curriculum Planning: This is a where teachers consider both what is taught and student achievement in the grades before and after the grade that they teach. So a fourth grade team would consider what is taught in third and fifth grade, then look at student achievement and make instructional adjustments. This is particularly important in Lucy Calkin's Writing Workshop as the units of study for intermediate grades are presented in one grade band 3-5. This means that teachers have to coordinate the writing instruction over three grades.</p> <p>Literacy Coach: A full time literacy coach will provide professional development, coaching, modeling, and follow up to teachers. In addition, the Literacy Coach will assist, encourage and organize other teacher leaders within the school in provide strategic support to colleagues in all content areas.</p>
<p>Diverse Learners 3-5 Writing</p> <p>All students will receive core instruction, which is already individualized. Additional support is also provided so that Courtenay can fully support all learners.</p> <p>Both schools have a significant population identified as diverse learners (30%-33%)</p> <p>Many of the Courtenay teachers are duly certified in LBS-1 (Learning Behavior Specialist) and general education</p> <p>As reported on the Illinois State Board of Education Report Card, 19.6% of Stockton students are identified as ELLs (English Language Learners), and 30.7% of Courtenay's students are ELLs.</p>	<p>Diverse Learners Supplementary Programs: The Writing Workshop model in general is considered to be individualized as students watch modeling, generate their own ideas and write independently. The philosophy of writing workshop is for students to be able to generate ideas, sketch out their ideas, and then build out to write fluently. Depending on the type of writing students can potentially generate a tremendous amount of authentic writing that is at their own independent level. At some point students chose a piece to polish and publish, but the philosophy is built on the process of writing, not creating a single product.</p>	<p>In addition to the supports listed above, the following additional supports are for Courtenay's Diverse Learners</p> <p>As part of the writing workshop there are student and teacher conferences. Teachers will see if patterns emerge with diverse learners in particular and if so create a strategic intentional group to teach to the patterns that emerged. All learners, diverse and Bilingual/English Language Learners (ELL) will benefit from the strategic groupings.</p> <p>Teacher leaders will provide Professional Development (PD) on authentic individualization and intentionally designed accommodations for each child All staff members: Learning Behavior Specialists, general education teachers, SECAs, and classroom aides will participate in school-wide PD. This is an expectation at Courtenay</p>

				and will be maintained for the combined community.
<p>Writing 6-8</p> <p>Upper grade writing assessment is teacher driven and teachers at Courtenay have a well thought out comprehensive assessment plan that is based on the foundation of the writing workshop model. Teachers assess both the student process of writing and the student writing products with writing rubrics.</p> <p>According to the results of the 2010 ISAT (Illinois Standards Achievement Test) Courtenay’s overall percentage of students meeting or exceeding state writing standards was 3% higher than Stockton’s percentage. Stockton was at 70% and Courtenay was at 73% meeting or exceeding state writing standards.</p> <p>At Stockton 83% of sixth graders met or exceeded writing standards on the 2010 ISAT and at Courtenay 93% of sixth graders met or exceeded writing standards on the 2010 ISAT.</p> <p>At Stockton 79% of eighth graders met or exceeded writing standards on the 2010 ISAT and at Courtenay 100% of eighth graders met or exceeded writing standards on the 2010 ISAT.</p>			<p>Students will continue to learn to be writers by taking part in Writing Workshop. In the upper grades the focus is on the genres of essay (literary, argumentative, persuasive or analytical); creative writing; and written personal responses.</p> <p>In addition to writing within the balanced literacy block (90 minutes per day) students take part in writing workshop for 45 minutes three times per week.</p> <p>Writing experiences include teacher modeling their writing process out loud read (write aloud); students independently writing at their level; (independent writing); writing conferences (talking with peers or teacher about writing process) and sharing/reflection (thinking about the process and what has been learned).</p> <p>Write Aloud: Teacher writes while explaining their thinking aloud to students and often uses the strategies of generating ideas, adding details, zooming in on a small moment.</p> <p>Independent Writing: Students write independently on topics either directed by the teacher or often self selected. During this time, students practice writing strategies and techniques that were explicitly taught.</p>	<p>Materials: Core Curriculum and Mentor Text Sets</p> <p>Both schools use the Writing Workshop model as their core writing curriculum. Since students generate their own ideas and write independently the nature of the process is such that students will always be writing at, or close to their independent writing level. It is the explicit instruction; time spent generating writing, and conferencing that will contribute to student growth. Connected to the modeling and explicit instruction are sets of what are called “Mentor Texts.’ These are authentic texts (regular books that are available at libraries and bookstores) that have been carefully selected to illustrate the strategies the teachers are modeling. Courtenay has these books available to teachers through their extensive bookroom. Having this resource helps teachers plan appropriate lessons for all their students.</p> <p>School administration will provide materials need to implement Writers workshop, continual support to teachers will be addressed in common planning periods as well as dedicated writing block for students.</p> <p>Structures for Learning: Grade Level Meetings, Extended Time, and Professional Development</p> <p>Grade Level Meetings: Each grade level has common planning time each week. Teachers discuss teaching and learning in their classrooms. An example of an activity is to analyze writing samples and reflect on how teachers can improve teaching and student learning.</p>
2010 ISAT writing scores				
Percentage				

of students meeting or exceeding state standards in writing			<p>Writing Conferences: Teacher meets with students and engages in a dialogue about the student's writing. Conferences help the teacher to identify instructional needs and informally evaluate a student's progress in writing.</p>	<p>Extended Time: Administration will provide staff with extended day hours during the summer and throughout the school year for teacher teams to collaborate.</p>
Grade	6	8	<p>Sharing/Reflection: At the end of the writing period teacher and students share their thinking about the writing process in general and in particular they reflect on their own writing and explain how they have used the information/strategies from the write aloud; shared writing; independent writing and guided writing.</p>	<p>Professional Development: Additional Professional Development will occur during the summer, and on CPS Professional Development days.</p>
Courtenay	93%	100%		<p>High Leverage Topics</p>
Stockton	83%	79%		<p>Data Analysis Guiding Teaching and Student Learning, and Vertical Curriculum Planning</p>
<p>While the scores are higher in writing at Stockton for the 3-5 grade band, the trend for the 6-8 grade band is higher for Courtenay. However, these scores are from the last administration of the ISAT writing assessment, which took place in 2010.</p>				<p>Data Analysis Guiding Teaching and Student Learning: Teachers will analyze the writing and observational data to help organize either students for small group writing instruction or to solidify what the writing needs are for the class.</p>
<p>Both schools are very similar in their approach and philosophy of writing workshop and there is confidence that these well-established practices will continue to thrive seamlessly and continue to impact all students.</p>				<p>Teachers will look at student samples to analyze the depth of the writing based on teacher made rubrics, and the Writer's Workshop frameworks. In addition to the use of rubrics, teachers use data collected during conferring and conference sessions with students.</p>
				<p>Vertical Curriculum Planning: This is a where teachers consider both what is taught and student achievement in the grades before and after the grade that they teach. So a fourth grade team would consider what is taught in third and fifth grade, then look at student achievement and make instructional adjustments. This is particularly important in Lucy Calkin's Writing Workshop as the units of study for intermediate grades are presented in one grade band 3-5. This means that teachers have to coordinate the writing instruction over three grades.</p>

		<p>Literacy Coach: A full time literacy coach will provide professional development, coaching, modeling, and follow up to teachers. In addition, the Literacy Coach will assist, encourage and organize other teacher leaders within the school in provide strategic support to colleagues in all content areas.</p>
<p>Diverse Learners 6-8 Writing</p> <p>All students will receive core instruction, which is already individualized. Additional support is also provided so that Courtenay can fully support all learners.</p> <p>Both schools have a significant population identified as diverse learners (30%-33%)</p> <p>Many of the Courtenay teachers are duly certified in LBS-1 (Learning Behavior Specialist) and general education</p> <p>As reported on the Illinois State Board of Education Report Card, 19.6% of Stockton students are identified as ELLs (English Language Learners), and 30.7% of Courtenay's students are ELLs.</p>	<p>Diverse Learners Supplementary Programs: The Writing Workshop model in general is considered to be individualized as students watch modeling, generate their own ideas and write independently. The philosophy of writing workshop is for students to be able to generate ideas, sketch out their ideas, and then build out to write fluently. Depending on the type of writing students can potentially generate a tremendous amount of authentic writing that is at their own independent level. At some point students chose a piece to polish and publish, but the philosophy is built on the process of writing, not creating a single product.</p>	<p>In addition to the supports listed above, the following additional supports are for Courtenay's Diverse Learners</p> <p>As part of the writing workshop there are student and teacher conferences. Teachers will see if patterns emerge with diverse learners in particular and if so create a strategic intentional group to teach to the patterns that emerged. All learners, diverse and Bilingual/English Language Learners (ELL) will benefit from the strategic groupings.</p> <p>Teacher leaders will provide Professional Development (PD) on authentic individualization and intentionally designed accommodations for each child All staff members: Learning Behavior Specialists, general education teachers, SECAs, and classroom aides will participate in school-wide PD. This is an expectation at Courtenay and will be maintained for the combined community.</p>
<p>Math K-2</p> <p>Each student in primary grades at Stockton and Courtenay were assessed with the mCLASS® math assessment</p> <p>which helps determine children's understanding of mathematical skills</p>	<p>Students have math instruction for 60 minutes per day, five days a week.</p> <p>Math lessons start with context-based</p>	<p>Core Curriculum:</p> <p>Courtenay will continue to use <i>Go Math!</i> and students coming from Stockton will transition from <i>Everyday Math</i>.</p>

<p>and concepts in kindergarten through second grade. Some of the concepts assessed are:</p> <p>Counting: students count verbally as high as they can for 60 seconds.</p> <p>Missing Number: a 60-second measure that evaluates a student's recognition of basic number patterns and familiarity with printed numbers.</p> <p>Next Number: the assessor says a number and the child answers by providing the number that comes after it.</p> <p>Number Facts: evaluates a child's knowledge of basic arithmetic.</p> <p>Number Identification: gauges a child's ability to identify numbers.</p> <p>Quantity Discrimination: identifies a child's ability to comprehend the quantitative value of a number.</p> <p>Computation: evaluates a student's ability to solve complex written calculation problems.</p> <p>Concepts: directly assesses student's knowledge of place value, concepts, notational understanding, fractions and fundamental properties of operations and concepts to solve problems.</p> <p>For students in K-2 mCLASS®Math assessment scores at the end of the year are higher at Courtenay with 90% of K-2 students at the benchmark level (on level) compared with 41% of students are Stockton. At Courtenay there are 9% of students at the strategic level compared to 40% of students at Stockton. At Courtenay 1% of students are at the lowest level, intensive compared to 19% of students at Stockton.</p>	<p>situations and progress toward more abstract problems. The curriculum has specific strategies models, and math talk prompts in place to support students and teachers as they as move through the concrete to abstract.</p> <p>Additionally, math will be supported through the use of hands-on-manipulatives to help support the thinking processes that must occur when moving to abstract thinking.</p>	<p>The mathematics curriculum is based on the CMSI (Chicago Math & Science Initiative). The CMSI plans to transform mathematics and science instruction by providing coherent programs, more support, and better preparation to enable high quality teaching and thus improved student achievement.</p> <p><i>Go Math!</i> (published by Houghton Mifflin Harcourt) emphasizes the critical areas and depth of understanding through interactive lessons, research based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure success for all students.</p> <p>Structures for Learning: Grade Level Meetings, Extended Time, and Professional Development</p> <p>Grade Level Meetings: Each grade level has common planning time each week. Teachers discuss teaching and learning in their classrooms. An example of an activity is to analyze data (test scores, observations, quizzes) and reflect on how teachers can improve teaching and student learning.</p> <p>Extended Time: Administration will provide staff with extended day hours during the summer and throughout the school year for teacher teams to collaborate.</p> <p>Professional Development: Additional Professional Development will occur during the summer, and on CPS Professional Development days. Go Math! has an emphasis on depth of instruction with particular attention to providing support for teachers as they transition to a focused, rigorous curriculum so it is essential that all teachers be fully trained.</p>
---	---	---

Courtenay mClass Math		
intensive	strategic	benchmark
1%	9%	90%
Stockton		
intensive	strategic	benchmark
19%	40%	41%

The data confirms shows there are some differences with student knowledge of emergent math practices. It is critical that professional development be provided for the *Go Math!* program especially for new teachers. Courtenay will continue with their established math class structure so there is individualized attention for each and every student to ensure they are taught to their numeracy level and needs.

The program is designed so that teachers can easily create the environments necessary for teaching the Common Core State Standards for Mathematics with depth without having to develop new materials

High Leverage Topics

Data Analysis Guiding Teaching and Student Learning, Book Study, Vertical Curriculum Planning, and Curriculum Mapping

Data Analysis Guiding Teaching and Student Learning: Teachers will analyze the math scores and observational data to help organize students for math instruction. Ongoing observation and assessment combined with teacher reflection on the effectiveness of lessons will guide teachers in grouping, teaching, assessing and regrouping students into flexible groupings that contribute to student numeracy growth.

Book Study: During the 2013-2014 school year teachers will study a book that is connected to their use of the balanced literacy approach. *Comprehension Shouldn't Be Silent: From Strategy Instruction to Student Independence (2007)* by Michelle Kelley and Nicki Clausen-Grace was selected by Courtenay teachers after conducting a needs assessments, analyzing student data, and reflecting upon the patterns of teacher conversations during common planning times. This will connect to the thinking prompts within the *Go Math!* program.

Vertical Curriculum Planning: The wide range of K-2 math scores underscore the importance of vertical curriculum planning. This is a where teachers consider both what is taught and student achievement in the grades before and after the grade that they teach. So a first grade team would consider what is

		<p>taught in kindergarten and second grade, then look at student achievement and make instructional adjustments.</p> <p>Curriculum Mapping: A process that helps teachers plan on what students in each grade is going to learn over the course of a year. Teachers plan on what strategies and content will be learned and how students will learn to think about math.</p>
<p>Diverse Learners K-2 Math</p> <p>All students will receive core instruction, which is already individualized. Additional support is also provided so that Courtenay can fully support all learners.</p> <p>Both schools have a significant population identified as diverse learners (30%-33%)</p> <p>Many of the Courtenay teachers are duly certified in LBS-1 (Learning Behavior Specialist) and general education</p> <p>As reported on the Illinois State Board of Education Report Card, 19.6% of Stockton students are identified as ELLs (English Language Learners), and 30.7% of Courtenay's students are ELLs.</p>	<p>Diverse Learners Supplementary Programs: Study Island</p> <p><i>Study Island</i></p> <p>Study Island is a web-based internet accessible program for students to individually work on math, reading, writing, science, and social studies. Teachers can track student performance in order to collect data so they may address individual learning gaps. Many skills are covered. For example in K-2 primary math some skills are: place value, reading and writing numbers, and rounding numbers.</p>	<p>In addition to the supports listed above, the following additional supports are for Courtenay's Diverse Learners</p> <p>Administration will fund <i>Study Island</i> for all students who could benefit from the program. Courtenay will define a schedule to allow time for students to participate in program, and encourage and support use of the programs at home. For students who are significantly below in math achievement teachers will use teacher made or mClass math monitoring tools to assess student learning biweekly.</p> <p>Strategic intentional grouping in teaching will bridge any learning gaps. All learners, diverse and Bilingual/English Language Learners (ELL) will benefit from the strategic groupings.</p> <p>Teacher leaders will provide Professional Development (PD) on authentic individualization and intentionally designed accommodations for each child All staff members: Learning Behavior Specialists, general education teachers, SECAs, and classroom aides will participate in school-wide PD. This is an expectation at Courtenay and will be maintained for the combined community.</p>
<p>Math 3-5</p> <p>According to the results of the 2012 ISAT (Illinois Standards Achievement</p>	<p>Students have math instruction for 60 minutes per day, five days a week.</p>	<p>Core Curriculum:</p> <p>Courtenay will continue to use <i>Go Math!</i> and students coming from Stockton will transition</p>

Test) Courtenay’s overall percentage of students meeting or exceeding state math standards was 10% higher than Stockton’s percentage. Stockton was at 79% and Courtenay was at 89% meeting or exceeding state math standards.

At Stockton 91% of third graders met or exceeded math standards on the 2012 ISAT and at Courtenay 93% of third graders met or exceeded math standards on the 2012 ISAT.

At Stockton 79% of fourth graders met or exceeded math standards on the 2012 ISAT and at Courtenay 89% of fourth graders met or exceeded math standards on the 2012 ISAT.

At Stockton 81% of fifth graders met or exceeded math standards on the 2012 ISAT and at Courtenay 73% of fifth graders met or exceeded math standards on the 2012 ISAT.

2012 ISAT math scores			
Percentage of students meeting or exceeding state standards in math			
Grade	3	4	5
Courtenay	93%	89%	73%
Stockton	91%	79%	81%

Math lessons start with context-based situations and progress toward more abstract problems. The curriculum has specific strategies models, and math talk prompts in place to support students and teachers as they as move through the concrete to abstract.

Additionally, math will be supported through the use of hands-on-manipulatives to help support the thinking processes that must occur when moving to abstract thinking.

from *Everyday Math*.

The mathematics curriculum is based on the CMSI (Chicago Math & Science Initiative). The CMSI plans to transform mathematics and science instruction by providing coherent programs, more support, and better preparation to enable high quality teaching and thus improved student achievement.

Go Math! (published by Houghton Mifflin Harcourt) emphasizes the critical areas and depth of understanding through interactive lessons, research based instructional approaches, best practices from around the world, and differentiated instructional resources to ensure success for all students.

Structures for Learning: Grade Level Meetings, Extended Time, and Professional Development

Grade Level Meetings: Each grade level has common planning time each week. Teachers discuss teaching and learning in their classrooms. An example of an activity is to analyze data (test scores, observations, quizzes) and reflect on how teachers can improve teaching and student learning.

Extended Time: Administration will provide staff with extended day hours during the summer and throughout the school year for teacher teams to collaborate.

Professional Development: Additional Professional Development will occur during the summer, and on CPS Professional Development days. Go Math! has an emphasis on depth of instruction with particular attention to providing support for teachers as they transition to a focused,

The data confirms shows there are similar achievement with the 3-5 math ISAT scores. Courtenay will continue with their established math class structure and use of *Connected Math* so there is individualized attention for each and every student to ensure they are taught to their numeracy level and needs.

rigorous curriculum so it is essential that all teachers be fully trained.

The program is designed so that teachers can easily create the environments necessary for teaching the Common Core State Standards for Mathematics with depth without having to develop new materials

High Leverage Topics

Data Analysis Guiding Teaching and Student Learning, Book Study, Vertical Curriculum Planning, and Curriculum Mapping

Data Analysis Guiding Teaching and Student Learning: Teachers will analyze the math scores and observational data to help organize students for math instruction. Ongoing observation and assessment combined with teacher reflection on the effectiveness of lessons will guide teachers in grouping, teaching, assessing and regrouping students into flexible groupings that contribute to student numeracy growth.

Book Study: During the 2013-2014 school year teachers will study a book that is connected to their use of the balanced literacy approach. *Comprehension Shouldn't Be Silent: From Strategy Instruction to Student Independence (2007)* by Michelle Kelley and Nicki Clausen-Grace was selected by Courtenay teachers after conducting a needs assessments, analyzing student data, and reflecting upon the patterns of teacher conversations during common planning times. This will connect to the thinking prompts within the *Go Math!* program.

Vertical Curriculum Planning: The wide range of K-2 math scores underscore the importance of vertical curriculum planning.

		<p>This is a where teachers consider both what is taught and student achievement in the grades before and after the grade that they teach. So a fourth grade team would consider what is taught in third and fifth grade, then look at student achievement and make instructional adjustments.</p> <p>Curriculum Mapping: A process that helps teachers plan on what students in each grade is going to learn over the course of a year. Teachers plan on what strategies and content will be learned and how students will learn to think about math.</p>
<p>Diverse Learners 3-5 Math</p> <p>All students will receive core instruction, which is already individualized. Additional support is also provided so that Courtenay can fully support all learners.</p> <p>Both schools have a significant population identified as diverse learners (30%-33%)</p> <p>Many of the Courtenay teachers are duly certified in LBS-1 (Learning Behavior Specialist) and general education</p> <p>As reported on the Illinois State Board of Education Report Card, 19.6% of Stockton students are identified as ELLs (English Language Learners), and 30.7% of Courtenay's students are ELLs.</p>	<p>Diverse Learners Supplementary Programs: Study Island</p> <p><i>Study Island</i></p> <p>Study Island is a web-based internet accessible program for students to individually work on math, reading, writing, science, and social studies. Teachers can track student performance in order to collect data so they may address individual learning gaps. Many skills are covered. For example in 3-5 intermediate grade math some skills are: scientific notations, real numbers, properties of arithmetic, and order of operations</p>	<p>In addition to the supports listed above, the following additional supports are for Courtenay's Diverse Learners</p> <p>Administration will fund <i>Study Island</i> for all students who could benefit from the program. Courtenay will define a schedule to allow time for students to participate in program, and encourage and support use of the programs at home. For students who are significantly below in math achievement teachers will use teacher made math monitoring tools to assess student learning biweekly.</p> <p>Strategic intentional grouping in teaching will bridge any learning gaps. All learners, diverse and Bilingual/English Language Learners (ELL) will benefit from the strategic groupings.</p> <p>Teacher leaders will provide Professional Development (PD) on authentic individualization and intentionally designed accommodations for each child All staff members: Learning Behavior Specialists, general education teachers, SECAs, and classroom aides will participate in school-wide PD. This is an expectation at Courtenay and will be maintained for the combined community.</p>

Math 6-8				Students have math instruction for 60 minutes per day, five days a week.	Core Curriculum: Both school currently use <i>Connected Math</i> and will continue use for the 2013-2014 school year.
According to the results of the 2012 ISAT (Illinois Standards Achievement Test) Courtenay’s overall percentage of students meeting or exceeding state math standards was 10% higher than Stockton’s percentage. Stockton was at 79% and Courtenay was at 89% meeting or exceeding state math standards.				Math is taught through investigations in the classroom. Each in-depth investigation provides one to five major problems for students to explore in class. Students develop knowledge and skill in vocabulary use, forms of representation, materials, tools, techniques, and intellectual methods of the mathematics. The investigations emphasize significant connections among mathematical ideas and between mathematics and other content areas.	<i>Connected Mathematics</i> (published by Pearson) is organized around important mathematical ideas into 24 carefully sequenced units (each unit contains four to seven investigations each of which provide one to five major problems for students to explore in class), which are studied in depth. It helps students develop knowledge and skill in vocabulary use, forms of representation, materials, tools, techniques, and intellectual methods of the mathematics. It emphasizes significant connections among mathematical ideas and between mathematics and other content areas.
At Stockton 69% of sixth graders met or exceeded reading standards on the 2012 ISAT and at Courtenay 91% of sixth graders met or exceeded math standards on the 2012 ISAT.					
At Stockton 79% of seventh graders met or exceeded reading standards on the 2012 ISAT and at Courtenay 94% of seventh graders met or exceeded math standards on the 2012 ISAT.				Courtenay also offers High School Algebra to qualified eighth grade students. Students are recommended for this program based on ISAT performance; understanding of key mathematics concepts; strong mathematics performance in seventh grade; teacher recommendation	Structures for Learning: Grade Level Meetings, Extended Time, and Professional Development
At Stockton 79% of eighth graders met or exceeded math standards on the 2012 ISAT and at Courtenay 100% of eighth graders met or exceeded math standards on the 2012 ISAT.				Students who complete the course with a grade of “C” or better and who pass the citywide end-of-year Algebra Exit Examination will have the opportunity to enroll in geometry or another advanced high school mathematics courses in high school.	Grade Level Meetings: Each grade level has common planning time each week. Teachers discuss teaching and learning in their classrooms. An example of an activity is to analyze data (test scores, observations, quizzes) and reflect on how teachers can improve teaching and student learning.
2012 ISAT math scores					Extended Time: Administration will provide staff with extended day hours during the summer and throughout the school year for teacher teams to collaborate.
Percentage of students meeting or exceeding state standards in math					Professional Development: Additional PD (Professional Development) will occur during the summer, and on CPS Professional Development days for <i>Connected Math</i> . Joint ILT and Administrative team will facilitate the joint math model for 8th graders
Grade	6	7	8		

Courtenay	91%	94%	100%
Stockton	69%	79%	79%

The data confirms shows there is more of an upward trend with the Courtenay 6-8 math ISAT scores. Courtenay will continue with their established math class structure and use of *Connected Math* so there is individualized attention for each and every student to ensure they are taught to their numeracy level and needs.

High Leverage Topics

Data Analysis Guiding Teaching and Student Learning, Book Study, Vertical Curriculum Planning, and Curriculum Mapping

Data Analysis Guiding Teaching and Student Learning: Teachers will analyze the math scores and observational data to help organize students for math instruction. Ongoing observation and assessment combined with teacher reflection on the effectiveness of lessons will guide teachers in grouping, teaching, assessing and regrouping students into flexible groupings that contribute to student numeracy growth.

Book Study: During the 2013-2014 school year teachers will study a book that is connected to their use of the balanced literacy approach. *Comprehension Shouldn't Be Silent: From Strategy Instruction to Student Independence (2007)* by Michelle Kelley and Nicki Clausen-Grace was selected by Courtenay teachers after conducting a needs assessments, analyzing student data, and reflecting upon the patterns of teacher conversations during common planning times. This will connect to the thinking and discussions that occurs prompts within the *Connected Math* program.

Vertical Curriculum Planning: The wide range of math scores underscore the importance of vertical curriculum planning. This is a where teachers consider both what is taught and student achievement in the grades before and after the grade that they teach. So a seventh grade team would consider what is taught in sixth and eighth grade, then look at student achievement and make instructional adjustments.

Curriculum Mapping: A process that helps

		<p>teachers plan on what students in each grade is going to learn over the course of a year. Teachers plan on what strategies and content will be learned and how students will learn to think about math.</p>
--	--	--

<p>Diverse Learners 6-8 Math</p> <p>All students will receive core instruction, which is already individualized. Additional support is also provided so that Courtenay can fully support all learners.</p> <p>Both schools have a significant population identified as diverse learners (30%-33%)</p> <p>Many of the Courtenay teachers are duly certified in LBS-1 (Learning Behavior Specialist) and general education</p> <p>As reported on the Illinois State Board of Education Report Card, 19.6% of Stockton students are identified as ELLs (English Language Learners), and 30.7% of Courtenay's students are ELLs.</p>	<p>Diverse Learners Supplementary Programs: Study Island</p> <p><i>Study Island</i></p> <p>Study Island is a web-based internet accessible program for students to individually work on math, reading, writing, science, and social studies. Teachers can track student performance in order to collect data so they may address individual learning gaps. Many skills are covered. For example in 6-8 upper grade math, some skills are: sampling analysis converting units, simple and compound interest.</p>	<p>In addition to the supports listed above, the following additional supports are for Courtenay's Diverse Learners</p> <p>Administration will fund <i>Study Island</i> for all students who could benefit from the program. Courtenay will define a schedule to allow time for students to participate in program, and encourage and support use of the programs at home. For students who are significantly below in math achievement teachers will use teacher made math monitoring tools to assess student learning biweekly.</p> <p>Strategic intentional grouping in teaching will bridge any learning gaps. All learners, diverse and Bilingual/English Language Learners (ELL) will benefit from the strategic groupings.</p> <p>Teacher leaders will provide Professional Development (PD) on authentic individualization and intentionally designed accommodations for each child All staff members: Learning Behavior Specialists, general education teachers, SECAs, and classroom aides will participate in school-wide PD. This is an expectation at Courtenay and will be maintained for the combined community.</p>
<p>Science K-2</p> <p>Formative science assessments are used in primary classrooms each week.</p> <p>According to the results of the 2012 ISAT (Illinois Standards Achievement Test) Courtenay's overall percentage of students meeting or exceeding state science standards is higher than Stockton's overall percentage.</p>	<p>Students in the K-2 grade band have science daily for 40 minutes per day.</p> <p>The goal at Courtenay is to have students develop a rich and full understanding of the inquiry process. At Courtenay classes emphasize hands-on learning through experiments and projects in the science lab. Students are given the opportunity to further develop their independent scientific inquiry skills through participation in the annual CPS Student Science Fair.</p>	<p>Core Curriculum:</p> <p>The Science curriculum is based on the CMSI (Chicago Math and Science Initiative) Currently both schools use <i>FOSS (Full Option Science System)</i> and will continue in the 2013-2014 school year.</p> <p>Structures for Learning: Extended Time, and Professional Development</p>

<p>At Stockton 53% of fourth graders met or exceeded science standards on the 2012 ISAT and at Courtenay 72% of fourth graders met or exceeded science standards on the 2012 ISAT.</p>			<p>FOSS science curriculum provides all teachers with a complete, flexible, easy-to-use science program that reflects current research on learning, including collaborative learning, student discourse, and embedded assessment.</p>	<p>Extended Time: Administration will provide staff with extended day hours during the summer and throughout the school year for teacher teams to collaborate. A goal is to teach with strict fidelity to the FOSS program.</p>																
<p>At Stockton 64% of seventh graders met or exceeded science standards on the 2012 ISAT and at Courtenay 100% of seventh graders met or exceeded science standards on the 2012 ISAT.</p>					<p>Professional Development: Additional Professional Development will occur during the summer, and on CPS Professional Development days. Senior science teachers will collaborate and support others in implementing the program as presented. Administration will have some check in points to ensure science is being taught daily in all grades.</p> <p>FOSS unit assessments are currently used at end of each unit. The scope and sequence is followed and tracked; this will be a strategy in place.</p>															
<table><tr><td>2012 ISAT science scores</td><td></td><td></td></tr><tr><td>Percentage of students meeting or exceeding state standards in science</td><td></td><td></td></tr><tr><td>Grade</td><td>4</td><td>7</td></tr><tr><td>Courtenay</td><td>72%</td><td>100%</td></tr><tr><td>Stockton</td><td>53%</td><td>64%</td></tr></table>						2012 ISAT science scores			Percentage of students meeting or exceeding state standards in science			Grade	4	7	Courtenay	72%	100%	Stockton	53%	64%
2012 ISAT science scores																				
Percentage of students meeting or exceeding state standards in science																				
Grade	4	7																		
Courtenay	72%	100%																		
Stockton	53%	64%																		
<p>There is a 36% difference between Courtenay and Stockton’s meets and exceeds scores for the seventh grade science ISAT scores .</p>																				
<p>Science instruction must be implemented daily at every grade level in order to in each address the ISAT science gap in 4th and 7th grade.</p>																				
<p>FOSS unit assessments are currently</p>																				

used at end of each unit. The scope and sequence is followed and tracked.		
<p>Diverse Learners K-2 Science</p> <p>All students will receive core instruction, which is already individualized. Additional support is also provided so that Courtenay can fully support all learners.</p> <p>Both schools have a significant population identified as diverse learners (30%-33%)</p> <p>Many of the Courtenay teachers are duly certified in LBS-1 (Learning Behavior Specialist) and general education</p> <p>As reported on the Illinois State Board of Education Report Card, 19.6% of Stockton students are identified as ELLs (English Language Learners), and 30.7% of Courtenay's students are ELLs.</p>	<p>Diverse Learners Supplementary Programs: Study Island</p> <p><i>Study Island</i></p> <p>Study Island is a web-based internet accessible program for students to individually work on math, reading, writing, science, and social studies. Teachers can track student performance in order to collect data so they may address individual learning gaps. Many science skills are covered in Study Island.</p>	<p>In addition to the supports listed above, the following additional supports are for Courtenay's Diverse Learners</p> <p>Administration will fund <i>Study Island</i> for all students who could benefit from the program. Courtenay will define a schedule to allow time for students to participate in program, and encourage and support use of the programs at home. For students who are significantly below in science achievement teachers will use teacher made science monitoring tools to assess student learning.</p> <p>Strategic intentional grouping in teaching will bridge any learning gaps. All learners, diverse and Bilingual/English Language Learners (ELL) will benefit from the strategic groupings.</p> <p>Teacher leaders will provide Professional Development (PD) on authentic individualization and intentionally designed accommodations for each child All staff members: Learning Behavior Specialists, general education teachers, SECAs, and classroom aides will participate in school-wide PD. This is an expectation at Courtenay and will be maintained for the combined community.</p>
<p>Science 3-5</p> <p>According to the results of the 2012 ISAT (Illinois Standards Achievement Test) Courtenay's overall percentage of students meeting or exceeding state science standards was 29% higher than Stockton's percentage. Stockton was at 57% and Courtenay was at 86% meeting or exceeding state science standards.</p>	<p>Students in the 3-5 grade band have science daily for 40 minutes per day.</p> <p>The goal at Courtenay is to have students develop a rich and full understanding of the inquiry process. At Courtenay classes emphasize hands-on learning through experiments and projects in the science lab. Students are given the opportunity to further develop</p>	<p>Core Curriculum:</p> <p>The Science curriculum is based on the CMSI (Chicago Math and Science Initiative) Currently both schools use <i>FOSS (Full Option Science System)</i> and will continue in the 2013-2014 school year.</p>

<p>At Stockton 53% of fourth graders met or exceeded science standards on the 2012 ISAT and at Courtenay 72% of fourth graders met or exceeded science standards on the 2012 ISAT.</p> <p>At Stockton 64% of seventh graders met or exceeded science standards on the 2012 ISAT and at Courtenay 100% of seventh graders met or exceeded science standards on the 2012 ISAT.</p>			<p>their independent scientific inquiry skills through participation in the annual CPS Student Science Fair.</p> <p>FOSS science curriculum provides all teachers with a complete, flexible, easy-to-use science program that reflects current research on learning, including collaborative learning, student discourse, and embedded assessment.</p> <p>Hands-on science is intrinsically fun and interesting for students. FOSS is designed to make hands-on science engaging for teachers as well as students.</p> <p>Students are provided with experiences that are appropriate to their stages of cognitive development. These experiences serve as a foundation for more advanced ideas that prepare students for life in an increasingly complex scientific and technological world.</p>	<p>Structures for Learning: Extended Time, and Professional Development</p> <p>Extended Time: Administration will provide staff with extended day hours during the summer and throughout the school year for teacher teams to collaborate. A goal is to teach with strict fidelity to the FOSS program.</p> <p>Professional Development: Additional Professional Development will occur during the summer, and on CPS Professional Development days. Senior science teachers will collaborate and support others in implementing the program as presented. Administration will have some check in points to ensure science is being taught daily in all grades.</p> <p>FOSS unit assessments are currently used at end of each unit. The scope and sequence is followed and tracked; this will be a strategy in place.</p>
2012 ISAT science scores				
Percentage of students meeting or exceeding state standards in science				
Grade	4	7		
Courtenay	72%	100%		
Stockton	53%	64%		
<p>There is a 36% difference between Courtenay and Stockton's meets and exceeds scores for the seventh grade science ISAT scores .</p> <p>Science instruction must be implemented daily at every grade level in order to in each address the ISAT science gap in 4th and 7th grade.</p> <p>FOSS unit assessments are currently</p>				

used at end of each unit. The scope and sequence is followed and tracked.		
<p>Diverse Learners 3-5 Science</p> <p>All students will receive core instruction, which is already individualized. Additional support is also provided so that Courtenay can fully support all learners.</p> <p>Both schools have a significant population identified as diverse learners (30%-33%)</p> <p>Many of the Courtenay teachers are duly certified in LBS-1 (Learning Behavior Specialist) and general education</p> <p>As reported on the Illinois State Board of Education Report Card, 19.6% of Stockton students are identified as ELLs (English Language Learners), and 30.7% of Courtenay's students are ELLs.</p>	<p>Diverse Learners Supplementary Programs: Study Island</p> <p><i>Study Island</i></p> <p>Study Island is a web-based internet accessible program for students to individually work on math, reading, writing, science, and social studies. Teachers can track student performance in order to collect data so they may address individual learning gaps. Many science skills are covered in Study Island.</p>	<p>In addition to the supports listed above, the following additional supports are for Courtenay's Diverse Learners</p> <p>Administration will fund <i>Study Island</i> for all students who could benefit from the program. Courtenay will define a schedule to allow time for students to participate in program, and encourage and support use of the programs at home. For students who are significantly below in science achievement teachers will use teacher made science monitoring tools to assess student learning.</p> <p>Strategic intentional grouping in teaching will bridge any learning gaps. All learners, diverse and Bilingual/English Language Learners (ELL) will benefit from the strategic groupings.</p> <p>Teacher leaders will provide Professional Development (PD) on authentic individualization and intentionally designed accommodations for each child All staff members: Learning Behavior Specialists, general education teachers, SECAs, and classroom aides will participate in school-wide PD. This is an expectation at Courtenay and will be maintained for the combined community.</p>
<p>Science 6-8</p> <p>According to the results of the 2012 ISAT (Illinois Standards Achievement Test) Courtenay's overall percentage of students meeting or exceeding state science standards was 29% higher than Stockton's percentage. Stockton was at 57% and Courtenay was at 86% meeting or exceeding state science standards.</p>	<p>Students in the upper grade band have science for 50 minutes daily. Upper grade students use <i>SEPUP (Science Education for Public Understanding Program)</i></p> <p>The goals of issue-oriented science are: to engage students in the process of learning science; to encourage students</p>	<p>Core Curriculum:</p> <p>The Science curriculum is based on the CMSI (Chicago Math and Science Initiative) Currently upper grade students in both schools use <i>SEPUP (Science Education for Public Understanding Program)</i> and will continue in the 2013-2014 school year.</p>

<p>At Stockton 53% of fourth graders met or exceeded science standards on the 2012 ISAT and at Courtenay 72% of fourth graders met or exceeded science standards on the 2012 ISAT.</p> <p>At Stockton 64% of seventh graders met or exceeded science standards on the 2012 ISAT and at Courtenay 100% of seventh graders met or exceeded science standards on the 2012 ISAT.</p>			<p>to use scientific evidence to make decisions; and to help educate tomorrow's citizens about the application of science to everyday life.</p> <p>SEPUP curriculum does not advocate a particular position on issues, but encourages students to support their views with relevant evidence. SEPUP selects issues that: require an understanding of important scientific concepts and processes; require an application of evidence; are interesting and accessible to diverse groups of students; and are complex enough to foster discussion and debate</p>	<p>Structures for Learning: Extended Time, and Professional Development</p> <p>Extended Time: Administration will provide staff with extended day hours during the summer and throughout the school year for teacher teams to collaborate. A goal is to teach with strict fidelity to the SEPUP program.</p> <p>Professional Development: Additional Professional Development will occur during the summer, and on CPS Professional Development days. Senior science teachers will collaborate and support others in implementing the program as presented. Administration will have some check in points to ensure science is being taught daily in all grades.</p> <p>SEPUP unit assessments are currently used at end of each unit. The scope and sequence is followed and tracked; this will be a strategy in place.</p>
2012 ISAT science scores				
Percentage of students meeting or exceeding state standards in science				
Grade	4	7		
Courtenay	72%	100%		
Stockton	53%	64%		
<p>There is a 36% difference between Courtenay and Stockton's meets and exceeds scores for the seventh grade science ISAT scores .</p> <p>Science instruction must be implemented daily at every grade level in order to in each address the ISAT science gap in 4th and 7th grade.</p>				

<p>Diverse Learners 6-8 Science</p> <p>All students will receive core instruction, which is already individualized. Additional support is also provided so that Courtenay can fully support all learners.</p> <p>Both schools have a significant population identified as diverse learners (30%-33%)</p> <p>Many of the Courtenay teachers are duly certified in LBS-1 (Learning Behavior Specialist) and general education</p> <p>As reported on the Illinois State Board of Education Report Card, 19.6% of Stockton students are identified as ELLs (English Language Learners), and 30.7% of Courtenay's students are ELLs.</p>	<p>Diverse Learners Supplementary Programs: Study Island</p> <p><i>Study Island</i></p> <p>Study Island is a web-based internet accessible program for students to individually work on math, reading, writing, science, and social studies. Teachers can track student performance in order to collect data so they may address individual learning gaps. Many science skills are covered in Study Island.</p>	<p>In addition to the supports listed above, the following additional supports are for Courtenay's Diverse Learners</p> <p>Administration will fund <i>Study Island</i> for all students who could benefit from the program. Courtenay will define a schedule to allow time for students to participate in program, and encourage and support use of the programs at home. For students who are significantly below in science achievement teachers will use teacher made science monitoring tools to assess student learning.</p> <p>Strategic intentional grouping in teaching will bridge any learning gaps. All learners, diverse and Bilingual/English Language Learners (ELL) will benefit from the strategic groupings.</p> <p>Teacher leaders will provide Professional Development (PD) on authentic individualization and intentionally designed accommodations for each child All staff members: Learning Behavior Specialists, general education teachers, SECAs, and classroom aides will participate in school-wide PD. This is an expectation at Courtenay and will be maintained for the combined community.</p>
--	--	--

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

Appendix B: Courtenay Social and Emotional Support Plan as of July 12, 2013

The joint Instructional Leadership Team reviewed each school's misconducts, office referrals, as well as examining rules, consequences, rewards, and incentives. The percentage of misconducts resulting in suspensions is significantly higher at Stockton. According to the 2012 school progress reports, the percent of misconducts resulting in suspensions at Courtenay was 20% and at Stockton it was 57.%.

Both schools utilize PBIS (Positive Behavioral Interventions and Supports) to promote appropriate student behavior and the CPS student code of conduct is implemented at both schools.

The needs assessment shows that there is a discrepancy with the percentage of misconducts at the two schools, but does not explicitly suggest a solution. Courtenay will examine this discrepancy through the lens of consistency of creation, expectations and follow through of rules, consequences, rewards and incentives.

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

There are many activities planned for students, teachers and parents to get to know each other and have families interact with each other. Many of these activities have taken place and been supported with supports or partnerships the schools already have in place. There has been community building /bridging and promotion of student leadership for students of both Courtenay and Stockton. Throughout all the past events there has been an emphasis on the importance of student leadership and ownership of behavior and interpersonal interactions.

There may be an adjustment period for students, parents and teachers in terms of inculcating themselves to the school culture and norms of Courtenay. There is an opportunity to develop consistency and continuity with a thoughtful, high fidelity implementation of PBIS (Positive Behavioral Interventions and Supports). This uses a systems approach to establish the social environment and behavioral supports needed for a school to be an effective learning setting for all students..

There is opportunity for both schools to engage in planning and defining what fidelity and consistency will look like at Courtenay. PBIS is not a prepackaged curriculum; schools assess and design unique support systems that meet the cultural and programmatic needs of their own students. There are three levels of support: **Primary Prevention Practices:** Provides proactive support for students in all locations at all times; **Secondary Prevention Practices:** Targets students at risk for behavioral problems and educational failure; and **Tertiary Prevention Practices:** Provides intensive support for students with chronic patterns of problem behavior.

Teachers will meet to develop a combined school wide culture of norms, expectations, support systems and outcomes that are reasonable, make sense and are supportable and sustainable. This meeting will be after professional development that is designed to help calibrate a common understanding of the PBIS curriculum. Both schools have used PBIS so they will answer and discuss the following questions; What does the PBIS curriculum look like at Stockton?; What does PBIS curriculum look like at Courtenay?; and What will PBIS curriculum look like at the combined Courtenay/Stockton community?

At the start of the year there is planned townhall/ assemblies for parents and students to review norms, curriculum and expectations. Also included will be a review of the Student Code of Conduct and how that code connects with PBIS and the connected activities and curriculum.

Schools will continue to work with external partners such as: Junior Achievement, The HEART (Human Education Advocate Reaching Teacher) Program, Girls on the Run, Communities in Schools, Art Encounter, Second Step, Cornerstone and DeVry and DePaul Universities.

Structured Positive Behavior Support School Climate strategy and SEL Curriculum

We want to develop consistency and continuity with a thoughtful, high fidelity implementation of PBIS (Positive Behavioral Interventions and Supports). In addition, we want to fully develop the social environment as well, so we are not just focusing on the behavioral supports.

Schools will engage in planning and defining what fidelity and consistency will look like at Courtenay since the PBIS curriculum is not prepackaged.

Courtenay will assess the support systems critically (in light of the data the 2012 school progress reports where the percent of misconducts resulting in suspensions at Courtenay was 20% and at Stockton it was 57%).

Teachers will meet to develop a combined school wide culture of norms ,expectations, support systems and outcomes that are reasonable, make sense and are supportable and sustainable.

Both schools have used PBIS so they will answer and discuss the following questions; What does the PBIS curriculum look like at Stockton?; What does PBIS curriculum look like at Courtenay?; and What will PBIS curriculum look like at the combined Courtenay/Stockton community?

Plan for providing targeted interventions to struggling students:

There will be academic supports from the literacy coach as well as in classroom support from the classroom/content teacher.

Courtenay school will have a full time counselor, dedicated case manager, psychologist, nurse and social worker. This support team of adults will meet weekly to discuss students who need additional supports and to map out and plan the specific intervention and wrap around support plan. In addition, the assistant principal will support teachers in both academic areas and behavioral interventions and strategies.

There will be two assistant principal positions at Courtenay School. One will support teaches in academic areas and one will support the PBIS interventions, strategies, and curriculum.

Teachers will participate in mandatory CPS PD on behavioral, health services and restorative practices.

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

HEART Program: Humane Education Advocates Reaching Teachers' (HEART's) services are specially designed to provide a combined focus on human rights, animal protection and environmental ethics.

Right at School provides exceptional before school, after school, and school day enrichment and recess programs for more than 15,000 students every day *Friends of Courtenay* is a nonprofit organization dedicated to helping Courtenay Language Arts Center raise funds, beautify, and come together as a community.

Dover Street Neighbors: While being a socially oriented community organization, the DSNA also exists to educate and inform residents on Dover St. of community related issues such as landmark concerns, zoning change requests, parking matters and many other issues that often require involvement from our aldermen and city agencies. While the DSNA is a non-partisan organization, it does facilitate gatherings and the dissemination of important information to and from the neighbors to the aldermen and city agencies.

Communities in Schools surrounds students with a community of support, empowering them to stay in school and achieve in life. *Community Counseling Centers of Chicago (C4)* helps individuals and families struggling with mental illness, emotional trauma, substance abuse, and the aftermath of sexual assault recover and heal from traumatic experiences.

Cornerstone Community Outreach offers shelter and services to homeless and low-income families and individuals through a variety of programs: Shelter for homeless families; shelter for homeless individuals; senior services; services for our residents; and services for our neighbors.

Natya Dance Program is a critically acclaimed dance company based in Chicago, was founded in 1974 by renowned dancer, choreographer and dance educator Hema Rajagopalan. The highly innovative work of NDT offers profound and subtle expressions of humanity's deepest questions and values in the context of our present-day lives.

Art Encounter Program is a nonprofit visual art education organization which provides unique opportunities to experience contemporary art in Chicago's private collections and galleries and on art tours around the world.

Junior Achievement empowers young people to own their economic success. Volunteer-delivered, kindergarten-12th grade programs foster work-readiness, entrepreneurship and financial literacy skills, and use experiential learning to inspire students to dream big and reach their potential.

Girls on the Run is a transformational physical activity based positive youth development program for girls in 3rd-8th grade.

Second Step is a nonprofit working globally to promote children's social and academic success.

Lego League introduces younger students to real-world engineering challenges by building LEGO-based robots to complete tasks on a thematic playing surface.

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

Courtenay will have three pillars for integrating student leadership. The first is peer mediation which is both a program and a process. It is where students of the same age-group facilitate resolving disputes between two people or small groups. This process has proven effective in schools around the United States, changing the way students understand and resolve conflict

in their lives. Changes include improved self-esteem, listening and critical thinking skills, and school climate for learning, as well as reduced disciplinary actions and less fights. These skills are transferable outside of the classroom (<http://www.studygs.net/peermed.htm>)

Another pillar is the continuance and merging of the student councils. The new student council will be an integral part of the merging process as they will help share ideas and plans amongst the students and teachers. In addition, they will be leaders in the school-wide activities, including the planned activities in the summer and into the opening of school.

Service Learning is another pillar. Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience. Students learn not only the practical applications curriculum, they become actively contributing citizens and community members through the service they perform.

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

Classroom Safety Policy will be set by classroom teachers in the beginning of the year and modeled throughout. There will be an established PBIS plan in place and working seamlessly. There will be use of check system and detention in the middle school. There will be office referrals/contact safety personnel. In addition, school personnel and parents will work with the social worker, case manager, and administration to provide additional support for students in conflict.

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

Appendix C: Courtenay Cultural Integration Plan as of July 12, 2013

The joint Courtenay/Stockton Instructional Leadership team (both principals and assistant principals) reviewed the *Illinois 5 Essentials Survey*. This survey was created by the Urban Education Institute to highlight concrete steps schools can take to improve student outcomes. The *Illinois 5 Essentials Survey* is based on 20 years of research conducted by the University of Chicago Consortium on Chicago School Research. That research showed that these factors contribute to strong schools: effective leaders, collaborative teachers, involved families, a supportive school environment and ambitious instruction.

Both schools took the survey and the results in the Culture and Climate sections highlighted the need to involve Stockton families more deeply. Courtenay is rated “very strong” and Stockton “neutral” for the ‘involved families’ questions. As a result of this survey all cultural integration activities have been designed to take place at different times of day (to accommodate different schedules) and include multiple outreach avenues to ensure parents and families from both communities can participate.

Goals:

Our goal is to have every family from both schools participate in at least one activity. Our goal is that ‘involved families’ in the Culture and Climate survey will remain “very strong” for next year. Our goal is to help foster and build a strong community that will grow together and in order to support this several of the activities align with this theme.

Transition team structure:

To lead the Courtenay/Stockton transition, community members from both Stockton and Courtenay schools have intentionally been involved. A joint Instructional Leadership Team from both schools has met more than ten times. A joint parent transition committee includes active involvement from both school communities with events planned by members of both school communities.

Mid April-mid May: Student and Staff Introductory Activities

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
Early May	<i>Pen Pal Project</i> between Courtenay and Stockton students by grade level was completed. The focus was on students writing to a pen pal at the other school. The goal was to have students write to each other; the transition topic not addressed at this time.	
Ongoing, Wednesdays starting 5/22	<i>Tot Time and Kindergarten</i> at Stockton facility: Families with rising kindergarten students were invited to meet with teachers, see primary classrooms, and take a tour of the Stockton building.	
May 4 th 2013	A community garden planting activity was completed by families and community members at Stockton School Saturday May 4th. <i>Dover Street Neighborhood Association</i> participated alongside of children and parents.	

	The HEART (Humane Education Advocates Reaching Teachers) group organized this event which provided a combined focus on human rights, animal protection and environmental ethics.	
May 8 th 2013	Stockton / Courtenay joint PD (Professional Development) held at Stockton. Staff from both schools participated in PD for NWEA (Northwest Evaluation Association) MAP® (Measures of Academic Progress®) assessment in order to understand each student' academic level. This meeting was followed by lunch , which was provided by the administration of both schools.	
May 22 nd and 23 rd	Courtenay family tours at Stockton facility were held over these two days. These family tours were led by Assistant Principals from both the Courtenay and Stockton communities.	
May 23 th – May 31 st	Enrollment Drive: During the enrollment period both Stockton and Courtenay administrators met parents on the playground, invited them into the schools and called parents individually to discuss enrollment for next year. This strong outreach was a priority of both communities in order to support and honor all teachers and to bring the communities together.	
May 30 th	<i>Pass the Shovel Ceremony:</i> Both 7 th grades and current 8 th graders held an event with the HEART (Humane Education Advocates Reaching Teachers) program and community members . The 8 th graders <i>Passed the Shovel</i> to the 7 th graders from both schools to symbolize the transition of student leadership and stewardship of not just the garden, but the school.	

June-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
Weekly during June	Tours will be conducted of the Stockton facility for current families, waitlist families, and staff from Courtenay	
June 10-June 14	Courtenay students will come to Stockton school and meet with with their grade level mates. They will take part in a scavenger	

	<p>hunt. A scavenger hunt it when teams go searching around the building to find things, and going through the process they learn more about the school in a fun way.</p> <p>Students will also have lunch together and take part in outdoor team building games</p>	
Week of June 3 rd	6 th grade classrooms of both schools took part in a skype session in order to share information about themselves and to begin developing friendships. Skype is an online connectivity tool that allows individuals and groups in different geographical places to see and hear each other on computer screens.	
Week of June 3 rd – June 24 th	<p><i>Mural Creation</i></p> <p>Students from both communities are painting a mural in the Stockton facility to represent the Courtenay and Stockton communities coming together. This activity is led by a school partner <i>Alternatives</i> who has the mission of facilitating personal development, strengthening family relationships, and enhancing the community's well being.</p>	
June 11 th	<p>Joint BAC (bilingual advisory committee) collaborative meeting was attended by over 20 parents from both communities</p> <p>The BAC answered questions, and Stockton parents provided a tour for the Courtenay parents</p>	
Originally scheduled for July 15 th – July 26 th Day camp 2 sessions each day: 9- noon and noon-4	<p><i>Courtenay Tiger Camp:</i> Led by <i>Right at School</i> (a provider of before school, after school, and school day enrichment and recess programs).</p> <p>There are five main objectives: foster change readiness among students; building new friendships in each grade; develop feelings of camaraderie and school spirit; comfort and reassure parents that the transition can and will be successful; and have fun!</p>	
July 16 th	<p><i>Concert in the Park: Welles Park</i></p> <p>A parent organized event that will include a concert, a picnic area, and refreshments.</p>	

June 18 th	<i>Green Awareness:</i> Five student leaders from both Courtenay and Stockton will join teacher leaders on a trip to City Hall to support a bill limiting the use of plastic bags in the city. (This is aligned with the joint community focus on growth/gardening and taking care of your community).	
August 6 th	<i>Camp Duncan</i> (1 day camp): Students and teachers from Courtenay and Stockton will attend a team building trip.	
August 16 th	<i>Movie in the Park: Winnemac Park</i> A parent organized event that will include a concert, a picnic area, and refreshments.	
Week of August 20 th	<i>Welcome Week Picnic</i> The picnic will take place at the Stockton Facility, with the joint community including teachers, parents, students, elected officials, and community partners.	
Welcome Week	<i>Unveiling of the Mascot:</i> The Stockton Mascot (a Tiger) will be joined with the name "Courtenay." An unveiling of the Courtenay tiger's mascot will happen during <i>Welcome Week</i>	
Welcome Week	<i>Closing Facility Ritual:</i> Moving of Courtenay mural. The Courtenay mural will be moved and placed next to the Stockton mural. Mary Courtenay's portrait will also be moved to the new site and displayed prominently.	
TEACHER Social planning July 23 rd	Teachers are planning a city cultural event (boat tour, Millennium Park picnic) to follow their first professional development session of the new school year.	

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