

For the Closure of Enrico Fermi 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 Enrico Fermi Elementary School (Fermi). This decision is based on the underutilization of Fermi, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action will welcome returning students at South Shore Fine Arts Academy (South Shore), 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

Fermi was a neighborhood elementary school located at 1415 E. 70th St. Fermi served 237 students in pre-kindergarten and kindergarten through 8th grades. CPS is closing Fermi based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Fermi students will be welcomed at South Shore, also located at 1415 E. 70th St. 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 Fermi and South Shore, 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 Fermi will be reassigned to James Wadsworth Elementary School (Wadsworth) at 6650 S. Ellis Ave. This means that Wadsworth will be the new neighborhood school for students living in the Fermi boundary not currently enrolled in Fermi.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from Fermi into South Shore. 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 5.
- 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 0.0 miles. The Safe Passage route that is being proposed for the Fermi into South Shore Fine Arts transition includes the following routes :
 - E. 68th St. and S. Dorchester Ave. and continuing to South Shore Fine Arts
- 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

- South Shore Fine Arts will have enhanced security staffing plan at the school. As the designated welcoming school, South Shore Fine Arts will receive additional security to support the increased number of students as well as to ease the transition for Fermi students joining South Shore Fine Arts. The security staff from Fermi will join the security staff at South Shore Fine Arts in order to facilitate this transition by providing a familiar face for Fermi students. Currently, South Shore Fine Arts has 1 full time security officers. Currently, Fermi has 1 full time security officers who will join the security team at South Shore Fine Arts in the fall. As a result, the new security staff at South Shore Fine Arts 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 South Shore is noted below, along with enhancements that will be made:
 - Camera System – South Shore’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 – South Shore 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, please see Appendix 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 Appendix 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 Appendix C, which outlines a detailed cultural integration plan.

Support for Specific Students Needs

To ensure students at Fermi 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 South Shore, 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 South Shore 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 South Shore, 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 South Shore, 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.
- South Shore 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, 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 information to STLS students and families affected by this action to ensure families are aware of their enrollment rights related to their housing status.
- STLS students affected by this action may choose to attend South Shore 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 South Shore 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 Program of Instruction (TPI)

- South Shore is projected to have to have 19 or fewer English Language Learners (ELLs) of the same language background.
- South Shore 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.
- South Shore will ensure that there is at least one highly-qualified classroom teacher at each of the grade levels that may receive ELLs.
- Teachers assigned to instruct ELLs will be required to attend training on instructional strategies for working with ELLs. Training will begin in the summer and continue throughout the year as part of the ongoing support DoLCE is committed to providing schools based on their needs.
- When possible, South Shore 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 who has an ESL or bilingual endorsement and is qualified to provide instruction for ELLs.
- The Department of Language and Cultural Education (DoLCE) will collaborate with South Shore to train between one and five people to be certified in Screener/ACCESS administration (these need not be bilingual or ESL endorsed teachers). 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.
- South Shore 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.

- South Shore's ELL Liaison, clerks, counselors, and administrators will 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.
- Schools that welcome newcomers to the United States will be provided student orientation kits and will receive assistance from CPS to coordinate with resettlement centers, translation/interpretation services, tutoring services in the native language, and social-emotional supports tailored to their specific needs.

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 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

7:30pm-9:30pm

Kenwood High School

5015 South Blackstone Avenue

Community Meeting 2

Monday, April 15, 2013

7:30pm-9:30pm

Kenwood High School

5015 South Blackstone Avenue

Public Hearing

Thursday, April 25, 2013

8:00pm-10:00pm

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: South Shore Academic Support Plans As of July 12, 2013

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS																							
Area of Academic Need	Strategy	Structures Necessary to Implement (e.g. staff, budget, scheduling, data)																					
<p>Reading K-2</p> <p><i>DIBELS (Dynamic Indicators of Basic Early Literacy) Composites</i></p> <table border="1"> <tr> <th></th><th>Fermi</th><th>South Shore</th></tr> <tr> <td>DIBELS-K</td><td>62%</td><td>92%</td></tr> <tr> <td>DIBELS-1</td><td>60%</td><td>33%</td></tr> <tr> <td>DIBELS-2</td><td>33%</td><td>60%</td></tr> </table> <p><i>TRC (Text Reading Comprehension)</i></p> <table border="1"> <tr> <th></th><th>Fermi</th><th>South Shore</th></tr> <tr> <td>TRC-1</td><td>10%</td><td>66%</td></tr> <tr> <td>TRC-2</td><td>33%</td><td>60%</td></tr> </table> <p>Grades K-2 will focus on foundational reading skills, including letter naming, phonemic awareness, phonics, and fluency in order to increase the percentage of students reading at or above grade level.</p>		Fermi	South Shore	DIBELS-K	62%	92%	DIBELS-1	60%	33%	DIBELS-2	33%	60%		Fermi	South Shore	TRC-1	10%	66%	TRC-2	33%	60%	<p>South Shore will implement a 2.5 hour daily literacy block in all K-2 classrooms to include:</p> <ul style="list-style-type: none"> 30 minutes of shared reading/comprehension strategies 60minutes of small group instruction 20 minutes of intense phonics instruction 20 minutes of guided writing 20 minutes of independent writing <p>All K-2 classrooms will implement intense phonics instruction in using the Michael Heggerty phonics curriculum. Heggerty phonics is a curriculum that teaches students how to break down and sound out words.</p> <p>All students will be provided with targeted interventions and instruction based on DIBELS and TRC data during a minimum of one hour of small group instruction during reading block.</p> <p>The Reading interventionist to work with students one-on-one and in small groups on phonics, sight word fluency, and reading comprehension.</p> <p>The BURST Intervention system will be implemented. BURST is a systematic intervention system focused on the foundational reading skills of phonemic awareness, phonics and fluency. Students who are identified by the DIBELS assessment as being far below grade level will receive this intervention.</p> <p>A system of mapping reading standards and creating and administering interim assessments of standards achievement using Insight program will be implemented.</p> <p>A system of using interim assessment data</p>	<p>Administration will budget to purchase unified reading curricular resources to match increase in student population (Reading Street curriculum)</p> <p>Administration will budget to fund additional professional development to teachers prior to the start of the school year and after school on Thursdays throughout the school year (teacher hourly non-instructional rate).</p> <p>The BURST intervention program for K-6th grades will be purchased. The BURST Intervention Program helps teachers to diagnose struggling readers and administer targeted interventions.</p> <p>Administration will budget to fund reading interventionist position.</p> <p>A defined 2.5 hour literacy block will be scheduled.</p> <p>Schedule will be created to provide 30 minute intervention periods.</p> <p>A schedule will be designed which allows common planning time between general education and those working with diverse learners.</p> <p>Professional development will be provided on the following topics:</p> <ul style="list-style-type: none"> Data driven, standards based planning and assessment Differentiated Instruction Phonics Instruction (Michael Heggerty) Use of the balanced literacy model Use of Reading Street Basal Series to teach reading and reading comprehension The BURST Intervention system Team Teaching
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<p>Reading 3-5</p> <p>South Shore 3rd – 5th grade average NWEA (Northwest Education Association) reading scale scores are between 2.9 -4.3 points below the normative average for each grade level.</p> <p>Fermi 3rd-5th grade average NWEA reading scale scores are between 12.6 - 27.2 points below the normative average for each grade level.</p> <p>Therefore, Grades 3-5 will focus on improving reading comprehension.</p> <p><i>ISAT 2012 and EOY (End of Year) NWEA Average Scores</i></p> <table border="1"> <thead> <tr> <th></th><th>Fermi</th><th>South Shore</th></tr> </thead> <tbody> <tr> <td>ISAT-3</td><td>37%</td><td>79.2%</td></tr> <tr> <td>ISAT-4</td><td>57.7%</td><td>56.5%</td></tr> <tr> <td>ISAT-5</td><td>59.1%</td><td>N/A</td></tr> <tr> <td>NWEA-3</td><td>172</td><td>195.2</td></tr> <tr> <td>NWEA-4</td><td>194.4</td><td>203.8</td></tr> <tr> <td>NWEA-5</td><td>199.7</td><td>208</td></tr> </tbody> </table>		Fermi	South Shore	ISAT-3	37%	79.2%	ISAT-4	57.7%	56.5%	ISAT-5	59.1%	N/A	NWEA-3	172	195.2	NWEA-4	194.4	203.8	NWEA-5	199.7	208	<p>South Shore will implement a 2.5 hour daily literacy block in all 3-5 classrooms to include:</p> <ul style="list-style-type: none"> ○ 30 minutes of shared reading/comprehension strategies ○ 20 minutes of independent reading ○ 60 minutes of small group instruction ○ 20 minutes of guided writing ○ 30 minutes of independent writing <p>A reading interventionist will work with students one-on-one and in small groups on reading comprehension strategies.</p> <p>The BURST Intervention system will be implemented.</p> <p>A system of mapping reading standards and creating and administering interim assessments of standards achievement using Insight program will be implemented.</p> <p>A system of using interim assessment data to create individual student action plans will be implemented.</p> <p>Team-teaching will occur with general education and diverse learning teachers.</p>	<p>Administration will budget to purchase unified reading curricular resources to match increase in student population (Reading Street curriculum)</p> <p>Administration will budget to fund additional professional development to teachers prior to the start of the school year and after school on Thursdays throughout the school year (teacher hourly non-instructional rate).</p> <p>The BURST intervention program will be purchased for K-6th grades. The BURST Intervention Program helps teachers to diagnose struggling readers and administer targeted interventions.</p> <p>Administration will budget for subscription to web-based intervention tools such as Achieve 3000 and Read 180 for 5th-8th grade students.</p> <p>Administration will budget to fund reading interventionist position.</p> <p>A defined 2.5 hour literacy block will be scheduled.</p> <p>Schedule will be created to provide 30 minute intervention periods.</p> <p>A schedule will be designed which allows common planning time between general education and those working with diverse learners.</p> <p>Professional development will be provided on the following topics:</p> <ul style="list-style-type: none"> • Data driven, standards based planning and assessment • Differentiated Instruction • Phonics Instruction (Michael Heggerty) • Use of the balanced literacy model • Use of Reading Street Basal Series to teach reading and reading comprehension
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<p>Reading 6-8</p> <p>Fermi 6th-8th grade average NWEA reading scores are between 8.7 -12.1 points below the normative average for each grade level.</p> <p>Grades 6-8 will focus on improving reading comprehension skills.</p> <p>ISAT 2012 and EOY NWEA Average Scores</p> <table border="1"> <thead> <tr> <th></th><th>Fermi</th><th>South Shore</th></tr> </thead> <tbody> <tr> <td>ISAT-6</td><td>57.9%</td><td>N/A</td></tr> <tr> <td>ISAT-7</td><td>47,6%</td><td>N/A</td></tr> <tr> <td>ISAT-8</td><td>69.2%</td><td>N/A</td></tr> <tr> <td>NWEA-6</td><td>204.3</td><td>N/A</td></tr> <tr> <td>NWEA-7</td><td>211</td><td>N/A</td></tr> <tr> <td>NWEA-8</td><td>212.8</td><td>N/A</td></tr> </tbody> </table>		Fermi	South Shore	ISAT-6	57.9%	N/A	ISAT-7	47,6%	N/A	ISAT-8	69.2%	N/A	NWEA-6	204.3	N/A	NWEA-7	211	N/A	NWEA-8	212.8	N/A	<p>South Shore will implement 1.5 hours daily of literacy for all 6th-8th grade students to include:</p> <ul style="list-style-type: none"> ○ 40 minutes of shared reading/comprehension strategies ○ 50 minutes of small group instruction <p>A system of mapping reading standards and creating and administering interim assessments of standards achievement using Insight program will be implemented.</p> <p>A system of using interim assessment data to create individual student action plans will be implemented.</p> <p>Students will experience a semi-departmentalized structure in core subjects (reading/social studies and math/science teacher, both teachers teach writing).</p> <p>Novel sets and McDougal Literature text book will be used to teach reading comprehension.</p> <p>The web-based intervention tools Achieve 3000 and Read 180 will be implemented.</p> <p>A Reading interventionist will work with students one-on-one and in small groups on reading comprehension strategies.</p> <p>Team-teaching will occur with general education and diverse learning teachers.</p>	<p>Administration will budget to purchase unified reading curricular resources to match increase in student population (McDougal Literature and novel sets)</p> <p>Administration will budget to fund additional professional development to teachers prior to the start of the school year and after school on Thursdays throughout the school year (teacher hourly non-instructional rate).</p> <p>The BURST intervention program will be purchased for K-6th grades.</p> <p>Administration will budget for subscriptions to web-based intervention tools such as Achieve 3000 and Read 180</p> <p>Administration will budget to fund reading interventionist position.</p> <p>A defined 2.5 hour literacy block will be scheduled.</p> <p>Schedule will be created to provide 30 minute intervention periods.</p> <p>A schedule will be designed which allows common planning time between general education and those working with diverse learners.</p> <p>Professional development will be provided on the following topics:</p> <ul style="list-style-type: none"> • Data driven, standards based planning and assessment • Differentiated Instruction • Using novel sets to teach reading comprehension • Team Teaching • Use of web-based intervention tool (Read 180, Achieve 3000) <p>Professional development will be ongoing</p>
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		during grade level meetings and after school each week on Thursdays. The professional development will be targeted and differentiated to teachers based on their individual needs.
<p>Writing K-2</p> <p>Quantitative data on K-2 writing achievement is not available. However, during Joint Fermi and South Shore School Instructional Leadership Team Meetings, team members expressed that qualitative data (student work, formal writing protocols) shows some writing weaknesses at both Fermi and South Shore. Students at both schools need to improve their focus, support, organization and conventions in writing. Students also need to develop their ability to do the kinds of writing required in each discipline (E.g. science fair report in Science, literary essay in English, research paper in Social Studies).</p> <p>The goal is to increase percentage of students writing at or above grade level.</p>	<p>Students will receive 20 minutes of guided writing and 20 minutes of independent writing daily in all K-2 classrooms.</p> <p>Lucy Calkins Writer's Workshop will be used. Lucy Calkins is one of the foremost authorities on teaching writing and has developed a set of detailed teacher guides for the teaching of each genre of writing (e.g. personal narrative, literary essay, fiction, etc.) at each grade band.</p> <p>A system for creating and administering interim writing assessments three times a year will be implemented.</p> <p>A system for collaboratively scoring student writing using K-2 rubric will be created.</p> <p>A system for collecting anchor writing samples that demonstrate levels of proficiency on writing rubric will be created.</p> <p>All K-2nd grade students will be required to participate in the annual Young Authors contest. Students, individually or as a class, write a piece that is submitted for the contest. Young Authors gives students a wider audience beyond their classroom and school for publishing and sharing their writing. The contest is also an opportunity for students to experience the writing process from coming up with an idea to publishing.</p>	<p>Budget to purchase unified writing curricular resources to match increase in student population (Lucy Calkins; mentor texts)</p> <p>Budget to fund additional professional development to teachers prior to the start of the school year and after school on Thursdays throughout the school year (teacher hourly non-instructional rate).</p> <p>The schedule will be created to provide a defined writing block.</p>
<p>Writing 3-5</p> <p>During Joint Fermi and South Shore School Instructional Leadership Team Meetings, team members expressed that qualitative data shows some writing weaknesses at both schools.</p>	<p>Students will receive 20 minutes of guided writing and 20 minutes of independent writing daily in all 3-5 classrooms.</p> <p>Lucy Calkins Writer's Workshop will be implemented. Lucy Calkins is one of the foremost authorities on teaching writing and has developed a set of detailed teacher guides for the teaching of each genre of writing (e.g. personal narrative, literary essay, fiction, etc.) at each grade band.</p>	<p>Administration will budget to purchase unified writing curricular resources to match increase in student population (Lucy Calkins; mentor texts)</p> <p>Administration will budget to fund additional professional development to teachers prior to the start of the school year and after school on Thursdays throughout the school year (teacher hourly non-instructional rate).</p> <p>Schedule will be designed to provide a</p>

	<p>A system for creating and administering interim writing assessments three times a year will be implemented.</p> <p>A system for collaboratively scoring student writing using 3-5 rubric will be created.</p> <p>A system for collecting anchor writing samples that demonstrate levels of proficiency on writing rubric will be created.</p> <p>All 3rd-5th grade students will be required to participate in the annual Young Authors contest.</p>	defined writing block.												
<p>Writing 6-8</p> <p>During Joint Fermi and South Shore School Instructional Leadership Team Meetings, team members expressed that qualitative data shows some writing weaknesses at both Fermi and South Shore School.</p>	<p>All 6-8th grade students will receive 30 minutes of grammar and writing instruction daily.</p> <p>The Lucy Calkins Writer's Workshop will be used. Lucy Calkins is one of the foremost authorities on teaching writing and has developed a set of detailed teacher guides for the teaching of each genre of writing (e.g. personal narrative, literary essay, fiction, etc.) at each grade band.</p> <p>A system for creating and administering interim writing assessments three times a year will be created.</p> <p>A system for collaboratively scoring student writing using 6-8 rubric will be created.</p> <p>A system for collecting anchor writing samples that demonstrate levels of proficiency on writing rubric will be created and implemented.</p> <p>All 6-8th grade students will be required to participate in annual Young Authors contest.</p>	<p>Administration will budget to purchase unified writing curricular resources to match increase in student population (Lucy Calkins; mentor texts)</p> <p>Administration will budget to fund additional professional development to teachers prior to the start of the school year and after school on Thursdays throughout the school year (teacher hourly non-instructional rate).</p> <p>Schedule will be designed to provide a defined writing block.</p>												
<p>Math 6-8</p> <p>Fermi 6th-8th grade average NWEA math RIT scores are between 10.8-17.3 points below the normative average for each grade level.</p> <p><i>ISAT 2012 and EOY NWEA Average Score</i></p> <table border="1"> <thead> <tr> <th></th><th>Fermi</th><th>South Shore</th></tr> </thead> <tbody> <tr> <td>ISAT-6</td><td>68.4%</td><td>N/A</td></tr> <tr> <td>ISAT-7</td><td>45.5%</td><td>N/A</td></tr> <tr> <td>ISAT-8</td><td>55.6%</td><td>N/A</td></tr> </tbody> </table>		Fermi	South Shore	ISAT-6	68.4%	N/A	ISAT-7	45.5%	N/A	ISAT-8	55.6%	N/A	<p>South Shore will implement 60 minutes of daily math instruction for all 6th-8th grade students to include:</p> <ul style="list-style-type: none"> ○ 20-30 minutes of whole group instruction. ○ 20-30 minutes of small group instruction. <p>A system of mapping math standards and creating and administering interim assessments of standards achievement will be implemented.</p>	<p>Administration will budget to purchase Envision Math Resources.</p> <p>Administration will budget to fund additional professional development to teachers prior to the start of the school year and after school on Thursdays throughout the school year (teacher hourly non-instructional rate).</p> <p>Administration will budget to provide web-based applications.</p>
	Fermi	South Shore												
ISAT-6	68.4%	N/A												
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NWEA-6	207.9	N/A												
NWEA-7	219.7	N/A												
NWEA-8	217.2	N/A												
<p>Science K-2</p> <p>Given the lack of K-2 Science data the goal is to increase the percentage of students achieving at or above grade level in science.</p>	<p>South Shore will implement 40 minutes of daily science instruction in all K-5 classrooms.</p> <p>The Interactive Science curriculum will be used in grades K-8 which incorporates hands-on activities and non-fiction text reading. (Interactive Science is a science curriculum.)</p> <p>Team-teaching will occur with general education and diverse learning teachers.</p> <p>Technology (iPads, laptops) will be used to research science topics.</p>	<p>Network support will be provided to coach science teachers.</p> <p>Professional development will be provided on the following topics:</p> <ul style="list-style-type: none"> • Interactive Science curriculum • Inquiry based learning • Team Teaching • Project-based learning <p>Professional development will be ongoing during grade level meetings and after school each week on Thursdays. The professional development will be targeted and differentiated to teachers based on their individual needs.</p>												
<p>Science 3-5</p> <p>56.5% of South Shore Fine Arts Academy 4th graders met science standards on ISAT.</p> <p>The goal is to increase the percentage of students achieving at or above grade level in science.</p> <p><i>ISAT 2012</i></p> <table border="1"> <tr> <td></td><td>Fermi</td><td>South Shore</td></tr> <tr> <td>ISAT-4</td><td>56%</td><td>56.5%</td></tr> </table>		Fermi	South Shore	ISAT-4	56%	56.5%	<p>All 3rd-5th grade students will receive 60 minutes of daily science instruction.</p> <p>The Interactive Science curriculum will be used in grades K-8 which incorporates hands-on activities and non-fiction text reading.</p> <p>The required Science Fair project will be implemented for all 4th-5th grade students. The annual science fair project engages students in the scientific process.</p> <p>Team-teaching will occur with general education and diverse learning teachers.</p> <p>Technology (iPads, laptops) will be used to research science topics.</p>	<p>Administration will budget to purchase unified science curricular resources to match increase in student population (Interactive Science)</p> <p>Administration will budget to fund additional professional development to teachers prior to the start of the school year and after school on Thursdays throughout the school year (teacher hourly non-instructional rate).</p> <p>Administration will budget to provide a fully equipped science lab</p> <p>Design schedule to provide for a defined science block.</p> <p>Network support will be provided to coach</p>						
	Fermi	South Shore												
ISAT-4	56%	56.5%												

		science teachers.						
<p>Science 6-8 44.7% of Fermi 4th and 7th graders met science standards on ISAT.</p> <p>The goal is to increase the percentage of students achieving at or above grade level in science.</p> <p><i>ISAT 2012</i></p> <table border="1"> <tr> <td></td><td>Fermi</td><td>South Shore</td></tr> <tr> <td>ISAT-7</td><td>31.8</td><td>N/A</td></tr> </table>		Fermi	South Shore	ISAT-7	31.8	N/A	<p>All 6th – 8th grade students will receive 60 minutes of daily science instruction.</p> <p>The Interactive Science curriculum will be used in grades K-8 which incorporates hands-on activities and non-fiction text reading.</p> <p>The required Science Fair project will be implemented for all 6th – 8th grade students. The annual science fair project engages students in the scientific process.</p> <p>Team-teaching will occur with general education and diverse learning teachers.</p> <p>Technology (iPads, laptops) will be used to research science topics.</p>	<p>Administration will budget to purchase unified science curricular resources to match increase in student population (Interactive Science)</p> <p>Administration will budget to fund additional professional development to teachers prior to the start of the school year and after school on Thursdays throughout the school year (teacher hourly non-instructional rate).</p> <p>Administration will budget to provide a fully equipped science lab</p> <p>Design schedule to provide for a defined science block.</p> <p>Network support will be provided to coach science teachers.</p> <p>Provide professional development on:</p> <ul style="list-style-type: none"> • Interactive Science curriculum • Inquiry based learning • Team Teaching • Project-based learning <p>Professional development will be ongoing during grade level meetings and after school each week on Thursdays. The professional development will be targeted and differentiated to teachers based on their individual needs.</p>
	Fermi	South Shore						
ISAT-7	31.8	N/A						
<p>Diverse Learners 14% of students with IEPs met standards in reading on ISAT compared to 67% of Non-IEP students at South Shore.</p> <p>12% of students with IEPs met reading standards in reading on ISAT compared to 55% of Non-IEP students at Fermi.</p> <p>The goal is to increase the percentage of students with Individualized Education Programs (IEPs) who are meeting their goals and achieving at or above grade level.</p>	<p>Team-teaching will occur with general education and diverse learning teachers.</p> <p>Technology (IPads, laptops, applications) will be used to address a variety of learning styles.</p> <p>Common planning time will also be provided for general education and diverse learning teachers.</p>	<p>Administration will budget to provide web-based applications.</p> <p>Administration will budget to fund additional professional development to teachers prior to the start of the school year and after school on Thursdays throughout the school year (teacher hourly non-instructional rate).</p> <p>A schedule will be created to provide collaboration periods between diverse learning teachers and General Education teachers.</p> <p>Provide professional development on will be provided on the following topics:</p>						

		<ul style="list-style-type: none"> • Data driven, standards based planning and assessment • Strategies aligned to students' IEPs • Targeted interventions including small group instruction and guided reading • Differentiated Instruction • Team Teaching <p>Professional development will be ongoing during grade level meetings and after school each week on Thursdays. The professional development will be targeted and differentiated to teachers based on their individual needs.</p>																					
<p>Acceleration</p> <p>The goal is to increase the percentage of students exceeding standards at all grade levels.</p> <p><i>Percent Exceeds on ISAT 2012</i></p> <table border="1"> <thead> <tr> <th></th><th>Fermi</th><th>South Shore</th></tr> </thead> <tbody> <tr> <td>ISAT-3</td><td></td><td>10.4%</td></tr> <tr> <td>ISAT-4</td><td></td><td>14.5%</td></tr> <tr> <td>ISAT-5</td><td></td><td>N/A</td></tr> <tr> <td>ISAT-6</td><td></td><td>N/A</td></tr> <tr> <td>ISAT-7</td><td></td><td>N/A</td></tr> <tr> <td>ISAT-8</td><td></td><td>N/A</td></tr> </tbody> </table>		Fermi	South Shore	ISAT-3		10.4%	ISAT-4		14.5%	ISAT-5		N/A	ISAT-6		N/A	ISAT-7		N/A	ISAT-8		N/A	<p>Teachers will differentiate instruction to meet the needs of accelerated students. Teachers will select different learning objectives for different students based on assessment data. Advanced students will tackle more challenging learning. Teachers will break large objectives down into smaller steps for struggling students.</p> <p>Implement system of using interim assessment data to create individual student action plans.</p> <p>The DesCartes tool, the list of learning objectives assessed by NWEA, will be used to plan reading and math instruction to match students' RIT bands.</p> <p>Walking Reading and Math will be implemented for students performing well above grade level where students walk to the next grade for instruction.</p>	<p>Provide professional development on will be provided on the following topics:</p> <ul style="list-style-type: none"> • Use of technology (IPads, laptops) to differentiate and accelerate learning) • How to use the DesCartes list of learning objectives to plan appropriately challenging instruction.
	Fermi	South Shore																					
ISAT-3		10.4%																					
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ISAT-8		N/A																					
<p>Fine Arts</p> <p>South Shore will continue to integrate Fine Arts into the curriculum.</p> <p>Students from Fermi have not had the benefit of music instruction or the opportunity to participate in the variety of Fine Arts programming offered at the South Shore.</p>	<p>Weekly visual arts and music instruction will be provided to all students.</p> <p>Partnerships with Arts organizations will be utilized to provide weekly dance, visual arts, vocal, drama, and instrumental instruction (Joffrey Ballet, Urban Gateways, Merit Music, Chicago Children's Choir, Beverly Arts Center)</p>	<p>Administration will budget to continue arts partnerships.</p> <p>Administration will budget to provide music and visual arts teachers.</p> <p>The schedule will be designed to provide Extended Day Program which includes Fine Arts instruction.</p>																					

<p>Technology South Shore will increase technology integration in instruction to differentiate instruction and meet all students' individual instructional needs.</p>	<p>IPads and laptops with a 1:1 ratio of equipment to students will be used to more effectively differentiate instruction.</p> <p>IPads and laptops will be used to implement web-based intervention tools.</p> <p>Laptops will be used to instruct students on keyboard usage.</p> <p>IPads and laptops will be used to instruct students on how to create presentations of their learning.</p> <p>IPads and laptops will also be utilized to access a variety of complex texts.</p>	<p>Teachers will be sent to district-provided PD on using the IPads and laptops in the classroom and integrating them into instruction.</p> <p>Time will be provided for teachers to share information about technology use during weekly professional development.</p>
<p>Attendance Fermi and South Shore have attendance rates of below 95%. Fermi's attendance was 88% in 2013 and South Shore's attendance was 92% in 2013.</p> <p>Therefore, one of South Shore's goals will be to increase student attendance to at least 95%.</p>	<p>A program that provides monthly incentives (ice cream socials, pencils etc.) for students with perfect attendance will be implemented.</p> <p>Parent of absent students will be contacted by phone daily.</p> <p>Students with perfect attendance will be recognized at quarterly awards programs.</p> <p>The importance of regular student attendance will be discussed and emphasized at all parent functions.</p>	<p>Quarterly awards programs will be scheduled.</p> <p>A clerk will be assigned to call parents of absent students daily.</p>

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

Appendix B: South Shore Social Emotional Learning (SEL) Support Plan As of July 12, 2013

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming	
1	<p>The Second Step curriculum will be implemented which encompasses character education, conflict resolution, and anger management.</p> <ul style="list-style-type: none"> -All staff members will receive Second Step training on August 21, 2013 prior to the start of the school year. -Teachers will implement Second Step lessons once weekly during social studies instruction.
2	<p>PBIS – Revamp and retrain all staff, and students, and parents.</p> <ul style="list-style-type: none"> -Team of 4 Welcoming School Staff members will be retrained on the PBIS model beginning on Monday, June 17, 2013 and continuing in September, 2013. At least one additional team member representing the Sending School will be added in August. -The team will train the entire staff on the model during the week of August 19, 2013, building the staff's capacity to implement the system with fidelity. -The staff will collaboratively determine expectations and incentives. -Parents will learn about school-wide expectations and the PBIS model during New Parent Orientation on August 22, 2013 and during Open House/Curriculum Night on September 10, 2013. -The PBIS team will meet bi-weekly to monitor implementation, measure effectiveness, and plan next steps.
3	<p>Develop a Student Leadership Organization for Middle School students.</p> <ul style="list-style-type: none"> -The Welcoming school recently established a Student Leadership Association comprised of 5th grade students who exhibit leadership qualities. -Closing School 5th-7th grade students will attend the Student Leader Induction Ceremony on June 24, 2013. -Resident Principal will meet with Closing School 5th -7th graders and invite them to apply to become Student Leaders in the Fall.
4	<p>Continue Inclusive Practices that give all students opportunities to interact in supportive and appropriate ways.</p> <ul style="list-style-type: none"> -The Office of Diverse Learners Support will provide Disability Awareness professional development to all staff members on August 21, 2013. PD will include training teachers on how to teach students diversity awareness and how to interact respectfully and appropriately. -30% of the Closing School students are special education students and a large number of these students are LRE3 (Least Restrictive Environment).
5	<p>Implement Restorative Justice Practices and Peace Circles</p> <ul style="list-style-type: none"> -The established Behavior Team will attend training on Restorative Justice Practices and Peace Circles on July 20, 2013. -The team along with Vulnerable Student Initiative co-founder, Karen Deiter, will train the entire staff on Restorative Justice Practices and Peace Circles during the week of August 19, 2013. The Welcoming Principal and co-founders of the Vulnerable Students Initiative met on May 15, 29, and June 5, 2013 to plan how it will partner with the school to provide support to staff, students, and families

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

Structured Positive Behavior Support School Climate strategy and SEL Curriculum:

Both schools currently implement PBIS. All staff, students, and parents will be retrained on PBIS. We will use UICs SILS program to track behavior incidents. We will establish a formal PBIS Team that will meet bi-weekly to analyze behavior management data, report results, and assess effectiveness of school-wide implementation. The team will be comprised of members of the Welcoming and Closing School staffs. The school will implement the Second Step character education curriculum school-wide. All staff members will be trained in Fred Jones Tools for Teaching and Teach Like a Champion behavior management strategies. A Teach Like a Champion Book Club will also be started. These strategies help teachers to set high behavioral expectations, organize their classrooms to prevent conflict, and respond to positive and negative behaviors appropriately and consistently to minimize misbehavior.

Plan for providing targeted interventions to struggling students:

The Behavior Team will use SILs behavior data to identify “frequent flyers” and brainstorm appropriate and effective consequences. We will allocate funding to add a Dean’s position to our staff to provide interventions to our most struggling students. We will assign our most struggling students Silent Mentors who will check in with them daily to help keep them on track. We will use SILS behavior data to target students in need of an individual behavior plan. Using the Train the Trainer model, the Behavior Team training on Restorative Justice and Peace Circle practices and in turn train the entire staff these practices.

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

Second Step
Calm Classroom
SILS – UIC (Student Information Logging System)
Fred Jones – Tools for Teaching
Teach Like a Champion
PBIS – CPS provided trainers
Vulnerable Students Initiative

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

South Shore recently established a student leadership organization comprised of 5th grade students. Fermi students will attend the first Student Leaders Induction Ceremony and be formally invited to apply to become student leaders in the fall on June 24, 2013. Student leaders and their sponsors will meet regularly to give input and feedback to school administration, plan and sponsor events, complete service learning hours, and mediate for their peers. Student Leaders will be selected based upon their demonstration of leadership qualities.

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

The South Shore administration will allocate funds to add a Dean’s position to the staff. The Dean and security staff will be trained to be aware and present and work to diffuse situations before they escalate. Members of the administrative and security teams will be strategically placed throughout the building, at least one on each corridor. A schedule will be created to provide sufficient supervision during lunch and recess and to avoid overcrowding in lunch and recess areas. The Behavior Team will meet bi-weekly to address concerns around students in conflict.

Parent Patrol Members will monitor students and the area surrounding the school from 7-9 AM and from 3:00-6:00 PM. South Shore will receive an additional security officer for a total of three school officers. All Exit doors will be locked at all times. Visitors to the school will be required to sign-in at one of two security desks.

The South Shore Principal will share all Safety Plans with parents during New Parent Orientation on August 22, 2013.

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

Appendix C: South Shore Cultural Integration Plan As of July 12, 2013

Mid April-mid May: Student and Staff Introductory Activities

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
May 15, 2013	<p>Joint ILT Meeting <i>Description:</i> ILTs from Fermi and South Shore Schools met and completed social-emotional and academic needs assessment for students from both schools.</p> <p><i>Purpose:</i> To compile information regarding students' social-emotional and academic needs to use in planning social-emotional and academic supports for students.</p> <p><i>Outcome(s):</i> The Joint ILT completed a social-emotional and academic needs assessment, identified similar needs across the two populations, and priorities for student SEL and academic support.</p>	none
May 27– June 7, 2013	<p>Classroom “Rap Sessions” <i>Description:</i> South Shore Principal visited each Fermi school classroom for 30-40 minutes during which time she welcomed students, asked students what they wanted to happen when they came to South Shore, what they didn't want to happen when they came to South Shore, and gave students an opportunity to ask questions.</p> <p><i>Purpose:</i> To welcome Fermi students, elicit student feedback, and address students' questions.</p> <p><i>Outcome(s):</i> Compiled student feedback and questions, shared student feedback with staff, and planned incorporation of student feedback into next steps with students. Teacher facilitators will address student misperceptions of one another and fears of rejection during “Book Talks” with similarly themed texts.</p>	none
June 7, 2013 June 14, 2013 June 18, 2013 June 20, 2013	<p>Parent “Meet and Greet” <i>Description:</i> South Shore Principal met with parents from Fermi and South Shore Fine Arts Academy. Parents shared refreshments, introduced themselves to one another, asked questions, heard about volunteer and engagement opportunities, and provided their contact information to be informed of activities over the summer. The June 14th “Meet and Greet” invitation specifically targets parents of students with special needs.</p>	Purchase coffee and refreshments for a total of 4 Meet and Greets. - \$200

	<p><i>Purpose:</i> To welcome Fermi parents, to provide an opportunity for parents from both schools to get to know one another, to make parents aware of parent volunteer and engagement opportunities, to gather parent contact information, to answer parent questions.</p> <p><i>Outcome(s):</i> 23 parents attended the first “Meet and Greet” event. The PAC chairs from both schools met and planned together after the meeting. Principal answered parent questions. All parents in attendance provided their contact information. Parent feedback was generally positive. Parents expressed excitement about the transition and that they were pleased to have the opportunity to meet with one another.</p>	
June 17, 2013	<p>Joint Grade Level Meetings <i>Description:</i> South Shore Principal will meet with grade level teachers from Fermi and South Shore Schools.</p> <p><i>Purpose:</i> To facilitate staff familiarity, to outline “Book Talk” lesson plans to occur this week, to facilitate collaboration among teachers.</p> <p><i>Desired Outcome(s):</i> Fermi and South Shore School teachers will become familiar with one another and understand their roles in facilitating “Book Talks” for students.</p>	none

June-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
July 18 – July 21	<p>“Book Talks” – books theme on diversity, community building, and change. <i>Description:</i> Fermi and South Shore School teachers at each grade level will combine classes, read a book around the theme of diversity, community building, or change aloud to the students, and facilitate an activity and discussion with students.</p> <p><i>Purpose:</i> To integrate teachers and students at each grade level, to raise students’ awareness of diversity, community building, and how to positively approach change, and to address student concerns raised during “Rap Session” classroom visits.</p> <p><i>Desired Outcome(s):</i> Students and teachers will become more familiar with one another. Students will express their feelings/perceptions about the transition/one another prior to reading the book.</p>	<p>Purchase books \$200</p>

	Students will express more positive feelings/perceptions about the transition/one another after reading the book.	
June 20	<p>Mascot Competition</p> <p><i>Description:</i> The South Shore School will kick off a mascot selection competition where students from the Fermi and South Shore School will vote for the mascot of our new unified school.</p> <p><i>Purpose:</i> To select a new mascot to represent one unified school.</p> <p><i>Desired Outcome(s):</i> Fermi and South Shore School students will select a new mascot that they are all proud to have represent them.</p>	none
June 24	<p>Ice Cream Social</p> <p><i>Description:</i> Fermi and South Shore School Students will enjoy and ice cream social together by grade level to celebrate the last day of school. 6th and 7th grade Fermi School students will serve younger students.</p> <p><i>Purpose:</i> To integrate students, to celebrate the end of the school year together, to promote responsibility among upper grade students.</p> <p><i>Desired Outcome(s):</i> Students will become more familiar with one another; upper grade students will show leadership and responsibility by serving younger students.</p>	None
June 24, 2013	<p>Student Leader Induction Ceremony and Invitation</p> <p><i>Description:</i> Fermi School 5th– 7th grade students will attend the South Shore School’s Student Leader Induction Ceremony. Fermi school students will be invited to apply to become student leaders in the fall.</p> <p><i>Purpose:</i> To encourage middle school students to be positive examples and show leadership qualities.</p> <p><i>Desired Outcome(s):</i> 5th-7th grade students will express a desire to become part of the Student Leadership Association and will exhibit qualities that qualify them for participation.</p>	Helping Hands – David Connolly (CPS)
<p>July – August TBD</p> <p>*Date is contingent upon date of garden installation.</p>	<p>Parent Workshop – Garden Project</p> <p><i>Description:</i> Parent Trainer, Peter Martinez will</p>	UIC Parent Trainer, Peter Martinez

(to be provided by Kitchen Community Garden)	<p>facilitate a workshop where Fermi and South Shore School Parents will plan how to work as a team to begin a Kitchen Community Garden at the school.</p> <p><i>Purpose:</i> To integrate Fermi and South Shore School Parents, to encourage cooperation among parents to accomplish specific goals.</p> <p>Desired <i>Outcome(s)</i>: Fermi and South Shore School Parents will become more familiar with one another, parents will learn a process for working together to accomplish a specific goal, and a flourishing garden will be established at the school.</p>	
<p>July – August TBD *Date is contingent upon date of garden installation.</p>	<p>School-Wide Gardening and Beautification Day</p> <p><i>Description:</i> Students, parents and staff members will work together with Kitchen Garden Community staff to install a vegetable and flower garden at the school. A Garden Committee of 2 Fermi School Parents, 1 South Shore School Parent, and 2 South Shore School staff members identified a site for the garden and completed the grant proposal. The committee will meet monthly and be responsible for overseeing maintenance of the garden</p> <p><i>Purpose:</i> To build community amongst Fermi and South Shore school students, staff, and parents, to establish a flourishing garden, to beautify our school grounds.</p> <p>Desired <i>Outcome(s)</i>: Fermi and South Shore students, parents and staff will work together to establish a flourishing garden that can be used to enhance health and science instruction, one unified school community will be established.</p>	<p>Garden Grant fulfillment Kitchen Community Learning Garden</p>
<p>August 17, 2013</p>	<p>Door to Door visits – South Shore Week Activity</p> <p><i>Description:</i> A team of Fermi and South Shore School parents, staff, and administrators will walk door to door to invite and encourage participation in Welcome Week activities.</p> <p><i>Purpose:</i> To encourage wide participation in South Shore Week events.</p> <p>Desired <i>Outcome(s)</i>: 80% or more students and parents will participate in South Shore Week activities.</p>	<p>none</p>

August 19, 2013	<p>Staff Team Building at Iron Oaks</p> <p><i>Description:</i> All staff members, new and existing will participate in a half day team building event. Staff members will complete tasks as a team, have lunch, and debrief.</p> <p><i>Purpose:</i> To build relationships and trust, to encourage teamwork.</p> <p><i>Desired Outcome(s):</i> Staff members will understand and recognize the value of teamwork and demonstrate teamwork in their daily work.</p>	Iron Oaks, \$4,000
August 22, 2013	<p>New Parent Orientation – South Shore Week Activity</p> <p><i>Description:</i> South Shore Principal will host a New Parent Orientation Meeting where parents will learn about academic, behavioral, and involvement expectations, visit classrooms, and meet teachers.</p> <p><i>Desired Outcome(s):</i> Parents new to the school will demonstrate a clear understanding of academic, behavioral, and involvement expectation of the school.</p>	none
August 23, 2013	<p>School-Wide Team Building Day –South Shore Week activity</p> <p><i>Description:</i> Students will participate in Team Building activities and games.</p> <p><i>Purpose:</i> To encourage familiarity and team work amongst students.</p> <p><i>Desired Outcome(s):</i> Students will know what teamwork looks like; students will demonstrate teamwork at school.</p>	Youth Guidance, \$2,000
August 24, 2013	<p>Back to School Celebration – South Shore Week Activity</p> <p><i>Description:</i> Students, parents, and staff will enjoy food, music, and games together.</p> <p><i>Purpose:</i> To build community, to have fun.</p> <p><i>Desired Outcome(s):</i> Students, parents, and staff will enjoy themselves, get to know one another better, and be excited about the start of the school year as one unified school.</p>	\$4,000
August 24, 2013	<p>Garden Ribbon Cutting</p>	none

	<p><i>Description:</i> During the Back to School Celebration, the Garden Committee will unveil the new garden.</p> <p><i>Purpose:</i> To celebrate the product of student, parent, and staff work, to symbolize one unified school.</p> <p><i>Desired Outcome(s):</i> Students, parents, and staff will feel proud of what they accomplished collaboratively and will be encouraged to continue to work together to accomplish additional goals.</p>	
Week of September 2-6, 2013	<p>Diversity Movie and Lesson</p> <p><i>Description:</i> Students will view films that address the experience of diverse learners. Teachers will facilitate activities and discussions about how to positively participate in a diverse learning environment.</p> <p><i>Purpose:</i> 30% of the Fermi School's population requires special education services. A large percentage of those students are LRE3. The South Shore School has a much smaller special education population and no LRE3 students. The <i>Purpose</i> of the diversity movie is to encourage positive interaction amongst all students regardless of their needs.</p> <p><i>Desired Outcome(s):</i> All students will interact positively regardless of their needs.</p>	Office of Diverse Learner Supports

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