

For the Closure of Dumas Technology Academy**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 Dumas Technology Academy (Dumas Tech Acad). This decision is based on the underutilization of Dumas Tech Acad, in accordance with the Chief Executive Officer's Guidelines for School Actions (Guidelines). This action, will welcome returning students at James Wadsworth Elementary School (Wadsworth), which will be re-located.

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

II. Summary of Action

Dumas Tech Acad was a neighborhood elementary school located at 6650 S. Ellis Ave, in the Burnham Park Elementary Network of CPS. Dumas Tech Acad served 331 students in pre-kindergarten & kindergarten through 8th grades. CPS is closing Dumas Tech Acad based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Dumas Tech Acad students will be welcomed by Wadsworth. Wadsworth will be re-located from its present location to 6650 S. Ellis Ave. Thus, all Dumas Tech Acad students will continue to attend

school at 6650 S. Ellis Ave., welcomed by the Wadsworth administration, staff, and students. 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 Dumas Tech Acad and Wadsworth, 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 Dumas Tech Acad will be reassigned to Wadsworth at 6650 S. Ellis Ave. This means that Wadsworth will be the new neighborhood school for students living in the Dumas boundary who are not currently enrolled at Dumas.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from Dumas into Wadsworth. 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 Network of Woodlawn and has knowledge of community dynamics and has demonstrated significant contribution to this community. The number of community watchers allocated is 14.

- 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 0.7 miles. Safe Passage Community Watchers will be posted along key safe routes for children walking to school. The Safe Passage route that is being proposed for the Dumas into Wadsworth @ Dumas transition includes the following routes:
 - E. 64th St. and S. Ingleside south to E. Marquette and S. Ingleside
 - S. Ellis and E. Marquette south to S. Ellis and E. 67th St.
 - E. 64th St. and S. University south to E. 65th St. and S. University
 - E. 67th St. and S. Woodlawn west to E. 67th St. and S. Ingleside
 - E. Marquette and S. Ellis West to S. Ingleside
 - S. Ingleside and E. Marquette N. E. 65th St.
- CPD will also provide special attention to the safe passage routes during arrival and dismissal times to support the efforts of the Safe Passage community watchers.
- To further enhance the safety in this area, CPD will lead a new, specialized Safe Passage Working Group which will include representatives from 16 City departments who will specifically work together on securing Safe Passage routes. As the routes are finalized by CPD and CPS, the Working Group will conduct a survey of every Safe Passage route to note any concerns and suggest any modifications that may be needed before the start of school in the fall. These include making sure vacant buildings are secure and vacant lots are clear, ensuring street markings, such as street and bus signs, are clear and unobstructed and confirming appropriate lighting is in place.
- The Safe Passage Working Group includes representatives from: CPD, CPS, Department of Streets and Sanitation, Chicago Department of Transportation, Chicago Transit Authority, Chicago Housing Authority, Chicago Park District, Department of Animal Care and Control, Department of Business Affairs and Consumer Protection, Office of Emergency Management and Communications, Department of Buildings, Chicago Fire Department, 311, Department of Public Health, Chicago Budget Office and the Department of Family and Support Services.

Internal Supports

- Wadsworth will have enhanced security staffing plan at the school. As the designated welcoming school, Wadsworth will receive additional security to support the increased number of students as well as to ease the transition for Dumas students joining Wadsworth students @ Dumas. The security staff from Dumas will join the security staff at Wadsworth in order to facilitate this transition by providing a familiar face for Dumas students at their new building. Currently, Wadsworth has 0 full time security officers. Currently, Dumas has 2 full time security officers who will join the security team at Wadsworth in the fall. As a result, the new security staff at Dumas (@ Wadsworth) 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 Wadsworth is noted below, along with enhancements that will be made:
 - Camera System – Wadsworth’s camera system will be enhanced with digital recording and monitoring capabilities. All surveillance will be accessible by school administration and the CPS Office of Safety and Security’s Student Safety Center.

- Access Control System – The school already has an entry door buzzer system with a camera to allow security and staff to monitor the front entrance and grant access to appropriate visitors.
- Entry Screening Equipment – Wadsworth 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 Dumas Tech Acad 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 Wadsworth, 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 Wadsworth 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 Wadsworth, 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 Wadsworth, 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.
- The facility located 6650 S. Ellis Ave. is minimally accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as “minimally accessible” have a basic level of access, but the accessibility of floor levels, rooms and features may vary. For more information about a particular school, contact the CPS Director of ADA Policy at [\(773\) 553-2158](tel:7735532158).

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 Wadsworth 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 Wadsworth 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 Wadsworth, 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 Wadsworth 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 Wadsworth 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)

- Wadsworth is not currently projected to receive ELL students.
- In the event that Wadsworth receives ELLs, Wadsworth 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

- Wadsworth's current Pre-K classroom will move into the Dumas Child Parent Center (CPC) at the Dumas site.
- 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

Wednesday, April 10, 2013
5:00pm-7:00pm
Kenwood High School
5015 South Blackstone Avenue

Community Meeting 2

Monday, April 15, 2013
5:00pm-7:00pm
Kenwood High School
5015 South Blackstone Avenue

Public Hearing

Thursday, April 25, 2013
5:30pm-7:30pm
CPS Central Office
125 S. Clark St.

Further Questions and Concerns:

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

Appendix A: Wadsworth Academic Support Plan as of July 18, 2013

Wadsworth serves students in Kindergarten through 5th grade while Dumas serves students in Kindergarten through 8th grade. One of the critical levers in this transition is aligning STEM strategies with current instructional practices.

| Strategies to Meet Academic Needs | | |
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| | <p>STEM (Science, Technology, Engineering and Mathematics) Overview: STEM education is the interdisciplinary approach to learning where rigorous academic concepts are coupled with real world lessons as students apply science, technology, engineering, and math in contexts that make connections between school and community and give students the ability to compete in the new economy.</p> <p>Technology Integration: As part of the STEM process, there will be a Technology Coordinator to ensure appropriate implementation and support of technology strategies. Considering there will be a 1-1 iPad to student ratio, the Technology Coordinator will lead all professional development related to the integration of technology.</p> <p>STEM Coordinator: The STEM coordinator will be responsible for the implementation and integration of STEM education and strategies across content areas with all teachers. The STEM Coordinator and the Technology Coordinator will meet daily to check-in on the implementation of STEM initiatives. The STEM Coordinator will ensure implementation fidelity of STEM curriculum for all teachers and will develop partnerships with external businesses and organizations that provide real-world applications of STEM focus areas, such as Project Syncere, which provides interactive engineering projects for middle school students. The STEM Coordinator will attend all district professional development and ensure all STEM requirements are adhered to throughout the year, within classrooms, and with extracurricular activities as stated in the STEM curriculum.</p> | <p>Technology Integration:</p> <ul style="list-style-type: none"> • The Technology Coordinator will have a technology endorsement. • The Technology Coordinator will observe teachers focusing on technology implementation and provide focused feedback on the use of technology in lessons. • The administration, the STEM coordinator, and the Technology Coordinator will meet weekly to communicate teachers' strengths and growth areas as they relate to the effective use and implementation of technology in the classroom. • The Technology Coordinator will lead professional development, during school improvement days, focused on the technology strategies aligned to infusing STEM education initiative. <p>STEM Coordinator:</p> <ul style="list-style-type: none"> • Daily meetings with Technology Coordinator will occur to identify strengths and growth areas as well as brainstorm strategies to improve instructional practices. • Weekly meetings with the administration and Technology Coordinator will be held to communicate teacher strengths and growth areas as it relates to STEM focused instructional practices. • Attend all district provided STEM education professional development sessions and meetings according to the district guidelines, once those become available. • Develop relationships over the course of their tenure with organizations and businesses that support STEM focus areas and are willing to provide students with real-world applications of STEM subjects. • The STEM Coordinator will meet with individual teachers on an as |

| | | needed basis to provide structured support around infusion of the STEM curriculum and strategies. |
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| READING | | |
| Area of Academic Need | Strategy | Structures Necessary to Implement (E.g. staff, budget, scheduling, data, etc.) |
| <p>K-2</p> <p>1. According to Spring TRC (Text, Reading, and Comprehension) data, 3% of kindergarteners require intensive of strategic support at Wadsworth while 24% of kindergarteners require strategic or intensive support at Dumas.</p> <p>2. Spring TRC data indicates that, 39% of 1st graders are below or far below proficient at Wadsworth while 54% are below or far below proficient at Dumas.</p> <p>3. Spring TRC results show that 42% of 2nd graders are below or far below proficient at Wadsworth while 39% are below or far below at Dumas.</p> <p>4. According to Spring DIBELS (Dynamic Indicators of Basic Early Literacy Skills) data, 34% of K-2 students at Wadsworth are below or far below proficient while 43% of K-2 students at Dumas are below or far below proficient.</p> <p>5. According to Spring DIBELS data, both Wadsworth and Dumas have the lowest percentage of K-2 students proficient in fluency. 53% of students at Wadsworth and 67% of students at Dumas are below or far below proficient in fluency.</p> | <p>Curriculum</p> <p>Currently Dumas uses a Balanced Literacy approach while Wadsworth uses <i>Story Town</i>. All teachers need to be well versed in CCSS (Common Core State Standards) and align their practices to meet those standards. Since there is a wide range of ability in the student population, teachers will use the Balanced Literacy approach and will supplement this with materials from the <i>Story Town</i> series as needed. The Balanced Literacy approach offers the best opportunity for students to work with various texts at multiple levels.</p> <p>Heggerty: Based upon students' needs identified by DIBELS and TRC data, the school needs a systematic approach to phonemic awareness instruction. Therefore, <i>Heggerty</i> will be implemented in grades K-2. This is a phonemic awareness program taught daily to support students' learning of phonics and sight words. Currently both schools implement <i>Heggerty</i> following the Morning Meeting. This daily lesson will be implemented in a whole group setting and students who do not show progress with DIBELS progress monitoring will receive additional instruction in small groups.</p> <p>BURST: Considering the data, 30-40% of students will require intensive interventions to reach grade standards in reading. This intervention program is directly aligned to students' DIBELS scores and tailors lessons to fit the needs of the students' identified learning gaps. These lessons are implemented in a small group setting at least 3 times per week. This provides an opportunity for students to receive specific support related to their growth areas.</p> <p>Experience Corps: Experience Corps tutors will meet with K-2 students in groups of 4-5 for a total of 12 hours per week in 45-60 minute increments to work with students on prescribed BURST activities.</p> <p>TeacherMate (1st grade only): TeacherMate is a technology-based program focused on increasing students' foundational skills through the use of iPods and MP3 players during small group and center time. TeacherMate individualizes instruction based on the students' needs.</p> | <p>Curriculum/ Professional Development</p> <ul style="list-style-type: none"> The teachers will attend summer professional development provided by a CCSS Literacy Consultant in order to hone in on best practices for CCSS. Informal observations will be conducted with the purpose of monitoring instructional practices and the use of supplemental resources. <p>Heggerty:</p> <ul style="list-style-type: none"> K-2 teachers from both schools will receive a refresher training in August from an identified teacher leader. Administration will monitor implementation of Heggerty through informal observations. <p>BURST:</p> <ul style="list-style-type: none"> Students will be in groups of 4-5 and will change every time teachers progress monitor on DIBELS. A mClass consultant will be used to provide direct support to teachers on how to effectively use the BURST interventions at least three times over the course of the year. <p>Experience Corps:</p> <ul style="list-style-type: none"> The teachers will use the BURST data to form their flexible groups and drive the discussion with their assigned tutor. Teachers will lead the initial sessions and collaborate with tutors to review the BURST lessons and identified growth areas. This provides an opportunity for the teachers to field any questions or concerns from the tutor as well as check in |

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| | | <p>on student progress.</p> <p>TeacherMate:</p> <ul style="list-style-type: none"> In order to ensure fidelity implementation, the administration will review usage and completion reports for 1st grade classrooms and follow up with teachers to make sure students' reading levels and minutes are adjusted based on progress. |
| <p>3-5</p> <p>1. 2012 ISAT data indicates that 52.7% of Wadsworth students in grades 3-5 are Meeting or Exceeding state standards in Reading and that 60% of Dumas students in grades 3-5 are Meeting or Exceeding state standards in Reading.</p> <p>2. ISAT results indicate that 11.8% of Wadsworth students in grades 3-5 are Exceeding standards in Reading, while 8.8% of Dumas students in grades 3-5 are exceeding state Reading standards.</p> <p>3. According to NWEA, 52.4% of students are meeting/exceeding their Reading growth targets in grades 3-5 at Wadsworth and 47.6% of students at Dumas are doing the same.</p> <p>4. According to the Spring NWEA, 61.3% of Wadsworth's 3rd-5th graders are below the 40th percentile in Reading while 73.3% of Dumas' 3rd-5th graders are below the 40th percentile.</p> | <p>Core Curriculum: Currently Wadsworth is using the <i>Story Town</i> curriculum while Dumas uses novel sets to plan lessons in lieu of a textbook. Therefore, all 3-5 teachers will use novel sets using the Balanced Literacy approach to plan and deliver instruction. We anticipate a learning curve for teachers not fluent in using novel sets. Therefore, an identified teacher leader and administration will provide focused guidance on planning and executing lessons aligned to CCSS using novels. <i>Story Town</i> will serve a supplement for planning support. Administration anticipates some teachers will need additional support to integrate complex texts aligned to CCSS and considering the instructional shifts necessary to meet the needs of CCSS expectations, it is imperative for administration to review lesson plans and provide focused feedback to teachers.</p> <p>Intervention Block: There will be a 30-minute block of time dedicated for students to receive extra support in their classrooms. During this time, ancillary staff (i.e. P.E., Art, Music, Technology) will serve as interventionists to push-in to classrooms and work with small groups using literacy strategies and practices that will meet the needs of their assigned group. The teachers and assigned interventionists will collaborate to progress monitor. The Dumas staff is trained in the use of Leveled Literacy Intervention curriculum, which is designed as a tool for structured intervention for students.</p> <p>Compass Learning: Intensive intervention will be required for many students in order for them to reach grade level standards. Therefore, students will use Compass Learning. Compass Learning is software that assigns activities and skill practice directly linked to individual students' NWEA scores. This ensures the time students spend on the software is tailored to their areas of growth. Classes will have dedicated times, at least twice per week, in a whole group setting to use the Compass Learning Reading software.</p> | <p>Core Curriculum:</p> <ul style="list-style-type: none"> The teachers will plan 1 week in advance and submit lesson plans to administration for review and feedback. The administration will review and provide feedback within 3 days for teachers to resubmit before implementation. The administration will formally and informally observe teachers based on submitted plans. The administration will provide teachers with samples of supplemental materials that are aligned to CCSS. The administration and identified ILT member will meet weekly with teachers new to using novels as their core curriculum. The school will partner with Roosevelt University to provide monthly professional development on literacy best practices. <p>ILT (Instructional Leadership Team)/Data Analysis:</p> <ul style="list-style-type: none"> Identified teacher leaders from grades 3-5 will serve as members on the ILT (along with other grade level representatives). The ILT will be able to analyze data and increase support with creating intentional small groups. Teachers will identify strengths and growth areas during August professional development days. Data will be used to guide instruction and planning. This data will be used to set class and individual goals and growth targets. There will be at least one grade level |

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| | | <p>meeting per month dedicated to analysis of current data and student work in order to gauge the level of student progress.</p> <ul style="list-style-type: none"> • The administration will support teachers in improving implementation of lessons through bi-weekly observations and written feedback focused on Reading. • Bi-weekly ILT meetings will be focused on identifying patterns and trends in Reading data and developing action steps for teachers to improve student achievement. • During weekly grade level meetings teachers will bring in their current data and/or student work. The administration will provide protocols to use during grade level meetings. • The administration will progress monitor through facilitation of bi-weekly ILT meetings and weekly grade level meetings. <p>Intervention Block:</p> <ul style="list-style-type: none"> • The administration will develop a schedule incorporating a 30-minute intervention block at least 3 times per week in every 3rd-5th grade classroom. • The ancillary staff (i.e. P.E., Art, Music, Technology) will have dedicated times to provide support students. • Administration will monitor fidelity of supports <p>Compass Learning:</p> <ul style="list-style-type: none"> • The administration will provide a master schedule that ensures all homerooms have at least two 30-minute blocks per week scheduled for whole group use of Reading Compass Learning intervention. This schedule will be in effect for the entire school year. • The administration will monitor usage and completion rates on a bi-weekly basis in order to reassign activities based on |
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| | | <p>student proficiency levels.</p> <ul style="list-style-type: none"> Teachers who have not been trained on Compass Learning will receive training on how to use the software and maximize the use of all the resources offered. |
| <p>6-8 <i>Since Wadsworth is a Pre-K to 5th school, Dumas' 6th to 8th grade student achievement is the only one considered in this section.</i></p> <p>1. According to the 2012 ISAT results, 52.5% of Dumas students in grades 6-8 are meeting/exceeding state standards in Reading.</p> <p>2. 2012 ISAT data indicates that 3.7% of Dumas' 6th-8th graders are exceeding state standards in Reading.</p> <p>3. According to NWEA, 54.7% of 6th-8th graders at Dumas met/exceeded their Reading growth targets.</p> | <p>Core Curriculum: Wadsworth does not serve grades 6th-8th but Dumas does. Dumas used novel sets for literacy instruction of their 6th-8th grade students. For continuity, Wadsworth's teachers will continue to use novel sets and CCSS aligned lessons to guide the planning and execution for literacy instruction. The administration anticipates a learning curve with integrating complex texts aligned to CCSS. Considering the instructional shifts necessary to meet the needs of CCSS expectations, it is imperative for the administration to review lesson plans and provide focused feedback to teachers.</p> <p>Compass Learning: Intensive intervention will be required for many students in order for them to reach grade level standards. Therefore, students will use Compass Learning. Compass Learning is software that assigns activities and skill practice directly linked to individual students' NWEA scores. This ensures the time students spend on the software is tailored to their areas of growth. Classes will have dedicated times, at least twice per week, in a whole group setting to use the Compass Learning Reading software.</p> | <p>Core Curriculum:</p> <ul style="list-style-type: none"> The teachers will plan 1 week in advance and submit lesson plans to administration for review and feedback. The administration will set clear expectations and monitor carefully. The administration will review and provide feedback within 3 days for teachers to resubmit before implementation. The administration will formally and informally observe teachers based on submitted plans. The administration will provide teachers with samples of supplemental materials that are aligned to CCSS. The administration and identified ILT member will meet weekly with teachers new to using novels as their core curriculum. The school will partner with Roosevelt University to provide monthly professional development on literacy best practices. <p>ILT/Data Analysis:</p> <ul style="list-style-type: none"> Identified teacher leaders from grades 6-8 will serve as a member on the ILT. The purpose of the ILT will be to analyze data and increase support with creating intentional small groups. Teachers will identify strengths and growth areas during August professional development days, which will be used to guide the conversations and review of further pieces of data. This data will be used to set class and individual goals and growth targets. Therefore, there will be at least one grade level meeting per month dedicated to data analysis of current data and student work in order to gauge |

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| | | <p>the level of student progress.</p> <ul style="list-style-type: none"> • The administration will support teachers in improving implementation of lessons through bi-weekly observations and written feedback focused on Reading. • Bi-weekly ILT meetings will be focused on identifying patterns and trends in Reading data and developing action steps for teachers to improve student achievement. • During weekly grade level meetings teachers will bring in their current data and/or student work. Administration will provide protocols to use during grade level meetings. • The administration will progress monitor through facilitation of bi-weekly ILT meetings and weekly grade level meetings. • ILT will work with the 6th-8th grade team to identify students who would benefit from enrichment and challenging opportunities. <p>Compass Learning:</p> <ul style="list-style-type: none"> • The administration will provide a master schedule that ensures all homerooms have at least two 30-minute blocks per week scheduled for whole group use of Reading Compass Learning intervention. This schedule will be in effect for the entire school year. • The administration will monitor usage and completion rates on a bi-weekly basis in order to reassign activities based on student proficiency levels. • Teachers who have not been trained on Compass Learning will receive training on how to use the software and maximize the use of all the resources offered. |
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| WRITING | | |
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| <p>K-2 Classroom observations indicate that both Dumas and Wadsworth students need more structured and consistent opportunities to engage in purposeful writing activities.</p> | <p>CCSS Strategic Coaching and Support: A literacy consultant will begin the year with a professional development session for all teachers focused on the writing requirements of the Common Core aligned assessment, which will be implemented three times per year in 2014. There will be follow up support provided to all teachers on improving their writing instruction. This will be a new partnership for teachers from both schools; therefore all teachers will receive the same professional development sessions. The <i>Writing Destinations</i> curriculum will guide the planning of engaging lessons to ensure that K-2 students are involved in authentic writing activities.</p> <p>GUM (Grammar, Usage and Mechanics): In order to master grammar and mechanics there will be structured opportunities for students to engage in writing through the use of the GUM curriculum books. This curriculum has shown success in improving students' writing fluency at Wadsworth.</p> <p>Vertical Alignment: Teachers will be given time during professional development days over the course of the 2013-2014 school year to meet with teachers across grade levels. This provides an opportunity for teachers to evaluate the CCSS writing expectations for their grade and the next grade level with the purpose of ensuring students have the adequate writing experiences and preparation for their next year.</p> | <p>Coaching and Support:</p> <ul style="list-style-type: none"> The consultant will ensure students' writing samples are posted and shared across grade levels. Quarterly, the consultant will ensure teachers are administering the quarterly writing assessments aligned with CCSS and the Chicago Public Schools Benchmark Timeline. The consultant will follow up from quarterly assessments by reviewing student work samples with teachers and providing feedback on strengths and growth areas. In grade level teams, teachers will calibrate grading of writing samples. The consultant will coach teachers weekly by observing, co-planning, modeling lessons, etc. <p>GUM (Grammar, Usage and Mechanics):</p> <ul style="list-style-type: none"> The administration will purchase GUM books for all K-2 teachers. The administration will monitor fidelity of implementation of GUM curriculum. The teachers will receive professional development in August on effective use of these materials. <p>Vertical Alignment:</p> <ul style="list-style-type: none"> Professional development time will be allotted for cross grade level collaboration on each teacher professional development day throughout the school year. The literacy consultant will provide professional development during August PD days outlining grade level expectations according to Chicago Public School's CCSS writing guidelines. |
| <p>3-5 According to 2012 ISAT data, 76% of Wadsworth's 3rd graders received an Extended Response score of</p> | <p>CCSS Strategic Coaching and Support: A literacy consultant will begin the year with a professional development session for all teachers focused on the writing requirements of the Common Core aligned assessment, which will be implemented three times</p> | <p>Coaching and Support:</p> <ul style="list-style-type: none"> The consultant will ensure students' writing samples are posted and shared across grade levels. Quarterly, the consultant |

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| <p>a 1 or 2 and 95% of Dumas' 3rd graders received a score of a 1 or 2.</p> | <p>per year in 2014. There will be follow up support provided to all teachers on improving their writing instruction. This will be a new partnership for teachers from both schools; therefore all teachers will receive the same professional development sessions. The <i>Writing Destinations</i> curriculum will guide the planning of engaging lessons to ensure that 3-5 students are involved in authentic writing activities.</p> <p>GUM (Grammar, Usage and Mechanics): In order to master grammar and mechanics there will be structured opportunities for students engage in writing through the use of the GUM curriculum books. This curriculum has shown success in improving students' writing fluency at Wadsworth, as evidenced through informal observation and administrative dialogue.</p> <p>Vertical Alignment: Teachers will be given time during professional development days over the course of the 2013-2014 school year to meet with teachers across grade levels. This provides an opportunity for teachers to evaluate the CCSS writing expectations for their grade and the next grade level with the purpose of ensuring students have the adequate writing experiences and preparation.</p> | <p>will ensure teachers are administering the quarterly writing assessments aligned with CCSS and the Chicago Public Schools Benchmark Timeline.</p> <ul style="list-style-type: none"> • The consultant will follow up from quarterly assessments by reviewing student work samples with teachers and providing feedback on strengths and growth areas. In grade level teams, teachers will calibrate grading of writing samples. • The consultant will coach teachers weekly by observing, co-planning, modeling lessons, etc. <p>GUM (Grammar, Usage and Mechanics):</p> <ul style="list-style-type: none"> • The administration will purchase GUM books for all 3-5 teachers. • The administration will monitor fidelity of implementation of GUM curriculum. • The teachers will receive professional development in August on effective use of these materials. <p>Vertical Alignment:</p> <ul style="list-style-type: none"> • Professional development time will be allotted for cross grade level collaboration on each teacher professional development day throughout the school year. • The literacy consultant will provide professional development during August PD days outlining grade level expectations according to Chicago Public School's CCSS writing guidelines. |
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| <p>6-8 According to 2012 ISAT data, 79% of 6th graders at Dumas received a score of a 1 or 2 on their Extended Response. 6% of Dumas' 6th graders received a score of 4.</p> | <p>CCSS Strategic Coaching and Support: A literacy consultant will begin the year with a professional development session for all teachers focused on the writing requirements of the Common Core aligned assessment, which will be implemented three times per year in 2014. There will be follow up support provided to all teachers on improving their writing instruction. This will be a new partnership for teachers from both schools; therefore all teachers will receive the same professional development sessions. The <i>Writing Destinations</i> curriculum will guide the planning of engaging lessons to ensure that 6-8 students are involved in authentic writing activities.</p> <p>Grammar, Usage and Mechanics (GUM): In order to master grammar and mechanics there will be structured opportunities for students engage in writing through the use of the GUM curriculum books. This curriculum has shown success in improving students' writing fluency at Wadsworth, evidenced through informal observation and administrative dialogue.</p> <p>Vertical Alignment: Teachers will be given time during professional development days over the course of the 2013-2014 school year to meet with teachers across grade levels. This provides an opportunity for teachers to evaluate the CCSS writing expectations for their grade and the next grade level with the purpose of ensuring students have the adequate writing experiences and preparation for their next year.</p> | <p>Coaching and Support:</p> <ul style="list-style-type: none"> • The consultant will ensure students' writing samples are posted and shared across grade levels. Quarterly, the consultant will ensure teachers are administering the quarterly writing assessments aligned with CCSS and the Chicago Public Schools Benchmark Timeline. • The consultant will follow up from quarterly assessments by reviewing student work samples with teachers and providing feedback on strengths and growth areas. In grade level teams, teachers will calibrate grading of writing samples. • The consultant will coach teachers weekly by observing, co-planning, modeling lessons, etc. <p>Grammar, Usage and Mechanics (GUM):</p> <ul style="list-style-type: none"> • The administration will purchase GUM books for all 6-8 teachers. • The administration will monitor fidelity of implementation of GUM curriculum. • The teachers will receive professional development in August on effective use of these materials. <p>Vertical Alignment:</p> <ul style="list-style-type: none"> • Professional development time will be allotted for cross grade level collaboration on each teacher professional development day throughout the school year. • A literacy consultant will provide professional development during August PD days outlining grade level expectations according to Chicago Public School's CCSS writing guidelines. |
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MATHEMATICS

K-2

1. According to end of year mCLASS Math data, 25% of K-2 students at Wadsworth are below or far below proficient while 36% of K-2 students at Dumas are below or far below proficient.

2. 40% of Wadsworth's second graders met or exceeded growth targets on NWEA Mathematics. The typical 2nd grade student at Wadsworth was 15.3 RIT points behind the national norm in mathematics according to the Spring NWEA.

**Dumas' 2nd graders did not take the Spring NWEA.*

Core Curriculum: Currently both schools use the *Everyday Mathematics* curriculum. Therefore, K-2 teachers will continue to use *Everyday Mathematics* as their primary source for instruction. Classroom lessons will be monitored by administration to ensure teachers implement *Everyday Mathematics* with fidelity. Due to the number of points students are behind the national norm, it is imperative for teachers to implement the curriculum with fidelity and supplement the curriculum based on students' greatest areas of need.

Compass Learning: Intensive intervention will be required for many students in order for them to reach grade level standards. Therefore, students will use Compass Learning. Compass Learning is software that assigns activities and skill practice directly linked to individual students' NWEA scores. This ensures the time students spend on the software is tailored to their areas of growth. Classes will have dedicated times at least two times per week in a whole group setting to use the Compass Learning Mathematics software. The program will also be available for homework.

Core Curriculum:

- The administration will provide focused feedback on curriculum implementation and effectiveness.
- Teachers will administer mClass math to all K-2 students and take advantage of the progress monitoring tool in order to track student progress with *Everyday Mathematics* fidelity and ST Math implementation.

Compass Learning:

- The administration will provide a master schedule that ensures all homerooms have at least two 30-minute blocks per week scheduled for whole group use of Mathematics Compass Learning intervention. This schedule will be in effect for the entire school year.
- The administration will monitor usage and completion rates on a bi-weekly basis in order to reassign activities based on student proficiency levels.
- All teachers who have not been trained on Compass Learning will receive training on how to use the software and maximize the use of all the resources offered.

ILT/Data Analysis:

- Identified teacher leaders from grades K-2 will serve as a member on the ILT. The purpose of the ILT will be to analyze data and increase support with creating intentional small groups. Teachers will identify strengths and growth areas during August professional development days, which will be used to guide the conversations and review of further pieces of data. This data will be used to set class and individual goals and growth targets. There will be at least one grade level meeting per month dedicated analysis of

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| | | <p>current data and student work in order to gauge the level of student progress.</p> <ul style="list-style-type: none"> • The administration will support teachers in improving implementation of lessons through bi-weekly observations and written feedback focused on Mathematics. • Bi-weekly ILT meetings will be focused on identifying patterns and trends in Mathematics data and developing action steps for teachers to improve student achievement. • During weekly grade level meetings teachers will bring in their current data and/or student work. The administration will provide protocols to use during grade level meetings. • The administration will progress monitor through facilitation of bi-weekly ILT meetings and weekly grade level meetings. |
| <p>3-5</p> <p>1. ISAT results indicate that 68.8% of Wadsworth's 3rd-5th graders met or exceeded state standards in Math and that 69.1% of Dumas' 3rd-5th graders met or exceeded state Math standards.</p> <p>2. According to NWEA, 62.9% of 3rd-5th graders at Wadsworth met or exceeded their growth targets in Math and 53% of 3rd-5th graders at Dumas met or exceed their growth target in Math.</p> <p>3. According to the NWEA, 77.7% of Wadsworth's 3rd-5th graders are below the 40th percentile while 79.3% of Dumas' 3rd-5th graders are below the 40th percentile.</p> | <p>Core Curriculum: Currently both schools use the <i>Everyday Mathematics</i>; therefore, teachers will continue to use <i>Everyday Mathematics</i>. Classroom lessons will be monitored to ensure teachers implement <i>Everyday Mathematics</i> with fidelity. Due to the number of students below the 40th percentile, it is imperative for teachers to implement the curriculum with fidelity and supplement the curriculum based on students' greatest areas of need.</p> <p>Compass Learning: Because intensive intervention will be required for many students in order for them to reach grade level standards, students will use Compass Learning. Compass Learning is software that assigns activities and skill practice directly linked to individual students' NWEA scores This ensures the time students spend on the software is tailored to their areas of growth. Classes will have dedicated times, at least twice per week, in a whole group setting to use the Compass Learning Mathematics software.</p> <p>Math Problem of the Week: Weekly problems will be developed and used by teacher. Teachers will create a differentiated challenge problem meant to provide problem-solving practice. Students will solve the problem, share their solution, and have the opportunity to re-write their solutions after learning from peers. These problems will be taught in conjunction with "Math Talks" which support CCSS speaking and listening standards. Students with</p> | <p>Core Curriculum:</p> <ul style="list-style-type: none"> • The grade level teacher leader will provide additional support regarding strategies for implementing curriculum effectively to targeted teachers who require more instructional support. • The administration will provide focused feedback on curriculum implementation and effectiveness. <p>Compass Learning:</p> <ul style="list-style-type: none"> • The administration will provide a master schedule that ensures all homerooms have at least two 30-minute blocks per week scheduled for whole group use of Mathematics Compass Learning intervention. This schedule will be in effect for the entire school year. • The administration will monitor usage and completion rates on a bi-weekly basis in order to reassign activities based on student proficiency levels. • Any teachers who have not been trained on Compass Learning |

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| | diverse learning needs will also receive appropriate accommodations to access the content. | <p>will receive training on how to use the software and maximize the use of all the resources offered.</p> <p>Math Problem of the Week:</p> <ul style="list-style-type: none"> • Problem solving skills will be reviewed with all teachers during the beginning of the year professional development in August. • The administration will review possible mathematics problems during grade level meetings at least once per month, allowing time for feedback from administration and peers. • Professional development on CCSS Mathematics instructional shifts and best practices will be provided quarterly by the identified Mathematics teacher leader. |
| <p>6-8 <i>Since Wadsworth is a Pre-K to 5th school, Dumas' 6th to 8th grade student achievement is the only data considered in this section.</i></p> <p>1. 2012 ISAT data states that only 49.1% of Dumas' students in grades 6-8 are Meeting/Exceeding state standards in Mathematics.</p> <p>2. 2012 ISAT states that 4.5% of Dumas' students in grades 6-8 are Exceeding state standards in Mathematics.</p> <p>3. According to NWEA data, 49.2% of Dumas' 6th-8th graders met or exceeded growth targets in Mathematics.</p> <p>4. According to NWEA data, 88.4% of students in grades 6-8 at Dumas are below the 40th percentile.</p> | <p>Core Curriculum: Wadsworth does not serve grades 6th-8th while Dumas does. For continuity purposes, Wadsworth will continue using <i>MathThematics</i> for the core instruction in grades 6-8. The administration anticipates a steep learning curve with integrating CCSS Mathematical Practices into lessons, especially given current student performance. Considering the instructional shifts necessary, it is imperative for the administration to review lesson plans and provide focused feedback to teachers on planning and incorporation of CCSS Mathematical practices.</p> <p>Upper grade mathematics is an area of intense need for improvement. Teachers will receive additional training in the use of the <i>MathThematics</i> curriculum. The administration will develop a schedule to extend the amount of time provided for mathematics instruction, and will monitor instruction carefully. The network mathematics lead will model high quality mathematics instruction for teachers.</p> <p>Each class will begin with a "Do Now" review activity, and will provide students with directed Guided Practice to allow students an opportunity to immediately use skills being taught and provide the teacher an opportunity to assess student needs.</p> <p>ST Math (6th and 7th grade): ST Math will be used as an intervention tool for students to increase their Mathematics skills through structured intervention time. Through the use of technology, students participate in interactive Mathematics skill building practice. ST Math will serve as a curriculum supplement to reinforce taught skills and provide</p> | <p>Core Curriculum:</p> <ul style="list-style-type: none"> • Grade level teacher leader will provide additional support regarding strategies for implementing curriculum effectively to targeted teachers who require more instructional support. • The administration will provide focused feedback on curriculum implementation and effectiveness. • At least one grade level team meeting each month will focus on students' mathematics data and address their strengths and areas for improvement. • Teachers will map out strategies taught in the curriculum and will perform a gap analysis using 2013 ISAT results to analyze which skills require additional instruction prior to testing. <p>Math Problem of the Week:</p> <ul style="list-style-type: none"> • Problem solving skills will be reviewed with all teachers during the beginning of the year professional development in August. • The administration will review possible mathematics problems during grade level meetings at least once per month, allowing |

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| | <p>additional individualized support for students at all levels.</p> <p>Intervention Block: There will be a 30-minute daily block of time dedicated for students to receive extra support in their classroom. During this time, ancillary staff (i.e. P.E., Art, Music, Technology, etc.) will serve as interventionists to push-in to classrooms and work with small groups using literacy strategies and practices that will meet the needs of their assigned group. Teachers and assigned interventionists will collaborate to ensure best practices are used during small group time as well as to check in on progress monitoring.</p> <p>Math Problem of the Week – Weekly problems will be developed and used by teachers. Teachers will create a differentiated challenge problem meant to provide problem-solving practice. Students will solve the problem, share their solution, and have the opportunity to re-write their solutions after learning from peers. These problems will be taught in conjunction with “Math Talks” in alignment with CCSS speaking and listening standards. Students with diverse learning needs will also receive appropriate accommodations to access the content.</p> | <p>time for feedback from administration and peers.</p> <ul style="list-style-type: none"> Professional development on CCSS Mathematics instructional shifts and best practices will be provided quarterly by the identified Mathematics teacher leader. <p>ST Math (6th and 7th grade):</p> <ul style="list-style-type: none"> The administration will provide a master schedule ensuring all homerooms have at least one 60-minute block per week scheduled for whole group use of ST Math intervention. This schedule will be in effect for the entire school year. Target students that are either not making adequate progress or below benchmark will receive a 2nd dose of ST Math intervention utilizing in class laptops and/or computers. The administration will monitor usage and completion rates on a bi-weekly basis in order to support teachers with reassigning activities based on student proficiency levels. All teachers will receive a half-day training at the beginning of the year on how to use the software and best utilize all the resources the software has to offer. <p>Intervention Block:</p> <ul style="list-style-type: none"> The administration will develop a schedule incorporating a 30-minute intervention block at least 3 times per week in every 6th-8th grade classroom. Ancillary staff (i.e. P.E., Art, Music, Technology, etc) will have dedicated times to provide support students. The administration will monitor fidelity of supports. |
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SCIENCE

K-5

1. According to the "Distribution of Science Marks" data on Dashboard, 99% of the 1st graders at Wadsworth and 76% of the 1st graders at Dumas have a grade of A, B, or C in Science.

2. According to the "Distribution of Science Marks" data on Dashboard, 83% of the 2nd grade students at Wadsworth and 82% of the 2nd grade students at Dumas have a grade of A, B, or C in Science.

3. ISAT results indicate that 54.8% of 4th graders at Wadsworth Met or Exceeded state standards in Science while 37.2% of 4th graders at Dumas Met or Exceeded state standards in Science.

Curriculum: Currently both schools are implementing *FOSS* kits as their primary science curriculum using the CMSI (Chicago Math and Science Initiative) Scope and Sequence provided by Chicago Public School. Therefore, teachers will continue to use *FOSS* kits. The administration and teachers have determined that continuing *FOSS* will provide hands-on learning for students. They also identified a need for more literacy integration in alignment with the expectations of the CCSS.

Vertical Alignment: Time will be allotted during professional development for teachers to evaluate the text's scope and sequence across grade levels. K-5 teachers will highlight key concepts and skills that students will need. Teachers will utilize this information along with the Next Generation Science Standards in their lessons.

Science Lab: As part of our school's STEM initiative, there will be a science lab class that students will take weekly for 60 minutes. During this time, students will engage in inquiry-based lessons to provide deeper support in the area of experiential learning. The science lab teacher will also conduct an item analysis of the 2012 4th grade Science ISAT to identify the learning gaps he/she must focus on in order to build the K-5 foundational skills students will need to have to be successful.

Curriculum:

- The administration will subscribe to Time for Kids in order to ensure infusion of more informational texts into science lessons.
- Time will be provided during professional development at the beginning of the year to map out appropriate literacy skill to align with CMSI Scope and Sequence.
- The administration will provide supplemental resources for informational science based texts.

Vertical Alignment:

- Professional development time will be allotted for cross grade level collaboration in August and September professional development days.

Science Lab:

- The Science Lab teacher will have a Science endorsement.
- The administration will provide professional development to lab teacher, STEM coordinator and science teachers to conduct an item analysis of the 2012 Science ISAT in August.
- The science lab teacher will attend the STEM implementation trainings.
- The STEM coordinator will observe the Science Lab teacher weekly and provide feedback on incorporation of STEM strategies.

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| <p>6-8 <i>Since Wadsworth is a Pre-K to 5th school, Dumas' 6th to 8th grade student achievement is the only one considered in this section.</i></p> <p>1. According to the ISAT results, 51.5% of 7th graders at Dumas Met or Exceeded state standards in Science.</p> | <p>Curriculum: Dumas uses <i>SEPUP</i> and <i>SALI</i> for their core science instruction in 6th-8th grade. The teachers in grades 6th-8th will continue to use <i>SEPUP</i> and <i>SALI</i> and align their current practices to the scope and sequence provided. Through a needs assessment, the administration and teachers have identified the strength of continuing <i>SEPUP</i> because it will provide hands-on learning and experimental learning for students but identified a need for more literacy integration due to lack of literacy infusion in the lessons.</p> <p>Vertical Alignment: Time will be allotted during professional development for teachers to evaluate the text's scope and sequence across grade levels. 6-8 grade teachers will highlight key concepts and skills that students will need. Teachers will utilize this information along with the Next Generation Science Standards in their lessons.</p> <p>Science Lab: As part of the school's STEM initiative, there will be a science lab class that students will take weekly for 60 minutes. During this time, students will engage in inquiry-based lessons to provide deeper support in the area of experiential learning. The science lab teacher will also conduct an item analysis of the 2012 4th and 7th grade Science ISAT to identify the learning gaps he/she must focus on in order to build the K-5 foundational skills students will need to have to be successful.</p> | <p>Curriculum:</p> <ul style="list-style-type: none"> • The administration will subscribe to Time for Kids in order to ensure infusion of more informational texts into science lessons. • Time will be provided during professional development at the beginning of the year to map out appropriate literacy skill to align with CMSI Scope and Sequence. • The administration will provide supplemental resources for informational science based texts. <p>Vertical Alignment:</p> <ul style="list-style-type: none"> • Professional development time will be allotted for cross grade level collaboration in August and September professional development days. <p>Science Lab:</p> <ul style="list-style-type: none"> • The science lab teacher will have a Science endorsement. • The administration will provide professional development to lab teacher, STEM coordinator and science teachers to conduct an item analysis of the 2012 Science ISAT in August. • The science lab teacher will attend the STEM implementation trainings. • The STEM coordinator will observe the Science Lab teacher weekly and provide feedback on incorporation of STEM strategies. |
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****These plans are subject to revision based on principal discretion. Please contact your school for any updates.***

Appendix B: Wadsworth Social Emotional Learning (SEL) Support Plan As of July 18, 2013

| Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming |
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| 1. Implement PBIS (Positive Behavior Intervention Support) school-wide and the classroom management model CHAMPS (Conversation, Help, Activity, Movement, Participation, Success). |
| 2. Integrate STEM (Science, Technology, Engineering, and Mathematics) related activities into the school culture and curriculum. |
| 3. Integrating all students, parents, school staff, and community into the new Wadsworth. |

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

Structured Positive Behavior Support School Climate strategy and SEL Curriculum:

STEM:

STEM focuses on students engagement and skills from the earliest grades in science, technology, and, math to help foster interest as they progress through school. The ultimate goal of STEM is to grow student's proficiency level in sciences and mathematics. Wadsworth students must excel in science, technology, engineering, and math, to become productive citizens who are ready for the 21st century global marketplace.

Student Social and Emotional Needs:

During Transition Team meetings Wadsworth and Dumas teachers discussed how students in both schools are having difficulty resolving conflicts with their peers. Behavioral and academic data gathered from Wadsworth and Dumas indicate that specific strategies and programs are necessary to increase attendance rates and keep students on a path towards graduation and high school. As a result, the Transition Team identified the following activities and programs in order to provide additional supports to teachers and students.

- **PBIS:** Wadsworth will implement PBIS, which is currently used by Dumas and focuses on improving student academic and behavior outcomes and ensuring all students have access to the most effective and accurately implemented instructional and behavioral practices and interventions possible. PBIS provides school staff with a guide for decision-making that supports student behavior and academic success. The program emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support implementation of these practices. Wadsworth's goal will be to establish and maintain a school-wide set of behavioral expectations and strategies in an effort to proactively nurture positive behavior. All teachers will receive training for full implementation of PBIS when school begins in August. A PBIS leadership team will be established to monitor implementation of PBIS and will meet every 2 weeks. The PBIS leadership team will be comprised of representatives from each grade level, ancillary staff, and the administration.
- **Second Step:** Second Step is a classroom-based social-skills program for children 4 to 14 years of age that teaches socio-emotional skills aimed at reducing impulsive and aggressive behavior while increasing social competence. The program builds on cognitive behavioral intervention models integrated with social learning theory, empathy research, and social information-processing theories. The program consists of in-school curricula, parent training, and skill development. Second Step teaches children to identify and understand their own and others emotions, reduce impulsiveness, choose positive goals, and manage their emotional reactions and decision-making process when emotionally stimulated. Skills developed through Second Step are empathy, impulse control and anger management decision-making, modeling, and coaching. These skills build upon one another sequentially and are taught in an age-appropriate manner and enables students to work collaboratively while learning.
- **CHAMPS:** The CHAMPS classroom management model will be implemented as a way to extend PBIS principles and practices to the classroom setting. CHAMPS is based on skills effective teachers use to successfully manage a classroom. These skills include structure, teaching, observation, interaction, and correction. Structure focuses on preparing for success by highlighting best practices for implementing an attention signal, establishing classroom expectations and rules, developing routines and schedules, and designing the physical space of the classroom. In addition, teachers are taught to define their behavioral expectations for every activity and student movement during

the school day and teaching these expectations to their students. Teachers are trained to design lessons to explicitly teach their rules and expectations and successfully respond to student misbehavior in positive and productive ways.

Morning Meeting:

Morning Meeting is an engaging way to start each school-day, build a strong sense of community, and set children up for success socially and academically. Each morning, students and teachers gather together in a circle for 20-30 minutes and interact with one another in four ways:

- **Greeting** - Students and teachers greet one other by name and practice offering hospitality.
- **Sharing** - Students share information about important events in their lives. Listeners offer empathetic comments or ask clarifying questions.
- **Group Activity** - Everyone participates in a brief, lively activity that fosters group cohesion and helps students practice social and academic skills such as reciting a poem, dancing, singing, or playing a game that reinforces social or academic skills.
- **Morning Message** - Students read and discuss a short message written by their teacher. The message is crafted to help students focus on the work they'll do in school that day.

Plan for providing targeted interventions to struggling students:

Targeted interventions are provided to correct specific student behavioral needs. Wadsworth will use a variety of strategies to support students displaying inappropriate behavior. These strategies are outlined below.

Managing Behavioral Data: Wadsworth will rely on the school-wide data management systems, Dashboard and Verify, for tracking behavioral data to identify students in need of additional support and monitor improvement. The counselor, social worker, nurse, and school psychologist will also be used to help monitor and support students. This designated team will plan wrap-around supports for individualized Tier 3 interventions. To ensure timely and accurate data collection analysis, Wadsworth will utilize School Wide Information System (SWIS).

School Wide Information System (SWIS): SWIS is a web-based information system to collect, summarize, and use student behavior data for decision making. SWIS provides school personnel with the information they need to be successful decision makers. Through SWIS, school staff will be trained to enter office discipline referrals online. The data will be summarized to provide information about individual students, groups of students, or the entire student body over any time period. Data collected will allow staff to identify how often referrals occur, what problem behaviors occur most frequently in the school building, where problem behaviors most likely will occur, when problem behaviors will most likely to occur, and which students are involved in referrals.

Peace Circles: Peace Circles emphasize healing and learning through a collective group process as opposed to punishment, and are a Restorative Justice practice. In peace circles, everyone involved in the conflict comes together in a non-confrontational peacemaking process to talk through problems and develop a solution. This process is primarily designed to heal relationships among people and within the school community rather than to impose punishment.

Mentoring: Mentoring is a powerful personal development and empowerment tool. Students struggling academically or that may need behavioral support will be paired with a Mentor that will assist the student with identifying how to overcome challenges they are experience.

Peer Jury: Peer jury is designed to provide students and teachers a meaningful and corrective method for dealing with student misbehavior. Students who have displayed inappropriate behavior meet with a group of seven students and an adult moderator who listen to the student's reasons for misbehavior and make recommendations for consequences.

The Refocus Room: The purpose of the Refocus Room is to provide a space for students to refocus and redirect their behavior. It provides a safe and positive space for students to complete work in addition to having a positive support system for all students who have committed minor acts of misbehavior. With the assistance of a staff member, students will have opportunities to change their behavior with the goal of achieving success academically and socially.

Calm Classroom: The regular practice of Calm Classroom techniques will be implemented to lead to positive changes in student behavior by providing them strategies to self-manage the stress and anxiety that is sometimes associated with challenges such as bullying, academic pressure, peer group pressure, underachievement, violence, and community unrest. The Calm Classroom program helps promote peaceful human interactions and peaceful communities by incorporating breathing, focusing, relaxation and stretching techniques inside the classroom.

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

Wadsworth will be supported by multiple community partners located in the Woodlawn community and Chicago area. The University of Chicago will provide tutoring services for K-8th grade students in Reading and Math, the Riah Foundation, and the Woodlawn Children's Promise Community (WCPC).

Woodlawn Children's Promise Community (WCPC): WCPC was established in part to organize community assets around Woodlawn schools. Their work is rooted in the guiding principles of local community organizing to build a constituency of individuals with common goals for children and families. Wadsworth students will participate in three dynamic programs offered through the partnership with the WCPC:

- **WCPC CDF Freedom Schools®:** WCPC partners with the Children's Defense Fund to sponsor full-day summer programs and 5-day-a-week after school Freedom Schools®. Rooted in Civil Rights history and the legacy of the grassroots Freedom Schools in Mississippi, this curriculum encourages young scholars to become knowledgeable of and civically engaged in the world through stories and projects which reflect their own lives. Daily *Harambee!* sessions ensure that participants promote healthy community building in an interactive, affirming, and culturally relevant environment.
- **Promising Young Leaders & Readers:** Older and younger students within the school are paired as "reading buddies" to improve early literacy skills and instill peer responsibility, so that Woodlawn youth can lend a hand to another's learning. Students in K-3rd have increased reading time in a relaxed and interactive space, and 6-8th graders develop leadership and learn the importance of being a positive role model.
- **Riah Foundation:** The Riah Foundation is a non-profit organization that offers drug and alcohol awareness and rehabilitative services throughout the Chicagoland area. The foundation provides mentoring and referral service for children and adults.

Real Men Read: This program brings men into Wadsworth who read to K-8th grade students. "Real Men Read" focuses on reading and improving the literary skills of students. The program encourages and motivates students to enjoy the gift of reading. Volunteers will be invited to read to students twice every month during the school year.

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

In order to ensure a safe environment for students, the Wadsworth community will put systems and routines in place to ensure the security of students and will also identify students that need additional support. School Administration will communicate roles and responsibilities to school based security prior to the start of school. Moreover, adherence to expectations will be monitored by school site based administration. Next, the school will ensure the safety of students by scheduling and executing all emergency drills (e.g. lock down, fire, and earthquake). Furthermore, the school will have a start of school assembly in partnership with the G.R.E.A.T. program to discuss school safety and safe passage. Moreover, all students who have special health needs will be red flagged by administration so that adults in charge know how to address these identified students in emergency situations.

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

Appendix C: Wadsworth Cultural Integration Plan

As of July 18, 2013

Mid April-mid May: Student and Staff Introductory Activities

| Date/date range | Activity | External Support Needed? Indicate what support or leave blank |
|------------------------|--|--|
| June 7, 2013 | Coffee clutch Parents from both Wadsworth and Dumas met at Dumas from 8:30 am to 9:30 am. The purpose was to meet and discuss the integration of the two schools as well as get to know one another and build relationships towards integration. Refreshments will be served. | |
| June 14, 2013 | Ice Cream Social at Dumas The purpose is to have a joint School-wide event at Dumas to allow students from both schools to interact and build relationship necessary for integrating both schools. Buses were ordered to transport students from Wadsworth to Dumas school. | |
| June 19, 2013 | Parent/Teacher Meeting for Diverse Learners The purpose of this meeting was to provide parents of students with diverse learning needs the opportunity to learn about the school's plans to ensure a seamless transition for their students' needs. Parents also had the opportunity to ask questions and raise specific concerns. | |

June-August: Student Integration

| Date/date range | Activity | External Support Needed? Indicate what support or leave blank |
|------------------------|--|--|
| June 14, 2013 | Building Student Leadership at The Ice Cream Social During the ice cream social, the Student leaders (BETA club members) will assist with introductory activities and serving ice cream. | |
| July 10, 2013 | Open House – The staff, parents and students from both Wadsworth and Dumas will attend an open house from 10am to 12pm. This event will serve as an introduction of parents, students, and community members to the new Wadsworth, staff, programs, resources and partnerships. Refreshments will be served and incentives and school supplies will be given out to students. | Volunteering services of the Woodlawn Children Promise Community |
| August 5-6, 2013 | Cheer Clinic Team-Building Activity During this activity, students from Dumas and Wadsworth will learn jumps, motions, cheers, and dance while building relationships. | |

| | | |
|------------------------------------|---|--|
| August 5-9, 2013 (Welcome Week) | Back to School Festival – Students, parents and staff will engage in early school related activities to prepare, engage and excite students around the idea of new beginnings. Community partners will be present along with school staff. School supplies and lunches, and buses will be available. | |
| August 10, 2013 | Dumas/ Wadsworth Integration Picnic - The picnic will offer team-building activities that begin to build and develop relationships among students, parents and staff. Activities will include talent shows, and speeches, dances by students, teachers and parents. The picnic is for all staff, parents, partners and students and will be held at the fenced in lot/ playground of the current Wadsworth building from 12- 3 pm. | |
| August 8, 2013 | Cross School Community Violence Reduction – This is a state sponsored training for parents through the neighborhood recovery initiative, WCPC & Illinois Criminal Justice Information Authority (ICJIA) | |
| August 19, 2013 | Teacher team building activity with Pearson Publishers- During this activity, teachers will discuss curriculum materials, reading frameworks, and share their past experiences with other teachers. This will take place in grade level teams and enable teacher to build trust around their work. | |

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