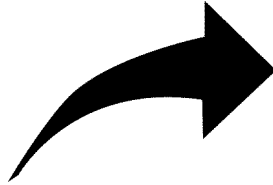


Models for a Comprehensive 2008-2010 Community School SIPAAA



Expand School Progress

Contributed by

Chicago Public Elementary School Principals

in collaboration with

the Polk Bros. Foundation Community School Leadership Network

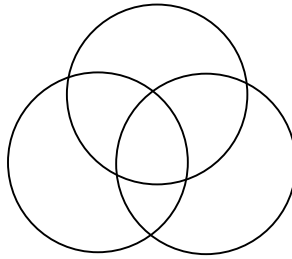
The following pages include recommendations based on successful programs at several Chicago public elementary schools. The recommendations are noted in italics.

They all are relevant to any school that wants to increase achievement through the resourceful use of time and energy of the school community.

Please contribute to this collaboration by sending your recommendations for effective ways to make vital connections to ensure that Community Schools is a way of making very effective use of resources for school-wide progress. To send your recommendations, email urbaneducation@depaul.edu.

The Community Schools Leadership Network is coordinated by the DePaul University Center for Urban Education. To access this Sample SIPAAA as a Word document, go to teacher.depaul.edu.

COMMUNITY SCHOOLS CONNECT



Planning Starts Here: Review the essentials of the CPS Community Schools so you can build them into your planning. The following statement is from the CPS Community School website <http://www.cpsafterschool.org/program/>.

Each CPS Community School

- Partners with at least one non-profit organization (NPO) with a minimum of three years experience implementing after school programs and/or a demonstrated track record of providing successful educational and related activities that enhance academic performance and positive youth development of CPS students.*
- Hires a full-time resource/site coordinator at the local level to oversee programs, help identify and engage additional resource providers, performs necessary administrative duties, coordinates with the NPO partner and Advisory Group, and supervise student and/or community workers. The coordinator is also the critical communication bridge between all community school stakeholders, including students, parents, teachers, school personnel and leadership, external partners, and community members.*
- Ensures that all out-of-school time programs relate to and support the school's academic program. Whether a school is running a culinary course, creating a school newspaper, or offering an arts integration activity, the programs intentionally include both academic and social outcomes for a minimum of 75 students.*

Community schools offer a minimum of 12 hours per week of after school activities, including parent programming, health and social services. Most CPS Community Schools have programming until 5 pm or 6 pm, and many have Saturday and summer program offerings.

School Name: _____

Unit Number: _____

Document the various ways your school gathered input on the SIPAAA from faculty and community stakeholders. Involvement efforts include SIPAAA Team and committee meetings, town hall forums, and informal surveys. See The SIPAAA Planning Toolkit for examples of surveys and additional resources.

Summary of Faculty and Stakeholder Involvement

Example: We involved the entire school community in special meetings as well as making discussion of the plans a part of the agenda for all LSC meetings between November and March. All school standing committees participated in planning. The Community School Advisory Council met with the LSC to review the plans in particular relating to the integration of the Community School initiative into school-wide progress.

Summary of Participants

LSC Mbrs	PAC Mbrs	BAC Mbrs	Teachers	ESP	Parents	Students	Community	All

SIPAAA Related Meetings

Date	Meeting Type	Description (user entry)

Stakeholder Engagement Surveys (optional)

Number of Parent Survey Responses:

Number of Student Survey Responses:

Number of Teacher Survey Responses:

Number of ESP Survey Responses:

School Name: _____

Unit Number: _____

Engage the SIPAAA Team and other stakeholders in drafting or revisiting the school's mission – what the school is and does – and its vision – the school's ultimate goal or image of success. Enter the mission and vision in the spaces below.

The School Mission

Example:

The mission of the school is to ensure that every student achieves success in the core curricular areas by coordinating school and community resources. The school's teaching team works with partners and parents to guide our students as they learn during the school day, in extended learning programs, and at home. Our curriculum emphasizes literacy, critical thinking, and problem solving. We provide enrichment opportunities for students and families, emphasizing arts, sports, and technology. We support students' social-emotional development and teamwork through cooperative learning and team sports.

The School Vision

Example:

Our Community School is a resource to the community, enabling students, parents, and community members to build their abilities and the school-community's capacities. We are a gateway to the world of opportunities.

School Name: _____

Unit Number: _____

Your school's outcome data are organized by the four Scorecard categories. Analyze the data, identify school-wide strengths and areas of concern, and summarize your findings in the boxes below. See the SIPAAA Planning Toolkit for helpful ways to analyze data.

Internal Review: SIPAAA Outcome Analysis

Student Outcomes	
Strengths: <i>ISAT results at the highest grade enrolled are increasing. We believe that the Extended Learning programs particularly Saturday and summer are contributing to this progress.</i>	Concerns: <i>ISAT scores of Special Education students at the highest grade are not increasing. We have developed a plan for the Least Restrictive Environment and need to work on its implementation.</i>
Academic Progress	
Strengths: <ul style="list-style-type: none">• <i>Reading comprehension achievement has increased for most grades, based on ongoing work for professional development and parent involvement in at-home reading and writing.</i>• <i>Math achievement has increased for most grades. We have organized family math nights each quarter. Our community partners have provided after-school math workshops that have helped parents work with their children.</i>• <i>Science achievement has increased substantially at 4th grade. A number of the students Science Fair projects have won awards at the Citywide Science Fair. Parents have been actively involved in the Fair both as judges and participating in assemblies.</i>• <i>Students have won awards in the Young Authors contest. Our teachers have organized after-school writing programs for ISAT grade.</i>	Concerns: <ul style="list-style-type: none">• <i>Our special education students are not making AYP. Teachers recommend that we have additional parent conferences to supplement the annual IEP meeting.</i>• <i>Grade 6 has not achieved reading progress at the rate of the other grades. Teachers indicate that the problem actually begins in 5th grade, and we do see some decline in scores at that grade also.</i>• <i>Math scores for grades 3-8 are below the citywide levels, especially 5th grade. Teachers recommend that we organize grade-level math camps to help students get the basic skills such as times tables and involve parents in this program.</i>• <i>Seventh grade science scores have fallen. We need to increase the amount of time they have for data interpretation—that is the kind of item they are failing.</i>• <i>We do not have a comprehensive writing program.</i>• <i>Students are not completing homework consistently.</i>

Student Connection	
<p>Strengths:</p> <ul style="list-style-type: none"> ▪ Attendance has increased from 89% to 92%. Our phone system has helped parents know about absences and support attendance. ▪ Students indicate that the staff is supportive (98%) and 99% report that there is academic rigor. We are confident that the school's progress is related to our school-wide motivation initiative that includes all teachers and staff. ▪ 8th grade students are completing community service learning projects. We believe that the displays that feature those are positively affecting all students. 	<p>Concerns:</p> <ul style="list-style-type: none"> • The school library does not have a large collection of books. It is important that students have books that they can select for independent reading that relate to their personal interests. • There are few classroom libraries, which limit individual students' opportunities to read what interests them. • Only 35 percent of students are participating in after-school activities. • Of the discipline actions, 12 students had repeated offenses each quarter. We need to identify more resources to respond to these individuals and their families.
School Characteristics	
<p>Strengths:</p> <ul style="list-style-type: none"> • Two teachers have succeeded in meeting National Board certification. • A highly experienced and highly qualified faculty. • The school has organized a combined LSC and Community Schools Advisory Committee quarterly meeting to identify priorities and assess progress. 	<p>Concerns:</p> <ul style="list-style-type: none"> • Teacher surveys indicate that 50% of the teachers want more leadership opportunities. • Parent participation in school activities is not increasing. Only 15% of the parents consistently attend parent programs.

School Name: _____

Unit Number: _____

Use the section below to list the curricula your school is currently using in each content area. This snapshot of current practices will provide context for your conversation about instruction.

Internal Review: Curricula Currently Being Used in the School (Self-Report)

Examples are noted on the charts.

Content Area	Curriculum	Description	Grade Levels
<i>Reading</i>	<i>Basal</i>	<i>Core Reading program--basal readers with ancillary materials.</i>	<i>K-5</i>
<i>Reading</i>	<i>Novels and Trade Books</i>	<i>A diverse set of books appropriate to each grade level.</i>	<i>6-8</i>
<i>Science</i>	<i>Science Kits</i>	<i>Hands-on materials</i>	<i>4 and 7</i>
<i>Social Studies</i>	<i>On-line resources</i>	<i>Teachers identify materials and make copies</i>	<i>K-8</i>
<i>Mathematics</i>	<i>X Program</i>	<i>CMSI approved program</i>	<i>K-5</i>
<i>Mathematics</i>	<i>X Program</i>	<i>CMSI approved program</i>	<i>6-8</i>
<i>Writing</i>	<i>Writing Prompts</i>	<i>ISAT Writing Prompts and rubrics</i>	<i>3-8</i>
<i>Art</i>	<i>Art Teacher</i>	<i>Teacher-developed activities</i>	<i>K-8</i>
<i>Computer</i>	<i>Computer Teacher</i>	<i>Teacher-developed activities</i>	<i>3-8</i>

Internal Review: Existing School Partnerships (Self-Report)

Partner Name	Description	% of the Student Body Served
<i>Social Service Agency</i>	<i>Provides direct social services to children and families</i>	<i>10%</i>
<i>Literacy Consultant</i>	<i>Provides staff development in literacy</i>	<i>100%</i>
<i>Arts Organization</i>	<i>Provides after-school program in arts for students and families</i>	<i>35%</i>
<i>Health Clinic</i>	<i>Provides direct services to students and families</i>	<i>20%</i>
<i>Community College</i>	<i>Provides GED classes to parents and community members at the school.</i>	<i>3%</i>
<i>University</i>	<i>Provides tutors</i>	<i>10%</i>
<i>Community College</i>	<i>Provides ESL classes for parents</i>	<i>5%</i>

School Name: _____

Unit Number: _____

Vastly improving schools demonstrate excellence in the Five Fundamentals for School Success. Engage in discussions with faculty and community stakeholders to determine how the school is doing in each Fundamental and record your findings below. For more information and resources, go to www.stratplan.cps.k12.il.us/school_success.shtml.

Internal Review: SIPAAA Process Analysis: the Five Fundamentals for School Success

Next Steps for Instruction:

Classroom computers will be linked to literacy sites. Parents will receive lists of recommended sites for access at home or the community library.

Teachers meet with after-school program staff to plan priorities for student learning

Provide workshops for parents to orient them to the instructional program.

Develop a comprehensive writing program for every grade.

Each day will include: "my own reading time", with self-selected materials that students write about in a learning log.

Expand leveled book collection, to circulate through library.

Parents will be asked to schedule home reading time daily.

Each day will include journal writing by students.

Parents will be asked to read and respond to their children's writing

Purchase resources for music and art to enrich literacy.

Next Steps for Instructional Leadership:

Literacy Coach and Math Coach will work with Community Partner to align literacy development with extended learning activities.

School counselor/dean will work with Community Agency to identify ways to support social-emotional development progress.

School will organize teacher-leadership teams for math, science, reading, and writing.

School-wide planning of science fair and Youth Authors will include representatives of partner organizations.

Each administrator will focus on one subject in which to strengthen literacy: science, math, social studies.

Teachers will organize quarterly Teacher Fairs to feature their best practices in literacy development across the curriculum.

Next Steps for Professional Capacity:

Literacy Coach, Music Teacher, and Art teacher will conduct in-school workshops on ways to use of art and music to increase reading comprehension.

Literacy Coach, math, and science teachers will plan staff development collaboratively with community partners so that methods and materials can be shared.

School-community coordinator works directly with classroom teachers to plan ways to link extended learning opportunities to their classroom priorities.

Teachers organize grade level and grade-cycle teams in which teachers specialize in different areas that they then contribute to the entire grade/grade cycle.

Special education teachers will lead study groups on differentiating instruction and assessment.

Next Steps for Learning Climate:

Teachers and students will present displays of student artwork in collaboration with extended learning program that present positive images of students, families, and the community.

School leadership will organize teacher and parent workshops that focus on building individual self-esteem and family and school collaborations.

We will organize parent activities during the day, including aerobics and computer classes.

Staff and teachers will gather informally the final Friday of each month.

The school will solicit donations of and then display works of art that present positive images of individual and cultural identities.

The school will display positive photos of parents, families, and students.

The school will begin each day with a positive proverb or saying.

Next Steps for Family & Community Involvement:

Teachers will set up on-line homework "bank" that can be accessed directly by parents at home, at school, and at the local library.

The school will collaborate with Community Partners to organize service-learning projects that strengthen social-emotional development and reinforce skills development.

Upper grade students will organize a Family Resource Guide, listing local and citywide agencies that provide useful resources to families.

The school will organize a newsletter and quarterly gatherings that link parent groups so there is communication among PAC, Bilingual parent group, Special Education parent group, and LSC.

The school will provide technology classes for parents—and expand other opportunities for technology access and learning.

Grade cycles will receive in-school grants to organize parent involvement projects.

The school will work with the Park District to organize family athletic programs.

School Name: _____

Unit Number: _____

Use the findings from the outcome and process analyses to identify up to four priorities, the primary areas of focus for the school's improvement efforts. Select a Priority Type for each priority you describe below. Establish an indicator of success for each priority, which is a quantifiable goal that the school is striving to achieve.

SIPAAA Priorities for the 2008-09 and 2009-10 School Years

Priority #	Priority Type (dropdown; see Oracle tool)	Priority Description	Indicator of Success
1	Literacy	<i><u>Improve literacy achievement</u> by using leveled readers in guided reading and implementing a comprehensive writing curriculum at all grades.</i>	<i>ISAT reading scores improve by 10% by June 2010. School-wide writing rubric indicates 75% of students meet or exceed writing standards by June 2010.</i>
2	Math	<i><u>Improve math achievement</u> with an emphasis on using formative assessments to drive instruction.</i>	<i>90% of teachers report using math assessments at least monthly to inform their instruction and discuss with families by June 2009. ISAT math scores increase by 10% by June 2010.</i>
3	Science	<i><u>Increase science achievement</u> by increasing science integration into math, reading, and writing and expanding after-school science project.</i>	<i>ISAT science scores increase by 5% each year. Lesson plans integrate science with math, reading, and writing. Walkthroughs find evidence of student learning of ways to analyze science data.</i>
4	Family and Community Involvement	<i><u>Strengthen family and community involvement</u> by increasing the quantity and quality of extended learning activities and school-home communications.</i>	<i>25% increase in families reporting participation in family events, programs, or services by June 2010. 95% of families report positive school involvement by June 2010.</i>

Priority 1: *Improve literacy achievement by using leveled readers in guided reading and implementing a comprehensive writing curriculum at all grades.*

Activity <i>(See Oracle tool for specific ISOs to be offered.)</i>	Person(s) Responsible	Amt. to be Budgeted in PSB	Funding Source (SGSA or NCLB)
<i>Quarterly family literacy “nights” with book fair at library</i>	<i>Literacy Coach and/or Assistant Principal</i>	<i>\$2,000</i>	<i>NCLB</i>
<i>Parent Book Club with once-a-month meeting</i>	<i>Community Partner and Assistant Principal</i>	<i>\$500</i>	<i>SGSA</i>
<i>Home gatherings to discuss ways to increase literacy</i>	<i>PAC Chair and/or LSC members and Literacy Coach</i>	<i>0</i>	<i>NA</i>
<i>Organize student journaling at all grades</i>	<i>Assistant Principal and Lead Teachers</i>	<i>\$4,000</i>	<i>SGSA</i>
<i>Provide staff development on teaching writing</i>	<i>Principal to organize</i>	<i>\$1,500</i>	<i>SGSA</i>
<i>Purchase materials for classrooms and library including science books, leveled books and resources for art and music</i>	<i>Librarian, Principal, Grade Level Leaders</i>	<i>\$10,000</i>	<i>SGSA</i>
<i>Teachers analyze results of DIBELS and Learning First, identify priorities, meet with parents to discuss</i>	<i>Assistant Principal, counselor</i>	<i>0</i>	<i>NA</i>
<i>Upper grade students read aloud with primary students and parents every Friday.</i>	<i>Assistant Principal</i>	<i>0</i>	<i>NA</i>
<i>Monthly reading “tips” for parents</i>	<i>Grade level leaders</i>	<i>\$1,000</i>	<i>NCLB</i>

School Name: _____

Unit Number: _____

Priority 2: Improve math achievement with an emphasis on using formative assessments to drive instruction.

Activity <i>(See Oracle tool for specific ISOs to be offered.)</i>	Person(s) Responsible	Amt. to be Budgeted in PSB	Funding Source (SGSA or NCLB)
<i>Math Game Lending Library</i>	<i>Math lead teacher or assistant principal</i>	<i>\$800</i>	<i>SGSA</i>
<i>Parent Workshops on Practical Math Learning Activities for the Home</i>	<i>Math lead teacher</i>	<i>\$1,500</i>	<i>NCLB</i>
<i>Train volunteers as math tutors</i>	<i>Math lead teacher</i>	<i>\$500</i>	<i>NCLB</i>
<i>Professional development for teachers on assessment and improvement of math</i>	<i>Math lead teacher</i>	<i>\$1,500</i>	<i>NCLB</i>
<i>Teachers analyze results of math assessments, identify priorities, meet with parents to discuss</i>	<i>Math coach, counselor</i>	<i>0</i>	<i>NA</i>
<i>Set up school bookstore, with student accountants, funded by donations.</i>	<i>Upper grade teacher</i>	<i>0</i>	
<i>Link classroom computers to on-line math sites; send list of links home for families to use</i>	<i>Grade Level Leaders</i>	<i>0</i>	<i>NA</i>
<i>Set up Math Displays in each classroom</i>	<i>Teachers</i>	<i>\$1,000</i>	<i>NCLB</i>
<i>Students prepare math journals, noting what they learn each day.</i>	<i>Teachers</i>	<i>\$1,000</i>	<i>NCLB</i>

School Name: _____

Unit Number: _____

Priority 3: Increase science achievement by increasing science integration into math, reading, and writing and expanding after-school science project.

Activity <i>(See Oracle tool for specific ISOs to be offered.)</i>	Person(s) Responsible	Amt. to be Budgeted in PSB	Funding Source (SGSA or NCLB)
<i>Hold a health fair with student-presented displays and materials with donations from hospitals</i>	<i>Science Teacher and Community Partnerships Coordinator</i>	<i>\$350</i>	<i>NCLB</i>
<i>Parent workshop on helping your child with science fair projects— with After-School Counts funding</i>	<i>Science teacher</i>	<i>\$300</i>	<i>NCLB</i>
<i>Family field trips to science museums</i>	<i>Assistant Principal</i>	<i>\$400</i>	<i>NCLB</i>
<i>Give ISAT-based assessments quarterly; discuss results with students and parents.</i>	<i>Teachers</i>	<i>0</i>	<i>NA</i>
<i>Science “kits” for loan to homes</i>	<i>Science Lead Teacher</i>	<i>\$800</i>	<i>SGSA</i>
<i>Teacher workshops on science literacy including writing about science</i>	<i>Science Lead Teacher</i>	<i>\$1,500</i>	<i>NCLB</i>
<i>Teacher-led workshop during professional development day on using art to enhance science fair</i>	<i>Art Teacher and Science Lead Teacher</i>	<i>0</i>	<i>NA</i>
<i>Discovering Science on TV: Monthly recommendations of programs to be included in parent newsletter</i>	<i>Science teacher</i>	<i>0</i>	<i>NA</i>
<i>Link classroom computers to Chicago and national science museums. Send list of links home for families to use.</i>	<i>Grade Level Leaders</i>	<i>0</i>	<i>NA</i>
<i>Organize May science careers in the Community and City Fair.</i>	<i>Counselor, Community School Manager</i>	<i>0</i>	<i>NA</i>

School Name: _____

Unit Number: _____

Priority 4: Strengthen family and community involvement by increasing the quantity and quality of extended learning activities and school-home communications.

Activity <i>(See Oracle tool for specific ISOs to be offered.)</i>	Person(s) Responsible	Amt. to be Budgeted in PSB	Funding Source (SGSA or NCLB)
<i>Organize clubs based on parent interests</i>	<i>Parent Volunteer</i>	<i>\$500 for resource materials</i>	<i>NCLB parent funds</i>
<i>Organize student clubs that meet weekly based on student interests</i>	<i>Community Partner</i>	<i>\$500 for supplies</i>	<i>SGSA</i>
<i>Link with community partner for after-school projects for parents and community members</i>	<i>Community Organization</i>	<i>No cost to school</i>	<i>NA</i>
<i>Organize service learning activities that link students and community members in improvement projects within the community</i>	<i>Assistant principal or school counselor or social worker</i>	<i>\$400</i>	<i>SGSA</i>
<i>Teachers volunteer to lead once-a-month after-school parent sessions on an area of interest--dance, crafts, music, theater</i>	<i>Resource Coordinator</i>	<i>\$1,000 for materials</i>	<i>NCLB parent funds</i>
<i>Family Aerobics Sessions by Park District or Sports Organization</i>	<i>Assistant Principal</i>	<i>No cost to school</i>	<i>NA</i>
<i>Parent Computer Workshops by Business Volunteer</i>	<i>Assistant Principal</i>	<i>No cost to school</i>	<i>NA</i>
<i>Parent Newsletter including literacy and math "tips" for learning at home, plus Internet links.</i>	<i>Assistant principal and Community Partner</i>	<i>\$1,000</i>	<i>NCLB Parent funds</i>
<i>Monthly calendar of meetings with weekly reminders.</i>	<i>Principal</i>	<i>0</i>	
<i>Involve teachers, parents, and community partners in planning quarterly Family Nights.</i>	<i>Community Partner and Assistant principal</i>	<i>\$4,000</i>	<i>NCLB Parent Funds</i>

Other Related Activities

Activity	Person(s) Responsible	Amt. to be Budgeted in PSB	Funding Source (SGSA or NCLB)
<i>Purchase copier maintenance agreement to ensure all staff members have adequate access.</i>	<i>Clerk</i>	<i>\$4,000</i>	<i>SGSA</i>
<i>Purchase supplies including copier paper, ink, art supplies and other materials for classroom use.</i>	<i>Clerk</i>	<i>\$20,000</i>	<i>NCLB</i>
<i>Continue to fund counselor to support all students' social and emotional needs.</i>	<i>Principal</i>	<i>\$80,000</i>	<i>SGSA</i>
<i>Work with community agencies to organize parent support network.</i>	<i>Counselor</i>	<i>No cost to school</i>	
<i>Organize student council</i>	<i>Counselor</i>	<i>No cost to school</i>	
<i>Enlist adult volunteers to assist in art and computer classes.</i>	<i>AP</i>	<i>No cost to school</i>	
<i>Continue to fund Art Teacher to strengthen arts integration and develop student arts abilities.</i>	<i>Principal</i>	<i>\$60,000</i>	<i>SGSA</i>

Total Allocations by Fund

Fund:	SGSA	Title I/NCLB
Amount:	\$162,500	\$37,550