

For the Closure of Betsy Ross 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 Betsy Ross Elementary School (Ross). This decision is based on the underutilization of Ross, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action will welcome returning students at John Foster Dulles Elementary School (Dulles), which has sufficient space and can offer a quality academic environment.

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

II. Summary of Action

Ross was a neighborhood elementary school located at 6059 S. Wabash Ave., in the Burnham Park Elementary Network of CPS. Ross served 344 students in PK & K-8th grades. CPS is closing Ross based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Ross students will be welcomed at Dulles, located at 6311 S. Calumet Ave. CPS has partnered with the Academy for Urban School Leadership (AUSL) to provide educational services at Dulles. 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 Ross and Dulles, as described in this transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

The geographic boundary which was associated with Ross will be reassigned to Dulles. This means that Dulles will be the new neighborhood school for students living in the Ross boundary.

III. Safety and Security

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

There have been multiple opportunities to receive feedback regarding safety and security and there was at least one opportunity to meet in person with CPS Safety and Security personnel. Feedback will be taken into consideration as the proposed safety plan is finalized.

External Supports

- Safe Passage will be available for students traveling to and from school for this transition. The Safe Passage Program uses a Safe Passage Community Partner and “community watchers” to stand post along pre-defined safe routes and have a visible and engaging adult presence to support students as they travel to and from school. Community watchers will wear identifiable uniform such as a yellow vest or comparable so that students will know that they are associated with the Safe Passage Program. Community watchers will carry radios or cell phones as a means of communicating immediate concerns to CPD and/or CPS. They will stand post at arrival and dismissal times. These schedules will be finalized as the school’s final bell times are defined. Their roles include:
 - Greeting students along the routes and building trusted relationships that help students feel more comfortable and confident as they travel to and from school.
 - Serving as support for students if they have concerns or need immediate attention.
 - Monitoring for tense or unusual safety situations and either de-escalating or reporting the issue immediately to the appropriate authorities.
 - Providing regular reports to CPS in order to allow CPS and CPD to analyze safety conditions and refine plans as necessary.
 - Meeting regularly with the Principal and Local School Council in order to discuss safety concerns and action plans.
- A Safe Passage Community Partner organization has been hired by the Board to support the transition. Organizations including but not limited to Community-based organizations and Faith-based organizations have applied to serve in this program through an RFP process. The Safe Passage Community Partner selected will be Network of Woodlawn and has knowledge of community dynamics and has demonstrated significant contribution to this community. The number of community watchers allocated is 12.
- 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 0.7 miles. The Safe Passage route that is being proposed for the Ross into Dulles transition includes the following routes:
 - S. Dr. Martin Luther King Dr. and E. 63rd west to S. Wabash and E. 63rd
 - E. 60th and S. Indiana south to E. 63rd and S. Indiana
 - E. 60th and S. Wabash south to E. 63rd and S. Wabash
- CPD will also provide special attention to the safe passage routes during arrival and dismissal times to support the efforts of the Safe Passage community watchers.
- To further enhance the safety in this area, CPD will lead a new, specialized Safe Passage Working Group which will include representatives from 16 City departments who will specifically work together on securing Safe Passage routes. As the routes are finalized by CPD and CPS, the Working Group will conduct a survey of every Safe Passage route to note any concerns and suggest any modifications that may be needed before the start of school in the fall. These include making sure vacant buildings are secure and vacant lots are clear, ensuring street markings, such as street and bus signs, are clear and unobstructed and confirming appropriate lighting is in place.
- The Safe Passage Working Group includes representatives from: CPD, CPS, Department of Streets and Sanitation, Chicago Department of Transportation, Chicago Transit Authority, Chicago Housing Authority, Chicago Park District, Department of Animal Care and Control, Department of Business Affairs and Consumer Protection, Office of Emergency Management and Communications, Department of Buildings, Chicago Fire Department, 311, Department of Public Health, Chicago Budget Office and the Department of Family and Support Services.

Internal Supports

- Dulles will have enhanced security staffing plan at the school. As the designated welcoming school, Dulles will receive additional security to support the increased number of students as well as to ease the transition for Ross students joining Dulles. The security staff from Ross will be extended offers to be redeployed to Dulles in order to facilitate this transition by providing a familiar face for Ross. Last school year, Dulles had 1 full time security officers. Ross had 2 full time security officers. As a result, the new security staff at Dulles will have a total of 3 full time security officers. All security staff will be provided supplemental training on the importance of the integration of the two student populations into the new welcoming school.
- A review of the safety technology for Dulles is noted below, along with enhancements that will be made:
 - Camera System – Dulles' camera system will be enhanced with digital recording and monitoring capabilities. All surveillance will be accessible by school administration and the CPS Office of Safety and Security's Student Safety Center.
 - Access Control System – The school already has an entry door buzzer system with a camera to allow security and staff to monitor the front entrance and grant access to appropriate visitors.
 - Entry Screening Equipment – Dulles will have access to a metal detector and hand wands.

IV. Supports for Students and Schools

CPS is committed to ensuring a successful transition for the 2013-2014 school year. To accomplish this, CPS will provide the following supports to meet the academic, social and emotional, and specific learning needs of transitioning students.

Academic Needs of Students

To address the academic needs of students affected by this transition, please see Appendix A, which outlines a detailed academic support plan.

Social Emotional Needs of Students

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

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

Support for Specific Students Needs

To ensure students at Ross who have unique needs or circumstances are adequately supported in this transition, CPS will provide the Network with additional resources to work directly with families and assist in explaining their school options. Additionally, CPS will provide the following:

Students with Diverse Learning Needs

- Once students transition to Dulles, 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 Dulles 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 Dulles, 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 Dulles, customizing training based on the unique population of the students in the school.
- CPS will support welcoming schools in hosting meet and greet events for parents to meet the administration and teachers at the welcoming schools and review student IEPs and share critical information about student needs.
- CPS will make phone calls to all parents of students with IEP and 504 plans in closing schools to ensure knowledge of welcoming schools and answer any questions.
- CPS will ensure classrooms for special education separate instruction are in appropriate locations in the school to be near same age and grade peers.
- CPS will provide training on specialized instructional methodologies.
- Dulles is minimally accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as "minimally accessible" have a basic level of access, but the accessibility of floor levels, rooms and features may vary. For more information, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

- The CPS Department of Support for Students in Temporary Living Situations (STLS) Transition Support Coordinator will facilitate group sessions to offer support services to STLS students and families affected by this action.
- Every STLS family from Ross 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 Ross that will be used as a reference for families and the STLS Transition Support Coordinator throughout the course of their work together.
- An STLS Transition Support Coordinator will be available Monday through Friday from 1:00 p.m. to 3:00 p.m. at Ross 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 Dulles 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 Dulles 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)

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

Early Childhood Participants

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

Transportation

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

V. Information Regarding Choice of Schools

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

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

VI. Public Comment

Community Meetings and Public Hearings:

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

Community Meeting 1

Monday, April 08, 2013
7:30pm-9:30pm
Kenwood High School
5015 South Blackstone Avenue

Community Meeting 2

Friday, April 12, 2013
7:30pm-9:30pm
Kenwood High School
5015 South Blackstone Avenue

Public Hearing

Wednesday, April 17, 2013
8:00pm-10:00pm
CPS Central Office
125 S. Clark St.

Further Questions and Concerns:

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

Appendix A: Dulles Academic Support Plan as of July 18, 2013

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS

Grades K-2 Reading

Kindergarteners and first grade students at Dulles and Ross are administered two different reading assessments. Students at Dulles are administered the NWEA while students at Ross are assessed utilizing DIBELS. As a result, two different sets of data will follow for grades K-1.

Kindergarten Reading for Ross students using DIBELS data:

Based on the End-of- Year DIBELS data of the 37 students tested, 57% were Meeting Benchmark, 16% were Strategic and 27% were Intensive. Students are strongest in LNF (Letter Naming Fluency) and NWF/ WWR (Nonsense Word Fluency/ Whole Words Read) and will receive additional instruction in Nonsense Word Fluency as it pertains to correct letter sounds and text reading comprehension.

Kindergarten Reading for Dulles students using NWEA data:

Based on NWEA data for kindergarten of the 64 students tested, the Mean RIT score was 139.6. Students are stronger in Vocabulary Use and Functions and will receive additional instruction in Foundational Skills & Vocabulary and Literature & Information

Grade 1 Reading for Ross students using DIBELS data:

Based on the End-of- Year DIBELS data of the 28 students tested, 53% were Meeting Benchmark, 4% were Strategic and 43% were Intensive. Students are strongest in DORF Retell (DIBELS Oral Reading Fluency Retell) and will receive additional instruction in identifying letters and sounds as well as reading accurately/self-correcting.

Grade 1 Reading for Dulles students using NWEA data:

Based on NWEA data for first grade of the 61 students tested, the Mean RIT score was 139.6. Students are strongest in Vocabulary Use & Functions and will receive additional instruction in Language and Writing as well as Literature & Information

Grade 2 Reading for Dulles and Ross students using NWEA data:

Based on NWEA data for second grade, the Mean RIT scores were 160.5 at Dulles and 164.4 at Ross. Students at both schools are strongest in Literature and will receive additional reading instruction as it pertains to Informational Text.

Grades K-2 Reading

Area of Academic Need	Strategy	Structures necessary to implement (E.g. staff, budget, scheduling, data, etc.)
<p>Reading K-2</p> <p>Phonemic awareness and phonics</p> <p>Word Study and Vocabulary</p>	<p>Teachers will identify students' individual areas of weaknesses and strengths using data from DIBELS, BAS (Baseline Assessment System) and NWEA. Specific goals will be written for students using the NWEA Descartes as well as the CCSS (Common Core State Standards). Teachers will place students in guided reading and small instruction groups.</p> <p>Teachers will utilize a variety of instructional materials to provide phonemic awareness and phonics instruction at appropriate levels. The instructional materials will include the use of "Modern Curriculum Press Phonics", "Heggerty", "Spell, Read, Write Well".</p> <p>Teachers will utilize Academic Word list from Descartes as well as strategies from "Words Their Way" to offer whole group vocabulary instruction at grade level. "Words Their Way" will be utilized for differentiation of instruction and small groups.</p> <p>Additionally, Dulles teachers will utilize DesCartes Objectives to drive instruction. Teachers will provide small group instruction three times per week for 20 minutes based on RIT Bands and DIBELS results.</p>	<p>Support needed will be provided by Teachers, U of Chicago Neighborhood School's Project tutors, City Year, Parents, and Educational Support Personnel.</p> <p>A schedule will be created to allow community partners, ESP's and teachers an opportunity to pull small groups of no more than five students according to identified strengths and weaknesses.</p> <p>There will be a two hour literacy block with 30 minutes identified for vocabulary development.</p> <p>Based on the Winter NWEA data, we anticipate students needing additional support in "Foundational Skills and Vocabulary" as well as "Phonemic Awareness and Phonics".</p> <p>Teachers will need professional training on LLI - Leveled Literacy Intervention as well as understanding CCSS (Common Core State Standards).</p> <p>Teachers will receive professional development during August and monthly in cluster meetings throughout the school year on strategies to improve vocabulary development.</p> <p>ESP's will be utilized to support</p>

	<p>Students will receive individualized instruction via Compass Learning that can serve as either remediation or enrichment based on student need. This individualized instruction will occur three times per week for 30 minutes.</p> <p>Leveled readers will be used for those students who are achieving significantly below grade level 3 times per week for 20 minutes.</p> <p>The school will increase the number of books in classroom libraries and the addition of a school library to support increased independent reading time.</p> <p>Teachers will provide read alouds daily to build comprehension and model fluent reading within the two hour literacy block.</p> <p>Diverse learners will have access to the same identified curriculum. Teachers of diverse learners will collaborate with general education teachers weekly.</p>	<p>beginning of the year sight word assessment of all K - 2 students.</p>
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Grades 3-5 Reading using NWEA data

Based on NWEA data for grades 3-5, the Mean RIT scores were 189.3 at Dulles and 187.8 at Ross. Students at both schools are strongest in Literature and will receive additional reading instruction as it pertains to Informational Text and Foundational Skills & Vocabulary.

Grade 3-5 Reading

Area of Academic Need	Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc)
<p>Reading 3-5</p> <p>Foundational Skills and Vocabulary</p> <p>Informational Text</p>	<p>Teachers will identify students' individual areas of weaknesses and strengths using data from BAS (Baseline Assessment System) and NWEA. Specific goals will be written for students using the NWEA Descartes as well as the CCSS (Common Core State Standards). Teachers will place students in guided reading and small instruction groups.</p> <p>Teachers will utilize a variety of instructional materials to provide foundational skills (i.e. phonics, and decoding) instruction at appropriate levels. Remediation will be provided via the of "Modern Curriculum Press Phonics", "Heggerty", "Spell, Read, Write Well" and Sadlier Oxford Vocabulary program.</p> <p>To provide quality vocabulary instruction, teachers will utilize the Academic Word list from DesCartes as well as strategies from "Words Their Way" to offer whole group vocabulary instruction at grade level. The continued use of "Words Their Way" will provide differentiation of instruction and small groups across multiple grade levels within the classroom.</p> <p>Additionally, Dulles teachers will utilize DesCartes Objectives to drive instruction as students comprehend "Informational Text".</p>	<p>Support needed will be provided by Teachers, U of Chicago Neighborhood School's Project tutors, City Year, Parents, and Educational Support Personnel.</p> <p>A schedule will be created to allow community partners, ESP's and teachers an opportunity to pull small groups of no more than five students according to identified strengths and weaknesses.</p> <p>There will be a two hour literacy block with 30 minutes identified for vocabulary development.</p> <p>Dulles - as an AUSL school we will adopt the network's recommended reading program of "Literacy by Design" for grs. 3-5. All grade levels will utilize "Words Their Way".</p> <p>Based on the Winter NWEA data, we anticipate students needing additional support in "Foundational Skills and Vocabulary" as well as "Informational Text" (i.e. critical thinking, drawing conclusions, and phonemic awareness).</p> <p>Teachers will need professional training on LLI - Leveled Literacy Intervention as well as understanding CCSS (Common</p>

	<p>City Year, a tutoring service will provide intervention and acceleration opportunities for students. Teachers and City Year corps members will collaborate to provide small group instruction three times per week for 20 minutes based on RIT Bands.</p> <p>Students will receive individualized instruction via Compass Learning that can serve as either remediation or enrichment based on student need. This individualized instruction will occur three times per week for 30 minutes.</p> <p>Leveled readers will be used for those students who are achieving significantly below grade level 3 times per week for 20 minutes.</p> <p>The school will increase the number of books in classroom libraries and the addition of a school library to support increased independent reading time.</p> <p>Diverse learners will have access to the same identified curriculum. Teachers of diverse learners will collaborate with general education teachers weekly.</p>	<p>Core State Standards).</p> <p>Teachers will receive professional development during August and monthly in cluster meetings throughout the school year on strategies to improve vocabulary development.</p>
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Grades 6-8 Reading using NWEA data:

Based on NWEA data for grades 6-8, the Mean RIT scores were 206.3 at Dulles and 206.9 at Ross. Students at both schools are strongest in Literature and will receive additional reading instruction as it pertains to Informational Text and Foundational Skills & Vocabulary.

Grades 6-8 Reading

Area of Academic Need	Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc)
<p>Reading 6-8</p> <p>Foundational Skills and Vocabulary</p> <p>Informational Text</p>	<p>Teachers will identify students' individual areas of weaknesses and strengths using data from BAS (Baseline Assessment System) and NWEA. Specific goals will be written for students using the NWEA Descartes as well as the CCSS (Common Core State Standards). Teachers will place students in guided reading and small instruction groups.</p> <p>To provide quality vocabulary instruction, teachers will utilize the Academic Word list from DesCartes, Sadlier Oxford Vocabulary as well as strategies from "Words Their Way" to offer whole group vocabulary instruction at grade level. The continued use of "Words Their Way" will provide differentiation of instruction and small groups across multiple grade levels within the classroom.</p> <p>Additionally, Dulles teachers will utilize DesCartes Objectives to drive instruction as students comprehend "Informational Text".</p> <p>Teachers and City Year corps members will collaborate to provide small group instruction three times per week for 20 minutes based on RIT Bands.</p> <p>Students will receive individualized instruction via Compass Learning that can serve as either remediation or</p>	<p>Support needed will be provided by Teachers, U of Chicago Neighborhood School's Project tutors, City Year, Parents, and Educational Support Personnel.</p> <p>A schedule will be created to allow community partners, ESP's and teachers an opportunity to pull small groups of no more than five students according to identified strengths and weaknesses.</p> <p>There will be a 90 minute literacy block with 20 minutes identified for vocabulary development.</p> <p>Dulles - as an AUSL school we will adopt the network's recommended reading program of employing Common Core novel studies (sets) for grs. 6-8. All grade levels will utilize "Words Their Way".</p> <p>Based on the Winter NWEA data, we anticipate students needing additional support in "Foundational Skills and Vocabulary" as well as "Informational Text" (i.e. critical thinking, drawing conclusions, and phonemic awareness).</p> <p>Teachers will need professional training on LLI - Leveled Literacy Intervention as well as</p>

	<p>enrichment based on student need. This individualized instruction will occur daily for 55 minutes.</p> <p>Leveled readers will be used for those students who are achieving significantly below grade level 3 times per week for 20 minutes.</p> <p>The school will increase the number of books in classroom libraries and the addition of a school library to support increased independent reading time.</p> <p>Diverse learners will have access to the same identified curriculum. Teachers of diverse learners will collaborate with general education teachers weekly.</p>	<p>understanding CCSS (Common Core State Standards).</p> <p>Teachers will receive professional development during August and monthly in cluster meetings throughout the school year on strategies to improve vocabulary development.</p>
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Grades K-8 Writing

<p>Writing</p> <p>K-5</p> <p>Conventions</p> <p>Writing Process</p>	<p>Teachers will provide direct instruction that focus on proper grammar usage and conventions.</p> <p>Students will journal and teachers will provide conferences using the Six Traits of Writing to gauge student understanding.</p> <p>Dulles teachers will utilize the writer's workshop component of "Literacy by Design".</p> <p>All students will participate in AUSL's Young Writers Competition.</p> <p>Students who are accelerated writers will be encouraged to participate in the yearbook club.</p> <p>All diverse learners will have access to the same identified curriculum.</p>	<p>The literacy block will include a specific time for writing instruction averaging three hours per week.</p> <p>Teachers will also need training on how to incorporate a writer's workshop feel into daily language arts blocks.</p> <p>Teachers will receive professional development during the summer and during the school year on how to conference with students about writing.</p>
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	Teachers of diverse learners will collaborate with general education teachers weekly.	
<p>Writing</p> <p>6-8</p> <p>Writing Process</p> <p>Formed Writing</p>	<p>Teachers will provide direct instruction on how to write argumentative pieces while providing support. This type of research writing will support learning in Science and Social Science.</p> <p>Students will journal and teachers will provide conferences using the Six Traits of Writing to gauge student understanding.</p> <p>Dulles teachers will utilize Lucy Calkins as their writer's workshop model.</p> <p>All students will participate in AUSL's Young Writers Competition.</p> <p>Students who are accelerated writers will be encouraged to participate in the yearbook club.</p> <p>All diverse learners will have access to the same identified curriculum. Teachers of diverse learners will collaborate with general education teachers weekly.</p>	<p>The literacy block will include a specific time for writing instruction averaging three hours per week.</p> <p>Teachers will receive professional development during the summer and throughout the school year on writer's workshop specifically on how to conference with students about writing.</p> <p>Students will need more exposure with writing argumentative pieces on topics while providing support.</p> <p>Teachers will need training on CCSS (Common Core State Standards).</p>

Assessment Data for Mathematics

*Assessment Data for Mathematics is only available for Grades 2-8. *

Grade 2 Math

Based on NWEA data for second grade, the Mean RIT scores were 166.6 at Dulles and 169.7 at Ross. Students at Dulles are strongest in Numbers & Operations-Fractions and will receive additional instruction in Geometry. Students at Ross are strongest in Operations & Algebraic Thinking and will receive additional instruction in Measurement & Data.

Area of Academic Need	Strategy	Structures necessary to implement (E.g. staff, budget, scheduling, data, etc.)
<p>Mathematics</p> <p>K-2</p> <p>Conceptual Mathematics</p> <p>Mathematics Fluency and Number Sense</p>	<p>Teachers at Dulles will engage in professional development offered by National Training Network math and will receive coaching throughout the school year on whole group and small group practices that will boost students mathematical reasoning and mastery of the 8 mathematical practices as outlined by the CCSS (Common Core State Standards).</p> <p>Dulles teachers utilize DesCartes Objectives to drive instruction. Teachers provide small group instruction based on RIT Bands.</p> <p>Students will receive individualized instruction via Compass Learning that can serve as either remediation or enrichment based on student need. This individualized instruction will occur two times per week for 30 mins.</p> <p>Grades K-2 will continue to use Everyday Math and receive coaching on the “strategies” of KEMS (Key Elements of Mathematical Success) utilized in NTN (National Training Network) Math.</p> <p>Teachers at Dulles will engage in mathematics PLCs (Professional Learning Communities) lead by NTN (National Training Network), AUSL, and Dulles’ ILT (Instructional Leadership Team).</p>	<p>Support needed will be offered by NTN Mathematics Coaches, AUSL curriculum team, teachers, Educational Support Personnel and City Year.</p> <p>Shared planning time is required.</p> <p>Teachers will have a 60-70 minute math block with 30 minutes devoted to small group instruction each day.</p> <p>For grades K-2, based on the Winter NWEA data, we anticipate students needing additional support in “Operations and Algebraic Thinking” as well as “Measurement and Data” (i.e. regrouping, patterns, simple graphs, etc.).</p> <p>Teachers will need professional training on NTN curriculum as well as understanding CCSS. Coaching supports will be provided by NTN 3 times per month to both regular education and diverse learner teachers.</p>

	<p>Teachers will review weekly lesson plans in data cluster meetings lead by the principal. Teachers will plan for student mastery of basic mathematical concepts and design instruction to aid in fluency.</p> <p>Diverse learners will have access to the same identified curriculum. Teachers of diverse learners will collaborate with general education teachers weekly.</p>	
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Grades 3-5 Math

Based on NWEA data for grades 3-5, the Mean RIT scores were 198.6 at Dulles and 195.8 at Ross. Students at both schools are strongest in Number & Operations-Fractions and will receive additional instruction in Operations & Algebraic Thinking and Measurement & Data.

<p>Mathematics</p> <p>3-5</p> <p>Conceptual Mathematics</p> <p>Mathematics Fluency and Number Sense</p>	<p>Teachers at Dulles will engage in professional development offered by National Training Network math and will receive coaching throughout the school year on whole group and small group practices that will boost students mathematical reasoning and mastery of the 8 mathematical practices as outlined by the CCSS (Common Core State Standards).</p> <p>Dulles teachers utilize DesCartes Objectives to drive instruction.</p> <p>City Year, a tutoring service will provide intervention and acceleration opportunities for students. Teachers and City Year corps members will collaborate to provide small group instruction three times per week for 20 minutes based on RIT Bands.</p> <p>Students will receive individualized instruction via Compass Learning that can serve as either remediation or</p>	<p>Support needed will be offered by National Training Network Mathematics Coaches, AUSL curriculum team, teachers, Educational Support Personnel and City Year.</p> <p>Shared planning time is required.</p> <p>Teachers will have a 60-70 minute math block with 30 minutes devoted to small group instruction each day.</p> <p>For grades 3-5, based on the Winter NWEA data, we anticipate students needing additional support in “Operations and Algebraic Thinking” as well as “Measurement and Data” (i.e. multi-step problems, unit conversions).</p> <p>Teachers will need professional training on NTN curriculum as well as understanding CCSS (Common Core State Standards). Coaching</p>
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	<p>enrichment based on student need. This individualized instruction will occur two times per week for 30 minutes.</p> <p>Students who are on grade level will receive acceleration through participation in the Lego Robotics Club. This experience will allow students to apply math concepts creatively to design, build, and compete with robots.</p> <p>Grades 3-5 will continue to use Everyday Math and receive coaching on the “strategies” of KEMS (Key Elements of Mathematical Success) utilized in NTN (National Training Network) Math.</p> <p>Teachers at Dulles will engage in mathematics PLCs (Professional Learning Communities) lead by NTN (National Training Network), AUSL, and Dulles’ ILT (Instructional Leadership Team). Teachers will review weekly lesson plans in data cluster meetings lead by the principal. Teachers will plan for student mastery of basic mathematical concepts and design instruction to aid in fluency.</p> <p>Diverse learners will have access to the same identified curriculum. Teachers of diverse learners will collaborate with general education teachers weekly.</p>	<p>supports will be provided by NTN (National Training Network) 3 times per month to both regular education and diverse learner teachers.</p>
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Grades 6-8th Math

Based on NWEA data for grades 6-8, the Mean RIT scores were 217.4 at Dulles and 214.3 at Ross. Students at both schools have strength in Statistics & Probability and will receive additional instruction in Algebra, Functions, Expressions & Equations and Geometry.

<p>Mathematics</p> <p>6-8</p> <p>Conceptual Mathematics</p> <p>Mathematics Fluency and Number Sense</p>	<p>Teachers at Dulles will engage in professional development offered by National Training Network Math and will receive coaching throughout the school year on whole group and small group practices that will boost students mathematical reasoning and mastery of the 8 mathematical practices as outlined by the CCSS (Common Core State Standards).</p> <p>Dulles teachers utilize DesCartes Objectives to drive instruction.</p> <p>City Year, a tutoring service will provide intervention and acceleration opportunities for students. Teachers and City Year corps members will collaborate to provide small group instruction three times per week for 20 minutes based on RIT Bands.</p> <p>Students will receive individualized instruction via Compass Learning that can serve as either remediation or enrichment based on student need. This individualized instruction will occur daily for 55 minutes.</p> <p>Grades 6-8 will adopt the network's recommended math program for grs. 6-8 National Training Network Algebraic Thinking. The "strategies" of KEMS (Key Elements of Mathematical Success) utilized in National Training Network Math.</p> <p>Additionally, Math Thematics will continue to be utilized as a supplement and means of enrichment as well as remediation.</p> <p>Students who are on grade level will receive acceleration through participation in the Lego Robotics Club. This experience will allow students to</p>	<p>Support needed will be offered by National Training Network Mathematics Coaches, AUSL curriculum team, teachers, Educational Support Personnel and City Year.</p> <p>Shared planning time is required.</p> <p>Teachers will have a 60-70 minute math block with 30 minutes devoted to small group instruction each day.</p> <p>Teachers will need professional training on NTN (National Training Network) curriculum as well as understanding CCSS (Common Cor State Standards).</p> <p>Coaching supports will be provided by NTN (National Training Network) 3 times per month to both regular education and diverse learner teachers.</p> <p>For grades 6-8, based on the Winter NWEA data, we anticipate students needing additional support in "Geometry" and "Algebra, Functions, Expressions, and Equations".</p>
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	<p>apply math concepts creatively to design, build, and compete with robots.</p> <p>Teachers at Dulles will engage in mathematics PLCs (Professional Learning Communities) lead by NTN (National Training Network), AUSL, and Dulles' ILT (Instructional Leadership Team). Teachers will review weekly lesson plans in data cluster meetings lead by the principal. Teachers will plan for student mastery of basic mathematical concepts and design instruction to aid in fluency.</p> <p>Diverse learners will have access to the same identified curriculum. Teachers of diverse learners will collaborate with general education teachers weekly.</p>	
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Grades K-8 Science

Area of Academic Need	Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc)
<p>Science</p> <p>K-2</p> <p>Scientific Inquiry</p>	<p>Teachers will engage students in lab activities that promote scientific inquiry.</p> <p>Students will conduct their own experiments with appropriate scientific tools. Full Option Science System (FOSS) kits will be made available across all grade levels.</p> <p>For grades K-2, teachers will embed science into unit plans. Students will conduct classroom experiments bi-monthly.</p> <p>Scott Foresman will be utilized to provide content vocabulary.</p> <p>Diverse learners will have access to the same identified curriculum.</p>	<p>Currently, our science lab services the grades 6-8, we anticipate needing to create block schedules that other grades access to prepare and conduct their own experiments with the appropriate scientific tools required.</p> <p>Teachers will require training on how to conduct scientific inquiry labs.</p>

	Teachers of diverse learners will collaborate with general education teachers weekly.	
<p>Science</p> <p>3-5</p> <p>Scientific Inquiry</p>	<p>Teachers will engage students in lab activities that promote scientific inquiry bi-weekly.</p> <p>Students will conduct their own experiments with appropriate scientific tools. Full Option Science System (FOSS) kits will be made available across all grade levels.</p> <p>For grades 3-5, teachers will create science unit plans. Students will conduct classroom experiments bi-weekly.</p> <p>For grades 3-5, students will use science notebooks to design and record bi-weekly experiments using the scientific process. Teachers will provide feedback to students in the notebooks.</p> <p>Scott Foresman will be utilized to provide content vocabulary.</p> <p>Diverse learners will have access to the same identified curriculum. Teachers of diverse learners will collaborate with general education teachers weekly.</p>	<p>Currently, our science lab services the grades 6-8, we anticipate needing to create block schedules that other grades access to prepare and conduct their own experiments with the appropriate scientific tools required.</p> <p>Teachers will require training on how to conduct scientific inquiry labs.</p>
<p>Science</p> <p>6-8</p> <p>Scientific Inquiry</p>	<p>Teachers will engage students in lab activities that promote scientific inquiry weekly.</p> <p>Students will conduct their own experiments with appropriate scientific tools. Full Option Science System (FOSS) kits will be made available across all grade levels.</p>	<p>Currently, our science lab services the grades 6-8, we anticipate needing to create block schedules that other grades access to prepare and conduct their own experiments with the appropriate scientific tools required.</p> <p>Teachers will require training on how to conduct scientific inquiry labs.</p>

	<p>For grades 6-8, teachers will create science unit plans. Students will conduct classroom experiments weekly.</p> <p>For grades 6-8, students will use science notebooks to design and record weekly experiments using the scientific process. Teachers will provide weekly feedback to students in the notebooks.</p> <p>For grades 6-8, students will conduct a STEM project to compete in the STEM Fair.</p> <p>Dulles - as an AUSL school we will adopt the network's recommended science program for grs. 6-8 Pearson Interactive Science and will be utilized to provide content vocabulary.</p> <p>Diverse learners will have access to the same identified curriculum. Teachers of diverse learners will collaborate with general education teachers weekly.</p>	
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Additional Information Based on the Academic Needs Assessment developed by Dulles School of Excellence:

Whole Group Instruction:

We will ensure that the Ross students will receive core classroom instruction at the Norm RIT band based on NWEA/Map Test results. The students will be instructed using grade level materials in Math, Reading, Science, and Social Studies lead by classroom teachers.

Small Group Instruction:

Based on their Spring 2013 NWEA/Map Test scores, students will be grouped into Small Groups for Reading and Math based on strengths and weaknesses made evident in NWEA goal strand data lead by classroom teachers, school support staff, pre-service staff, and community school partners.

Individual Instruction:

Students will receive specific, targeted instruction via Compass Learning and Study Island that is at their RIT band levels based on Spring 2013 NWEA/Map Test scores.

Saturday School:

Students will be invited to attend Saturday school for 6 weeks in preparation meeting and exceeding standards on state, city, and local assessments.

After School:

Students will be able to attend After School programs for 6 weeks. Students at or above grade level will be required to attend enrichment activities in preparation to meet college readiness standards. Students below grade level will be required to attend Math and Reading intervention and tutoring.

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

Appendix B: Dulles Social and Emotional Support Plan as of July 18, 2013

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

Safe Passage

Safe Passage routes are special routes created by the city of Chicago for children to safely navigate through gang territories. Adult monitors will be positioned throughout the route and available at all arrival and dismissal times. Students will utilize this pathway to travel to and from school. Safe Passage monitors will be available from 7:30 am - 9:30 am and 3:30 pm - 6:30 pm.

At Dulles and Ross, the majority of the students walk to school. Some of the students are also dropped off. Ross and Dulles have a few students who will be transported on a school bus. Dulles students fall within the following percentiles - 90% walk to school 5% public transit (bus and train) and 5% parents drop off.

The *Safe Passage* route was a part of the AUSL bus tour where parents and students were able to see the route. Students, staff, and parents utilized the safe passage pathway during the "Let's Get It Poppin' Event" where we had a walking school bus of Dulles and Ross students walking together to Dulles from Ross.

WES Mental Health Services

WES Mental Health Services supports the Social Emotional development and needs as students make this transition. It will provide guidance, mentoring, and counseling as needed on an individual and group basis. Social workers support and interact with tier two students on individual and group efforts. Tier three students will be supported by WES and Life Skill. In response to intervention (RTI), students will be pulled out by special needs and ancillary staff.

When students are in need of additional support outside of the social worker, referrals are sent to WES counseling by the social worker and teachers. The supports are implemented by teachers, administrators, security, and parent volunteers as often as needed. Students are identified by frequency, severity, and consistency of behavior. Dulles currently has approximately 25-30 students that receive these services.

Second Step

Second Step curriculum will be introduced during the Summer Staff Retreat and Professional Development Days (8/15) & (8/21) respectively. Second Step will be implemented school-wide and supplement the PBIS/RTI (Response To Intervention) continuum that is currently in use at Dulles.

Second Step integrates social emotional curriculum as mini-lessons into the classroom that focus on character development, problem solving techniques and solutions, self-regulation, executive function skills, and skills for learning. All staff are currently modeling and enforcing Dulles TIGER TRAITS and will continue next year to ensure character character development is reinforced. The quality of instruction through the attendance and support of this program will help students handle conflicts better, focus more on being cooperative with adults and peers, and become more socially aligned with the core values instituted by Dulles. This has a nominal, positive effect on academic achievement.

Positive Behavior Intervention System(PBIS)

Dulles currently and will continue to use the PBIS curriculum and innovations created through the PBIS team. This is used to incentivize students and create a positive climate and culture within the school through the Tiger Store. Students are able to cash in their exhibition of TIGER TRAIT earnings and shop for a myriad of prizes and/or purchase raffle tickets for larger ticket items. Students earn Tiger Stripes daily and have the opportunity to earn their stripes throughout the day and from any staff member.

PBIS meets weekly to brainstorm improving student behavior through the positive behavior systems and implementation of a discipline matrix that provides reinforcement to the school of conduct consistently. This team brainstorms, collaborates, and implements individual and classroom incentives and plans to model positive framing and reinforcement to reduce behavioral challenges across all grade levels. Additional incentives for students, individually and collectively are Tiger Stripes, the Tiger Store, and the Eye of the Tiger.

Mosaic Experience

Mosaic Experience provides support to group settings that will aid in coping strategies to improve and cultivate positive student behavior and interaction as students become acclimated to the transition process. The Mosaic Experience has collaborated with AUSL schools for the last 3 years and has had tremendous success in its purpose to create a nurturing environment. As students are now being introduced to a new culture and climate, they will be able to reap the benefits of the staff's training surrounding listening, cultural competency, communication, safety and trust, self-awareness, and empathy. This partnership will truly support multiple facets of our student's needs.

Delta Sigma Theta Sorority, Inc.***Delta Academy***

The *Delta Academy* was created out of an urgent sense that bold action was needed to alleviate our young females (ages 11-14) from academic failure, low self-esteem, and crippled futures. Dulles will partner with a local chapter of Delta Sigma Theta Sorority, Inc. to achieve this effort. This partnership will allow the young ladies of Dulles to be enriched and enhanced thru scholarship, sisterhood, and service. Specifically, the girls will augment their scholarship in math, science, and technology, their opportunities to provide service in the form of leadership through community service projects and activities, and their sisterhood as a collaborative effort to support and develop academically and socially with each other.

The quality of instruction through the attendance and support of afterschool programs help students handle conflicts better, focus more on being cooperative with adults and peers, and become more socially aligned with the core values instituted by Dulles. This has a nominal, positive effect on academic achievement.

The Gentlemen's Club

The Gentlemen's Club is a program offered to males in grades 4-8. As a part of the Gentlemen's Club, young boys will be aided in their academic progression through afterschool tutoring, mentorship, gentlemen etiquette, conversations, and excursions to events within the city. The purpose of the Gentlemen's club will be for young men to excel academically in school, learn life and coping skills, and serve as leaders within the school community and community outside of the school walls. Service projects will also be a part of this afterschool program that will aid in comprehensive efforts of why it is essential to operate in the dignity of being a gentlemen at all times.

Males within the school will serve as club leaders and facilitators as well as community members who work with the students in other afterschool programs at Parkway Gardens. The quality of instruction through the attendance and support of afterschool programs help students handle conflicts better, focus more on being cooperative with adults and peers, and become more socially aligned with the core values instituted by Dulles. This has a nominal, positive effect on academic achievement.

Assist Her

Assist Her, Inc has been providing prevention, literacy, and mentoring services within Chicagoland schools and social service organizations since 2006. Assist Her will serve as an afterschool program for girls in grades 6-8 and will focus around three major projects; GURL, Books Before Boys, and The Heart of the Matter. The purpose of this program is to help young girls become prepared to face the tests of life and learn skills to apply when they arise. Ladies will engage in dialogue, group settings, mentor pairing, and serve as ambassadors within their learning community. The quality of instruction through the attendance and support of afterschool programs help students handle conflicts better, focus more on being cooperative with adults and peers, and become more socially aligned with the core values instituted by Dulles. This has a nominal, positive effect on academic achievement.

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

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

1. Dulles currently and will continue to use the PBIS curriculum and innovations created through the PBIS team. This is used to incentivize students and create a positive climate and culture within the school through the *Tiger Store*. Students are able to cash in their exhibition of TIGER TRAIT earnings and shop for a myriad of prizes and/or purchase raffle tickets for larger ticket items. Students earn Tiger Stripes daily and have the opportunity to earn their stripes throughout the day and from any staff member.
2. Staff will be trained on the Second Step curriculum during Staff Retreat and Professional Development Days (8/15) & (8/21) respectively. Second Step will be implemented school-wide and supplement the PBIS/RTI (Response To Intervention) continuum that is currently in use at Dulles.

Plan for providing targeted interventions to struggling students:

1. Individual behavior plans will be developed and tailored to support the individual need of the students as dictated in our RTI/PBIS and referral system (School Code of Conduct).
2. Counseling services will be provided by our Support Staff Personnel (i.e. Social Workers, Counselors, WES, City Year, Mosaic Experience, Neighborhood Schools Project-University of Chicago).

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

1. PBIS
2. Neighborhood Schools Project (University of Chicago)
3. Mosaic Experience
4. City Year
5. Life Skill

Targeted small group interventions will be provided for students via *Life Skill Trainings* beginning (September 2013) and *WES Mental Health Services* (August 26-June 10) in addition to counseling groups provided by Social Workers.

Plan for integrating student leadership and/or restorative practices to promote positive behavior:**Design opportunities for student to provide positive and ongoing leadership support to the school community as a whole including student mentors student council**

1. Engage face to face conferences with Administration
2. Peer Jury on an as needed basis
3. Service Learning Projects (1 per quarter)
4. Student Council
5. Student Ambassadors

Student councils, student ambassador programs, and restorative justice committees will be created to promote positive behavior and empower student leaders.

Social Workers and Discipline Committee will work on matrix that will ensure that as behaviors are being managed students still have an opportunity to engage with restorative justice committee to ensure proper leadership and character development.

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

1. Counseling and conferencing
2. Contracts and Compacts
3. Parental involvement and conflict resolution learning models
4. Students will engage in restorative exercises that require reflection and commitment to change while serving "Reflection Days"

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

Appendix C: Dulles Cultural Integration Support Plan as of July 18, 2013

Mid April-mid May: Student and Staff Introductory Activities

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
4/17 - 6/19	<p>Parents- Daily Open House and Scheduled Building Tours</p> <p><i>Dulles School of Excellence Elementary School held daily open house and scheduled bus tours from April 17, 2013 until June 19, 2013. This was to create a true community between both schools by providing scheduled times for parents and students to visit Dulles. This activity provided parents and students an open invitation to see the Dulles family in a regular school day routine.</i></p> <p><i>Dulles utilized persons from the transition team to send flyers and invitations to the Ross community. The Daily Open House/Building tours were scheduled from 9am-10am on Mondays and Wednesdays. There were a total of 18 parents and students who visited. Principal Thurman, Assistant Principal Saylor, Dean Hood and Head of Security, Mr. Perkins served as host to the tours and question and answer sessions.</i></p>	<p style="text-align: center;">N/A</p>
5/23 - Ongoing	<p>Parents, Staff, and Students- Weekly Transitional Meetings</p> <p><i>Dulles and Ross came together through weekly transitional meetings held at Dulles every Thursday from 2:15 pm until 3:15 pm. These meetings served as a collaborative effort for both schools. Staff, parents, and students played integral parts in conversations and planning for activities for the schools. During this meeting, the PTC presented thoughts and ideas to the entire group and decisions were made that impacted both communities for a positive result .</i></p>	<p style="text-align: center;">N/A</p>

	<i>In attendance, there were a total of 23 persons from both schools to include staff, parents, and even students. Communication was effective through email correspondence until the next scheduled meeting. The Dulles and Ross staff on the Transition team served as the main support for these meetings.</i>	
5/29/13	<p>Parents and Students- AUSL Bus Tour</p> <p><i>The AUSL Bus Tour serviced parents and students from Ross Elementary to travel to Dulles and other AUSL welcoming schools. Parents and Students had the opportunity to travel the Safe Passage route to and from the school. These people were provided with opportunities to tour, meet and greet parents who volunteer, administration, and staff for the time allotted. Morning and afternoon tours were scheduled for the Dulles visit. There were 4 families who were a part of the entire tour whose children will be attending Dulles in the Fall. Flyers and invitations were sent to the welcoming and closing schools who AUSL serviced.</i></p> <p><i>Dulles parents and the student body supported significantly in answering questions and serving as facilitators along with Tosha Downey (AUSL Community Partner's Director) to ensure success.</i></p>	N/A

June-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
6/5/13	<p>All - "Let's Get it Popping" Meet and Greet</p> <p><i>Dulles served host to all students K-8 from Ross for the meet and greet event that was</i></p>	Snacks, Games, DJ

tailored to individual grade level bands. The event started with a “walking school bus” where Dulles students walked and picked up Ross students along the way. As Dulles students welcomed Ross students, all students and staff walked together into Dulles where teachers cheered and signs welcomed the students home.

There were activities that surrounded verbal connection, physical activity, and collaborative interactions to create community among students. Parents, staff, and students were able to successfully meet and greet one another while learning about Dulles’ core values and Tiger Traits.

There were over 200 Dulles and Ross students in attendance, 15-20 parents from both schools, 20 staff members from Dulles, and 10 staff members from Ross.

The turnout was amazing and the kids truly enjoyed themselves. Freeze pops, popcorn, music, line dancing, dodge ball, speed cups, hula hoops, basketball, my favorite things, and a plethora of other games were orchestrated to infiltrate collaboration and community.

Please refer to the pictures below for this event.

The “Walking School Bus”



Dulles picks up Ross family



Ross students enjoying freeze pops.



Ross's cheer team introducing the Ross Family and thanking Dulles (3-5)



Primary (K-2) enjoying some hula hoop competitions.



Students playing speed cups



6/6/13

4th grade teachers with parachute fun



**All-
PAC Luncheon**

The Parent Advisory Council (PAC) of Dulles held a meet and greet for the parents of both schools. The Dulles PAC group organized this luncheon so parents could enjoy food, fellowship and fun. Training was provided through STAND University, CPS Safety and Security, and Alderman Cochran. Parents were able to collaborate and collectively receive pertinent information to aid in the success of the transition and upcoming school year. There were over 35 parents, staff, and advocates in attendance to this event.

Dulles promoted this activity through flyers and personal invitations to the parents of Dulles and Ross. There was also signage on the marquee in the front of the school. This event truly marked the inception of relationship rapport between both communities.

Principal Thurman was discussing the Safe Route Passage with the parents and Alderman Cochran.

Food, Alderman Cochran, STAND
University Representatives/Alum,
DJ



Alderman Cochran is discussing how he is going to have the vacant lots fenced and gated to ensure safety for student travel.



The parent graduates of Stand University from Dulles School of Excellence.



6/10/13

***Intermediate -
"Pizza and Pals"***

Dulles and Ross 4th grade teachers, Brandon Byrd and Wayne Anderson worked in partnership to target the intermediate grade level band of students between Dulles and Ross. Students were able to meet new pals through a "bio-hunt". Students had to pre-fill out a

Food

biography sheet and exclude their name. Students from Ross selected from the Dulles folder and Dulles students selected a bio from the Ross folder. The students had to probe and ask questions to fellow students from the opposite school to find each other within the dedicated grade level band.

After finding their pals, students enjoyed pizza and drinks to further get to know each other. They then enjoyed puzzles, brain teasers, and share outs about the current and upcoming school year. 50 students came together to enjoy an intellectual and fact-finding quest to friendship and fellowship. 10 staff members combined from each school accompanied and supported this event. Flyers were distributed among the grade level teachers to identify students that would serve as strong liaisons and advocates within each school to promote the unity and new friendships between schools for the upcoming school year.



Wayne Anderson (Ross) supports the directions being stated.



Brandon Byrd shares the “eagle” definition to students when an eagle meets a tiger.



5th grade students enjoy learning about their new pals.



Students enjoy the funny share-out stories from the school year.



3rd grade students are intrigued by each other's favorite book summaries from this year.

6/11/13

**Primary-
Ice Cream Social**

Vera Daniels (Dulles) and Ernestine Clark (Ross) partnered together to provide a meet and greet between the two Pre-K programs. Students participated in an Ice Cream Social where they did activities to get to know each other and even devised bulletin boards to show their welcoming cards. 24 students participated with the support of 4 adults between each school. Flyers were sent home to ensure parents were aware of the engagement and partnered activity.



Food



Primary Students enjoy games and then ICE CREAM!!!



Ross Student sends a “Hulk” of a welcome to Dulles students.



Ross Students stand in front of their Ice Cream Social memory board with Dulles.

Middle School -

Team Building/Community Building (Iron Oaks)

6/26/13

Ensuring that every grade level band has an opportunity to unite with future classmates during the transition, Dulles and Ross will come together with 50 Middle School

Buses, Lunch, Entrance Fees

	<p><i>students on June 26, 2013 to attend Iron Oaks in Olympia Fields, IL.</i></p> <p><i>This activity's purpose is to create community and culture within the 6-8 grade teams. The students will have collaborative participation; and teamwork will aid in cultivating relationships and give students an opportunity to meet and work with some of the Middle School staff from both schools. Students will have a fun filled day of activity, food, fellowship, and fun. 10 staff members will travel to support the students on this trip.</i></p> <p><i>Students were selected by their respective teachers and encouraged to show leadership and come with a spirit of teamwork and an open mind. Within these upper grades, students will learn the TIGER TRAIT model and begin to infuse its purpose and influence on this trip and during the upcoming school year.</i></p>	
7/22-8/9/13	<p>Staff - AUSL Way Training - STTA & TL (Summer Turnaround Training Academy and Teaching and Learning)</p> <p><i>The entire staff of Dulles 2013-2014 SY will attend mandated AUSL trainings to prepare each new teacher and returning teacher for the school year. These professional developments will cover curriculum, pacing, new teaching and learning strategies as well as AUSL's signature strategies.</i></p> <p><i>New teachers will be able to learn the history of AUSL, its impact on the communities in which we serve, and how the</i></p>	Funding for registration

	<p><i>classroom environment expectations also play a pivotal part in the success of students. 60 Staff members will take part in this training to ensure that student's needs are being met and enrichment is provided, daily. Administration and ILT team will aid in the crafting of professional developments based on population and student and staff needs.</i></p>	
8/12/13	<p>All- Uniform Pick-up</p> <p><i>Dulles wishes to truly embrace the spirit of community and a uniformed school. There will be a uniform dispersal to each family for each student on August 12, 2013. Dulles will send direct mailings, make phone calls, and post flyers within the saturated communities of the Dulles/Ross student population. The entire Dulles Staff and Parent volunteer group will be in participation to ensuring that all 730+ students will be in receipt of a full uniform for the school year. Parents and students will be given the uniform guidelines upon arrival.</i></p> <p><i>This event provides parents an opportunity to ask questions and give enough time to purchase additional uniforms as needed. We want to start the year off on the same page, so offering this assistance provides families with the ability to do so.</i></p>	Funding for Uniforms
8/14-16/13	<p>Staff- Team Building Retreat</p> <p><i>August 14-August 16, the Dulles Staff and Administration will participate in a three day retreat that will truly impact the future of the students we serve. This retreat will aid in building a cohesive team focused on</i></p>	Funding, Venue, Mosaic Training, Stand Up University, Second Step Training

	<p><i>meeting student needs, collaboratively through planning, trainings, fellowship, and fun.</i></p> <p><i>Staff members returning and new staff will receive save the dates and emails throughout the summer to keep abreast of what will transpire. All 70 staff members will be in attendance to this event. Administration, ILT, and Transition team will aid in the planning and development of this retreat for staff. Areas of need will be explored and introductions to new practices and curriculums will be addressed through the trainings of academic and social-emotional developments.</i></p>	
8/23/13	<p>All- Back to School Cookout/Summer Jam</p> <p><i>Dulles will host a “Back to School Cookout and Summer Jam” for all of the families of students that will be attending in the Fall. This event will service over 730 students and their families. We anticipate at least 500 people on the grounds of Dulles to share in food, fellowship, and fun.</i></p> <p><i>There will be support for the entire learning community from the families of staff members as well to bond. Direct mailings and flyers will be disseminated among the communities in which students are a part of to ensure attendance. Administration, security, community relations, transition team will be supported by the remaining staff members to ensure success with this event.</i></p>	Food, DJ (Music)
TBD	<p>All- Ribbon Cutting Ceremony (re: new Field)</p>	AUSL - Mike Barry

	<p><i>Dulles School of Excellence will participate in the Ribbon Cutting Ceremony of our new field behind the school at a time yet to be determined. Mr. Mike Barry and the AUSL network will aid in the support of this big event.</i></p> <p><i>These impacts the entire learning community because our students can now practice in a safe and well-developed area dedicated for their athletic development.</i></p> <p><i>The entire learning community will be invited and marketing will be catered to the event as needed when the logistics are confirmed.</i></p>	
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****These plans subject to revision based on principal discretion. Please contact your school for any update.***