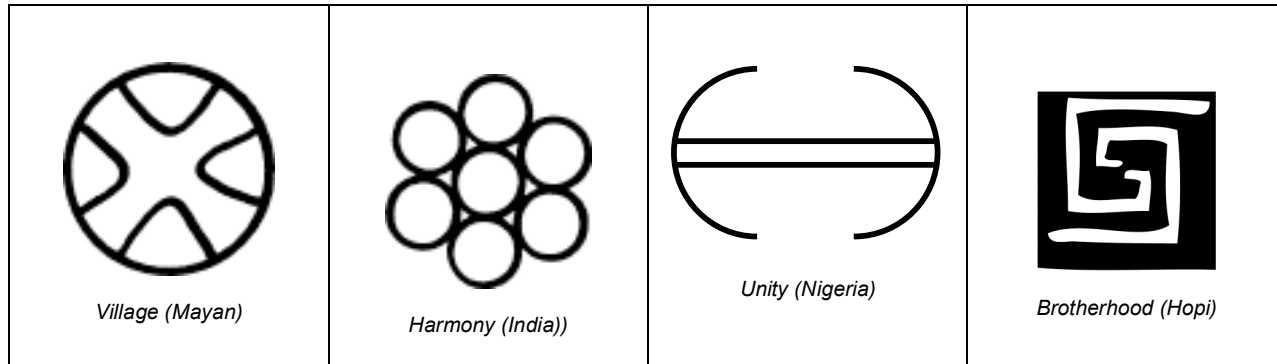


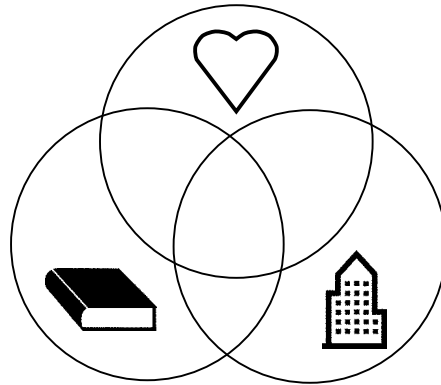
## Strategies for Linking In-school and After-school Programming and Engaging the Entire School Administration



Stakeholder Meeting  
Federation for Community Schools  
February 8<sup>th</sup>, 2008

Barbara Radner  
Polk Bros. Community School Leadership Network  
DePaul Center for Urban Education

## THE COMMUNITY SCHOOL CONNECTION



The Community School Service Plan complements the SIPAAA.

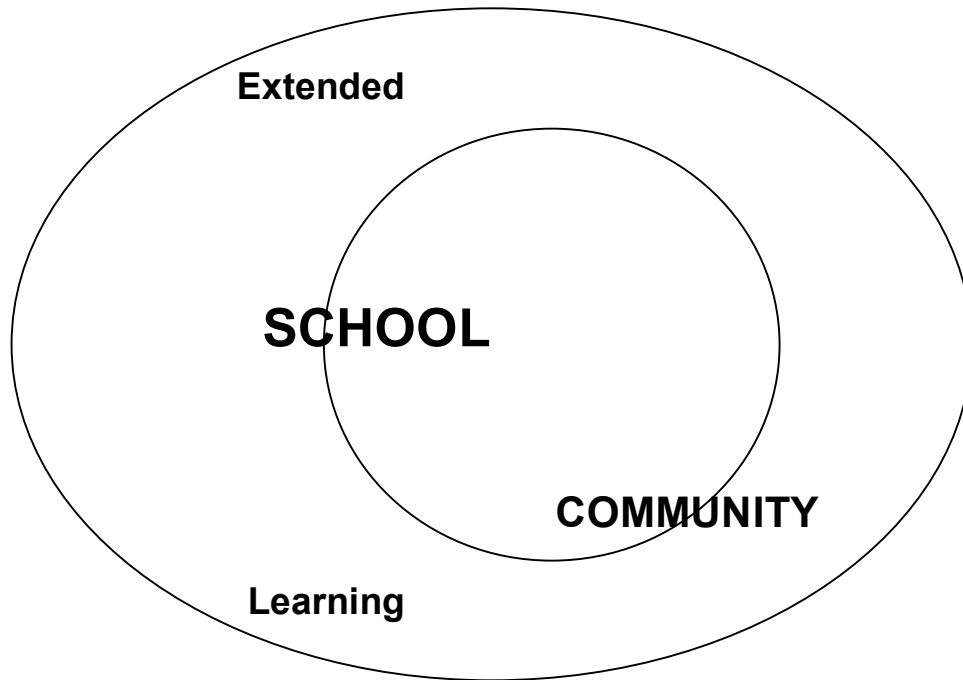
The Community School Service Plan requires that:

- ✓ All programs should enhance and support the regular school day.
- ✓ All programs should align with State Standards.
- ✓ Provide at least 12 hours per week for a MINIMUM of 75 students.
- ✓ Reflect the input of the Advisory Committee and other key stakeholders.

### Expected Outcomes

- Improved student academic development and performance
- Improvement of the physical, social and emotional well being of participating students

*For more information about the Community Schools, see the CPS Community School website <http://www.cpsafterschool.org/program/>.*

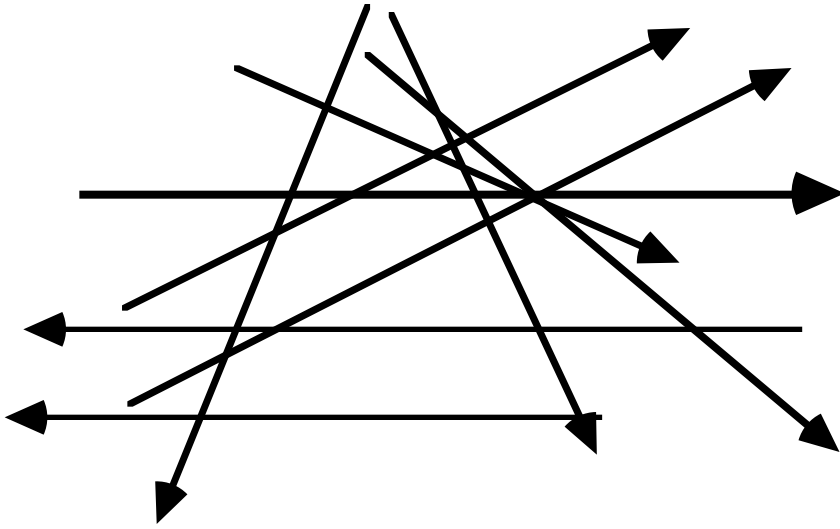


## **Connecting School Day and Extended Learning**

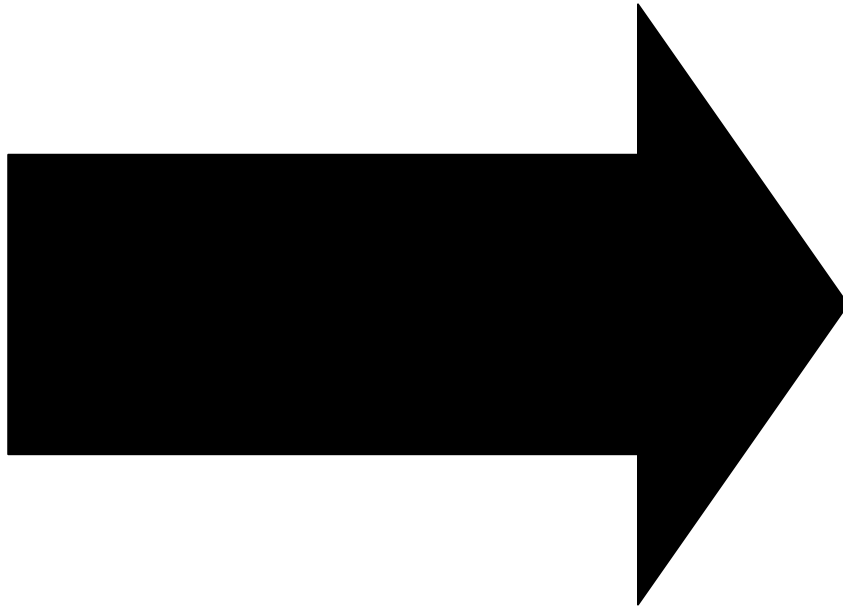
**Linking**  
School and Community  
Teacher and Families  
Parents and Students  
Agencies and Administrators  
Curriculum and Applications

## The Principal's Challenge

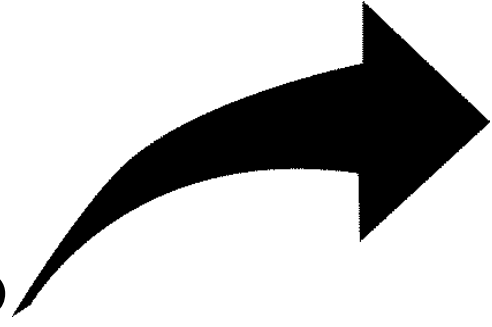
standardassessmenttrubricgoaloutcomereadingskills  
phonicsvocabularymoneymoneymoneybudgetcosts  
language**ACT**writingcomprehensionsciencelanguage  
historyphysicsbiologyalgebrainstructionlearningstyles  
lessonplansteachingstyleslanguagecontentwordknowledge  
languagecontextprogrammedlearningwordknowledge  
disciplinebasaltextbooktelevisioncomputerglossary  
dictionary**attendance**grammarpersuasivewritingartdance  
expositorywritingnarrativewritingstandardassessmenttrubric  
goalmethodlessonoutcomereadingskillsphonicslanguage  
parentscommunityparkdistricthealthclinicattendancelearn  
listenindirectinstructionlearningstylesassessmentcontent  
teachingstylesvocabularycontenttestnewteachers**NCLB**  
**LRE**goalscontextprogrammedlearningassessmentreform  
moneyglossarydictionary**ISAT**spellinggrammarpersuasive  
writingfluencycomprehensionoutlinenoteswritingreading  
expositorywritingnarrativewritingstandardassessmenttrubric  
goaloutcomereadingskillsphonicslanguageartdirectmusic  
instructionanswerquestioncreativityproductivitysports  
learningstyles**socialemotionallearninggoals**activity  
purposesteachingstylescontentstandardstestsreformcontext  
programmedlearningcreativityideainformationtextbooktrad  
ebooktvfactfactfactfactfactideafactfactcomputerglossary  
dictionarygrammarpersuasivecollegepreparationcareer  
writingexpositorywritingnarrativeteachercriticalthinking  
tehnologymotivationmanagementbudgettestprogress



Progress requires shared focus.



# Literacies



Outcomes: All of the following program areas can develop literacies.

Art

Basketball

Chess

Dance

Entrepreneurship

Food preparation

Gardening

Health

Inventors

Kickball

Language

Music

Novels

O

Poetry

Q

R

Soccer

Technology

Universe

Writers

Xylophone

Young authors

Zoo

Outcome: What results

Value Added: The Outcomes of the Extended Learning

## ACTIVITY TO GUIDE STUDENT THINKING BEFORE THEY WRITE THEIR EXTENDED RESPONSE

ILS1B: I can restate a situation presented in text or illustration. ILS1C: I can interpret that situation.

Show what happened.

### **Extended Response**

*Write about it. Tell what you think people can learn from what happened.*

*What is your main point you will make? Write a one-sentence answer to the question.*

---

*List information you will use to support your answer.*

---

---

---

---

---

*Then list your ideas that you will include to explain your answer.*

---

---

---

---

## Writing Prompts for the Thoughtful Classroom

*Students write about how the saying relates to an actual event.* ILS1B, 1C, 3B.

If you wish to learn the highest truths, begin with the alphabet. (Japan)	Si deseas aprender las grandes verdades, comienza con el alfabeto. (Japón)
Never be afraid to sit awhile and think. (Lorraine Hansberry, US)	Nunca temas sentarte un largo rato y pensar. (Lorraine Hansberry, EUA)
A book is a garden carried in the pocket. (Saudi Arabia)	Un libro es un jardín que cargas en el bolsillo. (Arabia Saudita)
He who does not know one thing knows another. (Kenya)	Aquel que no sabe una cosa sabe otra. (Kenya)
The world exists on three things: truth, justice, and peace. (Hebrew)	El mundo existe en tres cosas: la verdad, la justicia, y la paz. (Hebreo)
Give me leverage, and I will move the Earth. (Greece)	Dame ventaja, y moveré la Tierra. (Griego)
By learning you will teach, by teaching you will learn. (Latino)	Al aprender enseñas, al enseñar aprendes. (Latino)
If you cannot serve, you cannot lead. (Bulgaria)	Si no puedes servir, no puedes guiar. (Bulgaria)
A gentle hand may lead even an elephant by a single hair. (Iran)	Una mano gentil puede guiar aun a un elefante por un pelo. (Irán)
The best leader is never recognized. People turn to one another and say, "We did it ourselves." (Zen)	El mejor líder nunca es reconocido. Las personas se miran una a la otra y dicen "Lo hicimos nosotros mismos." (Zen)
She that would lead must be a bridge. (Wales)	Aquella que guía debe ser un puente. (Wales)
An enemy will agree, but a friend will argue. (Russia)	Un enemigo estaría de acuerdo, pero un amigo discutirá. (Rusia)
Do good, and don't worry to whom. (Mexico)	Haz el bien, y no te preocupes a quien. (México)
If there's no enemy within, no enemy outside can do you harm. (Nigeria)	Si no hay enemigo dentro de ti, no hay enemigo fuera que pueda lastimarte. (Nigeria)
Lower your voice and strengthen your argument. (Lebanon)	Baja la voz y fortalece tu argumento. (Líbano)
Even the hardest of winters fears the spring. (Lithuania)	Aún el invierno más fuerte le teme a la primavera. (Lituania)
A clever person turns big troubles into little ones and little ones into none at all. (China)	Una persona astuta vuelve grandes problemas en pequeños y pequeños en inexistentes. (China)
Clouds that thunder do not always rain. (Armenia)	Las nubes que truenan no siempre llueven. (Armenia)
Everyone is the age of her heart. (Guatemala)	Todos son la edad de su corazón. (Guatemala)
You must be the change you wish to see in the world. (Mahatma Gandhi)	Debes ser el cambio que deseas ver en el mundo. (Mahatma Gandhi)

## Social/Emotional Development and Extended Learning

This chart lists ISBE Social/Emotional Learning Standards. Social/emotional development should be built into each grade through activities and programs directly addressing these needs and in instruction and assessment in the core curriculum, including:

- |                           |                                   |
|---------------------------|-----------------------------------|
| Goal-setting for learning | Collaborative learning activities |
| Individualized projects   | Progressive assessments           |

The school day and extended learning are full of opportunities for students to analyze and interpret important elements of social/emotional development. For example...

- |                           |                     |                             |
|---------------------------|---------------------|-----------------------------|
| Interpreting literature   | Analyzing history   | Analyzing current events    |
| Writing about experiences | Graphing progress   | Expanding vocabulary        |
| Interpreting/making art   | Profiling a culture | Reading/writing biographies |

***Goal 1: Develop self-awareness and self-management skills to achieve school and life success.***

Standards	How Extended Learning Programs Support Social-Emotional Development
A: Identify and manage one's emotions and behavior.	
B: Recognize personal qualities and external supports	
C: Demonstrate skills related to achieving personal and academic goals.	

**Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.**

<b>Standards</b>	<b>How Extended Learning Programs Support Social-Emotional Development</b>
A: Recognize the feelings and perspectives of others.	
B: Recognize individual and group differences	
C: Use communication and social skills to interact effectively with others.	

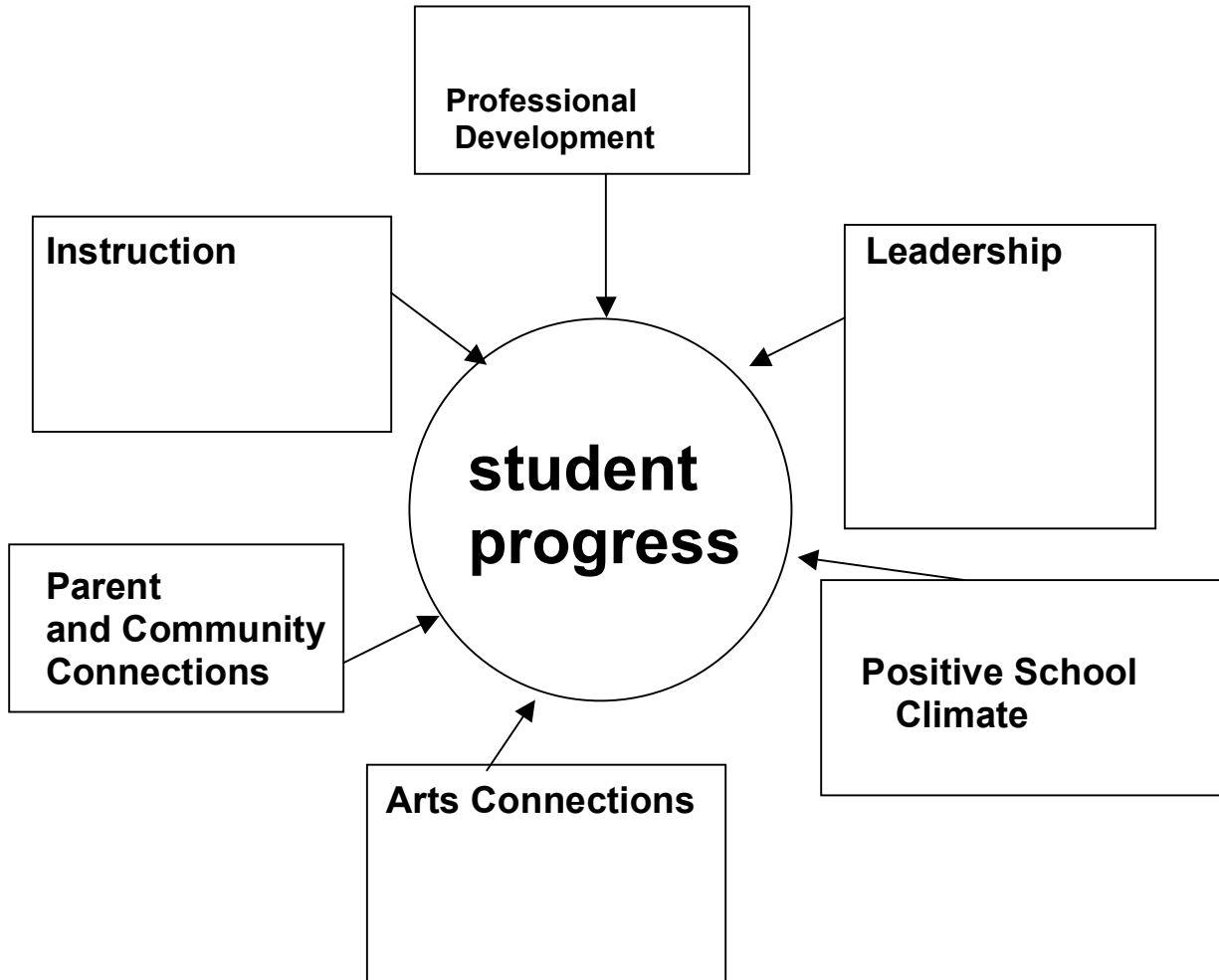
**Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.**

<b>Standards</b>	<b>How Extended Learning Programs Support Social-Emotional Development</b>
A: Consider ethical, safety, and societal factors in making decisions.	
B: Apply decision-making skills to deal responsibly with daily academic and social situations.	
C: Contribute to the well-being of one's school and community.	

## **Organize More Progress**

- ✓ **Clarify alignment:**
  - School priorities**
  - Community Agency capacity**
  
- ✓ **Organize collaboration**
  - Identify partners**
  - Plan complementary programs**
  - Coordinate schedules**
  
- ✓ **Evaluate progressively**
  - Assess outcomes**
  - Communicate progress**
  - Make improvements**

# SIPAAA CONNECTIONS



**This page is included in the SIPAAA.**

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

**Internal Review: Existing School Partnerships (Self-Report)**

Partner Name	Partner Description	# of Students Served
Social Service Agency	Provides direct social services to children and families	60
Literacy Consultant	Provides staff development in literacy	600
Arts Organization	Provides after-school program in arts for students and families	210
Health Clinic	Provides direct services to students and families	120
Community College	Provides GED classes to parents and community members at the school.	18
University	Provides tutors	60
Community College	Provides ESL classes for parents	30

***If schools also analyzed the value added by Extended Learning to the school's priority areas—see the following page--that would clarify the importance of the Community School structure.***

## ALIGN EXTENDED LEARNING AND SCHOOL PRIORITIES

Priority Area	Extended Learning
Art/Music	
Bilingual education	
Community Partnerships	
Critical Thinking	
Math	
Parent Education and Involvement	
Physical Education/Health	
Reading	
Science	
Social emotional development	
Social Studies	
Technology	
Writing	

## MAKE A COMPREHENSIVE PLAN FOR ONE PRIORITY

- IMPROVE LITERACY
- IMPROVE MATH
- IMPROVE SCIENCE
- IMPROVE WRITING



### **PLAN COMPREHENSIVELY**

#### ***Instruction***

#### ***Extended Learning Activities***

#### ***Professional Capacity***

#### ***Leadership***

#### ***Climate***

#### ***Family/Community Involvement***

EXAMPLE FROM ELEMENTARY SAMPLE SIPAAA

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

<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Amt. to be Budgeted in PSB</b>	<b>Funding Source (SGSA, NCLB or Fund 115)</b>
<i>Clarify comprehensive core curriculum in summer institute and monthly workshops</i>	<i>Principal</i>	<i>\$15,000</i>	<i>NCLB</i>
<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>No Cost</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>No Cost</i>	
<i>Upper grade students read aloud with primary students and parents every Friday.</i>	<i>Assistant Principal</i>	<i>No Cost</i>	
<i>Monthly reading “tips” for parents</i>	<i>Grade level leaders</i>	<i>\$1,000</i>	<i>NCLB</i>

Example from High School Sample SIPAAA

Priority 2: *On Track to Graduation—Increase the success of all students through an enriched curriculum, teacher collaboration, quarterly teacher-student progress conferences, and targeted programs for students and parents.*

<b>Activity</b>	<b>Person(s) Responsible</b>	<b>Amt. to be Budgeted in PSB</b>	<b>Funding Source (SGSA, NCLB or Fund 115)</b>
<i>Organize Freshman/Parent Orientation, quarterly Family Forums, and first-quarter skills emphasis, including teacher stipends for planning in summer.</i>	<i>Assistant Principal</i>	<i>\$12,000</i>	<i>Title 1/NCLB</i>
<i>Organize teacher and partner team to identify ways to link courses and the extended learning programs, including involvement by teachers in after-school programs and participation by artists in classroom instruction, with teacher stipends.</i>	<i>Resource Coordinator</i>	<i>\$4,000</i>	<i>Title 1/NCLB</i>
<i>Organize classroom presentations during first quarter by extended learning artists to enrich the curriculum and preview (and recruit for) after-school programs.</i>	<i>Resource Coordinator</i>	<i>No Cost</i>	
<i>Integrate systematic use of websites into the curriculum both within the school day and in the extended-day activities—and in parent advisories about what sites to use and how.</i>	<i>Computer Teacher</i>	<i>No Cost</i>	
<i>Provide after-school learning support sessions for ELL students</i>	<i>ELL Coordinator</i>	<i>\$8,000</i>	<i>Titl1 1/NCLB</i>
<i>Organize quarterly teacher-student progress “dialogues” in which teachers review student self-assessments and set progress targets with students.</i>	<i>Department Chairpersons</i>	<i>No Cost</i>	

*Staff Members with Responsibilities that Connect with Community  
School Collaborations*

- Art Teacher
- Assistant Principal
- Bilingual coordinator
- Counselor
- Department chair (high schools)
- Least Restrictive Environment Coordinator
- Librarian
- Literacy Coach/Lead Literacy Teacher
- Math Coach
- Music Teacher
- Physical Education Teacher
- Science Teacher
- Technology/Computer Teacher
- ...
- ...

School Program Connections

*School Programs that benefit from extended programs:*

- Black History Month
- College/Career Preparation
- Hispanic Heritage Month
- History Fair
- ISAT/ACT
- Report-Card Pickup
- Science Fair
- Spelling Bee
- Young Authors
- ...
- ...

## Four-Quarter Connections Framework Extended Learning

	1 <sup>st</sup> quarter	2 <sup>nd</sup> quarter	3 <sup>rd</sup> quarter	4 <sup>th</sup> quarter
<b>Literacy Development</b>	Vocabulary Reading Writing Fluency  Extended learning links: Projects, programs for parents and students	Vocabulary Reading Writing Fluency ISAT/ACT Prep  Extended learning links: Projects, programs for parents and students	Vocabulary Reading Writing Fluency ISAT/ACT prep  Extended learning links: Projects, programs for parents and students	Vocabulary Reading Writing Fluency  Extended learning links: Projects, programs for parents and students
<b>School-Wide Academic Projects</b>	Science Fair Hispanic Heritage  Extended learning links: Projects, programs for parents and students	Science Fair History Fair Young Authors  Extended learning links: Projects, programs for parents and students	Black History Women's History Spelling Bee  Extended learning links: Projects, programs for parents and students	Poetry Inventions  Extended learning links: Projects, programs for parents and students
<b>Extended Learning and School-Day Enrichment</b> Art Chess Computer Dance Debate Drama Library Music	Collaborate with teachers and provide professional development to link extended learning to classroom activities	Collaborate with teachers and provide professional development to link extended learning to classroom activities	Collaborate with teachers and provide professional development to link extended learning to classroom activities	Collaborate with teachers and provide professional development to link extended learning to classroom activities
<b>Social Emotional Development</b>	Collaborate to provide professional development and parent education.	Collaborate to provide professional development and parent education	Collaborate to provide professional development and parent education	Collaborate to provide professional development and parent education

# MARCH 2008

Spring is sooner recognized by plants than by humans. *(China)*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
24	25	26	27	28	29 <small>Progress Report Distribution Day</small>	1
2	3 <small>Pulaski Day CPS Holiday</small>	4 <small>ISAT Begins</small>	5	6	7	8
9 <small>Daylight Saving Time Begins</small>	10	11	12	13	14 <small>CPS Spring Vacation Begins at End of School Day</small>  <small>School Reopens on Monday, March 24<sup>th</sup></small>	15
16	17	18	19	20 <small>Spring Begins</small>	21	22
23	24 <small>School Reopens</small>	25	26	27	28	29
30	31					

## MARCH REPORT: VALUE ADDED THROUGH EXTENDED LEARNING

## ISAT Reading Success

ISAT includes reading tests for all students in grades 3-8.

One way to help your child succeed is to ask your child questions about what they read. Tell them to **write their answers** to the questions you ask. Then discuss them.

Questions to ask after your child reads a story—or watches a television show.

- > Who is your favorite character? Why do you like that person best?
- > What choice did one character make? Why? What happened because of that choice?
- > What do you think people can learn from this story?

Questions to ask after your child reads about history or science—or watches a TV program.

- > What were the most important facts you learned? Make a list.
- > What do you think a good title for this report would be? Look at your list.
- > For a topic about the environment: What would you tell people to do based on this report?
- > For a history topic: What lesson can people learn today from this history?

Ask other questions that you think of as you watch TV or read with your child.

This is a good way to help children think and learn more any time—not just for ISAT.

In recognition of Black History Month, watch a TV program or read a biography or history, and ask your child to write an answer to this question:

*What is the legacy of this African American leader?*

## ISAT Math Progress

Students in grades 3-8 take ISAT math Tests. To help your child succeed on the ISAT math test and every day in school, practice math “facts”.

Students need to know the times tables. Work with one number each day, from 2-12, for 11 days. Practice with lists or cards—put the multiplication on one side, the answer on the other. Then mix up the cards and ask your child to tell the answer. Turn this into a game. Have your children draw the multiplication problem from a pile of problems. The first child who gets the answer correct keeps the card.

Students will write about how they solve problems. Help them practice that, too.

- > Give them a problem to solve.
- > Then ask them to write out how they solved it.
- > Then ask them to explain why they solved it this way. For example, if they multiplied, why did they do that? They could have added. (The answer is that multiplication is a fast way to add a lot of numbers.)

It is very important that children write their ideas—for the test and to learn more.

## Éxito en la Lectura ISAT

ISAT incluye exámenes de lectura para todos los estudiantes en grados 3-8. Una forma de ayudar a su hijo a tener éxito es hacerle preguntas acerca de lo que leyeron. Dígales que **escriban sus respuestas** a las preguntas que usted hace. Entonces discútanlas.

Preguntas para hacer después que su hijo lee una historia—o ve un show de televisión.

- > ¿Quién es tu personaje favorito? ¿Porqué te gusta mas esa persona?
- > ¿Que elección hizo un personaje? ¿Porqué? ¿Que sucedió por esa elección?
- > ¿Que piensas que la gente puede aprender de esta historia?

Preguntas para hacer después que su hijo lee sobre historia o ciencia—o ve un programa de TV.

- > ¿Cuales fueron los más importantes hechos que aprendiste? Haz una lista.
- > ¿Cuál piensas que sería un buen título para este reporte? Mira tu lista
- > Para un tema acerca del medio ambiente: ¿Qué le dirías a la gente que hacer basado en este reporte?
- > Para un tema de historia: ¿Que lección puede la gente aprender hoy de esta historia?

Hacer otras preguntas de acuerdo a lo que usted ve en TV o lee con su hijo. Esta es una forma de ayudar a los niños a pensar y aprender mas en cualquier momento—no solo para ISAT.

En reconocimiento del Mes de la Historia Afro Americana (Black History Month), Vea un programa de TV o lea una biografía o historia, y pida a su hijo escribir una respuesta a esta pregunta: *¿Cual es el Legado de este líder Afro Americano?*

## Progreso Matemático ISAT

Estudiantes en grados 3-8 toman exámenes ISAT de matemáticas. Para ayudar a su hijo a tener éxito en el examen ISAT de matemáticas y todos los días en la escuela, practique “hechos” matemáticos.

Los estudiantes necesitan saber las tablas de multiplicar. Trabajar con un numero diario, del 2-12, por 11 días. Practique con listas o tarjetas—ponga la multiplicación en un lado, la respuesta en el otro. Entonces mezcle las tarjetas y pida a su hijo decir la respuesta. Convierta esto en un juego. Haga que sus hijos extraigan un problema de multiplicación de un montón de tarjetas con problemas. El primero que tenga la respuesta correcta se queda con la tarjeta.

ISAT de matemáticas.

Los estudiantes escribirán acerca de como resuelven problemas. Ayúdelos a practicar eso también.

- > Deles un problema para resolver.
  - > Entonces pídale que escriban como lo resolvieron.
  - > después pídale que expliquen porqué lo resolvieron de esta forma. Por ejemplo, si multiplicaron, porqué hicieron eso. Podrían haber sumado. (La respuesta es que la multiplicación es una forma más rápida de sumas muchos números.)
- Pero es muy importante que su hijo también escriba sus ideas— para el examen y para aprender más.

## **Workshop Planner**

*Developed for the Polk Bros. Foundation Community School Leadership Network  
by the DePaul Center for Urban Education*

**Date and Time:**

**Location:**

**Topic:** \_\_\_\_\_

**Intended Outcomes:**

**Who will attend?**

**How will they be invited?**

**How will they be reminded?**

**Who will present?**

**Who will facilitate?**

**What will participants do?**

**What will they receive?**

**How will we ensure equal access to the information?**

**How will they get “follow up” on the session?**

**How will you communicate the outcomes to the school administration?**

**Additional Notes/Plans:**

## Your Plan

