

Transition Plan as of July 12, 2013**For the Closure of Ana Roque de Duprey Elementary School****I. Introduction**

Chicago Public Schools (CPS) is committed to ensuring that every student, in every community, has access to a high-quality, well-rounded education in order to graduate from high school ready to succeed in college, career, and life. From investments in early childhood education and a full school day to ensuring that there are effective principals and teachers in our schools, CPS is doing everything possible to provide Chicago's children with a 21st century education that helps them thrive and succeed. It is our obligation to work every day on behalf of our children's future.

However, our District faces a significant financial challenge, which threatens everything in our system by making it difficult to provide the robust supports and services that all children deserve. Our District's financial crisis has been significantly challenged by underutilization, resulting in financial resources being invested in half-empty buildings that are costly to maintain and repair. CPS has been financing schools and buildings with a capacity for 511,000 students while only serving 403,000 students. This utilization crisis has been spreading our already scarce financial resources much too thin.

To address this crisis, CPS is enacting a plan to address underutilization based on significant input from partners including parents, students, teachers, principals, community and faith leaders, the independent Commission on School Utilization, the Chicago Police Department, and the Department of Family and Support Services. Through these collaborative efforts, CPS' plan represents a new day for Chicago Public Schools, and a fresh start for our students in Fall 2013.

CPS is closing underutilized schools. These actions will enable CPS to maximize resources by supporting a reduced number of school buildings, which will improve our capacity to provide all children with greater access to critical resources and supports such as libraries, technology, playgrounds, nurses, and counselors.

In order to ensure a quality education for students, CPS is closing Ana Roque de Duprey Elementary School (Duprey). This decision is based on the underutilization of Duprey, in accordance with the [Chief Executive Officer's Guidelines for School Action](#) (Guidelines). This action will welcome returning students at Jose De Diego Elementary Community Academy (Diego), which has sufficient space and can offer a quality academic environment.

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

II. Summary of Action

Duprey was a non-attendance area, citywide elementary school located at 2620 W. Hirsch St., in the Fulton Elementary Network of CPS. Duprey served 92 students in K-8th grades. CPS is closing Duprey based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Duprey students will be welcomed at Diego, located at 1313 N. Claremont Ave. Another approved action, detailed in a separate transition plan, is to also close Alexander von Humboldt Elementary School (Von Humboldt) and welcome returning students at Diego. 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 Duprey and Diego, as described in this transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

III. Safety and Security

CPS has engaged multiple experts regarding school safety to make decisions that will ensure children have a seamless transition next year at all welcoming schools. The Office of Safety and Security (OSS), Chicago Police Department, the Department of Family and Support Services, and community and faith partners were all consulted as part of the safety planning process.

The following proposed safety plans have been custom designed for students transitioning from De Duprey and Von Humboldt into De Diego. 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. These proposed safety plans will be presented to parents for their feedback through a minimum of one meeting intended specifically for parents. Parent feedback will be taken into consideration as the proposed safety plan is finalized. OSS will continue to partner on an on-going basis with local community groups, elected officials, sister agencies, and the Chicago Police Department to maintain a smooth and safe transition of students to a new school environment.

External Supports

- Safe Passage will be available for students traveling to and from school for the “De Duprey and Von Humboldt into De Diego” 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 School Principal and Local School Council in order to discuss safety concerns and action plans.
- A Safe Passage Community Partner organization will be hired by the Board to support the De Duprey and Von Humboldt into De Diego 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 ideal candidate for the Safe Passage Community Partner will be able to articulate their knowledge of community dynamics as well as demonstrate past/current work that they have done for this community. A rigorous evaluation process will select one organization to support the De Duprey and Von Humboldt into De Diego transition. This organization will be recommended for approval at the June, 2013 Board Meeting.
- 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 De Duprey and De Diego is 0.4 miles. The distance between Von Humboldt and De Diego is 0.4 miles. The Safe Passage route that is being proposed for the De Duprey and Von Humboldt into De Diego transition includes the following routes:
 - W. Potomac and N. Claremont west to N. Rockwell and W. Potomac
 - W. Hirsch and N. Western west to W. Hirsch and N. Talman
 - N. Western and W. Hirsch south to N. Western and W. Potomac
- Chicago Police Department will also be providing 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, Chicago Police Department will lead a new, specialized Safe Passage Working Group which will include representatives from 16 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

- De Diego will have enhanced security staffing plan at the school. As the designated welcoming school, De Diego will receive additional security to support the increased number of students as well as to ease the transition for De Duprey and Von Humboldt students joining De Diego. The security staff from De Duprey and Von Humboldt will join the security staff at De Diego in order to facilitate this transition by providing a familiar face for De Duprey and Von Humboldt students. Currently, De Diego has 2 full time security officers. Currently, De Duprey and Von Humboldt have a combined 5 full time security officers who will join the security team at De Diego in the fall. As a result, the new security staff at De Diego will have a total of 7 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.
- De Diego will have enhanced safety technology. De Diego will have the following safety technology capabilities:
 - Enhanced camera system 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 "Ai-phone" camera and buzzer system to allow security and staff to monitor the front entrance and grant access to appropriate visitors.
 - Entry Screening Equipment – De Diego will have access to a metal detector and hand wands.

IV. Supports for Students and Schools

CPS is committed to ensuring a successful transition to Diego 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, please see Attachment A, which outlines a detailed 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, please see Attachment B, which outlines a detailed social and emotional learning support plan.

Additionally, CPS believes cultural integration of school communities is important for a successful, smooth transition. To support this, please see Attachment C, which outlines a detailed cultural integration plan.

Support for Specific Students Needs

To ensure students at Duprey 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

- Students with disabilities at Duprey will continue to be provided instructional support both in the general education classroom and in small group or individual settings, in accordance with their Individualized Education Programs (IEPs) for the 2012-2013 school year.
- Once students transition to Diego, 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 Diego 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 Diego, 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 Diego, 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.
- CPS will provide training on specialized instructional methodologies.
- Diego is not accessible to persons with disabilities according to the Americans with Disabilities Act. For more information, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

- The CPS Department of Support for Students in Temporary Living Situations (STLS) Transition Support Coordinator will facilitate group sessions to offer support services to STLS students and families affected by this action.
- Every STLS family from Duprey 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 Duprey that will be used as a reference for families and the STLS Transition Support Coordinator throughout the course of their work together.
- An STLS Transition Support Coordinator will be available Tuesday from 9:00 a.m. to 3:00 p.m. at Duprey 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 Diego 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 Diego 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)

Transitional Bilingual Education (TBE)

- Diego is projected to have 20 or more English Language Learners (ELLs) of the same language background.
- Diego will ensure that there is at least one highly-qualified (bilingual-endorsed) classroom teacher at each of the grade levels that may receive ELLs.

- Diego will have at least one English as a Second Language (ESL)-endorsed teacher, and develop a schedule to provide push-in services to all ELLs. During push-in services, a highly-qualified teacher with an ESL or Bilingual endorsement/approval co-teaches the ELLs in the general education classroom. Push-in services include ESL support, sheltered English instruction, and native language support.
- When possible, Diego will cluster ELLs in one classroom per grade level to facilitate collaboration and scheduling with ESL push-in. The designated classroom will be staffed by a teacher with the appropriate ESL or bilingual endorsement who is qualified to provide instruction for ELLs.
- Diego will identify additional people to be trained and certified in Screener/ACCESS administration, if needed (these need not be bilingual or ESL endorsed teachers). Ideally, a school should have 1 ACCESS-certified person per 15 ELLs. The Screener is used to identify potential ELLs based on responses given by parents on the Home Language Survey (HLS); the ACCESS test checks ELLs' progress in English language development. Teachers must be certified to administer these tests. The Department of Language and Cultural Education (DoLCE) will collaborate with Diego to provide the training.
- Diego will also designate an ELL Liaison (formerly known as the Bilingual Lead Teacher) to maintain contact with DoLCE. In addition to attending quarterly meetings with DoLCE to receive professional development on instruction and compliance issues, the ELL Liaison will also communicate with DoLCE throughout the year as different needs or concerns arise.
- Diego will identify ELL Liaison, clerks, counselors, and administrators who should attend training on the registration process to ensure that accurate information is entered into the CPS system and that all students are enrolled in the proper programming according to their needs. Diego will identify teachers required to attend training on instructional strategies for working with ELLs.

Early Childhood Participants

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

Community Meeting 1

Tuesday, April 09, 2013
5:00pm-8:00pm
Clemente High School
1147 North Western Avenue

Community Meeting 2

Saturday, April 13, 2013
10:00am-1:00pm
Clemente High School
1147 North Western Avenue

Public Hearing

Wednesday, April 24, 2013
5:30pm-8:30pm
CPS Central Office
125 S. Clark St.

Further Questions and Concerns:

If you have any questions or concerns regarding this proposal and the draft transition plan, please call 311 (City Services) or visit www.cps.edu/qualityschools.

Appendix A: Diego Academic Support Plan – Duprey – as of July 12, 2013

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS

José de Diego offers a Comprehensive Gifted Program for Kindergarten through 8th grade students. Students in our gifted programs are in academically accelerated classes and must be capable of performing increasingly above grade level. José de Diego will be implementing an International Baccalaureate Middle Years Program (IB - MYP) and will be offering Spanish and French as foreign languages. The MYP is designed for students aged 11 to 16. It provides a framework of learning, which encourages students to become creative, critical and reflective thinkers. The MYP emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and to the real world. It fosters the development of skills for communication, intercultural understanding and global engagement, qualities that are essential for life in the 21st century. We will align our Comprehensive Gifted Program to the International Baccalaureate philosophy in scope, ambition and relevance. We will be integrating art into the curriculum. We will be utilizing 2 science labs as extracurriculars for students to enrich their regular daily science curriculum. One lab will be dedicated to students in kindergarten through 4th grade and the other lab will be dedicated to students in 5th through 8th grade.

Diego expects to receive 229 students from Von Humboldt and 56 students from Duprey:

- PK - 125
- K-2 - 390
- 3-5 - 314
- 6-8 - 306

This will bring Diego's total enrollment to 1135 students.

Demographics will include:

Diego:

- 88.1% Hispanic
- 9.9% Black
- 2 % Other

Von Humboldt:

- 49.1% Hispanic
- 47.9% Black
- 3% Other

Duprey:

- 64% Hispanic
- 32% Black
- 4% Other

English Language Learners (ELLs) - 155

- Diego - 93
- VH - 52
- Duprey - 10

Diverse Learners - 196

- Primary Autism Cluster - 11 Students
- Early Childhood Blended -16 Students
- PK-2 - 53 Students

- 3-5 - 57 Students
- 6-8 - 59 Students

Area of Academic Need	Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc.)
<p><u>Overall Reading at grade level (Diego, Von Humboldt and Duprey):</u> 51%= K-2 21%= 3-5 23%= 6-8</p> <p>32% of the projected students entering Diego in the Fall are reading at or above grade level.</p>	<p><u>Overall Reading at Diego</u> Our goal is to increase the number of students meeting / exceeding the grade level expectations school-wide. We will Identify and close the gap for students not meeting grade level expectations.</p>	<p><u>Overall Reading at Diego</u> We will bring together teachers from Diego, Von Humboldt and Duprey in July to develop academic strategies to address the performance gaps in reading. Based on our preliminary review of the data, we are proposing to utilize a Reading Coach (interventionist) to work with individual and small groups of students to accelerate their reading abilities.</p>
<p><u>Reading K-2</u> 51% of the projected K-2 students entering Diego in the Fall are reading at or above grade level</p> <p>Diego K-2: 69% VH K-2: 40% Duprey K-2: 46%</p> <p>Based on a review of data, students in kindergarten through second grade are in need of supports in phonemic awareness and vocabulary.</p>	<p><u>Reading K-2</u> Every teacher will conduct a reading diagnostic assessment at the beginning of the year (DIBELS) and monitor the students progress on a bi-weekly basis using DIBELS.</p> <p>All students will receive 120 minutes of literacy instruction which includes a combination of large group, small group, and independent reading activities. All students will respond to reading in their Reader's Response Journal.</p> <p>All K-2 students will receive Guided Reading (small group literacy instruction with students grouped at similar ability levels) using Common Core grade level expectations in conjunction with the Daily Five. Daily Five is a management system / curriculum framework that helps students develop the daily habits of reading, writing, and working independently that will lead to a lifetime of literacy independence.</p> <p>All K-2 students will use a skills-specific phonemic awareness program (<i>BURST</i>), which is a literacy intervention software program used to give students the foundational skills they need so they can begin reading independently and become successful readers.</p>	<p><u>Reading K-2</u> A Reading Coach will support teachers in K-2 by assisting with data analysis. The coach will work with teachers to develop specific intervention plans based on the data. The coach will provide professional development on data analysis, appropriate interventions and progress monitoring. The coach will work with teachers so that students who require additional supports in reading, will receive interventions for at least an additional thirty minutes per day in small groups. Students will be using the basal series <i>McGraw Hill</i>, as well as <i>Sing, Spell, Read, Write</i> to teach the alphabetic principle, phonemic awareness, sound/letter correspondence, short vowel sounds, and blending.</p> <p>Reader's Response Notebooks AARP - (American Association of Retired Persons Experience Corp - Tutoring Partnership)</p>

	<p>Additionally, Diego will hire a Reading Coach (interventionist) to work with teachers on how to plan instruction for students who are making minimal progress in reading. The coach will work with teachers so that students who require additional supports in reading, will receive interventions for at least an additional thirty minutes per day in small groups. This small group instruction will support students with specific skill based instruction (letter recognition, letter sound recognition, blending, sight words, fluency, comprehension).</p>	
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<p><u>Reading Grades 3-5</u> 22% of the projected students entering Diego in grades 3-5 this Fall are reading at or above grade level.</p> <p>Diego 3-5: 35% VH 3-5: 16% Duprey 3-5: 14%</p> <p>Based on a review of data, students in grades 3 through 5 are in need of supports in interpreting informational text, vocabulary and grammar.</p>	<p><u>Reading Grades 3-5</u> Every teacher will conduct a reading diagnostic assessment and survey using the <i>Northwest Evaluation Association (NWEA) Test</i> at the beginning of the year, middle of the year and end of the year. Teachers will utilize <i>NWEA Descartes</i> to develop individualized instructional plans. Students will focus on their individualized annual growth targets set through <i>NWEA</i> and teachers will progress-monitor bi-weekly using the online curriculum based assessment (<i>CBM</i>). <i>CBM</i> is used to measure if students have made progress in reading fluency, comprehension, and vocabulary development.</p> <p>All students will receive 120 minutes of literacy instruction which includes a combination of large group, small group, and independent reading activities. All students will respond to reading in their Reader's Response Journal.</p> <p>All 3-5 students will receive Guided Reading (small group literacy instruction with students grouped at similar ability levels) using Common Core grade level expectations in conjunction with the Daily Five. Daily Five is a management system / curriculum framework that helps students develop the daily habits of reading, writing, and working independently that will lead to a lifetime of literacy independence.</p> <p>For 30 minutes daily, students will use <i>Achieve 3000</i>, a proven differentiated online instruction, to improve students' reading and writing, and prepare them for future success. <i>Achieve 3000</i> will be included in the Daily Five.</p>	<p><u>Reading Grades 3-5</u> Classroom teachers will implement skill specific interventions for students who require additional supports in reading for at least an additional thirty minutes per day in a small group. The reading coach will provide professional development on data analysis, appropriate interventions and progress monitoring. Students will be using the basal series <i>McGraw Hill</i> and the following:</p> <p>Reader's Response Notebooks NWEA Descartes - (goals for students) <i>Achieve 3000</i> - (web based Reading program) WITS - (Working in the Schools) which is a tutoring partnership Aspira Afterschool Program</p>
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<p><u>Reading Grades 6-8</u> 23% of the projected 6-8 students entering Diego in the Fall are reading at or above grade level.</p> <p>Diego 6-8: 37% VH 6-8: 16% Duprey 6-8: 16%</p> <p>Based on a review of data, students in grades 6 through 8 are in need of supports in interpreting informational text and vocabulary.</p>	<p><u>Reading Grades 6-8</u> Every teacher will conduct a reading diagnostic assessment and survey using the <i>Northwest Evaluation Association (NWEA) Test</i> at the beginning of the year, middle of the year and end of the year. Teachers will utilize <i>NWEA Descartes</i> to develop individualized instructional plans. Students will focus on their individualized annual growth targets set through <i>NWEA</i> and teachers will progress-monitor bi-weekly using the online curriculum based assessment (<i>CBM</i>). <i>CBM</i> is used to measure if students have made progress in reading fluency, comprehension, and vocabulary development.</p> <p>All students will receive 90 minutes of literacy instruction which includes a combination of large group, small group, and independent reading activities. All students will respond to reading in their Reader's Response Journal.</p> <p>Our primary focus for students in grades 6 through 8 will be on grouping students for acceleration and working with students in small group instruction based on their specific skill needs. Teachers will use Literature Circles and a variety of high interest, non-fiction text for exposure to a rich vocabulary; while providing opportunities for rich discussion to increase academic vocabulary.</p> <p>Students will use <i>Achieve 3000</i> a proven power of differentiated online instruction to improve students' reading and writing, and prepare them for college and career success.</p>	<p><u>Reading Grades 6-8</u> Classroom teachers will implement skill specific interventions for students who require additional supports in reading for at least an additional thirty minutes per day in a small group. An IB Coordinator will work on professional development for the teachers to ensure that the IB philosophy is integrated in our 6-8 grades. The coordinator will oversee our science labs, art lab and new foreign language program. Students will be using the basal series <i>McGraw Hill</i> and the following:</p> <p>Reader's Response Notebooks Non-fiction (high-interest) novels for Literature Circles <i>Achieve 3000</i> - (web based Reading program) Katten Book Club - (Partnership with Lawyers)) Aspira Afterschool Program</p>
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<p><u>English Language Learners (ELLs) - 155</u> Diego - 93 VH - 52 Duprey - 10</p>	<p><u>English Language Learners (ELLs)</u> Diego will follow the Transitional Bilingual Education model, which will address student's specific needs, based on Access Testing and provide a transition from native language instruction to English as a Second Language.</p>	<p><u>English Language Learners (ELLs)</u> In an effort to address our English Language Learners (ELL) in grades K-2 we will utilize the English Language development support materials aligned to the core instructional program. Teachers who support English Language Learners will also utilize IPADS to enhance their learning through the tools offered in the <i>BURST</i> and <i>Sing, Spell, Read and Write</i> programs. These programs improve students' overall reading abilities. The bilingual and supplemental ESL materials from the <i>McGraw Hill</i> basal series will be used for all K-8 ELL students.</p>
<p><u>Diverse Learners - 196</u> Expected breakdown of students with IEP's/504's projected to Diego 2013/2014: PK-2nd=53 Students 3rd-5th=57 Students 6th-8th=59 Students Primary Autism Cluster=11 Students Early Childhood Blended=16 Students Expected Disabilities Serviced: Learning Disabilities, Autism, Cognitive Impairments, Developmental Delay, Emotional Disorder, Other Health Impaired, TMH, Behavior Disorders</p>	<p><u>Diverse Learners</u> The Individualized Educational Plans (IEPs) for all diverse learners will be reviewed by teachers and our case manager consultants to ensure that each child's Reading goals are appropriate and students will make adequate yearly progress in reading throughout the year. Teachers will use appropriate diagnostic testing (following the students' individualized education plan (IEP) and will work with the case manager to set annual growth targets. This may include the use of <i>DIBELS</i> and <i>Achieve 3000</i> (where appropriate per IEPs). Instructional schedules will follow the students' IEPs. The Diego case manager will ensure compliance of all records. An annual IEP calendar is being developed. Diego's current case manager has also personally visited individual students from Duprey and Von Humboldt to determine their best learning environment. <u>Plan of Action for ensuring quality of IEP's from sending schools:</u> Our transition team, and case manager are ensuring the qualities of IEP's coming into Diego. All 3 case managers have reviewed their scheduling and have ensured that all IEP's are in compliance as of June 21, 2013. Our case manager and consultants have identified the specific students in Diego, Von</p>	<p><u>Diverse Learners</u> Teachers of diverse learners will work with the case manager to ensure that the goals on individualized education plans are being met quarterly. Teachers will attend district led professional development for diverse learners and will be included in school wide professional development with the Reading Coach / IB Coordinator (by grade level).</p>

	<p>Humboldt and Duprey who are at risk and created a transition spreadsheet with narratives from the counselor/case manager at each school. These students have already been referred to Diego's Response to Intervention (RTI) team (which will include teachers from all three schools). The RTI team will create folders with relevant data. Diego's case manager will be meeting with these students individually the first two weeks of school and assessing their needs.</p>	
<p><u>Math by grade level</u> 29% of the students in grades K-8 entering Diego in the Fall are meeting grade level expectations in math.</p> <p><u>Math at grade level:</u> 49%=K-2 16%=3-5 23%=6-8</p>	<p><u>Overall Math at Diego</u> Our goal is to increase the number of students meeting / exceeding the grade level school wide. We will identify and close the gap for students not meeting grade level expectations.</p>	<p><u>Overall Math at Diego</u> Professional development (PD) will be provided by the Erikson Institute monthly for K-2 teachers; PD for new teachers will be provided from teacher leaders and from the Erikson Institute; teacher leaders will provide professional development for new teachers with <i>Trailblazers</i>; and our IB Coordinator will provide professional development to our math teachers in grades 6 through 8.</p>
<p><u>Math K-2</u> 49% of the projected K-2 students entering Diego in the Fall are meeting grade level expectations for math.</p> <p><u>Math at Grade Level</u> Diego: K-2: 54% Von Humboldt: K-2: 49% Duprey: K-2: 45%</p> <p>Based on a review of data, students in kindergarten through second grade are in need of supports in computation skills, problem solving and reading word problems. The focus is to think</p>	<p><u>Math K-2</u> Every teacher will conduct a math diagnostic assessment at the beginning of the year (<i>Mclass</i>) and monitor the student's progress on a bi-weekly basis using <i>Mclass</i>.</p> <p>All students will receive instruction in math for 90 minutes which includes a combination of large group, small group, and independent math activities. Additionally, students will utilize <i>Math IXL</i>, a web based program, daily to reinforce concepts based on student needs.</p> <p>All students in grades K-2 will be required to utilize a daily math journal. Students will complete a daily math problem in their journals and explain how they arrived at their answer using well-developed sentences.</p> <p>The teacher will reflect International Baccalaureate (IB) principles of making learning more meaningful by connecting math to the student's world. Teachers will</p>	<p><u>Math K-2</u> We will be using <i>Trailblazers</i>. Teachers will review data and develop appropriate lessons and interventions. They will use <i>Math IXL</i> (a web based program) for math practice and supplemental lessons. Teachers will work with Guided Math (small group instruction with students grouped by skill level for 30 minutes a day) for students in need of additional supports.</p>

more critically; while connecting math to real life and finding different ways to solve problems.	provide manipulatives to assist in solving problems.	
<p><u>Math Grades 3-5</u> 16% of the projected students in grades 3-5 entering Diego in the Fall are meeting grade level expectation for math.</p> <p>Diego 3-5: 21% Von Humboldt 3-5: 4% Duprey 3-5: 23%</p> <p>Based on a review of data, students in grades 3 through 5 are in need of supports in problem solving equations, statistics and reading word problems. The focus is placed on thinking critically while connecting to real life.</p>	<p><u>Math Grades 3-5</u> Every teacher will conduct a math diagnostic assessment and survey using the <i>Northwest Evaluation Association (NWEA) Test</i> at the beginning of the year, middle of the year and end of the year. Students will set annual growth targets and teachers will progress monitor bi-weekly using a web based curriculum based assessment (<i>CBM</i>).</p> <p>All students will receive instruction in math for 90 minutes which includes a combination of large group, small group, and independent math activities. Additionally, students will utilize IXL Math, a web based program, daily to reinforce concepts based on student needs.</p> <p>Teachers will work with the Erickson Foundation in their first grade level meeting to develop a yearlong scope and sequence which outlines specific skills that students in grades 3-5 should master each month.</p> <p>All students in grades 3-5 will be required to utilize a daily math journal. Students will complete a daily math problem in their journals and explain how they arrived at their answer using well-developed sentences.</p> <p>Students will participate in a weekly math bootcamp where they are able to practice foundational computation skills and develop their ability to think more critically about key math concepts. Students who are not making progress in reading are also not progressing in math. Therefore, the math bootcamp will include time for students to improve their reading skills while learning essential math concepts.</p>	<p><u>Math Grades 3-5</u> We will be using <i>Trailblazers</i>. Teachers will review data and develop appropriate lessons and interventions. They will use <i>Math IXL</i> (a web based program) for math practice and supplemental lessons.</p> <p>Teachers will work with Guided Math (small group instruction with students grouped by skill level for 30 minutes a day) for students in need of additional supports.</p> <p>Additional supports will be provided through:</p> <p>NWEA Descartes - (goals for students) AARP - (American Association of Retired Persons Experience Corp - Tutoring Partnership) Aspira Afterschool Program</p>

<p><u>Math Grades 6-8</u> 24% of the projected students in grades 6-8 entering Diego in the Fall are meeting grade level expectation for math.</p> <p>Diego 6-8: 37% VH 6-8: 16% Duprey 6-8: 18%</p> <p>Based on a review of data, students in grades 6 through 8 are in need of supports in problem solving equations, statistics and reading word problems. The focus is placed on thinking more critically; while connecting it to real life.</p>	<p><u>Math Grades 6-8</u> Every teacher will conduct a math diagnostic assessment and survey using the <i>Northwest Evaluation Association (NWEA) Test</i> at the beginning of the year, middle of the year and end of the year. Students will set annual growth targets and teachers will progress monitor bi-weekly using a web based curriculum based assessment (CBM).</p> <p>All students will receive instruction in math for 90 minutes which includes a combination of large group, small group, and independent math activities. Additionally, students will utilize <i>Math IXL</i>, a web based program, daily to reinforce concepts based on student needs.</p> <p>All students in grades 6-8 will be required to utilize a daily math journal. Students will complete a daily math problem in their journals and explain how they arrived at their answer using well-developed sentences.</p>	<p><u>Math Grades 6-8</u> We will be using <i>Connected Math</i>. Teachers will review data and develop appropriate lessons and interventions. They will use <i>Math IXL</i> (a web based program) for math practice and supplemental lessons. Teachers will work with Guided Math (small group instruction with students grouped by skill level for 30 minutes a day) for students in need of additional supports.</p> <p>Additional supports will be provided through:</p> <p>NWEA Descartes - (learning goals) <i>Math IXL</i> Aspira Afterschool Program Pre-Algebra for 7th Grade Algebra for 8th Grade</p> <p>Teachers will be required to give students feedback in their math journals at least two days per week.</p>
<p><u>Overall Science K-8</u> Our area of academic need is using non-fiction text and applying reading strategies to the text. Our focus will be centered on using a variety of /and increased number of non-fiction texts.</p> <p><u>Science at grade level for 4th and 7th grades:</u></p> <p>2012 ISAT</p> <p>Diego 72.5 VH 50.9 Duprey 77.3</p>	<p><u>Overall Science K-8</u> We will increase the number of students meeting/exceeding the grade level in science by providing an inquiry-based curriculum, investigations and experiments.</p> <p>Diego will utilize 2 science labs as extra curriculars for students to enrich their regular daily science curriculum. This will allow all students to work in a science lab once a week.</p> <p>We will be using <i>Pearson Interactive Science</i> for students.</p> <p>We will be hosting a Science Fair for K-8 students in December 2013 to enhance our students' overall interest in applied science. Doing so will reflect the IB principles of global engagement by providing the opportunity for students to apply the scientific method to conduct independent research, then presenting their findings.</p>	<p><u>Overall Science K-8</u> Diego will purchase the <i>Pearson Interactive Science</i> instructional materials for all grade bands.</p> <p>Diego has opened 2 science labs. One lab will be dedicated to students in kindergarten through 4th grades, while the other lab will be dedicated to students in 5th through 8th grade. This will allow teachers to integrate reading, writing, and math strategies into science instruction.</p> <p>Afterschool Science Program</p>

<p><u>Writing K-8</u> Our area of need is writing extended responses in math and reading. Students will work on critical thinking, using text to support details and topic, grammar, focus and coherence.</p>	<p><u>Writing K-8</u> We will be connecting writing to reading, math, and science. We will use the Writer's Workshop model (read aloud, mini lesson, independent writing and conferring, sharing) to implement writing on a daily basis. All students will be writing for 45 minutes a day.</p> <p>Teachers will use Criteria Charts and student friendly rubrics to assess writing on a weekly basis. Teachers will conference with students on a weekly basis to provide feedback and analyze error patterns.</p> <p>K-8 will work on extended response in reading and extended response in math on a daily basis in their Reader's Response Notebooks and Math Journals. All students will have reading, math and science journals.</p>	<p><u>Writing K-8</u> The entire school will be using <i>Lucy Calkins</i>. The Reading Coach and IB Coordinator will be providing professional development for teachers (as well as district led professional development). Teacher leaders who have attended <i>Lucy Calkins</i> professional development will assist with providing professional development to new teachers.</p> <p>We will implement writing themes by month and will implement Young Authors in the school.</p> <p>Reading, math and science teachers will incorporate extended response (The extended response is an open-ended question that allows students to provide a detailed, in-depth written answer based upon a piece of text) into all instruction. Journals will be used in reading, math and science class.</p> <p>Teachers will work in grade bands, once a month, to review student work and calibrate extended response papers.</p>
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These plans are subject to revision based on principal discretion. Please contact your school for any updates.

Appendix B: Diego Social Emotional Learning (SEL) Support Plan – Duprey – as of July 12, 2013

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming (as outlined below)

These areas of need were identified and developed by the Diego, Von Humboldt, and Duprey transition team. We looked at the My Voice/My School survey results from all 3 schools. We also used input from the principal, assistant principal, and counselor from all three schools. Our transition team consisted of teachers, parents, administration, security, and principal transition coordinators (PTCs) from all three schools.

1. **Self-Awareness – recognizing emotions, strengths, needs, and values**
2. **Self-Management – impulse control, use of profanity, self-motivation, goal setting, and organizational skills, anger and drama control**
3. **Social Awareness – empathy/respect for others, bullying**
4. **Relationship Skills – communication, working cooperatively, conflict management**
5. **Responsible Decision Making – problem-solving, responsibility, and reflection**

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

Structured Positive Behavior Support School Climate strategy and SEL Curriculum (Note: if a curriculum is not in place, your school will work with the Positive Behavior Support Department to implement one):

We will be partnering with MHAI (Mental Health Association of Illinois)

Mental Health Association of Illinois is an approved vendor for CPS who provides Social Emotional Learning services. They are in the Transition Guidebook as an approved vendor specifically for this work. They are working with Diego because they provided service to Von Humboldt and know staff and community members. They are approved for School Climate, Classroom Climate, Interventions/Restorative Justice. They will be focusing on professional development for staff, students and parents, school structures and systems, initial training and on-going implementation support for Social Emotional Learning, Positive Behavior Intervention Supports (PBIS) and parent skill development. MHAI is a 100+ organization that has been providing support to Chicago schools for many years.

Making Initial Contacts Welcoming

The following strategies are prevention-oriented and focus on welcoming and involving new students and their families. More specifically, they are designed to minimize negative experiences and ensure positive outreach during the period when students enroll.

1. FRONT DOOR: Set up a Welcoming Table (identified with a welcoming sign) at the front entrance to the school and recruit and train volunteers to meet and greet everyone who comes through the door.

2. WELCOMING MATERIALS: We are preparing a Welcoming Sheet that clearly states WELCOME and provides some helpful information about who's who at the school, what types of assistance are available to students and families, and some tips about how the school runs.

4. WALKING VISITS: On June 12th, we had a walking visit for our special needs population coming to Diego. Diverse learners from Duprey came to Diego and spent the morning getting to know each other and participating in activities. These are students who will be in the same homeroom next year and we felt it was important to start building that relationship. All of Diego, Von Humboldt, and Duprey's diverse learners have been participating in a Pen Pal activity since May 2013. We have also created a welcoming video put together by our diverse learners which has been shared with all 3 schools in June 2013. We hosted a Diego field Day on June 24th in which students, teachers, staff and parents from all 3 schools participated.

5. PARENT/VOLUNTEER GREETERS: We are establishing a Welcoming Club at Diego consisting of parents, staff, administration, and/or volunteers to provide regular tours and orientations. This club will also plan welcoming activities throughout the year so that our welcoming school environment is ongoing and not just at the onset of the school year.

6. WELCOMING BULLETIN BOARD: We are dedicating a bulletin board near our main office that states WELCOME and includes such things as pictures of school staff, a diagram of the school and its facilities, information on tours and orientations, and so forth. We plan on placing a suggestion or comment box next to the bulletin board for parents to write comments and suggestions.

7. SUPPORT GROUPS: Mental Health Association of Illinois (MHA) will assist us with offering groups designed to help new students and families learn about the community and the school and to allow them to express concerns and have them addressed. Such groups also allow them to connect with each other as another form of social support.

SEL Curriculum

School Wide Second Step Implementation (Full Staff Training Will occur in August of 2013) . Current counselor and Social Worker have implemented annual Second Step programs at Diego during the 2012-2013 school year as a model for teachers. School counselor and social worker will provide additional support and guidance to teachers throughout the year who are implementing Second Step. Currently the Diego counselor is working with both counselors from Duprey and Von Humboldt on identifying which classrooms will be in most need for guidance from Second Step. Diego, Von Humboldt, and Duprey counselors met face to face through the end of the 2012-2013 school year to discuss student needs and develop individual student profiles for students from closing schools to assist the welcoming school staff in getting to know the students. Von Humboldt and Duprey counselor had implemented Second Step in their buildings.

Positive Behavior Intervention Supports (PBIS) is a school-wide behavioral system designed for student success. It centers on positive behavior and stresses the importance of teaching and reinforcing pro-social behavior. School-wide expectations are established and taught to all students and staff members. Incidents are tracked and addressed in the appropriate measure; while positive behaviors are recognized through a school wide incentive system. This system is being used in conjunction with Second Step for next year at Diego.

Plan for providing targeted interventions to struggling students:

Hawthorne's Pre Referral intervention manual will be used when considering social emotional supports for incoming students. The Pre Referral Intervention manual outlines appropriate steps to take before referring students for more restrictive supports. This will ensure that all appropriate interventions are being considered before any kind of least restrictive decisions are made..

Phases of Intervention

1. The first intervention phase involves a broad focus (Tier 1 Interventions). It emphasizes use of general procedures to welcome and facilitate adjustment and participation of all who are ready, willing, and able. This includes school wide Second Step curriculum and a school wide weekly guidance group implemented by the guidance counselor aide.
2. The second phase of intervention progresses for those who need just a bit more personalized assistance (Tier 2 Interventions). Such assistance may include personal invitations or extracurricular activities, ongoing support for interacting with others and becoming involved in after school activities. Activities will include after school programs like Aspira, Rocket Learning, and anger coping groups. These students will be referred by parents, school staff, and school administration.
3. Finally, to the degree possible, the focus narrows to those who have not made an effective adjustment or who remain uninvolved (e.g., due to major barriers, an intense lack of interest, or negative attitudes) (Tier 3 Interventions). This phase continues to use personalized contacts but adds special procedures. Personalized contacts would be employed by the Counselor, Art Therapist, Social Worker, and/or school Psychologist. When necessary outside counseling, social work, or medical referrals will be provided by the counselor and social worker.

Interventions that have been established at Diego and will continue are:

RTI-Response to Intervention. These are school based general education initiatives designed at providing interventions to improve Reading in students who are struggling.

Check in/Check Out-Attendance-This system is set up through the Counselor, Social Worker, Attendance Coordinator, Art Therapist, or Guidance Counselor Aide. Once a student is identified as having a regular attendance issue, one of these individuals will check in with the student in the morning and at the end of the day. This individual will provide guidance and encouragement to impact the student's attendance.

Weekly Guidance Group-This group is run for all male students in 4th through 7th grade. It is a weekly class for one period; which provides an opportunity for students to work and discuss relevant social emotional issues.

Anger Coping Group-This group is run on a weekly basis and is organized by the Social Worker and School Psychologist. At risk students are identified by teachers, administration and/or our counseling team. Strategies are taught to appropriately deal with anger.

School Wide Attendance Plan-A school-wide attendance plan is organized and enforced by the attendance coordinator. The attendance plan consists of proactive strategies in developing incentives and rewards. The Attendance Coordinator will also send letters home, complete home visits, set up meetings with the counselor/administration when necessary to address issues, refer students to the Social Worker when necessary, and provide families with support when necessary to improve attendance.

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

We have worked with several community partners at Diego and plan to continue our partnership with the following:

Build-Violence Prevention Program

Junior Achievement

WITS-(Working in the Schools)-Tutoring program

Katten-Legal Clinic - provide free legal assistance to parents once a month in the school

Big Brother Club

Aspira-After School Programs

Aspira - Parent Meetings

Aspira - Student Leadership Group

Health and Wellness- Healthy Schools Program

St. Elizabeth Pediatric Behavioral Health Center

Streamwood Behavioral Health Care Systems

Plan for integrating student leadership and/or restorative practices to promote positive behavior (e.g. peer jury, service learning, student leader roles):

We plan on sending our case manager to Restorative Practice 101 training in August, 2013. Restorative practices taught at the training will include peer jury and peace circles.

Peer Jury

Service Learning

Family Night

School Tours

Pen Pals with Special Education

Morning Meeting

Teacher Shadow Days

Virtual Tour

Welcoming Posters

Student Council

Reading Buddies

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

We will respond to students in conflict using a multifaceted approach. When student conflicts are brought to our attention, we initially assess the nature of the problem. This is done by meeting with all involved parties and reviewing all reports and data associated with that conflict. Depending on the nature of the conflict, different approaches may be used. Commonly used approaches are listed below.

Peace Table - Conflict Resolution

Individual Counseling

Home Court Advantage - Classroom Culture Activity

Bucket Fillers - Classroom Culture Activity

Approaches to be implemented next year:

Peer Juries

Peace Circles

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

Appendix C: Diego Cultural Integration Plan- Duprey

Cultural Integration Activities

Mid April-mid May: Student and Staff Introductory Activities

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
April 22, 2013	Principal (Von Humboldt, Diego, Duprey) Meeting with principal transition coordinators (PTC) Purpose of meeting to develop a transition team consisting of members of the three schools. Draft a plan for completion of transition plans.	
April 29, 2013	PTC, (Von Humboldt, Diego, Duprey) Transition Team Meeting First Meeting of Transition Team to review Transition Plans and select committees	
May 8, 2013	Parent Meeting for Von Humboldt, Diego, Duprey at Von Humboldt - 9:00 a.m. Approximately 60 parents from all three schools met to discuss logistics of moving two schools into one - administrators present from each school	
May 16, 2013	Family Literacy Night at Diego inviting Von Humboldt, Duprey - 4:00 - 6:00 p.m. Students, parents, teachers, staff from VH and Duprey were invited to Diego's Family Night - approximately 100 families with children attended (combination of three schools) and approximately 10 teachers from Von Humboldt attended the event	
May 24 - May 31, 2013	Registration, School Tours for Von Humboldt and Duprey Families	

June-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
May 29, 2013	Leadership presentation was provided for future 8th graders for all closing and welcoming schools in the Fulton Network. Calvin Terrell, founder and lead facilitator of Social Centric (an organization designed to provide education and training for all ages to enhance human interactions and global progress) was the keynote speaker.	
June 12, 2013	Pen Pals from Von Humboldt and Diego visit one another at Diego. Special needs classrooms from all three schools (who will become one classroom) started to write letters to one another so they will become familiar with one another before the start of the new year.	Schools are geographically close to one another, same community
June 13, 2013	Safe passage meeting conducted by Safety and Security (CPS) for Diego, Von Humboldt and Duprey parents, students and staff. Approximately 20 attendees (6 Diego Parents, 4 Duprey Parents, 3 VH Parents, 1 Lafayette Parent; 6 VH Teachers, 1 Duprey Teacher, 1 Community Representative, 3 Administrators and 2 Central Office Staff participated).	
June 20, 2013	Von Humboldt, Diego, Duprey LSC, NCLB, BAC Joint Meeting Caryn Curry from the Mental Health Association of Illinois will facilitate a meeting of parent leaders to begin working as one school.	
June 24, 2013	Field Day for Von Humboldt, Diego and Duprey students at Diego - all students invited to participate in activities inside and outside of the school - teachers will meet, students will meet and parents will meet and become familiar with the school grounds	Cost for t-shirts: \$3000

August	<p>Playground Grand Opening Celebration (Von Humboldt, Diego, Duprey students, staff, parents)</p> <p>The new playground provides opportunity to ALL to participate in beautification of playground area.</p>	<p>Bucket to pay security, support staff, incentives (giveaways to students, parents)</p> <p>Additional Costs: \$4000</p>
August	<p>School Tours, Open House - invite to Diego, Von Humboldt, Duprey</p> <p>During the first two weeks of August, Diego will be open for structured school information, tours and outdoor activities. Students, staff and parents will work together to beautify school and to prepare for the school year.</p>	<p>Bucket to pay security, support staff, refreshments</p>
August	<p>Green and Clean - Work with artist in residence to create flower boxes, murals on outside of school and beautify area around playground. This is an opportunity for ALL to participate in activities to take ownership of school.</p>	<p>Bucket to pay security, support staff, funds to pay artist, materials for project.</p> <p>Additional Cost: \$8000</p>

Date/date range	Activities/ Ideas	External Support Needed?
September, 2013	<ul style="list-style-type: none"> • “I am” posters in school (students highlight their own strengths, talents and interests) • Kick off Assembly- Start of year • Student Orientation Day • Peer Buddy Reading • Assign big brother / big sister to students • School Newspaper • Students interview one another - publish • Talent show • Team building activities <p>Set up a Welcoming Table (identified with a welcoming sign) at the front entrance to the school and recruit and train volunteers to meet and greet everyone who comes through the door.</p>	<p><u>Professional Development for Staff</u> <u>Parent Workshops</u> <u>Student Leadership Development</u></p>

	<p>Plan with the Office Staff ways to meet and greet strangers (to smile and be inviting).</p> <p>Provide visitors with welcoming materials and information sheets regarding registration steps (with appropriate translations).</p> <p>Encourage the use of volunteers in the office so that there are sufficient resources to take the necessary time to greet and assist new students and families.</p> <p>Student Greeters - Establish a Student Welcoming Club. These students can provide tours and give helpful school information.</p> <p>Parent Volunteer Greeters - Establish a Welcoming Club consisting of parents and/or volunteers to provide regular tours and orientations. A welcoming video will be developed as a useful tool.</p> <p>Welcoming Bulletin Boards - Dedicate a bulletin board (near the entrance of the school) that says WELCOME and includes such things as pictures of school staff, a diagram of the school and its facilities, information on tours and orientation.</p> <p>Support Groups - Groups designed to help new students and families learn more about the school community.</p>	
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These plans are subject to revision based on principal discretion. Please contact your school for any updates.