

Transition Plan as of July 12, 2013
For the Closure of Elihu Yale 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 Elihu Yale Elementary School (Yale). This decision is based on the underutilization of Yale, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action will welcome returning students at John Harvard Elementary School of Excellence (Harvard), 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

Yale was a neighborhood elementary school located at 7025 S. Princeton Ave., in the Skyway Elementary Network of CPS. Yale served 186 students in K-8th grades. CPS is closing Yale based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Yale students will be welcomed at Harvard, located at 7525 S. Harvard. CPS has partnered with the Academy for Urban School Leadership (AUSL) to provide educational services at Harvard. 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 Yale and Harvard, 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 Yale will be reassigned to Harvard. This means that Harvard will be the new neighborhood school for students living in the Yale boundary.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from Yale into Harvard. 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 Black United Fund of IL and has knowledge of community dynamics and has demonstrated significant contribution to this community. The number of community watchers allocated is 14.
- 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 Yale into Harvard transition includes the following routes :
 - W. 75th and S. Wentworth west to W. 75th and S. Eggleston
 - W. 71st and S. Harvard south to W. 75th and S. Harvard
 - W. 73rd St. and S. Wentworth west to W.73rd St. and S. Stewart
- 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

- Harvard will have enhanced security staffing plan at the school. As the designated welcoming school, Harvard will receive additional security to support the increased number of students as well as to ease the transition for Yale students joining Harvard. The security staff from Yale will be extended offers to be redeployed to Harvard in order to facilitate this transition by providing a familiar face for Yale students. Last school year, Harvard had 1 full time security officers. Yale had 1 full time security officers. As a result, the new security staff at Harvard will have a total of 2 full time security officers. All security staff will be provided supplemental training on the importance of the integration of the two student populations into the new welcoming school.
- A review of the safety technology for Harvard is noted below, along with enhancements that will be made:
 - Camera System – Harvard’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 – Harvard 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 Yale 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 Harvard, 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 Harvard 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 Harvard, 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 Harvard, customizing training based on the unique population of the students in the school.
- CPS will support welcoming schools in hosting meet and greet events for parents to meet the administration and teachers at the welcoming schools and review student IEPs and share critical information about student needs.
 - CPS will make phone calls to all parents of students with IEP and 504 plans in closing schools to ensure knowledge of welcoming schools and answer any questions.
 - CPS will ensure classrooms for special education separate instruction are in appropriate locations in the school to be near same age and grade peers.
- CPS will provide disability awareness training for students, done in conjunction with Autism Speaks.
- CPS will provide social stories for students to review pictures of the welcoming schools, to support the student transitions.
- CPS will provide students who are educated in specialized cluster programs social stories to help facilitate the transition.
- CPS will provide training on specialized instructional methodologies.

- Harvard 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 Yale 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 Yale that will be used as a reference for families and the STLS Transition Support Coordinator throughout the course of their work together.
- An STLS Transition Support Coordinator will be available Thursday and Friday from 9:00 a.m. to 3:00 p.m. at Yale 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 Harvard 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 Harvard 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)

- Harvard is not currently projected to receive ELL students.

- In the event that Harvard receives ELLs, Harvard 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

Saturday, April 06, 2013
3:00pm-5:00pm
Englewood HS Campus
6201 S Stewart Avenue

Community Meeting 2

Saturday, April 13, 2013
10:00am-12:00pm
Englewood HS Campus
6201 S Stewart Avenue

Public Hearing

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

Further Questions and Concerns:

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

Appendix A: Harvard Academic Support Plan as of July 12, 2013

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS

Harvard School of Excellence will implement a two hour forty-five minute literacy block to improve reading achievement of all students. The literacy block will be divided into three components: vocabulary 30 minutes per day, comprehension 90 minutes per day, and writing forty-five minutes per day. Harvard will utilize new curriculum for reading comprehension Literacy by Design for grades K – 5 and new vocabulary curriculum Sadlier Oxford for grades 3-8.

Literacy – Vocabulary development	<p>K-2</p> <p>Yale’s end of the year DIBELS (Dynamic Indicators of Basic Early Literacy Skills) composite data indicates 56% of students in grades K-2 are performing below benchmark. Based on the data 70% of the kindergarten students are performing below grade level especially in phonics development; currently there is not an existing phonics or word study program at Yale. Harvard’s end of the year STEP (Strategic Teaching and Evaluation of Progress) data indicates 22% of students in grades K-2 are performing below grade level. Harvard uses Heggerty phonics and the Fry sight word list activities to increase vocabulary achievement.</p> <p>Teachers will use Heggerty Phonics program to improve phonetic skills of all students. To support vocabulary and sight word attainment teachers will use Words Their Way workbooks.</p> <p>Students who are performing above grade level will be accelerated in small groups using an advance grade level of Words their Way.</p> <p>Teachers will assess students using the Fry sight word list each quarter.</p> <p>3-5</p> <p>Spring NWEA (Northwest Evaluation Association) data indicates less than 50% of the students at Harvard and Yale achieved grade level RIT scores. Vocabulary was the weakest strand for grades 4 and 5 at both schools. Harvard uses leveled readers to identify and teach vocabulary while Yale uses McGraw Hill reading curriculum to teach vocabulary. As a result Harvard will support students with rich vocabulary instruction using Sadlier Oxford Vocabulary Program.</p>	<p>Support personnel will be used to support beginning of the year sight word assessment of all K - 3 students.</p> <p>Teachers will receive professional development during August and monthly in cluster meetings throughout the school year on Heggerty Phonics, Words Their Way, and Sadlier Oxford Vocabulary programs.</p>
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	<p>Teachers will provide remediation for students who have not mastered sight words using the Fry sight word list.</p> <p>6-8</p> <p>Spring NWEA scores indicate the mean performance scores in vocabulary for sixth through eighth grade are lower than the mean scores for literature and informational text indicating vocabulary is the weaker strand for both Yale and Harvard. Based on the data students will receive formal instruction using Sadlier Oxford Vocabulary Program.</p> <p>Teachers will continue to use novels to enhance vocabulary development.</p> <p>K-8</p> <p>Teachers will administer biweekly vocabulary assessments and review data in grade level cluster meetings.</p>	
Literacy-Writing	<p>K-2</p> <p>Harvard currently uses Lucy Calkins' writers' workshop model to teach writing, focusing on narrative composition. Yale does not have a designated writing curriculum. As a result Harvard will continue to use Lucy Calkins' writers' workshop model.</p> <p>Teachers will focus on using mentor texts to strengthen sentence structure and organization.</p> <p>3-5</p> <p>Harvard currently uses the Six Traits writing format to instruct students. Yale does not have a designated curriculum; therefore Harvard will continue to use the Six Traits model for writing instruction.</p> <p>Teachers will focus on elaboration and organization for fiction and nonfiction writing.</p> <p>6-8</p> <p>Harvard currently uses the Six Traits writing format to instruct students. Yale does not have a designated curriculum; therefore Harvard will continue to use the Six Traits model for writing</p>	<p>Teachers will receive professional development during the summer and during the school year to improve Writers' Workshop implementation.</p> <p>Selection of mentor text to provide students with a model of exemplary writing.</p>

	<p>instruction.</p> <p>Teachers will focus on research writing to support learning in science and social science.</p> <p>Students will produce two research papers for STEM fair and social science as an assessment of writing.</p> <p>K-8</p> <p>Teachers will use the writing block to conference one to one with students twice a week giving feedback to improve writing.</p> <p>All students will publish specific writing genres each quarter as an assessment. Teachers will review student samples in grade level cluster meetings.</p> <p>All students will participate in AUSL's Young Writers Competition in March.</p> <p>Students who are accelerated writers will be encouraged to participate in the Journalism Club.</p>	
Literacy-Comprehension	<p>K-2</p> <p>Spring end of the year DIBELS data indicates 42% of the students from Yale are below benchmark in oral reading retelling. Spring end of the year STEP data indicates 16% of the students from Harvard are performing below grade level. As a result of this data teachers will use STEP assessments in the fall to identify students reading levels for small group instruction.</p> <p>Teachers will identify student's individual strengths and weaknesses using NWEA and STEP data. Individual goals will be written for students using NWEA DesCartes. Based on this data teachers will group students for guided reading and small skill groups.</p> <p>Harvard will adopt AUSL's recommended curriculum Literacy by Design for reading instruction. Teachers will use Literacy by Design to teach specific strategies.</p> <p>Teachers will use Leveled Literacy Intervention for remediation of students who are reading below grade level. Interventions</p>	<p>Teachers will have an identified time during the literacy block for small group instruction each day 30 – 60minutes.</p> <p>Teachers will receive professional development on Literacy by Design, Leveled Literacy Intervention, and Compass Learning during the summer and throughout the school year.</p> <p>Each student will have access to computers during and after school to use Compass Learning.</p>

	<p>will occur in small groups four times a week for twenty minutes.</p> <p>Compass Learning computer program will be used to provide additional remediation and acceleration during the literacy instructional time.</p> <p>Teachers will read aloud to students daily to give students access to complex texts as well as model fluent reading.</p> <p>3-5</p> <p>Spring NWEA test indicate that 10% of Yale students are performing at grade level and 21% of Harvard students are performing at grade level. Informational text is the weaker strand for 3rd and 5th grade and literature is the weaker strand for 4th grade students at Yale. Literature is the weaker strand for 3rd -5th grade Harvard students.</p> <p>Teachers will use Benchmark Assessment System (BAS) to determine individual reading levels.</p> <p>Teachers will identify student's individual strengths and weaknesses using NWEA and BAS data. Individual goals will be written for students using NWEA DesCartes. Based on this data teachers will group students for guided reading and small skill groups.</p> <p>Harvard will adopt AUSL's recommended curriculum Literacy by Design for reading instruction. Teachers will use Literacy by Design to teach specific strategies.</p> <p>NWEA DesCartes objectives will be used to identify skills for Compass Learning computer program. Compass Learning will be used to provide remediation to students on skills specific to their deficits four times per week for 20 minutes within the classroom.</p> <p>Students who are on grade level will also use Compass Learning to accelerate reading achievement four times per week for twenty minutes in addition to before school book clubs that meet twice per week.</p>	<p>The school will increase the number of books in classroom libraries and include the school library as a resource class to support increased independent reading time.</p> <p>All classrooms will have identified time in computer lab for Compass Learning intervention for remediation and acceleration, a minimum of 60 minutes per week.</p>
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6-8

Spring NWEA test indicates 11% of Yale students are performing at grade level and 34% of Harvard students are performing at grade. Informational text is the weaker strand for 6th and 8th grade while literature is the weaker strand for 7th grade Yale students. Informational text is the weaker strand for 6th and 7th grade while literature is the weaker strand for 8th grade Harvard students.

Teachers will use BAS to determine individual reading levels.

Teachers will identify student's individual strengths and weaknesses using NWEA and BAS data. Individual goals will be written for students using NWEA DesCartes. Based on this data teachers will group students for strategy and small skill groups.

Harvard will use Document Based Questions (DBQ) curriculum to provide students with strategies for reading and responding to informational text. DBQ also uses literature to expand students' critical thinking and improve reading ability.

Teachers will continue to use novels to provide students access to text at and above grade level.

Students will have multiple opportunities to practice comprehension strategies across a variety of genres to ensure mastery.

Teachers will use leveled readers for those students who are performing significantly below grade level 3 times per week for 20 minutes.

Students who are at grade level and above will have opportunities throughout the year to participate in Harvard's Literacy Cafe Book Club to read and respond to above level complex text.

K-8

All teachers will review lessons plans in grade level cluster meetings led by the principal.

	<p>Teachers will administer biweekly formative assessments to measure mastery of skills. This data will be reviewed in grade level cluster meetings with the principal.</p> <p>Teachers will develop unit plans in grade level clusters to incorporate fiction and nonfiction texts and enhance readers' response across multiple texts. This will allow students opportunities to refine strategies and skills taught in small groups.</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>All students will have access to eBooks increasing the level of engagement through technology.</p> <p>Parent Open House and Family Literacy Nights will be used to provide parents with workshops to support student achievement at home. These parent events will also be used to communicate specific student data.</p>	
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Harvard will implement a ninety minute math block to improve math achievement for all students. This block will be divided into two components whole group and small skill group instruction. Skills are introduced during the whole group with guided practice for a period of fifty minutes; while the small group allows students forty minutes to practice skills in ability groups to advance or remediate instruction.

Math	<p>K-2</p> <p>MClass data from Yale indicates that 45% of students in grades K-2 are on grade level. Harvard has 73% of students K-2 on grade level based on AUSL's formative benchmark assessment. Since both Harvard and Yale utilize Everyday Math it will be continued at Harvard. Fact fluency is the building block for all other math skills and key to successful implementation of Everyday Math. As a result of the data teachers will embed the Everyday Math games during the small group portion of the math block weekly to improve fact fluency.</p> <p>Teachers will administer a bi-weekly formative assessment to monitor mastery of skills. This data will be used to place students in the appropriate group for acceleration or intervention.</p> <p>Students will receive acceleration and remediation through the Compass Learning computer program, as well as, small group</p>	<p>Teachers will have a 90 minute math block with 40 minutes devoted to small group instruction each day.</p> <p>Teachers will receive professional development during the summer institute and throughout the school year on Everyday Math</p> <p>Teachers will receive professional development throughout the school year on embedding math games into their lessons.</p>
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	<p>tutoring during the school day for 30 minutes.</p> <p>3-5</p> <p>Spring NWEA data indicate 6% of Yale students are performing at grade level and 40% of Harvard students are performing at grade level. According to the data students at Yale performed lowest in measurement and data, and number & operations-fractions strands. On average 40% of students at Harvard and Yale scored below level on these strands. Currently both Yale and Harvard use the Everyday Math curriculum.</p> <p>Harvard will adopt NTN (National Training Network) which will serve as a curriculum supplement to provide students with conceptual math understanding.</p>	<p>Coaching on instructional design, which will address differentiation, intervention, and acceleration, will occur weekly in cluster meetings facilitated by the assistant principal.</p> <p>Teachers will receive coaching and professional development from NTN on a weekly basis to support supplementing Everyday Math and implementing conceptual math lessons.</p> <p>Teachers will receive professional development on using IPADS to support math instruction during the summer in CPS IPAD Academy.</p>
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	<p>Teachers will administer bi-weekly formative assessments to monitor mastery of math skills. This data will be used to place students in the appropriate groups for acceleration or intervention.</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 Legos.</p> <p>Students who are performing below grade level will receive small group tutoring during the school day three times a week for 30 minutes and attend Compass Learning lab after school.</p> <p>6 - 8</p> <p>Spring NWEA data indicates 14% of the students at Yale are performing at grade level and 41% of the students at Harvard are performing at grade level. Algebra functions, expressions, & equations, and the real & complex number systems are the lowest performing strands for both Harvard and Yale. Both schools currently use MathThematics and Harvard will continue using this curriculum.</p> <p>Teachers will use NWEA to identify students' strengths and weaknesses and group for specific skill development in small groups.</p> <p>Teachers will administer a bi-weekly formative assessment to monitor growth on math achievement. This data will be used to place students in the appropriate groups for acceleration or intervention.</p> <p>Teachers will utilize algebra tiles manipulatives to develop algebraic thinking and accelerate those students ready for algebra concepts.</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 Legos.</p> <p>Students who are performing below grade level will also receive remediation through small group instruction and Compass Learning during the school day.</p>	
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	<p>K-8</p> <p>Teachers will participate in cluster meetings weekly with the Assistant Principal to review lesson plans, assessment data, and student work with the Assistant Principal.</p> <p>Teachers will also participate in AUSL professional learning communities throughout the year.</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>Parent Open House and Math Nights will be used to provide parents with workshops to explain math curriculum and activities to reinforce student learning at home. These parent events will also be used to communicate specific student data.</p>	<p>Teachers in 3rd and 4th grade will identify 50 minutes each day for science instruction.</p> <p>Teachers in 5th - 8th grade will identify 90 minutes daily for science instruction.</p> <p>Teachers will participate in AUSL science professional learning communities.</p> <p>Harvard will utilize Shedd Aquarium and Museum of Science and Industry labs to extend learning quarterly.</p>
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<p>Science</p>	<p>According to data from the Illinois State Achievement Test (ISAT) science subtest, 50% of the 4th graders and 42% of the 7th graders are meeting the standards while 57% of the 4th graders and 54% of the 7th graders are meeting at Harvard. Yale doesn't have an identified science curriculum for grade K - 5; 6th - 8th uses SEPUP (Science Education for Public Understanding Program) as the curriculum. Harvard uses FOSS (Full Option Science System) curriculum for grades 3rd - 5th and IES (Institute of Education Sciences) and SEPUP curriculum for 6th - 8th.</p> <p>K-2</p> <p>Teachers will embed science into unit plans and conduct classroom experiments bimonthly.</p> <p>3-5</p> <p>Teachers will use FOSS (Full Option Science System) to implement science.</p> <p>Teachers will embed science experiments into their lessons weekly to model the scientific process and support students in scientific inquiry.</p> <p>6-8</p> <p>Teachers will use IES (Institute of Education Sciences) and SEPUP (Science Education for Public Understanding Program) for science instruction.</p> <p>Students in grades 5th - 8th will receive 90 minutes of science instruction and embed science experiments into their lesson weekly.</p> <p>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>Teachers will receive professional development on science inquiry during AUSL summer teaching and learning institute.</p> <p>Teachers will participate in CPS science professional development for FOSS, IES and SEPUP curriculums.</p> <p>All staff members will participate in professional development for diverse learners at the beginning of the school year.</p> <p>Teachers will participate in CPS professional development for diverse learners.</p> <p>Harvard teachers will review all IEPs with the Case Manager so the instructional schedules meet the needs of all students.</p>
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<p>Diverse Learners</p>	<p>K-8</p> <p>Teachers will meet in grade clusters to review lesson plans and data from exit slips.</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>Students in grades 4th - 8th will conduct a STEM project for classroom competition.</p> <p>All students are invited to participate in Science Club and Conservation Club to expand scientific knowledge.</p> <p>The SSA (Specialized Services Administrator) shared data related to the LRE, total IEP minutes, parent names, grades, and primary disability for each student that is enrolled in Yale. This information was shared with Harvard to use when scheduling diverse learners. Harvard and Yale Case Managers met to discuss student profiles and give detailed information related to supports and services required. All equipment in used in the Yale primary cluster autism classroom will be moved to Harvard for use in the new classroom. The classroom will receive significant updates allow students to receive instruction in the most optimum environment.</p> <p>All diverse learners in the autism cluster program will have access to the general education curriculum as outlined earlier. Students will participate in physical education, music, art, technology, and computer lab with the general education s</p>	
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Additional Information Based on the Academic Needs Assessment developed by Harvard School of Excellence:

Whole Group Instruction:

We will ensure that the Harvard students receive core classroom instruction at the norm RIT band based on NWEA assessment results. The students will be instructed using grade level materials in math, reading, science, and social studies led by classroom teachers.

Small Group Instruction:

Based on their spring 2013 NWEA data, students will be grouped into small groups for reading and math based on strengths and weaknesses made evident in NWEA goal strand data led by classroom teachers, school support 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 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. All students will have Homework Club available to them to provide extra support when needed.

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

Appendix B: Harvard Social and Emotional Support Plan as of July 12, 2013

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming	
1.	We will develop strong bonds between staff, students, and parents. Student ambassadors will meet to develop a creed as a symbol of the two schools uniting. There will be a two week camp in July to bring students together through sports and art. The Welcome Back Fair on August 23 rd will culminate the summer activities and kick off the new school year.
2.	All staff members will be trained in Foundations to build a positive school climate. It is important to establish expectations of behavior both in and out of school; in order to accomplish this there will be a Positive Behavior Assembly during the summer, the first week of school and at the beginning of each quarter to set and review expectations. Students will have multiple opportunities to earn incentives through the Cougar Pounce system.
3.	All staff members have been trained in Second Step curriculum to promote building character. Alternatives Inc. will train staff and lead the work with establishing peace circles. In addition Mosaic, a social emotional consultant, will work with Harvard to support community building among students and staff.
4.	All students will have access to after school programming such as: journalism, chess team, art club, science club, Girl Scouts, honors choir, drill team, computer learning, sports teams as well as special school functions.
5.	We will partner with Real Men Cook to develop an Eat to Live Garden similar to the one currently at Yale.

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):

95% of the staff has completed the initial portion of Second Step training. We have formed a Second Step team which will determine how the lessons will be delivered weekly to teach character education and aid students in social emotional development. Lead staff members have completed the first phase of Foundations training. The Second Step and Foundations teams will meet over the summer and continue professional development throughout the summer and school year to continuously refine systems related to school climate. We will continue the partnership with Chicago Bullying Prevention Initiative (Olweus). Olweus trains the staff on identifying and responding to bullying behaviors at all grade levels. The school climate team composed of teachers, Dean of Students, and instructional assistants will develop the structures to recognize positive behavior daily and work in conjunction with both the Second Step and Foundations team.

Plan for providing targeted interventions to struggling students:

Students who are having difficulty adjusting will first speak with the dean of students and/or the counselor to provide initial support. If students need additional support they will be referred directly to a coping group. Parents of struggling students will be invited to participate in initial conversations so they are aware of interventions and provide additional support to the student at home.

Staff members will continue to use the current RTI system to collect data, and support identification of students in need of additional supports. The behavioral health team comprised of the counselor, social worker, dean of students, and teachers will review RTI data and determine individual plans for students as needed.

Harvard utilizes a counselor intern to provide continuous interventions to our neediest students. Once students are identified they are referred to coping groups as a form of targeted intervention. These same sex groups will continue to meet weekly. Currently teachers provide mentoring during the day for students in grades 7th and 8th, this will expand to include grades 4th-6th so that more students have access to mentoring on a daily basis.

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

Alternatives Inc. will provide guidance in implementing peace circles to provide all students with an opportunity to communicate their feelings. Students will participate in peace circles weekly to deter conflict and build trust with each other and staff members.

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.

Real Men Cook which is established at Yale will continue to provide mentoring to students and guidance for healthy living. Harvard is located in a food desert, families have limited access to fresh fruits and vegetables consequently students have developed unhealthy eating habits. Establishing a learning garden will provide students with access to try fruits and vegetables at school and learn about agriculture. Real Men Cook will provide support to afterschool programming by assisting in the maintenance of the garden.

A Knock at Midnight which currently services Harvard students will continue to provide tutoring and homework help to all students. They will also work with students on behavioral health issues using their self-esteem and positive living programming. Students will have access to their facility as well when school is closed to provide supervision to students when parents are at work. A Knock at Midnight also provides parent workshops and encourages parents to become actively involved in school activities.

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

Yale has a Student Council which Harvard will implement as well as forming a Beta club so students will continue to refine leadership skills and have a unified voice in the school community. We will continue our partnership with Cook County which trains student leaders in the peer jury process. We have also been selected to implement the Chicago Bullying Prevention program which trains the entire staff in bullying awareness and intervention.

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

Safe Passage routes are special routes created by the city of Chicago to ensure students are able to safely navigate through the school neighborhoods. Adult monitors will be positioned throughout the routes and available at all arrival and dismissal times. Safe Passage monitors will be available from 7:30am – 9:30am and 3:30pm – 6:30pm. Harvard will have ongoing communication with the monitors to make sure all students travel safely to and from school.

Harvard will continue to use the Behavior Google doc form as the referral system to collect and analyze conflict among students. All staff members have access to input information. This data will be reviewed by the dean of students daily so interventions are in place immediately. It is important that we implement peace circles and peer jury so that we can readily address students in conflict and provide them with the tools for conflict resolution. Students and their parents will have to meet with the Dean of Students to sign behavior contracts and only when necessary a safety plan will be implemented. Based on the frequency of infractions students may be referred to anger management groups, check in check out, or consultation with social worker.

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

Appendix C: Harvard Cultural Integration as of July 13, 2013

Mid April-mid May: Student and Staff Introductory Activities

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
May 21 -22	Students from Harvard grades K - 8 write letters welcoming Yale students	Delivering letters to teachers in classrooms
May 30	Student Ambassadors grades 4 - 8 from both schools will meet and develop an interest list of activities, trips, incentives at Harvard The students discussed what they enjoyed about their schools and how they envision a new united school	Buses, Lunch
May 30	Yale teachers to visit Harvard Teachers were able to visit classrooms, see student transitions, and speak with staff members	Bus
May 30	Parents from Yale went on a tour led by principal from Harvard and participated in the Parent Advisory Council meeting at Harvard. Parents agreed to keep the Harvard uniform and all students would receive a free uniform shirt.	

June-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
June 5	Students from Yale K – 5 th including autism cluster program (total of 140)attend Harvard's production of The Wiz additional guests V. Breshears (PTC) and W. Sims (network safety manager)	Buses for students
June 6	Joint PAC meeting at Harvard	
June 24 th – August 2	Girl Scout Camp grades 1 – 8 (Troop leader has enrolled students from Yale and Harvard)	Breakfast and Lunch provided by CPS

July 20 th – July 31 st	Sports and Arts Camp grades 3-8 Students will have an opportunity to learn and condition for a variety of sports. Students will have an opportunity to create murals and banners for the school and learn about various media.	Budget for personnel and materials
August 23rd	Back to School Fair (students grades pre-k – 8, parents, community members and staff) The fair will provide parents, students, and community members an opportunity to learn about community partnerships with Girl Scouts, A Knock at Midnight, and Real Men Cook. Students will plant a garden together with the help of Real Men Cook. Students will have an opportunity to sign up for extracurricular activities. St. Bernard's mobile health van will provide immunizations. Picnic style lunch will be served to students, parents, and staff.	Health Van for Immunizations, Vendors to provide resources for back to school, Budget for food, Contact alderman's office to block street

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