

Transition Plan as of July 17, 2013
For the Closure of Edward C. Delano 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 Edward C. Delano Elementary School (Delano). This decision was based on the underutilization of Delano, in accordance with the [Chief Executive Officer's Guidelines for School Actions](#) (Guidelines). This action will welcome returning students at Genevieve Melody Elementary School (Melody), which will be re-located.

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

Delano was a neighborhood elementary school located at 3937 W. Wilcox St., in the Garfield-Humboldt Elementary Network of CPS. Delano served 395 students in pre-kindergarten & kindergarten through 8th grades. CPS is closing Delano based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Delano students will be welcomed by Melody, located at 3937 W. Wilcox St. Thus, all Delano students will continue to attend school at 3937 W. Wilcox St., welcomed by the Melody administration, staff, and students.

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 Delano and Melody, as described in this transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

The geographic boundary currently associated with Delano will be reassigned to Melody located at 3937 W. Wilcox St. The portion of the geographic boundary currently associated with Melody will be reassigned to Hefferan, located at 4409 W. Wilcox St. This means that Melody will be the new neighborhood school for students living in the Delano boundary. Melody or Hefferan, depending on the student's home address, will be the new neighborhood school for students living in the Melody boundary who are not currently enrolled at Melody.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from Delano into Melody. 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 Saving Our Sons and has knowledge of community dynamics and has demonstrated significant contribution to this community. The number of community watchers allocated is 15.
- 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 0.6 miles. The Safe Passage route that is being proposed for the Delano into Melody at Delano transition includes the following routes :
 - W. Monroe and S. Pulaski south to W. Congress and S. Pulaski
 - W. Wilcox and S. Springfield ave. west to S. Pulaski and W. Wilcox
 - S. Kildare and W. Gladys ave. south to S. Pulaski and W. Gladys ave.
- 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

- Melody will have enhanced security staffing plan at the school. As the designated welcoming school, Melody will receive additional security to support the increased number of students as well as to ease the transition for Delano students joining Melody. The security staff from Delano will join the security staff at Melody in order to facilitate this transition by providing a familiar face for Delano students. Currently, Melody has 2 full time security officers. Currently, Delano has 2 full time security officers who will join the security team at Melody in the fall. As a result, the new security staff at Melody 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 Melody is noted below, along with enhancements that will be made:
 - Camera System – Melody’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 – Melody 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 Melody 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 Delano 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 Melody, all instructional, 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 Melody 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 Melody, provide observations of classrooms when school has resumed, and train Melody staff on specialized equipment for specific student needs.
- CPS will also provide disability awareness training to staff at Melody, targeting training based on the unique population of the students in the school.
- The facility at 3937 W. Wilcox St. is not accessible to persons with disabilities according to the Americans with Disabilities Act. For more information about a particular school, contact the CPS Director of ADA Policy at [\(773\) 553-2158](tel:7735532158).

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 Melody 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 Melody 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 Friday from 9:00 a.m. to 12:00 p.m. at Melody 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 Melody 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 Melody 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)

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

- Melody's current Pre-K classroom will move into Delano CPCChildren currently attending a preschool program and who will be turning 4 before September 1, 2013 will be automatically enrolled in their identified welcoming school. Therefore, no action must be taken by the family to continue their enrollment in the welcoming school.
- If a family is interested in attending a program OTHER than the welcoming school, they must complete the School Transition Form indicating the 3 schools (in order of priority) that they would prefer to attend. Families may return the forms to their school main office, and these forms should be faxed back to the Office of Early Childhood Education at 773-553-2010 by school personnel. If you did not already receive these forms they are available at <http://cps.edu/qualityschools/pages/parents.aspx>. PLEASE NOTE: A student's assigned slot at the welcoming school will not be released and offered to another family until the student receives a placement and registers at another school.
- An Application Representative from the Office of Early Childhood Education will be available at the Network Enrollment Fairs to help facilitate the early childhood application process. Also, schools will provide this information to families directly during their "open enrollment hours".

- For families wanting to enroll in preschool for the first time: While the first round of application acceptance will close May 24, 2013, we will be re-opening the application process during the summer. More information will be coming about that after May 24.
- All records will be transferred for continuity, and the Office of Early Childhood Education will track students involved in school actions to determine support needs.

Transportation

- CPS will provide transportation in the form of shuttle buses for all students currently attending Melody who wish to attend the school next year. The shuttle bus will provide transportation to and from the former Melody facility at 412 S. Keeler Ave. and the current Melody facility located at 3937 W Wilcox St. for all students currently attending Melody for the 2013-2014 school year. After the 2013-2014 school year, CPS will conduct an evaluation of these transportation services to determine whether the need for such services still exists based on the current safety and security concerns. If there continues to be a need for transportation services beyond the 2013-2014 school year, CPS will provide shuttle buses and continue to evaluate the need for such services. CPS will ensure that parents and guardians are kept informed about whether or not the transportation services will extend beyond the 2013-2014 school year.
- Provisions for specific student populations (i.e., students with disabilities, Students in Temporary Living Situations, and NCLB qualifying students), as determined by the CPS transportation policy, will continue to apply.

V. Information Regarding Choice of Schools

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

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

VI. Information on Performance of Welcoming School

Melody is currently on probation; however it is a higher performing school when compared to Delano based on the CEO's Guidelines for School Action ("Guidelines").

The Guidelines define a "higher performing school." For two schools that have the same Performance Policy Level, such as Melody and Delano, an elementary school is considered to be higher performing if it was higher on a majority of the following metrics for the 2011-2012 school year: percentage of points on the Performance Policy, ISAT composite meets or exceeds score, Value Added reading, and Value Added math

In this case, Melody was higher performing on 3 of the 4 measures and is therefore the higher performing school:

- Percentage of points on the Performance Policy: 61.9% at Melody compared to 54.8% at Delano
- Value Added Reading: 1.00 at Melody compared to 0.78 at Delano (85th percentile compared to 79th percentile)

- Value Added Math: 1.55 at Melody compared to 0.39 at Delano (94th percentile compared to 68th percentile)

VII. 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.

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 - Melody

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS

Area of Academic Need	Strategy	Structures necessary to implement (E.g. staff, budget, scheduling, data, etc.)
Reading (K-2) <i>Both schools have a high percentage of students that do not meet benchmark standards in reading fluency or phonemic awareness and show little growth from beginning to end of year compared to their peers.</i>	<ul style="list-style-type: none"> Implement standard phonics program in k-2 (<i>sadlier-oxford workbooks and sing spell read write program</i>) Norm guided reading structures and routines to standards for balance literacy (<i>guided reading, word work/spelling, etc.</i>) Implement small group intervention supports in classes using level literacy kits to increase students reading fluency Level homerooms based on beginning of the year reading assessments (homogenous based on need and ability)- provide more direct instruction to classrooms with more struggling readers and reduce the size of the class (20 students or less) Software used to support student deficiencies in phonics and phonemic awareness. Used during weekly technology class and in the homeroom with 1-to-1 technology provided to the school. 	<ul style="list-style-type: none"> budget for supplemental materials, software, and phonic program Reading coach RTI coordinator strategic homeroom planning and scheduling for RTI MAP/DIBELS data used to identify students for support professional development on guided reading
Reading (3-5) <i>Delano still uses a more basal based approach, while Melody encourages the use of level texts based on lexile. Need for one balanced literacy approach that incorporates text complexity demand of the common</i>	<ul style="list-style-type: none"> Level homerooms based on beginning of the year reading assessments (homogenous based on need and ability)- provide more direct instruction to classrooms with more struggling readers and reduce 	<ul style="list-style-type: none"> RTI Coordinator Reading Coach Read 180/System 44 Software (budget for 60-150k) level homerooms based on intervention needs professional development on

<p>core.</p> <p>Melody and Delano current meet and exceed scores below:</p> <table border="1"> <thead> <tr> <th></th><th>Melody</th><th>Delano</th></tr> </thead> <tbody> <tr> <td>ISAT-3</td><td>50%</td><td>60%</td></tr> <tr> <td>ISAT-4</td><td>54%</td><td>80%</td></tr> <tr> <td>ISAT-5</td><td>39%</td><td>58%</td></tr> <tr> <td>NWEA-3</td><td>36%</td><td>31%</td></tr> <tr> <td>NWEA-4</td><td>38%</td><td>32%</td></tr> <tr> <td>NWEA-5</td><td>20%</td><td>50%</td></tr> </tbody> </table>		Melody	Delano	ISAT-3	50%	60%	ISAT-4	54%	80%	ISAT-5	39%	58%	NWEA-3	36%	31%	NWEA-4	38%	32%	NWEA-5	20%	50%	<p>the size of the class (20 students or less)</p> <ul style="list-style-type: none"> • Provide a double reading block for students that include a research based intervention in addition to grade level standards/objectives. Time from social studies will be allocated to additional reading support. Students will work on building fluency and decoding/word attack skills • Software used to support student deficiencies in phonics and phonemic awareness. Used during weekly technology class and in the homeroom with 1-to-1 technology provided to the school. • Teachers implement responsive guided reading- small intensive reading groups where students practice oral reading fluency and teachers provide miscue information to strengthen students' decoding skills • Create lexile-leveled libraries to support independent reading at the appropriate reading level of students rather than having them read text above their frustration level 	<p>guided reading</p> <ul style="list-style-type: none"> • iPads/PC needed for software • Some students need to be scheduled for support during prep periods • departmentalization for 5-8 grade
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<p>Mathematics (K-2)</p> <p><i>Both schools use everyday math but feel as though a spiraling text does not give students adequate time to master content.</i></p>	<ul style="list-style-type: none"> • Use data from mClass Math to form small groups/math work stations during the math block. Each station would provide practice on skills based on the mClass math assessment • Supplement Everyday Math text with a supplemental workbook that has more isolated skills practice • Use of Reflex math software to help students practice math facts daily for accuracy and fluency • Use of ST Math in computer class and in the classroom to introduce students to math in a conceptual manner before beginning concrete skills practice • Incorporation of MARS tasks to expose students to the shift in math reasoning addressed in the common. Given to students on a 	<ul style="list-style-type: none"> • budget for support materials & software • teacher PD for everyday math • common core professional development • workbooks for problem solving strategies & extended • response practice • bucket- extended time for math data analysis • departmentalized instruction grade 5-8 			

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NWEA-8	21%	63%																					

<p>Science (K-2)</p> <p>No science text /program used in grade level at either schools.</p>	<ul style="list-style-type: none"> • Use of science content/non-fiction text during literacy block • Implementation of level readers with science content during science period to also strengthen students reading skills • Use of Safari Montage and Discovery school to provide students streaming media on various science topics • Use of Study Island in the area of science to supplement classroom lessons and for student practice 	<ul style="list-style-type: none"> • Subscription to Safari Montage and united streaming software • Purchased level science books 						
<p>Science (3-5)</p> <p>Students at Delano have received explicit science instruction in a departmentalized structure with dedicated time science while Melody has not.</p> <p>Melody and Delano current meet and exceed scores below:</p> <table border="1" data-bbox="102 1119 516 1192"> <tr> <th></th><th>Melody</th><th>Delano</th></tr> <tr> <td>ISAT-4</td><td>48%</td><td>63%</td></tr> </table>		Melody	Delano	ISAT-4	48%	63%	<ul style="list-style-type: none"> • Use of science content/non-fiction text during literacy block • Implementation of level readers with science content during science period to also strengthen students reading skills • Use of safari montage and discovery school to provide student streaming media on various science topics • Use of study island in the area of science to supplement classroom lessons and for student practice • Use of Foss kits to increase student lab experiences to compliment content area reading and research 	<ul style="list-style-type: none"> • Subscription to safari montage and united streaming software • Purchased level science books • Teacher training on use of Foss Kits
	Melody	Delano						
ISAT-4	48%	63%						
<p>Science (6-8)</p> <p>Melody does not have complete SEPUP science kits for 6th and 8th grade. Both schools loosely incorporate Foss investigations.</p> <p>Melody and Delano current meet and exceed scores below:</p>	<ul style="list-style-type: none"> • Use of science content/non-fiction text during literacy block • Implementation of level readers with science content during science period to also strengthen students reading skills • Use of safari montage and discovery school to provide student streaming media on 	<ul style="list-style-type: none"> • Subscription to safari montage and united streaming software • Purchased level science books • Teacher training on use of Foss Kits 						

	Melody	Delano		various science topics	
ISAT-7	77%	68%			
				• Use of study island in the area of science to supplement classroom lessons and for student practice	
Writing <i>Both schools lack a comprehensive writing program in grade k-5 to teach students to write for different audiences and purposes.</i>				• Implement Lucy Calkins units of study for grades K-5	• Lucy Calkins student/teacher materials • Professional Development Training for Lucy Caulkins • Budget Bucket for teachers to analyze student work and for additional training • Coaching during grade level meetings and in class during first 6-8 weeks of school to help establish the structures and routines of the program • Study of student work and writing samples during grade level meetings • Extended day funds for a "lead teacher" for a train the trainer model and for peer coaching
Social Studies Both schools lack modern materials to support social studies instruction.				• Use of social studies content/non-fiction text during literacy block • Implementation of level readers with social science content during social studies period to also strengthen students reading skills • Use of Safari Montage and Discovery School to provide student streaming media on various social studies topics • Use of Channel One current events news channel for daily discussion of current events.	• Projector for streaming news casts • Purchase of time for kids subscriptions • Level social studies texts

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

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):

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.

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

- 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 B: Social Emotional Learning (SEL) Support Plan- Melody

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming	
1.	Bullying - anti-bullying campaign with student counsel, bully prevention activities w/ counselor during push-in lesson, second step lessons addressing bullying
2.	Conflict Resolution - Second step lessons w/classroom teacher, small groups sessions with counselor based on referral, Bobby Wright Counseling for 6-8th grades
3.	Anger Management - mindful practices yoga programming, small group based on referrals from the teacher, Bobby Wright Counseling for 6-8th grade, Referrals from Communities in Schools Programs
4.	Stress Management - mindful practices yoga programming, one to one counselor sessions based on referrals, in class lessons from second step and counselor lesson. Life skills class for 6-8th grade students

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>PBIS and Second Step Curriculum- PBIS Team will be formed to discuss school related expectations and track discipline data. Team will also work to plan school-wide incentives and restorative justice practices. Second step will be the school wide curriculum used by grades pk-8. School will create a set time during the master schedule for teachers to focus on second step lessons. Counselor will assist teachers in implementation of Second Step and follow up lessons that need to be implemented.</p>
<p>Plan for providing targeted interventions to struggling students:</p> <p>Teacher referrals and student infraction data will be used to identify classrooms as well as students that need individual attention. Students will be placed in small group sessions, one-to-one sessions with counselor, receive outside counseling support, or added to “check-in/check-out” tracking with school administrative team.</p> <p>Student need additional support will have a behavior management plan/contract created with teachers and parent plan will be monitored and results tracked via monitoring tool using shared Google docs.</p>
<p>Vendor/community partner you intend to work with to help support students:</p> <ul style="list-style-type: none"> • Mindful Practices Yoga • Bobby Wright Community Health Center • Hartgrove Hospital

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

The student council will be a driving force in creating campaigns and raising awareness for school behavior expectations and anti-bullying campaign. Ancillary staff (lunchroom and custodial services) will partner with students for community service assignments as an alternative to in-school/out of school suspensions. Student jobs (based on Champs) will be assigned in each class and at the school-wide level (botanist, librarians, office clerk etc.) and used to foster student leadership and to redirect students. Homerooms will participate in a community service project meant to address and need in the school or community.

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

- Peer Mediation
- Joint Community Service
- Student/Parent Administrative Conferences
- "Check in/Check out"
- Counseling sessions
- Referrals to Bobby Wright and Mt. Sinai

Appendix C: Cultural Integration Plan - Melody

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.
June 7, 2013	6 th and 7 th Grade dance between Delano and Melody	Chaperones
June 13, 2013	Students v. Staff Basketball game	Security
June 13, 2013	Movie and Pizza party for Primary students	
June 2013	Rock for Kids Blues Concert	
July 5, 2013	Taste of Melody Festival	Chaperones
July 2013	Delano Centennial Celebration	
August 9, 2013	Green Star Mural Planning	Green Star Community Organization
August 21-23, 2013	Student Orientation	Mindful Practices Yoga