

**Transition Plan as of July 12, 2013
For the Closure of Nathan R. Goldblatt 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 Nathan R. Goldblatt Elementary School (Goldblatt). This decision is based on the underutilization of Goldblatt, in accordance with the [Chief Executive Officer's Guidelines for School Action](#) (Guidelines). This action, will welcome returning students at Helen M. Hefferan Elementary School (Hefferan), which has sufficient space and can offer a quality academic environment.

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

II. Summary of Action

Goldblatt was a neighborhood elementary school located at 4257 W. Adams St., in the Garfield-Humboldt Elementary Network of CPS. Goldblatt served 236 students in PE, PK & K-8th grades. CPS is closing Goldblatt based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Goldblatt students will be welcomed at Hefferan, located at 4409 W. Wilcox 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 proposed investments CPS will make for transitioning students at both Goldblatt and Hefferan, 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 currently associated with Goldblatt will be reassigned to Hefferan. This means that Hefferan will be the new neighborhood school for students living in the Goldblatt boundary.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from Goldblatt into Hefferan. 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 Saving Our Sons and has knowledge of community dynamics and has demonstrated significant contribution to this community. The number of community watchers allocated is 10.
- 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 0.3 miles. The Safe Passage route that is being proposed for the Goldblatt into Hefferan transition includes the following routes :
 - S. Jackson and S. Kildare Ave to W. Monroe and S. Kildare
 - S. Kildare to W. Wilcox St. continuing to Hefferan Elementary
 - S. Kostner Ave. and S. Jackson continuing to Hefferan Elementary

- 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

- Hefferan will have enhanced security staffing plan at the school. As the designated welcoming school, Hefferan will receive additional security to support the increased number of students as well as to ease the transition for Goldblatt students joining Hefferan. The security staff from Goldblatt will join the security staff at Hefferan in order to facilitate this transition by providing a familiar face for Goldblatt students. Currently, Hefferan has 2 full time security officers. Currently, Goldblatt has 1 full time security officers who will join the security team at Hefferan in the fall. As a result, the new security staff at Hefferan will have a total of 3 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 Hefferan is noted below, along with enhancements that will be made:
 - Camera System – Hefferan’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 – Hefferan 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 Hefferan 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 a new environment. 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 Goldblatt 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 Hefferan, 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 Hefferan 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 Hefferan, 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 Hefferan, 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.
- Hefferan 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 Goldblatt 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 Goldblatt 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 Monday through Wednesday from 9:00 a.m. to 3:00 p.m. at Goldblatt 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 Hefferan 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 Hefferan 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)

- Hefferan is not currently projected to receive ELL students.
- In the event that Hefferan receives ELLs, Hefferan must implement the appropriate TPI or TBE program, based on enrollment.
- The Department of Language and Cultural Education (DoLCE) offers professional development and support throughout the school year that principals can utilize to guide the establishment of programs for ELLs.

Early Childhood Participants

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

- All records will be transferred for continuity, and the Office of Early Childhood Education will track students involved in school actions to determine support needs.

Transportation

- Provisions for specific student populations (i.e., students with disabilities, Students in Temporary Living Situations, and NCLB qualifying students), as determined by the CPS transportation policy, will continue to apply.

V. Information Regarding Choice of Schools

Schools (both closed and welcoming) and network offices conducted enrollment drives to assist parents in selecting a school for their child. Parents were able to choose from a list of schools that have space available. Though parents may choose from any school on the list, a web-based tool showed schools that are within a mile from their child’s current school. Enrollment drives at schools were held every evening until 7pm between May 22 and May 31, 2013. For the list of the Network enrollment fairs, please visit: <http://cps.edu/qualityschools/Documents/NetworkEnrollmentFairs.pdf>. Schools, networks, and the Office of Access and Enrollment continued to enroll students through June 12th through the enrollment tool and will continue to enroll students through IMPACT thereafter.

CPS offers an end of year application process that begins in July and seeks to fill remaining open seats in magnet, magnet cluster, and open enrollment elementary schools. Students affected by school actions who are still seeking alternative enrollment options will be given first priority in the end of year process. Students must apply and submit an application to the Office of Access and Enrollment to be considered. The application can be found at www.cpsoae.org between July 8-July 19, or by calling (773) 553-2060, or in person at 125 S. Clark Street.

VI. Public Comment

Community Meetings and Public Hearings:

CPS held two community meetings and one formal public hearing regarding this action. Public comment was accepted during each meeting or hearing.

Community Meeting 1

Wednesday, April 10, 2013
 5:00pm-7:00pm
 Raby High School
 3545 West Fulton Boulevard

Community Meeting 2

Monday, April 15, 2013
 5:00pm-7:00pm
 Raby High School
 3545 West Fulton Boulevard

Public Hearing

Monday, April 29, 2013
 5:30pm-7:30pm
 CPS Central Office
 125 S. Clark St.

Further Questions and Concerns:

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

Appendix A: School Academic Support Plans - Hefferan

| ACADEMICS | | | | | | | | | | | | | | | |
|--|----------------------------|--------|---|---------------|-----|-----|--|-----|--|----------------------------|-----|-----|---|--|--|
| STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS | | | | | | | | | | | | | | | |
| Area of Academic Need | Strategy | | Structures necessary to implement (E.g. staff, budget, scheduling, data, etc.) | | | | | | | | | | | | |
| <p>Reading (K-2) Both schools curriculums are aligned as both use Storytown and follow Area Reading Skills-17 (ARS) protocols. Based on TRC scores, additional supports will be needed for reading comprehension, particularly for 2nd graders.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 15%; text-align: center;">Heff.</td> <td style="width: 15%; text-align: center;">Gold.</td> </tr> <tr> <td style="text-align: center;">DIBELS- KG</td> <td style="text-align: center;">87%</td> <td style="text-align: center;">89%</td> </tr> <tr> <td style="text-align: center;">DIBELS- 1st</td> <td style="text-align: center;">64%</td> <td style="text-align: center;">73%</td> </tr> <tr> <td style="text-align: center;">DIBELS- 2nd</td> <td style="text-align: center;">66%</td> <td style="text-align: center;">42%</td> </tr> </table> | | Heff. | Gold. | DIBELS- KG | 87% | 89% | DIBELS- 1 st | 64% | 73% | DIBELS- 2 nd | 66% | 42% | <p>As a new STEM school, informational texts (non-fiction) will be incorporated into reading lessons to help students better access science texts. In grades K-2, National Geographic, Ranger Rick, and My Big Back Yard will be used.</p> <p>Students' days will begin with a 10 minute "morning meeting" that stresses phonics activities by Heggerty.</p> <p>Students will participate in "reading block" every day for two hours. Reading combines whole group instruction with small group pullouts using literacy wings as an Intervention. Guided Reading groups are composed of students who have been grouped by abilities. Independent reading, and computer groups allow for skill based activities using adaptive software (Compass for K-2, Achieve 3000 and Study Island for 2nd grade)</p> <p>Students will experience improved reading instruction due to the addition of a literacy coach who will guide reading curriculum and coordinate interventions with teachers</p> <p>After School Extended day instruction will be implemented from September to March, three days a week, 1 ½ hours per day for 1st-2nd grade. Students meeting or below the benchmark for DIBELS will participate in after school instruction.</p> | | <p>Hiring a new Reading Intervention Teacher (primarily focused on Primary grades)</p> <p>Hiring a retired teacher, and instructional aide for primary classroom.</p> <p>National Geographic subscription Ranger Rick My Big Back Yard</p> <p>Quizlet (free online resource) Achieve 3000 (license) Compass Learning (license) Study Island (license)</p> <p>Quizlet instruction for new teachers (facilitated by technology and Lead Teachers)</p> <p>Weekly team planning meetings will track progress against academic goals and alter strategies to meet students' needs</p> <p>Coordinated instruction and preparation schedules will facilitate push in and pull out instruction for Diverse Learners students</p> |
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| <p>Reading (3-5) Both schools curriculums are aligned as both use Storytown and follow Area Reading Skills-17 (ARS) protocols. Student achievement is focused on exceeding expectation and accelerating learning. Additional reading comprehension support will be needed for new 3rd graders.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 15%; text-align: center;">Hef f.</td> <td style="width: 15%; text-align: center;">Gold.</td> </tr> <tr> <td style="text-align: center;">SAT-10 –</td> <td style="text-align: center;">~70</td> <td style="text-align: center;">55%</td> </tr> </table> | | Hef f. | Gold. | SAT-10 – | ~70 | 55% | <p>As a new STEM school, informational texts (non-fiction) will be incorporated into reading lessons to help students better access science texts. In grades 3-5, National Geographic and TIME for Kids will be used.</p> <p>Students will participate in a two hour "reading block" every day. Reading block combines whole group instruction with small group activities and pullouts groups using focus skill work books and literacy kits that focus on specific skills. Guided Reading groups are composed of students who have been grouped by abilities. Reading comprehension kits, independent reading, and computer adaptive software (Achieve 3000 and Study Island) will further support intervention.</p> | | <p>Quizlet (free online resource) Achieve 3000 (license) Study Island (license)</p> <p>Quizlet instruction for new teachers (facilitated by technology and Lead Teachers)</p> <p>Weekly team planning meetings will track progress against academic goals and alter strategies to meet students' needs</p> <p>Coordinated instruction and preparation schedules will facilitate push in and pull out instruction for Diverse Learners students</p> | | | | | | |
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| | | | | |
|--|-------|-------|---|---|
| 3 rd | % | | <p>After School Extended day instruction will be implemented from September to March, three days a week, 1 ½ hours per day for 3rd-5th grades. Students meeting or below the benchmark for ISAT, NWEA, or ARS participate in after school instruction.</p> <p>Saturday school will be implemented from January to March, for 3 hours for 3rd-5th grades. Students meeting or just exceeding benchmarks on ISAT, NWEA, or ARS participate in Saturday school for enrichment and acceleration.</p> | |
| SAT-10 – 4 th | ~79 % | 47% | | |
| SAT-10 – 5 th | ~95 % | 50% | | |
| NWEA - 3 rd | 75.0% | 56% | | |
| NWEA - 4 th | 76.2% | 35.4% | | |
| NWEA - 5 th | 80.0% | 95% | | |
| Reading (6-8) Bridges To literature Language of Literature | | | <p>As a new STEM school, informational texts (non-fiction) will be incorporated into reading lessons to help students better access science texts. In grades 6-8, TIME for Kids will be used. 6th grade students participate in a two hour “reading block” every day. Reading block combines whole group instruction with small group activities and pullouts groups using focus skill work books and literacy kits that focus on specific skills. Guided Reading or Targeted groups are composed of students who have been grouped by abilities. Reading comprehension kits, independent reading, and computer adaptive software (Achieve 3000 and Study Island) will further support intervention.</p> <p>7th-8th grade students are “departmentalized” and move from class to class for different subject areas. Whole group instruction is supplemented with small group work focusing on specific skill areas, reading comprehension kits, novel reading and computer adaptive software (Study Island and Achieve 3000).</p> <p>After School Extended Day instruction will be implemented from September to March, three days a week, 1 ½ hours per day for students in grades 6th through 8th.</p> <p>Saturday school will be implemented from January to March for 3 hours, for 6th-8th grades. Students meeting or just exceeding benchmarks on ISAT, NWEA, or ARS participate in Saturday school for enrichment and acceleration.</p> | <p>Quizlet (free online resource) Achieve 3000 (license) Study Island (license)</p> <p>Quizlet instruction for new teachers (facilitated by technology and Lead Teachers)</p> <p>Weekly team planning meetings will track progress against academic goals and alter strategies to meet students’ needs</p> <p>Coordinated instruction and preparation schedules will facilitate push in and pull out instruction for Diverse Learners students</p> <p>New Technology Coordinator will coach teachers, provide technology instruction to students.</p> |
| | Heff. | Gold. | | |
| SAT-10 – 6 | 73% | 60% | | |
| SAT-10 -7 | 88% | 76% | | |
| SAT -10 -8 | 81.5% | 68% | | |
| NWEA -6 | 71.4 | 59.1% | | |
| NWEA -7 | 63.6 | 54.5% | | |
| NWEA -8 | 57.7 | 70% | | |
| Informational Texts and Vocabulary Development Mastery of Informational texts and vocabulary development continues to be a challenge for students. | | | Introduction of informational texts at the lower grade levels increasing the amount of time focused on non-fiction types of texts. All students in grades 3 rd through 5 th will be provided iPads; students in grades 6 th through 8 th will be provided laptops to access resources beyond the scope of Hefferan School. As a STEM school, technology, problem solving skills, and inquiry based instruction will further | Materials and supplies, additional technology and supportive technology for non-readers. New Technology Coordinator will coach teachers, provide technology instruction to teachers and students. All teachers will participate in Professional Development sessions during the summer on the use of iPads and laptops to enhance classroom instruction. |

| | provide opportunities to engage in higher order thinking skills and the introduction of informational texts and vocabulary in the lower grades. | | | | | | | | | | | | | |
|--|--|--|-------|--------------------------|-----|-----|--|--|-----|------------------------|-----|-----|--|--|
| Diverse Learners (Reading) | <p>Use of a variety of instructional delivery methods to address different learning styles will provide differentiation of reading instruction which will allow Diverse Learners to access the general education curriculum. Utilization of pre-screening tests to assess where individual students need to begin study of a given topic or unit. Co-teaching will provide both the general education and special education teacher's opportunities to enhance instructional practices. Access to web based and instructional programs will enhance more individualized learning. Parent outreach to review student profiles and to gain understanding of student needs.</p> <p>For LRE 1 and LRE 2 Diverse Learners, "push-in" classroom supports are used to drive student achievement.</p> <p>For LRE 3 Diverse Learners who are primarily in a self-contained special education classroom, students are "pulled-out" and placed with the general education classroom based on their skill level in a specific subject.</p> | The Hefferan administration will work with the Office of Diverse Learners Supports and Services to plan appropriate accommodations for incoming students with IEPs and to ensure that students who need IEPs are identified. | | | | | | | | | | | | |
| Math (K-2) Both schools use Everyday Math. <table border="1" data-bbox="90 1144 397 1375"> <thead> <tr> <th></th> <th>Heff.</th> <th>Gold.</th> </tr> </thead> <tbody> <tr> <td>MClass-KG</td> <td>84%</td> <td>75%</td> </tr> <tr> <td>MClass-1st</td> <td>80%</td> <td>50%</td> </tr> <tr> <td>MClass-2nd</td> <td>48%</td> <td>65%</td> </tr> </tbody> </table> | | Heff. | Gold. | MClass-KG | 84% | 75% | MClass-1 st | 80% | 50% | MClass-2 nd | 48% | 65% | <p>90 minute Math block combines whole group instruction with small group activities and pullouts groups using focus skill work books and math manipulative kits that focus on specific skills. Math groups are composed of students who have been grouped by abilities. Pacing charts map out weekly instructional focus.</p> <p>Small group instruction focusing on targeted skills, utilizing manipulatives, computer software such as Study Island, ST Math, and Quizlet will provide additional support.</p> <p>Weekly and five week assessments based on the Network pacing guide will be utilized.</p> <p>MClass assessment periodically. The frequency of testing depends on student performance with more frequent testing for students who need more development and less frequent for Students meeting benchmark.</p> | <p>Promoted 6th grade Math lead to STEM coordinator. STEM coordinator will model for teachers, coach teachers, and help coordinate interventions and facilitate interventions and small group work.</p> <p>Weekly team planning meetings will track progress against academic goals and alter strategies to meet students' needs</p> <p>Coordinated instruction and preparation schedules will facilitate push in and pull out instruction for Diverse Learners students</p> |
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|--------------------------|--------|-------|---|---|
| SAT-10 – 4 th | 83.3 % | 62% | <p>Small group instruction focusing on Targeted skills, utilizing manipulatives, computer software such as Study Island, ST Math, and Quizlet will provide additional support.</p> <p>Weekly and five week assessments based on the Network pacing guide will be utilized.</p> <p>After School Extended day instruction will be implemented from September to March, three days a week, 1 ½ hours per day for students in grades 3rd-5th grades. Students meeting or below the benchmark for ISAT, NWEA, or AMAT participate in after school instruction.</p> <p>Saturday school will be implemented from January to March for 3 hours for 3rd-5th grades. Students meeting or just exceeding benchmarks on ISAT, NWEA, or AMAT participate in Saturday school for enrichment and acceleration.</p> | <p>interventions and facilitate interventions and small group work.</p> <p>Quizlet instruction for new teachers (facilitated by technology and Lead Teachers)</p> <p>Weekly team planning meetings will track progress against academic goals and alter strategies to meet students’ needs</p> <p>Weekly team planning meetings will track progress against academic goals and alter strategies to meet students’ needs</p> <p>Coordinated instruction and preparation schedules will facilitate push in and pull out instruction for Diverse Learners students</p> |
| SAT-10 – 5 th | 73% | 70% | | |
| NWEA - 3 rd | 94.7 % | 84% | | |
| NWEA - 4 th | 73.9 % | 70% | | |
| NWEA - 5 th | 66.7 % | 75% | | |
| Math (6-8) | Heff. | Gold. | <p>6th grade students participate in math instruction every day for an hour and a half. Math instruction combines whole group instruction with small group activities using manipulatives to reinforce skills. Math groups are composed of students who have been grouped by abilities. Pacing charts map out weekly instructional focus.</p> <p>Computer software programs will allow enrichment activities and reinforcement of skills (ST Math, Quizlet and Study Island)</p> <p>7th-8th grade students are “departmentalized” and move from class to class for different subject areas. Whole group instruction is supplemented with small group work focusing on specific skill areas, and computer adaptive software (Study Island and ST Math).</p> <p>Math groups are composed of students who have been grouped by abilities. Pacing charts map out weekly instructional focus.</p> <p>After School Extended day instruction will be implemented from September to March, three days a week, 1 ½ hours per day for students in grades 6th through 8th.</p> <p>Students meeting or below the benchmark for ISAT, NWEA, or AMAT participate in after school instruction.</p> <p>Saturday school will be implemented from January to March for 3 hours for 6th -8th grades. Students meeting or just exceeding benchmarks on ISAT, NWEA, or AMAT participate in Saturday school for enrichment and acceleration.</p> | <p>Promoted 6th grade Math lead to STEM coordinator. STEM coordinator will model for teachers, coach teachers, and help coordinate interventions and facilitate interventions and small group work.</p> <p>New Technology Coordinator will coach teachers, provide technology instruction to students.</p> <p>Weekly team planning meetings will track progress against academic goals and alter strategies to meet students’ needs</p> <p>Coordinated instruction and preparation schedules will facilitate push in and pull out instruction for Diverse Learners students</p> <p>Quizlet instruction for new teachers (facilitated by technology and Lead Teachers)</p> <p>Weekly team planning meetings will track progress against academic goals and alter strategies to meet students’ needs.</p> |
| SAT-10 – 6 th | 91% | 84% | | |
| SAT-10 – 7 th | 91% | 76% | | |
| SAT-10 – 8 th | 89% | 81.8% | | |
| NWEA- 6 th | 68.2 % | 86.4% | | |
| NWEA- 7 th | 90.5 % | 86.3% | | |
| NWEA- 8 th | 65.4 % | 70% | | |

| <p>Diverse Learners (MATH)</p> | <p>Use of a variety of instructional delivery methods to address different learning styles will provide differentiation of instruction which will allow Diverse Learners to access the general education curriculum. Utilization of pre-screening tests to assess where individual students need to begin study of a given topic or unit.</p> <p>Co-teaching will provide both the general education and special education teacher's opportunities to enhance instructional practices. Access to web based and instructional programs will enhance more individualized learning. Parent outreach to review student profiles and to gain understanding of student needs.</p> <p>Hefferan currently utilizes small group instruction and computer software programs, Study Island, ST Math, and Compass Learning to address Tier 2 & 3 supports needed for targeted students.</p> | <p>Parental Support to gain understanding of student needs. Technology will provide additional support via web- based math instruction. (Compass Learning, Study Island, ST Math).</p> <p>The Hefferan administration will work with the Office of Diverse Learners Supports and Services to plan appropriate accommodations for incoming students with IEPS and to ensure that students who need IEPS are identified.</p> | | | | | | | | | | | | |
|---|---|--|--|--|-------|-------|--------------------------|-------|-----|--------------------------|-----|-----|--|---|
| <table border="1"> <thead> <tr> <th colspan="3">SCIENCE</th> </tr> <tr> <th></th> <th>Heff.</th> <th>Gold.</th> </tr> </thead> <tbody> <tr> <td>SAT-10 – 4th</td> <td>87.5%</td> <td>41%</td> </tr> <tr> <td>SAT-10 – 7th</td> <td>87%</td> <td>72%</td> </tr> </tbody> </table> <p>The Interactive Science curriculum will be new for the Goldblatt and Hefferan students and teachers.</p> | SCIENCE | | | | Heff. | Gold. | SAT-10 – 4 th | 87.5% | 41% | SAT-10 – 7 th | 87% | 72% | <p>STEM Science Lab will support hands on experiments. Interactive Science Curriculum, FOSS Kits and SEUP will support science program from grades Kindergarten through 8th.</p> <p>The STEM Mad Science/Math activity will introduce quick hands on activities around math and science at Ice cream social and field day events to Hefferan and Goldblatt students and parents.</p> | <p>Promoted 6th grade Math Lead Teacher endorsed in Science and Math to STEM coordinator. Professional development will be provided by trainers from Interactive Science to train teachers in instructional implementation.</p> <p>STEM Coordinator will provide best practices model.</p> |
| SCIENCE | | | | | | | | | | | | | | |
| | Heff. | Gold. | | | | | | | | | | | | |
| SAT-10 – 4 th | 87.5% | 41% | | | | | | | | | | | | |
| SAT-10 – 7 th | 87% | 72% | | | | | | | | | | | | |
| <p>STEM</p> <p>Science Technology Engineering Math</p> | <p>Hefferan will become a STEM School beginning August 2013. The focus of STEM will be the promotion of Science, Technology, Engineering and Math. Hefferan will have Science, Engineering and Computer labs as well as a Media Center. This program will promote inquiry based thinking, problem solving skills and project based learning.</p> | <p>STEM Coordinator formerly 6th grade Math Lead Teacher endorsed in Science and Math to STEM coordinator.</p> | | | | | | | | | | | | |
| <p>Writing</p> <p>Development of the Writing Process</p> | <p>Kindergarten – 2nd Grade Students</p> <p>Students in primary grades will learn the basics of writing. These include structure, style and content. Teachers will emphasize various types of writing such as narrative, descriptive, informative and comparison composition. These formats will be taught across subject areas. Writing will adhere to the Common Core State Standards and College and Career Readiness Anchor Standards.</p> <p>Grades 3rd – 5th</p> <p>Students will practice writing on a daily basis. Along with journal time, they will write across</p> | <p>Lucy Calkins Writer's Workshop Kits. 60 minute Writing Block devoted to the development of writing skills.</p> | | | | | | | | | | | | |

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|---|--|---|
| | <p>content areas, such as in math and science. Writing out math problems in words, and writing out the scientific process that was followed will incorporate writing into every class students are in. College and Career Readiness Anchor Standards for Writing will guide writing instruction.</p> <p>Grades 6th – 8th</p> <p>Writing will adhere to the Common Core State Standards and College and Career Readiness Anchor Standards. Teachers will integrate writing and content-area instruction wherever possible in order to maximize instructional time and give students more writing practice. Students will engage in minimally 60 minutes per day in the implementation of the Writing Process utilizing Lucy Calkins Writer’s Workshop. Development of skills focusing on Narrative Writing, Expository Writing, Persuasive Writing and the Anchor Standards for writing for grade levels.</p> | |
| <p>Staff Integration & Student Integration</p> | <p>Professional Development Sessions during Flex Days will acclimate new staff to school community and reviewing of Welcoming School’s Instructional Priorities. As well as the review of student data to target specific interventions.</p> <p>Student placement will be integrated at the appropriate grade levels.</p> | <p>Staff will vote on Flex Days.</p> <p>Student data for all students will be given to teachers assigned to those students.</p> |

Appendix B: Social Emotional Learning (SEL) Support Plan

List the top 3-5 areas of focus for SEL /Cultural Integration using the results on the previous pages.

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming

| |
|--|
| 1. Pen Pal- “Getting to know you” |
| 2. Field Day- team building activities |
| 3. Student Council joint meetings- Principal visitation of respective classrooms |
| 4. Family Movie Night |

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):

Hefferan School will continue to implement the Positive Behavior Intervention Supports using peer jury, peace circles, peer mediations and restorative conferencing to support Hefferan’s students in problem solving and conflict resolutions. Additional staff will be trained during the summer months. In addition, those staff members requiring a refresher course in PBIS will also receive training during the professional development sessions occurring in June. WES Health Services are currently implemented at the closing school.

Plan for providing targeted interventions to struggling students:

Hefferan School counselor and social worker will continue to provide individual and group counseling to targeted students.

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

Family Focus will continue to provide academic support during school hours and recreational activities after school. The Bobby Wright Comprehensive Behavior Center will provide social-emotional counseling and drug prevention counseling for students with challenges. Chicago In School and Communities will provide a comprehensive educational program with activities that enhance the school experience through field trips that expose students to the community at large. Playworks will coordinate structured play activities during recess that will train students in conflict resolution and problem solving.

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

PLAYWORKS- junior coaches (students who promote positive behaviors on playground)
 Student council related activities, adventure camp for team building, student leadership roles within classrooms. Hefferan School will continue to implement the Positive Behavior Intervention Supports using peer jury, peace circles, peer mediations and restorative conferencing to support Hefferan’s students in problem solving and conflict resolutions.

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

Playworks provides models for conflict resolution and anger coping skills CHAMPS is currently implemented to address classroom management behavior. Hefferan will implement the proactive system of the Calm Classroom to promote positive interactions.

Appendix C: Cultural Integration Plan - Hefferan

Mid April-mid May: Student and Staff Introductory Activities

| Date/date range | Activity | External Support Needed? |
|-----------------|----------|--------------------------|
| | | |

June-August: Student Integration

| Date/date range | Activity | External Support Needed? |
|-----------------------------|--|---|
| 6/4/13- 6/12/2013 | "Getting to Know You " Pen Pal Letter | Teacher directed activity |
| 6/7/13 | Hefferan's Student Council visits Goldblatt. Parent Enrollment Outreach Meeting | Security |
| 6/12/13 | Come Get the Scoop"@ Hefferan 4-6 p.m. Ice Cream Social –Enrollment Outreach STEM activities included, survey student and parent opinions regarding uniforms, enrolled students, building tour | Additional security |
| 6/13/13 | "Getting to Know You"& STEM Activity Day: Hefferan and Goldblatt students (PreK-7) played games and participated in STEM-related activities at different stations throughout the school. Goldblatt students received gift bag from Hefferan. | Additional CPS security Chicago Police Department assisting with crossing the Goldblatt students between both schools as this was a walking field trip |
| 7/31/13 | Student Game Day (Community Day) Hefferan & Goldblatt students will share an afternoon of organized games which will develop team building/forming new friendships | Available Hefferan Staff Playworks Team CPS Security Team |
| 8/05/13 | Staff Meet and Greet: Hefferan to introduce everyone. Social gathering. Welcome to Hefferan classroom gifts from existing Hefferan teachers. Event to be held off school site | Staff members |
| 8/05/13 | Faculty Team Building Welcome Week plan finalization. | Completion of the school restructuring and repairs. |
| August Date to be scheduled | Tour of Chicago This activity will give the students/staff an opportunity to visit various landmarks and see significant city highlights. Participants will also engage in dialog and build relationships. | Available Hefferan Staff including assigned security staff Possible CPS security Team |
| 8/29/13 | Family Meet and Greet/Movie night for parents/students 3:30 – 6 p.m. School Supply give away for first 75 families | School supply give away, All Staff Event – 21st Century Family Focus partners will engage families and students |
| 8/30/13 | Back to School | Safety and Security – Hefferan and Goldblatt Security Staff- Funding for supplies. 21st Century Family Focus |

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| | | partners will engage families and students |
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