

**Transition Plan as of July 12, 2013****For the Closure of Jean D. Lafayette 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 Jean D. Lafayette Elementary School (Lafayette). This decision is based on the underutilization of Lafayette, in accordance with the [Chief Executive Officer's Guidelines for School Action](#) (Guidelines). This action will welcome returning students at Frederic Chopin Elementary School (Chopin), which has sufficient space and can offer a quality academic environment. Students currently enrolled in the autism cluster programs at Lafayette will continue in their autism program at either Chopin or James Russell Lowell Elementary School (Lowell).

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**

Lafayette was a neighborhood elementary school located at 2714 W. Augusta Blvd, in the Fulton Elementary Network of CPS. Lafayette served 470 students in PE, PK & K-8th grades. CPS is closing Lafayette based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Lafayette students will be welcomed at Chopin, located at 2450 W. Rice St. Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The investments CPS will make for transitioning students at both Lafayette and Chopin, 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 Lafayette will be reassigned to Chopin. This means that Chopin will be the new neighborhood school for students living in the Lafayette boundary.

### **III. Safety and Security**

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

The following proposed safety plans have been custom designed for students transitioning from Lafayette into Chopin. 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 “Lafayette into Chopin” 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 Lafayette into Chopin 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 Lafayette into Chopin 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. The Safe Passage route that is being proposed for the Lafayette into Chopin transition includes the following routes:
  - W. Iowa and N. Campbell west to W. Iowa and N. California
  - W. Augusta and N. Campbell south to W. Rice and N. Campbell
  - N. Campbell and W. Augusta west to N. Mozart St and W. Augusta
- 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***

- Chopin will have enhanced security staffing plan at the school. As the designated welcoming school, Chopin will receive additional security to support the increased number of students as well as to ease the transition for Lafayette students joining Chopin. The security staff from Lafayette will join the security staff at Chopin in order to facilitate this transition by providing a familiar face for Lafayette students. Currently, Chopin has 1 full time security officer. Currently, Lafayette has 1 full time security officer who will join the security team at Chopin in the fall. As a result, the new security staff at Chopin will have a total of 2 full time security officers. All security staff will be provided supplemental training on the importance of the integration of the two student populations into the new welcoming school.
- Chopin will have enhanced safety technology. Chopin 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 – Chopin 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 Chopin 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, CPS has developed a detailed academic support plan (please see Appendix A).

##### ***Social Emotional Needs of Students***

CPS understands that whenever students transition to a new school, additional support is needed to help them. To address the social and emotional needs of students affected by this transition, CPS has developed a detailed social and emotional learning support plan (please see Appendix B).

Additionally, CPS believes cultural integration of the communities is important for a successful, smooth transition. To support this, CPS has developed a detailed cultural integration plan (please see Appendix C).

##### ***Support for Specific Students Needs***

To ensure students at Lafayette 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 Lafayette 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 Chopin or Lowell, 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 Chopin and Lowell 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 Chopin and Lowell, 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 Chopin and Lowell, 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 have individual parent meetings to discuss student transitions.
- ODLSS will support the welcoming principal(s) in observing existing cluster special education classrooms, to transfer the good practices to the new classroom.
- 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 students who are educated in specialized cluster programs social stories to help facilitate the transition.
- CPS will provide training on specialized instructional methodologies.
- Chopin and Lowell facilities are 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 Lafayette 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 Lafayette 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 Thursday and Friday from 9:00 a.m. to 3:00 p.m. at Lafayette 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 Chopin 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 Chopin staff on services for STLS students.

- The STLS Department will continue the supports currently provided to Students in Temporary Living Situations as required by law. These include free school meals, enrollment support, provision of required school uniforms and school supplies as needed, transportation assistance when eligible, and waiver of all school related fees.

### ***English Language Learners (ELL)***

#### ***Transitional Bilingual Education (TBE)***

- Chopin is projected to have 20 or more English Language Learners (ELLs) of the same language background.
- Chopin will ensure that there is at least one highly-qualified (bilingual-endorsed) classroom teacher at each of the grade levels that may receive ELLs.
- Chopin will have at least one English as a Second Language (ESL)-endorsed teacher, and develop a schedule to provide push-in services to all ELLs. During push-in services, a highly-qualified teacher with an ESL or Bilingual endorsement/approval co-teaches the ELLs in the general education classroom. Push-in services include ESL support, sheltered English instruction, and native language support.
- When possible, Chopin will cluster ELLs in one classroom per grade level to facilitate collaboration and scheduling with ESL push-in. The designated classroom will be staffed by a teacher with the appropriate ESL or bilingual endorsement who is qualified to provide instruction for ELLs.
- Chopin will identify additional people to be trained and certified in Screener/ACCESS administration, if needed (these need not be bilingual or ESL endorsed teachers). Ideally, a school should have 1 ACCESS-certified person per 15 ELLs. The Screener is used to identify potential ELLs based on responses given by parents on the Home Language Survey (HLS); the ACCESS test checks ELLs' progress in English language development. Teachers must be certified to administer these tests. The Department of Language and Cultural Education (DoLCE) will collaborate with Chopin to provide the training.
- Chopin 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.
- Chopin will identify ELL Liaison, clerks, counselors, and administrators who should attend training on the registration process to ensure that accurate information is entered into the CPS system and that all students are enrolled in the proper programming according to their needs. Chopin will identify teachers required to attend training on instructional strategies for working with ELLs.

#### ***Early Childhood Participants***

- Children currently attending a preschool program and who will be turning 4 before September 1, 2013 will be automatically enrolled in their identified welcoming school. Therefore, no action must be taken by the family to continue their enrollment in the welcoming school.
- If a family is interested in attending a program OTHER than the welcoming school, they must complete the School Transition Form indicating the 3 schools (in order of priority) that they would prefer to attend. Families may return the forms to their school main office, and these forms should be faxed back to the Office of Early Childhood Education at 773-553-2010 by school personnel. If you did not already receive these forms they are available at <http://cps.edu/qualityschools/pages/parents.aspx>. PLEASE

NOTE: A student's assigned slot at the welcoming school will not be released and offered to another family until the student receives a placement and registers at another school.

- An Application Representative from the Office of Early Childhood Education will be available at the Network Enrollment Fairs to help facilitate the early childhood application process. Also, schools will provide this information to families directly during their "open enrollment hours".
- For families wanting to enroll in preschool for the first time: While the first round of application acceptance will close May 24, 2013, we will be re-opening the application process during the summer. More information will be coming about that after May 24.
- All records will be transferred for continuity, and the Office of 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](http://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**

Monday, April 08, 2013  
7:30pm-9:30pm  
Clemente High School  
1147 North Western Avenue

#### **Community Meeting 2**

Friday, April 12, 2013  
7:30pm-9:30pm  
Clemente High School  
1147 North Western Avenue

#### **Public Hearing**

Thursday, April 18, 2013  
8:00pm-10:00pm  
CPS Central Office  
125 S. Clark St.

### ***Further Questions and Concerns:***

If you have any questions or concerns regarding, please visit [www.cps.edu/qualityschools](http://www.cps.edu/qualityschools).

## ***Appendix A: Chopin Academic Support Plans as of July 12, 2013***

The “New” Chopin will consist of students from Chopin and Lafayette. The New population is projected as follows:

618 Students

- Pre-K- 80 Students
- K- 45 Students
- 1<sup>st</sup>- 53 Students
- 2<sup>nd</sup>- 64 Students
- 3<sup>rd</sup>- 53 Students
- 4<sup>th</sup>- 59 Students
- 5<sup>th</sup>- 53 Students
- 6<sup>th</sup>- 61 Students
- 7<sup>th</sup>- 58 Students
- 8<sup>th</sup>- 83 Students
- 110 Students with Disabilities (Including 3 Low Incidence Programs)
- 126 Students who are English Language Learners (ELLs)

The “New” Chopin will bring together passionate students, parents, and staff of Chopin and Lafayette. We will continue existing successes and take advantage of this change to create a school where every student can be academically successful and have opportunities to be enriched by Arts and Music.

The “New” Chopin will achieve this goal by **Moving Forward Together**. The “New” Chopin will have:

- A comprehensive literacy program using *StoryTown* in Primary and Intermediate grades and *Readers Workshop* using high interest novels in Middle Grades.
- A school-wide focus on Writing using Lucy Calkins *Units of Study*
- Common-Core aligned Mathematics Curriculum
- Access for all students to Technology for enrichment, support and intervention using programs such as ST Math and Lexia Reading
- Focus on Music and Art instruction, afterschool programs such as Merit School of Music and quarterly celebrations and events.
- Family friendly environment with structured Parent Volunteer support, fundraising to support programs, and positive community resources



## ACADEMICS

### STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS

Area of Academic Need	Strategy	Structures necessary to implement
<p><b>K-2 Literacy:</b> Chopin (DIBELS) and Lafayette (BAS) used different primary literacy indicators. This fall we will use DIBELS for all primary grades students to identify student levels, strengths and deficits. Students will be assigned Enrichment, Reinforcement or Remediation as data indicates. Projected: 153 Students IEPs- (Pre-K-2): 54* ELLs- 62</p> <p><b>3-5 Literacy:</b> Total Projected Students: 138 ELL- 41 IEPs-57* Below Average (&lt;40%) NWEA: 70%* (* does not take into account students who are attending Lowell instead of Chopin)</p>	<p>Teachers will meet during August Professional Development Days to:</p> <ul style="list-style-type: none"> <li>Review student assessment data, IEPs, bi-lingual proficiency levels.</li> <li>Plan how to use resources provided with Harcourt StoryTown curriculum for use with Diverse Learners and Bi-lingual students.</li> <li>Create intervention plan for students identified in grades K, 1, and 2 not at grade level including small group instructional plan, computer based support, and use of DIBELS- Now What tools.</li> </ul> <p>In grades K-5 during the 120 Minute Literacy Block, the “New” Chopin will do the following to improve the number of students who are at or above benchmark in literacy:</p> <ul style="list-style-type: none"> <li>Use a Reading Coach to support and model instruction for teachers, assist in assessment, progress monitoring and small group pull-out for reading intervention during reading or intervention block</li> <li>Have Monthly Literacy Strategies (i.e., making connections, inferring, questioning) to focus on literacy skills in other subjects such as Science and Social Studies</li> <li>Begin using computer software- Lexia Reading and Achieve3000. Both programs support students with phonics, vocabulary development and reading comprehension</li> <li>ELL Students will use StoryTown Spanish Language Resources for Transitional Bilingual Education Program in self-contained and pull-out English as a Second Language (ESL) programs</li> </ul>	<ul style="list-style-type: none"> <li>Purchase Reading Coach to support teachers with high-quality instructional support and intervention planning</li> <li>Professional Development for all Teachers, including ELL and Diverse Learners, during Professional Development days in DIBELS, Harcourt StoryTown, and Lexia Reading (Frequency: August 20, 21, 22, &amp; 23, Nov 1, Jan 24, 2014, March 28, 2014)</li> <li>Year Round Common Grade Level Planning Time for data analysis, planning intervention and enrichment for identified students (Frequency: Once a Week). This will be progress monitored by Instructional Leadership Team</li> <li>School will schedule technology for at least 30 minutes a day, 3 days a week so that every student, including ELL and Diverse Learners, can use enrichment, support or intervention software (K-2: Lexia Reading, 2-8 Achieve3000) to support students with phonics, vocabulary development and reading comprehension</li> <li>Work with Clemente High School to coordinate afterschool tutoring/homework help allowing high school students to fulfill their service learning requirements assisting our students</li> </ul>

<p><b>6-8 Literacy:</b>  Total Projected Students:183  ELL- 23  IEPs-59*  Below Average NWEA  (&lt;40%): 61%</p>	<p>Teachers will implement Readers Workshop (Fountas &amp; Pinnell) model in Middle Grades with a focus on novels. Teachers will use a wide range of text at a variety of reading levels to provide remediation, grade level support, and enrichment. Students are expected to journal daily about their reading and conference weekly with the teacher for check-in assessments. Teacher will provide daily mini-lessons around Common Core aligned topics.</p> <p>In Grades 6-8, the “New” Chopin will do the following to improve the number of students who are at or above benchmark in literacy:</p> <ul style="list-style-type: none"> <li>• Use Reading Coach to support and model instruction for teachers, assist in assessment and progress monitoring and small group pull-out for reading intervention</li> <li>• Have Monthly Literacy Strategies to focus on literacy skills in other subjects such as Science and Social Studies</li> </ul>	<ul style="list-style-type: none"> <li>• Create Schedule for common grade level planning time weekly during teacher prep time for planning and student work analysis</li> <li>• Funding for Novel-Based Sets for shared Middle School Resource</li> <li>• Middle School Teachers will be provided Afterschool opportunity to plan and better understand the Readers Workshop Model. This PD will be offered weekly Afterschool for the first 5 weeks of to allow workshop model to start correctly. Then teachers will meet Bi-Weekly to assess progress, review student work samples, plan instruction and align resources (8 teachers at \$55 Hour for 15 Weeks=\$6600)</li> <li>• Work with Clemente High School to coordinate afterschool tutoring/homework help allowing high school students to fulfill their service learning requirements assisting our students</li> </ul>
<p><b>K-8 Writing</b></p>	<p>In partnership with the Fulton Network professional development support plan, K-8 students will receive instruction based on the Lucy Calkins Writers Workshop Model. The Writing Workshop spirals from grades k-8 in expository, narrative, and persuasive practices. In addition to Writers Workshop, Students will use journal writing in Math, Science and Social Studies to support vocabulary development and writing in response to non-fiction text. Writing will happen daily during the Literacy Instructional Block for at least 20 Minutes a day. Middle School Students will have 30 minutes a day to work on Writing instruction including Research Writing, Essay Writing, Extended Response, and Creative Writing</p>	<ul style="list-style-type: none"> <li>• Purchase Lucy Calkins Units of Study for all teachers including ELL and Diverse Learners.</li> <li>• Teachers will attend Fulton Network Professional Development on implementation of Units of Study</li> <li>• Grade level teams will develop common writing rubrics for student writing to collect data on student writing and monitor student progress</li> </ul>

<p><b>K-2 Mathematics-</b> Chopin (MCLASS) and Lafayette (BAS) used different primary mathematic indicators. This fall we will use MCLASS for all primary grades students to identify student levels, strengths and deficits. Students will be assigned Enrichment, Reinforcement or Remediation as needed. Projected: 153 Students</p> <p>IEPs- (Pre-K-2): 54*</p> <p>ELLs- 62</p> <p>Students below benchmark on MCLASS Math (MOY): 87%</p> <p><b>3-5 Mathematics:</b> Total Projected Students: 138 ELL- 41 IEPs-57* Below Average (&lt;40%) NWEA: 71%</p> <p><b>6-8 Mathematics:</b> Total Projected Students:183 ELL- 23 IEPs-59* Below Average NWEA (&lt;40%): 57%</p>	<ul style="list-style-type: none"> <li>• K-5- The New Chopin will use Go Math Common Core with full differentiation and Spanish Language resources. Math Block will be at least an hour a day</li> <li>• 6-8- The New Chopin will use <i>Mathematics</i> (Holt McDougal). Math instructional blocks will be at least an hour a day</li> <li>• Use of computer software (ST Math) to support students with mathematics skills (enrichment, support and remediation) with access for all students including ELL and SpEd. Teachers will monitor ST Math progress and provide support as needed. This will happen during a scheduled technology period at least 30 Minutes three times a week (90 Minutes weekly)</li> <li>• Teachers will use common grade level planning time to review student work, analyze data and identify interventions for struggling students such as lunch or afterschool tutoring,</li> <li>• Students will use ST Math software during scheduled technology time to reinforce math skills and provide intervention to struggling students</li> <li>• Teachers will identify grade level mathematics vocabulary and plan how to use this vocabulary with math journals during math instruction.</li> <li>• Develop Algebra Plan for Middle School with ILT and Middle School Math Teachers to provide enrichment and preparation for HS Math Expectations (Afterschool/Before School Algebra class, Saturday Algebra Boot Camp)</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase ST Math for use school-wide K-8 (48,600). Teachers will receive PD during the first week of school on the software and support quarterly over the course of the year to understand and analyze data</li> <li>• Schedule Common Planning Time for teachers of primary grades to review math assessments, MCLASS data, and ST Math Progress.</li> </ul>
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<p><b>K-8 Science:</b> Both Lafayette and Chopin use an exploratory hands on approach to Science. The network (Fulton) is supporting an initiative to use the curriculum <i>INTERACTIVE SCIENCE</i>.</p>	<ul style="list-style-type: none"> <li>• K-5 will implement Interactive Science, a Hands-On Science Program that will have PD support from the Fulton Network</li> <li>• 6-8 Use existing Scope and Sequence for middle school science (Quarterly), allowing for alignment with Common Core expectations, integrating literacy, and using culminating field trips or career visits whenever possible</li> <li>• Teachers will identify grade level Science vocabulary and plan how to use this vocabulary with Science journals during Science instruction.</li> <li>• Science Lead Teachers will be identified to attend external PD with the expectation of delivering that information to grade level teams/ school (Train the Trainer Model)</li> <li>• English Language Learners and Diverse Learners will be included in hands-on Science activities</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase K-5 Interactive Science (two sets per grade level- Total \$41,553.14 using School Based Budget funds)</li> <li>• PD Sub Bucket for External PD (3 teachers, 5 days at \$55 a day=\$825) for teachers to attend training on Science program. These teachers will then share their information with their grade level partners.</li> <li>• Materials and Supplies for a school Science Resource and Activity Lab (\$3,000)</li> <li>• Students will participate in School Science Fair in December to showcase individual student and/or class projects</li> </ul>
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<p><b>Diverse Learners Support:</b>  110 SWDs  3 Low Incidence (Cluster)  Classrooms (K-2, 3-5, 6-8)  5 Resource/Self-contained  rooms.</p>	<ul style="list-style-type: none"> <li>Cluster programs will use Unique Curriculum with support from the Chicago Public Schools Office of Diverse Learners and Student Supports (ODLSS). Unique Learning System is specifically designed for special learners. Teachers download monthly instructional thematic units of study. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities</li> <li>Multi-sensory components will be used in all cluster program classrooms. These components will be provided by the office of Diverse Learners and Supports and parent support will be used to supplement additional resources</li> <li>Diverse Learner Teachers will plan with their grade level team and find opportunities for students in self-contained classroom to be included in activities such as hands-on-science, time in computer lab, presentations and culminating field trips</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will get PD from ODLSS to increase capacity of teachers, supporting, and differentiating for diverse learners in cluster, self-contained and inclusion settings.</li> <li>Cluster Program Teachers be Trained on Orton-Gillingham Multi-sensory approach to literacy as an additional resource to enrich literacy instruction to students with comprehension and processing challenges.</li> <li>Lexia Reading Software uses components of the Orton Gillingham Multi-Sensory approach. Diverse Learners will have full access to this literacy software</li> <li>ST Math visually represents math concepts and is proven to work with a wide variety of Diverse Learners of various instructional levels</li> </ul>
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***These plans are subject to revision based on principal discretion. Please contact your school for any updates.***

## ***Appendix B: Chopin 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. Implementation and reinforcement of PBIS/Champs procedures in order to create a school-wide behavior management system including Tier 2, and Tier 3 Interventions such as Check in/Check out
2. Clinicians and ODLSS will support staff in training about autism for the additional Diverse Learners population. Integration activities beyond prep periods will be identified (classroom projects, hands-on-science, field trips)
3. Chopin will implement a middle school Student Council to provide feedback on school planning. Give students voice to express their concerns and things they want to see at their “new” school. Council will be given community service objectives similar to HS Community Service Hours to better prepare them for HS expectations.
4. Integration activities will be planned for English Language Learners (ELL) classrooms to minimize isolation and to provide increased access socially and academically to other students in the school. Common instructional planning including culminating activities will assist with this planning.

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

#### **Structured Positive Behavior Support School Climate strategy and SEL Curriculum :**

Chopin staff will be trained in PBIS before the end of the school year and will make specific plans for how to continue this work in PD that will occur in August. New staff will come to consensus on new School-Wide Expectations, incentive system, and teaching of expectations to students.

#### **Plan for providing targeted interventions to struggling students:**

Chopin staff will receive the individual student support guides that were created by the Lafayette staff. Lafayette will also share the RTI tracking data on current students who have been identified for Tier 2 and Tier 3 interventions. There will also be additional information shared about Lafayette students with IEP's in order to ensure time is not lost in servicing their academic and behavioral needs.

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

Chopin will work with Clemente HS to coordinate Service Learning Hours for tutoring/After School Support. Chopin will work with the Humboldt Park CAC to tap into network of support programs for counseling, mentoring, and education volunteers

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

Chopin will implement a middle school Student Council in order to involve student voice in school wide decision making and contribute to creating a shared school culture. There will also be Service Learning opportunities offered throughout the school year. Chopin will investigate to use of a peer jury and peace circles to address discipline issues.

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

The initial plan to minimize conflict is to celebrate our rebranded school as much as we can. We will hold summer activities and have a strong focus on classroom and school community building the first week of school. PBIS School-Wide expectations will be taught the first days of school and the incentive system (School Store) will be up and running the first couple of weeks of school.

Administration will serve as disciplinary response to immediate issues. Grade level teams will be used to make adjustments to systems and routines that might breed conflict.

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**Appendix C: Chopin Cultural  
Integration Plan as of July 12, 2013  
Cultural  
Integration  
Activities**

***Mid April-mid May: Student and Staff Introductory Activities***

Date/date range	Activity	
May 4 <sup>th</sup> and June 4 <sup>th</sup>	Movie Night @ Chopin Pen Pals for all grades; video introduction	Selected classrooms from Lafayette visited Chopin and watched movies with same level classrooms.
June 7 <sup>th</sup>	Butterfly Release at Chopin	Student from Lafayette joined students from Chopin at the park to watch the release of hatched butterflies
June 13 <sup>th</sup>	Music Concert at Chopin	Students from Lafayette's Orchestra Band visited Chopin and put on a performance for the Chopin Students to showcase their popular music program
June 14 <sup>th</sup>	Picnic – Field Day	Students and staff from Lafayette joined students from Chopin in participating in a field day where they played games and had lunch together
June 20 <sup>th</sup>	Pen Pals	6 <sup>th</sup> Graders from Chopin received Pen Pal letters from Lafayette sharing their thoughts and hopes for the combining of the two schools.

***June-August: Student  
Integration***

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
August 8 <sup>th</sup>	Musical Celebration and Rebranding Kickoff- Various local musical performers and DJ's will be showcased. Students and families will have a chance to meet staff and administration while enjoying music. Light refreshments will be served. Food Truck/Cart Vendors will solicited. Students and Parents will be given/raffle new branded gear (polo shirts, hats, lanyards, etc).	Alderman; West Town: ASPIRA, Merit School of Music, Humbolt Park CAC



August 23 <sup>rd</sup>	Staff and Volunteer Back to school Walk- Staff will walk the neighborhood and celebrate Back to School- They will pass out flyers about school start, pass out school swag (water bottles, lanyards, pencils, pens)	Alderman, West Town:ASPIRA, Humbolt Park PAC
TBD-	Alderman Back to School Picnic- Administration, staff, and volunteers will man a booth at the alderman(s) back to school events (Ward 1, 26, 32)	Staff, Network FACE support
Friday “Coffee with the Principal” July 19, July 26, August 2 (Location TBD based on School Construction Work)	Students will be invited along with parents to bi-monthly coffee’s (meet and greets) to get to know administration and staff and keep updated on the school plans for the summer and fall.	Staff, Network, FACE Support
August 26 <sup>th</sup> and ongoing- Merit School of Music Bridges: Partners in Music	Through the Bridges: Partners in Music program, the Merit School of Music offers high quality group instruction in orchestra and band. Students in grades 3-8 will have access to small group classes and orchestra classes meeting 3 days a week.	

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