

For the Closure of Williams Multiplex 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 Williams Multiplex Elementary School (Williams ES). This decision is based on the underutilization of Williams ES, in accordance with the Chief Executive Officer's Guidelines for School Actions (Guidelines). This action will welcome returning students at John B. Drake Elementary School (Drake), which will be re-located.

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

II. Summary of Action

Williams ES was a non-attendance area, citywide school located at 2710 S. Dearborn St., in the Burnham Park Elementary Network of CPS. Williams ES served 256 students in PK & K-5th grades. CPS is closing Williams ES based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Williams ES students will be welcomed by Drake. Drake will be re-located from its present location to 2710 S. Dearborn St. Another approved action, detailed in a separate transition plan, is to also co-

locate Drake with Urban Prep Academy for Young Men - Bronzeville (Urban Prep - Bronzeville) in a shared facility located at 2710 S. Dearborn St. This decision is made in accordance with the Chief Executive Officer's Guidelines for School Actions (Guidelines).

Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The investments CPS will make for transitioning students at both Williams ES and Drake, as described in this transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from Williams ES and Williams MS into Drake. The objectives of these plans are to provide a safe and successful transition for these students both inside and outside of the classroom. These plans have been developed in conjunction with the Chicago Police Department as well as based on community input received through community meetings held over the past few months.

There have been multiple opportunities to receive feedback regarding safety and security and there was at least one opportunity to meet in person with CPS Safety and Security personnel. Feedback will be taken into consideration as the proposed safety plan is finalized.

External Supports

- Safe Passage will be available for students traveling to and from school for this transition. The Safe Passage Program uses a Safe Passage Community Partner and "community watchers" to stand post along pre-defined safe routes and have a visible and engaging adult presence to support students as they travel to and from school. Community watchers will wear identifiable uniform such as a yellow vest or comparable so that students will know that they are associated with the Safe Passage Program. Community watchers will carry radios or cell phones as a means of communicating immediate concerns to CPD and/or CPS. They will stand post at arrival and dismissal times. These schedules will be finalized as the school's final bell times are defined. Their roles include:
 - Greeting students along the routes and building trusted relationships that help students feel more comfortable and confident as they travel to and from school.
 - Serving as support for students if they have concerns or need immediate attention.
 - Monitoring for tense or unusual safety situations and either de-escalating or reporting the issue immediately to the appropriate authorities.
 - Providing regular reports to CPS in order to allow CPS and CPD to analyze safety conditions and refine plans as necessary.
 - Meeting regularly with the Principal and Local School Council in order to discuss safety concerns and action plans.
- A Safe Passage Community Partner organization has been hired by the Board to support the transition. Organizations including but not limited to Community-based organizations and Faith-based organizations have applied to serve in this program through an RFP process. The Safe Passage Community Partner selected will be

Bright Star and has knowledge of community dynamics and has demonstrated significant contribution to this community. The number of community watchers allocated is 5.

- The approved Safe Passage Community Partner organization will recruit and hire “community watchers.” The ideal candidates for community watchers will be from among individuals who are either residents from the community or are very familiar with residents of the community. These will be individuals who have significant knowledge of the dynamics of the community and are comfortable playing the roles as defined above. All candidates will need to pass a background screening.
- The distance between the schools is 0.8 miles. The Safe Passage route that is being proposed for the Williams ES and Williams MS into Drake transition includes the following routes :
 - E. 26th and S. Martin Luther King Dr. south to E. 31st
 - W. 27th and S. Michigan south to W. 31st and S. Michigan
 - W. 27th and S. State south to W. 31st and S. State
 - E. 26th and S. Martin Luther King Dr. west to S. State St.
- CPD will also provide special attention to the safe passage routes during arrival and dismissal times to support the efforts of the Safe Passage community watchers.
- To further enhance the safety in this area, CPD will lead a new, specialized Safe Passage Working Group which will include representatives from 16 City departments who will specifically work together on securing Safe Passage routes. As the routes are finalized by CPD and CPS, the Working Group will conduct a survey of every Safe Passage route to note any concerns and suggest any modifications that may be needed before the start of school in the fall. These include making sure vacant buildings are secure and vacant lots are clear, ensuring street markings, such as street and bus signs, are clear and unobstructed and confirming appropriate lighting is in place.
- The Safe Passage Working Group includes representatives from: CPD, CPS, Department of Streets and Sanitation, Chicago Department of Transportation, Chicago Transit Authority, Chicago Housing Authority, Chicago Park District, Department of Animal Care and Control, Department of Business Affairs and Consumer Protection, Office of Emergency Management and Communications, Department of Buildings, Chicago Fire Department, 311, Department of Public Health, Chicago Budget Office and the Department of Family and Support Services.

Internal Supports

- Drake will have enhanced security staffing plan at the school. As the designated welcoming school, Drake will receive additional security to support the increased number of students as well as to ease the transition for Williams ES and Williams MS students joining Drake. The security staff from Williams ES and Williams MS will be extended offers to be redeployed to Drake in order to facilitate this transition by providing a familiar face for Williams ES and Williams MS. Last school year, Drake had 2 full time security officers. Williams ES and Williams MS had 2 full time security officers. As a result, the new security staff at Drake will have a total of 4 full time security officers. All security staff will be provided supplemental training on the importance of the integration of the two student populations into the new welcoming school.
- A review of the safety technology for Drake is noted below, along with enhancements that will be made:
 - Camera System – Drake’s camera system will be enhanced with digital recording and monitoring capabilities. All surveillance will be accessible by school administration and the CPS Office of Safety and Security’s Student Safety Center.
 - Access Control System – The school already has an entry door buzzer system with a camera to allow security and staff to monitor the front entrance and grant access to appropriate visitors.

- Entry Screening Equipment – Drake will have access to a metal detector and hand wands.

IV. Supports for Students and Schools

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

Academic Needs of Students

To address the academic needs of students affected by this transition, please see Appendix A, which outlines a detailed academic support plan.

Social Emotional Needs of Students

CPS understands that whenever students transition to a new school, additional support is needed to help them adjust. To address the social and emotional needs of students affected by this transition, please see Appendix B, which outlines a detailed social and emotional learning support plan.

Additionally, CPS believes cultural integration of school communities is important for a successful, smooth transition. To support this, please see Appendix C, which outlines a detailed cultural integration plan.

Support for Specific Students Needs

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

Students with Diverse Learning Needs

- Once students transition to the facility at 2710 S. Dearborn St., 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 administration and staff at both schools 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 Drake, 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 Drake, customizing training based on the unique population of the students in the school.
- CPS will support welcoming schools in hosting meet and greet events for parents to meet the administration and teachers at the welcoming schools and review student IEPs and share critical information about student needs.
- CPS will make phone calls to all parents of students with IEP and 504 plans in closing schools to ensure knowledge of welcoming schools and answer any questions.

- CPS will ensure classrooms for special education separate instruction are in appropriate locations in the school to be near same age and grade peers.
- CPS will provide students who are educated in specialized cluster programs social stories to help facilitate the transition.
- CPS will provide training on specialized instructional methodologies.
- The facility at 2710 S. Dearborn St. is minimally accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as “minimally accessible” have a basic level of access, but the accessibility of floor levels, rooms and features may vary. For more information about a particular school, contact the CPS Director of ADA Policy at (773) 553-2158.

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 Drake 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 Drake that will be used as a reference for families and the STLS Transition Support Coordinator throughout the course of their work together.
- An STLS Transition Support Coordinator will be available Monday through Friday from 9:00 a.m. to 12:00 p.m. at Drake 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 Drake 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 Drake staff on services for STLS students.
- The STLS Department will continue the supports currently provided to Students in Temporary Living Situations as required by law. These include free school meals, enrollment support, provision of

required school uniforms and school supplies as needed, transportation assistance when eligible, and waiver of all school related fees.

English Language Learners (ELL)

Transitional Program of Instruction (TPI)

- Drake is projected to have to have 19 or fewer English Language Learners (ELLs) of the same language background.
- Drake 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.
- Drake will ensure that there is at least one highly-qualified classroom teacher at each of the grade levels that may receive ELLs.
- Teachers assigned to instruct ELLs will be required to attend training on instructional strategies for working with ELLs. Training will begin in the summer and continue throughout the year as part of the ongoing support DoLCE is committed to providing schools based on their needs.
- When possible, Drake will cluster ELLs in one classroom per grade level to facilitate collaboration and scheduling with ESL push-in. The designated classroom will be staffed by a teacher who has an ESL or bilingual endorsement and is qualified to provide instruction for ELLs.
- The Department of Language and Cultural Education (DoLCE) will collaborate with Drake to train between one and five people to be certified in Screener/ACCESS administration (these need not be bilingual or ESL endorsed teachers). The Screener is used to identify potential ELLs based on responses given by parents on the Home Language Survey (HLS); the ACCESS test checks ELLs' progress in English language development. Teachers must be certified to administer these tests.
- Drake 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.
- Drake's ELL Liaison, clerks, counselors, and administrators will attend training on the registration process to ensure that accurate information is entered into the CPS system and that all students are enrolled in the proper programming according to their needs.
- Schools that welcome newcomers to the United States will be provided student orientation kits and will receive assistance from CPS to coordinate with resettlement centers, translation/interpretation services, tutoring services in the native language, and social-emotional supports tailored to their specific needs.

Early Childhood Participants

- Children currently attending a preschool program and who will be turning 4 before September 1, 2013 will be automatically enrolled in their identified welcoming school. Therefore, no action must be taken by the family to continue their enrollment in the welcoming school.
- If a family is interested in attending a program OTHER than the welcoming school, they must complete the School Transition Form indicating the 3 schools (in order of priority) that they would prefer to attend. Families may return the forms to their school main office, and these forms should be faxed back to the Office of Early Childhood Education at 773-553-2010 by school personnel. If you did not already receive these forms they are available at <http://cps.edu/qualityschools/pages/parents.aspx>. PLEASE

NOTE: A student's assigned slot at the welcoming school will not be released and offered to another family until the student receives a placement and registers at another school.

- An Application Representative from the Office of Early Childhood Education will be available at the Network Enrollment Fairs to help facilitate the early childhood application process. Also, schools will provide this information to families directly during their "open enrollment hours".
- For families wanting to enroll in preschool for the first time: While the first round of application acceptance will close May 24, 2013, we will be re-opening the application process during the summer. More information will be coming about that after May 24.
- All records will be transferred for continuity, and the Office of Early Childhood Education will track students involved in school actions to determine support needs.

Transportation

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

V. Information Regarding Choice of Schools

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

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

VI. Public Comment

Community Meetings and Public Hearings:

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

Community Meeting 1

Wednesday, April 10, 2013
5:00pm-8:00pm
Dunbar High School
3000 South King Drive

Community Meeting 2

Monday, April 15, 2013
5:00pm-8:00pm
Dunbar High School
3000 South King Drive

Public Hearing

Friday, April 26, 2013
5:30pm-8:30pm
CPS Central Office
125 S. Clark St.

Further Questions and Concerns: If you have any questions or concerns, please visit www.cps.edu/qualityschools.

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

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS		
Area of Academic Need	Strategy	Structures necessary to implement (E.g. staff, budget, scheduling, data, etc.)
<p>Common Core Expertise</p> <p>1. According to 2012 ISAT data, the percent of students exceeding standards is minimal. Drake's Composite Exceeds is 5.3%, Williams' is 10.7% and Williams Middle has 7.0%. Therefore, there needs to be a stronger focus on aligning instructional practices with Common Core.</p> <p>Goal:</p> <p>1. The goal is to have 12% of students Exceeding standards.</p>	<p>All of the 2014 ISAT (Illinois Standard Achievement Test) will be aligned with the CCSS (Common Core State Standards). Therefore, all literacy teachers need a better understanding of the standards and will need to align their CCSS instructional practices across grade levels. Principal and Literacy Coach will facilitate a book discussion on the <u>Pathways to the Common Core</u>, purchased for all teachers using Welcoming School funds.</p>	<ul style="list-style-type: none"> • Entry professional development sessions on August 19th and 20th • Literacy Coach will support teachers weekly during grade level meetings to increase delivery of CCSS aligned instructional strategies • Administrators will conduct observations to monitor implementation of CCSS
<p>Diverse Learners</p> <p>1. At Drake, there is a 25.1% population of diverse learners as well as 13.7% at Williams Elementary and 27.5% at Williams Middle.</p> <p>2. Drake has two Autism cluster programs, which currently serve 14 students.</p> <p>3. Drake has an ECSE (Early Childhood Special Education Program) providing 2 half-day classes for diverse learners.</p> <p>Goals:</p> <p>1. Students enrolled in the Autism cluster program will receive more inclusion minutes with students in their grade level.</p>	<p>Autism Cluster Program: Teachers will remain the same for the three cluster programs for diverse learners at Drake because it is imperative that students with Autism have stability and consistency as they transition to a new building. The Office of Diverse Learners Supports and Services (ODLSS) will ensure the new classroom will be an exact replication of the students' current classroom in order to address their need to have minimal environmental changes during the transition. Due to accommodation and/or modification IEP requirements for students with Autism, a sensory area will be created so that students will have a place to go for their sensory breaks. All teachers will be required to attend disability awareness training on August 20th.</p> <p>Assistive Technology: All technology needed to accommodate our students with diverse learning needs has been transferred to the new school building. The Picture Exchange Communication System (PECS) and speaking dictionaries are the main resources being used with the students with Autism.</p>	<ul style="list-style-type: none"> • ODLSS will provide training for all teachers on August 20th facilitated by the SSA (Specialized Services Administrator). • Counselor/Case Manager will provide weekly support to suggest strategies and ensure IEP compliance • Counselor/Case Manager will hold monthly meetings with teachers of Diverse Learners • CPS will transfer the technology and ensure all is available and properly working before teachers and students return in August.

READING

K-2

1. According to TRC (Text Reading Comprehension) data, 76% of 1st graders are below or far below benchmark at Williams Elementary while 26% of Drake students are below benchmark.

2. Williams Elementary has 57% of 2nd graders below or far below benchmark based on TRC data and Drake has 6%.

3. According to DIBELS (Dynamic Indicators of Basic Early Literacy) data, 40% of Kindergarteners at Williams Elementary and 32% at Drake are below or far below benchmark on Phoneme Segmentation.

Goal:

1. The goal is to have 65% of students in grades K-2 at or above benchmark.

Core Curriculum: Currently both schools use Story Town textbook. Therefore, teachers will continue to use Storytown. Teachers will need additional support in integrating complex texts aligned to CCSS, which will be addressed in the professional book club. Core materials do not have sufficient content that meets all students' reading levels. Therefore, there will be a bookroom with resources of reading levels for all students accessible to teachers.

Heggerty: This is a daily program addressing phonemic awareness skills. The program focuses on students learning to identify sounds associated with letters and words. Currently both schools implement the daily whole-class lessons at the beginning of the day following the Morning Meeting. Students who are not showing adequate progress in segmenting phonemes, according to DIBELS, will receive re-teaching of Heggerty lessons in a small group setting.

BURST: BURST is a program that has lessons directly aligned to students' DIBELS scores and tailor lessons to address identified learning gaps for each small group. BURST lessons are done at least three times per week in a small group setting allowing more specific support to be given to each student.

Experience Corps: Teachers will collaborate with AARP tutors, who will meet with K-2 students in small groups for a total of 12 hours per week. Each tutor will pull small groups of 4-5 students for 45-60 minutes focusing on targeted BURST lessons.

Teacher Mate (1st grade): Teacher Mate is a technology-based program that increases students' phonics, fluency and comprehension skills through the use of Ipods and Mp3 players. Teachers will use Teacher Mate as a way to individualize instruction during literacy centers

Progress Monitoring: Teachers will use DIBELS and TRC progress monitoring for students who are below and far below the benchmark in Phoneme Segmentations Fluency (PSF) and Nonsense Word Fluency (NWF). Teachers will progress monitor the students bi-weekly in order to regroup students according the level of progress made. Students will receive additional teacher support based on the results of the progress monitoring.

Core Curriculum: See Common Core Expertise structures.

- Administration will monitor the resource check-out system and ensure the resources used align with teacher lesson plans. Informal observations will be conducted in order to monitor the delivery of instruction using the supplemental resources.

Heggerty:

- Teachers from both schools are already trained on using Heggerty but will have the option to receive a refresher lesson in August from an identified teacher leader.

BURST:

- Student groups will change bi-weekly, every time teachers progress monitor using DIBELS. Our partnership with mClass includes direct support with a consultant to provide support to teachers 3 times per year on the effective use of BURST.
- Students will receive a 45-60 minute intervention session with an Experience Corps tutor at least 2 times per week.

Experience Corps:

- Teachers will collaborate with the tutors to ensure they are clear on the lesson expectations and field any questions or concerns regarding the lesson and/or student progress. Teachers will use the data from BURST to create the flexible groups.

Teacher Mate:

- The administration will pull online usage and completion reports for 1st grade teachers. Administrators will follow up to ensure teachers are using the reports to set students' reading levels and modify the number of student minutes on particular skills based on progress.

		<p>Progress Monitoring:</p> <ul style="list-style-type: none"> K-2 teachers will bring current data to grade level meetings to discuss progress with colleagues and administrators. Literacy Coach and teachers will meet to identify specific supports and discuss strategies to address those areas.
<p>3-5</p> <p>1. ISAT data states that 57% of Drake students are meeting/exceeding state standards in Reading while 56% of Williams Elementary students are at meets/exceeds.</p> <p>2. According to NWEA data, 83% of students are meeting/exceeding their Reading growth targets in grades 3-5 at Drake and 68% at Williams Elementary.</p> <p>3. According to NWEA data, 42% of Drake 3rd-5th graders are below the 40th percentile in Reading while 62% of Williams 3rd-5th students are below the 40th percentile.</p> <p>Goals:</p> <p>1. Based on the data, the goal is to incorporate more informational texts in order to increase the percent of students who meet/exceed on ISAT and growth targets.</p> <p>2. The goal is to maintain Drake's achievement of 83% of students that meet/exceed their growth targets.</p>	<p>Compass Learning: Compass Learning assigns activities and skill practice to students based on their individual NWEA score so that the time students spend are tailored to their areas of growth. The purpose of this intervention will be to strengthen students' reading and comprehension skills in an engaging way by using technology. Classes will have dedicated times at least one time per week in a whole group setting to use the Compass Learning Reading software. Additionally, students who are not making their growth targets and/or are below the 40th percentile will receive a 2nd dose of intervention time using the software. After school programs and tutoring will also integrate Compass into their time with the students.</p> <p>Core Curriculum: Currently both schools use the Story Town textbook. Therefore, 3-5 teachers will continue to use Storytown. The administration anticipates some teachers needing additional support to integrate complex texts aligned to CCSS, which will be addressed in the professional book club. Therefore, Storytown and novel sets will be used in conjunction to support teachers' process in improving their skills teaching to the CCSS.</p> <p>Data Analysis: Due to an increased need for individualized instruction, all 3-5 teachers will need support in creating strategic student groups so that instruction are intentional and focused. Teachers will have already identified strengths and growth areas during our beginning of year professional development using ISAT and NWEA data. This will also be used to set grade level targets and drive their instructional groups. Grade level meetings will be used to analyze current data and student work as well as revisit the goals once fresh NWEA data becomes available in the middle of the year.</p>	<p>Compass Learning:</p> <ul style="list-style-type: none"> Administration will create a master schedule that ensures all homerooms have at least one 60-minute block per week scheduled for whole group use of Reading Compass Learning intervention. This schedule will be in effect for the entire school year. Administration will monitor usage and completion rates on a bi-weekly basis. Teachers will use laptops and in-class computers to provide additional blocks of time for targeted groups of students needing a 2nd dose of reading intervention. All teachers will receive half-day training at the beginning of the year on how to use the software and best utilize all the resources the software has to offer. <p>Core Curriculum:</p> <ul style="list-style-type: none"> Since the core materials do not have sufficient leveled content, there will be novels from Appendix B available for teachers to conduct novel studies both whole group and in small groups. <p>Data Analysis:</p> <ul style="list-style-type: none"> Literacy Coach will support teachers in improving implementation of targeted lessons that address student growth areas and enrichment opportunities through weekly observations and written feedback. Grade level meetings will occur weekly and teachers will bring in their current data and/or student

		work. The administrator will provide the protocols used during the grade level meetings.
<p>6-8</p> <p>1. 2012 ISAT data states that 83% of Drake's 6th-8th grade students are meeting/exceeding state Reading standards while 65% of Williams Middle students are at meets/exceeds on Reading standards.</p> <p>2. According to NWEA data, 86% of 6th-8th grade students are meeting/exceeding their Reading growth targets at Drake and 53% at Williams Middle.</p> <p>3. According to NWEA data, 39% of Drake 6th-8th graders are below the 40th percentile in Reading while 70% of Williams 6th-8th grade students are below the 40th percentile.</p> <p>Goals:</p> <p>1. The percent of 7th and 8th grade students meeting/exceeding their growth targets at Drake is 90% or more, which serves as evidence that novel based instruction is meeting the learning needs for more students and will be the focus for next year.</p> <p>2. The goal is to maintain Drake's achievement of 86% of students that meet/exceed their growth targets.</p>	<p>Compass Learning: Compass Learning assigns activities and skill practice to students based on their individual NWEA score so that the time students spend are tailored to their areas of growth. The purpose of this intervention will be to strengthen students' reading and comprehension skills in an engaging way by using technology. Classes will have dedicated times at least one time per week in a whole group setting to use the Compass Learning Reading software. Additionally students who are not making their growth targets and/or below the 40th percentile will receive a 2nd dose of intervention time using the software. After school programs and tutoring will also integrate Compass into their time with the students.</p> <p>Core Curriculum: Drake's middle school teachers currently use novel sets as their base for instruction in reading while Williams Middle uses the <u>Literature</u> textbook. Considering the significant difference in our middle school achievement data, teachers will use novel sets to drive their planning and delivery of instruction. There is an anticipated learning curve for middle school teachers not currently fluent in using novel sets. Therefore, an identified teacher leader and literacy coach will provide specific guidance to plan and execute lesson aligned to CCSS using novels.</p> <p>Data Analysis: Due to an increased need for individualized instruction, all 6-8 teachers will need support in creating strategic student groups so that the groupings are intentional and focused. Teachers will have already identified strengths and growth areas during our beginning of year professional development using ISAT and NWEA data. This will also be used to set grade level targets and drive their instructional groups. Grade level meetings will be used to analyze current data and student work as well as revisit the goals once fresh NWEA data becomes available in the middle of the year.</p>	<p>Compass Learning-</p> <ul style="list-style-type: none"> Administration will create a master schedule that ensures all homerooms have at least one 60-minute block per week scheduled for whole group use of Reading Compass Learning intervention. This schedule will be in effect for the entire school year. Administration will monitor usage and completion rates on a bi-weekly basis. Teachers will use laptops and in-class computers to provide additional blocks of time for targeted groups of students needing a 2nd dose of reading intervention. All teachers will receive half-day training at the beginning of the year on how to use the software and best utilize all the resources the software has to offer. <p>Core Curriculum:</p> <ul style="list-style-type: none"> Literacy Coach and identified ILT (Instructional Leadership Team) member will meet weekly with teachers new to using novels as their core curriculum. Targeted feedback will be provided based on weekly observations to teachers new to using novel sets from administration or Literacy Coach. Unit planning will be done with the middle school ILT member quarterly focused on the identified novel for the upcoming unit. <p>Data Analysis:</p> <ul style="list-style-type: none"> Literacy Coach will support teachers in improving implementation of targeted lessons that address student growth areas and enrichment opportunities through weekly observations and written feedback.

		<ul style="list-style-type: none"> Grade level meetings will occur weekly and teachers will bring in their current data and/or student work. The administrator will provide analysis protocols used during the grade level meetings. ILT will work with the 6th-8th grade team to identify students in need of enrichment and more challenging learning opportunities.
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WRITING		
<p>K-2</p> <p>Based on student writing samples collected across grade levels and formative writing samples, administrators and teacher teams determined that student writing is an area of need, most specifically conventions and spelling in grades K-2.</p> <p>Goal:</p> <p>1. Students will engage in writing activities at least one time per day. These activities will be aligned to CCSS and focus on improving students' skills in conventions and spelling.</p>	<p>CCSS Strategic Coaching and Support: A literacy consultant will begin the year with a professional development session for all teachers focused on the writing requirements of the Common Core aligned assessment, which will be implemented three times per year in 2014. Drake teachers partnered with the literacy consultant this year to start improving their writing instruction while this will be a new partnership for Williams' teachers. The literacy consultant uses the <u>Writing Destinations</u> curriculum to guide the planning of engaging lessons ensuring that K-2 students are involved authentic writing activities.</p> <p>ILT facilitated grade level meetings- A teacher leader for the K-2 grade band will analyze student writing and develop other teachers' ability to effectively confer with their students at least once per month to improve their writing conventions and spelling</p>	<p>Coaching and Support:</p> <ul style="list-style-type: none"> Consultant will ensure students' writing samples are posted and shared across grade levels. On a monthly basis, the consultant will review student work samples with teachers. Consultant will coach teachers weekly by observing, co-planning, modeling lessons, etc. <p>ILT Grade Level Meetings:</p> <ul style="list-style-type: none"> ILT teacher leader will provide resources and strategies on conferencing with students regarding their writing. Purchase grammar and usage books to improve student deficits in writing conventions and mechanics.
<p>3-5</p> <p>Based on student writing samples collected across grade levels and formative writing samples, administrators and teacher teams determined that student writing is an area of need, most specifically organization and structure in grades 3-5.</p> <p>Goal:</p> <p>1. Students will engage in writing activities at least one time per day. These activities will be aligned to CCSS and focus on improving students'</p>	<p>CCSS Strategic Coaching and Support: A literacy consultant will begin the year with a professional development session for all teachers focused on the writing requirements of the Common Core aligned assessment, which will be implemented three times per year in 2014. Drake teachers partnered with the literacy consultant this year to start improving their writing instruction while this will be a new partnership for Williams' teachers. The literacy consultant uses the <u>Writing Destinations</u> curriculum to guide the planning of engaging lessons ensuring that 3-5 students are involved authentic writing activities and reflecting to improve their pieces of writing.</p> <p>ILT facilitated grade level meetings- A teacher leader for the 3-5 grade band will develop other teachers' ability to improve their instructional practices on the structure and</p>	<p>Coaching and Support:</p> <ul style="list-style-type: none"> Consultant will ensure students' writing samples are posted and shared across grade levels. On a monthly basis, the consultant will review student work samples with teachers. Consultant will coach teachers weekly by observing, co-planning, modeling lessons, etc. <p>ILT Grade Level Meetings:</p> <ul style="list-style-type: none"> ILT teacher leader will provide resources and strategies using 6+1 Traits focused on organization and structure. Purchase grammar and usage

organizational and structural skills in composing a longer writing piece.	organization of writing using the 6+1 Writing Traits structure.	books to improve student deficits in writing conventions and mechanics
<p>6-8 Based on student writing samples collected across grade levels and formative writing samples, administrators and teacher teams determined that student writing is an area of need, most specifically argumentative writing in grades 6-8.</p> <p>Goal: 1. Students will engage in writing activities at least one time per day. These activities will be aligned to CCSS. 2. Students will complete and publish at least 4 argumentative papers per quarter.</p>	<p>CCSS Strategic Coaching and Support: A literacy consultant will begin the year with a professional development session for all teachers focused on the writing requirements of the Common Core aligned assessment, which will be implemented three times per year in 2014. Drake teachers partnered with the literacy consultant this year to start improving their writing instruction while this will be a new partnership for Williams' teachers. The literacy consultant uses the <u>Writing Destinations</u> curriculum to guide the planning of engaging lessons ensuring that 6-8 students are improving their argumentative writing skills and reflecting to improve their pieces of writing.</p> <p>ILT facilitated grade level meetings- A teacher leader for the 6-8 grade band will develop other teachers' ability to improve their instructional practices and student skills with writing argumentative pieces aligned to CCSS.</p>	<p>Coaching and Support:</p> <ul style="list-style-type: none"> Consultant will ensure students' writing samples are posted and shared across grade levels. On a monthly basis, the consultant will review student work samples with teachers. Consultant will coach teachers weekly by observing, co-planning, modeling lessons, etc. <p>ILT Grade Level Meetings:</p> <ul style="list-style-type: none"> ILT teacher leader will provide resources and strategies using CCSS focused on argumentative writing. Purchase grammar and usage books to improve student deficits in writing conventions and mechanics.
MATHEMATICS		
<p>K-2 1. According to 2nd grade NWEA data, Drake has 39% and Williams has 40% of students that meet/exceed growth targets. 2. 2nd grade students at Drake are 8.4 points behind the national norm while Williams' 2nd graders are 19.4 points behind the national norm.</p> <p>Goals: 1. K-2 teachers need to be aware of specific skills and strategies targeting students' growth areas in Number Sense and Measurement while providing enrichment for the students exceeding standards. 2. The goal is for the percent of 2nd grade students that</p>	<p>Core Curriculum: Currently both schools use the Math Trailblazers. Therefore, K-2 teachers will continue to use Math Trailblazers. Classroom lessons will be monitored by administration to ensure teachers implement Trailblazers with fidelity. Due to the number of points students are behind the national norm, it will be imperative for teachers to supplement the curriculum based on students' greatest areas of need. Additionally, students will receive extra practice with Number Sense and Measurement specifically to address the distance students are behind the norm.</p> <p>Compass Learning: Drake currently uses Compass Learning and will continue to use the software's mathematics lessons during whole group time in the computer lab. Teachers will also ensure that targeted students receive an additional in-class Compass Learning Mathematics session for intervention, considering how far away from the national norm 2nd graders are scoring on NWEA.</p> <p>Data Analysis: All K-2 teachers will be required to review the 2012-2013 Mathematics NWEA data for students in their class in order to become knowledgeable of their</p>	<p>Core Curriculum:</p> <ul style="list-style-type: none"> Grade level teacher leader will provide additional support regarding strategies for implementing curriculum effectively on a monthly basis during grade level meetings for the first semester. Following the first semester, the teacher leader will continue this process with teachers on an as needed basis. Administration will provide focused feedback on curriculum implementation at least once per month as well as provide examples of supplemental materials for teachers to use with the curriculum. <p>Compass Learning</p> <ul style="list-style-type: none"> Administration will provide a master schedule that ensures all homerooms have at least one 60-minute block per week scheduled

<p>meet their Mathematics growth targets on NWEA to increase to 60%.</p>	<p>achievement levels. This will be a key lever used to inform teachers' unit planning, daily instruction, and grouping. Teachers will group students according to progress made on Compass Learning since it is directly aligned to NWEA practices as well as in class assessments. It is critical for all K-2 teachers to be cognizant of specific skills and strategies targeting students' growth areas</p>	<p>for whole group use of Mathematics Compass Learning intervention. This schedule will be in effect for the entire school year.</p> <ul style="list-style-type: none"> • Administration will monitor usage and completion rates on a bi-weekly basis in order to support teachers with reassigning activities based on student proficiency levels. • Teachers will use laptops and in-class computers to provide additional blocks of time for targeted groups of students needing a 2nd dose of mathematics intervention. • All teachers will receive half-day training at the beginning of the year on how to use the software and best utilize all the resources the software has to offer. <p>Data Analysis:</p> <ul style="list-style-type: none"> • Administration will support teachers with planning lessons that address student growth areas through weekly observations and written feedback. • Grade level meetings will focus on data analysis on a monthly basis
<p>3-5</p> <p>1. ISAT data states that 71% of Drake's 3rd-5th grade students are meeting/ exceeding state Mathematic standards while 70% of Williams Middle students are meeting/exceeding Mathematics standards.</p> <p>2. According to NWEA data, 84% of 3rd-5th grade students are meeting/exceeding their Mathematics growth targets at Drake and 77% at Williams.</p> <p>3. According to NWEA data, 60% of Drake 3rd-5th graders are below the 40th percentile in Mathematics while 78% of Williams 3rd-5th grade students are below the 40th</p>	<p>Core Curriculum: Currently both schools use the Math Trailblazers and there are more than 75% of students meeting/exceeding their growth targets on NWEA. Therefore, teachers will continue to use Math Trailblazers. Teachers will be provided with additional support in supplementing the curriculum in order to meet the instructional expectations of CCSS.</p> <p>Compass Learning: Drake currently uses Compass Learning and will continue to use the software's mathematics lessons during whole group time in the computer lab. Teachers will also ensure that targeted students receive an additional in-class Compass Learning mathematics session for intervention.</p> <p>Data Analysis: All teachers will be required to review the 2012-2013 Mathematics ISAT and NWEA data for all students in their class in order to become knowledgeable of their achievement levels. This will be a key lever used to inform teachers' unit planning, daily instruction, and grouping. During the August professional development</p>	<p>Core Curriculum:</p> <ul style="list-style-type: none"> • Grade level teacher leader will provide additional support regarding strategies for implementing curriculum effectively during grade level meetings. • The administration will provide focused feedback on curriculum implementation at least once per month. <p>Compass Learning:</p> <ul style="list-style-type: none"> • The administration will provide a master schedule that ensures all homerooms have at least one 60-minute block per week scheduled for whole group use of Mathematics Compass Learning intervention. This schedule will be in effect for the entire school

<p>percentile.</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. All 3rd-5th grade teachers need to focus on specific skills and strategies targeting students' growth areas in Measurement, Geometry and Algebra while providing enrichment for students exceeding standards. 2. The goal is to maintain Drake's achievement of 85% of students that meet/exceed their growth targets. 	<p>days, teachers will analyze both ISAT and NWEA data to identify strengths and growth areas for their homerooms and individual students. It is crucial for all 3rd-5th grade teachers to be fluent in specific skills and strategies targeting student growth areas.</p>	<p>year.</p> <ul style="list-style-type: none"> • Administration will monitor usage and completion rates on a bi-weekly basis in order to reassign activities based on student proficiency levels. • Teachers who have not been trained on Compass Learning will receive training on how to use the software and maximize the use of all the resources offered. • At least one grade level team meeting each month will focus on students' mathematics data and address their strengths and areas for improvement. <p>Data Analysis:</p> <ul style="list-style-type: none"> • Administration will support teachers with planning lessons that address student growth areas through weekly observations and written feedback. • Grade level meetings will focus on data analysis on a monthly basis
<p>6-8</p> <ol style="list-style-type: none"> 1. ISAT data states that 75% of Drake students are meeting/exceeding state Mathematics standards while 72% of Williams Middle students are at meets/exceeds on Mathematics standards. 2. According to NWEA data, 90% of 6th-8th grade students are meeting/exceeding their Mathematics growth targets at Drake and 72% at Williams Middle. 3. According to NWEA data, 53% of Drake 6th-8th graders are below the 40th percentile in Mathematics while 78% of Williams 6th-8th grade students are below the 40th percentile. <p>Goals:</p> <ol style="list-style-type: none"> 1. All 6th-8th grade teachers will focus on strategies 	<p>Core Curriculum: Currently both schools use Connected Math. Considering 90% of Drake students are meeting/exceeding their growth targets, teachers will continue using Connected Math along with supplemental materials. Since there are still more than 50% of students below the 40th percentile, the Compass Learning partnership, a strategy directly linked with NWEA, will be leveraged.</p> <p>Compass Learning: Drake and Williams Middle currently use Compass Learning as a resource and will therefore continue to use the software as a whole group in the computer lab. Teachers will also ensure that targeted students receive an additional in-class intervention time.</p> <p>Data Analysis: All teachers 6th-8th grade mathematics teachers will be required to review the 2012-2013 Mathematics ISAT and NWEA data for all students in their class in order to become knowledgeable of their achievement levels. This will be a key lever used to inform teachers' unit planning, daily instruction, and grouping. During the August professional development days, teachers will analyze both ISAT and NWEA data to identify strengths and growth areas for their homerooms and individual students.</p>	<p>Core Curriculum:</p> <ul style="list-style-type: none"> • Grade level teacher leader will provide additional support regarding strategies for implementing curriculum effectively during grade level meetings. • The administration will provide focused feedback on curriculum implementation at least once per month. <p>Compass Learning:</p> <ul style="list-style-type: none"> • The administration will provide a master schedule that ensures all homerooms have at least one 60-minute block per week scheduled for whole group use of Mathematics Compass Learning intervention. This schedule will be in effect for the entire school year. • Administration will monitor usage and completion rates on a bi-weekly basis in order to reassign activities based on student proficiency levels.

<p>targeting students' growth areas in Measurement, Geometry and Algebra while providing enrichment for students exceeding standards.</p> <p>2. The goal is to maintain Drake's achievement of 90% of students that meet/exceed their growth targets.</p>		<ul style="list-style-type: none"> Teachers who have not been trained on Compass Learning will receive training on how to use the software and maximize the use of all the resources offered. At least one grade level team meeting each month will focus on students' mathematics data and address their strengths and areas for improvement. <p>Data Analysis:</p> <ul style="list-style-type: none"> Administration will support teachers with planning lessons that address student growth areas through weekly observations and written feedback. Grade level meetings will focus on data analysis on a monthly basis.
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SCIENCE

<p>K-2</p> <p>Currently both schools have FOSS kits and CMSI Scope and Sequence as the primary curriculum for Science. Administration and teachers have determined that this curriculum is not meeting the needs of students. The team identified a greater need for a more hands-on and interactive curriculum in order to keep the students engaged in the lessons.</p> <p>Goal:</p> <p>1. Students will engage in hands-on learning and experiments, at least 2 times a month, which are aligned to the Next Generation Science Standards and infuse literacy strategies throughout.</p>	<p>Curriculum: Interactive Science will be implemented for K-2 students during a 50-minute block of Science. This curriculum integrates literacy strategies throughout every lesson and provides multiple kinesthetic learning experiences within each unit, which provides more integration of literacy throughout the day. Administrators will meet with K-2 teachers on professional development days to discuss students' strengths, areas of concern and share best instructional practices based on Interactive Science lessons and units. Due to Interactive Science being a new curriculum for all teachers, it is imperative to monitor the fidelity of implementation and support teachers' progress in becoming experts of curriculum.</p> <p>Vertical Alignment: Time will be allotted during professional development for teachers to evaluate the text's scope and sequence across grade levels. 3rd-5th grade teachers will highlight key concepts and skills that students will need background knowledge on upon matriculation to those grades. Teachers will utilize this information along with the Next Generation Science Standards to incorporate it into their lessons.</p>	<p>Curriculum:</p> <ul style="list-style-type: none"> The K-2 teacher leader and one teacher assistant will attend training and deliver to the content to the rest of the K-2 team. Administration will purchase Time for Kids Administration will schedule a 90 minute block on professional development days to engage in discussions about curriculum The administration and trained teacher leader will monitor implementation of the curriculum and provide feedback at least once a month. The administration and teachers will conduct a gap analysis in order to ensure teachers will supplement appropriately. <p>Vertical Alignment:</p> <ul style="list-style-type: none"> Assistant Principal will facilitate professional development on the Next Generation Science Standards in September Professional development time
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		will be allotted for cross grade level collaboration in August and September professional development days
<p>3-5</p> <p>Currently both schools have FOSS kits and CMSI (Chicago Math & Science Initiative) Scope and Sequence as the primary curriculum for Science. Administration and teachers have determined that this curriculum is not meeting the needs of students. The team identified a greater need for a more hands-on and interactive curriculum in order to keep the students engaged in the lessons.</p> <p>Goal:</p> <ol style="list-style-type: none"> Students will engage in hands-on learning and experiments, at least 2 times a month, which are aligned to the Next Generation Science Standards and infuse literacy strategies throughout. 	<p>Curriculum: Interactive Science will be purchased for 3rd-5th grade students during a 60-minute block of Science. This curriculum integrates literacy strategies throughout every lesson and provides multiple kinesthetic learning experiences within each unit, which provides more integration of literacy throughout the day. Administrators will meet with 3rd-5th teachers on professional development days to discuss students' strengths, areas of concern and share best instructional practices based on Interactive Science lessons and units. Due to Interactive Science being a new curriculum for all teachers, it is imperative to monitor the fidelity of implementation and support teachers' progress in becoming experts of curriculum.</p> <p>Vertical Alignment: Time will be allotted during professional development for teachers to evaluate the text's scope and sequence across grade levels. 3rd-5th grade teachers will highlight key concepts and skills that students will need background knowledge on upon matriculation to the upper grades. Teachers will utilize this information along with the Next Generation Science Standards to incorporate it into their lessons. Due to the fact that 4th grade students take the ISAT Science assessment, the 3rd and 4th grade teachers will have additional time scheduled quarterly to collaborate ensuring students are more prepared for 4th grade content.</p> <p>Continue partnership with ISOG (In Search of Genius): Drake and Williams currently partner with the ISOG hands-on science program. The program will continue with both 4th grade classrooms to increase students' motivation to learn science content and ensure 4th grade students are better prepared for the grade level state assessments. This partnership provides a Science Mentor to each science teacher participating in the program. The</p>	<p>Curriculum:</p> <ul style="list-style-type: none"> The 3rd-5th teacher leader will attend training and deliver to the content to the rest of the 3-5 team. Administration will purchase Time for Kids The administration will schedule a 90 minute block on professional development days to engage in discussions about curriculum The administration and trained teacher leader will monitor implementation of the curriculum and provide feedback at least once a month. The administration and teachers will conduct a gap analysis in order to ensure teachers will supplement appropriately. <p>Vertical Alignment:</p> <ul style="list-style-type: none"> Assistant Principal will facilitate professional development on the Next Generation Science Standards in September Professional development time will be allotted for cross grade level collaboration in August and September professional development days 3rd/4th grade team meetings will be scheduled quarterly for 45-60 minutes so that teachers can ensure vertical alignment

	<p>Science Mentor partners with the teacher to plan lessons aligned to the units being taught. Additionally, the mentor will co-teach a lesson once per week with the teacher that is focused on engaging the students in kinesthetic learning activities aligned to the planned units and weekly lessons.</p>	<p>in content and skills taught in both grades are adequately preparing students for the state assessment.</p> <p>In Search of Genius</p> <ul style="list-style-type: none"> Weekly mentor support in planning and delivery of science lessons for both Science teachers. Teachers will attend ISOG training in October to gather their materials and meet with their mentor
<p>6-8</p> <p>Currently both schools use the SEPUP (Science Education for Public Understanding Program) curriculum and follow the CMSI Scope and Sequence for Science. The administration and teachers have determined that this curriculum will remain the same for next year.</p> <p>The team identified a greater need for a more hands-on and interactive curriculum in order to keep the students engaged in the lessons.</p> <p>Goal:</p> <ol style="list-style-type: none"> Students will engage in hands-on learning and experiments, at least 2 times a month, which are aligned to the Next Generation Science Standards and infuse literacy strategies throughout. 	<p>Curriculum: Since both schools currently use SEPUP and follow the CMSI scope and sequence, teachers will continue to use this curriculum during a 60-minute block of Science. This curriculum provides students with a combination of literature for students to read and hands-on experiments. This decision was made because the 6th-8th grade teachers are all endorsed and well versed in developing engaging lessons and are more versed in various strategies and skills to engage the students. Therefore, students in 6th-8th grade have an increased engagement in science lessons provided.</p> <p>Vertical Alignment: Time will be allotted during professional development for teachers to evaluate the text's scope and sequence across grade levels. 6th-8th grade teachers will highlight key concepts and skills that students will need background knowledge on upon matriculation to the upper grades. Teachers will utilize this information along with the Next Generation Science Standards to incorporate it into their lessons. Due to the fact that 7th grade students take the ISAT Science assessment, the 6th and 7th grade teachers will have an additional time scheduled quarterly to collaborate ensuring students are more prepared for 7th grade content.</p>	<p>Curriculum:</p> <ul style="list-style-type: none"> The administration will schedule a 90-minute block on professional development days to engage in discussions about curriculum The administration and trained teacher leader will monitor implementation of the curriculum and provide feedback at least once a month. The administration and teachers will conduct a gap analysis in order to ensure teachers will supplement appropriately. <p>Vertical Alignment:</p> <ul style="list-style-type: none"> Assistant Principal will facilitate professional development on the Next Generation Science Standards in September Professional development time will be allotted for cross grade level collaboration in August and September professional development days 6th/7th grade team meetings scheduled quarterly for 45-60 minutes so that teachers can ensure vertical alignment in content and skills taught in both grades are adequately preparing students for the state assessment.

TECHNOLOGY

<p>The percentage of diverse learners meeting/exceeding Reading growth targets on NWEA are below than students without IEPs. Williams has 47% of diverse learners meeting growth targets compared to 60% of all students meeting growth targets. Drake's diverse learners have 72% of students meeting growth targets compared to 85% of all students.</p>	<p>Technology integration will be used to incorporate individualized approaches, visual, and tactile learning that support their learning.</p> <p>First grade teachers will use the Teacher Mate/Tutor Mate program. This is a program that provides a three-centered approach with technology integration and an adult tutor in form of a voice. This program address individual learning needs of students.</p>	<p>Budget will include the following:</p> <ul style="list-style-type: none"> • Half-time Technology Coordinator • 1:1 iPads for 3rd-5th graders • 1:1 laptops for 6th-8th graders • Additional iPad cart (each school already has one) • Additional laptops carts (Williams currently has two carts.) <p>* Professional Development</p> <p>Technology Coordinator will work with the administrators to ensure:</p> <ul style="list-style-type: none"> • 21ST Century Computer Lab • iPad Carts • Laptop Carts • Odyssey Compass Learning • Burst
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****These plans are subject to revision based on principal discretion. Please contact your school for any updates.***

Appendix B: Drake Social and Emotional Learning (SEL) Support Plan

As of July 12, 2013

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

- 1 **Behavior Management/Conflict Resolution** will be implemented to promote students' ability to self-monitor their behavior and to resolve conflicts. Various strategies will be used including Individual anger management sessions, Peace Circles, peer jury, Classroom scholars, an in-school incentive program, individual and/or group sessions with the School Counselor or needed clinicians (Psychologist, Social Worker, etc.)
- 2 **Character Education/Mentoring Groups** will be provided for both male and female students to ensure a focus on positive character attributes and have adult mentors with whom to discuss personal concerns and approaches. Activities include targeted attributes per week and per month- Peer buddies, Visual posters and positive reminders throughout the school. Paradigm Shift---Every child is a leader!!!
- 3 **Nutrition and Hygiene** to promote personal care, grooming and to instruct students in proper self-care.
- 4 **Parent and Child Group** to expose families to student and family codes of conduct and specific ways that parents can partner with the school. Activities include workshops on successful parenting strategies/tips, understanding the student code of conduct, and supporting your child at home.

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

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

Under the intentional and successful implementation of the PBS system Drake experienced a decline in misconducts and suspensions. As a result, the transition team agreed that continued implementation will be necessary to ensure that students are behaviorally successful. The PBIS (Positive Behavior Intervention Supports) included procedures, incentives, consequences, and routines, which serve as a structure for managing school-wide conduct. The administration of the school will establish a PBIS Leadership Team with representatives from both schools that focus on climate, culture, and student behavior. Moreover, both schools will continue the implementation of Morning Meetings to reinforce classroom community building and social skills development. New to the school transition will be the school-wide implementation of the *Leader in Me*, a social emotional learning program that teaches adults and youth how to embody the seven habits of highly effective people. Procedures for regular feedback on implementation of all three programs will be established.

Plan for providing targeted interventions to struggling students:

Teachers will attend professional development (e.g. PBS Cross School Expo and The Leader in Me) to be able to facilitate behavioral and social emotional learning programming. A team will be developed to review behavioral data and determine appropriate interventions. The team will be comprised of teachers of identified students, teachers of diverse learners, full time social worker, and counselor. The team will use Tier 2 and Tier 3 intervention strategies by an RtI (Response to Intervention) specialist. Tier 2 strategies should be didactic and skill specific; precise directions and explanations are provided; drill and practice daily; cumulative reviews are essential; reinforcing motivators to maintain attentiveness and on-task behaviors. The team will meet one time per week to address interventions and monitor outcomes. Various interventions will be provided such as the Check in-Check out mentoring program. Behavioral data will be reviewed monthly to identify efficacy of interventions and other trends to be addressed school-wide. It is imperative that a structure that is ongoing and connected between school hours and after school programming be instituted. Students who strive in both academics and socialization need monitoring throughout intervention. Parents should also be connected to the process, provided *Helps for Home*, that support interventions implemented in the school.

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

It is essential that students' social and emotional learning are also attended to as they realize increases in academic skill development. It is important, then, that partner organizations provide training to faculty, staff, students, and parents that prepare and enhance students' skill-set in handling conflict in their lives. The support of the following community partners will make certain that students are receiving adequate support:

Positive Behavior Support Partners: *Institute of Positive Learning, Black on Black Love, Ada S. McKinley, and Alternatives Inc.* These organizations will provide human capital and programming to work with youth on de-escalation or positive attitude/good decision-making practices.

Social Emotional School Partners: *Peer buddies, Real Men Read, and The Leader in Me.* These partners will provide curriculum or activities that show kids how to interact positively with others.

Health and Nutrition Partners: Drake will partner with the *CPS Nutrition Support Services* to gather information that will be distributed to students and parents regarding healthy nutrition practices.

Family Support School Partners: *Institute for Positive Learning* and *Mr. E. Jackson from Strides, Inc.* will provide parent advocacy workshops to empower parents to be active participants in their child's education.

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

The school will make certain that students have opportunities to exercise leadership within the school. These opportunities will exist within leadership specific programming, while others will be provided through participation in programs that will allow them to practice leadership skills. The following programs will provide leadership experience to students at Drake:

- 1. Student Council** – Students will hold student council meetings to discuss school programs and have say in some school-wide decisions. Students will run for the council and will be charged with attaining student opinion in organizing events.
- 2. Student Ambassadors** – Leadership and Public Speaking experience will be provided to students in this volunteer-based program. Students will be taught public speaking skills and will have various opportunities to address peers, parents, and the wider Drake Community on behalf of the school.
- 3. Peer Buddies/Tutoring** – Social and academic student support within the school, older students will be paired with students in younger grades for structured mentoring.
- 4. The Model United Nations** – Students attend and participate in the junior United Nations Conference.

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

As the schools join, a primary concern will be to provide students with a safe environment in which to learn. The school will make certain that this is the case through putting several systems in place. First, teachers will be required to submit SEL plans that outline student support needs that indicate additional supports for specific students. Second, the school counselor will be dedicated to counseling students in small groups and provide session on dealing with transition-specific issues as needed. Moreover, teachers will work with social emotional support person and will have a consistent procedure for requesting immediate intervention. Drake will also partner with the University of Chicago Clinic to set up group counseling if necessary.

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

Appendix C: Drake 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 5, 2013 - June 18, 2013 (School-based)	Read Aloud Series At all 3 schools, teachers conducted a read-aloud with several books about changes and the change process. The purpose of this activity is to support students during the transition and ensure they are prepared to have a smooth transition.	
May 5, 2013 – June 20, 2013 (School-based)	Staff and Parent Book Club Series Members of the staff at all 3 schools and families engaged in readings and discuss ways to manage and support change.	Parent Leaders and Passages representatives to advertise the events and bring more families to the event
May 5-22, 2013	Pen Pal Letters Teachers initiated a pen pal program between the sending and welcoming schools to foster relationship building.	
May 29, 2013	Parent Workshop/Meeting #1 @ Williams Parents were invited to brainstorm and select topics of interest collectively. Parents and students from both schools will meet. Parents will ask questions and a take tour.	School Partners Strides Incorporated and Passages needed to advertise and get families to attend
June 13, 2013	Parent Workshop/ Meeting #2 @ Williams Parents received school start and end times, school uniform colors, and supply lists. Parents will ask questions and take a tour of the school building.	Strides Incorporated and Passages needed to advertise and get families to attend
April-June 2013	Drake and Williams Transition Team Meetings Mondays 3:45 – 5:00 P.M. Alternate School Sites	

June-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank
Beginning June 2013	2710 Student Magazine Students of both Williams and Drake will collaborate to compose a student magazine by and for students in order to build student relationships across schools.	Institute for Positive Living sponsorship Distributed at least quarterly
June 3 – 5, 2013	Class Video Introductions - Skyping Students introduced themselves to peers from the alternate school site via Skype.	PTC support to setup laptop and LCD projection
June 5-7, 2013 (School-based)	Ice Cream Social Students recommended this activity so they could socialize with their peers and build relationships with their counterparts in the sending/welcoming school.	Ada S. McKinley; event sponsor
June 5, 2013	5th – 8th grade Meet and Greet Students watched the film <i>Remember the Titans</i> and discussed how the change with the football team is similar to the school change. Students also discussed leadership during times of change in order to build leadership skills during transition time.	

June 5, 2013	K-4th grade Meet and Greet Students watched a movie and played games in order to build relationships.	
June 19, 2013	"SIP & SOIREE" Teachers and staff from all 3 schools got together for an after-school event to socialize, celebrate the end of the school year, and build relationships with each other.	Reserve location Funds for Appetizers
June 24 – July 25, 2013	CHICAGO AREA TEACHERS (CATS) & Engineering Program (5th-8th Grade) Students attend Chicago State University for instruction, including engineering curriculum, gym and resume writing. Students are encouraged to become teachers and engineers. This event is geared towards building relationships.	Chicago State University event sponsorship Bus transportation funded through 21 st Century
July & August 2013	Summer Family Activity/Event Field trip to the Shedd Aquarium for parents and students from both school communities to build relationships.	Funds for school bus Parent leaders to advertise the event to members of both school communities
August 15, 2013 or August 16, 2013	Open House/Back to School Celebration Meet and Greet for parents and students before the school year begins. Students will display/simulate the artifacts developed during the CSU-CATS participation.	Bucket funds for teachers, refreshments, and student incentives. Parent Leaders to advertise the event in the neighborhood.

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