

For the Closure of Lyman Trumbull 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 Lyman Trumbull Elementary School (Trumbull). This decision is based on the underutilization of Trumbull, in accordance with the [Chief Executive Officer's Guidelines for School Action](#) (Guidelines). This action will welcome returning students at Eliza Chappell Elementary School (Chappell), James B. McPherson Elementary School (McPherson), or John T. McCutcheon (McCutcheon), which have sufficient space and can offer a quality academic environment.

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

II. Summary of Action

Trumbull was a neighborhood elementary school located at 5200 N. Ashland Ave., in the Ravenswood-Ridge Elementary Network of CPS. Trumbull served 389 students in PE, PK & K-8th grades. CPS is closing Trumbull based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Trumbull students will be welcomed at Chappell, located at 2135 W. Foster Ave., McPherson, located at 4728 N. Wolcott Ave., or McCutcheon, located at 4865 N. Sheridan Rd. 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 Trumbull, Chappell, McPherson and McCutcheon, 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 which was associated with Trumbull will be reassigned to Chappell, McPherson, McCutcheon, and Helen C. Peirce Elementary School (Peirce), located at 1423 W. Bryn Mawr Ave. This means that Chappell, McPherson, McCutcheon or Peirce, depending on the student's home address, will be the new neighborhood school for students living in the Trumbull boundary who are not currently enrolled at Trumbull.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from Trumbull into Chappell, McCutcheon, and McPherson. 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.

These proposed safety plans will be presented to parents for their feedback through a minimum of one meeting intended specifically for parents. Parent feedback will be taken into consideration as the proposed safety plan is finalized.

I) EXTERNAL SUPPORTS

- 1) Safe Passage will be available for students traveling to and from school for the "Trumbull into Chappell, McCutcheon, and McPherson" 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:
 - a. Greeting students along the routes and building trusted relationships that help students feel more comfortable and confident as they travel to and from school.
 - b. Serving as support for students if they have concerns or need immediate attention.
 - c. Monitoring for tense or unusual safety situations and either de-escalating or reporting the issue immediately to the appropriate authorities.
 - d. Providing regular reports to CPS in order to allow CPS and CPD to analyze safety conditions and refine plans as necessary.
 - e. Meeting regularly with the School Principal and Local School Council in order to discuss safety concerns and action plans.
- 2) A Safe Passage Community Partner organization will be hired by the Board to support the Trumbull into Chappell, McCutcheon, and McPherson 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 ideal candidate for the Safe Passage Community Partner will be able to articulate their knowledge of community

dynamics as well as demonstrate past/current work that they have done for this community. A rigorous evaluation process will select one organization to support the Trumbull into Chappell, McCutcheon, and McPherson transition. This organization will be recommended for approval at the June, 2013 Board Meeting.

- 3) 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.
- 4) The distance between Trumbull and Chappell is 0.6 miles. The distance between Trumbull and McCutcheon is 1.1 miles. The distance between Trumbull and McPherson is 0.9 miles. The Safe Passage route that is being proposed for the Trumbull into Chappell, McCutcheon, and McPherson transition includes the following routes:
 - a. W. Foster Ave. and N. Ashland south to W. Leland
 - b. N. Ashland and W. Foster west to N. Leavitt
- 5) Chicago Police Department will also be providing special attention to the safe passage routes during arrival and dismissal times to support the efforts of the Safe Passage community watchers.
- 6) To further enhance the safety in this area, Chicago Police Department will lead a new, specialized Safe Passage Working Group which will include representatives from 16 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.
- 7) 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.

II) INTERNAL SUPPORTS

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

Chappell will have a total of 2 security officers, the new security staff at McCutcheon will have a total of 2 security officers, and the new security staff at McPherson will have a total of 3 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.

- 2) Chappell, McCutcheon, and McPherson will have enhanced safety technology. Chappell, McCutcheon, and McPherson will have the following safety technology capabilities:
 - a. Enhanced camera system 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.
 - b. Access Control System – the school already has an “Ai-phone” camera and buzzer system to allow security and staff to monitor the front entrance and grant access to appropriate visitors.
 - c. Entry Screening Equipment – Chappell, McCutcheon, and McPherson 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 plans.

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 plans.

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 plans.

Support for Specific Students Needs

To ensure students at Trumbull who have unique needs or circumstances are adequately supported in this transition, CPS will provide the Network with additional resources to work directly with families and assist in explaining their school options. Additionally, CPS will provide the following:

Students with Diverse Learning Needs

- Students who are currently enrolled in special education cluster programs at Trumbull will be welcomed at McCutcheon or McPherson. Please contact the Office of Special Education and Supports at (773) 553-1800 to discuss your child's placement.
- Once students transition to Chappell, McPherson or McCutcheon, all instructional, paraprofessional, clinical and related services will be provided in accordance with their IEPs. All specialized services,

including nursing, speech, occupational therapy, physical therapy, social work, psychology, assistive technology support, and special education instruction will continue to be provided in the manner stated on each student's current IEP.

- CPS will work with Chappell, McPherson or McCutcheon 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 Chappell, McPherson or McCutcheon, review schedules to ensure student IEPs will be implemented, and observe classrooms when school has resumed.
- CPS will provide scheduling training for all welcoming schools to ensure IEPs are fully implemented in an efficient and effective manner.
- CPS will also provide disability awareness training to staff at Chappell, McPherson or McCutcheon, customizing training based on the unique population of the students in the school.
- CPS will support welcoming schools in hosting meet and greet events for parents to meet the administration and teachers at the welcoming schools and review student IEPs and share critical information about student needs.
- CPS will make phone calls to all parents of students with IEP and 504 plans in closing schools to ensure knowledge of welcoming schools and answer any questions.
- CPS will ensure classrooms for special education separate instruction are in appropriate locations in the school to be near same age and grade peers.
- ODLSS will offer weekly "office hours" offered at Trumbull to review IEPs with parents and discuss any concerns.
- CPS will provide disability awareness training for students, done in conjunction with Autism Speaks.
- CPS will provide social stories for students to review pictures of the welcoming schools, to support the student transitions.
- CPS will provide students who are educated in specialized cluster programs social stories to help facilitate the transition
- CPS will provide training on specialized instructional methodologies.
- Chappell is minimally accessible, McPherson is minimally accessible and McCutcheon is not accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as "minimally accessible" all have a basic level of access, but the accessibility of floor levels, rooms and features may vary. For more information, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

- The CPS Department of Support for Students in Temporary Living Situations (STLS) Transition Support Coordinator will facilitate group sessions to offer support services to STLS students and families affected by this action.
- Every STLS family from Trumbull 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 Trumbull 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 Wednesday from 12:30 p.m. to 3:00 p.m. at Trumbull 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 Chappell, McPherson or McCutcheon 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 Chappell, McPherson and McCutcheon 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)

- Chappell, McPherson, and McCutcheon is projected to have 20 or more English Language Learners (ELLs) of the same language background.
- Chappell, McPherson, and McCutcheon will ensure that there is at least one highly-qualified (bilingual-endorsed) classroom teacher at each of the grade levels that may receive ELLs.
- Chappell, McPherson, and McCutcheon 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, Chappell, McPherson, and McCutcheon 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.

- Chappell, McPherson, and McCutcheon 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 Chappell, McPherson, and McCutcheon to provide the training.
- Chappell, McPherson, and McCutcheon 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.
- Chappell, McPherson, and McCutcheon 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. Chappell, McPherson, and McCutcheon will identify teachers required to attend training on instructional strategies for working with ELLs.

Early Childhood Participants

- Pre-K students currently in Room 101 returning to Pre-K will go to McCutcheon. Pre-K students currently enrolled in Room 103 returning to Pre-K will go to McPherson.
- Children currently attending a preschool program and who will be turning 4 before September 1, 2013 will be automatically enrolled in their identified welcoming schools. Therefore, no action must be taken by the family to continue their enrollment in the welcoming schools.
- If a family is interested in attending a program OTHER than the welcoming schools, 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 schools will not be released and offered to another family until the student receives a placement and registers at another school.
- An Application Representative from the Office of Early Childhood Education will be available at the Network Enrollment Fairs to help facilitate the early childhood application process. Also, schools will provide this information to families directly during their "open enrollment hours".
- For families wanting to enroll in preschool for the first time: While the first round of application acceptance will close May 24, 2013, we will be re-opening the application process during the summer. More information will be coming about that after May 24.
- All records will be transferred for continuity, and the Office of Early Childhood Education will track students involved in school actions to determine support needs.

Transportation

- CPS will provide transportation in the form of shuttle buses for all students currently attending Trumbull who are welcomed at McPherson and McCutcheon. The shuttle bus will provide transportation to and from the facility at 5200 N. Ashland Ave. and McPherson located at 4728 N. Wolcott Ave. and to and from

McCutcheon located at 4865 N. Sheridan Road, until all current Trumbull students being welcomed at McPherson and McCutcheon students graduate.

- 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.cpscae.org between July 8-July 19, or by calling (773) 553-2060, or in person at 125 S. Clark Street.

VI. Public Comment

Community Meetings and Public Hearings:

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

Community Meeting 1

Tuesday, April 09, 2013
5:00pm-7:00pm
Amundsen High School
5110 North Damen Avenue

Community Meeting 2

Friday, April 12, 2013
5:00pm-7:00pm
Amundsen High School
5110 North Damen Avenue

Public Hearing

Friday, April 26, 2013
5:30pm-7:30pm
CPS Central Office
125 S. Clark St.

Further Questions and Concerns:

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

Appendix A1: Chappell Academic Support Plan as of July 12, 2013

K-2 READING			
Area of Academic Need	Background/Strategies	Structures Necessary to Implement	Rubric Alignment
<p>The reading and comprehension level of all K-2 students is assessed three times per year using the <i>Text Reading and Comprehension (3D TRC)</i> assessment.</p> <p>73% of both Trumbull students and Chappell students were either proficient or above proficient on the 6/2013 administration of the <i>3D TRC</i>.</p>	<p>Chappell uses a reading workshop approach to reading instruction, while Trumbull has used a basal reader series (<i>Storytown</i>). Chappell students read authentic text, at their instructional level, including rigorous text representing all genres, with a focus upon reading comprehension strategies (Harvey and Goudvis <i>The Comprehension Toolkit</i>).</p> <p>At Chappell, bilingual (Spanish) students learn to read in Spanish, using Spanish-language texts at their reading level. Chappell is a World Language magnet cluster school. Once proficient readers, Spanish bilingual students are transitioned to English reading and Spanish reading is maintained during the World Language Spanish class.</p> <p>All students will be assigned to heterogeneous classrooms – classrooms with a mixture of ability levels. They will be provided instruction according to their reading ability/level. This will be measured at regular intervals throughout the year using checklists, running records and standardized testing Lexile measures. (Lexile is a numbering system that matches individual students with books of the appropriate level of difficulty.)</p> <p>Individual reading levels for all students will be reviewed by primary grade teachers to assure know the students correct reading level using the <i>3D TRC</i>.</p> <p>Intervention classes for reading at Chappell are scheduled 30-40 minutes daily in both class-based and pull-out models. A variety of materials are used, including leveled reading books, computer-based materials (<i>Reading A-Z, Achieve3000</i>) and the intervention series <i>My Sidewalks on Reading Street</i> (Scott Foresman). Student progress is monitored weekly using <i>AIMSWEB</i> assessments, a tool that measures student reading progress.</p> <p>Incoming Trumbull students will be provided an opportunity to participate in the Chappell summer reading program.</p>	<p>Teachers will participate in Professional Development Meetings scheduled for 8/20, 8/21 and 8/22/2013 and will begin to analyze all achievement data.</p> <p>Teachers will attend weekly faculty meetings and regular grade level team meetings to continue the process of data analysis and to plan for instruction. Instruction will be driven by assessment data and aligned with the <i>Common Core State Standards (CCSS)</i> and the <i>CPS Literacy Content Framework</i>.</p> <p>Teachers will utilize Chappell's leveled book collection which contains rich, interesting, authentic texts at all levels of difficulty.</p> <p>The Chappell summer reading program <i>Pop Into Reading! Will</i> be made available to all students, including those coming from Trumbull.</p>	<p>M, N, O, P, Q, R, S</p>

3-5 READING			
Area of Academic Need	Background/Strategies	Structures Necessary to Implement	Rubric Alignment
<p>Scantron, a reading achievement test, was administered three times per year during the 2011-12 school year. This is the most current achievement data available at this time. Only 29% of Trumbull students were performing at/above the national average, versus 59% of Chappell students (the National Average is 50%).</p> <p>In 2012, 74% of Trumbull students in grades 3-8 met/exceeded the standard on the <i>Illinois Standards Achievement Test (ISAT)</i> reading test. 77% of Chappell students met/exceeded. Trumbull students in grades 3-8 scored lowest in "Reading Strategies." Chappell students were also lowest in this area across grade levels, but still scored an average of 4.6 percentage points higher than Trumbull students. At Chappell, this weakness was addressed during the 2012-13 school year (since this test was administered). Chappell's reading curriculum now focuses greatly upon the teaching of reading strategies. This will be helpful to all incoming Trumbull students.</p>	<p>Chappell uses a reading workshop approach to reading instruction, while Trumbull has used a basal reader series (<i>Storytown</i>). Chappell students read authentic text, at their instructional level, including rigorous text representing all genres, with a focus upon reading comprehension strategies (Harvey and Goudvis <i>The Comprehension Toolkit</i>).</p> <p>At Chappell, bilingual (Spanish) students learn to read in Spanish, using Spanish-language texts at their reading level. Chappell is a World Language magnet cluster school. Once proficient readers, Spanish bilingual students are transitioned to English reading and Spanish reading is maintained during the World Language Spanish class.</p> <p>All students will be assigned to heterogeneous classrooms – classrooms with a mixture of ability levels. They will be provided instruction according to their reading ability/level. This will be measured at regular intervals throughout the year using checklists, running records and standardized testing Lexile measures. (Lexile is a numbering system that matches individual students with books of the appropriate level of difficulty.)</p> <p>Individual reading levels for all students will be reviewed by primary grade teachers to assure know the students correct reading level using the <i>3D TRC</i>.</p> <p>Intervention classes for reading at Chappell are scheduled 30-40 minutes daily in both class-based and pull-out models. A variety of materials are used, including leveled reading books, computer-based materials (<i>Reading A-Z, Achieve3000</i>) and the intervention series <i>My Sidewalks on Reading Street</i> (Scott Foresman). Student progress is monitored weekly using <i>AIMSWEB</i> assessments, a tool that measures student reading progress.</p> <p>Incoming Trumbull students will be provided an opportunity to participate in the Chappell summer reading program.</p> <p>When individual grade 3-8 reading assessment results become available for the current year, faculty members will analyze the results. This will inform their</p>	<p>Teachers will participate in Professional Development Meetings scheduled for 8/20, 8/21 and 8/22/2013</p> <p>Teachers will attend weekly faculty meetings and regular grade level team meetings to continue the process of data analysis and to plan for instruction. Instruction will be driven by assessment data and aligned with the <i>Common Core State Standards (CCSS)</i> and the <i>CPS Literacy Content Framework</i>.</p> <p>Teachers will utilize Chappell's leveled book collection which contains rich, interesting, authentic texts at all levels of difficulty.</p> <p>The Chappell summer reading program <i>Pop Into Reading!</i> Will be made available to all students, including those coming from Trumbull.</p>	M, N, O, P, Q, R, S

	instruction and individual student goals for remediation and acceleration will be set.		
6-8 READING			
Area of Academic Need	Background/Strategies	Structures Necessary to Implement	Rubric Alignment
<p>Scantron, a reading achievement test, was administered three times per year during the 2011-12 school year. This is the most current achievement data available at this time. Only 29% of Trumbull students were performing at/above the national average, versus 59% of Chappell students (the National Average is 50%).</p> <p>In 2012, 74% of Trumbull students in grades 3-8 met/exceeded the standard on the <i>Illinois Standards Achievement Test (ISAT)</i> reading test. 77% of Chappell students met/exceeded. Trumbull students in grades 3-8 scored lowest in "Reading Strategies." Chappell students were also lowest in this area across grade levels, but still scored an average of 4.6 percentage points higher than Trumbull students. At Chappell, this weakness was addressed during the 2012-13 school year (since this test was administered). Chappell's reading curriculum now focuses greatly upon the teaching of reading strategies. This will be helpful to all incoming Trumbull students.</p>	<p>Chappell uses a reading workshop approach to reading instruction, while Trumbull has used a basal reader series in grades K-5 (<i>Storytown</i>). In grades 6-8, Chappell students read books at their instructional level, including rigorous text representing all genres, with a focus upon reading comprehension strategies (Harvey and Goudvis <i>The Comprehension Toolkit</i>).</p> <p>Bilingual (Spanish) students learn to read in Spanish, using Spanish-language text at their reading level. Once proficient readers, they are transitioned to English reading and Spanish reading is maintained with the World Language teacher during Spanish class.</p> <p>When individual grade 3-8 reading assessment results become available for the current year, faculty members will analyze the results. This will inform their instruction and individual student goals for remediation and acceleration will be set.</p> <p>Intervention classes for reading at Chappell are scheduled 30-40 minutes daily in both class-based and pull-out models. A variety of materials are used, including leveled reading books, computer-based materials (<i>Reading A-Z</i>, <i>Achieve3000</i>) and the intervention series <i>My Sidewalks on Reading Street</i> (Scott Foresman). Student progress is monitored weekly using <i>AIMSWEB</i> assessments, a tool that measures student reading progress.</p> <p>Incoming Trumbull students will be provided an opportunity to participate in the Chappell summer reading program.</p>	<p>Teachers will participate in Professional Development Meetings scheduled for 8/20, 8/21 and 8/22/2013 and will begin to analyze all achievement data.</p> <p>Teachers will attend weekly faculty meetings and regular grade level team meetings to continue the process of data analysis and to plan for instruction. Instruction will be driven by assessment data and aligned with the <i>Common Core State Standards (CCSS)</i> and the <i>CPS Literacy Content Framework</i>.</p> <p>Teachers will utilize Chappell's leveled book collection which contains rich, interesting, authentic texts at all levels.</p> <p>The Chappell summer reading program <i>Pop Into Reading!</i> Will be made available to all students, including those coming from Trumbull. Summer reading books will be provided to students entering grades 6, 7, 8 (<i>The Devil's Arithmetic</i>, <i>Stargirl</i>, and <i>Peak</i>).</p>	M, N, O, P, Q, R, S

K-2 MATHEMATICS			
Area of Academic Need	Background/Strategies	Structures Necessary to Implement	Rubric Alignment
<p>49% of Trumbull students in grades K-2 who took the <i>mClass Math Assessment</i> were in need of additional math support.</p> <p>Chappell K-2 students did not take an end-of-year standardized math assessment this year.</p>	<p>Chappell and Trumbull use the same math instructional series (<i>Everyday Mathematics</i>) in grades K-5. A new edition of the <i>Everyday Mathematics</i> program has been purchased for 2013-14. It includes new materials aligned with the Common Core State Standards (CCSS).</p> <p>Intervention classes for math are scheduled daily. A variety of materials are used, including Study Island, a computer assisted math enrichment/remediation program.</p> <p>Spanish language mathematics books are available, as needed, for Spanish-speaking English Language Learners (ELL's).</p>	<p>Teachers will participate in Professional Development Meetings scheduled for 8/20, 8/21 and 8/22/2013</p> <p>Teachers will attend weekly faculty meetings and attend weekly grade level team meetings.</p> <p>Teachers will work to align their mathematics instruction with the Math Content Framework</p> <p>The Chappell tech coordinator will provide new teachers with an introduction to the program and directions on how to use the Study Island program with their students. Incoming students will receive accounts by September 2013.</p> <p>In order to make sure that <i>Everyday Mathematics</i> is being implemented with fidelity, new math teachers to Chappell will attend on-going professional development during the summer and regularly during the school year.</p>	M, N, O, P, Q, R, S, T
3-5 MATHEMATICS			
Area of Academic Need	Background/Strategies	Structures Necessary to Implement	Rubric Alignment

<p><i>Scantron</i>, a math achievement test, was administered three times per year during the 2011-12 school year. This is the most current achievement data available at this time. Only 32% of Trumbull students were performing at/above the national average in math, versus 67% of Chappell students (the National Average is 50%).</p> <p>The most recent available grade 3-8 <i>Illinois Standards Achievement Test (ISAT)</i> Math scores are from 2012.</p> <p>77% of Trumbull students in grades 3-8 met/exceeded standards on this test. 86% of Chappell students met/exceeded standards on this test.</p> <p>The results further indicate that Trumbull students in grades 3-8 scored lowest in "Algebra" and "Measurement." Chappell students were also lowest in these areas across grade levels, but still scored an average of 9 percentage points higher than Trumbull students. This will inform our instruction, making sure to spend extra time in these areas, providing remediation as necessary.</p>	<p>Chappell and Trumbull use the same math instructional series (<i>Everyday Mathematics</i>) in grades K-5. A new edition of the <i>Everyday Mathematics</i> program has been purchased for 2013-14. It includes new materials aligned with the Common Core State Standards (CCSS).</p> <p>Intervention classes for math are scheduled daily. A variety of materials are used, including Study Island, a computer assisted math enrichment/remediation program.</p> <p>When individual grade 3-5 standardized math assessment results become available for the current year, faculty members will analyze the results at opening meetings on 8/20, 8/21 and 8/22/2013 (opening meetings) and during team meetings to inform instruction and help set individual student learning goals.</p> <p>Spanish language mathematics books are available, as needed, for Spanish-speaking English Language Learners (ELL's).</p>	<p>Teachers will participate in Professional Development Meetings scheduled for 8/20, 8/21 and 8/22/2013</p> <p>Teachers will attend weekly faculty meetings and attend weekly grade level team meetings.</p> <p>Teachers will work to align their mathematics instruction with the Math Content Framework</p> <p>The Chappell tech coordinator will provide new teachers with an introduction to the program and directions on how to use the Study Island program with their students. Incoming students will receive accounts by September 2013.</p> <p>In order to make sure that <i>Everyday Mathematics</i> is being implemented with fidelity, new math teachers to Chappell will attend on-going professional development during the summer and regularly during the school year.</p>	<p>M, N, O, P, Q, R, S, T</p>
---	--	---	-----------------------------------

6-8 MATHEMATICS

Area of Academic Need	Background/Strategies	Structures Necessary to Implement	Rubric Alignment
<p><i>Scantron</i>, a math achievement test, was administered three times per year during the 2011-12 school year. This is the most current achievement data available at this time. Only 32% of Trumbull students were performing at/above the national average in math, versus 67% of Chappell students (the National Average is 50%).</p> <p>The most recent available grade 3-8 <i>Illinois Standards Achievement Test (ISAT)</i> Math scores are from 2012.</p> <p>77% of Trumbull students in grades 3-8 met/exceeded standards on this test. 86% of Chappell students met/exceeded standards on this test.</p> <p>The results further indicate that Trumbull students in grades 3-8 scored lowest in "Algebra" and "Measurement." Chappell students were also lowest in these areas</p>	<p>Chappell and Trumbull use the same math instructional series, <i>Connected Math</i> in grades 6-8.</p> <p>Intervention classes for math are scheduled daily. A variety of materials are used, including Study Island, a computer assisted math enrichment/remediation program.</p> <p>When individual grade 6-8 standardized math assessment results become available for the current year, faculty members will analyze the results at opening meetings on 8/20, 8/21 and 8/22/2013 (opening meetings) and during team meetings to inform instruction and help set individual student learning goals.</p> <p>In order to make sure that</p>	<p>Teachers will participate in Professional Development Meetings scheduled for 8/20, 8/21 and 8/22/2013</p> <p>Teachers will attend weekly faculty meetings and attend weekly grade level team meetings.</p> <p>Teachers will work to align their mathematics instruction with the Math Content Framework</p> <p>The Chappell tech coordinator will provide new teachers with an introduction to the program and directions on how to use the Study Island program with their students. Incoming</p>	<p>M, N, O, P, Q, R, S, T</p>

across grade levels, but still scored an average of 9 percentage points higher than Trumbull students. This will inform our instruction, making sure to spend extra time in these areas, providing remediation as necessary.	<p><i>Connected Math</i> is being implemented with fidelity, new math teachers to Chappell will attend on-going professional development during the summer and regularly during the school year.</p> <p>Incoming Trumbull seventh grade students who may qualify for algebra in eighth grade have already been assessed to determine their readiness for eighth grade algebra. Their parents have committed to working with them on summer math assignments to better prepare them for eighth grade algebra.</p>	students will receive accounts by September 2013.	
--	--	---	--

K-2 WRITING			
Area of Academic Need	Background/Strategies	Structures Necessary to Implement	Rubric Alignment
Writing at both Trumbull and Chappell is teacher- driven. Teachers at Chappell have a well thought out, comprehensive approach that is based on the Lucy Calkins writing workshop model. In addition to the use of rubrics, teachers use data collected during conferences with students to drive instruction.	<p>Continue teaching using the Writing Workshop model. Trumbull and Chappell have participated in the CPS Writing Workshop initiative that was connected to Harcourt textbook adoption.</p> <p>During the summer of 2012, teacher leaders from both schools participated in a series of unit writing sessions in preparation for the 2013 classroom implementation of Writing Workshop in all grades.</p> <p>Both Chappell/Trumbull teachers contributed to the monthly Ravenswood Ridge Writing Workshop/Common Core Study Group where they learned, discussed, and shared thoughts and philosophies regarding the structure of writing workshop, the role of conferring in the workshop model, assessment of writing and various other topics.</p>	<p>Teachers will participate in Professional Development Meetings scheduled for 8/20, 8/21 and 8/22/2013</p> <p>Teachers will attend weekly faculty meetings and attend weekly grade level team meetings.</p> <p>New, grade-specific Lucy Calkins workshop materials have been purchased for 2012-13. These materials will emphasize writing and the Common Core State Standards (CCSS).</p> <p>Teachers will also align instruction with the CPS Literacy Content Framework and individual student learning goals.</p>	M, N, O, P, Q, R, S, T
3-5 WRITING			
Area of Academic Need	Background/Strategies	Structures Necessary to Implement	Rubric Alignment
Writing at both Trumbull and Chappell is teacher- driven. Teachers at Chappell have a well thought out, comprehensive approach that is based on the Lucy Calkins writing workshop model. In	Continue teaching using the Writing Workshop model. Trumbull and Chappell have participated in the CPS Writing Workshop	Teachers will participate in Professional Development Meetings scheduled for 8/20, 8/21 and 8/22/2013	M, N, O, P, Q, R, S, T

<p>addition to the use of rubrics, teachers use data collected during conferences with students to drive instruction.</p> <p>Until 2010, writing was assessed as part of the <i>Illinois Standards Achievement Test (ISAT)</i>. In 2009 and 2010, writing <i>ISAT</i> scores at Trumbull and Chappell were similar.</p> <p>In 2009, 45% of Trumbull students met/exceeded standards, compared to Chappell, where 50% of students met/exceeded standards. In 2010, 56% of Trumbull students met/exceeded standards. 51% of Chappell students met/exceeded standards in writing.</p>	<p>initiative that was connected to Harcourt textbook adoption.</p> <p>During the summer of 2012, teacher leaders from both schools participated in a series of unit writing sessions in preparation for the 2013 classroom implementation of Writing Workshop in all grades.</p> <p>Both Chappell/Trumbull teachers contributed to the monthly Ravenswood Ridge Writing Workshop/Common Core Study Group where they learned, discussed, and shared thoughts and philosophies regarding the structure of writing workshop, the role of conferring in the workshop model, assessment of writing and various other topics.</p>	<p>Teachers will attend weekly faculty meetings and attend weekly grade level team meetings.</p> <p>New, grade-specific Lucy Calkins workshop materials have been purchased for 2012-13. These materials will emphasize writing and the Common Core State Standards (CCSS).</p> <p>Teachers will also align instruction with the CPS Literacy Content Framework and individual student learning goals.</p>	
--	--	--	--

6-8 WRITING

Area of Academic Need	Background/Strategies	Structures Necessary to Implement	Rubric Alignment
<p>Writing at both Trumbull and Chappell is teacher- driven. Teachers at Chappell have a well thought out, comprehensive approach that is based on the Lucy Calkins writing workshop model. In addition to the use of rubrics, teachers use data collected during conferences with students to drive instruction.</p> <p>Until 2010, writing was assessed as part of the <i>Illinois Standards Achievement Test (ISAT)</i>. In 2009 and 2010, writing <i>ISAT</i> scores at Trumbull and Chappell were similar.</p> <p>In 2009, 45% of Trumbull students met/exceeded standards, compared to Chappell, where 50% of students met/exceeded standards. In 2010, 56% of Trumbull students met/exceeded standards. 51% of Chappell students met/exceeded standards in writing.</p>	<p>Continue teaching using the Writing Workshop model. Trumbull and Chappell have participated in the CPS Writing Workshop initiative that was connected to Harcourt textbook adoption.</p> <p>During the summer of 2012, teacher leaders from both schools participated in a series of unit writing sessions in preparation for the 2013 classroom implementation of Writing Workshop in all grades.</p> <p>Both Chappell/Trumbull teachers contributed to the monthly Ravenswood Ridge Writing Workshop/Common Core Study Group where they learned, discussed, and shared thoughts and philosophies regarding the structure of writing workshop, the role of conferring in the workshop model, assessment of writing and various other topics.</p>	<p>Teachers will participate in Professional Development Meetings scheduled for 8/20, 8/21 and 8/22/2013</p> <p>Teachers will attend weekly faculty meetings and attend weekly grade level team meetings.</p> <p>New, grade-specific Lucy Calkins workshop materials have been purchased for 2012-13. These materials will emphasize writing and the Common Core State Standards (CCSS).</p> <p>Teachers will also align instruction with the CPS Literacy Content Framework and individual student learning goals.</p>	<p>M, N, O, P, Q, R, S, T</p>

K-2 SCIENCE			
Area of Academic Need	Background/Strategies	Structures Necessary to Implement	Rubric Alignment
<p>Instruction needs to be aligned with the new CPS Elementary Science Content Framework 1.0</p> <p>In 2012, 65% of Trumbull and 77% of Chappell fourth graders met/exceeded standards on the <i>Illinois Standards Achievement (ISAT)</i> test.</p>	<p>Chappell uses the <i>Full Science Option (FOSS)</i> science program, an inquiry-based, hands-on science program, in grades K-2. Trumbull also implemented <i>FOSS</i> at some grades.</p> <p>Some changes will be made at Chappell as the curriculum and instruction is aligned to the new CPS Elementary Science Content Framework 1.0.</p>	<p>Teachers will participate in Professional Development Meetings scheduled for 8/20, 8/21 and 8/22/2013</p> <p>Teachers will attend weekly faculty meetings and attend weekly grade level team meetings.</p>	M, N, O, P,
3-5 SCIENCE			
Area of Academic Need	Background/Strategies	Structures Necessary to Implement	Rubric Alignment
<p>Instruction needs to be aligned with the new CPS Elementary Science Content Framework 1.0</p> <p>In 2012, 65% of Trumbull and 77% of Chappell fourth graders met/exceeded standards on the <i>Illinois Standards Achievement (ISAT)</i> test.</p>	<p>Chappell uses the <i>Full Science Option (FOSS)</i> science program, an inquiry-based, hands-on science program, in grades K-2. Trumbull also implemented <i>FOSS</i> at some grades.</p> <p>Some changes will be made at Chappell as the curriculum and instruction is aligned to the new CPS Elementary Science Content Framework 1.0.</p>	<p>Teachers will participate in Professional Development Meetings scheduled for 8/20, 8/21 and 8/22/2013</p> <p>Teachers will attend weekly faculty meetings and attend weekly grade level team meetings.</p>	M, N, O, P,
6-8 SCIENCE			
Area of Academic Need	Background/Strategies	Structures Necessary to Implement	Rubric Alignment
<p>Instruction needs to be aligned with the new CPS Elementary Science Content Framework 1.0</p> <p>In 2012, 72% of Trumbull and 84% of Chappell seventh graders met/exceeded standards on the <i>Illinois Standards Achievement (ISAT)</i> test.</p>	<p>Chappell uses the <i>Science Education for Public Understanding Program (SEPUP)</i> science program in grades 6-8. This hands-on, inquiry-based program emphasizes earth science in sixth grade, life science in seventh grade and physical science in eighth grade.</p> <p>Trumbull uses a variety of different materials in grades 6-8.</p> <p>Some changes will be made at Chappell as the curriculum and instruction is aligned to the new CPS Elementary Science Content Framework 1.0.</p>	<p>Teachers will participate in Professional Development Meetings scheduled for 8/20, 8/21 and 8/22/2013</p> <p>Teachers will attend weekly faculty meetings and attend weekly grade level team meetings.</p>	M, N, O, P,

Chappell Transition Plan Rubric Alignment (for all plans)

Cultural Integration Plan

- A Family Concerns
- B Community Partners
- C Diverse Cultures Recognized
- D Faculty Team-Building Planned
- E Summer Activities Planned
- F Welcome Week Planned
- G Closing School Rituals/Events

Social-Emotional Learning Plan

- H Needs Assessment Completed
- I School Climate Strategy Implemented or Planned
- J SEL Curriculum Implemented or Planned
- K Intervention Groups/Peace Circles Planned
- L Student-Specific SEL Needs Addressed

Academic Support Plan

- M Needs Assessment Completed
- N Joint PD Planned During Summer/Flex Days
- O Joint teacher Review of Student Data
- P Joint PD Planned for ELL Student Data
- Q Class Placement/Schedules Planned to Integrate Students
- R Schedule Allows for Intervention Time
- S Tier II and III Supports Identified
- T Logistics Arranged for Transfer of Intervention Resources (If needed)
- U Bilingual Advisory Council (BAC) Established (Not Needed at Chappell)
- V Plan to Hire ELL Support (If needed)
- W Parent Outreach Planned Related to School Instructional Program and Individual Student Needs

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

Appendix A2: McCutcheon Academic Support Plan as of July 12, 2013

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS

Dibels: Primary Reading Overview Letter Naming Fluency, Phonetic Sound Fluency, Nonsense Word Fluency

School (# of students tested)	Meet/Exceed Benchmark	Below Benchmark	Well Below Benchmark
Trumbull (22)	23%	18%	59%
McCutcheon (110)	55%	15%	30%

Dibels: 3D Independent Reading Levels

School (# of students tested)	Above Proficient	Proficient	Below Proficient	Well Below Proficient
Trumbull (71)	49%	24%	6%	21%
McCutcheon (110)	21%	18%	26%	35%

ISAT 2012

School	Meets/Exceeds Composite	Meets/Exceeds Reading	Meets/Exceeds Mathematics	Meets/Exceeds Science
Trumbull	75%	74.6%	76.8%	71%
McCutcheon	75.4%	71.4%	79.9%	74.2%

Area of Academic Need	Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc)
Reading As an ongoing practice, McCutcheon staff analyzed NWEA scores in addition to previous ISAT tests, basic reading inventories and teacher created assessments. As a result, significant changes were made to the instructional programs, structures, and school-wide schedule to better serve our diverse population. Our reading instructional reading program was modified to encourage greater differentiation within the reading	<ul style="list-style-type: none"> Vertical and horizontal collaboration will occur to determine grade-level themes, units of study, read alouds, novel studies, anchor texts, etc. that will be aligned to CCSS that support Reading Strategies and Reading Comprehension. 	*Collaborate with grade levels teams and specials staff *Purchases of books need to be made to support plans *Label books and store as a collective unit with plans and artifacts being added as developed.

<p>block. Elements of a workshop model were rolled out with a school-wide initiative to engage students in reading and responding to texts at their individual reading levels.</p> <p>Overall reading scores according to DIBELS data, in the Letter Naming Fluency and/or Phonetic Sound Fluency, Nonsense Word Fluency, Oral Reading Fluency indicate that out of 110 McCutcheon students tested, 55% scored at benchmark level, 15% scored below benchmark level and 30% scored well below benchmark level. Trumbull only tested 22 students tested, and 23% scored at benchmark level, 18% were below benchmark level, and 59% were well below benchmark level. In the 3D tests used for assessing students independent reading levels and comprehension from McCutcheon - Out of 115 students tested, 21% scored above proficient level, 18% scored at proficient level, 26% scored below proficient level and 35% scored well below proficient level.</p> <p>Trumbull - Out of 71 students tested, 49% scored above proficient, 24% scored proficient, 6% scored below proficient, and 21% scored well below proficient.</p> <p>Overall reading scores according to ISAT show there is a similar overall score: 2011 67% and 2012 74% of Trumbull students meeting or exceeding verses 2011 66% and 2012 69% of McCutcheon students meeting or exceeding.</p> <p>When comparing Trumbull and McCutcheon 2012 ISAT data, Reading Strategies scores in 3rd-5th grade are 61% of Trumbull students were meeting or exceeding and McCutcheon students had 63% conversely. In the strand of Reading Comprehension, 65.2% of Trumbull students and 64.1 % of McCutcheon students were meeting or exceeding. These two areas have the greatest need for growth across tested areas.</p> <p>Similarly, a comparison of 2012 Reading ISAT data for 6-8 indicated</p>		
--	--	--

<p>that the greatest needs are in Reading Strategies, Literature, and Reading Comprehension. The number of students meeting or exceeding in the area of Reading Strategies was 53.1% and McCutcheon had 58.5%. In the area of Literature Trumbull scores were 64.5% and McCutcheon's was 56%. Finally, Trumbull's Comprehension scores were 68.1 % and McCutcheon's were 63%. The above data trends indicate that the areas of growth are the same even though there was a difference of 5-10 percentage points in each indicated area.</p> <p>After such changes were made to the instructional programs and structures, the school-wide schedule was adjusted to meet the individual needs of all learners. The shifts in instructional content and delivery were a significant step in addressing the needs seen within the data, however, the outliers' needs were not being met. Therefore, at the beginning of second semester, a school-wide Response to Intervention block of instruction was embedded within the school day. Therefore, students are receiving differentiated instruction within their content areas in addition to focused intervention based upon individual and small group needs. The Rtl groups were created by RIT bands associated with NWEA testing. The decision was made to change the structure and school schedule after looking at both standardized and formative assessments.</p> <p>According to the CPS NWEA growth calendar, McCutcheon 93% of McCutcheon students met or exceeding their 2012-2013 growth projections. We will continue to fine-tune our instructional practices around reading instruction, effective differentiation, and proven intervention techniques so as to meet the needs of both incoming Trumbull students and current McCutcheon students. Significant changes led to significant growth in reading strategies and reading</p>		
--	--	--

comprehension based upon Spring NWEA MAP testing.		
Reading Continued	<ul style="list-style-type: none"> ● Cross-curricular Units of Study: Each grade level will develop cross-curricular units of study based upon themes as suggested through Common Core materials. ● All staff will be using same comprehension strategies by following scope and sequence developed collaboratively with grade level teams, supported by The Comprehension Toolkit, Close Reading: Informational Texts, Fountas & Pinnell resources, and online materials. 	<p>*Collaborate with grade level teams to write, vet & publish cross-curricular units of study with a literature & heavy informational text focus</p> <p>*Create units of study that align with CCSS, <i>Comprehension Toolkit</i> & Sunday Cummins': <i>Close Reading of Informational Texts</i></p> <p>*Staff will gather & collect instructional materials including: Text sets, informational articles, novels, multi-media resources</p>
Reading Continued	<ul style="list-style-type: none"> ● School-wide Assessment Materials, Criteria, Measures: Teachers will be able to determine students Instructional, Independent & Frustrational Level of reading to provide differentiated reading instruction. ● All students will be given a Basic Reading Inventory using DRA 2+ kits before the second week of the 2013-2014 school year. Students participating in Summer Camp will be assessed by the intervention coordinator prior to the school year so that appropriate classroom assignment decisions can be made and supports put in place to meet their individual reading needs. ● Data will be used to establish preliminary Rtl groups. 	<p>*Purchase Diagnostic Reading Assessment 2+ Kits</p> <p>*Provide Professional Development BOY, MOY & EOY to support use of materials, and setting universal criteria and expectations for consistency</p>
Reading continued	<ul style="list-style-type: none"> ● Access to a multitude of complex reading materials: Teachers will ensure students have opportunities to read across genres in their independent & instructional reading levels and provide exposure through Mini-Lessons ensuring Touchstone and Mentor 	<p>*Purchase additional RAZ-Kids programs</p> <p>*Purchase microphone headsets for individual assessment</p> <p>* Purchase Classroom Libraries for a variety of levels & genres</p> <p>*Level & Label existing books w/in classrooms</p>

	texts represent a variety of genres.	
Reading continued	<ul style="list-style-type: none"> • Response to Intervention: Students will be grouped (according to MAP scores, DRA 2+results, & DIBELS) into RtI Groups. There will be a school-wide intervention block daily where students will be grouped by similar needs and intervention will be specific skills. Groups will be flexible based upon formative progress monitoring data. 	<p>*Data needed: EOY MAP Scores, DRA Results to be completed w/in the first 2 weeks of school, EOY DIBELS</p> <p>*Staff Training on Interventions, Processes, & Routines</p> <p>*Master Schedule to reflect RtI Block</p> <p>*Grade Band scheduling including: Teachers, Rooms, Students, Special, Support, Intervention Staff (SPED & ELL)</p> <p>*Long-term Planning</p>
Reading continued	<p>Tier III Students, Diverse Learners and ELL Populations: Students will receive intensive instruction with intervention teachers multiple times a week in addition to school-wide intervention block.</p> <ul style="list-style-type: none"> • Specific learning plans will be developed to meet their individual needs in foundation skills and 	<p>*Identify students using data listed above</p> <p>*Create consistent Intervention Schedule w/in school day</p> <p>*Create individual intervention plans for each student in Tier III</p> <p>* Meet with Parents & School Psychologist to establish growth expectations for Tier III students. Consult with bilingual psychologist to establish growth expectation for ELL students.</p> <p>*Train all ESL endorsed teachers in the building to be certified assessors for the ACCESS test.</p> <p>*Have two assessors for transitional bilingual and ESL students to ensure consistent scoring on the ACCESS test.</p> <p>*Create 'Transition Plans' for students who are being exited out of ELL to ensure they continue to receive necessary intervention.</p>
<p>Math</p> <p>mClass Math Data for EOY, 2012-2013 (Next Number, Missing Number, Number Identification, Counting)</p> <p>McCutcheon - Out of 111 students tested, 50% were at benchmark level, 35% were at the strategic level, and 15% were at the intensive level.</p> <p>Trumbull- Out of 71 students tested, 51% were at benchmark level, 39% were at the strategic level, and 10% were at the intensive level. Both campuses have similar scores.</p>	<p>Fact & Computational Fluency:</p> <p>Teachers will engage students in daily fluency activities not just focusing on memorization but on the ability to use numbers in a variety of ways and demonstrate flexible thinking and conceptual understanding.</p>	<p>*Research most effective methods for fact fluency & conceptual understanding of number sense</p> <p>*Communicate with families about fact fluency expectations and mail Fact Fluency Family Fun packets home to all transitioning students, and attach to all current student's final report card.</p> <p>*Create RtI groups and specialized before and after-school programs for students based upon the beginning of the year with operational fluency assessment based upon grade level</p>

<p>Overall math scores according to ISAT show there is a similar overall score: in 2011 73% and 2012 76% of Trumbull students meeting or exceeding versus 2011 76% and 2012 79% of McCutcheon students are meeting or exceeding.</p> <p>When comparing Trumbull and McCutcheon 2012 ISAT data, Number Sense scores in 3rd-5th grade 62% of Trumbull students were meeting or exceeding and McCutcheon students had 63.1%. Likewise, In the strand of Algebra, 56.3% of Trumbull students and 63% of McCutcheon students were meeting or exceeding. These two areas have the greatest need for growth across tested areas. The Measurement strand was also an area of concern with Trumbull scores being in the 57% and McCutcheon scores being 61%, however, after digging deeper into item analysis, number sense and operational fluency was the root cause of students' low scores rather than an actual measurement issue. The root problem is applying number sense concepts to measurement concepts.</p> <p>Similarly, a comparison of 2012 Math ISAT data for 6-8 indicated that the greatest needs are in Number Sense, Algebra, and Data Analysis/Statistics. The number of students meeting or exceeding in the area of Number Sense was 53.5% and McCutcheon had 52%. In the area of Algebra, Trumbull scores were 49% and McCutcheon's was 54%. Finally, Trumbull's Data Analysis and Statistics scores were 58 % and McCutcheon's were 60.2%. Similarly to the 3rd-5th grade students, Number Sense is the underlying cause of the struggles in Algebra and Data Analysis & Statistics.</p> <p>Prior to any school action announcements, McCutcheon staff analyzed NWEA scores in addition to previous ISAT tests, and teacher created assessments.</p> <p>After analyzing the BOY and MOY</p>		<p>fluency expectations as set by CCSS. *Number of the Day *Math Talks and Math Journals</p>
---	--	--

<p>NWEA scores, the staff decided to meet the needs of all individual students by adjusting the school-wide schedule, and at second semester implemented a school-wide Rtl block.</p> <p>Students were receiving differentiated instruction within their content areas in addition to focused intervention based upon individual and small group needs. The Rtl groups were created by RIT bands associated with NWEA testing.</p> <p>According to the CPS NWEA growth calendar, McCutcheon 92% of McCutcheon students met or exceeding their 2012-2013 growth projections. We will continue to fine-tune our instructional practices around math instruction, effective differentiation, and proven intervention techniques so as to meet the needs of both incoming Trumbull students and current McCutcheon students. Significant changes led to significant growth in math scores based upon EOY NWEA MAP testing</p>		
<p>Math continued</p>	<p>Synthesize Robust Curriculum Materials: Teachers will all use: Math Trailblazer (K-5) with fidelity Pull from Harcourt and Everyday Math to support comprehensive instructional materials and familiar structures. Mathematics (6th-8th) Pull from Connected Math as well to support comprehensive instructional materials and familiar structures. Algebra (8th) Performance Assessment and MARS tasks will be used and developed to support CCSS SMPs</p>	<p>*Budget purchase of consumable materials associated with MTB, Mathematics, Harcourt and pieces of Everyday Math. *Conduct PD for novice users *Develop year-long plans in quarters, supplementing MTB with other sources by each grade level. *Establish grade level fluency attainment programs including scope and sequence of *Engage Specials Programs to weave fact fluency into their curriculum as well as in lunch, recess, and transition throughout the building.</p>
<p>Math continued</p>	<p>Common Core Transition: Consistent use of CCSSM-Standards for Mathematical Practice throughout all grade levels, Intervention periods, and specials</p> <ul style="list-style-type: none"> • Follow scope and sequence • Create Units of Study in grade level teams to support 	<p>*PD for teachers about 8 Standards of Mathematical Practices *Compile grade level Performance Assessments & MARS tasks to support SMPs *Lay SMPs into the CCSS driven Units of Study, intentionally planning for introduction and fostering of practices of efficient mathematicians. *School-wide focus on individual</p>

		standards over first 2 quarters *Common Core Performance Tasks throughout year as formative instruction *Develop school-wide “Problem-Solving Model” to support SMPs
Math continued	<ul style="list-style-type: none"> ● Response to Intervention: Students will be grouped (according to MAP scores, DRA results, & DIBELS) into Rtl Groups. There will be a school-wide intervention block daily. Prior to formal assessments, all students will take a basic skills assessment the first week of school and students will be placed in computational fluency focus groups until DIBELS and MAP assessments are completed. The focus of this intervention period will be on fluency and applied problem-solving. 	*Create beginning of the year operation fluency assessment for grade bands. *Use results of BOY-OFA to create intervention groups. *Create progress monitoring protocols and probe for each Operation Fluency Intervention group. *After BOY administration of MAP and DIBELS, students’ Rtl groups will be created based upon their learning profile which will include standardized assessment data, Operations BOY assessments results, ISAT performance if applicable, teacher anecdotal records and previous year grades. *Staff Professional Development series on: Analyzing data, selecting appropriate interventions, scaffolding interventions, creating/selecting probes for progress monitoring, collecting formative assessment data, adjusting interventions, moving between tiers. *Provide PD and instructional resources for to teach teachers a variety of strategies and multiple approaches to solve operational problems such as all-partials, lattice, forgiving method.
Diverse Learners 61 students currently enrolled at McCutcheon with diverse learning needs. We will be welcoming 48 students from Trumbull Cluster programs. 19 of which are PK students, 8 are in the K-2 grade band, 12 in 3rd-5th and 9 in 6th-8th. Additionally, we will be welcoming 6 students through Options for Knowledge and Family Choice enrollment opportunities. Cumulatively, will be provided diverse learning opportunities to 115 students next school year. Upon looking at data associate with the ISAT test across 2011 and 2012 school year, a trend was identified that a significant number of both Trumbull	<ul style="list-style-type: none"> ● IEP Evaluations 	*Create rubric for reviewing and evaluation all incoming IEP *Learning Behavior Specialists will use rubric to review and evaluate all incoming IEPs to inform staff of the unique individual needs, necessary staffing, instructional programs, personal care needs, areas in IEP to possibly revisit after students have an opportunity to adequately transition to McCutcheon and the staff gets to know them and their educational needs based on their performance within our classrooms. *Meet with each family over the summer to get a sense of the students comprehensive needs, parent concerns, students interests, etc.

<p>and McCutcheon students with Individual Education Plans were performing Below Standards and in the area Academic Warning.</p> <p>Specifically, 0% of Trumbull students exceeded standards on Reading, and Math tests in 2011 and 2012. 16% of students met standards in 2011 and 38% met standards in 2012 in the area of reading. 16% of students met standards in 2011 and 38% met standards in 2012 in the area of math. 68% in 2011 and 52% were below standards in reading and 60% in 2011 and 48% in 2012 in math. Finally, 16% of students scored in the academic warning level in 2011 and 10% in 2012.</p> <p>As mentioned previously, McCutcheon has similar trends over the last two years. In reading, 0% of students in 2011 exceeded standards, and 2% exceeded standards in 2012. 24% of students in 2011 met standards as did 31% in 2012. In 2011, 66% of students scored below standards and 64 in 2012. In 2011 10% of students were in the academic warning level as well as 2% in 2012. Math scores are also comparable to Trumbull's. In that 0% of students exceeded in 2011, 2% in 2012. 41% of McCutcheon students met standards in 2011 and 47% in 2012. 45% of students were below standards in 2011 and 49% in 2012. 14% of students were in the academic warning level in 2011 and 2 % in 2012.</p> <p>Both Trumbull and McCutcheon percentages indicated that more students moved to increased performance levels.</p>		
	<ul style="list-style-type: none"> ● Sensitivity Training: 	<p>*8th grade students will create and deliver sensitivity and disability awareness training to K-7th grade students</p> <p>*One Middle School, One Book Project with Latin School. <u>Wonder</u> by R.J. Palacio, a story told from the point of view of 5th grade boy with significant facial deformities entering school for</p>

		the first time and his sister's perspective of how Auggie's disability impacts the lives of others.
	<ul style="list-style-type: none"> • Learning Environment Observations 	<p>*McCutcheon Staff will visit incoming Trumbull students in their current classrooms and make observations of the learning environment and instructional methods used by current teachers.</p> <p>*Using observations and anecdotal notes, LBS</p>
	<ul style="list-style-type: none"> • Academics 	<p>*Complete instructional materials audit in all core areas, specifically focusing on materials needed for students in LRE 2 and LRE 3</p> <p>*After reviewing IEPs and completing instructional materials audit, research and purchase supplemental materials</p> <p>*Attend PD for Diverse Learners and the Common Core</p>

McCutcheon Academic Needs Assessment

<ul style="list-style-type: none"> • <i>Curricula materials examples:</i> Scott Foresman Reading Street, Calle de la Lectura, F&P leveled readers, Glencoe Literature • <i>Areas of focus examples:</i> Phonemic awareness: K-2 teachers use Heggerty for ten minutes whole group every morning to reinforce phonemic awareness. 	K-2nd	<p>The Primary department uses an assortment of instructional materials to address the learning needs of our primary students at McCutcheon Elementary. The curricula materials that are used to create Units of Study include the <i>Harcourt Storytown Series</i>, leveled guided reading books, in addition to trade books that are used as Touchstone and Mentor texts.</p> <p>Teachers deliver reading instruction within a modified Readers' Workshop Structure: Mini-Lesson, Shared Reading, Guided Reading, Independent Reading, and Reflection. Elements of the <i>Daily 5: The Daily Cafe</i> essentials of reading to yourself, working on writing, reading to someone, listening to someone read, and word work, are woven into the independent reading portion of the Workshop model.</p> <ul style="list-style-type: none"> • Based upon data from DIBELS, the fall administration of the MAP test, and teacher created assessments, the areas of focus for primary students will be on Foundational Skills aligned with Common Core State Standards (CCSS): Phonological Awareness, Word Recognition, and Fluency. Teachers will use <i>Storytown</i> as a resource to follow the scope and sequence for each grade level. However, teachers will also create materials to support the extension and/or revisiting of the concepts for individual learners based upon their progress monitoring results supported by the <i>Diagnostic Reading Assessment +2: Word Analysis</i>. • Comprehension is also an area of focus in both Literature and Informational texts. To support comprehension, analysis, and interpretation of texts heard and read, instruction will be supported through a synthesis of strategies from: Heinemann <i>Comprehension Toolkits</i>, Fountas & Pinnell's
--	-------	---

		<p><i>Guided Reading and Writing for Primary Students</i>, Debbie Miller's <i>Reading for Meaning</i>, and Sunday Cummins', <i>Close Reading for Informational Texts</i>. Touchstone and Mentor texts will allow students access to more complex texts and ideas than they would be able to access independently. A strong focus on collaboration and conversation will allow students to deepen their understanding of text due to their interactions with others and their interpretation based on personal experiences.</p> <ul style="list-style-type: none"> • Oral reading fluency will be supported through teacher modeling, the <i>Daily 5: Daily Cafe</i> areas of reading to self, and listening to someone read, in addition to every Primary student having a subscription to <i>RAZ-Kids</i>, an online leveled reading program that has a recording feature that allows students to record and analyze their own reading. Primary and prep teachers collaborate on fluency across subject areas through speaking, and listening activities outside of their homeroom.
	3rd-5th	<p>The 3rd-5th grades use a variety of extended texts and short texts to address reading and comprehension strategies. A balance between novel studies and touchstone and mentor texts, aligned to grade level themes are the primary resources used in reading instruction at the Intermediate level. Harcourt <i>Storytown</i> is used as a supplementary aid and resource. Intermediate grades use a Workshop model, with a heavy emphasis on guided reading and independent reading. All teachers including those who provide services to bilingual and diverse learners, administer individual Diagnostic Reading Assessments that include comprehension, oral reading fluency, and word analysis. Based upon the data collected through these assessments, students receive instruction from a variety of sources such as guided reading level books, Touchstone and Mentor texts, independent reading novels, informational text sets, and primary sources. 3rd-5th grade teachers follow a scope and sequence of skills and strategies that were developed collaboratively using the Common Core State Standards (CCSS) as a guide and other sources including <i>Mosaic of Thought</i>, <i>Comprehension Toolkit</i>, <i>Close Reading for Informational Texts</i>, <i>Teaching for Comprehending and Fluency: Thinking, Talking, and Writing About Reading, K-8</i> (Fountas and Pinnell 2006).</p> <ul style="list-style-type: none"> • Based upon data collected through a line item analysis of the ISAT tests, Spring MAP test and Diagnostic Reading Assessments, the areas of focus for next school year will be on Reading Strategies and Reading Comprehension. Teachers will pull an assortment of resources to support these efforts from <i>Storytown</i>, <i>Comprehension Toolkits</i>, and other complex fiction and nonfiction instructional resources such as McCutcheon's Bookroom: Leveled readers series, Reading A-Z.com resources, and <i>Time for Kids</i> subscriptions. Each teacher intentionally provides opportunities for collaboration amongst students to deepen their comprehension and learning opportunities. The Readers' Workshop model affords students multiple opportunities to have exposure to a breadth of genres, writing styles, content, and levels of complexity. Cohesive, cross-curricular units of study have been planned to address the scope and sequence of skill and strategies that all 3rd-5th grade students should master, woven into common themes that support

		<p>connection, and deep comprehension of lifelong enduring understandings. Individual needs will be met through the school-wide RtI block of instruction. Teachers use data from MAP, and DRA 2+ to make decisions to about grouping of students in the most appropriate learning environment to meet their needs.</p>
	6th-8th	<p>Reading instruction in 6th-8th grades is designed around the CCSS standards, as well as enduring understandings and common themes. Common themes were decided upon collectively by the 6th-8th grade team. A combination of literature and informational texts are pulled from a variety of sources including novel sets, primary sources, anthologies, multi-media sources, and articles. A scope and sequence of essential reading strategies, skills, and comprehension strategies were mapped out and texts were aligned to the standards. Cohesive, cross-curricular thematic units support essential questions and enduring understandings that are developed and deepened through exposure across different subjects. Students with diverse learning needs including ELL students are supported through individualized assignments, texts, and inclusion support.</p> <p>Based upon ISAT, second semester MAP data, and teacher created assessment materials, the areas of focus for the 6th-8th grades are going to be on comprehending multiple plots structures in literature, and determining author's purpose within informational texts. The two main resources that will be used to support these focus areas are <i>The Comprehension Toolkits</i>, <i>Close Reading for Informational Texts</i>, and <i>Strategies that Work</i>.</p>
<ul style="list-style-type: none"> • <i>Curricula materials examples:</i> Everyday Math, Singapore Math, Math Trailblazers • <i>Areas of focus examples:</i> 3-5 classes are focusing on extended response and showing critical thinking in explaining their answers with evidence <p>A Number Talk is a short, ongoing daily routine that provides students with meaningful ongoing practice with computation. A Number Talk is a powerful tool for helping students develop computational fluency because the</p>	K-2nd	<p>K-2nd uses a combination of multiple curricula materials including <i>Math Trailblazers</i>, <i>Harcourt Math</i>, <i>Everyday Math</i> and teacher created materials.</p> <p>Based upon DIBELS data, the areas of greatest need are computation fluency, problem-solving, and number sense. <i>Marilyn Burns': Do the Math</i> series will be used to assist students in building deep conceptual knowledge around the organizing concept of five and ten. Intentional scaffolding along the continuum of abstraction will support student's need for a strong conceptual base that will allow for more abstract concepts to be built upon their foundation. K-2nd students will engage in daily <i>Number Talks</i> to encourage conversation around number concepts including composing and decomposing numbers, and abstract reasoning. The ultimate goal of <i>Number Talks</i> is to use number relationships and the structures of numbers to develop computational fluency. Kindergarten must be able to add and subtract within 5, 1st grade add and subtract within 20, and 2nd grade add and subtract with regrouping within 100. It is also essential that there be a significant focus on the eight CCSS Standard Mathematical Practices (SMPs). Using MARS tasks and other performance assessments.</p> <p>Its tools, students will be exposed, supported, and take ownership of</p>

expectation is that they will use number relationships and the structures of numbers to add, subtract, multiply and divide		systematic, fluent, and multiple solutions to problem solving. Online resources suggested by CPS' Mathematics Content Frameworks 2.0 will be used to address the areas of focus in addition to a synthesis of learning resources from <i>Math Trailblazers</i> , <i>Everyday Math</i> , and <i>Harcourt Math</i> , to create complete Units of Study around the scope and sequence of skills and strategies necessary to build a strong number sense in the areas of Counting and Cardinality, Operations and Algebraic Thinking, and Numbers and Operations in Base Ten.
	3rd-5th	<p>Using the CCSS as a framework, and following guidelines established by CPS in the Mathematics Content Framework 2.0, a scope and sequence of skills and strategies was developed collaboratively and Units of Study created through pulling resources from <i>Math Trailblazers</i>, <i>Harcourt Math</i>, <i>Everyday Math</i>, and online resources to create a comprehensive curricula.</p> <p>Based upon data collected through item analysis of ISAT and MAP assessments, the trend across the intermediate grades determined the areas of focus will be on Operations and Algebraic thinking, and Numbers and Operations in Base Ten. Students struggle with math computational fluency. Therefore, systematic assessing, teaching, and assessing will be woven into daily instruction through <i>Number Talks</i> and <i>Number Journals</i>. Every child will engage in thinking, talking, and writing about number relationships, and number structures. The continuum of abstraction from concrete learning experience with numbers to abstract thinking about numbers will be supported through exposure, guided support, and then releasing responsibility during daily computation fluency activities. Another area of focus will be on learning opportunities to develop and support CCSS Standard Mathematical Practices (SMPs). MARS tasks, suggested performance assessments, and teacher created constructed responses will be woven into the Units of Study to intentionally support students' abstract thinking as it relates to number sense and it's application across settings. Students who struggle with numbers sense will be given individual assessments to determine the area of individual focus: the Counting System, the Number System, or the Linking System. Once the system where support is needed is identified, students will receive small group support through school-wide RtI groups. Specifically students who struggle with abstract thinking and computational fluency support will be provided by <i>Marilyn Burns'</i>: <i>Do the Math</i> series. It scaffolds mental computation by grouping numbers in easily organized patterns. Collaborative efforts will ensure students' needs are being met through flexible grouping, creative scheduling structures, and on-going formative assessments.</p>
	6th-8th	<p><i>Math Thematics</i>, <i>Connected Math</i>, teacher created materials and online resources suggested by CPS in the Mathematics Content Framework 2.0, will support the 6th-8th grade math Units of Study.</p> <p>Based upon item analysis of ISAT data, and Goal areas in the MAP assessment, trends indicated that 6th-8th grade focus areas will be Algebra, Functions, Expressions, & Equations, Statistics and Probability, and The Real & Complex Number Systems. Computational fluency is also a foundational skill that will need intentional support. Daily <i>Number Talks</i> and <i>Number Journals</i> will allow for thinking, talking, collaborating, and writing about number relationships and structures. Students who struggle in this area will</p>

		<p>be given an assessment to determine the system in which they struggle and receive intervention to address their conceptual discrepancies. <i>Marilyn Burns'</i>: <i>Do the Math</i>, teacher created material, and intentional concrete experiences will support students who continue to struggle with Numbers and Operations. Creative structures, flexible grouping, and school-wide RtI will ensure all learners' needs are met.</p>
<ul style="list-style-type: none"> • <i>Curricula materials examples:</i> FOSS Kits • <i>Areas of focus examples:</i> 6-8 graders are required to create an independent science project for the annual science fair held in May each year 	K-2nd	<p>FOSS kits, leveled books, and teacher created materials support the science Units of Study.</p> <p>Based upon analyzing data of ISAT tests, the trend indicates that students in upper grades struggle with Life and Earth science concepts, therefore, exposure to the scientific method as well as building on the concept of life is essential for primary grades. Students will also read, write, and talk about these foundational concepts that will be built upon as they progress. Cross-curricular studies will build academic vocabulary and support abstract concepts.</p>
	3rd-5th	<p>FOSS Kits, Scott Foresman science texts, Shedd Navigators Kits, leveled guided reading books, online resources and Time for Kids Magazine are the primary curricula materials used to support science instruction in the intermediate grades. CPS Science Content Framework 1.0 is the guide for developing Units of Study that will be supported across content areas.</p> <p>Based upon trends discovered in performing an item analysis, the areas of Life and Earth Science concepts are the area of focus. In addition, teaching students to think like a scientist, build academic vocabulary, and work in small groups to plan, research, perform, and present a science project. Students will have opportunities to read, write, and talk about science concepts daily.</p>
	6th-8th	<p>SEPUP Kits, leveled guided reading books, and online resources are used to develop Units of Study guided by CPS Science Content Frameworks 1.0. Books to support scientific reasoning used are: 8th Issues, Evidence & You, 7th - Science and Life Issues, 6th Investigating Earth Systems (multiple texts).</p> <p>Areas of Focus: Independent Science Fair Projects will be presented using technology and multimedia sources.</p>
<ul style="list-style-type: none"> • <i>Curricula materials examples:</i> Lucy Calkins Writers Workshop • <i>Areas of focus examples:</i> Each year, all students in grades 1-5 "publish" their own books to share with the whole school in 	K-2nd	<p>Lucy Calkins frameworks and writing lessons in <i>Harcourt Storytown</i> are used to support emerging and developing writers.</p> <p>Areas of Focus-Writing complete sentences using proper punctuation and capitalization, writing using proper spelling (age appropriate/sight words), writing using main ideas and detail sentences, generating ideas for writing</p>

an author read aloud day		activities. Students will be engaged in writing opportunities to address narrative, informational, and opinion writing.
	3rd-5th	<p>Lucy Calkins frameworks and writing lessons in <i>Harcourt Storytown, My Access Writing Program</i> (5th grade) are used to support developing and proficient writers.</p> <p>Areas of Focus for 3rd-5th grade writing will be on narrative, informational, and opinion writing. A significant emphasis will also be put on coherently applying pieces of information in a graphic organizer and produce a coherent writing piece. This will occur in cross-curricular settings, focusing on citing text evidence. Focus and organization structure when writing paragraphs and longer pieces of writing will be an ongoing area of instruction.</p>
	6th-8th	<p>My Access Writing Program is used to assess and provide feedback to middle school writers. Teacher created resources and structures make up the majority of writing instruction at the middle school level.</p> <p>Areas of Focus-Intentional cross-curricular writing experiences have been woven into Units of Study because of a trend determined after formative assessments of students' writing. Students need instruction on focus, coherence, and organization. Students are also struggling with communicating their interpretations. Using a graphic organizer as a tool for citing text evidence and then writing a coherent, organized, deep piece of writing is an area of focus in all content areas. Middle school students will also focus on writing lengthier pieces to communicate their understanding and findings associated with their research.</p>

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

Appendix A3: McPherson Academic Support Plan as of July 12, 2013

Area of Academic Need	Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc)
-----------------------	----------	--

<p>-Decoding/Encoding -Comprehension -Critical Thinking -Information and literature texts -Foundational Skills -Responding to reading</p> <p>According to data analysis, 73% of Trumbull students are at or above proficient and 71% of McPherson students are at or above proficient in the primary grades (K-2).</p>	<p>2013 school year. McPherson's use of leveled reading materials will continue to strengthen literacy skills for our combined student populations.</p> <p>Students will be assessed through running records, checklists, portfolios and focus skills assessments throughout the year.</p> <p>Through guided reading, students will read a variety of genres at their instructional level. Teachers will address the needs of each student and provide the strategies needed to create lifelong readers and learners. Specific, Measurable, Attainable, Realistic and Timely (SMART) goals will continue to be implemented aligned with the Common Core Standards and will be reviewed at quarterly benchmarks to determine if adjustments to the students' instruction is needed. The Individualized Education Planning (IEP) Team via collaboration among special education and general education teachers will continue to determine students' readiness for increased time in the general education setting via inclusive models, such as team teaching.</p> <p>Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and 3D Text -Reading-Comprehension (TRC) will be used as a universal assessment given three times a year. The Reading 3D TRC assessment is administered to kindergarten, first and second grade students, three times a year, by the classroom teacher. The results represent the level of students' reading behaviors and their text comprehension. The lowest is far below proficient (red); below proficient (yellow); proficient (green); and above proficient (blue).</p> <p>Trumbull students will continue to excel through Daily 5, by fostering independence and allowing students to practice reading at their</p>	
---	---	--

	<p>independent levels as identified by TRC and Miscue Analysis. Guided reading instruction, through the use of our leveled book room, will provide the students with text, at their instructional levels, offering challenging non-fiction and fiction books.</p> <p>Students at far below proficient or below proficient, will be progress monitored bimonthly as determined by their TRC. A miscue analysis will be given to ensure that these students are on track to becoming successful readers. Students' needs identified will be addressed through Response to Intervention (RtI). In addition, support will be provided by our Reading Specialist.</p>	
<p>Reading 3-5</p> <p>According to the 2012 SCANTRON performance details, Trumbull and McPherson approached the National Average in Reading with Trumbull at 38.2% of student making expected gains and with McPherson's scores of 49.4% making expected gains. Trumbull and McPherson students will continue to demonstrate growth due to the collaborative efforts of the school, student and parent.</p> <p>ISAT performance results in 2011 and 2012, indicates that 74% of McPherson students met or exceeded the standards. On 2011, 67% of Trumbull students met or exceeded the standards. In 2012, 74% of Trumbull students met or exceeded the standards.</p>	<p>McPherson students in grades 3-5 will be participating in the Daily 5 management system. This structure helps students develop habits of reading, writing, and working independently. Daily 5 structures allows students to choose between Read to Self, Read to Someone, Listen to Reading, Work on Writing, and Work on Words. Students become accountable for their own learning as the teacher works with one or more students. Professional development and modeling will be ongoing.</p> <p>Students will be assessed through project based learning, portfolios, and skills assessments throughout the year.</p> <p>Teachers in grades 3-5 use formal assessments (i.e. NorthWest Evaluation Association NWEA) scores to create individual goals and develop guided reading groups. Within the guided reading groups, students will read a variety of genres</p>	

	<p>at their instructional level, and teachers will promote inquiry based critical thinking questions. This gives the teachers an opportunity to address the needs of each student and provide the strategies needed to create lifelong readers and learners.</p> <p>Response to Intervention (RtI) will address the needs of our diverse learners through two, 30 minute time periods a week for reading skills. This small group instruction, is in addition to individualized classroom instruction. Students will be placed in a tier as determined through data analysis. A variety of materials will be used including, but not limited to, the <i>Storytown</i> Intervention kit, Teacher Created Targeted Intervention kits, Reading A-Z, Raz kids, and other leveled materials. Students who are at or above Benchmark will have enrichment classes during this time. McPherson's Response to Intervention (RtI) is built into our daily schedule for 30 minutes for targeted academic support for all students. Twice a week is dedicated for math. Universal assessments and teacher input identify developmental needs. Teachers place students into tiered groups according to the specific skills that need to be mastered.</p> <p>The Supplemental Educational Services (SES) after-school program will continue at McPherson. Students with specific reading developmental needs will be tutored in a small group setting.</p> <p>During the 2013-2014 school year, McPherson's staff will tutor students before and after school. Students who are struggling with a particular reading concept identified through self-reflection or recommendation by a teacher may have the option to attend the extended day activities.</p>	
--	---	--

Reading 6-8

In the event that additional support is required, an individual remediation plan is implemented. Teacher parent conferencing will take place throughout the school year to support student learning at home as well as at school. Remediation plans are based on TRC, DIEBELS, NWEA, and ISAT results and teacher recommendation.

McPherson's **6-8 students** are in the International Baccalaureate Middle Years Program (**IB MYP**). Language A courses study the instrumental function of a language where listening, viewing, speaking, reading and writing skills are emphasized and literature, which encompasses a variety of periods and genres.

McPherson students in **grades 6-8** are using *The Language of Literature* series by McDougal Littell. This series provides classic and contemporary literature selections supported by skills instruction and practice in grammar and writing skills. The series also includes *The Interactive Reader* and *Bridges to Literature*. *The Interactive Reader* reinforces writing during reading and *Bridges to Literature* provides literature to less-proficient readers.

Teachers will use formal assessment scores to create individual learning goals and develop guided reading groups. Teachers will continue to use RtI and SES.

<p>Mathematics</p> <p>The Illinois State Board of Education has adopted new Math and English Language Arts standards for K-12 education known as the New Illinois State Learning Standards Incorporating the Common Core. The goal is to better prepare Illinois students for success in college and the workforce in a competitive global economy. ISBE plans to map all items on the 2014 ISAT reading and mathematics assessments to Common Core State Standards (CCSS). The reading and mathematics assessments will be composed entirely of items written to CCSS.</p> <p>Mathematics K-2</p> <p>According to the 2012 SCANTRON performance details, Trumbull and McPherson approached the National Average in Math with Trumbull at 44.8% of student making expected gains and with McPherson's scores of 54% making expected gains. Trumbull and McPherson students will continue to demonstrate growth as a result of the collaborative efforts of the school, student, and parent.</p> <p>Mathematics 3-5</p>	<p>McPherson's K-2 math curriculum is focused and coherent in order to improve achievement in the primary grades. McPherson and Trumbull's current math series, <i>Everyday Math</i>, helps students understand key concepts including number sense, counting addition and subtraction, place value understanding, shape recognition and measurement. <i>Everyday Math</i> continually returns to previously taught principles to reinforce key topics. Cooperative learning styles will be used to facilitate student learning and collaboration.</p> <p>McPherson's 3-5 math curriculum is focused and coherent in order to improve achievement. McPherson and Trumbull's current math series, <i>Everyday Math</i>, helps students understand key concepts including multiplication and division skills, understanding whole numbers as well as fractions, geometric measurement, analyzing patterns and relationships and solving complex word problems. The curriculum continually returns to previously taught principles to reinforce key topics. Cooperative learning styles will be used to</p>	<ul style="list-style-type: none"> • <i>Everyday Math</i> professional development for new teachers; series used at Trumbull • Staff, scheduling, data • technology budget • on-line program budget • assessment data analysis by teachers • vertical team planning • IB MYP PD for new teacher • Refine scope and sequence • Differentiated Instruction PD continued • Parent, teacher, student goals written to set expectations • CCSS PD • Unit Planning across the curriculum • <i>CryptoClub</i> materials • <i>Common Threads</i> materials • Purchase <i>Connected Math</i>
---	--	--

<p>Mathematics 6-8</p> <p>Our vertical IB MYP vertical team planning has determined that to continue increasing our math scores, project based learning needs to be incorporated. It has students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they're studying.</p>	<p>facilitate student learning and collaboration.</p> <p>McPherson's 6-8 students are in the IB MYP. Mathematics in the Middle Years Program aims to provide students with an appreciation of the usefulness, power and beauty of math. One aspect of this is the awareness that mathematics is a universal language with diverse applications. The Middle Years Program promotes an understanding of how cultural, societal and historical influences from a variety of cultures have shaped mathematical thought. Class focus on the 5 branches: number, algebra, geometry and trigonometry, statistics and probability, and discrete mathematics.</p> <p>To determine placement in the 8th grade Algebra Initiative class, 7th grade students and any new students entering 8th grade will take an algebra pretest. Students' MAP and Scantron scores will also be considered as well as teacher feedback. Students in the Algebra Initiative class use <i>Chicago Mathematics Education Project (CME)</i>. McPherson has two teachers who are state qualified to teach the Algebra Initiative..</p> <p>McPherson's 6-8 grade math series is <i>Math Advantage</i>. Students learn math concepts, practice and review, and then assess. To increase algebraic thinking, more emphasis is being placed on pre-algebra. Cooperative learning styles will be used to facilitate student learning and collaboration.</p> <p>Students will be assessed through project based learning, portfolios, and skills assessments throughout the year.</p>	
---	---	--

	<p>In order for both math series to continue to be successfully implemented, teachers will attend professional development during the summer and continue with professional learning throughout the school year.</p> <p>Diverse learners who have been identified and receiving specialized services will receive accommodations and modifications as required per individual need. SMART goals will continue to be implemented aligned with the Common Core Standards and will be reviewed at quarterly benchmarks to determine if adjustments to the students' instruction are needed to keep on track with increased expectations of higher level learning. The IEP Team via collaboration among special education and general education providers will continue to determine students' readiness for increased time in the general education setting via inclusive models, such as team teaching.</p>	
<p>School-wide Mathematical Practices</p> <p>According to the 2012 SCANTRON performance details, Trumbull and McPherson approached the National Average in Math with Trumbull at 44.8% of student making expected gains and with McPherson's scores of 54% making expected gains. Trumbull and McPherson students will continue to demonstrate growth as a result of the collaborative efforts of the school, student, and parent.</p> <p>The ISAT overall math performance for Trumbull students in the 2011 school year was at the 73% met or exceeded. The overall math ISAT performance for McPherson students in the 2011 school year was at the 82% met or exceeded. In 2012, Trumbull's overall math performance was at the 76% met or exceeded. In 2012, McPherson's overall math performance was</p>	<p>McPherson students (K-8) use <i>Study Island</i>, a standards-based assessment, instruction, and test preparation e-learning program. Students have been given login information for independent learning on <i>Study Island's</i> math component. Teachers incorporate the math portion to meet the individual needs of diverse learners in RtI and within their math curriculum. McPherson's technology coordinator will provide new students and teachers their account information in August 2013.</p> <p>In the Fall of 2013, McPherson will implement <i>CryptoClub</i>. Cryptography, the science of secret messages, is an intriguing Science Technology Engineering Math (STEM) topic and an important application of mathematics. 2 teachers will be trained in June. This</p>	

<p>at the 79% met or exceeded.</p> <ul style="list-style-type: none"> -Align Common Core State Standards (CCSS) with curriculum in place -Make sense of problems and persevere in solving them -Reason abstractly and quantitatively -Construct viable arguments and critique the reasoning of others -Model with mathematics -Use appropriate tools strategically -Attend to precision -Look for and make use of structure -Look for and express regularity in repeated reasoning 	<p>after school program for 5-8 grade students will help students increase their algebraic thinking.</p> <p>Throughout the 2013-2014 school year, McPherson will partner with <i>Common Threads</i>, a community based organization that has developed a variety of in-school and after-school programs for 3rd-5th grade students engaged in curriculums centered on health and nutrition. Mathematics is going to be incorporated in the curriculum through recipes, gardening, nutritional labels to name a few math connections. The activities are fun, interactive and promote healthy eating habits.</p> <p>The SES after-school program will continue at McPherson. Students with specific mathematical developmental needs will be in structured tutoring in a small group setting.</p> <p>McPherson's RtI is built into our daily schedule for 30 minutes for targeted academic support for all students. Twice a week is dedicated for math. Universal assessments and teacher input identify developmental needs. Teachers place students into tiered groups according to the specific skills that they need to master.</p> <p>During the 2013-2014 school year, McPherson's committed staff will tutor students before and after school. Students that are struggling with a particular math concept identified through self-reflection or recommendation by a teacher may utilize this service.</p> <p>In the event that additional support is required, an individual remediation plan is implemented. Teacher -parent conferencing will take place throughout the school year to support</p>	
---	--	--

	<p>student learning at home as well as at school. Remediation plans are based on NWEA and ISAT scores and teacher recommendation.</p>	
--	---	--

Writing K-2

Primary writing assessment is teacher driven and teachers at McPherson have a well thought out comprehensive assessment plan that is based on the foundation of the Lucy Calkins workshop model. In addition to the use of rubrics, teachers use data collection during conferring and conference sessions with students.

Based on our data our goals are to develop a cohesive plan for writing that include stretching the thought concept; generalizing writing in content area; including analytical writing; learning to write to communicate for a variety of purposes; compose well-organized and coherent writing for specific purposes and audiences and communicate ideas in writing to accomplish a variety of purposes

Writing 3-5

Writing scores at Trumbull and McPherson are either identical or adjacent in the last two years of standardized testing for **grades 3 - 8**. In 2009 both Trumbull and McPherson had 57% of students met or exceeded state standards in Writing as measured by the ISAT. In 2010, Trumbull had 66% of students meeting or exceeding state standards and McPherson had 67% meeting or exceeding in writing.

Of the 68 students who have tested ACCESS, in the last two school years, the area of writing indicates that 91% of all students increased writing skills

Although Lucy Calkins writing workshop is not grade based, rubrics are used reflecting an increase in volume, idea development and overall student stamina.

Both schools have previously participated in the *CPS Writing Workshop* initiative that was connected to Harcourt series textbook adoption. *Lucy Calkins Writing Workshop* model encourages students to generate ideas for writing as well as increase writing stamina and become risk-takers. During the summer of 2012, Teacher Leaders from both schools participated in a series of unit writing sessions in preparation for the 2013 classroom implementation of *Writing Workshop* in all grades. In addition both Trumbull and McPherson contributed to the monthly Ravenswood Ridge Writing Workshop Common Core Study groups where they learned, discussed, and shared thoughts and philosophies regarding the structure of writing workshop; the role of conferring in the workshop model; assessment of writing; and various other group selected and peer presented topics.

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.

Students will receive individual instruction through writing conferences, will also provide various writing strategies to meet the needs of our diverse learners.

Both schools have previously participated in the *CPS Writing Workshop* initiative that was connected to Harcourt series textbook adoption. *Lucy Calkins Writing Workshop* model encourages students to generate ideas for writing as well as increase writing stamina and become risk-takers. During the summer of

- *Lucy Calkins Writers Workshop*
 - PD
 - Purchase Lucy Calkins books
 - on going professional development and modelling
- Refine scope and sequence
- vertical team planning
- Differentiated Instruction PD cont.
- Parent, teacher, student goals written to set expectations
- CCSS PD
- IB MYP PD for new teachers
- Unit Planning across the curriculum

Writing 6-8

Writing scores at Trumbull and McPherson are either identical or adjacent in the last two years of standardized testing for **grades 3 - 8**. In 2009 both Trumbull and McPherson had 57% of students meeting or exceeding in writing and in 2010, Trumbull had 66% of students meeting and McPherson had 67% meeting or exceeding in writing.

2012, Teacher Leaders from both schools participated in a series of unit writing sessions in preparation for the 2013 classroom implementation of *Writing Workshop* in all grades. In addition both Trumbull and McPherson contributed to the monthly Ravenswood Ridge Writing Workshop Common Core Study groups where they learned, discussed, and shared thoughts and philosophies regarding the structure of writing workshop; the role of conferring in the workshop model; assessment of writing; and various other group selected and peer presented topics.

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.

Both schools have previously participated in the *CPS Writing Workshop* initiative that was connected to Harcourt series textbook adoption. *Lucy Calkins Writing Workshop* model encourages students to generate ideas for writing as well as increase writing stamina and become risk-takers. During the summer of 2012, Teacher Leaders from both schools participated in a series of unit writing sessions in preparation for the 2013 classroom implementation of *Writing Workshop* in all grades. In addition both Trumbull and McPherson contributed to the monthly Ravenswood Ridge Writing Workshop Common Core Study groups where they learned, discussed, and shared thoughts and philosophies regarding the structure of writing workshop; the role of conferring in the workshop model; assessment of writing; and various other group selected and peer presented topics.

Both schools are very similar in their approach and philosophy of writing workshop and there is confidence that these well established practices will

	<p>continue to thrive seamlessly and continue to impact all students.</p> <p>Diverse learners who have been identified and receiving specialized services will receive accommodations and modifications as required per individual need. SMART goals will continue to be implemented aligned with the Common Core Standards and will be reviewed at quarterly benchmarks to determine if adjustments to the students' instruction need to be made to keep on track with increased expectations of higher level learning. The IEP Team via collaboration among special education and general education providers will continue to determine students' readiness for increased time in the general education setting via inclusive models, such as team teaching.</p> <p>Individual remediation plans will be in place to support student learning at home, as well as, in school.</p> <p>McPherson's 6-8 students are in the IB MYP program. Written communication encompasses all aspects of reading and writing. Writing allows McPherson students to develop, organize and communicate thoughts, ideas and information. IB MYP students are developing writing skills in the following genres: essay (literary, argumentative, persuasive or analytical); creative writing; and written personal responses.</p>	
--	--	--

<p>Social Science/Humanities</p> <ul style="list-style-type: none"> -Globalization (IB) -Literacy via content area -Political systems -Economics -History -Geography -Social Systems 	<p>McPherson's 6-8 students are in the IB MYP program. The McDougal Littell series is used with the 7-8 grades. Humanities classes challenge students to look beyond their understanding of their immediate time, place and culture. The focus is on five strands: human systems and economic activities, social organization and culture, continuity and change through time, human and natural environments, and resources and the environment. Students are encouraged to make connections to what is learned to real life situations.</p> <p>McPherson's 1-3 grades use the Houghton Mifflin series.</p> <p>McPherson's 4-6 grades use the Houghton Mifflin series.</p> <p>Students will be assessed through project based learning, portfolios, and skills assessments throughout the year.</p> <p>Diverse learners who have been identified and receiving specialized services will receive accommodations and modifications as required per individual need. SMART goals will continue to be implemented aligned with the Common Core Standards and will be reviewed at quarterly benchmarks to determine if adjustments to the students' instruction need to be made to keep on track with increased expectations of higher level learning. The IEP Team via collaboration among special education and general education providers will continue to determine students' readiness for increased time in the general education setting via inclusive models, such as team teaching.</p> <p>McPherson's teachers use</p>	<ul style="list-style-type: none"> • Incorporate more novels and primary sources into the social studies curriculum • Teacher PD • Refine scope and sequence; align to standards • vertical team planning • Differentiated Instruction PD cont. • Parent, teacher, student goals written to set expectations • CCSS PD • IB MYP PD for new teacher • Unit Planning • <i>Lawyers in the Classroom</i> PD • <i>Chicago Metro History Fair</i> PD with a coach; funding pending • <i>Junior Achievement</i> program • Career Night • Unit Planning across the curriculum
--	---	---

	<p>supplemental materials and resources to enhance the social science curriculum. Field trips enhance the curriculum as well as guest speakers that are brought in. Novels are used also to supplemental specific themes in history.</p> <p>Two teachers have been trained through the <i>Constitutional Rights Foundation Chicago</i>. This results in a partnership called <i>Lawyers in the Classroom</i>. Lawyers work with 7th and 8th grade classrooms helping them understand constitutional rights and responsibilities.</p> <p>This coming school year, the 6th-8th grade students will participate in the <i>Chicago Metro History Fair</i>. At this present time, a grant application is pending. If funding comes through, McPherson will receive a coach that will support staff and students. The coach will provide professional development on-site. Summer professional development is offered and 2 teachers will be attending. This program inspires students' interest in history and works to improve history education in middle grades and high school.</p> <p><i>Newark-In-One</i> partners with McPherson. The <i>Junior Achievement</i> program is offered to K through 8 grades. <i>Junior Achievement (JA)</i> empowers young people to own their economic success. Volunteers come in and foster work-readiness, entrepreneurship and financial literacy skills, and use experiential learning to inspire students to dream big and reach their potential.</p>	
--	--	--

	<p>they develop critical-thinking and problem-solving skills.</p> <p>The 6 -8th grades use the Prentice Hall curriculum which is enhanced by teacher generated labs to support components. The teachers have also established Museum Partnerships to support hands-on lab experiences. Cooperative learning classrooms are encouraged to facilitate student learning and collaboration.</p> <p>Students will be assessed through project based learning, portfolios, and skills assessments throughout the year.</p> <p>McPherson has decided to to adopt the <i>Full Option Science System (FOSS)</i> program for the coming 2013-2014 school year to bridge the transition for the incoming 3 - 8th students. Trumbull has incorporated <i>FOSS</i> and according to data, there has been an increase in student performance. Implementing <i>FOSS</i> at McPherson will provide a continuation for Trumbull students and as well as new curriculum based on NGSS that will lead to upward trends and student performance.</p> <p>In order for the <i>FOSS</i> program to be successfully implemented, teachers will attend professional development during the summer and continue with professional learning throughout the school year.</p>	
--	--	--

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

Appendix B1: Chappell Social Emotional Support Plan as of July 12, 2013

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming	Rubric Alignment
1 Continued implementation of Positive Behavior Interventions and Supports (PBIS), a framework for using evidence-based behavioral interventions with students. Faculty leaders to attend refresher training.	H, I, L, N, D
2 Continued implementation of <i>Project Wisdom</i> , Chappell's K-8 character education program.	H, J
3 K-8 implementation of " <i>Second Step</i> " program, a universal, classroom-based curriculum designed to decrease problem behaviors, increase students' school success, and promote social-emotional competence and student self-regulation. Materials ordered by 7/2013 and teacher professional development provided during opening meetings 8/20, 8/21 and 8/22/2013.	H, J, N
4 Increased use restorative practices (involving all participants to identify what happened, describe how it affected everyone, and find solutions to make things right). Faculty and administration to attend professional development by 7/1/2013. Teacher professional development provided during opening meetings 8/20, 8/21 and 8/22/2013.	H, I, K, N
5 Assign a "Transition Buddy," (successful Chappell students) to each incoming Trumbull student to support integration and student-specific social-emotional needs. Use Playworks community partner to support specific buddy activities, focused upon positive social interactions and conflict resolution.	A, B, C, E, F
6 Implement the GREAT program in grades 5-6-7 with support from the Chicago Police Department. Gang Resistance Education And Training (GREAT) is an evidence-based, effective gang and violence prevention program.	B, J, L

Support

Continued implementation of Positive Behavior Interventions and Supports (PBIS), a framework for using evidence-based behavioral interventions with students. Faculty leaders to attend refresher training.

K-8 implementation of “*Second Step*” program, a universal, classroom-based curriculum designed to decrease problem behaviors, increase students’ school success, and promote social-emotional competence and student self-regulation. Materials ordered by 7/2013 and teacher professional development provided during opening meetings 8/20, 8/21 and 8/22/2013.

Continued implementation of *Project Wisdom*, Chappell’s K-8 character education program.

Increased use restorative practices (involving all participants to identify what happened, describe how it affected everyone, and find solutions to make things right. Faculty and administration to attend professional development by 7/1/2013. Teacher professional development provided during opening meetings 8/20, 8/21 and 8/22/2013.

Assign a “Transition Buddy,” (successful Chappell students) to each incoming Trumbull student to support integration and student-specific social-emotional needs. Use Playworks community partner to support specific buddy activities, focused upon positive social interactions and conflict resolution.

Implement the GREAT program in grades 5-6-7 with support from the Chicago Police Department. Gang Resistance Education And Training (GREAT) is an evidence-based, effective gang and violence prevention program.

Plan for providing targeted interventions to struggling students:

Partnership with Alternatives, Inc. and/or other social service provider as needed with individuals or small groups of students

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

Playworks, Chicago Police Department, Alternatives

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

Faculty members will attend additional PBIS, restorative practices, Second Step and Playworks training

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

We do not anticipate major problems between students, but we will address any concerns as they arise through PBIS, the CPS Code of Conduct, Restorative Justice.

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

Appendix B2: McCutcheon Social Emotional Support Plan as of July 12, 2013

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming
1. Introducing --Welcome to McCutcheon Open House with Trumbull Families, Penpals, FunFest
2. Informing-- Early Enrollment Days, Parent Workshops, Bilingual Parent Meeting.
3. Welcoming -- Student Ambassadors, McCutcheon Mustang Mentors, Administrators Visit Trumbull Classrooms, Welcome Dinner, and Parent Conferences.
<p>4. Engaging -- Camp McCutcheon-- Sweet Home McCutcheon - July 1-July 25, 2013, Student Showcase, Movie Night.</p> <p>Camp McCutcheon---Sweet Home McCutcheon:</p> <p>The McCutcheon transition team believes it is important cultivate relationships with our new students. It is our hope to spend our transitional funding to scaffold opportunities for students to connect with adults. Through literacy, mathematics, art, and team building students will build relationships with faculty and peers. In addition, each classroom will host two Golden Apple Scholars who will travel with students from activity to activity. Golden Apple Scholars will also assist with assessment and progress monitoring. Throughout the program students will take field trips and travel around the Uptown neighborhood, neighborhoods across the city, and celebrate "Sweet Home McCutcheon." These field trip opportunities will help students feel connected to the neighborhood and their new school.</p>
<p>5. Preparing: Welcoming Week -- 3-Day Orientation for student, family, and staff. August 5,6, & 7, 2013.</p> <p>Student Orientation:</p> <p>We will have three days of orientation for our students. Students and parents are welcome to attend one of the three days. During their visit, students will participate in "Getting to Know You" activities, scavenger hunt, and a brief skills assessment. The assessment will provide baseline data for progress monitoring.</p>

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

<p>Structured Positive Behavior Support School Climate strategy and SEL Curriculum:</p> <p>Second Step Curriculum- resources and training completed by most staff and utilized on an individual basis.</p> <p>PBIS: Model Mustangs are given to students who are modeling positive behavior.</p> <p>Sensitivity Training: Eighth grade students are going to lead activities in regards to sensitivity of differences. Eighth grade students will promote acceptance of differences through literacy by reading books such as, <i>My Friend Isabelle</i>. In addition eighth graders will lead discussions and activities for younger students.</p>
--

Through the transition, students are going to mentor new students. McCutcheon Mustang Mentors will act as ambassadors and advocates for new students.

Plan for providing targeted interventions to struggling students:

WE BELIEVE STUDENTS GIVE US PERMISSION TO TEACH THEM. In order to get permission from students, trust is built between the teacher and student. We prioritize the need for students to be instructed in a caring environment.

Within first two weeks of school, every classroom is visited by counselor and administrator. During Camp McCutcheon and orientation all students will be assessed. Students will be placed in small groups based on skill level. Through Response to Intervention teachers work with students on RTI score band skills. Weekly teachers will assess through progress monitoring. Within the general setting, McCutcheon teachers provide large and small group instruction. Differentiation is provided within instructional strategies such as guided reading.

Within the classroom, Second Step Curriculum is delivered during breakfast. This is an opportunity for students to interact with teachers and build relationships informally.

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

Community School Initiative (SGA)	DePaul University
Alternatives	Buttercup Advisory Council
Boys and Girls Club of Chicago	Writer's Theater
Golden Apple	Scholars Salvation Army Shelter
Cornerstone Shelter	Apna Ghar Shelter
Heartland Health Centers	Baker and McKenzie
Boston College Cares	Mercy Home
MIKVA Challenge	Christopher House
Territory Project	Southeast Asia Center
C4	Constitutional Rights Foundation of Chicago: Action Based Communities
46 th & 48 th wards	Margate Block Club
Writer's Theater	Latin School of Chicago
Friends of the Park	Columbia College: Louis Armstrong Legacy
Jazz Institute	Loyola University: EC and ELL
Northwestern University	Chicago Symphony

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

Service learning
Grade Level Student Ambassadors
Middle School Leadership roles
Model Mustangs
Pay it back positive behavior intervention

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

We have an open door policy for students to come into the counselor's office. Through an intervention interview it will be determined if an issue is a conflict or crisis.

If it is conflict- talk to student, call parent and assign an intervention. Should a student be in crisis, counselors will be contacted. Should a student have homicidal or suicidal ideation, SASS or 911 will be called. If the student is not in immediate harm, SASS or DCFS can be contacted. Call parent and refer to outside agency.

School-wide behavior strategy

Our school currently uses a school-wide positive behavioral intervention support (PBIS) strategy called the Model Mustang Method. We implemented this strategy at the beginning of the school year 2011--2012, thus we have been using this method for approximately 2 years. Through PBIS students earn Model Mustang tickets. These tickets are placed in a monthly raffle for prizes such as lunch with the principal, class movie /treat, and gift certificates. Students enjoy celebrating their PBIS Model Mustang awards with classmates. We allow students to share their reward with their peers. For example when students win lunch with the principal, they get to bring with two of their friends. Students are usually more excited to share with a peer than to win for them.

We always refer to our school as a family. McCutcheon looks forward to accepting new family members, both students and teachers, into the fold. Through professional development, we intend to share our program methods with our new teachers. In addition, we are sending a team to a PBIS refresher course in order to collaborate with other schools from across the city.

School-wide expectation

Our school has the school wide expectation of being a model citizen. We discuss the characteristics of a model citizen and what it means to be a model citizen. Students are also expected to wear a uniform to school daily. In addition, students are expected to conform to the CPS Uniform Discipline Code.

Behavior team

We have a team that meets around behavior. Established in 2011, the PBIS team promotes positive behavioral interventions for students. The team meets monthly with the intervention team to discuss strategies, progress, changes, etc. The dean and the counselor meet more frequently to discuss concerns that should be dealt with immediately.

- x Staff consistently follows through on school-wide behavioral expectations and procedures with all students
- x Staff consistently provides students appropriate, specific feedback based on their actions
- x Staff teaches student expectations through explicit instruction, modeling, and monitoring
- x Students can clearly articulate and follow school-wide expectations and procedures
- x Students consistently follow school-wide expectations and procedures

Notes: The school wide implementation plan is a daily part of our school with all people involved. We have high expectations for all stakeholders' positive behavior in our school across all areas.

<p>Behavior positively reinforced: Positive Behavioral Supports</p> <p>We use our Model Mustang Method to positively reinforce behavior. Each student “caught” behaving in a positive way or individual classrooms as a whole are randomly given Model Mustang tickets to place in a ticket box. All faculty members in the building distribute these tickets. At the end of each month, a drawing is held and students or classrooms receive prizes or incentives. Prizes include donated gift cards, class pizza party, lunch with the principal, etc. Each teacher also uses his or her own classroom behavior incentives to praise good behavior. The names of the students and classrooms are announced over the intercom.</p>
<p>Occasionally, some students do not follow behavioral expectations. They are given warnings to correct their behavior. A discussion takes place to find out why the student is acting this way and how he/she can correct the behavior. Consequences are discussed if the behavior continues. If the behavior still continues the teacher makes a parent phone call. If the behavior still continues, the student is sent to the Dean of Students who initiates other interventions. Possible consequences include a meeting with the parent, detention, in school suspension, or out of school suspension. Teacher also can refer students for intervention services. Counselor and administration receive referrals and determine if outside support is necessary in assisting the child with being successful.</p> <p>Teachers: The teachers are teaching behavioral expectations by discussing and reinforcing the school wide rules. They also use classroom management charts, compliment clips, and other incentive strategies to reinforce the behavior. The teachers pass out Model Mustang tickets to reinforce positive behavior.</p>
<p>Social Emotional Learning (SEL) The students in our school are being supported with social emotional learning by using the Second Step program and the Calm Classroom techniques. Each home room teacher uses these programs to identify ways to deal with real life situations. Calm Classroom teaches students ways to relieve stress.</p>
<p>Tier 2/3 -For Tier 2/3 we have supports in place. McCutcheon’s social worker and counselors provide counseling both individually and in groups. For tier 2 it is provided in a small group setting and for tier 3, it is provided individually for each student. Individual behavior plans are created for tier 3 students. We provide parent/student contracts as well. As stated previously, follow-up agency referral might be necessary in some cases.</p>

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

Appendix B3: McPherson Social Emotional Support Plan as of July 12, 2013

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming
<ol style="list-style-type: none"> 1. Welcoming Kit: T-Shirts with McPherson Logo, pencil, lanyard, folder, and wristband in a tote; June 6 and August 24 2. Student Agenda in August. 3. Monthly Parent Sessions starting in September 4. August 24 Back-to-School Picnic: Scavenger Hunt around the building to learn more about sights and sounds of McPherson 5. Meet and Greet with Teachers at Open House week of August 26; Envelope to student with Pen Pals, FAQ sheet, McPherson Brochure, „McPherson at a Glance and Invite to Talent Show; May 31 6. Peer Guidance/Assistance Program (linking students to more seasoned McPherson student ambassadors); week of August 26 7. Welcoming Dinner on June 11th; hand out Welcoming kits and student ID numbers for RAZ Kids; Invite to Trumbull by June 3rd. 8. Plans to update web-site with pictures of staff and short biography to help new-to- school students and parents to familiarize them with McPherson staff

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

Structured Positive Behavior Support School Climate strategy and SEL Curriculum (Note: if a curriculum is not in place, your school will work with the Positive Behavior Support Department to implement one):

We currently participate in:

- OLWEUS School Wide Bullying Prevention Program to help reinforce a positive school climate
- School Wide Character and Career Development Program
- International Baccalaureate Middle Years Program (6-8)
- School Campus Development Project: Learning Community Kitchen Garden, Track and Field, Playground, Picnic Area, Dog Run. We are working on funding sources within the community(local and state level) to support this project. We will be working with the State of Illinois Dept of Commerce and Economic Opportunity with 7th District Sen. Heather A. Steans via the DCO Grant, with Alderman Pawar's assistance via local funds, with funds from the Developers of the Mariano' Project on Lawrence Ave, and funding via the Open Lands Grant.

We are interested in:

- PBIS Training/Foundations; have sent staff to training
- Second Step Training
- Calm Classroom; professional development set for Fall 2013
- Chicago Police Department G.R.E.A.T. program set for Fall 2013 to address safety needs (6-8)

Plan for providing targeted interventions to struggling students:

- Teachback plans to teachers focusing on professional development
- Referral to school based supports (social workers, counselors, psychologists)
- Referral to outside agencies: C4(Community Counseling Centers of Chicago), Advocate Illinois Masonic
- Rainbow Grief program to assist small groups of students that may struggle with the school closing/transition

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

- Hazeldon: OLWEUS Bullying Prevention Program
- C4
- Hospitals: Advocate Illinois Masonic Hospital, Chicago Lakeshore, St. Elizabeth's
- Illinois Eye Institute
- Friends of McPherson
- Alderman Pawar's 47th Ward Office
- Newark In One
- Luster Learning Institute (Calm Classroom)
- Play In A Book - an initiative that is in place at Trumbull that will be implemented at McPherson

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

- IB Learner Profile classes that develop character and global citizenship
- We have been implementing the practices of Restorative Justice, peer mediation, conflict resolutions
- In conjunction with the philosophy of IB, students participate in service learning via community and service
- Student Council
- McPherson Student Ambassadors

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

McPherson will adhere to the CPS Crisis Manual and Emergency Management Plan.

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

Appendix C1: Chappell Cultural Integration Plan as of July 12, 2013

Date/date range	Activity	External Support Needed?	Rubric Alignment
8/16/2013	Chappell Family Picnic and Movie Night in Winnemac Park with community-based partner, Chicago Park District. All faculty members, including those joining Chappell from Trumbull, will be invited and encouraged to attend via postcards, phone calls and school marquee. Spanish translation available.	Funding; Park District cooperation with movie event already in process	A, B, C, D, E, F
Early August	Orientation for all eighth graders (including ELL's and diverse learners) to address issues related to expectations, academic/social events in eighth grade, including the high school application process. New teachers introduced. Letters are sent to all students inviting them to attend (English/Spanish) and follow-up phone calls are made home to those that do not RSVP. Spanish translation available.	None	A, C, D, E, F
8/5/2013	Transition plan finalized, all faculty and staff invited to and advised of activities via summer letter sent to employee homes/email.	None	D
8/20/2013 8/21/2013 8/22/2013	Playworks staff to engage all faculty in team building activities as part of Playworks orientation/training.	Playworks	B, D, N
8/20/2013	Welcome Back Faculty/Staff Potluck to support integration and team-building.	Funding	D
9/2013	Back-to-School Curriculum Night (Family Dinner, No Child Left Behind Annual Meeting). Spanish translation provided. New faculty members introduced.	Funding Friends of Chappell	A, B, W
10/2013	Family Fall Carnival	Friends of Chappell Funding	A, B, C, E, F
2/2014	Family Valentine Dance, sponsored with cooperation of community partner "May I Have This Dance?"	Friends of Chappell Funding "May I Have This Dance?"	A, B, C, F

Date/date range	Activity	External Support Needed?	Rubric Alignment
5/2014	Spring family event	Friends of Chappell Funding	A, B, C, F

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

Appendix C2: McCutcheon Cultural Integration Plan as of July 12, 2013

Mid April-Mid May: Student and Staff Introductory Activities

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
May 11th, 2013	McCutcheon Family Fest 12-3pm	
April 13th and 20 th	Park Clean-Up Buttercup and Margate Field	
May 2013	Alderman Game Night in Park. Movie in the park	
May 6 & June 19, 2013	Parent Workshops (PAC)	
May 15th	Intervention Transitional Meeting with a our community partners.	
May-June 2013	Collaboration and curriculum alignment.	Budget allocation for teachers.
May-July 2013	McCutcheon -Trumbull Pen Pals	
May-June 2013	LBS1s will visit diverse learner classrooms at Trumbull to familiarize themselves with the students, classroom procedures and routines, and classroom environment.	Budget allocation for substitutes.
May-June 2013	Share the student handbook with new students with a note from our children welcoming them.	
May 2013	Design a spirit shirt. Gift it to the students.	

June - August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
July 1-25, 2013 M-Th	Camp McCutcheon: "Sweet Home McCutcheon"	Budget allocation for teacher ESP pay

June 6 th	Open House 5:30 until 7 pm	Teachers will get paid. Light food to be served for guests
June-July-August	Yoga Nights- Alderman Summer Nights	
June 20 th	Welcome Assembly & Parent Dinner	
August 5, 6, & 7.	3 day Orientation: Team building activities, parent and student engagement.	3 days with teacher pay allocation
June-July-August	Open Houses	3 day teacher pay allocation

Parent / Community Relationships

Areas for improvement to prioritize:

This year we have made great strides in respect to parent/community involvement. In this next year, we hope to increase our collaborative involvement with parents. In addition, we are hoping to increase our already planned parent programming. Our parents are eager to collaborate with the incoming parents from Trumbull in creating an environment inclusive of both school cultures.

Ideas/next steps in improving prioritized areas:

The next steps are: Recruit new LSC members and develop strong parent and community relationships. Increase the number of our parent volunteers . Analyze our diverse population to ensure communication is communicated in multiple languages. In addition, we are restructuring our Parent Advisory Council to encompass more voices. Furthermore, we are embedding even more parent activities to our after school program.

At the end of SY 12-13

Written communication will be in many forms. McCutcheon utilizes its marquee, community bulletin board, and website to consistently announce upcoming events. Individual letters, flyers, and a monthly newsletter are used to deliver information directly to parents. Parents will also will be surveyed at events to respond to questions and concerns or provide needed information quickly to all.

During the summer...(written communication)

McCutcheon will continue to utilize its marquee, community bulletin board, and website to share information. Incoming students and their parents will be sent personalized letters and postcards with registration and events information. Flyers and posters will be posted on school windows. A weekly newsletter will be sent home with students attending Camp McCutcheon during July.

At the beginning of SY 13-14...(written communication)

Written communication will continue be in many forms. McCutcheon will utilizes its marquee, community bulletin board, and website to consistently announce upcoming events. Individual letters, flyers, and a monthly newsletter are used to deliver information directly to parents. Flyers and posters will be posted on school windows. Parents will receive an updated Parent-Student Handbook and progress reports at the end of the 5th week of school.

At the end of SY 12-13 (In-Person Events)

McCutcheon is hosting an open house, a welcome dinner, and an early registration with personal interviews to meet and greet parents and families. Invitations go out to parents to attend Parent Advisory Committee (PAC), Bilingual Advisory Committee (BAC), and Local School Council (LSC) meetings. Movie night and clean-up days in the park are planned in conjunction with the Alderman and a community garden project with Afterschool Matters (ASM) will bring people together.

During the summer (in-person events)

Camp McCutcheon will be open to incoming students and will conclude with a Showcase performance by the campers for parents. Students, parents, and the community will continue to be engaged in supporting the community garden project with ASM. A Welcome Week in August will bring parents, children, and teachers new to McCutcheon to an orientation in preparation for the opening of school.

At the beginning of SY 13-14. (in-person events)

McCutcheon will host an Open House in the first quarter of the school year for families to engage and learn about what is happening in classes so far. A parent volunteer meeting will be held to identify and encourage parents that would like to serve the school in various ways which will be followed with volunteer trainings to get the most from their experience. Bilingual Advisory Committee Meeting and Parent Advisory Committee meetings will create venues for parents to receive information and training and provide assistance to the programs and needs of the school.

Welcoming school plans to develop on going communication with parents (sy13-14 year long plans)?

McCutcheon understands that communication is an essential element for meeting the academic and social-emotional needs of students. McCutcheon will continue to utilize its marquee, community bulletin board, and website to consistently announce upcoming events. Individual letters, flyers, and a monthly newsletter will be used to deliver information directly to parents. Whenever possible correspondence will be made in both English, Spanish, and Vietnamese. Parents will also be surveyed at report card pick-up and PAC and BAC meetings to gather valuable information. The school will also use recorded and personal phone calls, as well as yard signs to make information available.

Gather concerns/feedback

The school will gather concerns/feedback from parents and community members by hosting meetings during the summer to facilitate the transition process. Parents and community members will have the opportunity to share their concerns and provide input in creating the new culture. Furthermore, we are hosting an interview process with every incoming family. Should a child have an Individualized Education Plan, staff will read the document with the family and respond to any and all concerns.

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

Appendix C3: McPherson Cultural Integration Plan as of July 12, 2013

Cultural Integration Activities

Mid April-mid May: Student and Staff Introductory Activities

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
End of April	Welcoming schools will share school websites with Trumbull Principal who will then publicize around the school	
Early May – Early June	<p>Pen Pal letters were written from children at welcoming school to Trumbull students. These letters will be sent to students with McPherson informational text.</p> <p>Visit Cluster Programs to assist in transition.</p>	Names of Trumbull students that are slated to come to McPherson School.
May - June	<p>School Tours May 31 June 4 at 8:30 June 6 June 11 at 8:30</p> <p>Web-site up with picture of staff and short bio.</p>	<p>Network provides updates; network liaison to deal with specific Trumbull questions; Trumbull liaison to become McPherson expert</p> <p>No cost</p>
May 24, 2013 9:30 or 1:30	Invite Trumbull students to our <i>Cinderella</i> school performance	

June-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
June 6, 2013	Cluster Teachers, counselor, and principals classroom	Contact Trumbull and Network official for visit.

June 6 @ 6:00	Invite Trumbull students to our <i>Student Talent Show</i> school performance	
June 11, 2013 @5:00 PM	An invitation to a dinner with Trumbull students and parents along with McPherson staff, community and McPherson students Ambassadors was delivered. After dinner, tours were given.	Welcoming packet will include: t-shirt, wristbands, pencils, folders, lanyards, school information and tote bag.
June 19, 2013 1-2 June 20, 2013 3-4 June 21, 2013 5-7 @ Winnemac Park and McPherson	Invite Trumbull students to participate in our Field Days; Softball, soccer, long jump, broad jump, bean bag toss, bouncing ball hop races, capture the flag, hula hoop races, etc...	Buses; Field Trip Permission Slips; Chicago Park District permit and fee
July 29 and July 30 or August 14 and 15 9:00- 1:00 at McPherson	Professional development for current and future staff All teachers will receive a book titled <i>Motion Leadership: The Skinny in Becoming Change Savvy</i> : To develop teacher leaders that will help transition in the classroom, and work with peers, to establish classrooms where change and acceptance take place.	Hourly rates for professional development
August 14 and 15 1:00-4:00 at McPherson	Professional Development for OBPP: OLWEUS Bullying Prevention Program	Hourly rates for professional development
August 2013	Professional Development for “Calm Classroom”	Outside Resources Budget Cost \$8,000
October 2013 - June 2014	Monthly Parent Workshops	\$2000
August 24 from 12:00 to 3:00 PM McPherson Playground	<i>McPherson Community Picnic</i> McPherson families, community partners and incoming students will all be welcomed to share an afternoon picnic.	DJ to provide musical entertainment/sound system(Disney Radio); paper plates, eating utensils, 5-50 gallon juice coolers; security; tables and chairs; port-a-pots; garbage bins; Alderman Pawar and O’Connor back-to-school bags; scavenger hunt of McPherson
September 2013	Students in grades K through 3 will be reading <i>Owen</i> by Kevin Henkes and <i>Wemberly Worried</i> by Kevin Henkes. This book will help students understand the struggle that new students face entering a new school.	Classroom set of books that will rotate between K-3 classrooms.
September - November 2013	Students in grades 4-8 will read <i>Wonder</i> by R. J. Palacio - a book about a boy born with a facial deformity that will start a new school and students learn how hard that can be. This book will help students understand the struggle that new students face entering a new school.	Each student will receive a copy of the book.
October-December 2013	Urban Gateway Performances of Music, Plays and Dance : The Purpose of these	Urban Gateway Performances of Music, Plays and Dance

	performances is to increase international awareness and introduce children to classical literature. This will be linked to cultural awareness and foster open-mindedness in students.	
September 2013 - June 2014	Targeted Mathematics, Targeted Reading and Making Comprehension Connections from Teacher Created Materials; a comprehensive program that is established in surrounding schools to ease transition; built in diagnostic analysis to gauge, target and address students' skills and deficiencies on an ongoing basis	Targeted Mathematics, Targeted Reading and Making Comprehension Connections need to be ordered to implement at the beginning of the school year.

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