

Transition Plan as of July 17, 2013
For the Closure of John Calhoun North 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 John Calhoun North Elementary School (Calhoun). This decision is based on the underutilization of Calhoun, in accordance with the [Chief Executive Officer's Guidelines for School Action](#) (Guidelines). This action will welcome returning students at Willa Cather Elementary School (Cather), which has sufficient space and can offer a quality academic environment.

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

II. Summary of Action

Calhoun was a neighborhood elementary school located at 2833 W. Adams St., in the Garfield-Humboldt Elementary Network of CPS. Calhoun served 314 students in PE, PK & K-8th grades. CPS is closing Calhoun based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Calhoun students will be welcomed at Cather, located at 2908 W. Washington Blvd. Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The proposed investments CPS will make for transitioning students at both Calhoun and Cather, 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 formerly associated with Calhoun will be reassigned to Cather. This means that Cather will be the new neighborhood school for students living in the Calhoun boundary.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from Calhoun into Cather. 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 American Enterprise and has knowledge of community dynamics and has demonstrated significant contribution to this community. The number of community watchers allocated is 12.
- The approved Safe Passage Community Partner organization will recruit and hire “community watchers.” The ideal candidates for community watchers will be from among individuals who are either residents from the community or are very familiar with residents of the community. These will be individuals who have significant knowledge of the dynamics of the community and are comfortable playing the roles as defined above. All candidates will need to pass a background screening.
- The distance between the two schools is 0.4 miles. The Safe Passage route that is being proposed for the Calhoun into Cather transition includes the following routes :
 - W. Adams and N. Sacramento north to W. Washington and N. Sacramento
 - W. Adams and N. California north to W. Washington and N. California
- 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

- Cather will have enhanced security staffing plan at the school. As the designated welcoming school, Cather will receive additional security to support the increased number of students as well as to ease the transition for Calhoun students joining Cather. The security staff from Calhoun will be extended offers to be redeployed at Cather in order to facilitate this transition by providing a familiar face for Calhoun students. Currently, Cather has 2 full time security officers. Currently, Calhoun has 2 full time security officers who will join the security team at Cather in the fall. As a result, the new security staff at Cather will have a total of 4 full time security officers. All security staff will be provided supplemental training on the importance of the integration of the two student populations into the new welcoming school.
- A review of the safety technology for Cather is noted below, along with enhancements that will be made:
 - Camera System – Cather’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 – Cather will have access to a metal detector and hand wands.

IV. Supports for Students and Schools

CPS is committed to ensuring a successful transition to Cather 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 a new environment. 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 Calhoun 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 Cather, 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 Cather 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 Cather, 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 Cather, 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.
- Cather 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 Calhoun 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 Calhoun 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 1:00 p.m. to 3:00 p.m. at Calhoun 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 Cather 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 Cather 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)

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

Tuesday, April 09, 2013
5:00pm-7:00pm
Raby High School
3545 West Fulton Boulevard

Community Meeting 2

Saturday, April 13, 2013
10:00am-12:00pm
Raby High School
3545 West Fulton Boulevard

Public Hearing

Tuesday, April 16, 2013
5:30pm-7:30pm
CPS Central Office
125 S. Clark St.

Further Questions and Concerns:

If you have any questions or concerns regarding this proposal and the draft transition plan, please call 311 (City Services) or visit www.cps.edu/qualityschools.

Appendix A: Academic Support Plan - Cather

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS

Area of Academic Need	Strategy	Structures necessary to implement (E.g. staff, budget, scheduling, data, etc.)
<p>Reading</p> <p><u>Primary: KG-2nd</u> EOY DIBELS data for Cather & Calhoun indicates there is a strong need for additional small group instruction.</p> <p><u>Calhoun</u> KDG-85% Benchmark 1st Grade- 56% Benchmark 2nd Grade-39% Benchmark</p> <p><u>Cather</u> KDG-75% Benchmark 1st Grade -87% Benchmark 2nd Grade 80% benchmark</p> <p><u>Intermediate: 3rd-5th</u> The 2012 ISAT data reveals that both schools are very similar in achievement, however, 3rd grade for both schools had less than 70% meeting /exceeding state standards. (Cather 69% & Calhoun 61%)</p>	<p><u>Primary: KG-2nd</u> Students categorized as “Intensive” and “strategic” on the 2013-2014 DIBELS and TRC assessments, below grade level, will be targeted for smaller group instruction. A teacher assistant will be used in both the Kindergarten and first grade class to assist with individualizing instruction based on identified skill deficits. Students who are already at benchmark levels will be targeted for enrichment activities during small group sessions. We will continue to use “Reading Street” as the core reading curriculum materials.</p> <p>Saturday School, as well as before & after school programs will provide interventions and enrichment for targeted students.</p> <p><u>Intermediate: 3rd-5th</u> Both third and fourth grade students will be targeted for differentiated instruction based on their deficit skills. Student progress will be monitored on an on-going basis using diagnostic, local, and benchmark assessments. Small groups will be flexible in order to provide remediation and enrichment as needed.</p> <p>Saturday School, as well as before & after school programs will provide interventions and enrichment for targeted students.</p>	<p><u>Primary: KG-2nd</u> After analyzing data, students will be grouped according to skill deficits and strengths.</p> <p>School funding will be used to provide an additional teacher assistant for push-in support.</p> <p>A schedule will be created for teacher assistant, and curriculum materials will be supplied.</p> <p>PD will be provided for teachers on DIBELS & TRC.</p> <p><u>Intermediate: 3rd-5th</u> Planning Time for the Instructional Leadership Team (ILT) and teacher teams will be scheduled on an-ongoing basis to analyze assessment data and to formulate action steps. (Common Planning Time & Before /After school)</p> <p>A part-time teaching position (i.e. retired teacher) will be used to assist in providing common planning time for teachers.</p> <p>Data from weekly, 5-week, and benchmark assessments will be used to monitor progress and adjust placement within instructional groups. RTI, an instructional methodology and set of interventions for individualized instruction for students with various</p>

<p>Upper: 6th-8th</p> <p>Both schools have similar upper grade achievement, 6th-8th. 86% and 83% of Calhoun and Cather students meet or exceed standards, respectively. However, 6th grade students performed below that average at both schools, 75.3% and 67%, respectively.</p>	<p>Upper: 6th-8th</p> <p>All students will be targeted for individualized instruction based on their deficit skills. Student progress will be monitored on an on-going basis using diagnostic, local, and benchmark assessments. Small groups will be flexed accordingly to provide remediation and enrichment as needed.</p> <p>Saturday School, as well as before & after school programs will provide interventions and enrichment to accelerate student achievement.</p>	<p>needs will be provided.</p> <p>The Instructional Leadership Team (ILT) will analyze ISAT results at the beginning of the school year, and NWEA data after each assessment to determine the individual needs of each student and create small groups for instruction.</p> <p>Upper: 6th-8th</p> <p>Planning Time for ILT, teacher teams, and extra- support staff will be scheduled on an-ongoing basis (during Common Planning Time & Before /After school). A part-time teaching position (i.e. retired teacher) will be used to assist in providing common planning time.</p> <p>The ILT team will analyze ISAT results at the beginning of the school year, and NWEA data after each assessment to determine the individual needs of each student and create small groups for instruction.</p> <p>Data from weekly, 5-week, and benchmark assessments will be used to monitor progress and adjust placement within instructional groups. RTI, an instructional methodology and set of interventions for differentiating instruction for students with various needs, will be provided for identified struggling students/diverse learners</p>
<p>Writing</p> <p>Although no district-wide writing assessment was implemented last school year, our school trends have shown that unless the writing process is embedded beginning with the primary grades, there is a significant gap in writing performance by grade eight.</p> <p>Grade 8</p>	<p>Process writing will be embedded at all grades. The Lucy Calkins curriculum will be used for grades k-2, and Writer's Workshop will be used for grades 3-8. Before and after school writing clinics will be provided twice a week beginning in October continuing throughout the year as needed. The clinics will focus on the needs of identified students. Students will be identified based on the writing samples reviewed by teachers and administration.</p>	<p>Schedules will be used for collecting writing samples and reviewing progress.</p> <p>Staff will examine student writing samples by using appropriate rubrics (extended response & process writing) to determine strengths and weaknesses during common planning time.</p> <p>Process writing and extended response writing will be turned in to the administration on a bi-weekly basis to monitor student progress.</p>

<p>94% of Cather eighth grade students were proficient on the 2013 English Explore (scoring 13 or above), while 52% of Calhoun's eighth graders were proficient.</p>	<p>One-on-one instruction will be provided for diverse learners on an on-going basis.</p> <p>Teachers for grades six through eight will use the advisory period (10 minutes prior to the start of the first period) and the intervention block to focus on grammar throughout the school year, as covered on the Explore English exam.</p>	
<p>Math</p> <p><u>Primary: KG-2nd</u> When examining 2011-2012 end of the Year (EOY) MClass math trend data from both schools, we find that 85% of Calhoun's 's kindergarten scored at benchmark, 56% of first graders, and only 39% of 2nd grade students were at benchmark. Cather's EOY data revealed that 57% of Kindergarten students were at benchmark, 93% of 1st grade and 86% of 2nd graders were at benchmark for EOY.</p> <p>For year 2012-2013 EOY MClass data shows that Only 34% of Calhoun second graders were ready for third grade. Data shows that Cather's kindergarten students were only at 55%. Missing number, concepts, and computation will be target skills.</p> <p><u>Intermediate: 3rd-5th</u> After analyzing 2012 ISAT data for both schools in the area of math, the data reveals that both schools are very similar in achievement, the combined percentage for Calhoun was 91.5% and 87.7 for Cather at this grade band.</p>	<p><u>Primary: KG-2nd</u> Instruction will be customized for students by grouping them based on their specific skill level. Students will be grouped based on MClass-Math scores. By grouping students, teachers can focus on remediating deficit skills and providing enrichment for students who are already proficient.</p> <p>A teacher assistant will work with small groups that have been developed based on skill deficits.</p> <p>Forty-five minute intervention periods will be provided for students who are not on track.</p> <p>We will continue to use "Everyday Math" as the core math series.</p> <p><u>Intermediate: 3rd-5th</u> While Calhoun students out-performed Cather students at this grade band, staff will utilize data to guide instruction in math concepts, vocabulary/terms, operations, skills, calculator and technology use. Benchmark data from ISAT & Northwest Evaluation Association (NWEA), as well as weekly and 5-week Network assessments (AMAT) will be administered to monitor student progress.</p>	<p><u>Primary: KG-2nd</u> After analyzing data, students will be grouped according to skill levels. School personnel will be scheduled to work with students that are below benchmark.</p> <p>Teachers will use MClass math data, local quizzes and assessments to monitor student progress on an on-going basis.</p> <p>Planning Time for ILT, teacher teams, and extra- support staff will be scheduled on an-ongoing basis (during Common Planning Time & Before /After school). A part-time teaching position (i.e. retired teacher) will be used to assist in providing common planning time for classroom teachers.</p> <p><u>Intermediate: 3rd-5th</u> Planning Time for ILT, teacher teams, and extra- support staff will be scheduled on an-ongoing basis (during Common Planning Time & Before /After school). A part-time teaching position (i.e. retired teacher) will be used to assist in providing common planning time.</p> <p>Small groups will be identified (based on data) to provide additional remedial and</p>

<p><u>Upper: 6th-8th</u> Both schools are similar in math achievement. 89% of Calhoun's 6th-8th graders and 84.8% of Cather's 6th-8th met or exceeded state standards.</p>	<p>A daily intervention period will be scheduled to include related NWEA Rasch unit (RIT) activities. Grouping will be flexible, and students will move as they reach mastery.</p> <p>In addition to the intervention block, RIT instruction will be provided for struggling students/diverse learners.</p> <p><u>Upper: 6th-8th</u> While both schools have a high percentage of students who met or exceeded ISAT standards in math, we will continue to use the same strategies as listed for grades k-5 to ensure that all students continue to improve.</p>	<p>enrichment instruction.</p> <p><u>Upper: 6th-8th</u> Planning Time for ILT, teacher teams, and extra- support staff will be scheduled on an-ongoing basis (during Common Planning Time & Before /After school). A part-time teaching position (i.e. retired teacher will be used to assist in providing common planning time.</p> <p>Small groups will be identified (based on data) to provide additional remedial and enrichment instruction.</p>
<p>Science</p> <p><u>Grades 4 & 7:</u> After reviewing the 2011-2012 science ISAT data for both Calhoun and Cather, we find that both schools are high-performing. (Calhoun's Grade 4 had 89.5% and Grade 7 had 70%, while Cather's 4th grade had 90.9% and grade 7 had 100% meeting/exceeding state standards</p>	<p><u>Grades 4 & 7:</u> Teachers will administer weekly quizzes, and 5-week Network assessments (Area Science Assessment –"ASA").</p> <p>We will continue to provide the "In Search of Genius" hands on science program sponsored through UIC for 3rd and 4th grade students.</p>	<p><u>Grades 4 & 7:</u> Identify small groups for instruction for 4th and 7th grades ISAT testing</p> <p>Provide RTI for identified struggling students/diverse learners</p> <p>Science teachers will utilize data to monitor student progress and guide instruction in science vocabulary, research, experiments, concepts and technology.</p> <p>The Science committee and teacher teams will analyze assessment data quarterly to determine where students need additional supports. Identified students will be scheduled for before and</p>

		<p>after school instructional support programs.</p> <p>The master schedule will provide a weekly ninety minute block for science through the “In search of Genius” program to engage students in hands-on activities and experiments.</p>																														
<p>Diverse Learners</p> <p>Calhoun and Cather had similar Diverse Learner enrollment for the 2012-13 school year.</p> <p>Enrolled Diverse Learners 2012-13 School Year</p> <table border="1"> <tr> <th></th><th>Calhoun</th><th>Cather</th></tr> <tr> <td>PKG-2nd</td><td>4</td><td>13</td></tr> <tr> <td>3rd-5th</td><td>15</td><td>13</td></tr> <tr> <td>6th-8th</td><td>30</td><td>22</td></tr> <tr> <td>Total</td><td>49</td><td>48</td></tr> </table> <p>However, each school requires different services and instructional placements. Twenty of the 49 students at Calhoun require that they spend at least 50% of their day in a self-contained environment, while only 4 of the 48 students at Cather require a self-contained placement.</p> <p>The chart below list the number of Diverse Learners who are categorized by levels of support needed, with 504 being the least and Tier-3 being the most.</p> <table border="1"> <tr> <th></th><th>Cather</th><th>Calhoun</th></tr> <tr> <td>504</td><td>7</td><td>2</td></tr> <tr> <td>Tier 1</td><td>26</td><td>17</td></tr> <tr> <td>Tier 2</td><td>14</td><td>25</td></tr> <tr> <td>Tier 3</td><td>1</td><td>5</td></tr> </table>		Calhoun	Cather	PKG-2 nd	4	13	3 rd -5 th	15	13	6 th -8 th	30	22	Total	49	48		Cather	Calhoun	504	7	2	Tier 1	26	17	Tier 2	14	25	Tier 3	1	5	<p>A Resource teacher will be scheduled in classrooms to provide support to students who spend more than 50% of their day in the general education classroom settings as specified by individual IEP’s.</p> <p>A teacher assistant will be assigned to assist in self-contained classrooms, as well as provide support to the physically handicapped student if needed.</p>	<p>The Office of Diverse Learners has provided two additional learning behavioral specialists for the self-contained classrooms and one additional teacher’s aide.</p> <p>The Learning Behavioral Specialists at each level will meet weekly with their general education co-workers to plan instruction, discuss strategies, and analyze data. They ensure that diverse learners have equal access to grade appropriate content, concepts, and skills. Instruction is differentiated in a variety of ways to meet the needs of the students, including (but not limited to) flexible groups based on ability, skill level, or interest.</p> <p>A schedule will be created to allow other Learning Behavioral Specialists to push into the general education homerooms of the students on their provider lists for the first hour of reading, and to provide pull-out support to other students as specified in their IEP’s.</p> <p>A resource teacher will be provided to support students included in general education classes.</p> <p>Response to Intervention (RTI) is also provided for identified struggling students/diverse learners Administration will work with the Office of Diverse Learners Support Staff (ODLSS) to ensure that the IEP’s of students from both schools are in compliance and addressed with utmost integrity.</p>
	Calhoun	Cather																														
PKG-2 nd	4	13																														
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Tier 3	1	5																														

Calhoun also has 1 student who is physically handicapped, whereas Cather has none.		
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Appendix B: Social Emotional Learning (SEL) Support Plan- Cather

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming	
1.	To make sure students from Calhoun and Cather understand the transition process, the following activities have been put in place: <ol style="list-style-type: none"> Meetings will be held with student groups (Primary, intermediate & Upper) to explain the transition rationale and process, and to address any concerns that students may have. Teachers will continue to focus on the transition process by reading books with similar themes (“Bullying”, “Dealing with Change”, “Coping”.....) and addressing questions and concerns as they arise.
2.	The Cather administration is currently evaluating the suite of behavioral health education curriculums available and will choose a vendor and program by July. Implementing the curriculum will enable staff to recognize and understand the emotions and behaviors that may be displayed by students and respond appropriately.
3.	Team building activities are being planned to bring the students and parents of both schools together for positive interaction and bonding. (Various activities are listed in the Cultural Integration plan: 6/20, 7/11, 7/18, 7/25, 8/6 & 8/15.
4.	Positive Behavioral Intervention Strategies (PBIS) has been adopted as the school-wide program to assist staff in students’ social and emotional needs. A Team from Cather has already begun training, and scheduling monthly meetings in which any teachers hired from Calhoun will attend as well. Initial training for Behavior Check In/Out, Restorative Practices, & Behavioral Health Services. (Youth Development & Positive Behavior Supports)

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

<p>Structured Positive Behavior Support School Climate strategy and SEL Curriculum (Note: if a curriculum is not in place, your school will work with the Positive Behavior Support Department to implement one):</p> <p>Plan for providing targeted interventions to struggling students: Struggling students from both closing and welcoming schools will be identified using behavior data, information from IEP’s and staff familiar with the students. Student specific information will be shared (i.e. identifying those students who presently receive behavioral interventions or RTI strategies). After careful analysis, a plan will be created for reinforcing school-wide expectations and continuous improvement. The multi-tiered system of support for student social and emotional behavioral development will be used. Currently “Check-in, check-Out” is being implemented by the Social Worker for tier-2 behaviors, and Second Step has been identified for use with tier-three. Additional programs are currently being examined by school teams and community partners. Those programs are PBIS & Second Step. Cather staff is currently going through training and as we receive staff from Calhoun we will provide the needed training.</p>
<p>Vendor/community partner you intend to work with to help support students:</p> <ul style="list-style-type: none"> • PBIS – Behavior Curriculum • Second Step – Social-Emotional Learning Curriculum (teaches the social and emotional skills required for students to succeed both socially and academically by increasing students’ protective factors and social emotional competencies.) • Communities in Schools – Assist with youth development, nutritional workshops, bullying workshops, team building activities, student assemblies, etc..... • MLK Boys & Girls Club – After School activities • Union Pacific Railroad- Provide school supplies

- Eagle's Nest Christian Center- Provide mentoring and tutoring services
- Marillac House- currently servicing Calhoun students, we would like to continue this partnership. (afterschool activities)

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

Student Council Activities have been scheduled starting June 7, 2013. (various Meet & Greet student activities)

Restorative Practices (training will be provided for both Calhoun & Cather student leaders) Restorative justice philosophy and gain an understanding of several strategies such as restorative conversations, circles, and youth-led restorative conferencing.

Peace Circles- will be used as part of our school-wide PBIS discipline plan. Student misconducts, issues and concerns will be addressed by starting with talking it out first in our peace circles.

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

Administrators & Teacher Team Leaders currently interview students involved in conflict to resolve issues, identify strategies and determine consequences. A progressive form of discipline is implemented, starting with student conferences and aligning with the CPS Code of Conduct. (Verbal warning, written warning, In-School detention (before or after school), In School suspension and last resort (Out of School Suspension).

Of our current population (220) we have 7 high-risk students identified in dashboard as having 5 or more suspensions for the current year. From the sending school, other high-risk students will be identified and targeted for a plan of on-going intervention strategies. Each high risk student will use the Check In / Check Out approach, where they will get daily feedback on their behavior and appropriate incentives will be rewarded. The School Climate team (PBIS) will create the plan to be implemented for each student in more detail as we meet over the summer.

Appendix C: Cultural Integration Plan - Cather

Cultural Integration Activities

Mid-May-Mid August: Student and Staff Introductory Activities

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
On-Going -beginning May 28, 2013	School Tours Parents and students from sending schools may tour the school by appointment. Several parents, teachers and students have come to tour the building.	
June 4, 2013	Safe Passage and Parent Patrol Meeting Families and community members from Calhoun and Cather met with CPD and OSS to discuss safe passage routes and safety issues in the neighborhood. Three Calhoun parents/community members attended.	
June 7, 2013	School Dance and Ice Cream Social Cather Student Council invites Calhoun's Student Council to participate in an after-school dance & Ice-Cream social (3:45 – 5:00). No Calhoun students attended.	
June 12, 2013	Basketball Event Cather invites the Calhoun basket-ball team to a 3 on 3 basket-ball event held in the Cather Gymnasium. No Calhoun students attended.	
June 12, 2013	NCLB Parent Meeting Cather invites Calhoun Parents to come to the NCLB Parent Meeting. A welcoming luncheon will be held immediately following the meeting (9:00AM -12:00PM). No Calhoun parents attended.	
June 14, 2013	Field Day Calhoun students were invited to join Cather students in field day activities. Field day included a softball game, ice cream social, and various games with prizes. No Calhoun students attended.	
June 20, 2013	End of Year BBQ Calhoun staff was invited to join the Cather staff at Cather for the end of the year BBQ. Staff is encouraged to mingle and discuss the upcoming summer activities and school year.	

This plan is subject to revision at the principal's discretion. Please contact your school for any updates.

July 11, 2013	Staff Meet & Greet/Planning Session Staff from both schools come in to get acquainted and to plan for opening day	
July 18, 2013	Togetherness Thursdays Meet and greet BBQ. Families and staff from Cather and Calhoun will meet at Cather's play lot area to meet and enjoy BBQ. Various games will be played and prizes will be awarded.	
July 25, 2013	Togetherness Thursdays Ice cream in the Park. Families and staff from Cather and Calhoun will come together to enjoy ice cream. This activity will be held at Cather's Campus Park. (school playground area)	
August 6, 2013	Welcoming Picnic Refreshments and goodie bags will be provided for all. Welcoming Peace Circle Activity Cather & Calhoun students will share out in various peace circle activities. (Cather Gymnasium or playground) School Uniform Survey A school uniform survey will be provided for Cather/Calhoun students in grades 6-8 and used to provide input on the new middle school uniform. Currently, the uniform for both Cather and Calhoun's K-5 students is navy blue bottoms and white tops.	<p>"Communities In Schools" will provide gift bags/ prizes for the picnic and participate in Peace Circle activity</p> <p>Safe passage assistance may be needed (Both Cather & Calhoun parents will assist)</p>
August 15, 2013	Open House Students, Staff and Community members will be welcomed to tour Cather, enroll students, meet staff and LSC members, and learn about the upcoming initiatives for the school year. <ul style="list-style-type: none"> • Refreshments will be served 	<p>Community Partners present</p> <p>Medical Vans will be present to assist with getting students in compliance.</p> <p>Health & Wellness team present.</p>