

For the Closure of West Pullman 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 West Pullman Elementary School (West Pullman). This decision is based on the underutilization of West Pullman, in accordance with the [Chief Executive Officer's Guidelines for School Action](#) (Guidelines). This action will welcome returning students at Alex Haley Elementary Academy (Haley), 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

West Pullman was a neighborhood elementary school located at 11941 S. Parnell Ave., in the Lake Calumet Elementary Network of CPS. West Pullman served 301 students in PE, PK & K-8th grades. CPS is closing West Pullman based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning West Pullman students will be welcomed at Haley, located at 11411 S. Eggleston Ave. 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 West Pullman and Haley, 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 that was associated with West Pullman will be reassigned to Haley and Ralph H. Metcalfe Elementary Community Academy (Metcalfe), located at 12339 S. Normal Ave. This means that Haley or Metcalfe, depending on the student's home address, will be the new neighborhood school for students living in the West Pullman boundary who are not currently enrolled at West Pullman.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from West Pullman into Haley. 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 Nehemiah and has knowledge of community dynamics and has demonstrated significant contribution to this community. The number of community watchers allocated is 16.
- 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 0.8 miles. The Safe Passage route that is being proposed for the West Pullman into Haley transition includes the following routes:
 - W. 119th and S. Princeton west to W. 119th and S. Lowe
 - W. 114th and S. Eggleston south to W 119th and S. Eggleston
- 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

- Haley will have enhanced security staffing plan at the school. As the designated welcoming school, Haley will receive additional security to support the increased number of students as well as to ease the transition for West Pullman students joining Haley. The security staff from West Pullman will be extended offers to be redeployed to Haley in order to facilitate this transition by providing a familiar face for West Pullman. Last school year, Haley had 2 full time security officers. West Pullman had 1 full time security officers. As a result, the new security staff at Haley 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 Haley is noted below, along with enhancements that will be made:
 - Camera System – Haley’s camera system will be enhanced with digital recording and monitoring capabilities. All surveillance will be accessible by school administration and the CPS Office of Safety and Security’s Student Safety Center.
 - Access Control System – The school already has an entry door buzzer system with a camera to allow security and staff to monitor the front entrance and grant access to appropriate visitors.
 - Entry Screening Equipment – Haley 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 West Pullman 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 Haley, 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 Haley 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 Haley, 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 Haley, 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.
- Haley is not accessible to persons with disabilities according to the Americans with Disabilities Act. For more information, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

- The CPS Department of Support for Students in Temporary Living Situations (STLS) Transition Support Coordinator will facilitate group sessions to offer support services to STLS students and families affected by this action.
- Every STLS family from West Pullman 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 West Pullman 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 from 9:00 a.m. to 3:00 p.m. and Friday from 12:00 p.m. to 3:00 p.m. at West Pullman 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 Haley 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 Haley 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)

- Haley is not currently projected to receive ELL students.
- In the event that Haley receives ELLs, Haley 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

- CPS will provide transportation in the form of shuttle buses for all students who attended West Pullman and who wish to attend Haley. The shuttle bus will provide transportation to and from the facility at 11941 S. Parnell Ave. and Haley, located at 11311 S. Eggleston Ave. for the 2013-2014 school year. After the 2013-2014 school year, CPS will conduct an evaluation of these transportation services to determine whether the need for such services still exists based on the current safety and security concerns. If there continues to be a need for transportation services beyond the 2013-2014 school year, CPS will provide shuttle buses and continue to evaluate the need for such services. CPS will ensure that parents and guardians are kept informed about whether or not the transportation services will extend beyond the 2013-2014 school year.
- 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.cpsdae.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
Harlan HS
9652 South Michigan Avenue

Community Meeting 2

Thursday, April 11, 2013
7:30pm-9:30pm
Harlan HS
9652 South Michigan Avenue

Public Hearing

Tuesday, April 16, 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: Haley Academic Support Plan as of July 12, 2013

Fine and Performing Arts Program

Beginning in the 2013-2014 school year, Alex Haley Academy will be a member of Chicago Public Schools Fine and Performing Arts program. Every week students will receive 120 minutes of quality Fine and Performing Arts education. Students in pre-kindergarten through 8th grades will participate in a comprehensive and progressive study of every art form, including visual art, music, dance and drama. Alex Haley will provide certified, dedicated Fine and Performing Art instructors who will map and align arts curriculum and state standards to provide students with hands-on experiences. More specifically, Fine and Performing Arts teachers will collaborate twice a month during vertical grade level meetings with regular and diverse learning teachers to ensure the fidelity of the Fine Arts Program. This will allow the Fine Arts teachers to collaborate with regular and diverse learning teachers in order to connect the arts to every core subject. Alex Haley's Fine and Performing Arts program will create partnerships with museums, cultural institutions, and community arts organizations to enrich the classroom experience and arts encounters outside of the school walls. By participating in Alex Haley's Fine and Performing Arts program, all students will have a unique learning experience, preparing them for career and college readiness.

Diverse Learners

Alex Haley currently has 60 diverse learning students and West Pullman has 40. These students have IEPs (Individual Education Plans) which describes their learning needs and appropriate learning environment. Teachers at Alex Haley will review each student's IEP and provide the best teaching strategies to meet each student's individual needs. Diverse learning students in RTI (Response To Intervention) Tiers 2 and 3 will receive additional support. Students will be given additional time to complete in-class activities or assignments, as needed. While maintaining high standards, student's class or homework will be modified to include the essential tasks needed to master skills or content. At the beginning of each quarter, students will set work goals for assignments. Teachers will check in with the students to see whether the goals were successfully attained. If the goals were not attained, students will be given strategies on how to increase their productivity. Students will be taught how to highlight textbook information and use post-it notes to highlight important information in the course textbook. In advance of more complex assignments, such as projects, research papers and essays, teachers will help students create a work plan. The work plan will break a larger assignment into smaller steps. Each smaller step will be given a date and time for completion. The teacher will monitor the students to ensure that the goals and timelines are met. Students will also be paired with their peers, if they find it difficult to get organized and begin independent activities. Finally, while working in small groups, students will receive one-on-one help from their teachers.

Area of Academic Need	Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc.)												
<p>Reading K-2 Based on DIBELS (Dynamic Indicators of Basic Early Literacy Skills) data, students in Grades 1 and 2 need support in phonics and fluency.</p> <p>Students who meet or exceed the Benchmark</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th style="text-align: center;">West Pullman</th> <th style="text-align: center;">Alex Haley</th> </tr> </thead> <tbody> <tr> <td>DIBELS-K</td> <td style="text-align: center;">57%</td> <td style="text-align: center;">87%</td> </tr> <tr> <td>DIBELS-1</td> <td style="text-align: center;">12%</td> <td style="text-align: center;">68%</td> </tr> <tr> <td>DIBELS-2</td> <td style="text-align: center;">22%</td> <td style="text-align: center;">58%</td> </tr> </tbody> </table>		West Pullman	Alex Haley	DIBELS-K	57%	87%	DIBELS-1	12%	68%	DIBELS-2	22%	58%	<p>Students in K-2 will receive two blocked scheduled hours of literacy instruction, daily. Students will use <i>Storytown</i> as their primary reading text book.</p> <p>In order to build phonic skills, students will use <i>Heggerty</i>, a structured phonics based curriculum, every day for 15 minutes.</p>	<p>Teachers will be trained on how to effectively use the <i>Heggerty</i> system to engage students in successful lessons. This training will take place quarterly by the Network reading coach and weekly by Alex Haley's reading coach.</p> <p>Teachers, the reading coach, and the principal will monitor student performance data on a weekly basis, during scheduled common planning time to adjust their instruction to meet the needs of the students.</p>
	West Pullman	Alex Haley												
DIBELS-K	57%	87%												
DIBELS-1	12%	68%												
DIBELS-2	22%	58%												
	<p>Students will also use leveled readers three times a week for 20 minutes to explicitly teach decoding skills which will reinforce rhyme patterns and distinct sounds.</p>	<p>Teachers will be trained on how to effectively use the <i>Storytown</i> text book to develop students' fluency skills.</p>												

	<p>To improve fluency and to increase students' ability to read accurately, students will complete daily readings from the <i>Storytown</i> text book along with pair and shared readings daily for 20 minutes.</p> <p>Diverse learning students who continue to struggle with fluency and phonics will</p>	<p>Teachers will attend ongoing professional development on how to use the <i>Storytown</i> text book for fluency instruction.</p> <p>Alex Haley's reading coach will conduct professional development once every two weeks during grade level team meetings. Teachers, the reading coach,</p>						
	<p>receive additional supports. These students will receive one on one instruction from their teachers as well focused small group instruction that will target reading deficiencies. This targeted instruction will be provided daily for an additional 20 minutes.</p> <p>Students will also use <i>Kids College</i>, an adaptive reading computer program that diagnoses individual students' strengths and needs then automatically scaffolds curriculum up or down to accelerate or remediate the students accordingly. Students will use <i>Kids College</i> 30 minutes daily.</p> <p>The Fine and Performing Art program will provide additional phonics instruction through the use of music. Students in grades K-2 will learn phonics by singing the alphabet song, which will be practiced once weekly to reinforce correct pronunciation and sound distinction.</p>	<p>and the principal will monitor student performance data on a weekly basis, during scheduled common planning time to adjust their instruction to meet the needs of the students.</p> <p>Teachers will receive professional development on the effective implementation of the <i>Kids College</i> program by <i>Kids College</i> trainers. The first workshop will take place before school begins. The second workshop will occur after the first semester. Teachers and the principal will monitor students' progress on a weekly basis, during scheduled common planning time to adjust the <i>Kids College</i> program to meet the instructional needs of the students.</p> <p>Flexible scheduling will be implemented to allow the Fine Arts teachers to collaborate at grade level meetings.</p>						
<p>Reading 3-5 Based on the ISAT (Illinois Standard Achievement Test) and the NWEA (Northwest Evaluation Association) Reading Assessment, Students in grades 3-5 need support in vocabulary development and Reading comprehension.</p> <p>Students who Meets or Exceed State Standards</p> <table border="1" data-bbox="99 1808 529 1944"> <thead> <tr> <th></th> <th>West Pullman</th> <th>Alex Haley</th> </tr> </thead> <tbody> <tr> <td>ISAT -3 2012</td> <td>73.7%</td> <td>46.8%</td> </tr> </tbody> </table>		West Pullman	Alex Haley	ISAT -3 2012	73.7%	46.8%	<p>Based on the ISAT and NWEA reading assessment, Students in grades 3-5 from Alex Haley and West Pullman need support in vocabulary development and Reading comprehension.</p> <p>Students in grades 3-5 will receive two blocked scheduled hours of literacy instruction, daily. Students will use <i>Storytown</i> as their primary reading text book.</p> <p>Students will learn vocabulary words by analyzing the root word, prefix and suffix, daily for 20 minutes.</p> <p>Students will also make a personalized vocabulary journal. Each student will choose words they'd like to learn and write them in a personal vocabulary journal. Students could choose ten interesting words that they don't know</p>	<p>The Alex Haley reading coach will provide ongoing and weekly professional development to teachers based on best practices related to analyzing root words, prefixes, suffixes for vocabulary mastery. Teachers, the reading coach, and the principal will monitor student performance data on a weekly basis, during scheduled common planning time to adjust their instruction to meet the needs of the students.</p> <p>Teachers will attend ongoing professional development on how to use graphic organizers for reading comprehension instruction. Alex Haley's reading coach will conduct the professional development once every two weeks during grade level team meetings. Teachers, the reading coach</p>
	West Pullman	Alex Haley						
ISAT -3 2012	73.7%	46.8%						

ISAT-4 2012	37%	60%	<p>the definition of. On each page, they would write the word, its definition, a picture-depiction of the word, and a sentence using the word. With this method, students learn words they don't know but are interested in, and they use the word in creative ways.</p> <p>To increase reading comprehension skills, students will use graphic organizers, such as maps, webs, graphs, charts, frames, or clusters to illustrate concepts and relationships between concepts in a text. Students will also use graphic organizers weekly, to focus on text structure, to show relationships in a text and to organize the summaries of a text.</p> <p>Diverse learning students who continue to struggle with vocabulary and reading comprehension will receive additional support using <i>Fountas and Pinnel</i>, a leveled reading series. Students will use the level reading program for 30 minutes, daily.</p> <p>Students will also use <i>Kids College</i>, an adaptive reading computer program that diagnoses individual students' strengths and skills gaps on grade-level strands, then automatically scaffolds curriculum up or down to accelerate or remediate the student accordingly. Students will use <i>Kids College</i> 30 minutes, daily.</p> <p>The Fine and Performing Arts program will provide additional reading comprehension support during drama class. Students will use comprehension skills and learn new vocabulary to interpret plays as well as act out the roles of a character's dialogue, on a weekly basis.</p>	<p>and the principal will monitor student performance data on a weekly basis, during scheduled common planning time to adjust their instruction to meet the needs of the students.</p> <p>Teachers will receive professional development by <i>Kids College</i> trainers for two day during the summer. Teachers will also receive additional training, during common planning periods, throughout the year from <i>Kids College</i> trainers. Teachers and the principal will monitor students' progress on a weekly basis, during scheduled common planning time to adjust the <i>Kids College</i> program to meet the instructional needs of the students.</p> <p>Flexible scheduling will be implemented to allow the Fine Arts teachers to collaborate at grade level meetings.</p>
ISAT-5 2012	50%	67.2%		
NWEA-3 2013	9%	20%		
NWEA-4 2013	27%	25%		
NWEA-5 2013	13%	27%		
<p>Reading 6-8</p> <p>Based on Illinois Standard Achievement Test (ISAT) and the Northwest Evaluation Association (NWEA) students in grades 6-8 Need support in vocabulary and reading Comprehension.</p> <p><i>Students who Meets or Exceed State Standards</i></p>			<p>Based on ISAT & NWEA assessments, students in grades 6-8 from Alex Haley and West Pullman need support in vocabulary and reading comprehension.</p> <p>Students in grades 5-8 will receive 90 minutes blocked scheduled hours of literacy instruction, daily. Students will use Glencoe Literature as their reading text book.</p>	<p>Teachers will receive ongoing professional development from Alex Haley's reading coach. Alex Haley's reading coach will conduct the professional development on RTI once every two weeks during grade level team meetings. Teachers, the reading coach and the principal will monitor student academic performance on a weekly basis, during scheduled common</p>

	West Pullman	Alex Haley		
ISAT-6 2012	40%	73.1%	<p>Students will learn vocabulary words by analyzing the root word, prefix and suffix, daily for 20 minutes.</p> <p>Students will also make a personalized vocabulary journal. Each student will choose words they'd like to learn and write them in a personal vocabulary journal. Students could choose ten interesting words that they don't know the definition of. On each page, they would write the word, its definition, a picture-depiction of the word and a sentence using the word. With this method, students learn words they don't know but are interested in, and they use the word in creative ways.</p> <p>To increase reading comprehension skills, students will use graphic organizers, such as maps, webs, graphs, charts, frames, or clusters to illustrate concepts and relationships between concepts in a text. Students will also use graphic organizers weekly, to focus on text structure, to show relationships in a text and to organize the summaries of a text.</p> <p>Diverse learning students who continue to struggle with vocabulary and reading comprehension will receive additional support using <i>Fountas and Pinnel</i>, a leveled reading series. Students will use the level reading program for 30 minutes, daily.</p> <p>Students will also use <i>Kids College</i>, an adaptive reading computer program that diagnoses individual students' strengths and skills gaps on grade-level strands, then automatically scaffolds curriculum up or down to accelerate or remediate the student accordingly. Students will use <i>Kids College</i> 30 minutes, daily.</p> <p>The Fine and Performing Arts program will provide additional reading comprehension support during drama class. Students will use comprehension skills and learn new vocabulary to interpret plays as well as act out the roles of a character's dialogue, on a weekly basis.</p>	<p>planning time to adjust their instruction to meet the needs of the students.</p> <p>The Alex Haley reading coach will provide ongoing and weekly professional development to teachers based on best practices related to analyzing root words, prefixes, suffixes for vocabulary mastery. Teachers, the reading coach and the principal will monitor student performance data on a weekly basis, during scheduled common planning time to adjust their instruction to meet the needs of the students.</p> <p>Teachers will attend ongoing professional development on how to use graphic organizers for reading comprehension instruction. Alex Haley's reading coach will conduct the professional development once every two weeks during grade level team meetings. Teachers, the reading coach and the principal will monitor student performance data on a weekly basis, during scheduled common planning time to adjust their instruction to meet the needs of the students.</p> <p>Teachers will receive professional development by <i>Kids College</i> trainers for two day during the summer. Teachers will also receive additional training, during common planning periods, throughout the year from. <i>Kids College</i> trainers. Teachers and the principal will monitor students' progress on a weekly basis, during scheduled common planning time to adjust the <i>Kids College</i> program to meet the instructional needs of the students.</p> <p>Flexible scheduling will be implemented to allow the Fine Arts teachers to collaborate at grade level meetings.</p>
ISAT-7 2012	53.8%	48%		
ISAT-8 2012	87.5%	88.9%		
NWEA-6 2013	30%	39%		
NWEA-7 2013	21%	26%		
NWEA-8 2013	33%	34%		

<p>Writing K-2 Neither Alex Haley nor West Pullman has a school-wide reading program. Teachers from both learning communities shared students' writing grades and writing artifacts. Based on this evidence, students from both learning communities struggle with the writing process.</p>	<p>Alex Haley will adopt the Lucy Calkins writing program. Lucy Calkins is a writing program that invites students to live, work, and learn as writers. They learn to collect, draft, revise, edit, and publish narrative and expository texts. Students receive direct instruction in the form of mini lessons. The teacher models a writing skill and provides students with a brief interval of guided practice using it. Students are also given time to write, applying the skills and strategies they've learned to their own writing projects. As students write, the teacher provides feedback that is designed to move students along courses of development. The feedback is given through one-to-one conferences and small group instruction.</p> <p>Students will move from picture stories to creating sentences. By the end of second grade, students will be able to create paragraphs with a topic sentence and supporting details.</p> <p>Students will create small story books with pictures and narrative sentences. Students will use IPADs to help identify words used to begin writing complete sentences. Students will also use the Writing Pad Application to write their picture stories.</p> <p>Students will work with teachers in a small group or receive one-on-one instruction, to help them develop sentences and paragraphs.</p>	<p>Alex Haley teachers will attend a Writing Skills Workshop sponsored by CPS University, for two sessions. Teachers will work with in a PLC (Professional Learning Community). Teachers in the PLC will work collaboratively to assess student work, examine curriculum and teaching practices. They will participate in action research, to increase students' achievement. The reading coach will work with the PLC, and other staff to provide Lucy Calkins training. The PLC, reading coach and principal will meet weekly, at grade level meetings to monitor the Lucy Calkins writing program. They will examine students' work and adjust instruction to meet the needs of all students.</p> <p>Teachers will assist students in publishing and editing.</p> <p>Alex Haley's reading coach will provide training to teachers for small group and one on one instruction.</p> <p>Flexible scheduling will be implemented to allow the Fine Arts teachers to collaborate at grade level</p>
<p>Writing 3-5 Neither Alex Haley nor West Pullman has a school-wide reading program. Teachers from both learning communities shared students' writing grades and writing artifacts. Based on this evidence, students from both learning communities struggle with the writing process.</p>	<p>Alex Haley will adopt the Lucy Calkins writing program. Lucy Calkins is a writing program that invites students to live, work, and learn as writers. They learn to collect, draft, revise, edit, and publish narrative and expository texts. Students receive direct instruction in the form of mini lessons. The teacher models a writing skill and provides students with a brief interval of guided practice using it. Students are also given time to write, applying the skills and strategies they've learned to their own writing projects. As students write, the teacher provides feedback that is designed to move students along courses of development. The feedback</p>	<p>Alex Haley teachers will attend a Writing Skills Workshop sponsored by CPS University, for two sessions. Teachers will also work with in a PLC. Teachers in the PLC will work collaboratively to assess student work, examine curriculum and teaching practices. They will participate in action research, to increase students' achievement. The reading coach will work with the PLC, and other staff to provide Lucy Calkins training. The PLC, reading coach and principal will meet weekly, at grade level meetings to monitor the Lucy Calkins writing program. They will examine students' work and adjust instruction to meet the needs of all students.</p>

	<p>is given through one-to-one conferences and small group instruction.</p> <p>Students will learn to use the writing process and create complex sentences develop descriptive paragraphs and essays.</p> <p>Students will create a classroom play. This activity will be created by the students and will be shared with other students. Students can use Dance, Art, and Drama to help bring their production to life.</p> <p>Students will work with teachers in a small group or receive one-on-one instruction, to help them develop sentences, paragraphs and essays.</p> <p>Students will use IPADS to help create and research play. They will share ideas with other classmates and search the internet for ideas and structures on how to write, implement and publish a play.</p>	<p>Flexible scheduling will be implemented to allow the Fine Arts teachers to collaborate at grade level meetings.</p> <p>Teachers will assist students in publishing and editing at the intermediate level. They will provide support to students as needed.</p> <p>Alex Haley's reading coach will provide training to teachers for small group and one on one instruction.</p>
<p>Writing 6-8 Neither Alex Haley nor West Pullman has a school-wide reading program. Teachers from both learning communities shared students' writing grades and writing artifacts. Based on this evidence, students from both learning communities struggle with the writing process.</p>	<p>By the 8th grade, students will refine and build upon previously learned knowledge and skills in composing increasingly complex essays. On a regular basis, 8th grade students are expected to produce coherent and focused multi-paragraph essays that are error-free and feature varied sentence structure. 8th grade students are able to select and use different forms of writing for specific purposes such as to inform, persuade, or entertain. Eighth-graders edit their writing based on their knowledge of grammar and usage, spelling, punctuation, and other conventions of written language.</p> <p>Students will produce a musical. They will create a theme and collaborate together to come up with a classroom musical. This musical will take place at the end of the school year and showcased for students of all grades.</p> <p>Students will use their laptops and the Computer lab to begin their works of Arts. Students will collaborate with other classmates and students globally using the internet.</p>	<p>Alex Haley teachers will attend a Writing Skills Workshop sponsored by CPS University, for two sessions. Teachers will also work with in a PLC. Teachers in the PLC will work collaboratively to assess student work, examine curriculum and teaching practices. They will participate in action research, to increase students' achievement. The reading coach will work with the PLC, and other staff to provide Lucy Calkins training. The PLC, reading coach and principal will meet weekly, at grade level meetings to monitor the Lucy Calkins writing program. They will examine students' work and adjust instruction to meet the needs of all students.</p> <p>Flexible scheduling will be implemented to allow the Fine Arts teachers to collaborate at grade level meetings.</p> <p>Teachers will assist students in publishing and editing at the upper level. They will provide support to students as needed.</p> <p>Alex Haley's reading coach will provide training to teachers for small group and one on one instruction.</p>

	<p>Students will work with teachers in a small group or receive one-on-one instruction, to help them develop sentences, paragraphs and essays.</p>													
<p>Mathematics (K-2) Based on DIBELS data, students in Grades 1 and 2 need support in Number Sense.</p> <p><u>Students who meet or exceed the Benchmark</u></p> <table border="1" data-bbox="99 453 544 709"> <thead> <tr> <th></th> <th>West Pullman</th> <th>Alex Haley</th> </tr> </thead> <tbody> <tr> <td>DIBELS-K</td> <td>%</td> <td>%66</td> </tr> <tr> <td>DIBELS-1</td> <td>%</td> <td>%48</td> </tr> <tr> <td>DIBELS-2</td> <td>%</td> <td>%37</td> </tr> </tbody> </table>		West Pullman	Alex Haley	DIBELS-K	%	%66	DIBELS-1	%	%48	DIBELS-2	%	%37	<p>Based on DIBELS data, students in Grades 1 and 2 at Alex Haley and West Pullman need support in Number Sense.</p> <p>Students in grades K-2 will receive 60 blocked scheduled hours of mathematics instruction, daily. Students will use <i>Everyday Mathematics</i> as their mathematics text book.</p> <p>Students will increase number sense skills by building relationships and number fluency for conceptual understanding. Student will use graphic aids such as number lines and hundred charts. Students will visualize representations of numbers to learn number skills in a concrete rather than abstract way. Students will practice skip counting on a number line or number chart to reinforce the meaning of addition and repeated addition as multiplication.</p> <p>Students will also complete a Mathematics Labs once a week. In the Mathematics Labs, students will participate in completing story problems by using drawings, writings and mathematical strategies needed to complete the task.</p> <p>Diverse learning students who continue to struggle with number sense will receive additional support. Students will receive one on one tutoring, peer tutoring, and small group instruction, daily for 20 minutes.</p> <p>Students will also use <i>Kids College</i>, an adaptive reading computer program that diagnoses individual students' strengths and skills gaps on grade-level strands, then automatically scaffolds curriculum up or down to accelerate or remediate the student accordingly. Students will use <i>Kids College</i> 30 minutes, daily.</p> <p>During music class, students will learn to incorporate their number sense skills</p>	<p>The Lead Mathematics Teacher will provide professional development for grade K-2 teachers, every month. Teachers will also participate in a book study over the summer and develop one strategy focusing on Number sense each month. Books needed for all K-2nd grade teachers include <u>Young Mathematicians at Work, Constructing Number Sense, Addition, and Subtraction.</u></p> <p>Administration and the Lead Math Teacher will monitor student performance data on a weekly basis, during scheduled common planning time to adjust their instruction to meet the needs of the students.</p> <p>Teachers and principal will monitor Mathematics Labs by having students keep math portfolios. Mathematics performance data will be examined weekly, during scheduled common planning time to adjust their instruction to meet the needs of the students.</p> <p>Flexible scheduling will be implemented to allow the Fine Arts teachers to collaborate at grade level meetings.</p>
	West Pullman	Alex Haley												
DIBELS-K	%	%66												
DIBELS-1	%	%48												
DIBELS-2	%	%37												

	with counting music beats. Students will learn about measures and how many beats each musical note represent.																						
<p>Mathematics 3-5 Based on the Illinois Standard Achievement Test (ISAT) and Northwest Evaluation Association (NWEA) data, students will need support in Operations and Algebraic Thinking.</p> <p>Students who Meets or Exceed State Standards</p> <table border="1" data-bbox="99 552 527 1014"> <thead> <tr> <th></th> <th>West Pullman</th> <th>Alex Haley</th> </tr> </thead> <tbody> <tr> <td>ISAT -3 2012</td> <td>76.3%</td> <td>63.3%</td> </tr> <tr> <td>ISAT-4 2012</td> <td>41.4%</td> <td>80%</td> </tr> <tr> <td>ISAT-5 2012</td> <td>51.5%</td> <td>83.6%</td> </tr> <tr> <td>NWEA-3 2013</td> <td>0%</td> <td>15%</td> </tr> <tr> <td>NWEA-4 2013</td> <td>8%</td> <td>24%</td> </tr> <tr> <td>NWEA-5 2013</td> <td>0%</td> <td>22%</td> </tr> </tbody> </table>		West Pullman	Alex Haley	ISAT -3 2012	76.3%	63.3%	ISAT-4 2012	41.4%	80%	ISAT-5 2012	51.5%	83.6%	NWEA-3 2013	0%	15%	NWEA-4 2013	8%	24%	NWEA-5 2013	0%	22%	<p>Based on ISAT and NWEA data, students at Alex Haley and West Pullman will need support in algebra.</p> <p>Students in 3rd through 5th grade will receive 60 blocked scheduled hours of mathematics instruction, daily. Students will use <i>Everyday Mathematics</i> as their mathematics text book.</p> <p>To increase skills in Operations and Algebraic Thinking, students will represent and solve problems involving multiplication and division. Students will understand properties of multiplication and the relationship between multiplication and division. Students will solve problems involving the four operations, and identify and explain patterns in arithmetic. Mathematics Labs will be incorporated once per week. In the mathematics lab, students will participate in completing story problems by using drawings, writings and mathematical strategies needed to complete the task.</p> <p>Diverse learning students who continue to struggle with number sense will receive additional support. Students will receive one on one tutoring, peer tutoring and small group instruction, daily for 20 minutes.</p> <p>Students will also use <i>Kids College</i>, an adaptive reading computer program that diagnoses individual students' strengths and skills gaps on grade-level strands, then automatically scaffolds curriculum up or down to accelerate or remediate the student accordingly. Students will use <i>Kids College</i> 30 minutes, daily.</p> <p>Students will use Operations and Algebraic Thinking when designing a school mural. Students will develop a mural by following the order of operations of outlining a design, painting, sanding, and polishing their design.</p>	<p>The lead mathematics teacher of grade band 3-5 will provide PD once every month to all 3rd-5th grade teachers on targeting student misconceptions of fractions.</p> <p>The Lead Mathematics Teacher will provide professional development for 3rd-5th grade teachers, every month. Teachers will also participate in a book study over the summer and develop one strategy focusing on Number sense each month. Books needed for all 3rd-5th grade mathematic teachers include <u>Strategies for Teaching Fractions, Using Error and Analysis for Intervention and Assessment.</u></p> <p>Administration and the Lead Math Teacher will monitor student performance data on a weekly basis, during scheduled common planning time to adjust their instruction to meet the needs of the students.</p> <p>Teachers and principal will monitor Mathematics Labs by having students keep math portfolios. Mathematics performance data will be examined weekly, during scheduled common planning time to adjust their instruction to meet the needs of the students.</p> <p>Teachers will receive professional development by <i>Kids College</i> trainers for two days during the summer. Teachers will also receive additional training, during common planning periods, throughout the year from <i>Kids College</i> trainers.</p> <p>Flexible scheduling will be implemented to allow the Fine Arts teachers to collaborate at grade level meetings.</p>
	West Pullman	Alex Haley																					
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NWEA-5 2013	0%	22%																					

Mathematics 6-8

Based on ISAT and NWEA data, students need support in Algebra.

Students who Meets or Exceed State Standards

	West Pullman	Alex Haley
ISAT-6 2012	50%	85.1%
ISAT-7 2012	66.7%	62%
ISAT-8 2012	91.7%	82.5%
NWEA-6 2013	21%	22%
NWEA-7 2013	0%	16%
NWEA-8 2013	27%	42%

Based on ISAT and NWEA data, students from Alex Haley and West Pullman will need support in, Algebra.

Students in 6th through 8th grade will receive 60 scheduled minutes of mathematics instruction, daily. Students will use *Connected Mathematics* as their mathematics text book.

Students will learn algebraic vocabulary by creating a vocabulary journal. Students will define algebraic terms and demonstrate their usage through drawings and by solving mathematical equations, every day for 5 minutes. Students will know and apply the properties of integer exponents to generate equivalent numerical expressions. Student will work in small groups and take note on equivalent numerical expression for 15 minutes daily.

Students will participate in Mathematics Labs, which will be conducted once per week. In the mathematics lab, students will participate in completing story problems by using drawings, writings and mathematical strategies needed to complete the task.

Diverse Learners who need additional support will receive additional tutoring, small group instruction and one-on-one instruction, daily before school for thirty minutes to address focus area of need.

Students in every ability level will use *Kids College*, an adaptive mathematic computer program that diagnoses individual students' strengths and skills gaps on grade-level strands, then automatically scaffolds curriculum up or down to accelerate or remediate the student accordingly. Students will use *Kids College* 30 minutes, daily.

The Lead mathematics teacher of grade band 6-8 will provide PD once every month to all 6-8 grade teachers on algebraic expressions.

Teachers and administrators will monitor Mathematics Labs by having students keep math portfolios. Every quarter Students in all grade bands will have a mathematics lab.

Teachers will receive professional development by *Kids College* trainers for two day during the summer. Teachers will also receive additional training, during common planning periods, throughout the year from *Kids College* trainers.

Students in 7th and 8th grades will attend a three month Algebra Camp hosted by DePaul University, where they will learn basic Algebra and how it is used to unify mathematical concepts.

Students who are in the meets and exceeds category in mathematics will participate in the Robotic program sponsored by Roosevelt University, where they will expand on their mathematical knowledge where their Algebraic skills will be accelerated and applied to real world situation.

Flexible scheduling will be implemented to allow the Fine Arts teachers to collaborate at grade level meetings.

Science K-2

For Both Alex Haley and West Pullman, there is no data for K-2 grades. Teachers from both schools shared students' science artifacts and discussed the strengths and weaknesses of their students. Based on this evidence, students from both Alex Haley and struggle with the scientific process.

Alex Haley will use FOSS kits (The Full Option Science System) for science instruction. FOSS is an active-learning science curriculum that bridges research and practice by providing tools and strategies to engage students. Students will participate in experiences that lead to deeper understanding of the natural

Teachers will receive professional development on investigative science, the use of FOSS kits. Teachers and the principal will monitor student performance data on a weekly basis, during scheduled common planning time to adjust their instruction to meet the needs of the students.

	<p>and designed worlds.</p> <p>By participating in scientific practices, investigations and analyses, students will learn engineering concepts and the scientific process. Students will complete a weekly science lab and conduct hands on experiments, which focus on the scientific process. Students will also keep journals on the scientific method.</p> <p>Students will use <i>Kids College</i>, an adaptive science computer program that diagnoses individual students' strengths and skills gaps on grade-level strands, then automatically scaffolds curriculum up or down to accelerate or remediate the student accordingly. Students will use <i>Kids College</i> 30 minutes, daily.</p>	<p>Teachers will receive professional development by <i>Kids College</i> trainers for two day during the summer. Teachers will also receive additional training, during common planning periods, throughout the year from <i>Kids College</i> trainers.</p>									
<p>Science 3-5</p> <p>For both Alex Haley and West Pullman, there is no data for 3rd and 5th grades. Teachers from both schools shared students' science artifacts and discussed the strengths and weaknesses of their students. Based on this evidence, students from both Alex Haley and struggle with the scientific process.</p> <p>Based on the 2012, 34.5% of West Pullman's 4th grade students met the state standard and 90.5% of Alex Haley's 4th Grade students met the state standard.</p> <table border="1" data-bbox="99 1255 591 1455"> <thead> <tr> <th>2012</th> <th>West Pullman</th> <th>Alex Haley</th> </tr> </thead> <tbody> <tr> <td>ISAT 4th Grade</td> <td>34.5%</td> <td>90.5%</td> </tr> <tr> <td>ISAT 7th Grade</td> <td>56.4%</td> <td>52.0%</td> </tr> </tbody> </table>	2012	West Pullman	Alex Haley	ISAT 4 th Grade	34.5%	90.5%	ISAT 7 th Grade	56.4%	52.0%	<p>Alex Haley will use FOSS and SEPUP kits for science instruction.</p> <p>Students will complete a weekly science lab and conduct hands on experiments, which focus on the scientific process. Students will also keep journals on the scientific method.</p> <p>Students will use <i>Kids College</i>, an adaptive science computer program that diagnoses individual students' strengths and skills gaps on grade-level strands, then automatically scaffolds curriculum up or down to accelerate or remediate the student accordingly. Students will use <i>Kids College</i> 30 minutes, daily. Students will use dioramas to illustrate the stages of a volcanic eruption.</p>	<p>Teachers will receive professional development on investigative science, the use of FOSS and SEPUP kits. Teachers and the principal will monitor student performance data on a weekly basis, during scheduled common planning time to adjust their instruction to meet the needs of the students.</p> <p>Teachers will receive professional development by <i>Kids College</i> trainers for two day during the summer. Teachers will also receive additional training, during common planning periods, throughout the year from <i>Kids College</i> trainers.</p> <p>Flexible scheduling will be implemented to allow the Fine Arts teachers to collaborate at grade level meetings.</p>
2012	West Pullman	Alex Haley									
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<p>Science 6-8</p> <p>For both Alex Haley and West Pullman, there is no data for 6th and 8th grades. Teachers from both schools shared students' science artifacts and discussed the strengths and weaknesses of their students. Based on this evidence, students from both Alex Haley and struggle with the scientific process.</p> <p>Based on the 2012 ISAT, 56.4% of West Pullman's 7th grade students met the state standard and 52% of Alex Haley's 7thGrade Students met the state standard.</p>	<p>Alex Haley will use FOSS & SEPUP kits for science instruction.</p> <p>Students will complete a weekly science lab and conduct hands on experiments, which focus on the scientific process. Students will also keep journals on the scientific method.</p> <p>Students will use <i>Kids College</i>, an adaptive science computer program that diagnoses individual students'</p>	<p>Teachers will receive professional development on investigative science, the use of FOSS and SEPUP kits. Teachers and the principal will monitor student performance data on a weekly basis, during scheduled common planning time to adjust their instruction to meet the needs of the students.</p> <p>Technology and Diverse Learners Teachers will receive professional development by <i>Kids College</i> trainers for</p>									

	<p>strengths and skills gaps on grade-level strands, then automatically scaffolds curriculum up or down to accelerate or remediate the student accordingly. Students will use <i>Kids College</i> 30 minutes, daily.</p> <p>Students will create a documentary video about pollution, the ozone, and a healthy green environment.</p>	<p>two day during the summer. Teachers will also receive additional training, during common planning periods, throughout the year from <i>Kids College</i> trainers.</p> <p>Flexible scheduling will be implemented to allow the Fine Arts teachers to collaborate at grade level meetings</p>
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****These plans are subject to revision based on principal discretion. Please contact your school for any updates.***

Appendix B: Haley Social Emotional Learning Plan as of July 12, 2013

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming
1. Build home-school partnerships
2. Provide social-emotional support for students
3. Build collaborative structure for returning and new staff

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

Structured Positive Behavior Support School Climate strategy and SEL Curriculum
<p>Alex Haley school will implement both the Foundations program and the PBIS (Positive Behavior Interventions and Support) social emotional curricula. The Foundations program is a school-wide program that will that unify expectations of students' behavior. The Foundations program will create strategies for students walking in the hallways, ascending and descending stairs, and provide guidance for lunchroom behavior. The PBIS program will also provide social and emotional support for students at the classroom level. Teachers and students will work together to create classroom expectations and rules. Teachers and school aides will receive training in July 2013 and throughout the year on the Foundations and the PBIS programs.</p>
<p>Plan for providing targeted interventions to struggling students:</p> <p>Alex Haley will provide targeted interventions for struggling students. Teachers will use RtI (Response To Intervention) and group students into tiers based on assessments. Students grouped in Tiers 2 and 3 will receive additional small group and one on one instruction. Students will also participate in a female mentoring group called Polished Pebbles and a male mentoring group called Manhood Shelter Inc. After school tutoring funded by Metropolitan Family Services, Boys and Girls Club, and College and Career Readiness (GEAR UP) will also provide additional academic and emotional supports.</p>
<p>Vendor/community partner you intend to work with to help support students:</p> <p>Alex Haley school will continue partnering with Metropolitan Family Services, Boys and Girls Club and GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) to help support students. These partnerships provide counseling, tutoring, mentoring, homework assistance, college readiness support, and other extra curricula activities.</p>
<p>Plan for integrating student leadership and/or restorative practices to promote positive behavior (e.g. peer jury, service learning, student leader roles):</p> <p>Alex Haley will develop student leadership by implementing a Student Council, a Restorative Justice program, and Peace Circles. Student council will allow elected representatives from the middle and intermediate grades to work collaboratively on school-wide issues. The Restorative Justice program will bring those harmed by crime or conflict, and those responsible for the harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward. Peace Circles will offer a space for students to have productive conversations to create change. By empowering students to reach across differences, conflict can be transformed and relationships built.</p>
<p>Safety Plan: How will we respond to students in conflict:</p> <p>Alex Haley will respond to students in conflict by employing Peace Circles, Restorative Justice, behavior intervention plans, counseling, detention, and suspension.</p>

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

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

Mid April-mid May: Student and Staff Introductory Activities

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
May 31, 2013 4:40 PM – 6:00 PM	Open House – West Pullman students and parents toured Alex Haley school. They met teachers, student ambassadors, parent volunteers, and LSC (Local School Council) members. 29 West Pullman families were in attendance. This event took place at Haley School	Sponsored by the Boys and Girls Club, Metropolitan Family Services, Boy Scouts and GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) Completed

June-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
June 4 - June 5, 2013 9AM-10AM	Team Teaching - Teachers collaborated and worked together in each other's classroom, met students, and answered questions. Teachers from Alex Haley will go to West Pullman and team-teach on June 4th. Teachers from West Pullman will go to Alex Haley on June 5th and team-teach. Teachers from both Alex Haley and West Pullman will create a sense of calm. This event took place at West Pullman on June 4th and at Haley on June 5th.	Completed
June 19, 2013 4:00 PM – 5:00PM	Team Building at Alex Haley: New Uniform Adoption - Parents from West Pullman and Alex Haley will develop a new uniform for Alex Haley Students. The new uniform adoption will blend the uniforms from both schools and provide one new identity for all Alex Haley students.	Completed
June 25, 2013 11:00 AM – 1:00PM	Student Orientation –Students from West Pullman and Alex Haley attended the orientation where students will receive their schedules, lockers, meet their teachers, play games, and have lunch. Students also learned about the student code of conduct, school rules, and expectations. Students also had the opportunity to sign up for sports and other extra-curricular activities.	Sponsored by the Boys and Girls Club, Metropolitan Family Services, Boy Scouts, and GEAR UP. Completed
July 15, 2013 – August 15, 2013 10:00 AM – 1:00 AM	Team Building Activities at Alex Haley - Alex Haley students will begin practice for flag football, cheerleading, marching band, and drum line. These activities will occur Monday-Thursday for four hours a day. There activities will help students develop new friendships, while interacting in a sport or music group.	
August 22 &23, 2013 4:00 – 6:00PM	Data Night at Alex Haley - Mini workshops will be held to provide parents the opportunity to review data from assessments, grades, and attendance.	Funds for teach and school aid overtime
August 16, 2013 10AM-3:00PM	Back to School Jam at Alex Haley - Students will be encouraged to start school on time. School supplies, free books, back packs, and other items will be distributed. Students will also have an opportunity to socialize, play games, and meet Alex Haley staff.	Funds for food, DJ, Inflatables, and to pay school aide overtime Sponsored by the Boys and Girls Club, Metropolitan Family Services, Boy Scouts, and GEAR UP.

<p>August 25 – 30, 2013 2:00 PM-3:30PM</p>	<p>8th Grade Team Building Activities at Alex Haley – The focus will be developing self-esteem and creating new opportunities for friendships. Students will focus on themes such as responsibility, friendship, and peace while interacting with other students to develop new friendships.</p>	<p>Sponsored by GEAR UP</p>
<p>August 28 - September 26, 2013 4:00PM-5:30PM</p>	<p>Create Student Art Mural at Alex Haley – Alex Haley students will collaborate to create a peace mural to symbolize unity.</p>	<p>Funds for art supplies and teacher and school aide overtime</p>

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