

Transition Plan as of July 12, 2013**For the Closure of Victor Herbert 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 Victor Herbert Elementary School (Herbert). This decision is based on the underutilization of Herbert, in accordance with the [Chief Executive Officer's Guidelines for School Actions](#) (Guidelines). This action, if approved, will welcome returning students at Robert Nathaniel Dett Elementary School (Dett), which will be re-located.

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

II. Summary of Action

Herbert was a neighborhood elementary school located at 2131 W. Monroe St, in the Fulton Elementary Network of CPS. Herbert served 355 students in pre-kindergarten & kindergarten through 8th grades. CPS is closing Herbert based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Herbert students will be welcomed by Dett. Dett will be re-located from its present location to 2131 W. Monroe St. This decision is based on the underutilization of Herbert, in accordance with the [Chief Executive Officer's Guidelines for School Action](#) (Guidelines).

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 Herbert and Dett, 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 Herbert will be reassigned to Dett, currently located at 2306 W. Maypole Ave. but proposed to be located at 2131 W. Monroe St. This means that Dett will be the new neighborhood school for students living in the Herbert boundary who are not currently enrolled at Herbert.

A portion of the geographic boundary currently associated with Dett will remain assigned to Dett, currently located at 2306 W. Maypole Ave. but proposed to be located at 2131 W. Monroe St., with the remaining portion reassigned to Willa Cather Elementary School (Cather), located at 2908 W. Washington Blvd. This means that Dett or Cather, depending on the student's home address, will be the new neighborhood school for students living in the Dett boundary who are not currently enrolled at Dett.

III. Safety and Security

CPS has engaged multiple experts regarding school safety to make decisions that will ensure children have a seamless transition next year at all welcoming schools.

The following proposed safety plans have been custom designed for students transitioning from Herbert into Dett @ Herbert 2131 W. Monroe St. The objectives of these plans are to provide a safe and successful transition for these students both inside and outside of the classroom. These plans have been developed in conjunction with the Chicago Police Department as well as based on community input received through community meetings held over the past few months.

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

External Supports

- Safe Passage will be available for students traveling to and from school for the “Herbert into Dett @ Herbert” transition. The Safe Passage Program uses a Safe Passage Community Partner and “community watchers” to stand post along pre-defined safe routes and have a visible and engaging adult presence to support students as they travel to and from school. Community watchers will wear identifiable uniform such as a yellow vest or comparable so that students will know that they are associated with the Safe Passage Program. Community watchers will carry radios or cell phones as a means of communicating immediate concerns to CPD and/or CPS. They will stand post at arrival and dismissal times. These schedules will be finalized as the school's final bell times are defined. Their roles include:
 - Greeting students along the routes and building trusted relationships that help students feel more comfortable and confident as they travel to and from school.
 - Serving as support for students if they have concerns or need immediate attention.
 - Monitoring for tense or unusual safety situations and either de-escalating or reporting the issue immediately to the appropriate authorities.
 - Providing regular reports to CPS in order to allow CPS and CPD to analyze safety conditions and refine plans as necessary.
 - Meeting regularly with the School Principal and Local School Council in order to discuss safety concerns and action plans.
- A Safe Passage Community Partner organization will be hired by the Board to support the Herbert into Dett @ Herbert transition. Organizations including but not limited to Community-based organizations and Faith-based organizations have applied to serve in this program through an RFP process. The ideal candidate for the Safe

Passage Community Partner will be able to articulate their knowledge of community dynamics as well as demonstrate past/current work that they have done for this community. A rigorous evaluation process will select one organization to support the Herbert into Dett @ Herbert transition. This organization will be recommended for approval at the June, 2013 Board Meeting.

- The approved Safe Passage Community Partner organization will recruit and hire “community watchers.” The ideal candidates for community watchers will be from among individuals who are either residents from the community or are very familiar with residents of the community. These will be individuals who have significant knowledge of the dynamics of the community and are comfortable playing the roles as defined above. All candidates will need to pass a background screening.
- The distance between the two schools is 0.5 miles. Safe Passage Community Watchers will be posted along key safe routes for children walking to school. The Safe Passage route that is being proposed for the Herbert into Dett @ Herbert transition includes the following routes:
 - W. Washington and N. Hoyne west to N. Western and W. Washington
 - W. Monroe and N. Hoyne west to W. Monroe and N. Western
 - W. Washington and N. Leavitt south to W. Monroe and S. Leavitt
- Chicago Police Department will also be providing special attention to the safe passage routes during arrival and dismissal times to support the efforts of the Safe Passage community watchers.
- To further enhance the safety in this area, Chicago Police Department will lead a new, specialized Safe Passage Working Group which will include representatives from 16 departments who will specifically work together on securing Safe Passage routes. As the routes are finalized by CPD and CPS, the Working Group will conduct a survey of every Safe Passage route to note any concerns and suggest any modifications that may be needed before the start of school in the fall. These include making sure vacant buildings are secure and vacant lots are clear, ensuring street markings, such as street and bus signs, are clear and unobstructed and confirming appropriate lighting is in place.
- The Safe Passage Working Group includes representatives from: CPD, CPS, Department of Streets and Sanitation, Chicago Department of Transportation, Chicago Transit Authority, Chicago Housing Authority, Chicago Park District, Department of Animal Care and Control, Department of Business Affairs and Consumer Protection, Office of Emergency Management and Communications, Department of Buildings, Chicago Fire Department, 311, Department of Public Health, Chicago Budget Office and the Department of Family and Support Services.

Internal Supports

- Herbert will have enhanced security staffing plan at the school. As the designated welcoming school, Herbert will receive additional security to support the increased number of students as well as to ease the transition for Herbert students joining Dett students @ Herbert. The security staff from Herbert will join the security staff at Dett in order to facilitate this transition by providing a familiar face for Herbert students at their new building. Currently, Dett has 2 full time security officers. Currently, Herbert has 2 full time security officers who will join the security team at Dett in the fall. As a result, the new security staff at Herbert will have a total of 4 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.
- Herbert will have enhanced safety technology. Herbert will have the following safety technology capabilities:
 - Enhanced camera system with digital recording and monitoring capabilities. All surveillance will be accessible by school administration and the CPS Office of Safety and Security’s Student Safety Center.
 - Access Control System – the school already has an “Ai-phone” camera and buzzer system to allow security and staff to monitor the front entrance and grant access to appropriate visitors.

- Entry Screening Equipment – Herbert 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 the 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 Herbert who have unique needs or circumstances are adequately supported in this transition, CPS will provide the Network with additional resources to work directly with families and assist in explaining their school options. Additionally, CPS will provide the following:

Students with Diverse Learning Needs

- Students with disabilities at Herbert will continue to be provided instructional support both in the general education classroom and in small group or individual settings, in accordance with their Individualized Education Programs (IEPs) for the 2012-2013 school year.
- Once students transition to Dett, 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 Dett 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 Dett, 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 Dett, 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 disability awareness training for students, done in conjunction with Autism Speaks.
- CPS will provide social stories for students to review pictures of the welcoming schools, to support the student transitions.
- CPS will provide training on specialized instructional methodologies.
- Dett is not accessible to persons with disabilities according to the Americans with Disabilities Act. For more information about a particular school, 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 Dett 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 Dett that will be used as a reference for families and the STLS Transition Support Coordinator throughout the course of their work together. One or two STLS Transition Support Coordinators will be available Monday through Friday from 9:00 a.m. to 3:00 p.m. at Dett, 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 Dett 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 Dett 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)

- Dett is projected to have to have 19 or fewer English Language Learners (ELLs) of the same language background.
- Dett 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.
- Dett 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, Dett 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 Dett 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.
- Dett 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.
- Dett 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

Tuesday, April 09, 2013
5:00pm-8:00pm
Young High School
211 South Laflin Street

Community Meeting 2

Friday, April 12, 2013
5:00pm-8:00pm
Young High School
211 South Laflin Street

Public Hearing

Tuesday, April 30, 2013
5:30pm-8:30pm
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: Dett Academic Support Plan as of July 12, 2013

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS

The new Dett School, located in the Westhaven neighborhood, will graduate students who are critical thinkers, problem solvers, proficient readers, effective writers, and dynamic communicators. Every student will learn how to use their gifts and talents to become leaders in our schools and the local community. Every student will be prepared by great teachers and compassionate school staff who will use their skills to ensure that students who leave the new Dett school can go on to a top tier high school, graduate from college, and compete in the global community.

Area of Academic Need	Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc.)
<p>READING: K - 2</p> <p>The combined data of Dibels Reading 3D for Dett and Herbert indicates 28% of K-2 students are at or above grade level in reading and 72% are below grade level in reading.</p> <p>The combined Dibels data for Kindergarten indicates 80% of students are reading at or above grade level and 20% of the students are below level.</p> <p>The combined Dibels data for 1st grade indicates that 59% are reading at or above grade level, while 41% are reading below grade level.</p> <p>The combined Dibels data for 2nd grade indicates 22% are at or above grade level and 78% are below grade level.</p>	<p>K - 2 Reading</p> <p>We realize that students entering our school in the early grades have had limited exposure to books in the home; therefore, limiting the opportunities to learn new vocabulary words and preventing adequate reading skills development prior to entering pre-k and kindergarten. Therefore, we will implement an aggressive reading strategy in the primary grades that is designed to do the following:</p> <ol style="list-style-type: none"> 1. Increase the amount of time students are reading 2. Increase students' exposure to vocabulary words 3. Improve students' ability to read prior to entering 1st grade 4. Actively involve parents in supporting primary students with improving their reading skills while at home 	<p>K – 2 Reading</p> <p>Teachers for grades k-2 will participate in two days of professional development in late July and two days of professional development in August prior to the week that teachers return to school. Professional development will be provided to all K-2 teachers on the following:</p> <ul style="list-style-type: none"> • Monthly skill focus • Organize effective guided reading lessons • Unit planning aligned to Common Core State Standards (CCSS) • Aligning unit of study to Modern Curriculum Phonics Program to meet the needs of students based on Dibels data • Implementation of Sing, Spell, Read & Write • Organize and plan with AARP tutors lessons for students • All K – 2 teachers will be required to attend refresher PD on effective Guided Reading strategies on August 6th. <p>Parents of K-2 students will be asked to attend quarterly informational sessions which will focus on: supporting their child with reading in the home, learning how to monitor student progress, and a Make & Take Activity such as vocabulary bingo or memory games. Parents will have the</p>

		<p>opportunity to ask questions and learn more about the literacy block.</p>
<p>Goal:</p> <p>The goal is to create significant gains in the percentage of students in grade K – 2 at or above level in reading.</p> <p>The goal is to prepare students for the transition from 2nd grade into the 3rd grade.</p>	<p>READING: K – 2</p> <p>Reading Blocks: The K-2 students will receive 140 minutes of reading instruction every day, including guided reading and small group instruction. The reading block will include:</p> <ol style="list-style-type: none"> 1. <u>45 minutes of Guiding Reading:</u> Guiding reading is a small group learning tool for improving students' fluency and reading comprehension skill. 2. <u>30 minutes of Vocabulary Development</u> 3. <u>40 minutes of Phonemic Development:</u> We will use Modern Curriculum Press for 30 minutes and Heggerty for 10 minutes, which allows students to improve their phonics skills through fun, application, and multiple opportunities to practice skills. 4. <u>25 minutes of Spelling:</u> We will use Sing, Write, Read, and Spell for kindergarten students and Modern Curriculum Press Spelling Workout for students in first and second grade. These interactive materials integrate phonics with songs, games, and activities to improve students' spelling abilities. 	<p>READING: K – 2</p> <p>Reading: The Principal and Assistant Principal will monitor daily to ensure the basal and resource materials are being used. Informal observations will be conducted daily in order to monitor the delivery of instruction using the supplemental resources. Common Core Unit Planning in reading will be provided by Debra Evans during our August 21st professional development.</p> <p>Reading Block: The ancillary staff providing tutoring will be the librarian, technology teacher and the P.E. teacher. Teachers will collaborate with Network ISLs to support teachers in planning effective small group instruction. ISLs (Instructional Support Leaders) will collaborate with teachers and administration during weekly grade level meetings. ISLs will be asked to join us at least monthly for collaboration, planning conversations and review of student data. Teachers will receive training to improve the use of technology in the classroom. Teachers will enroll in Getting to Know your iPad 101 and 102.</p> <p>Heggerty: Teachers at Dett are trained in using Heggerty. The August professional development will provide training for new primary staff. The new staff will be trained by a teacher leader.</p> <p>Compass Learning: The program will be purchased for 2013 – 2014. Training will be provided for teachers to ensure the program is implemented according to student needs. The training is provided by the company.</p>

Home Connection:

Every student in grades kindergarten through 2nd grade will receive at least 2 books weekly to be read at home. Dett school will partner with the James Jordan Foundation and Rush Hospital, as well as leverage the Parent Advisory Council, to ensure that each K-2 student receives at least 100 books by the end of the first year.

Parents will be asked to support the at home reading program for at least twenty minutes per night. Each teacher in grade K through 2 will send home a weekly reading log for parents to sign demonstrating that the students have completed their 20 minutes per night reading expectation with their child. This is in conjunction with the daily homework expectations.

Reading Materials:

Currently Dett is using **Story Town** basal readers and Herbert is using **Reading Street** basal readers. Teachers at the new Dett will use **Story Town** basal on a daily basis for the 2013 – 2014 school year. Supplemental reading materials will be provided to support all reading levels.

Heggerty: This is a daily program addressing phonemic awareness skills. The program focuses on student learning to identify sounds associated with letters and words. Currently Dett is implementing the daily whole class lessons at the beginning of the reading block.

Students who need additional support will receive re-teaching of Heggerty lessons in small group instruction.

Compass Learning: This is an online interactive program that integrates learning and technology. The program engages students in an online personalized learning curriculum to ensure academic success. Students will utilize Compass Learning at minimum twice per week and will receive additional practice in their areas of need based on data.

	<p><u>Weekly Reader:</u> This is a non-fiction reading magazine which emphasizes current events, social studies, and science and exposes children to graphs, charts, and interactive data.</p> <p><u>Modern Curriculum Press:</u> This is used to help students become fluent readers, develop spelling skills, recognize words in context, and use phonics in word building and personal writing.</p> <p><u>Sing, Spell, Read & Write:</u> <i>The program</i> uses phonics songs, interactive charts, and games to teach the alphabetic principle, phonemic awareness, sound/letter correspondence, short vowel sounds, and blending - in a fun and meaningful way.</p>	
	<p><u>Additional Reading Resources:</u></p> <p>Dett will hire one reading interventionist to provide additional reading support for K-2 students on a daily basis. The interventionist will work with targeted students that require additional support in reading for 30 minutes during the literacy block.</p> <p><u>AARP</u> (American Association of Retired Persons) EC (Experience Corps) program that engages adults 50+ in tutoring to improve 2nd and 3rd grade student literacy. The program supports students that are at or above level in reading so that the classroom teacher can focus on students needing more intense support.</p>	<p><u>AARP:</u> Teachers will collaborate with the tutors to ensure they are clear on the lesson expectations. Teachers will use data from Dibels and MClass to create flexible groups. Students' progress will be monitored by the classroom teacher.</p>
	<p><u>Technology Integration:</u> Students in grades K-2 will be given more opportunities to work independently with iPads and desktops to prepare for their transition into the intermediate grades (3-5). Students will utilize technology in their daily Guided Reading sessions and during Compass Learning.</p>	

	<p><u>Progress Monitoring:</u> Students will be given formative assessments or daily activities that check for understanding to measure mastery of specific skills in Phonemic awareness, Fluency and Comprehension.</p>	<p><u>Progress Monitoring:</u> Teachers will analyze student work after 3 weeks to track student progress. Reports will be submitted to administration. The results will be shared with parents to provide them the opportunity to support students before final grades are submitted.</p>
<p><u>READING: 3 – 5</u></p> <p>The combined NWEA data for Dett and Herbert indicates that 25% are at or above and 75% of the students are below level.</p>	<p><u>READING: 3 – 5</u></p> <p><u>Reading:</u> Currently Dett is using Story Town basal readers and Herbert is using Reading Street basal readers. Teachers at the new Dett school will use Story Town Basal for the 2013 – 2014 school year. Supplemental reading materials will be provided to support all reading levels.</p> <p><u>Compass Learning:</u> This is an online interactive program that integrates learning and technology. The program engages students in an online personalized learning curriculum to ensure academic success. Students will utilize Compass Learning at minimum twice per week and will receive additional practice in their areas of need based on data. Students will receive additional practice in their areas of need based on ISAT and NWEA data.</p>	<p><u>READING: 3 - 5</u></p> <p><u>Reading:</u> Administration will monitor to ensure the basal and resource materials are being used. Informal observations will be conducted in order to monitor the delivery of instruction using the supplemental resources. Common Core Unit Planning in reading will be provided by Debra Evans during August professional development</p> <p><u>Compass Learning:</u> The program will be purchased for 2013 – 2014. Training will be provided for teachers to ensure the program is implemented according to student needs. The training is provided by the company.</p>
<p><u>READING: 3 – 5</u></p> <p>Goal:</p> <p>The goal is to improve students comprehension of informational text.</p>	<p><u>AARP</u> (American Association of Retired Persons)EC (Experience Corps) program that engages adults 50+ in tutoring to improve K-3 student literacy.</p> <p>The program supports students that are at or above level in reading so that the classroom teacher can focus on students needing more intense support.</p>	<p><u>AARP:</u> Teachers will collaborate with the tutors to ensure they are clear on the lesson expectations. Teachers will use data from Dibels and MClass to create flexible groups. Students' progress will be monitored by the classroom teacher</p>
<p>The goal is to provide additional support for The 3rd grade transition into the 4th grade intermediate cycle.</p>	<p><u>Reading Block:</u> The students will receive 120 minutes of reading instruction a day. Guided reading and small group instruction will be provided during the reading block. The reading block will include:</p>	<p><u>Reading Block:</u> The ancillary staff providing tutoring will be the librarian, technology teacher and the P.E. teacher. The ancillary staff will be trained by the reading interventionist on how to effectively work</p>

	<ol style="list-style-type: none"> 1. <u>45 minutes of Guided Reading:</u> Guided reading is a small group learning strategy for improving students' fluency and comprehension skills. 2. <u>30 minutes of Daily Vocabulary Development:</u> The 3rd grade students have 15 minutes of phonics study in Modern Curriculum Press and 15 minutes of vocabulary development. 4th and 5th grade students have 30 minutes of vocabulary development. 3. <u>25 minutes of Skill Development:</u> The focus skill is introduced/developed: inference, main idea, summarizing. 4. <u>10 minutes of after reading discussion</u> 5. <u>10 minutes of writing connection:</u> Students respond in writing to questions about the text. <p>Ancillary staff will be deployed to work with targeted students with teacher guidance that require additional support in reading for 30 minutes during the literacy block. The ancillary staff will be provided prepared lessons that they will use to work with these students.</p> <p>Students in 3rd grade will be given intervention support 30 minutes daily with the AARP Program to strengthen their reading skills.</p> <p>Data Analysis: Students will receive intervention and differentiated instruction due to the number of students reading below level. Students will be given formative assessments to measure daily mastery of specific skills and weekly summative assessment for mastery in critical reading skills.</p> <p>This data will be compiled into a monthly skills mastery chart to be reviewed by our ILT and teachers.</p>	<p>with the students on giving explicit instructions, questions to ask, tasks to complete with students, behavior or protocol during the small group activities and effective monitoring of students during these activities</p> <p>Data Analysis: Teachers will collaborate with Debra Evans Consulting to develop yearlong scope and sequence that identifies critical skills which students should master.</p> <p>Teachers will identify students' strengths and weaknesses to drive instruction and the formation of flexible student groups. This work will occur during the August PD planning of Common Core Units.</p> <p>Teachers will receive training on iPads to improve the use of technology in the classroom. Teachers are attending Getting to Know Your iPad 101 and 102 in Mid-July and early August.</p>
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<p><u>Reading: 6 – 8</u></p> <p>The combined NWEA data for Dett and Herbert indicates that 36% are at or above and 64% of the students are below level.</p> <p>Goal:</p> <p>The goal is to improve students' comprehension of informational text.</p>	<p><u>Reading: 6 – 8</u></p> <p>Currently Dett uses <i>McDougall & Littel Literature Series</i> and Herbert uses <i>Novels</i>. At the new Dett school, teachers will use both the Literature Series and Novels on a daily basis throughout the 2013 – 2014 school year.</p> <p><u>Reading Block :</u> The 6-8 reading block is 90 minutes per day and will include:</p> <ol style="list-style-type: none"> 1. <u>45 minutes of Guided reading</u> 2. <u>20 minutes of vocabulary development</u> 3. <u>15 minutes of skill development:</u> The focus skill is introduced/ developed: inference, point of view, summarizing. 4. <u>10 minutes of writing connection:</u> Students respond in writing to questions about the text <p><u>Compass Learning:</u> This is an online interactive program that integrates learning and technology. The program engages students in an online personalized learning curriculum to ensure academic success. Students will utilize Compass Learning at minimum twice per week and will receive additional practice in their areas of need based on data. Students will receive additional practice in their areas of need based on ISAT and NWEA data.</p>	<p><u>Reading: 6 – 8</u></p> <p>Administration will review the <i>Novel</i> Units prior to implementation. Informal observations will be conducted in order to monitor the delivery of instruction using the Novels. Common Core Unit Planning in reading will be provided by Debra Evans during August professional development.</p> <p><u>Compass Learning:</u> The program will be purchased for 2013 – 2014. Training will be provided for teachers to ensure the program is implemented according to student needs. The training is provided by the company</p>
	<p><u>Data Analysis:</u> Students will receive intervention and differentiated instruction due to the number of students reading below level. Students will be given formative assessments to measure daily mastery of specific skills and weekly summative assessment for mastery in critical reading skills.</p>	<p><u>Data Analysis:</u></p> <p>Teachers will collaborate with Debra Evans Consulting to develop yearlong scope and sequence that identifies critical skills which students should master.</p> <p>Teachers will identify students' strengths and weaknesses to drive instruction and</p>

	<p>This data will be compiled into a monthly skills mastery chart to be reviewed by our ILT and teachers.</p>	<p>the formation of flexible student groups. This work will occur during the August PD planning of Common Core Units.</p> <p>ISLs will be asked to join us at least monthly for collaboration, planning conversations and review of student data.</p>
<p>Math K-2 Combined Mclass Data</p> <p>According to Mclass math data, 50% of the Kindergarten students are performing at or above grade level.</p> <p>50% of the 1st grade students are performing at or above grade level.</p> <p>62% of the 2nd grade students are performing at or above grade level.</p> <p>According to NWEA data, 15.8% of the 2nd grade students have meet/exceeded their growth targets.</p>	<p>Math Curriculum: Currently Dett and Herbert use <i>Everyday Math</i> and will continue to use Everyday Math for the 2013-2014 school year.</p> <p>All K-2 students will receive 60 minutes of math a day using everyday math which provide detail lessons that allow students to dig deeper into concepts.</p> <p>Students will engage in an additional 30 minute math labs twice per week. The focus of these labs will be to extend classroom experience. Students get an opportunity to talk about math and solve problems collaboratively. Students will engage in hands on activities such as:</p> <ul style="list-style-type: none"> • Numbers and Counting • Measurement • Geometric sizes and shapes • Operations and Computation • Pre-algebraic concepts <p>Teachers will be monitored daily by administration to ensure teachers implement Everyday Math with fidelity. Intervention sessions will be given to students during small group instruction this allow teachers to focus on the students' greatest areas of need. Formative assessment will also be embedded into the daily lessons to capture real time data and make informed decisions about next day instruction. Additionally, students will receive extra practice to take home as needed.</p>	<p>Math Curriculum: Teachers will attend the Everyday Math User Conference on July 22nd, and 23rd.</p> <p>Teachers will collaborate with Network ISLs to support teachers in planning effective small group instruction.</p> <p>Teachers will review student interventions and make modifications as needed.</p> <p>During the first month of school, all teachers will be observed; focused feedback will be provided on curriculum implementation and resources and support provided.</p> <p>Schedule and allocated funding for monthly ILT meetings with a focus on data collection/analysis with the purpose of tracking student progress and improving the quality of instruction.</p> <p>Compass Learning will be purchased and all teachers will receive training on how to use the software and best utilize all resources that the program has to offer.</p> <p>A master schedule will be created giving each class the opportunity for two 45 minute blocks per week of Math Compass Learning intervention. Administration will monitor usage and completion rates in order to support teachers.</p>

	<p>Compass learning: (A web Based instructional program) Compass learning is a digital solution that helps teachers create a learning environment personalized to the strengths, needs, interests and learning styles of each child. Teachers will use the math lessons with students in the computer lab and targeted student will get additional time during the 30 minute intervention block.</p> <p>Data Analysis: K-2 teachers will review and analyze the 2012-2013 NWEA math data to design instruction that will meet the needs of individual students both at or above and below grade level. This will be essential in planning, daily instruction as well as grouping.</p>	<p>Data Analysis: Administration will analyze data to drive the development framework for the professional development opportunities.</p> <p>Administration will support teachers with planning lessons that address student growth areas through observation and feedback.</p> <p>Grade level meeting will focus on data analysis on a weekly basis.</p>
<p>Math 3-5 Combined NWEA Math Data</p> <p>According to NWEA math data, 3rd grade has 25% at or above grade level.</p> <p>4th grade has 25.8% at or above grade level.</p> <p>5th grade has 11% at or above grade level</p>	<p>Math Curriculum: Currently Dett and Herbert use <i>Everyday Math</i> and will continue to use Everyday Math for the 2013-2014 school year.</p> <p>All 3-5 students will receive 70 minutes of math a day using everyday math which provide detail lessons that allow students to dig deeper into concepts. Teachers will be monitored by administration at minimum twice per week to ensure teachers implement Everyday Math with fidelity.</p> <p>Students will engage in additional 45 minute math labs twice per week. The focus of these labs will be to extend classroom experience. Students get an opportunity to talk about math and solve problems collaboratively Students will engage in hands on activities such as:</p> <ul style="list-style-type: none"> • Area of a circle • Comparing fractions • Problem Solving • Data and Probability • Pre-algebraic concepts 	<p>Math Curriculum: Teachers will attend the Everyday Math User Conference on July 22nd, and 23rd.</p> <p>Teachers will collaborate with Network ISLs to support teachers in planning effective small group instruction.</p> <p>Teachers will review student interventions and make modifications as needed.</p> <p>During the first month of school, all teachers will be observed; focused feedback will be provided on curriculum implementation and resources and support provided.</p> <p>Schedule and allocate funding for monthly ILT meetings with a focus on data collection/analysis with the purpose of tracking student progress and improving the quality of instruction.</p> <p>Compassing Learning will be purchased and all teachers will receive training on how to use the software and best utilize all resources that the program has to offer.</p>

	<p>Students in grade 3-5 will be required to keep math journals where they are given daily opportunities to solve a math problem and then explain their answer in complete, well-developed sentences.</p> <p>Intervention sessions will be given to students during small group instruction which will allow teachers to focus on the students' greatest areas of need. Formative assessment will also be embedded into the daily lessons to capture real time data and make informed decisions about next day instruction. Additionally, students will receive extra practice to take home as needed.</p> <p>Compass learning: (A web Based instructional program) Compass learning is a digital solution that helps teachers create a learning environment personalized to the strengths, needs, interests and learning styles of each child. Teachers will use the math lessons with students in the computer lab and targeted student will get additional time during the 30 minute intervention block.</p>	<p>A master schedule will be created giving each class the opportunity for two 45 minute blocks per week of Math Compass Learning intervention.</p> <p>Administration will monitor usage and completion rates in order to support teachers.</p>
	<p>Data Analysis: 3-5 teachers will review and analyze the 2012-2013 NWEA math data to design instruction that will meet the needs of individual students both at or above and below grade level. This will be essential in planning, daily instruction as well as grouping.</p>	<p>Data Analysis: Administration will analyze data to drive the development framework for the professional development opportunities.</p> <p>Administration will support teachers with planning lessons that address student growth areas through observation and feedback.</p> <p>Grade level meeting will focus on data analysis on a weekly basis.</p>
<p>Math 6-8 Combined NWEA Math Data</p> <p>According to NWEA math data, 6th grade has 46%% at or above grade level.</p>	<p>Math Curriculum: Currently Dett and Herbert use Math Thematics and will continue to use Math Thematics for the 2013-2014 school year.</p> <p>All 6th-8th students will receive 90 minutes of math a day using Math Thematics.</p> <p>Goals of this program are to help all students</p>	<p>Math Curriculum: Teachers who have not been trained in using Math Thematics will be provided professional development using the courses offered in CPS University.</p> <p>Teachers will collaborate with Network ISLs to support teachers in planning effective small group instruction.</p>

<p>According to NWEA math data, 7th grade has 60% at or above grade level.</p> <p>According to NWEA math data, 8th grade has 52% at or above grade level.</p>	<p>develop their abilities to reason logically, to apply mathematical skills to real-life activities, to communicate mathematically. Teachers will be monitored by administration twice per week to ensure teachers implement Math Thematics with fidelity.</p> <p>Students will engage in additional 45 minute math labs twice per week. The focus of these labs will be to extend classroom experience. Students get an opportunity to talk about math and solve problems collaboratively Students will engage in hands on activities such as:</p> <ul style="list-style-type: none"> • Graphing and Solving Inequalities • Geometry • Operations with fractions • Data and Probability • Pre-algebraic concepts <p>Intervention sessions will be given to students during small group instruction this allow teachers to focus on the students' greatest areas of need. Formative assessment will also be embedded into the daily lessons to capture real time data and make informed decisions about next day instruction. Additionally, students will receive extra practice to take home as needed.</p> <p>Students who are significantly behind in Math will be required to participate in weekly math camp after school hours where math tutors will be provided to support skill development.</p> <p>Compass learning: (A web Based instructional program) Compass learning is a digital solution that helps teachers create a learning environment personalized to the strengths, needs, interests and learning styles of each child. Teachers will use the math lessons with students in the computer lab and targeted student will get additional time during the 30 minute intervention block.</p>	<p>Teachers will review student interventions and make modifications as needed.</p> <p>During the first month of school, all teachers will be observed; focused feedback will be provided on curriculum implementation and resources and support provided.</p> <p>Schedule and allocate funding for monthly ILT meetings with a focus on data collection/analysis with the purpose of tracking student progress and improving the quality of instruction.</p> <p>Compassing Learning will be purchased and all teachers will receive training on how to use the software and best utilize all resources that the program has to offer.</p> <p>A master schedule will be created giving each class the opportunity for two 45 minute blocks per week of Math Compass Learning intervention.</p> <p>Administration will monitor usage and completion rates in order to support teachers.</p> <p>Data Analysis: Administration will analyze data to drive the development framework for the professional development opportunities.</p> <p>Administration will support teachers with planning lessons that address student growth areas through observation and feedback. Grade level meeting will focus on data analysis on a weekly basis.</p>
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	<p>Data Analysis: Grade 6-8 teachers will review and analyze the 2012-2013 NWEA math data to design instruction that will meet the needs of individual students both at or above and below grade level. This will be essential in planning, daily instruction as well as grouping.</p>	
<p><u>WRITING:</u> K – 2</p> <p>Based on student writing samples collected across grade levels and formative writing samples administrators and teacher teams determined that student writing is an area of need. Specifically conventions and spelling in grades K – 2.</p> <p>Students will understand the essentials of writing:</p> <ul style="list-style-type: none"> • Writing for a specific reader or purpose • Plan the writing • Writing structure • Extend ideas 	<p><u>WRITING:</u> K – 2</p> <p>Dett will incorporate a school wide writing program in grades K-5. We are adopting Lucy Calkins Units of Study</p> <p>Students will engage in writing activities at least once per day. These activities will be aligned to Common Core Standards and focus on improving students’ skills in conventions and spelling.</p> <p>Student writing samples will be analyzed during grade level meetings.</p> <p>Every student in grades K-2 will have a writing notebook/journal. These notebooks will serve as a “home” for the students writing. Each student in grades K-2 will write/publish 2 stories per month</p> <p>K-2 students will focus on different writing themes each month</p> <ul style="list-style-type: none"> • My Home • My Family • My Neighborhood • Safety at Home • Foods that are good for you • Why should we exercise? 	<p><u>WRITING:</u> K – 2</p> <p>ILT and teachers will organize school wide writing practices. The team will analyze student writing and develop other teachers’ ability at least once a month to improve their writing conventions and spelling.</p> <p>Teachers will review their knowledge of Lucy Calkins by watching and discussing professional development videos during the August PD.</p>
<p><u>WRITING:</u> 3 - 8</p> <p>Based on student writing samples collected across grade levels and formative writing samples administrators and teacher teams determined that student writing is an area of need. Specifically</p>	<p><u>WRITING:</u> 3 – 8</p> <p>Dett will incorporate a school wide writing program in grades K-8. We are adopting Lucy Calkins Units of Study.</p> <p>Dett Students will develop basic writing skills as well as writing skills that will prepare them for the new state assessment through the use of the Writer’s Workshop model. (Lucy Calkins)</p>	<p><u>WRITING:</u> 3 -8</p> <p>ILT and teachers will organize school wide writing practices. The team will analyze student writing and develop other teachers’ ability at least once a month to improve their writing conventions and spelling.</p> <p>Teachers will review their knowledge of Lucy Calkins by viewing and discussing professional development videos during</p>

<p>conventions and spelling in grades 3 – 8.</p> <p>Students will understand the essentials of writing</p> <ul style="list-style-type: none"> • Writing for a specific reader or purpose • Plan the writing • Writing structure • Extend ideas 	<ul style="list-style-type: none"> • Students in grades K-8 will receive 45 minutes of writing instruction each day. • Students will be exposed to various types of nonfiction writing • Students will incorporate technology into their writing. (iPads, laptops, etc.) • Students will be exposed to Partnership for Assessment Readiness for College and Careers (PARCC) next-generation K-12 assessments in English and math. <p>Student writing sample will be analyzed during grade level meetings. Students will become involved in a variety of writing opportunities:</p> <ul style="list-style-type: none"> • School newspaper • Pen Pals • Completing applications • Short Stories • Seasonal Stories • Essays • Writing opinion pieces on topics • Use technology to produce and publish writing 	<p>the August PD.</p> <p>Two teacher leaders will attend the Chicago Area Writing Project: Writing and the Common Core in mid-July.</p> <p>Dett will purchase 6 – 8 Lucy Calkins Common Core Reading & Writing Workshop; A Curriculum Plan for the Writing Workshop.</p>
<p><u>SCIENCE: K – 8</u></p> <p>The JILT Team identified a greater need for more hands-on and interactive curriculum in order to improve learner interest.</p> <p><u>Goal:</u></p> <p>Students will engage in hands-on learning and experiments at least 4 times a month. Students will use Science to improve their critical and analytical thinking skills.</p>	<p><u>SCIENCE: K – 8</u></p> <p><i>Interactive Science</i> will be implemented for K-8. This curriculum integrates literacy strategies throughout every lesson and provides multiple Kinesthetic learning experiences within each unit. Interactive Science is a K-8 comprehensive science program with a strong emphasis on basic science skills, technology, and hands on laboratory activities.</p> <p>K-5 will have 225 minutes of science per week or 45 minutes daily</p> <p>6-8 will have 300 minutes per week or 60 minutes daily</p>	<p><u>SCIENCE: K – 8</u></p> <p>Dett will purchase Pearson’s Interactive Science programs for grades K-8.</p> <p>Administrators will meet with staff on professional development days to discuss students’ strengths, areas of concern and share best instructional practices.</p> <p>A teacher leader will be trained on the program and deliver the content to the staff.</p> <p>Administrator and trained teacher leader will monitor implementation of the curriculum and provide feedback at least once a month.</p>

	<p>Science instruction will include foundational units with technology integration for all students and lab activities twice a week for all students.</p> <p>Students in grade K-3 will participate in science lab activities at least one day per week, while students in grades 4-8 will participate in lab activities at least three days per week.</p> <p>Student progress in science will be monitored by weekly science formative assessments provided by Interactive Science. These common assessments will serve as the basis for making adjustments to student learning and instruction.</p>	<p>Dett teachers and support staff will participate in monthly professional development on Interactive Science during professional development days on 8/16, 21, 22, & 23; 11/1, 01/24, 03/28, and 06/11. Professional development sessions will be provided by Pearson staff. Pearson staff will also provide in classroom support to selected teachers four (4) times a year and provide feedback to the principal.</p> <p>Dett will purchase NWEA MAP science assessments for fall, winter, and spring to measure student growth in science.</p> <p>Focus of professional development will be foundational science skills, twice weekly labs, and technology integration.</p> <p>Additional weekly professional development during grade cluster meetings will focus on reviewing formative assessment data and identifying performance gaps.</p> <p>Quarterly data review professional development will focus on identifying school wide trends in science NWEA MAP performance and setting individual student growth goals.</p>
<p><u>Diverse Learners:</u> Currently Dett diverse population is 16.2% and Herbert diverse population is 29.5%. The projected numbers for 2013 – 2014 school year is approximately 150 diverse learner students.</p> <p>The Cluster Program will include the following:</p> <ul style="list-style-type: none"> • Early Childhood: Blended and Instructional • Autism (Primary, 	<p><u>Diverse Learners:</u> The goals are</p> <ul style="list-style-type: none"> • To have teachers currently servicing diverse learners continue to provide quality instruction. • To provide stability and consistency as they transition to a new building. • To see growth in learning/measurable progress in our diverse learning population • To ensure that student's education plan is being implemented effectively and efficiently • To ensure that teachers and students have access to all necessary materials and supplies 	<p><u>Diverse Learners:</u> Team members from both schools will attend the training by ODISS in August. The participants will share information gathered from the August training.</p> <p>The IEP's and 504 Plans will be reviewed by the diverse learners' staff, school administration and teachers prior to the school year. All staff will be a part of grade level meetings to discuss what is needed to provide support for diverse learners.</p> <p>CPS will transfer the assistive technology to the new Dett and ensure all is available and properly working before teachers and students return in August.</p>

<p>Intermediate and Upper)</p> <ul style="list-style-type: none"> • TMH (Primary, Intermediate and Upper) 	<p>The Office of Diverse Learners is working closely with administration and staff to ensure that all programs are providing appropriate services to the students.</p>	<p>Professional development on our cluster program will be provided August 19th by Jennifer Stetson, who will outline the expectations for the low incident cluster program. She will highlight program expectations and operational issues.</p> <p>The network School Support Administrator (SSA) will provide ongoing support to all staff on:</p> <ul style="list-style-type: none"> • Professional development on disability awareness • Writing effective and measurable IEP goals • Effective progress monitoring of student goals
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These plans are subject to revision based on principal discretion. Please contact your school for any updates.

Appendix B: Dett 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	The new Dett School will implement Foundations School wide, a positive behavior management program. Foundations School wide focuses on positive behavior support and school wide discipline improvement. The program implements rules and expectations for students. Students are introduced to the program at the start of the school year through informative videos and skits.
2	CHAMPS-(Conversation Help Activities Movement Participation Success) school wide classroom management program. CHAMPS is a module of classes that focuses on classroom organization as the key to managing discipline. One teacher has enrolled for the Train the Trainer professional development to occur in late July.
3	The administration and staff are developing a comprehensive handbook with expectations relative to behavior, classroom work and effort, homework, school dress code, attendance and punctuality. This handbook will be distributed to each family at the start of the school year.
4	School Staff are currently being trained in the Social/Emotional Support program Second Step. This program provides participants with activities to assist student in adjusting to our new school culture.
5	The new Dett School will adopt an Anti-Bullying Program- the Ronald McDonald Anti Bullying Assembly for students in grades K-5. The focus is teaching students "C.A.L.M." (Cool down, Assert yourself, Look them in the eye, Mean what you say) then walk away approach to dealing with bullying.

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

<p>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):</p> <p>The new Dett Faculty and staff will be trained in Foundations the positive behavior management program in mid-August. Faculty and staff will meet monthly to review the status of the program, recognize classrooms and students for success in achieving program expectations. The new Dett School expects that every student is a Great student and therefore will adhere to the following: Give your best, Respect others, Expect excellence, Achieve in the classroom, Take responsibility. The communities of Dett and Victor Herbert schools through the opportunity provided to work together on this transition plan for our school to be a strong and successful environment for all students and teachers will continue to march forward in solidarity to the beat of "One Band One Sound" for the success of all.</p>
<p>Plan for providing targeted interventions to struggling students:</p> <p>Approximately 100 students have been identified as possibly needing additional social/emotional support. These students were identified by counselors, teachers and administrators. A plan for supporting these students will be developed by the counselor, social worker, teachers and administration.</p> <p>The new Dett School will hire a Dean of Students to work with struggling students. The Dean of Students will work with student groups in peace circles, individually with students, and with families to provide the support students need in order to experience success in the classroom.</p>

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

Some of the partnerships that will support the new Dett School are St. James Parrish of Arlington Heights support during the holiday season, James Jordan Community Center academic support- book drives, and The A Team program. Children's Memorial Hospital provides community linked mental health services. The Chicago Police department's Gang Resistance Education and Training (G.R.E.A.T) program. The focus of this program is to make young people aware of the consequences of joining a gang. The GREAT program provides young people with positive alternatives and ways to avoid gang involvement. The program is taught in grades 3, 4, 7 and 8 by a uniformed police officer and federal agent.

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

The new Dett School teachers are currently being trained in the restorative practices program through the district's professional development program. These teachers will be organizing new student leadership opportunities and implementing the restorative practices program to promote positive behavior school wide. There will also be a student council governed by students in grades 5 through 8.

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

The new Dett School will have a Dean of Students that will work closely with security, teachers, administration and parents to support students in conflict. The Dean of Students and the teachers will :

- Work collaboratively with teachers to implement restorative practices
- Engage in peace circles
- Create spaces for difficult conversations in the larger school community
- Help students transition back to school following suspension
- Support students in implementing C.A.L.M. practices
- Engage and support parents/families in understanding all of the practices implemented for supporting students to peacefully respond to conflict
- Successful implementation of the GREAT program

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

Appendix C: Dett Cultural Integration Plan as of July 12, 2013

Cultural Integration Activities

May - June: Student and Staff Introductory Activities

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
May 22, 2013 through June 7, 2013	Student Pen Pals The focus of this activity is for the students to get to know one another through a writing activity. The letters were delivered by teachers to the school as the student completed them. This activity is completed.	Teachers from both schools worked on the guidelines, rubric and roll-out.
June 21, 2013 @ 1-3p	Parent Meet and Greet The purpose of this activity is to allow the parents and students to meet and to engage with the new principal	Ice breaker activities with parents from both schools. Aldermen or representatives to speak. Q&A with Dr. Bonner

July-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
July 8 - 25	Buffalo Soldiers Basket Ball team book Club - Fifth and sixth grade boys and girls are invited to join the team's book club Mon. – Thurs. 10:00 am – 12:00 pm	Staff from Dett and Herbert
July 8 - 25	Track team for boys and girls- opportunity for students to work together as a team and enjoy sports Tues. & Thurs. 10:00 am – 12:00pm	Staff from Dett and Herbert
August 2, 2013 @ 12-3pm	Parent Community Picnic This is a Back to School activity that would encourage families to send the children to school on the first day. This event provides the parents and community the opportunity to collaborate and share ideas and concerns relative to the school transition plan.	Alderman or representatives; Health Fair Mobile
August 5, 2013 @ 9 am – 12 pm	Community Clean and Green- Parents, students, teachers and community members will clean lawn area and plant some flowers.	Transition team, teachers, parents and community
Mid-August TBA	James Jordan Reading Day Students receive books and participate in	

	Read Alouds Guest Readers also read excerpts of books.	
August 16, 2013 @ 10:00 am – 12:00 pm	Orientation for students and parents. Families receive information on uniforms, school supplies, handbook, schedule and expectations.	Administration and staff of the new Dett School

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