Transition Plan as of July 12, 2013
For the Closure of Granville T. Woods Math & Science Academy 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 Granville T. Woods Math & Science Academy Elementary School (Woods). This decision is based on the underutilization of Woods, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action will welcome returning students at Perkins Bass Elementary School (Bass), which has sufficient space and can offer a quality academic environment.

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

II. Summary of Action

Woods was a neighborhood elementary school located at 6206 S. Racine Ave., in the Englewood-Gresham Elementary Network of CPS. Woods served 371 students in PK & K-8th grades. CPS is closing Woods based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Woods students will be welcomed at Bass, located at 1140 W. 66th St. 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 Woods and Bass, as described in this transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

The geographic boundary which was associated with Woods will be reassigned to Bass, Anna R. Langford Community Academy (Langford), located at 6610 S. Throop St., and Nicholson Technology Academy (Nicholson), located at 6006 S. Peoria St. This means that Bass, Langford or Nicholson, depending on the student's home address, will be the new neighborhood school for students living in the Woods boundary who are not currently enrolled at Woods.

III. **Safety and Security**

The following proposed safety plans have been custom designed for students transitioning from Woods into Bass. 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 Team Englewood and has knowledge of community dynamics and has demonstrated significant contribution to this community. The number of community watchers allocated is 10.

- The approved Safe Passage Community Partner organization will recruit and hire "community watchers." The ideal candidates for community watchers will be from among individuals who are either residents from the community or are very familiar with residents of the community. These will be individuals who have significant knowledge of the dynamics of the community and are comfortable playing the roles as defined above. All candidates will need to pass a background screening.
- The distance between the two schools is 0.5 miles. The Safe Passage route that is being proposed for the Woods into Bass transition includes the following routes :
    - S. Racine and W. 63rd west to S. Ashland and W. 63rd
    - S. Racine and W. 63rd south to S. Racine and W. 67th
- 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

- Bass will have enhanced security staffing plan at the school. As the designated welcoming school, Bass will receive additional security to support the increased number of students as well as to ease the transition for Woods students joining Bass. The security staff from Woods will be extended offers to be redeployed to Bass in order to facilitate this transition by providing a familiar face for Woods students. Last school year, Bass had 1 full time security officers. Woods had 1 full time security officers. As a result, the new security staff at Bass will have a total of 2 full time security officers. All security staff will be provided supplemental training on the importance of the integration of the two student populations into the new welcoming school.
- A review of the safety technology for Bass is noted below, along with enhancements that will be made:
    - Camera System – Bass' 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 – Bass will have access to a metal detector and hand wands.

IV. **Supports for Students and Schools**

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

Academic Needs of Students

To address the academic needs of students affected by this transition, a detailed academic support plan has been created. Please see Appendix A for the full details of the academic support plan.

Social Emotional Needs of Students

CPS understands that whenever students transition to a new school, additional support is needed to help them adjust. To address the social and emotional needs of students affected by this transition, a detailed social and emotional learning support plan has been created. Please see Appendix B for the full details of the social and emotional learning support plan.

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

Support for Specific Students Needs

To ensure students at Woods 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 Bass, 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 Bass 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 Bass, 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 Bass, 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.

- Bass is not accessible to persons with disabilities according to the Americans with Disabilities Act. 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 Woods 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 Woods that will be used as a reference for families and the STLS Transition Support Coordinator throughout the course of their work together. One or two STLS Transition Support Coordinators will be available Monday through Friday from 9:00 a.m. to 3:00 p.m. at Woods, 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 Bass 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 Bass 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)

- Bass, Langford, and Nicholson are not currently projected to receive ELL students.

- In the event that Bass, Langford, and Nicholson receive ELLs, Bass, Langford, and Nicholson must implement the appropriate TPI or TBE program, based on enrollment.
- The Department of Language and Cultural Education (DoLCE) offers professional development and support throughout the school year that principals can utilize to guide the establishment of programs for ELLs.

Early Childhood Participants

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

Transportation

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

V. **Information Regarding Choice of Schools**

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

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

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

VI. **Public Comment**

Community Meetings and Public Hearings:

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

Community Meeting 1	**Community Meeting 2**	**Public Hearing**
Tuesday, April 09, 2013	Saturday, April 13, 2013	Thursday, April 18, 2013
5:00pm-7:00pm	10:00am-12:00pm	5:30pm-7:30pm
Harper HS	Harper HS	CPS Central Office
6520 South Wood Street	6520 South Wood Street	125 S. Clark St.

Further Questions and Concerns:

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

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

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

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS

Bass is a fine arts cluster school. As such, through partnerships we will continue full implementation and integration of arts based programming during and after-school.
All Bass students will experience arts in various media forms from, music & band, drama, dance, culinary, and textiles.
In addition to a strong arts program, we will enhance opportunities in other core curriculum areas to create an eSTEAM (enhanced science, technology, engineering, arts, and mathematics) model that will support stronger student outcomes.

<table>
<tr><th>Area of Academic Need</th><th>Strategy</th><th>Structures necessary to implement
(e.g. staff, budget, scheduling, data, etc)</th></tr>
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Literacy K-2

DIBELS			
Assessment	Bass	Woods	Composite
TRC-K	22/38	13/19	35/57
TRC-1	7/18	17/24	24/42
TRC-2	18/23	11/21	29/44

# of students Meets/Exceeds

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Literacy K-2

In an effort to close the gap in literacy development in grades K-2 and produce a learning community of fluent, responsive readers we will use a Balanced Literacy Framework. The delivery of literacy instruction will be provided in 120 minute blocks.

Daily Common Core aligned instructional programming will be provided using the following methods: Guided Reading, Independent Reading, Shared Reading, Read-Alouds , and Phonemic awareness, and Phonics.

We will implement the AARP Experience Corp Small Group Literacy Intervention Program (4 days a week). Additionally, the program will allow support for students who are performing slightly below grade level.

During the Bass School

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Literacy K-2

To address the needs of all learners during the transition, the following structures are necessary for implementation;

Teachers will participate in ongoing staff development that supports differentiated, data driven planning and instructional delivery practices supported by Common Core.

Through our Partnership with Roosevelt University, teachers will implement a summer reading program with weekly leveled book distribution for students.
We will increase parental participation by implementing a parent partnership club to increase at home learning to support increase outcomes in literacy.

Additional materials are necessary such as;
audio enhancements, document cameras, LCD projectors, i-Pad Carts to support technology integration, intervention, and acceleration.
To ensure an effective Professional Development implementation plan, we will utilize the following;

- Ordering Professional Books

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	Summer Festival all students will receive a Summer Learning Packet that will include activities in all the content areas. They will also receive summer reading materials. READ America Literacy program will provide a consultant with an onsite coach. To support the use of Scholastic Leveled Readers across content areas (A-Z) for guided reading, integrating the use of 7 Habits for Highly Effective Kids, and using Common Core classroom libraries to support young readers with processing complex text. Bass will implement Smart Tables in each 1st and 2nd grade classroom with literacy software. Scholastic News will be purchased for additional non-fiction text materials to support the Balanced Literacy Framework. The Haggerty Program will be used to support Phonemic awareness & phonics, and Pearson E-Books will be used to integrate technology while supporting the Balanced Literacy Framework.	• READ America LLC Partners to provide coaching and modeling support for literacy • Common Core materials All staff will participate in the book study entitled **Pathways to the Common Core** to develop capacity for stronger implementation of the new standards. All teachers will participate in weekly grade level planning sessions to support collaboration and data analysis to inform instruction.
Literacy 3-5 Students that meet or exceed national normed Growth Targets in Reading according to NWEA	**Literacy 3-5** In an effort to close the gap in literacy development in grades 3-5 and produce a learning community of fluent,	**Literacy 3-5** To address the needs of all learners during the transition, the following structures are necessary for implementation;

Assessment	Bass	Woods
NWEA-3	77.7%	44.7%
NWEA-4	58.6%	52.8%
NWEA-5	73.9%	62.1%
NWEA-6	61.5%	83.0%
NWEA-7	88.5%	52.9%

% of students who met/exceeded RIT

responsive readers we will use a Balanced Literacy Framework. The delivery of literacy instruction will be provided in 120 minute blocks. Daily Common Core aligned instructional programming will be provided using the following methods; Guided Reading, Independent Reading, Shared Reading, Read-Alouds, and Comprehension Supports.

Bass will use Compass Learning technology. This program will be utilized for all students (3-5) based upon individual needs as identified by NWEA. We will also progress monitor using Fountas & Pinnell Benchmark Assessment System (BAS).

During the Bass School Summer Festival all students will receive a Summer Learning Packet that will include activities in all the content areas. They will also receive summer reading materials.
READ America Literacy Consultant with onsite coach will support the use of Scholastic Leveled Readers Across Content Areas (A-Z) for guided reading, integrating the use of 7 Habits for Highly Effective Teens.

The Bass school ILT will engage in Bi-weekly planning sessions to, develop and plan for execution of action items , support collaboration and data analysis to inform instruction.

Teachers will participate in ongoing staff development that supports differentiated, data driven planning and instructional delivery practices supported by Common Core.

Through our Partnership with Roosevelt University, teachers will implement a summer reading program with weekly leveled book distribution for students. We will increase parental participation by implementing a parent partnership club to increase at home learning to support increase outcomes in literacy.

Additional materials are necessary such as;
audio enhancements, document cameras, LCD projectors, i-Pad Carts to support technology integration, intervention, and acceleration.

All staff will participate in the book study entitled **Pathways to the Common Core** to develop capacity for stronger implementation of the new standards.

Literacy 6-8

Students that meet or exceed national normed Growth Targets in Reading according to NWEA		
Assessment	Bass	Woods
NWEA-3	77.7%	44.7%
NWEA-4	58.6%	52.8%

Literacy 6-8

In an effort to close the gap in literacy development 6-8 and produce a learning community of fluent, responsive readers we will use a Balanced Literacy Framework. The delivery of literacy instruction

Literacy 6-8

To address the needs of all learners during the transition, the following structures are necessary for implementation;

All teachers will participate in weekly grade level planning sessions to support

NWEA-5	73.9%	62.1%
NWEA-6	61.5%	83.0%
NWEA-7	88.5%	52.9%

will be provided in 120 minute blocks. Daily Common Core aligned instructional programming will be provided using the following methods; Book Clubs, Inquiry groups, Independent Reading, Shared Reading, Read-Alouds, and Comprehension Supports.

Bass will use Compass Learning technology. This program will be utilized for all students (6-8) based upon individual needs as identified by NWEA. We will also progress monitor using Fountas & Pinnell Benchmark Assessment System (BAS). During the Bass School Summer Festival all students will receive a Summer Learning Packet, that will include activities in all the content areas. They will also receive summer reading materials.

The Scholastic On the Record program will be used with fidelity to support literacy instruction.

Bass will implement a MAP RIT Band Focused Saturday Academy for all students after the beginning of the year assessments.
Using the students individual scores and DesCartes, students will be provided with intervention and enrichment based upon performance levels.

Advanced students will participate in Friday Book Club in grades 6-8.

collaboration and data analysis to inform instruction. Teachers will engage in yearlong professional text reading to enhance performance and improve student outcomes.

Teachers will participate in ongoing staff development that supports differentiated, data driven planning and instructional delivery practices supported by Common Core.

Through our Partnership with Roosevelt University, teachers will implement a summer reading program with weekly leveled book distribution for students. We will increase parental participation by implementing a parent partnership club to increase at home learning to support increase outcomes in literacy.

Additional materials are necessary such as;
audio enhancements, document cameras, LCD projectors, i-Pad Carts, and Smart Boards to support technology integration, intervention, and acceleration.

Ancillary staff will continue to provide push-in support for slightly below level Middle School students with additional interventions for diverse learners
All staff will participate in the book study entitled Pathways to the Common Core to develop capacity for stronger implementation of the new standards.

Writing K-2	Class novel sets, Pearson E-Books, and Sadlier Vocabulary Workshop will be used to integrate technology while supporting the Balanced Literacy Framework. **Writing K-2** Students will participate in a daily Writer's Workshop. Students will have 150 minutes of writing instruction per week, and be given daily opportunities to write about their reading, and the use of reading response journals. Writing will be across all content areas. The Units of Study writing program by Lucy Caulkins will be the anchor texts to support student growth in writing. Students will produce writing portfolios quarterly to show progress and growth. All writing will be content specific and allow students the ability to write and read with multiple genres with the use of Daily Drop Everything and Write (D.E.A.W.) prompts across all content areas. This daily process will allow students the opportunity to construct writing, edit, and revise over time.	**Writing K-2** To support all students a stronger writing focus will be implemented at Bass. The focus will increase the use of strategies that support comprehension and dialogue with and about complex text, as well as the steps needed to complete the writing process. Students will use writing across the content areas . Students will receive direct instruction support with academic vocabulary development, and writing and reading through informational text. To enhance writing instruction we will use the following tools; • Lucy Caulkins Units of Study • Writers Journals • iPads • Sadlier Vocabulary Workshop Curriculum Additional content area teacher support for writing, & literacy intervention delivered through built in intervention and enrichment blocks. These supports will be designed with data to support on level, diverse , and advanced learners All staff will participate in the book study entitled Pathways to the Common Core to develop capacity for stronger implementation of the new standards.
Writing 3-5	**Writing 3-5** Students will have 150 minutes of writing instruction per week, and have daily	**Writing 3-5** Bass will support additional content area teacher supports for writing. These supports will be designed with data to

	opportunities to write about their reading, by using reading response journals. The writing instruction will focus on grammar, mechanics, usage, vocabulary and students will learn how to strengthen their skills with the writing process. Students will participate in quarterly debate topics that will allow them to develop critical thinking, support an argument, speaking and listening skills. Additionally, quarterly research presentations will be used to support the use of technology as integrated with writing. All writing will be content specific and allow students the ability to write and read with multiple genres with the use of daily Drop Everything and Write (D.E.A.W.) prompts. This daily process will allow students the opportunity to construct writing, edit, and revise over time. Students and teachers will have continued entries into student Essay competitions City-wide Reading is Fundamental (RIF), and Young Authors.	support on level, diverse, and advanced learners. The focus will increase the use of strategies that support comprehension and dialogue with and about complex text, as well as the steps needed to complete the writing process. Through the use of Laptops and the Mac lab students will produce authentic writing projects. Students will use writing across the content areas with support from Pearson's Write to Learn 4-8 technology integrated program. In addition to the use of Pearson's' Write to Learn, students will receive direct instruction support with academic vocabulary development, and writing and reading through informational text. Student s will also create and deliver debate presentations, and learn how to develop and support an argument using research and text based evidence. To enhance writing instruction we will use the following tools; • Lucy Caulkins Units of Study • Pearson's Write to Learn • Writers Journals • ipad and laptop support • Sadlier Vocabulary Workshop Curriculum
Writing 6-8	**Writing 6-8** The writing instruction will focus on grammar, mechanics, usage, vocabulary and students will learn how to strengthen their skills with the writing process. Students will have daily writing instruction that will total 150-180 minutes per week and be shared across the content	**Writing 6-8** Students will create and deliver debate presentations, and learn how to develop and support an argument using research and text based evidence. Through the use of Laptops and the Mac lab students will produce authentic writing projects. Students will use writing across the content areas with support from Pearson's Write to Learn 4-8 technology integrated program.

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<td>areas.
Students will participate in quarterly debate topics that will allow them to develop critical thinking, support an argument, speaking and listening skills. Additionally, quarterly research presentations will be used to support the use of technology as integrated with writing.

All writing will be content specific and allow students the ability to write and read with multiple genres with the use of Daily Drop Everything and Write (D.E.A.W.) prompts. This daily process will allow students the opportunity to construct writing, edit, and revise over time.
Students and teachers will have continued entries into student Essay competitions City-wide Reading is Fundamental (RIF), Do the Write Thing, Young Authors.</td>
<td>In addition to the use of Pearson’s Write to Learn, students will receive direct instruction support with academic vocabulary development, and writing and reading through informational text. To enhance writing instruction we will use the following tools;
• Lucy Caulkins Units of Study
• Pearson’s Write to Learn
• Writers Journals
• ipad and laptop support
• Sadlier Vocabulary Workshop Curriculum

Additional content area teacher support for writing, & literacy intervention delivered through built in intervention and enrichment blocks. These supports will be designed with data to support on level, diverse , and advanced learners

All staff will participate in the book study entitled Pathways to the Common Core to develop capacity for stronger implementation of the new standards.</td>
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<td><u>Math K-2</u>

<table>
<tr><th colspan="3">NWEA Spring Math Data</th></tr>
<tr><td></td><td></td><td>National Avg.</td></tr>
<tr><td>Bass 2nd Grade</td><td>188.9</td><td>181</td></tr>
<tr><td>Woods 2nd Grade</td><td>182.8</td><td>181</td></tr>
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National Mean RIT Scores</td>
<td><u>Math K-2</u>
Students will receive daily instruction in 90 minute blocks. Middle of the year data identified that both students from Bass and Woods need additional support in number sense and basic mathematical skills. As a result, teachers will continue to work together to assess students and identify the gaps.
In the afternoon, teachers and assistants will launch several small group instructional activities to reinforce basic math skills and number sense. During this time, students will also rotate to technology centers to</td>
<td><u>Math K-2</u>
Our math program will be supported by a math specialist who will build teacher capacity and provide targeted support for students.
We will implement the use of Everyday Math material replenishments with the Common Core supplements.
The following tools will be used for implementation;
• Math Coach/Interventionist
• Family-Focus Academic after-school support for Chess and Algebra
Professional development is key to the successful transition for Bass school. To ensure an effective Professional Development implementation plan, we will utilize the following;
• Academic Interventionist to provide Professional</td>
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Math 3-5

Students that meet or exceed national norm Growth Targets in Math according to NWEA		
Assessment	Bass	Woods
NWEA-3	85.75%	55.3%
NWEA-4	58.6%	51.4%
NWEA-5	65.2%	51.6%
NWEA-6	76%	66.7%
NWEA-7	69 %	46.9%

utilize the Compass learning intervention programs and smart table activities designed to increase math performance.
The First Move Chess Partnership will provide enrichment to increase strategies in visualizing, analyzing concretely, thinking abstractly. The First Move Partnership will take place during school, and in Chess club after school.
During grade level cluster meetings staff will participate and engage in data conversations to highlight the gaps, recognize early indicators, plan for support, and provide parents with supplemental material to prevent falling behind.
Progress of students needing intervention, acceleration, and diverse learners will all be monitored by students' performance on computer-generated quarterly math assessments.

Math 3-5

Students will receive daily instruction in 90 minute blocks.
NWEA Data for this grade cluster reveals that there is significant growth among the 3rd graders in math at Bass.
In order to meet 3-5 Math targets the following will be implemented:
• Everyday Math Common Core updates & supplemental Materials 3-5
• Focus on critical areas to develop deep conceptual understanding and procedural fluency in all grades
• Compass Learning Technology Based

Development for Math
- Extended Day Buckets
- Common Core materials
- Ordering Professional Books
- Compass Learning

All staff will participate in the book study entitled Pathways to the Common Core to develop capacity for stronger implementation of the new standards.

Math 3-5

Our math program will be supported by a math specialist who will build teacher capacity and provide targeted support for students.
We will implement the use of Everyday Math materials replenishments with the Common Core supplements.
The following tools will be used for implementation;
- Math Coach/Interventionist
- Family-Focus Academic after-school support for Chess and Algebra
- Graphic Inspire calculators
- Computer- based ST Math program licenses will be purchased to support conceptual mathematics approach for all students

Math 6-8

Students that meet or exceed national norm Growth Targets in Math according to NWEA		
Assessment	Bass	Woods
NWEA-3	85.75%	55.3%
NWEA-4	58.6%	51.4%
NWEA-5	65.2%	51.6%
NWEA-6	76%	66.7%
NWEA-7	69 %	46.9%

Intervention and enrichment will be based upon individual needs as identified by NWEA

The First Move Chess Partnership will provide enrichment to increase strategies in visualizing, analyzing concretely, thinking abstractly, and planning and juggling multiple considerations simultaneously. The First Move Partnership will take place during school, and in Chess club after school.

The use of annual math portfolios and Daily Math cumulative review will help support on-going growth and progress monitoring.

Math 6-8

Students will receive daily instruction in 60 minute blocks, with a 30 minute supplemental block strategically aligned to meet students' needs.
NWEA data for this grade cluster indicated solid growth from 65%-76%, however, incoming 6th and 8th graders will need the most support .

The following will be implemented:
• Students will be supported with annual math portfolios, and Daily Math cumulative reviews to support progress monitoring.
Connected Math WITH Common Core updates& supplemental materials will be

- A Math Team will be established and led by the Math Specialist to maintain coherence and continuity to link learning .

All staff will participate in the book study entitled Pathways to the Common Core to develop capacity for stronger implementation of the new standards.

Math 6-8

Our math program will be supported by a math specialist who will build teacher capacity and provide targeted support for students.

Woods has a Math Lead that provides additional math support to develop teachers and increase student performance. Bass will continue this model and recruit an endorsed Math Specialist that will work closely with teachers to implement Common Core Math Instruction and launch intervention for students that need additional supports.

We will implement the use of Connected Math materials with the Common Core supplements.
The following tools will be used for implementation;

- Family-Focus Academic after-

	used in grades 6-8 • Compass Learning Technology Based Intervention and enrichment based upon individual needs as identified by NWEA •Project S.Y.N.C.E.R.E. Engineering/Science Enrichment program (Advanced and on-level students 6-8)	school support for Chess and Algebra • Graphic Inspire calculators • Computer- based ST Math program licenses will be purchased to support conceptual mathematics approach for all students • A Math Team will be established and led by the Math Specialist to maintain coherence and continuity to link learning across grades in all grades Additionally, the use of iPads, various manipulative, and Smart Boards will support effective, integrated delivery of instruction, and connected math to the real world. All staff will participate in the book study entitled Pathways to the Common Core to develop capacity for stronger implementation of the new standards.
Science K-2	**Science K-2** Science will be taught 60 minutes daily. Bass will implement Pearson Interactive Science for all grades (K-2). This implementation will support reading and writing across the science content area. Students will be engaged in regular hands on science labs monthly. All students will participate in the school Science Fair, and complete Science Lab report completion through the use of writing and technology. Students will use research to understand how Science effects our lives and the world.	**Science K-2** To implement the science program we have designed the following tools and supports; • Funding for materials at all grades to support Pearson Interactive Science • Science leveled readers • Microscopes, tools, goggles, and products for lab experiments • Science Fair Boards and display materials • Pearson PD support • Use of local museum programs to enhance hands-on Science opportunities • Teachers will participate in weekly grade level planning using data, and ensuring integration of the Common Core Literacy and Math standards throughout the Science programming. Staff will participate in ongoing Technology integration training to

Science 3-5

ISAT-Science		
Assessment	Bass	Woods
ISAT Science 4th	39.5%	48.6%
ISAT Science 7th	92%	88.6%

Science 3-5

Science will be taught daily for 60 minutes daily. Bass will implement Pearson Interactive Science for all grades (3-5). There will also be an additional weekly content enhancement added for 4th grade students to support testing. This implementation will support reading and writing across the science content area.

Students will be engaged in regular hands on science labs monthly.

All students will participate in the school Science Fair, and complete Science Lab report s through the use of writing and technology. Students will use research to understand how Science affects our lives and the world.
Pearson interactive E-Books will be used to enhance content delivery. Students will have access to multiple leveled texts to engage deeper with the science content.

effectively integrate technology across all content areas.
All staff will participate in the book study entitled Pathways to the Common Core to develop capacity for stronger implementation of the new standards.

Science 3-5

To implement the science programming we have designed the following tools and supports;

- Funding for materials at all grades to support Pearson Interactive Science
- Funding to purchase new lab tables , stools, and Science equipment
- Science leveled readers
- Microscopes, tools, goggles, and products for lab experiments
- Using iPads, and Smart Boards to support effective, integrated delivery of instruction
- Flat panel TV for modeling of experiments
- Science Fair Boards and display materials
- Pearson PD support

Use of local museum programs to enhance hands-on Science opportunities.

Teachers will participate in weekly grade level planning using data, and ensuring integration of the Common Core Literacy and Math standards throughout the Science programming.

All staff will participate in the book study entitled Pathways to the Common Core to develop capacity for stronger implementation of the new standards.

Science 6-8

ISAT-Science		
Assessment	Bass	Woods
ISAT Science 4th	39.5%	48.6%
ISAT Science 7th	92%	88.6%

Science 6-8

Bass students will have 60 minutes of science instruction per week.
Bass will implement Pearson Interactive Science for all grades (6-8). There will also be an additional weekly content enhancement added for 7th grade students to support testing. This implementation will support reading and writing across the science content area. Students will be engaged in regular hands on science labs weekly.

All students will participate in the school Science Fair, and complete Science Lab report completion through the use of writing and technology.
Student will have experiential learning opportunities help them understand how Science effects our lives and the world.
Students will participate in field trip opportunities throughout the year through museum programming.

Pearson interactive E-Books will be used to enhance content delivery. Students will have access to multiple leveled texts to engage deeper with the science content.

Science 6-8

To implement the science programming we have designed the following tools and supports;

- Funding for materials at all grades to support Pearson Interactive Science
- Funding to purchase new lab tables , stools, and Science equipment
- Microscopes, tools, goggles, and products for lab experiments
- Using iPads, and Smart Boards to support effective, integrated delivery of instruction
- Flat panel TV for modeling of experiments
- Science Fair Boards and display materials
- Pearson PD support
- Online video access to labs with Youtube support

Use of local museum programs to enhance hands-on Science opportunities.

Teachers will participate in weekly grade level planning using data, and ensuring integration of the Common Core Literacy and Math standards throughout the Science programming.

All staff will participate in the book study entitled Pathways to the Common Core to develop capacity for stronger implementation of the new standards.

Diverse Learners

	Bass	Woods	Totals
LD	15	32	***47***
EMH	6	3	***9***
SPL	1	7	***8***
DD	6	0	***6***
EBD	3	1	***4***
OHI	0	3	***3***
504	3	7	***10***
AUT	0	3	***3***
			90 students

Diverse Learners

Summer Evaluation Team
On July 22, 2013, members from specialized services team here at Bass will review all IEP's. These professionals will prioritize all IEP's that are due within 90 days. The summer IEP team will identify upcoming IEP's, review IEP minutes ensuring correctness, review and ensure that IEP's identify the correct primary and secondary disability, review diverse learning accommodations and modifications in order to properly ensure that all students will be appropriately accommodated by August 26, 2013, and ensure compliance and all student personal information is correct.

Diverse Learners Instruction
Bass recognizes the importance of our diverse learners. We are committed to creating an inclusive environment. Diverse learners will be socially, emotionally, and physically integrated in the mainstream of school activities. Instruction will be accommodated per student's IEPs and lesson will be robust, rigorous and differentiated. Bass will ensure that all diverse learners are learning in the Least Restrictive Environment.

Co-Teaching Model
Diverse learners with low to moderate accommodations will be educated in a co-taught classroom. This class will be comprised of mostly general education students,

Diverse Learners

In an effort to support the needs of the diverse learner population increase several things will be needed. Bass will ensure a smooth transition for all diverse learners. Bas will also ensure an environment that is safe and accommodating to meet the specific and varied needs of the diverse learner population.

- Extended Day funding for IEP Specialized services team
- Staff Training to support diverse learners
- Ordering of additional materials to meet diverse learners needs
- Assistive technology and equipment will be used to support varying needs
- Multiple forms and styles of manipulatives, apps, and software will be purchased to support individualized instruction
- Early Literacy Software
- Talking Children's Dictionary/Reading Pen
- Digital Recorders
- Listening Libraries

	and two teachers. One teacher will be a certified diverse educator, and the other will be a general education teacher. By utilizing this model, both general education and diverse learners receive maximum social exposure, more intensive instruction, and teachers will have more time to co-plan, collaborate, and review data to drive instruction. **Resource Model** For low to moderate diverse learners a pull-out setting will be maintained to support the varied needs. The pull-out setting allows diverse learners to begin in a co-taught setting or a complete general education setting, but the student is transitioned to a more intensive setting, a resource room. This resource room will be placed in a class with a diverse educator for instruction. Resource setting ensures that the student is exposed to his/her appropriate minutes and it provides students with maximum exposure in an inclusive environment. **Instructional Classroom Model** The self-contained setting is all diverse learners. This setting is instructed solely by a diverse specialist and supported by at least one paraprofessional. This setting is meant to provide intensive instruction and mandated accommodations outside of the self-contained class. Diverse learners will also participate in all general	

	education functions. Whenever possible, and in accordance with student IEP's, diverse learners will transition, participate in recess, lunch, and physical education with the general education population.	

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

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

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming
Many of our students experience loss in their family and or community. In addition, students are struggling with depression and gaining strong self-confidence. Activities that will help students manage these emotional challenges include group counseling sessions and mentoring. Many students struggle with displaced aggression and bullying. We will address these behaviors with the use of role playing sessions, staff training, and the establishment of community partnerships that will support our mentoring program. Finally, we have a strong need for parent intervention. Parents struggle with strategies on how to support children experiencing social and emotional needs. Offering parent workshops and developing a strong line of communication between parents, teacher and students will allow us to bridge the gap between home and school. We will work with parents to strengthen the PAC and conduct meetings twice a month to help parents stay connected to our school community. This process will involve trainings and collaborative sessions which will help to provide input to the successful implementation of the Bass school mission and vision. We will reach out to community partners and Faith based organizations to provide additional support.

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): Currently at both Bass and Woods, we use multiple behavior management programs. We have CHAMPS, PBIS, 2nd Step and Calm Classroom. For the next school year, we will implement the Second Step program. We will also establish Morning Meetings within our curriculum. We will also have a check-in and check-out system where each adult will have face to face contact with every student that walks through the door. An increase of students with 504 plans has created an increased need for nursing support. Social worker services will also need to be increased.
Plan for providing targeted interventions to struggling students: To support the smooth transition of schools, we will ensure all staff are trained in the behavior management programs that will support our students' SEL needs. Mentor/Mentee Check-In & Out program will support all students. Selected adults will be assigned to students as an added layer of support to deal with day to day

SEL issues as they may arise. This additional safety net will also help to build stronger relationships school-wide. All Diverse learners will be matriculated into General Education homerooms, and limited instructional classrooms will remain. A Response to Intervention (RtI) Specialist and Social Worker will support students with individualized needs.
Vendor/community partner you intend to work with to help support students: Chicago Arts Partnership in Education (CAPE) will provide afterschool programming in the fine arts for students and parents. Family Focus will provide academics support around the content areas, social emotional learning support and fine arts programming. Youth Guidance will provide small group and individual therapy for students. Institute for Psychoanalysis will provide small group therapy sessions "Growth Groups" for students with high social emotional learning needs. Their services are also extended to family and staff. Roosevelt University will provide support with balanced literacy implementation in the form of professional development, coaching and materials. The Chicago Police Department will provide and deliver a community building curriculum for all students in Grades 4-7. This instruction will provide further supports for the effective integration of the school communities.
Plan for integrating student leadership and/or restorative practices to promote positive behavior: The following activities will be used to support student leadership: The Climate Team and Parent Ambassadors will be trained in Restorative Justice and a Peer Jury will be used to support positive student interactions during conflict. Student Council and Student Ambassadors will provide leadership support School-wide. Morning Announcements will be made by students who are selected on a monthly basis, across all grade levels. Student Safety Patrol, Hallway Monitors, and Parent Ambassadors will assist with the daily transitions. (Lunch, recess, arrival, and dismissal)
Safety Plan: How will we respond to students in conflict: The Dean of Students will lead the Climate Team in managing and securing the learning environment. This team will be trained to provide direct intervention to students. In addition, staff and all stakeholders will be provided with training on diffusing conflict situations.

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

Appendix C: Mays 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 29, 2013	**Safety Meeting:** (Parents, staff, community members and administration teams from both schools) A Meeting was arranged and held at Woods to address the community concerns regarding Safe Passage. Parents and community members wanted to learn about the safety supports provided for students crossing 63rd street. The expected outcome of this meeting was to help parents and community members understand the CPS plan for Safe Passage. Flyers were sent home to invite concerned members to attend the meeting.	CPS Safety & Security
May 30, 2013	**Parent Welcome Breakfast** 8:30am- 9:30am Bass hosted a breakfast where parents from Woods engaged with administration and staff members to tour the school and become more acclimated to the culture at Bass. **Parent Evening Meet & Greet** 3:30pm- 4:30pm Parents from Woods met with Bass team members, discussed curriculum, and student engagement. Information was also shared about school data and out of school time opportunities offered. The parents were pleased with the experience. As a result of their positive feedback to other Woods' parents, enrollment increased by 20 students.	Bass Administrative Team and Staff to facilitate sessions
May 1, 2013	**Middle School Research Project Contest** Students will research the history of both schools. The purpose was for both school communities to research the history of the schools namesakes. The also compared and contrasted the differences, and students were able to learn the legacy of each	Teacher facilitators from Bass and Woods oversee the project.

	schools namesake. Students were engaged in research, able to have dialogue and productive discussions about what they learned about each school.	

June-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
June 5, 2013	**<u>Community Safety Meeting</u>** A second meeting was held at Bass to provide additional Safe passage information and answer any additional questions regarding student safety concerns. Parents and community members wanted to learn about the safety supports provided for students crossing 63rd street. The expected outcome of this meeting was to help parents and community members understand the CPS plan for Safe Passage. Flyers were sent home to invite concerned members to attend the meeting.	CPS Safety & Security, Chicago Police Department, Administration from both schools and the Principal Transition Coach.
June 7, 2013	**<u>Carnival at Woods</u>** Bass students in grades 2-5 attended the carnival to provide integration and play among students and staff of both school communities. Students were able to play a variety of games, face painting, and other carnival activities. This gave students an opportunity to meet and socialize in a positive environment.	Woods/Bass Staff
June 7, 2013	**<u>Torch Passing Ceremony</u>** Woods 7th grade students participated in the Ribbon Pinning ceremony at Bass. 8th grade students at Bass were pinned with class ribbons to symbolize the transition and preparation for graduation. The torch was passed by Bass' 8th grade class to all 7th grade students from both school communities which highlighted the students as the new leaders,	Woods/Bass Staff Bass Admin Team

	and 8th grade students of the Bass community. This helped students be recognized as part of the school community and highlighted as the class of 2014. The ceremony was successful and students from both schools felt a sense of ownership.	
June 14, 2013	**Shadow Day** Students will visit classroom, ask questions about school at Bass, and engage with teachers. This activity allowed 5-7 grade students to experience a day as a Bass student. This helped provide clarity for students about curriculum, the flow of the school day, and the new offerings that they will be provided as Bass students.	Woods/Bass Staff Principal Transition Coach
June 15, 2013	**Ice Cream Social** The new students and parents enrolled will attend an Ice Cream social to help students form a relationship as new classmates. They work with grade level peers to create a puzzle that represents both sets of students. The outcome of the activity will be the completed hung in the main hallway as a representation of ONE School Community working together.	Principal Transition Coach
June 17, 2013	**Family Sports Festival** Students in the 7th grade from Woods and Bass will participate in a Family Sports Festival sponsored by Catholic Charities at Seward Park. Students will participate with their new classmates in sports and health activities. This activity will give the boys an opportunity to form a common bond through engaging in various sports activities. As a result students were able to realize they have some of the same goals, interests, and talents.	Transportation Woods/Bass Staff to chaperone event
July 8, 2013	**Woods Closing the year Luncheon** Woods hosted a luncheon entitled "The Life and Times of Woods Academy." Woods students will release balloons titled SOARING TO NEW HEIGHTS. Bass students will also release balloons at the same time. This activity will symbolize letting go of the past and embracing the future. Students, staff, and parents will focus on the academic progress, climate, and culture that was built at Woods working as a team over the last 10 years. As a result all stakeholders will embrace the future and continue the team spirit effort to ensure the 2013-2014 school year is a success for all students.	Woods/Bass Staff

July 18, 2013	**Family Movie Night at Northerly Island Park** The purpose of this outing is to help all stakeholders shift the thinking of two school communities to the merge of one. Busses will board and leave Bass for a family integration experience and enjoying the movie E.T. Bass will provide transportation and light snacks for the movie and bus ride. As a result, families will recognize their place at Bass and understand the building of trust and relationships to support the integration.	Transportation Woods/Bass Staff
July 31, 2013	**Family Fun Day/Student Learning Pack Delivery** This activity is a continuation of the development of bonding and relationships to create a community of one. All stakeholders will be invited to participate in a family fun day on the Bass play lot. Bass family will continue to bridge the gap between the two school communities by participating in games and fun activities including a clown and face painter. Students will be given a summer fun learning pack with grade appropriate math and reading activities. The "Book Who Moved My Cheese" will be included. All students who return summer packets will be given a coupon for Old Country Buffet.	Community Partners Funding online to secure purchasing for event materials
August 6, 2013 and August 7th 2013	**All Staff Welcome Back Planning Session** This activity is intended to bring the school community together for collaboration and planning. All stakeholders will understand expectations, goals, and vision of Bass School. All staff members will be invited to participate in a back-to-school planning session to review data and develop a support plan and welcome week activities.	
August 15, 2013	**Back- to -School Community Fest Quilt Making Activity** Staff, parents, students and external partners (Chicago Arts Partnership in Education) will engage in a collaborative quilt making project where students will depict what it means to SOAR to New	All stakeholders Community Partners Funding online to secure purchasing for event materials

	Heights. Participants will include parents, elected officials, faith-based organizations, staff, and students who will all share in a community fest to celebrate the return of school. Giveaways including school supplies and uniforms will be a part of the celebration to support families with preparing for the return of school. Parents will also create a quilt showing multiple hands coming together to support one school community. This activity is developing additional team building opportunities and collaboration. The outcome is to support the development of one school community.	
August 19, 2013	**<u>Student Retreat 4-8</u>** Students and staff will participate in a one-day retreat to support the importance of team-building, leadership, and collaboration. At the close of the retreat students will have gained a stronger sense of themselves and the classmates they will partner with during the school year. Family –Focus Community Partners and Bass staff will use fun activities that support 21st century learning strategies to help enhance academic outcomes. The topics will include; ▪ Relationship building ▪ Time management and study skills ▪ How to be a leader and Conflict resolution strategies ▪ The importance of doing homework ▪ The importance of Peace Circles The outcome is to develop team building among all students and an understanding of expectations and common language of Bass for the 2013-2014 school year.	Family Focus Retreat Venue (Kroc Center) Transportation
2013-2014 Quarterly	**<u>Staff Retreat</u>** Staff will come together to collaborate and develop a stronger school mission, vision, and design for school culture. Staff will also develop common language, and expectations, while building relationships as a new school family. The purpose is for the staff to come together for	Bass Staff

	Bass' new school mission, vision, and expectation. The outcome will be all staff leaving the retreat as one family working together as a team to have a successful school year.	
2013-2014 Quarterly	**<u>Family Nights to Support Academic Focus</u>** The purpose of this activity is to familiarize the parents with the instructional delivery the students will experience at Bass. By getting this understanding parents will be able to further support students at home. Each quarter staff, students, and families will come together to participate in fun activities to connect to the academic content. Math, reading, technology and science will be the focus of each event. This helps to support parents with connecting to the academic plan students are engaged in each day.	Bass Staff & Parents
2013-2014 Quarterly	**<u>Arts Integration Nights</u>** The purpose of this activity is to familiarize the parents with the Arts integration focus the students will experience at Bass. Parents will also participate in the arts activities with students. Each quarter families will experience Arts integration activities to show the connection between Arts and the core curriculum.	Bass Staff & Parents

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