

Community School Connections Toolkit

Resources for Principals and Community Partners
to Connect
the Core Curriculum and Extended Learning

Developed by the DePaul University Center for Urban Education
Polk Bros. Foundation Community Schools Leadership Network

Progress...

Progreso...

If you wish to learn the highest truths, begin with the alphabet. (Japan)	Si deseas aprender las grandes verdades, comienza con el alfabeto. (Japón)
Give me leverage, and I will move the Earth. (Greece)	Dame ventaja, y moveré la Tierra. (Griego)
In youth we learn; with age we understand. (Mexico)	En la juventud aprendemos; con el tiempo comprendemos. (México)
"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
Every safe boundary was once an unknown frontier. (Portugal)	Toda frontera segura fue en algún momento una frontera desconocida. (Portugal)
Every future is not far away. (Arab)	Todo futuro no está demasiado lejos. (Árabe)
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)

CONTENTS

This “Toolkit” contains resources that have been developed through the active involvement of teachers, principals, and community organizations in the Community Schools Leadership Network. They are job-embedded guides for principals, partners, parents, and teachers. These resources and more guides are available at <http://teacher.depaul.edu>.

The materials are organized to answer the following questions, which are a checklist for expanding connections between classroom, extended learning, home and community.

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For more information and resources:

Chicago Public Schools Office of Extended Learning Opportunities
<http://www.cpsafterschool.org>

DePaul University Center for Urban Education
<http://teacher.depaul.edu>

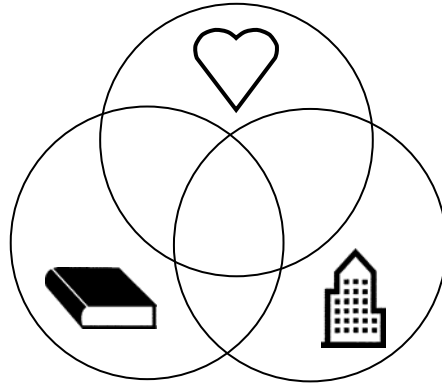
The Federation for Community Schools
<http://www.ilcommunityschools.org>

Part 1. How Are Classroom Curriculum and Extended Learning Programs Connected?

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THE COMMUNITY SCHOOL CONNECTION



The Chicago Public School Office of Extended Learning sets standards for connections between the school day and extended learning programs:

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/>.

**To Connect Your School Day and Extended Day,
Plan Inclusively**



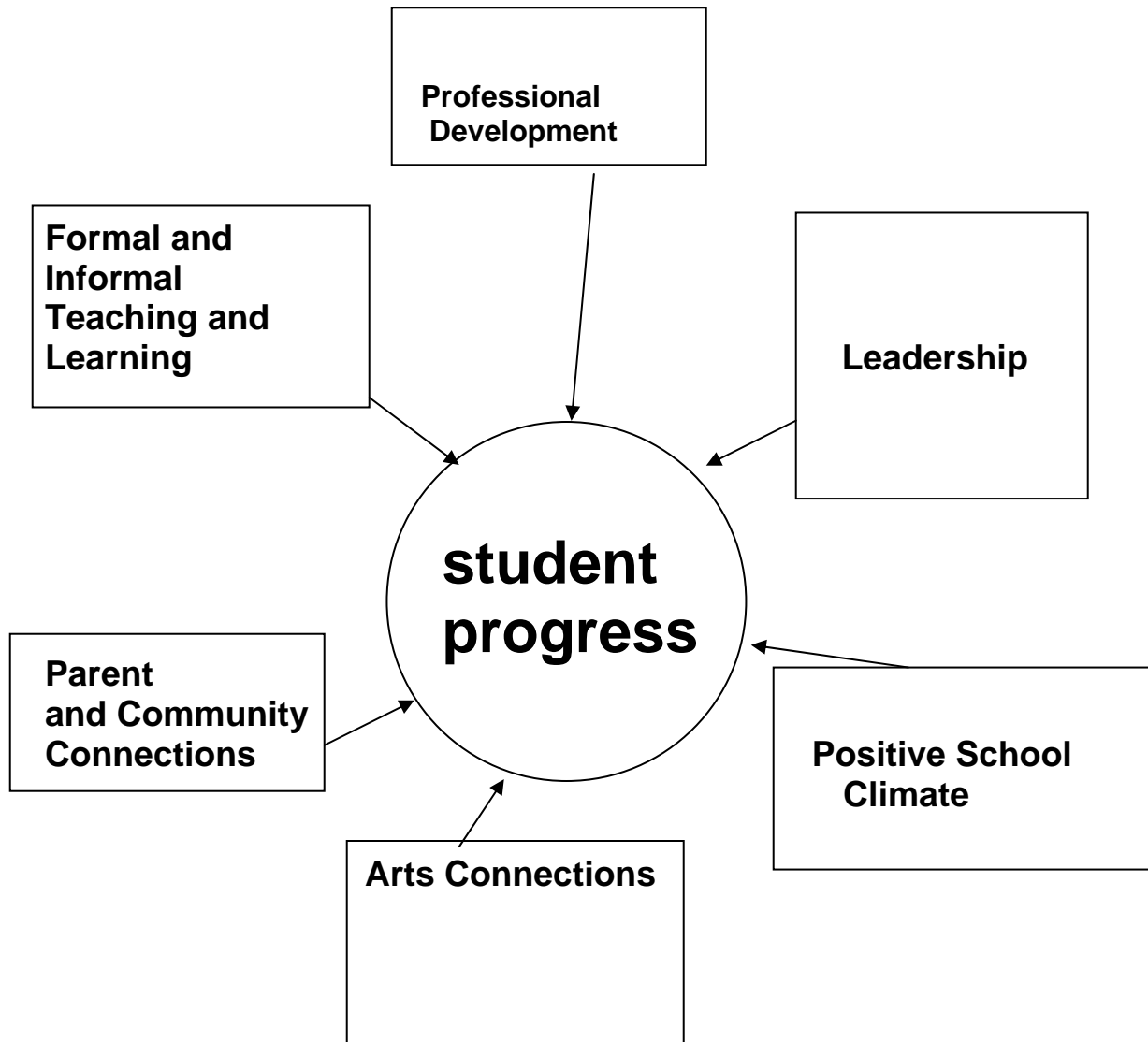
STUDENT PROGRESS

**Least Restrictive Environment, Bilingual Education,
Core Curriculum, Social Emotional Learning,
Arts Education, Physical Education,
Technology Integration**

School Improvement Plan Community School Service Plan

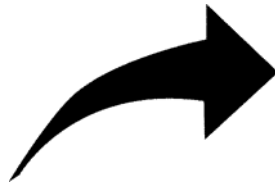


Plan Comprehensively



The Chicago Public Schools use a model of Five Fundamentals for School Success, developed through research by the Consortium on Chicago School Research and refined by CPS practitioners and stakeholders. CPS has established a priority to increase arts in the curriculum, and that focus has been added in this diagram.

A Sample Comprehensive Community School Improvement Plan



Expand School Progress

Chess Debate Drama Newsletter Parent Book Club
School Museum Science Expo

The following pages include recommendations based on successful programs at Chicago public elementary schools.

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

Developed by the Polk Bros. Foundation Community Schools Leadership Network
Coordinated by the DePaul Center for Urban Education

To access this Sample School Improvement Plan as a Word document, go to teacher.depaul.edu.

ALIGN EXTENDED LEARNING AND SCHOOL PRIORITIES

Start by aligning your extended learning programs and activities with your school's core curriculum. Identify priorities and list the programs that relate to the priorities. This alignment chart can be used to plan programs as well as to assess them.

Priority Area	Extended Learning Program(s)	School Connection*
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		

*School Connection: The person and/or programs at your school that can link directly to the extended learning.

Extended Learning is the Complement

In economics, a complementary good completes a basic good. The core curriculum is the basic good. Extended Learning is the complement.

Extended Learning:

- **Enriches classroom instruction**
- **Informs and involves parents and community**
- **Strengthens student social-emotional development**
- **Develops abilities and knowledge of students**
- **Expands students' possibilities**

To leverage Extended Learning:

Provide correlated staff development for partner agency

Provide correlated staff development for the school

The following chart shows a comprehensive structure to correlate extended learning with the core curriculum.

Chicago Public School Area 8 Four-Quarter Connections Framework

Correlated content, literacy development, enrichment, and professional development

DePaul Center for Urban Education **WORKING DRAFT** ©2008

Skills And Strategies Emphasized Each Quarter

	<i>1st quarter</i>	<i>2nd quarter</i>	<i>3rd quarter</i>	<i>4th quarter</i>
Core Outcomes For each grade with integrated Vocabulary Development and writing across the curriculum	Outcomes and Assessments: • Math • Reading • Science • Social Science • Writing	Outcomes and Assessments: • Math • Reading • Science • Social Science • Writing	Outcomes and Assessments: • Math • Reading • Science • Social Science • Writing	Outcomes and Assessments: • Math • Reading • Science • Social Science • Writing
Literacy Expansion Critical Thinking Emphases in Instruction and Assessment ----- Writing Emphases	BASAL PLUS: Levels of Questions/ISAT Read/write/illustrate social studies—start with the community ----- <i>Expository Writing—paragraph, poem (k-8)</i> <i>Extended response</i>	BASAL PLUS: Levels of Questions/ISAT Read/write/diagram science—link to the city ----- <i>K-4 expository—variety of formats</i> <i>5-8 narrative and persuasive</i> <i>Extended response</i>	BASAL PLUS: Use levels of questions across genres with ISAT prep emphasis. ----- <i>Extended response in all subjects.</i> <i>7th/8th grade high school prep—notes and summaries</i>	BASAL PLUS: Poetry reading and writing High school prep ----- <i>Creative writing 7th/8th grade high school prep—writing reports</i>
Professional Development <i>Instruction</i> ----- <i>Progressive Assessment</i>	Lessons that emphasize levels of questions/ISAT Using writing to develop levels of thinking ----- Assessing with writing —Extended Response	Assessments that emphasize levels of questions/ISAT Using art to develop levels of thinking ----- Identifying and responding to learning needs with scaffolds.	Independent activities with ISAT prep Using drama and debate to develop levels of thinking ----- Identifying and responding to learning needs with scaffolds.	Synthesis and Creativity Next Grade Prep Collaborative Learning ----- Project-based assessment
Correlated School-Wide Projects	High School/ College/Career Prep	Science Fair History Fair Young Authors	Black History Women’s History Spelling Bee	Community Service Cinco de Mayo
Extended Learning <i>Aligned with priorities above and focusing on areas identified by school and agency.</i>	Recommended: ✓ high interest reading ✓ expressive arts ✓ relevant writing ✓ Open House and Book Fair	Recommended: ✓ expressive arts ✓ high interest reading ✓ science fair ✓ relevant writing ✓ technology workshops	Recommended: ✓ expressive arts ✓ high interest reading ✓ debate ✓ relevant writing ✓ Parent Book Club	Recommended: ✓ expressive arts ✓ drama ✓ poetry ✓ community service ✓ Summer Learning Fair
Parent/Community Involvement	Open House Workshops Newsletters	Book Fair Workshops Newsletters	Book Fair Workshops Newsletters	Book Fair Workshops Newsletters

Expanded Family Connections: Each month, families will receive calendars previewing the priorities, providing home learning guides, and inviting participation in related activities.

To Plan Next Year's Programs: KEEP IT SIMPLE, SMARTY.

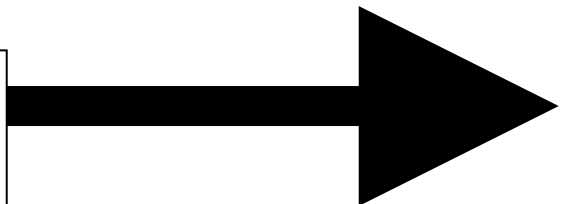
Focus on one priority at a time.



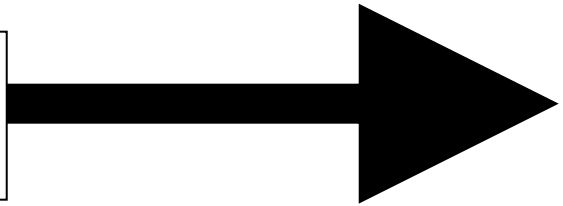
A major priority for your school's progress that can expand and connect the whole school—classroom, extended learning, home, and community.

- Improve science
- Improve writing
- Improve reading
- Improve math
- Improve _____.
- Increase student self-esteem and motivation

<input type="checkbox"/> IMPROVE LITERACY
<input type="checkbox"/> IMPROVE MATH
<input type="checkbox"/> IMPROVE SCIENCE
<input type="checkbox"/> IMPROVE WRITING
<input type="checkbox"/> IMPROVE _____



YOUR PRIORITY



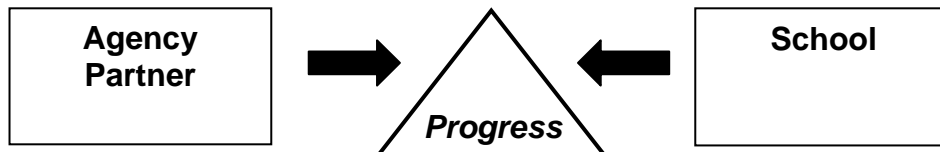
PLAN PROGRESSIVELY

What steps could your school take to make progress?

Now What can you expand/change now to increase progress?	Next What will be part of your 2008-2010 School Improvement Plan?
<p>PLAN COMPREHENSIVELY</p> <p><i>Instruction</i></p> <p><i>Extended Learning</i></p> <p><i>Professional Capacity</i></p> <p><i>Instructional Leadership</i></p> <p><i>Learning Climate</i></p> <p><i>Family/Community Involvement</i></p>	<p>PLAN COMPREHENSIVELY</p> <p><i>Instruction</i></p> <p><i>Extended Learning</i></p> <p><i>Professional Capacity</i></p> <p><i>Instructional Leadership</i></p> <p><i>Learning Climate</i></p> <p><i>Family/Community Involvement</i></p>

Note: The Chicago Public Schools use a framework to plan for progress that includes the elements in this chart. See www.stratplan.cps.k12.il.us for planning guides from the CPS Office of Strategy and Planning, including the Leadership Network Sample Plan.

Expand Literacy
Sample action plan

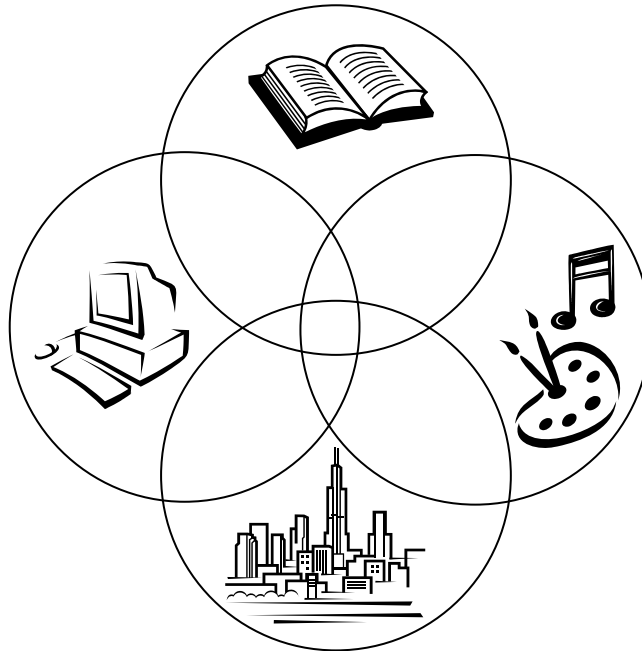


Activity	Budget
<u>Professional Capacity:</u> Clarify comprehensive core curriculum in summer institute and monthly workshops	\$15,000
<u>Professional Capacity:</u> Teachers and literacy coach lead weekly grade level meetings, with monthly participation by agency representatives	No Cost
<u>Professional Capacity:</u> Provide staff development on teaching writing to school and after-school staff and tutors	\$1,500
<u>Instruction and Extended Learning:</u> Organize student writing about what they learn and creative writing in-school and extended day	\$2,000
<u>Instruction and Extended Learning:</u> Purchase materials for classrooms and library—science books, and resources for art and music—to be used during the school day and after-school	\$10,000
<u>Instruction:</u> Teachers analyze data, identify priorities, meet with parents to discuss student progress and ways parents can help expand literacy	No Cost
<u>Instruction and Extended Learning:</u> Link classroom computers to on-line literacy sites; coordinate use with after-school programs; send list of links home for families to use	No Cost
<u>Extended Learning:</u> Literacy teacher, art teacher, and agency staff plan after-school programs and parent workshops with partner.	No cost
<u>Climate:</u> Upper grade students read with primary students and parents Fridays.	No Cost
<u>Community:</u> Monthly reading “tips” for parents	\$1,000
<u>Community:</u> Quarterly family literacy “nights” with book fair	\$2,000
<u>Community:</u> Computer instruction on learning via the Internet	\$500
<u>Leadership:</u> Principal reads aloud to each class monthly.	No Cost
<u>Leadership:</u> Principal and Assistant Principal and Literacy Coach plan with partner for extended day and classroom topical reading, writing, art, and drama relating to the community and city.	

Part 2. How Do In-School Enrichment Programs— Library-Art-Music—Link to Extended Learning and the Community?

Chicago Literacies Link Library-Music-Art in School and Extended Learning

City Community Reading Writing Social Studies ISAT
Extended Learning Library Art Music Technology

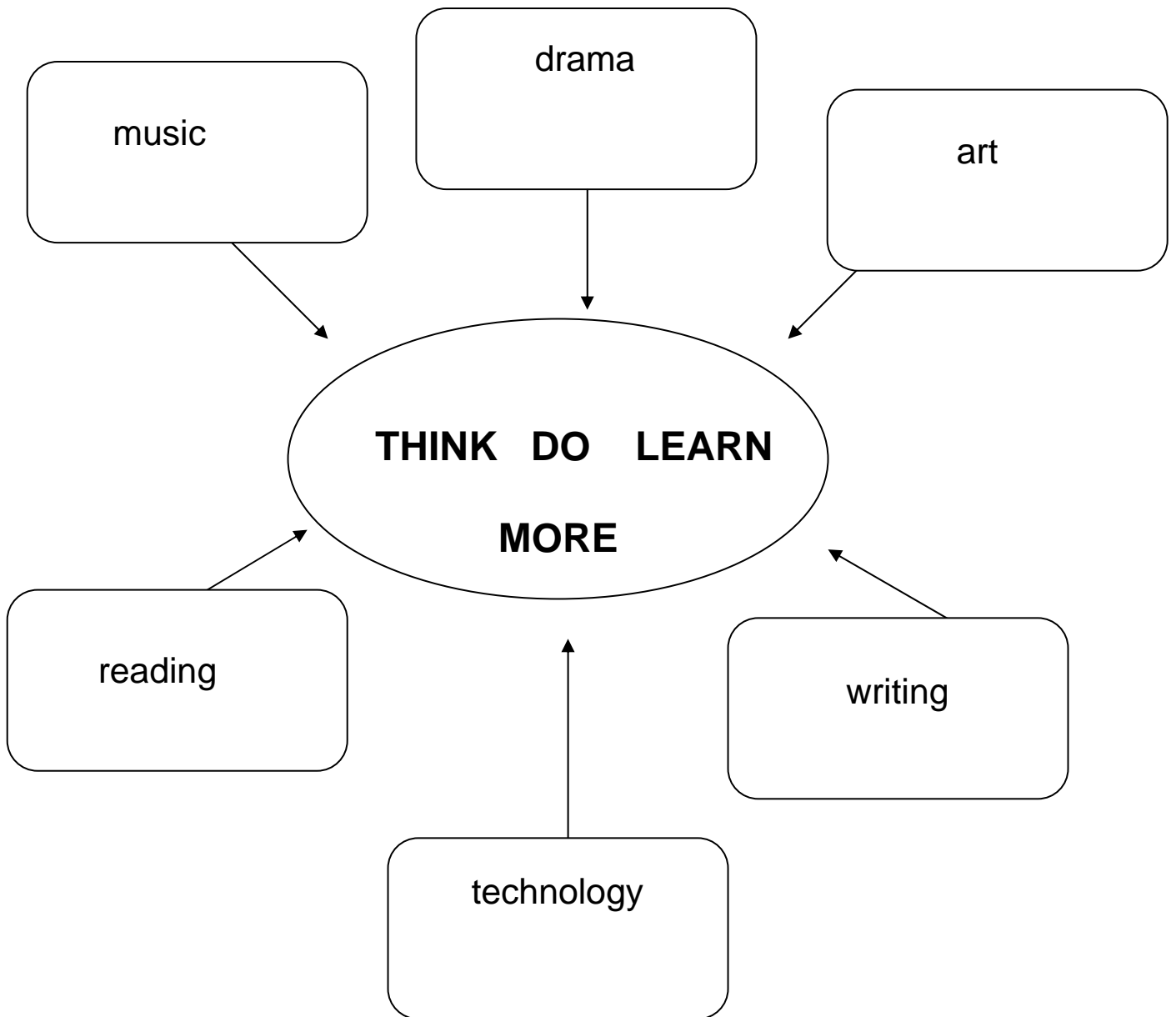


Library-Art-Music-Computer Connections

This section includes materials developed for an inter-school/agency network that principals asked to be organized to enable school librarians, art teachers, music teachers, computer teachers, and agency representatives to collaborate on planning programs. The Network projects have emphasized learning about the city itself.

OUR PROJECT-BASED LEARNING PLAN

Our FOCUS/THEME:



OUTCOMES

What will students develop through your project?

CHECK HERE TO CONNECT TO THE CORE CURRICULUM

Literacy Outcomes

Which of these will your project emphasize?

- Expand vocabulary (1)
- Comprehend text (1B)
- Interpret literature (2A)
- Write to communicate (3B)

Social-Emotional Development Outcomes

- 1C. Achieve personal and academic goals.
Creating a project can increase student confidence and abilities.
- 2C: Use communication and social skills to interact effectively with others.
Collaborating on projects can increase their ability to work positively with others.
- 3C. Contribute to the well-being of one's school and community.
Learning about their community and city can increase student self-esteem and build citizenship based on appreciating that community and city.

If you are organizing a parent workshop, list the outcomes for parents:

If you are organizing a teacher workshop, list the outcomes for teachers:

Example of a project that can link the city to the classroom, library, art class, and extended learning.

Show Your City

Draw or paste a picture or symbol that shows what each of these ideas means. Add more ideas and illustrate them, too.

C	H	I	C	A	G	O
heritage	communication	<i>progress</i>	diversity	<i>community</i>		
invention	<i>family</i>	values	<i>community</i>	change		
generation	tradition	ethnicity	belief	<i>work</i>		

Example of a Poetry Unit for classroom or Library and extended learning.

CHICAGO POETS

The following schedule is adaptable for all grades and subjects.

It is a developmental progression:

- Day 1—what’s a poem?
- Day 2—what do poems mean?
- Days 3-4—I can write a poem.
- Day 5—We are poets.

1	2	3	4	5
<p>T: Read poem aloud about Chicago</p> <p>S: Draw important words that give the poem meaning.</p>	<p>T: Start list words about the city</p> <p>S: Add to the list.</p> <p>Read the Chicago poem aloud</p> <p>Illustrate what the poem says to you.</p>	<p>T: Start list of Chicago topics</p> <p>S: Add to the list.</p> <p>Choose a topic for your own poem</p> <p>Plan what your poem will say.</p> <p>List words you will include in it.</p> <p>Draft it today.</p>	<p>T: Explain and demonstrate how to add adjectives a poem.</p> <p>S: Expand your poem.</p> <p>Add adjectives. Add rhymes. Add symbols.</p> <p>Illustrate your poem.</p>	<p>T: Ask students what they have learned about poems and their city.</p> <p>S: Poetry “slam” –read your poem aloud with great expression.</p>

More poetry resources are at <http://teacher.depaul.edu> in the Poems and Proverbs section.

COMMUNITY WORD BANK

ILS1A I can identify words that are important to a topic

**List words about the community.
Then draw and write about them.**

WORD	Show what it means. Draw a picture.	Write another word that tells about this word. (It could be this word in another language.)




Make the Writing Connection!
Use your word bank to write about this topic.

BANCO DE PALABRAS

ILS1A I can identify words that are important to a topic

TEMA: _____

PALABRA	Demuestra lo que significa. Haz un dibujo.	Escribe otra palabra que describa esta palabra. (Puede ser esta palabra en otro lenguaje.)

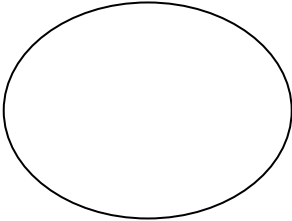
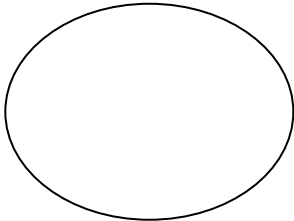
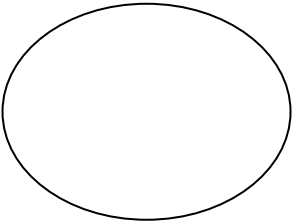
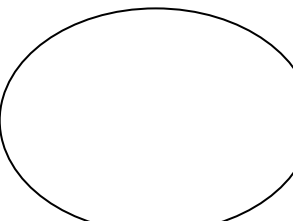
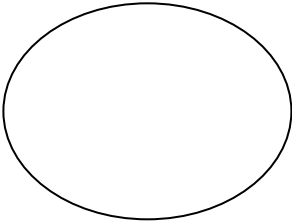
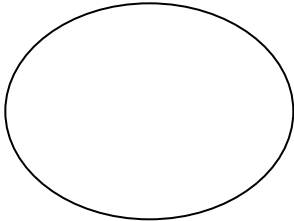
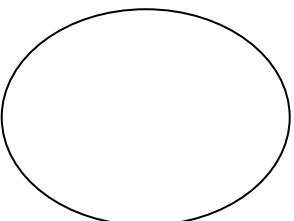
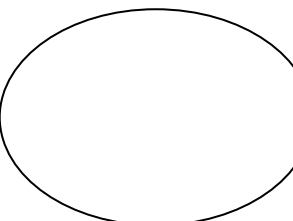
 ¡Haz la Conexión de Escritura!
Utiliza tu banco de palabras para escribir acerca de este tema.

Chicago Book Maker

Choose your Chicago topic. _____

Figure out what you will include. Note what's important, one important part to each box. Each box stands for one page in your book. Note just one important point you will make on each box.

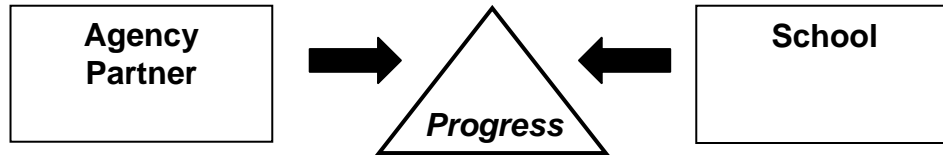
What's Important to Know about this Topic

Add pictures, diagrams, examples. Figure out what would make your point clear. Make a note in the circle in each box.

Part 3. How Are Classroom and Extended Learning Providing for Social Emotional Development?

This chart of Illinois Social/Emotional Standards can be used to assess and strengthen programs.



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

Standards	How 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.

Standards	How Programs Support Social-Emotional Development
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.

Standards	How Programs Support Social-Emotional Development
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.	

Part 4. What Projects Link School Staff, Community, and Partner Agencies?

The following examples begin with a guide to Grant Preparation to Connect Agency, School, and Community in Progressive Projects. The grant preparation guide was prepared for principals in the Polk Bros. Foundation Community Schools Leadership Network. The projects are low-cost and high-outcome in that the students benefit directly and the agency and school staffs expand capacity and connection.

Connections Project Planner

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Grant Planner

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Small Projects to Make Big Connections

Agency Partner Participants	School Participants

Projects to Expand School/Agency Connections for School/Community Progress

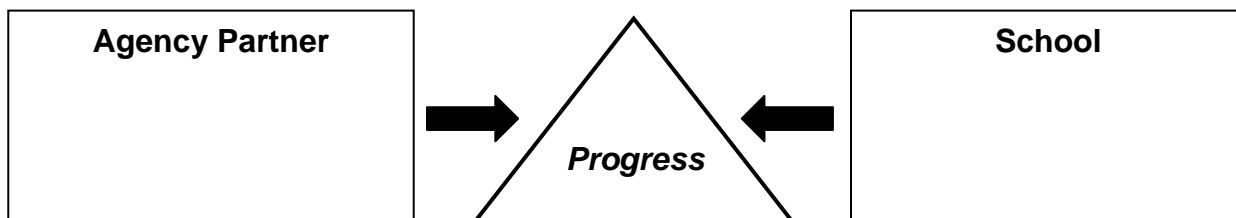


"The future depends on what we do in the present."
Mahatma Gandhi

*Developed by the DePaul Center for Urban Education
as a resource for the CPS Community Schools Initiative.*

<http://teacher.depaul.edu/>

School/Community Development Project



What's Important?

Criteria for choosing which project to do:

1. It fits—it matches our priorities.
2. It's practical.
3. It will develop our capacity.
4. It is worth the time and effort it will take to organize it.

Plan strategically to make enrich and expand learning progress with connections such as:

- incorporating arts*
 - integrating technology*
 - involving/educating parents*
 - connecting in-school and extended learning*
 - professional development—of extended learning staff*
 - professional development—of teachers*
 - teacher leadership*
-

It's not about money.

Your school and agency can use a small amount of available funds to pay for a small project with big outcomes:

Students make progress
Families make progress
Your school and agency increase capacity
 The school staff learns
 The agency partner staff learns

GRANT PLANNER

The project you plan also can be the basis of a proposal for additional funding.

How to get funding for a school-community connections project:

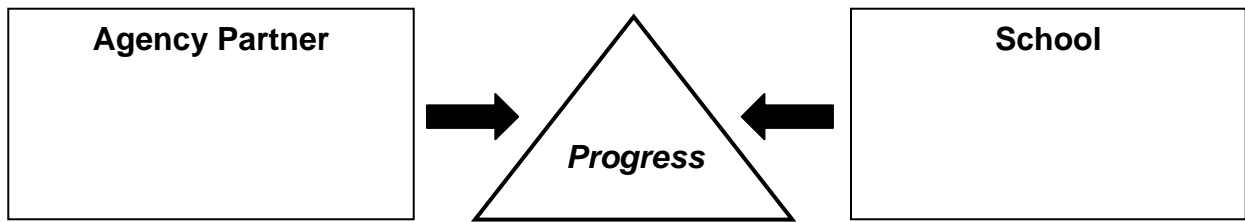
Make a plan that has relevant focus, builds capacity, and will be sustained.

1. Make a practical plan that relates to a school/community priority.
2. Identify the capacity of the school and the agency
3. Focus on one major area.
4. Make sure the project will build capacity:
 - a. ___ Teachers
 - b. ___ Agency Staff
 - c. ___ Parents
 - d. ___ Administration
 - e. ___ Community
5. Address social-emotional outcomes as well as academic achievement.
6. Make it clear that the project expands/enhances/enriches what your school does.
7. Coordinate—build the initiative into the core work of the school so it is sustainable.

Community School Connections Grant

Polk Bros. Foundation Community Schools Leadership Network

The Connections Project grant is an example of a way a school and agency can collaborate with existing funds or create a grant proposal to expand school-community progress. *To develop the capacity of principals and expand connections, the Polk Bros. Foundation Community Schools Leadership Network established a small (\$300) grant program to demonstrate that schools and agencies can accomplish significant outcomes with a small investment.*



School Community Connections Project

A school or agency could organize this kind of project by budgeting a small amount of funds for a collaborative project.

Examples:

1. Create a school garden/plant project. Students learn principles of science, use math to measure, and write about how they feel as school gardeners.
2. Organize a learning "yearbook" that features in-school and extended learning activities and shows how they add value to student and families. Students write about their progress.
3. Create an art exhibit about the community. Students create pictures/take photos that communicate themes about the community. Involve parents in the project—holding an opening ceremony for the exhibit and featuring parent art as well as student art.
4. 8th grade classes create a "legacy" project, books they create and present to 7th grade classes. Students work in teams to preview for the 7th graders what 8th grade is like and their hopes for high school. The school library then "archives" the books.

Criteria

- Practicality
- Evidence of Commitment.
- Focuses on one major area.
- Is sustainable.
- Will build capacity.
- Addresses social-emotional outcomes as well as academic achievement.
- Enriches what your school does.
- Is built into the core work of the school.
- Involves coordination/collaboration with partner organization(s).

**Community School Connections Grant
PROPOSAL FORM**

Polk Bros. Foundation Community Schools Leadership Network

This outline can be used to plan a project with school or agency funds as well as to organize a plan for a grant proposal to a funder.

School: _____

Project: Briefly describe the project.

Outcomes:

Student Academic Progress: _____

Student Social-Emotional Development _____

Linking School Day and Extended Learning _____

Building School Capacity: _____

_____ :

(another outcome)

Activities:

Who	Does What	When
	Prepares final report.	

Project Coordinator: Who will coordinate the project?

Project Outcomes:

How will you document the results of the project?

___ survey of participants ___ samples of student work

___ pre- and post-test of students ___ report on focus group of participating adults

Exemplary Grant Proposal

School: **Whittier**

Project:

We are funding to help us expand our existing Recycling Club program to include a new paper making project. Recycling club members, staff, and parent volunteers will work in the school and our community gardens to collect used paper and newspapers to convert into handmade paper and flowers, plants, and herbs to create artistic designs and works of art. Participating students and adults will receive training and hands-on experience coordinating a Community Recycling Day and Garden Day to involve parents, teachers, and community members in the project and to convert the paper themselves using math, art, and science concepts. Finally, they will create an exhibition showcasing the handmade paper and the art objects they create using other recycled objects. The exhibition will be on display at the End of the School Year Celebration and the Annual Community Garden Fundraiser.

Outcomes:

Student Academic Progress:

Students will enhance their vocabulary to include words associated with the paper making process, including such words and concepts as deckle, mould, couching, and matting.

Student Social-Emotional Development

Students self-esteem will increase as a result of working on a project that transforms conventional “waste” into something productive and as a result of the positive reinforcement provided by staff member and parent volunteers

Students social skills will increase as a result of working with their peers on productive team projects.

Linking School Day and Extended Learning

Students will learn how to integrate math, science, and art concepts into the paper making process.

Building School Capacity

The staff member (s) and parent volunteers participating in the project will have the resources, knowledge, and experience of paper making to teach new skills and concepts to students and expand the scope of the Recycling Club program.

Part 5. How Are Parents Informed and Involved?

Parent Connections

There are three items in this section that have been used to increase parent involvement in the School Community Leadership Network:

1. Collaborative Workshop Planner Page 33
2. Parent Action Planner (incorporated in workshops) Page 35
3. Example of a School/Agency Newsletter Page 36

Collaborative Workshop Planner

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

Agency Partner Presenters/Facilitators	School Presenters/Facilitators

Date and Time: _____

Location: _____

Topic: _____

Outcomes:

Who will attend?

How will they be invited?

How will they be reminded?

What will participants do?

What will they receive?

How will you evaluate the session? *(Recommended: Ask participants to complete a form on which they note—What was useful; what they will do next; what they want the school/agency to provide for future workshops.)*

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

How will you communicate the outcomes to the school administration?

Additional Notes/Plans:

Progress Leads to Progress

How to Make Reading Progress	What We Will Do	When	What We Accomplish
<p><i>Expand Vocabulary</i> Learn new words Use them to write</p>			
<p><i>Read and Discuss Stories</i></p>			
<p><i>Read Social Studies</i> Learn about People, Places, History, Economy, Geography Talk and write about what you learn Go to a museum to learn more</p>			
<p><i>Read Science</i> Draw, talk and write about what you learn Watch science on television. Go to a Museum to see the real thing!</p>			

School Name

Community School Newsletter March 2008

Principal: _____
Working in Partnership with
_____ (agency)

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

COMING EVENTS

ISAT Testing Grades 3-8 is March 4-14



IMPORTANT DATES

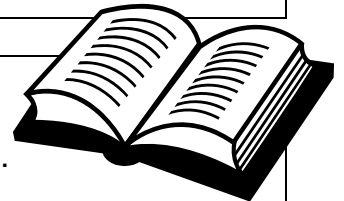
Monday, 3/3, Pulaski Day Holiday--No School

Monday-Friday, March 17-21: Spring Break
School Reopens Monday, March 24th
Have a great vacation!

How to Increase Your Child's Reading Success

This activity will increase reading, vocabulary, and writing.

- Choose something your child likes, such as sports, music, or animals.
- Choose television programs that are about that topic.
- Watch them with your child and make up a list of facts your child learns as you watch.
- Make a word list, too. List the words that are important from the TV programs.



Next step: get a book or magazine about the topic. Read with your child. Add more facts to the

List. Add more words to the word list, too. Your child can make a glossary, a list of important words and what they mean. Your child also can make a word list that tell about the topic and start with letters from the name. For example, BASEBALL, B is for Ball, A is for Athlete, S is for Shortstop. Then help your child write about the topic using facts from the list and words from the word list.

Community Resources

The Chicago Police Department has organized CAPS, a community policing program that works to make the communities safe places to live and work. You can join CAPS by calling 312-747-9987.

Chicago Resources

Spring break is a great time to visit some of the facilities at The Chicago Park District. The Nature Oasis is one of the many programs of the Chicago Park District.

For information on the Nature Oasis, you can call
312-742-7529.

Use the Chicago Park District's website for a listing of other events during the month of March: <http://www.chicagoparkdistrict.com>

Making Math Progress

Math that Grows

Spring is a great time to learn about weather and plants. Start by making a weather chart. You can make a bar graph showing temperatures each day. You can make another graph showing rain.

Then use math to measure and track your plants.

First, plant some seeds. You can use seeds you buy or seeds you get from oranges, limes, grapefruit, or lemons. If you use seeds from those fruits, soak them overnight in water. Then put them in soil.

A Math-Science Project

Keep the pots in a place where the sunlight can reach them. Keep the soil moist but not wet. Keep track of how many seeds you plant. You could put a plain toothpick where you plant each seed.

Then keep track of what happens.

How many plants start to grow?

How many days does it take?

How high do the plants grow each week?

If you plant lemons, limes, and oranges, you can compare them:

Which starts to grow sooner?

Which grows faster?

Featured School Project

Volunteer Opportunities

Your Community School

SCHOOL NAME

Street Address

Chicago, IL ZIP CODE

(773) Phone

School Website Address

COMMUNITY SCHOOL PARTNER NAME

Community School Resource Coordinator:

Name

Phone

Email

Part 6. What Opportunities Do Principals Have to Plan with Partner Agencies?

“As a partner in a community school, I have seen many of the best practices geared toward resource coordinators, not administrators. This Institute would be an excellent opportunity to explore and share best practices used by administrators.”

Resource Coordinator

Principal Leadership Institute

This summer the Polk Bros. Community School Leadership Network will conduct an Institute for principals and agency partners.

The survey results presented here are part of ongoing involvement of principals and partners in planning priorities for the Institute.

Total Number of Surveys Completed: 22

Setting the Agenda: Which of these are important topics for the Institute?

<i>Response Choice</i>	<i>T o t a l</i>
Increasing parent involvement	18
Linking school day and extended learning	14
Using technology effectively to increase literacy	14
Increasing literacy	13
Strengthening special education to increase student achievement	13
Organizing a clear ISAT-integrated curriculum	12
Increasing social-emotional development in school day and extended learning	12
Developing teacher leadership	11
Integrating arts to enrich and expand learning	11
Practical progressive assessment	11
Writing to increase learning	11
Providing effective classroom instruction in the Least Restrictive Environment	11
Organizing collaborative staff development with community partners	8
Strengthening the bilingual curriculum	6



"The future depends on what we do in the present."
Mahatma Gandhi