

**Transition Plan as of July 12, 2013
For the Closure of Ignance Paderewski Elementary Learning
Academy****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 Ignance Paderewski Elementary Learning Academy (Paderewski). This decision is based on the underutilization of Paderewski, in accordance with the [Chief Executive Officer's Guidelines for School Action](#) (Guidelines). This action will welcome returning students at Lazaro Cardenas Elementary School (Cardenas) and Rosario Castellanos Elementary School (Castellanos), which have sufficient space and can offer quality academic environments. Cardenas serves grades K-3, and Castellanos serves grades 4-8. Returning students will be welcomed at the school serving their grade level for Fall 2013.

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

Paderewski was a neighborhood elementary school located at 2221 S. Lawndale Ave., in the Pilsen-Little Village Elementary Network of CPS. Paderewski served 172 students in K-8th grades. CPS is closing Paderewski based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Paderewski students will be welcomed at Cardenas, located at 2345 S. Millard Ave., and Castellanos, located at 2524 S. Central Park Ave. Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The investments CPS will make for transitioning students at Paderewski, Cardenas, and Castellanos, 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 Paderewski will be reassigned to Cardenas, located at 2345 S. Millard Ave., Castellanos, located at 2524 S. Central Park Ave., Crown, located at 2128 S. Saint Louis Ave., and Penn, located at 1616 S. Avers Ave. This means that Cardenas, Castellanos, Crown or Penn, depending on the student's grade, and depending on the student's home address, will be the new neighborhood school for students living in the Paderewski boundary who are not currently enrolled at Paderewski.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from Paderewski into Cardenas and Castellanos. 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 Prologue and has knowledge of community dynamics and has demonstrated significant contribution to this community. The number of community watchers allocated is 10 for Cardenas and 10 for Castellanos.
- 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 Paderewski and Cardenas is 0.4 miles. The distance between Paderewski and Castellanos is 0.5 miles. The Safe Passage route that is being proposed for the Paderewski into Cardenas and Castellanos transition includes the following routes:
 - S. Lawndale and W. Ogden to W. Cermak and W. Ogden
 - W. Cermak and W. Ogden east to W. Cermak and S. Millard
 - S. Millard and W. Cermak south to S. Millard and W. 24th
 - S. Lawndale and W. 23rd east to S. Millard and W. 23rd
 - S. Millard to 25th st east to Central Pk 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

- Cardenas and Castellanos will have enhanced security staffing plan at the school. As the designated welcoming school, Cardenas and Castellanos will receive additional security to support the increased number of students as well as to ease the transition for Paderewski students joining Cardenas and Castellanos. The security staff from Paderewski will be extended offers to be redeployed to Cardenas and Castellanos in order to facilitate this transition by providing a familiar face for Paderewski students. Last school year, Cardenas had 1 full time security officer and Castellanos had 1 full time security officer. Paderewski had 1 full time security officer. As a result, the new security staff at Cardenas will have a total of 2 full time security officers and Castellanos 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 Cardenas and Castellanos is noted below, along with enhancements that will be made:
 - Camera System – Cardenas and Castellanos’ 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 – Cardenas and Castellanos 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 Cardenas and Castellanos 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, CPS has developed a detailed academic support plan (please see Appendix A).

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, CPS has developed a detailed social and emotional learning support plan (please see Appendix B).

Additionally, CPS believes cultural integration of the communities is important for a successful, smooth transition. To support this, CPS has developed a detailed cultural integration plan (please see Appendix C).

Support for Specific Students Needs

To ensure students at Paderewski 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

- Students with disabilities at Paderewski will continue to be provided instructional support both in the general education classroom and in small group or individual settings, in accordance with their Individualized Education Programs (IEPs) for the 2012-2013 school year.
- Once students transition to Cardenas or Castellanos, 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 Cardenas and Castellanos 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 Cardenas and Castellanos, 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 Cardenas and Castellanos, customizing training based on the unique population of the students in the school.
- CPS will support welcoming schools in hosting meet and greet events for parents to meet the administration and teachers at the welcoming schools and review student IEPs and share critical information about student needs.

- CPS will make phone calls to all parents of students with IEP and 504 plans in closing schools to ensure knowledge of welcoming schools and answer any questions.
- CPS will ensure classrooms for special education separate instruction are in appropriate locations in the school to be near same age and grade peers.
- CPS will provide training on specialized instructional methodologies.
- Cardenas and Castellanos are not accessible to persons with disabilities according to the Americans with Disabilities Act. For more information, contact the CPS Director of ADA Policy at (773) 553-2158.

Students in Temporary Living Situations

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

Transitional Bilingual Education (TBE)

- Cardenas and Castellanos is projected to have 20 or more English Language Learners (ELLs) of the same language background.
- Cardenas and Castellanos will ensure that there is at least one highly-qualified (bilingual-endorsed) classroom teacher at each of the grade levels that may receive ELLs.
- Cardenas and Castellanos will have at least one English as a Second Language (ESL)-endorsed teacher, and develop a schedule to provide push-in services to all ELLs. During push-in services, a highly-qualified teacher with an ESL or Bilingual endorsement/approval co-teaches the ELLs in the general education classroom. Push-in services include ESL support, sheltered English instruction, and native language support.
- When possible, Cardenas and Castellanos will cluster ELLs in one classroom per grade level to facilitate collaboration and scheduling with ESL push-in. The designated classroom will be staffed by a teacher with the appropriate ESL or bilingual endorsement who is qualified to provide instruction for ELLs.
- Cardenas and Castellanos will identify additional people to be trained and certified in Screener/ACCESS administration, if needed (these need not be bilingual or ESL endorsed teachers). Ideally, a school should have 1 ACCESS-certified person per 15 ELLs. The Screener is used to identify potential ELLs based on responses given by parents on the Home Language Survey (HLS); the ACCESS test checks ELLs' progress in English language development. Teachers must be certified to administer these tests. The Department of Language and Cultural Education (DoLCE) will collaborate with Cardenas and Castellanos to provide the training.
- Cardenas and Castellanos will also designate an ELL Liaison (formerly known as the Bilingual Lead Teacher) to maintain contact with DoLCE. In addition to attending quarterly meetings with DoLCE to receive professional development on instruction and compliance issues, the ELL Liaison will also communicate with DoLCE throughout the year as different needs or concerns arise.
- Cardenas and Castellanos will identify ELL Liaison, clerks, counselors, and administrators who should attend training on the registration process to ensure that accurate information is entered into the CPS system and that all students are enrolled in the proper programming according to their needs. Cardenas and Castellanos will identify teachers required to attend training on instructional strategies for working with 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.cpscae.org between July 8-July 19, by calling [\(773\) 553-2060](tel:7735532060), 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
7:30pm-9:30pm
Manley High School
2935 West Polk Street

Community Meeting 2

Saturday, April 13, 2013
12:30pm-2:30pm
Manley High School
2935 West Polk Street

Public Hearing

Friday, April 19, 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 A1: Cardenas Academic Support Plan as of July 12, 2013

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>1 of 51 Paderewski students in grades K-2 are proficient on the comprehension benchmark assessment (TRC)</p> <p>10% of Paderewski 3rd Graders are At/Above Grade level at the 2013 end of year NWEA testing period.</p>	<ul style="list-style-type: none"> • We will refine our balanced approach to reading development . This approach will include the use of a phonics program in PK-2 (Heggerty), reader’s workshop, writer’s workshop and explicit vocabulary instruction during our daily 180 minute reading block. • Utilize assessments to regularly monitor student progress (Compass Learning and TRC). This information will be used to provide students with extra support during reading time and during our scheduled time for intervention and acceleration. • After a student is assessed with the beginning of year benchmark assessment if there is a concern about this student in reading a detailed action plan will be developed. The action plan will identify all interventions that the student will receive and the data tracking process that will take place. The student and parent will be aware of the action plan once it is developed. 	<ul style="list-style-type: none"> • School continues to purchase Literacy Teacher and Bilingual Coach to provide support to teachers. • Funds for interim assessments (Compass Learning) for progress monitoring • The Cárdenas principal is meeting with teachers from Paderewski to review each student’s academic, needs prior to the end of the 2012-2013 school year. • There will be a Cárdenas parent meeting with Paderewski parents where teachers and the staff can discuss with incoming parents the academic expectations and supports for all students. • Time and guidance for teachers to develop and monitor action plans for students.
<p>Math</p> <p>0% of Paderewski 3rd Graders are At/Above Grade level at the 2013 end of year NWEA testing period.</p>	<ul style="list-style-type: none"> • K-3 Math curriculum plan is being developed that is connected to state standards and addresses gaps in student learning identified on the NWEA assessment. • Utilize a skill-based program (IXL Math) for students to practice foundational math skills and for teachers to monitor student progress. • Hire a math lab teacher to provide all students with additional math instruction and support beyond the 	<ul style="list-style-type: none"> • Allocate funding for an enrichment teacher to instruct math lab • Extended Day pay for teachers to work on the K-3 Math Framework • Funds for interim assessments (IXL Math and Compass Learning). • The Cárdenas principal is meeting with teachers from Paderewski to review each student’s academic needs prior to the end of the 2012-2013 school year. • There will be a Cárdenas parent

	<p>60 minute daily math block.</p> <ul style="list-style-type: none"> Utilize assessments to regularly monitor student progress (Compass Learning, MClass Math). This information will be used to provide students with extra support during math instruction and during our scheduled time for intervention and acceleration. After a student is assessed with the beginning of year benchmark assessment if there is a concern about this student in math a detailed action plan will be developed. The action plan will identify all interventions that the student will receive and the data tracking process that will take place. The student and parent will be aware of the action plan once it is developed. 	<p>meeting with Paderewski parents where teachers and the staff can discuss with incoming parents the academic expectations and supports for all students.</p> <ul style="list-style-type: none"> Time and guidance for teachers to develop and monitor action plans for students.
<p>Writing</p> <p>After viewing student writing at Paderewski there is evidence of a need to increase the amount and quality of writing students are actively involved in on a daily basis combined with aligning writing to the Common Core State Standards.</p> <p>Students from Paderewski will be instructed in writing across different genres and formats (narrative, creative, argumentative, opinion-based, poetry, etc...)</p>	<ul style="list-style-type: none"> Purchase updated Units of Study by Lucy Calkins which are aligned to the Common Core State Standards. Work to align the Units of Study with our current writing units. Allocate daily time within the Literacy Block dedicated to writing instruction and during the Reading block to write meaningfully about text. Create opportunities to look at student writing in order to adjust teaching, provide more targeted support for struggling writers and to plan for future teaching. After a student is assessed with the beginning of year benchmark assessment if there is a concern about this student in writing a detailed action plan will be developed. The action plan will identify all interventions that the student will receive and the data tracking process that will take place. The student and parent will be aware of the action plan once it is developed. 	<ul style="list-style-type: none"> Planning time for grade level teams to plan with the newly purchased units of study, assess student writing and modify daily lessons to address the needs of students. The Cárdenas principal is meeting with teachers from Paderewski to review each student's academic needs prior to the end of the 2012-2013 school year. There will be a Cárdenas parent meeting with Paderewski parents where teachers and the staff can discuss with incoming parents the academic expectations and supports for all students. Time and guidance for teachers to develop and monitor action plans for students.

Current Instructional Materials, Curriculum, and Resources:

Literacy:

- Michael Heggerty phonics and “Words Their Way” in K-2 for phonics and phonemic awareness.
- 8 Literacy Units were developed and implemented during the 2012-2013 school year. The units are Common Core Standards based with performance assessments after each unit.
- Instruction is formatted around the gradual release model incorporating mini-lesson instruction, guided reading, and reader’s workshop. Open Court Reading is a basal program we use as a resource.

Math:

- Everyday Math and daily math practice activities
- Math Lab for students to apply learned skills through problem solving

Science and Social Studies

- Thematic unit instruction developed by the teachers
- Science Lab for students to participate in the scientific method process with hands-on and experimental learning.
- FOSS for science

Other Information:

- Cárdenas School has diverse learner support team that will review and analyze each student coming from Paderewski with an IEP. The school case manager will reach out to parents of diverse learners to discuss the placement and the academic delivery plan for the student.

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

Appendix A (2): Castellanos Academic Support Plan as of July 12, 2013

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS

Area of Academic Need	Strategy	Structures necessary to implement (E.g. staff, budget, scheduling, data, etc.)												
<p>English Language Arts (ELA) 3rd-5th Paderewski grades 3-5 use Reading Street as the core curriculum in reading. Castellanos developed instructional units aligned to Common Core State Standards and supported by the instructional model, Gradual Release of Responsibility.</p> <p>Large gaps in achievement are observed in Language Arts, specifically in foundational skills and vocabulary. In order to close the achievement gap intensive interventions, targeted differentiated instruction through small group support will be needed.</p> <p>Academic deficiencies are reflected in the NWEA Fall to Spring assessment results (percentage of students who met or exceed on NWEA)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">3rd grade</th> <th style="text-align: center;">Pad</th> <th style="text-align: center;">Cast</th> </tr> </thead> <tbody> <tr> <td>NWEA BOY</td> <td style="text-align: center;">14%</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>NWEA EOY</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">NA</td> </tr> <tr> <td>EOY RIT vs. Normative Data (gap)</td> <td style="text-align: center;">18.3</td> <td style="text-align: center;">NA</td> </tr> </tbody> </table>	3 rd grade	Pad	Cast	NWEA BOY	14%	NA	NWEA EOY	10%	NA	EOY RIT vs. Normative Data (gap)	18.3	NA	<p>4th-5th Instruction Teachers will implement the Gradual Release of Responsibility Framework within a ninety-minute reading block where they will engage students in purposeful instruction to meet the needs of individual and smaller groups of students. Effective literacy teaching strategies will include explicit vocabulary instruction, read-alouds, guided reading groups, shared/paired reading activities and independent reading to build fluency and comprehension.</p> <p>Intervention An explicit daily intervention time of thirty-minutes is scheduled to provide academic support for students as identified in NWEA, BAS (Fountas and PinnELLS Benchmark Assessment System) and formative assessments. Teachers will review data on a weekly basis to identify specific student needs, plan whole group instruction, and small group targeted instruction.</p> <p>While the teachers work with targeted small groups, other students will independently use Compass Learning, an online computer program that engages students in text-based tasks.</p>	<p>NWEA data will be used to identify students who fall below 30th percentile for before and after-school reading support and intervention. Five teachers will be staffed to provide additional support 5 days a week for 6 weeks.</p> <p>Specific time will be allocated for intervention. During intervention, coaches, exploratory teachers, counselors and support staff will push in to classrooms and provide additional support.</p> <p>Scheduled time for students to use Compass Learning online system to practice reading skills will be provided weekly.</p> <p>During Welcome Week one on one parent conferences will occur, providing parents with academic student data, an overview of the school's curriculum and the school wide instructional framework, Gradual Release of Responsibility.</p> <p>Monitor the reading program with learning walks, administrative observations and ILT walks ensuring Common Core State Standards implementation and high quality teaching practices. Teachers will receive feedback in written or verbal twice a month by administrative team and coaches.</p> <p>Professional development will be provided to the staff to support the school wide instructional framework, Gradual Release of Responsibility. (See attached PD plan)</p>
3 rd grade	Pad	Cast												
NWEA BOY	14%	NA												
NWEA EOY	10%	NA												
EOY RIT vs. Normative Data (gap)	18.3	NA												

4th grade	Pad	Cast
NWEA BOY	8%	20%
NWEA EOY	23%	37%
EOY RIT vs. Normative Data (gap)	14.3	6.8

5th grade	Pad	Cast
NWEA BOY	19%	21%
NWEA EOY	20%	30%
EOY RIT vs. Normative Data (gap)	11.8	8.7

6th -8th

Both Paderewski and Castellanos use novel-based instructional units as the core curriculum aligned to Common Core State Standards. These units are implemented using the instructional model, Gradual Release of Responsibility.

Large gaps in achievement are observed in Language Arts, specifically in foundational skills and vocabulary. In order to close the achievement gap intensive interventions, targeted differentiated instruction through small group support will be needed.

Academic deficiencies are reflected in the NWEA Fall to Spring assessment results (percentage of students who met or exceed on NWEA)

6 th grade	Pad	Cast
NWEA BOY	10%	29%
NWEA EOY	6%	35%
EOY RIT vs. Normative Data (gap)	21.7	8.3

6th-8th

Instruction

Teachers will implement the Gradual Release of Responsibility Framework within a sixty-minute reading block where teachers engage students in purposeful instruction to meet the needs of individual and smaller groups of students. This effective literacy model of teaching includes direct instruction, guided instruction, small group collaboration and independent work as we develop their reading, writing, listening and speaking skills in order to comprehend and respond to complex works of literature and informational texts.

Intervention

An explicit daily intervention time of sixty-minutes is scheduled to provide academic support for students as identified in NWEA and formative assessments. Teachers will review data on a weekly basis to identify specific student needs, plan whole group instruction, and small group targeted instruction.

While the teachers work with targeted small groups, other students will independently use Compass Learning, an online computer program that engages students in text-based tasks.

All Grades

Instruction

Teachers will implement Common Core State Standards (CCSS) aligned to English Language Arts (ELA) units of study where students are taught to utilize close reading strategies and are provided with opportunities to write regularly in response to text.

Intervention

Additional academic support will be provided through before and after

A consultant will provide four professional development sessions for staff on culturally responsive instruction with a focus on reading and writing.

Full-time Literacy Coach will be hired to provide support for teachers.

Ongoing teacher team meetings with the Assistant Principal and Intervention Specialist to review data and plan for and effective intervention block.

<table border="1" data-bbox="121 212 505 432"> <tr><td>7th grade</td><td>Pad</td><td>Cast</td></tr> <tr><td>NWEA BOY</td><td>9%</td><td>22%</td></tr> <tr><td>NWEA EOY</td><td>5%</td><td>29%</td></tr> <tr><td>EOY RIT vs. Normative Data (gap)</td><td>17.9</td><td>8.5</td></tr> </table> <table border="1" data-bbox="121 470 505 690"> <tr><td>8th grade</td><td>Pad</td><td>Cast</td></tr> <tr><td>NWEA BOY</td><td>5%</td><td>19%</td></tr> <tr><td>NWEA EOY</td><td>20%</td><td>28%</td></tr> <tr><td>EOY RIT vs. Normative Data (gap)</td><td>15.0</td><td>8.4</td></tr> </table>	7 th grade	Pad	Cast	NWEA BOY	9%	22%	NWEA EOY	5%	29%	EOY RIT vs. Normative Data (gap)	17.9	8.5	8 th grade	Pad	Cast	NWEA BOY	5%	19%	NWEA EOY	20%	28%	EOY RIT vs. Normative Data (gap)	15.0	8.4	<p>school intervention programs for all tier 2 and 3 students. Individual learning plans will be used for struggling students and are designed to further support intervention efforts during the reading instruction block. An Intervention specialist will be hired to identify students who need additional support, progress monitor and support teachers in grouping students based on academic needs. Readiness reports will be sent home every three weeks to inform students of their progress. Teachers will use readiness data to write individual learning plans. In addition, the readiness reports will be given out during the report card period.</p> <p>ELLs The needs of English Language Learners are met by direct teaching of concepts, native language instruction, and reading comprehension strategies as well as vocabulary and language development. The direct teaching is integrated into the literacy block.</p>	
7 th grade	Pad	Cast																								
NWEA BOY	9%	22%																								
NWEA EOY	5%	29%																								
EOY RIT vs. Normative Data (gap)	17.9	8.5																								
8 th grade	Pad	Cast																								
NWEA BOY	5%	19%																								
NWEA EOY	20%	28%																								
EOY RIT vs. Normative Data (gap)	15.0	8.4																								
<p>Writing Neither Paderewski or Castellanos had a formal writing curriculum</p>	<p>4th-5th Instruction 4-5th grade teachers will Implement Lucy Calkins’ Common Core Units of Study for Writing.</p> <p>During a forty-minute separate period Students will be taught writing using the workshop model. Students will have multiple opportunities to develop their writing skills in other contents through science fair, research projects, and presentations. Monthly performance based assessments aligned to PARCC will be used to monitor students’ writing skills. PARCC writing rubrics will be used to determine the areas of deficiency</p>	<p>Professional development for all staff with a focus on implementation of Lucy Calkins units of study (4th-5th Grade Teachers) and integrating writing across content areas (6th-8thGrade Teachers) will be provided throughout the school year.</p> <p>Writing Research Lab during exploratory periods will be provided to further support students’ writing development.</p> <p>Monitor the writing program with learning walks, administrative observations and ILT walks ensuring Common Core State Standards implementation and high quality teaching practices. Teachers will receive feedback in written or verbal twice a month by administrative team and coaches.</p> <p>Continue before and after school programs to support writing.</p>																								

	<p>Intervention Students will receive focused feedback through weekly conferencing (one on one meetings between teachers and students), as a way to monitor students' progress. To further support students' writing development an exploratory writing research class was created. The teacher will work in collaboration with mainstream teacher to support students writing.</p> <p>6th-8th Instruction Writing will be integrated into core subjects by implementing Common Core State Standards for English Language Arts and other content areas (mathematics, social sciences and science) with a focus on argumentative, informative and narrative writing. Monthly performance based assessments aligned to PARCC will be used to monitor students' writing skills. PARCC writing rubrics will be used to determine the areas of deficiency</p> <p>Intervention Students will receive focused feedback through weekly conferencing (one on one meetings between teachers and students), as a way to monitor student's progress. In addition, writing research lab teacher will collaborate with English Language Arts teachers and provide additional support.</p> <p>ELLs The needs of English Language Learners are met by engaging students in drawing on their own experiences, teachers modeling the writing process, providing opportunities for students to share writing with others and providing support to build vocabulary and phonemic awareness. The writing component will be integrated during the literacy block.</p>	
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Math
3rd-5th

Large gaps in achievement are observed in mathematics specifically in the area of *Numbers and Operations in Base Ten*. In order to close the achievement gap intensive interventions, targeted instruction and small group support will be needed. Incoming 4th grade students will be provided additional support through a before and after school intervention program.

3 rd grade	Pad	Cast
NWEA BOY	10%	Na
NWEA EOY	0%	Na
EOY RIT vs. Normative Data (gap)	22.7	Na

4th grade	Pad	Cast
NWEA BOY	0%	15%
NWEA EOY	15%	46%
EOY RIT vs. Normative Data (gap)	13.4	4.0

5th grade	Pad	Cast
NWEA BOY	4%	34%
NWEA EOY	17%	31%
EOY RIT vs. Normative Data (gap)	14.3	7.4

6th-8th

In grades 6-8th both Paderewski and Castellanos students have similar NWEA scores and gaps in achievement. Specific interventions will be provided with a focus on number and operations in base ten. Additional support will be provided for incoming 8th graders through the after school intervention program.

4th-5th
Instruction

Implementation of CCSS mathematic units of study utilizing the instructional framework, Gradual Release of Responsibility.

Everyday Math (CPS Approved Math Program) and additional supplemental materials to support Common Core State Standards units of study will be utilized during a sixty-minute instructional block.

6th-8th

Instruction

Implementation of CCSS mathematic units of study utilizing the instructional framework and the Gradual Release of Responsibility.

Connected Math (CPS Approved Math Program) and its additional supplemental materials to support Common Core State Standards units of study will be implemented during a sixty-minute mathematics instructional time

Intervention

All Grades

Explicit daily intervention time is scheduled to provide academic support for students as identified in NWEA, CBM (Curriculum Based Measures) and formative assessments. Teachers will review data on a weekly basis to identify specific student needs, plan whole group and small group targeted instruction.

While the teachers work with targeted small groups, students will independently use Compass Learning, an online computer program that engages students in rigorous math tasks.

NWEA data will be used to identify students who fall below 30th percentile for before and after-school reading support/intervention. 5 teachers will be staffed to provide additional support 4 days a week for 10 weeks.

Specific time will be allocated for intervention. During intervention, all staff members will push in to classrooms and provide support.

Students will use Compass Learning’s online system to practice math skills on a weekly basis.

Additional after school Algebra classes will be funded.

Monitor the math instructional program through learning walks, administrative observations and ILT walks ensuring Common Core State Standards implementation and high quality teaching practices. Teachers will receive feedback in written or verbal twice a month by administrative team and coaches.

Professional development on CCSS-Math, teaching practices, unit planning and meeting the needs of all learners through individualized instruction will be provided.

Ongoing teacher team meetings with the Assistant Principal and Intervention Specialist to review data and plan for and effective intervention block.

6 th grade	Pad	Cast
NWEA BOY	0%	20%
NWEA EOY	13%	22%
EOY RIT vs. Normative Data (gap)	13.9	12.8

7 th grade	Pad	Cast
NWEA BOY	5%	18%
NWEA EOY	10%	17%
EOY RIT vs. Normative Data (gap)	18.7	13.2

8 th grade	Pad	Cast
NWEA BOY	16%	23%
NWEA EOY	29%	31%
EOY RIT vs. Normative Data (gap)	6.8	9.3

Readiness reports will be sent out every three weeks to inform students of their progress. In addition teachers will use readiness data to write individual learning plans.

Additional academic support will be provided through before and after school intervention programs for all tier 2 and 3 students. Individual learning plans will be used for struggling students. An Intervention specialist will be hired to identify students who need additional support, progress monitor and support teachers in grouping students based on academic needs.

ELLs

The needs of English Language Learners are met by introducing essential vocabulary/language functions before beginning the task, use visuals when introducing new concepts or vocabulary, promote oral language development through cooperative learning groups and provide support in native language as needed.

Science

Paderewski and Castellanos

students have similar ISAT scores. Significant gaps are not anticipated in Science

4th-5th

4 th grade	Pad	Cast
ISAT	67%	50%

6-8th

7 th grade	Pad	Cast
ISAT	40%	56%

4th-5th

Instruction

During a daily forty five minute science period teachers will implement and inquiry-based program entitled The Full Option Science System (FOSS) using the Gradual Release of Responsibility instructional model while integrating Common Core Literacy Standards and Next Generation Science Standards (NGSS) Teachers will use formative assessments aligned to CCSS and NGSS and end of unit performance assessments regularly.

6th-8th

Instruction

During the daily sixty minute science period teachers will implement an inquiry-based program entitled The Science Education for Public Understanding Program (SEPUP) using the Gradual Release of Responsibility Framework while integrating Common Core Literacy Standards (CCLSS) and Next Generation Science Standards (NGSS) Teachers will regularly use formative assessments aligned to CCSSLS and NGSS, and end of unit performance assessments.

All Grades

Intervention

Informational text at appropriate reading levels will be incorporated to support science content.

A Science lab (exploratory class) will be added on a weekly basis to support current program materials and implementation of Next Generation Science Standards.

Continued partnership with Columbia College and implementation of STEM program during after school programing.

A Science lab (exploratory class) will be added to support the current implementation of Next Generation Science Standards.

Professional development on NGSS (Next Generation Science Standards) will be provided regularly for all science teachers.

Continued partnership with Columbia College will provide after school science programs for students.

Monitor the science instructional program with learning walks, administrative observations and ILT walks ensuring Common Core State Standards implementation and high quality teaching practices. Teachers will receive feedback in written or verbal twice a month by administrative team and coaches.

Continued support through Loyola University will provide ongoing professional development and coaching for science teachers.

	<p>ELLs The needs of English Language Learners are met by using visuals such as graphic organizers and charts when introducing concepts, oral language development through cooperative group work, providing opportunities for hands on activities, use of native language as needed.</p>	
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<p>Diverse Learners</p> <p>Castellanos diverse learner’s population is projected to increase from 92 students to 100 students for the 2013-2014 school year.</p>	<p>Two teachers will provide self-contained instruction for reading and math, one Diverse Learner classroom teacher will provide instruction in all subject areas together with one general education support teacher. Six diverse learner paraprofessionals will be used as stipulated in the students’ IEPs. Based on individual need, some students will have full day resources while other students will have subject-specific support.</p> <p>30% of our diverse learners are within a general education classroom throughout the school day with paraprofessional support. This model of instruction will further support instruction by exposing students to grade-level instruction combined with additional support.</p> <p>Diverse Learners will be provided services as indicated in their IEPs (Individualized Education Plans). To ensure students’ needs are being met, Special Education teachers and general education teachers will meet and review data on a weekly basis and address the needs of diverse students within the mainstream classroom as well as during the intervention blocks.</p>	<p>Diverse Learner teachers will engage in weekly collaborative session with general education teachers so as to provide diverse learners with grade-appropriate scaffold instruction.</p> <p>Diverse Learner teachers and general education teachers will collaborate on writing unit plans, accommodations and modifications as well as weekly lesson plans.</p> <p>Diverse Learner teachers will continue to attend professional development around school wide focus Gradual Release of Responsibility as well as implementation of Common Core State Standards.</p>
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These plans are subject to revision based on principal discretion. Please contact your school for any updates.

Appendix B (1): Cardenas Social Emotional Learning (SEL) Support Plan as of July 12, 2013

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming	
1	Implementation of PBIS: Currently Paderewski has 53 Group 2-6 misconducts in the 2012-2013 school year in comparison to 44 the year before. We will implement Positive Behavioral Interventions and Supports (PBIS) to provide students with evidence based strategies to decrease problem behavior, increase academic performance, and increase student safety.
2	Hiring a Social Worker: Paderewski has a potential dropout rate of 16%, a student attendance rate of 89%, and 53 misconducts during the 2012-2013 school year. To address those statistics and the needs of our children we would look to hire a full time social worker. Our social worker only comes to Cardenas 2.5 days, we would like her to come to Cardenas full time and are asking support from the Board of Education to make this happen. We already have a need for a social worker on a full-time basis. The discussion between Paderewski and Cardenas put emphasis on the need for social/emotional support for K-3 students. Many students are struggling with anger management, aggression and exposure to trauma.
3	Outreach to Families: We will continue to spend the first 20 days of school building positive culture with our school community. This will happen by modeling, practice, and positive praise. Each classroom will create social contracts to promote community within the classroom. To assist with starting this process before the end of the school year the Cárdenas principal is meeting with teachers from Paderewski to review each student's academic, social, and emotional needs prior to the end of the 2012-2013 school year. There will be a Cárdenas parent meeting with Paderewski parents where teachers and the staff can discuss with incoming parents the expectations and academic, social, and emotional supports for all students.
4	Attendance Plan: Current Paderewski attendance is at 89.48% and Cardenas attendance is at 96%. Cardenas will utilize security and school personnel to work with parents and community to assist students to attend school at a higher rate. At the beginning of the year, the school will meet with all parents to review attendance expectations. When students are absent the school office calls the home of the absentee to inquire about the absence. When students are excessively absent, home visits are conducted by school personnel and certified letters informing the families about the absences are sent home.

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):

We are planning on training all staff on Positive Behavior Interventions and Supports (PBIS). We will be receiving training dates and locations that will be determined from central office for training over the summer. Through training and practice we will constantly implement teaching expected behaviors and social skills, creating student behavioral and academic support systems, and applying data-based decision-making to discipline, academics, and social/emotional learning at the school, district, and state levels. Another support that we are looking to implement for the whole school is Peace Circles, also known as Peacekeeper Circles in the primary grades. Students will learn how to express their feelings and needs and reflect about how their behavior is affecting their peers. They will speak to their peers with the word, 'You', instead of saying "he" or "she". Training dates for Peace Circles will be determined by central office.

As for a specific SEL curriculum, we will be implementing Second Step. Teachers will be trained throughout the summer so that we can launch at the start of the year.

Plan for providing targeted interventions to struggling students:

After all students in K-3 are assessed at the beginning of the year using TRC/Mclass Math in K-2 and NWEA in 2-3, students will be provided with the corresponding supports. When students require intervention, the classroom teacher will provide additional support in reading, math or both depending on the student's needs. The intervention will be standards based and will be monitored using an assessment in the respective content area. The school is purchasing both Compass Learning and IXL Math to allow for in-depth progress monitoring for all students. In addition general program teachers will collaborate with special education teachers to identify additional supports for any students discussed. When the interventions are not successful, students will then be recommended for more intensive supports. These students will receive both in class intervention and additional small group support outside of core teaching time

In addition the Cárdenas principal is meeting with teachers from Paderewski to review each student's academic, social, and emotional needs prior to the end of the 2012-2013 school year. There will be a Cárdenas parent meeting with Paderewski parents where teachers and the staff can discuss with incoming parents the expectations and academic, social, and emotional supports for all students.

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

We are exploring partnerships with the Boys and Girls Club and Y-Men (currently partnering with Paderewski). We will implement Positive Behavioral Interventions and Supports (PBIS) to provide students with evidence based strategies to decrease problem behavior, increase academic performance, and increase student safety. We will also need to pair with community team members who specialize in behavior and mental health.

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

Student Orientation Mentoring Program (3rd Grade)-Cardenas teachers will choose a responsible and trustworthy student who has been at Cardenas for consecutive years leading up to Grade 3. This well rounded student will be a mentor to an incoming 3rd grader in the same homeroom coming from Paderewski. The Mentoring Program will take place for the first 2 weeks of school and will help an incoming student feel comfortable and show him/her student expectations at the same time.

Student Buddies (K-3)-Classrooms at different grade levels will be paired together and once a month take part in an activity together. For example, Kindergarten classrooms will be paired with Grade 2 classrooms for a buddy reading event.

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

Through PBIS and implementation with the Second Step curriculum there will be common expectations for all students. When students follow the expectations they will be positively praised and congratulated. If students choose to not follow the expectations, they could receive a warning (depending on severity), ask for a parent conference, or have a meeting take place with the teacher, social worker, and parent to decide if more support is required. The full time social worker will develop a plan for each student that is in need of any additional support.

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

Appendix B (2): Castellanos Social Emotional Learning (SEL) Support Plan as of July 12, 2013

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

Paderewski's number of misconducts level 1-6: 53 incidents in the 2012-2013 school year.
50 out of the 53 resulted in school suspension in 2012-2013

According to Paderewski's 2011-2012 My Voice My School Survey, 45% of the students feel safe both in and around the school building, and while they travel to and from home.
In their Transition Plan the school's administration described some strengths and challenges in student behavior. They report Paderewski students crave positive relationships with adult mentors, enjoy receiving praise from adults, and have been able to form trusting relationships while at Paderewski. We understand that many students need additional support due to family trauma, neighborhood safety issues, poor coping skills and families in crisis and that the current social-emotional support at the school level does not meet these needs.

We will implement Positive Behavior Intervention and Support (PBIS) and Second Step. Through data we will monitor student behavior and utilize strategies to decrease negative behavior, promote positive behavior, and increase academic performance and student safety. To support our implementation of PBIS and Second Step we would like to hire a half time counselor in order to address social-emotional needs of students with a focus on aggression, disruptive behaviors and persistent inappropriate behavior; teach coping skills and address families in crisis.

Paderewski students have a potential dropout rate of 16% and an attendance rate of 89%.
According to the 5 Essentials overall performance for involved families received a low response.

To address these statistics we would like to hire a student attendance/parent advocate to make home visits, call absent students on a daily basis, serve as a liaison to increase parent involvement, and support students and families as needed. This proactive approach will increase the student attendance rate and parent involvement.

A committee that includes student leaders, teachers and school administration will develop systems that monitor and celebrate student attendance.

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): There is currently not a plan in place; however, teachers are working on creating a PBIS system and will be trained over the summer.

Staff will participate in professional development for Positive Behavior Intervention Supports (PBIS) during the summer and receive ongoing support throughout the school year. Through the training the staff will create a plan that reinforces school wide expectations on being respectful, responsible and ready for learning. PBIS will be implemented school wide with consistency and fidelity. The staff will establish procedures for ongoing monitoring, evaluation and data collection and develop a referral process for the school Counselor for students that need additional support.

Second Step is a classroom-based social-skills program for children 4 to 14 years of age that teaches social emotional skills aimed at reducing impulsive and aggressive behavior while increasing social competence. Each curriculum contains five teaching kits that build sequentially and cover empathy, impulse control, and anger management in developmentally and age-appropriate ways. Group decision-making, modeling, coaching, and practice are demonstrated in the Second Step lessons using interpersonal situations presented in photos or video format. We will set aside advisory time once a week for teachers to teach the lessons.

Plan for providing targeted interventions to struggling students:

Illinois Youth Survey Provides data on drug use, bullying, depression, school climate and much more. We will use this data to identify areas of need and with the support of the social worker, school counselor and ENLACE (Castellanos' primary community partner organization) we will develop programs to support struggling students.

The school counselor will create a referral plan so that students can receive individual and group counseling. In addition, Youth Guidance BAM program (Becoming A Man) will provide added support to male students identified by the counselor. BAM is a program that focuses on developing integrity, accountability, self-determination, positive anger expression and goal-setting for young men. The program includes weekly group counseling, clinical assessments and weekly consultations with teachers.

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

ENLACE Chicago will support us through this transition and beyond by being involved in a transition committee, open house, ice cream social and developing the welcome week activities.

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

We will establish a student council that is diverse and representative of all students. It will serve as a resource/outreach bridge for student dialogue, awareness of various needs, help in the development of skills and disposition necessary for students to be responsible and productive members of the school community and society as a whole. In addition, it will promote leadership and give students the chance to express their own opinions and needs as well as be an integral part of the decision-making at Castellanos.

The Student Council selects students from grades 4-8 to serve on the council. The students will be an integral part of making school-wide decisions around programs, student incentives and activities.

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

We will create a peer jury and train adults as monitors and students as jurors. The half-time counselor will provide support for students in conflict. We will establish functional behavior plans and provide alternative consequences for students who violate SCC 4-6.

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

**Appendix C (1): Cárdenas
Cultural Integration Plan as of July 12, 2013**

Cultural Integration Activities

Mid April-mid May: Student and Staff Introductory Activities

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
May 23-May 31	Event: Daily tours for parents to view the educational environments and meet teachers. Goal: Providing parents with an opportunity to view the school and decide if it is right match for their children.	
May 28	Event: Open House at Night for Paderewski Parents to view the educational environments and meet teachers Goal: Providing parents with an opportunity to view the school and decide if it is right match for their children.	Funding for food and giveaways

June-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
June 17	Event: Fun Fair for Cárdenas and Paderewski K-2 students. Purpose: This will provide an opportunity for students at both schools to interact with each other.	Funding for games and food
June 3-June 14	Event: Guided tours for parents and students to view the educational environments and meet teachers. Purpose: To provide an opportunity for parents that have selected the school to ask more specific questions about the school.	
August 12-16	Welcome Week: Monday 8/12: Teacher planning with National Museum of Mexican Art (NMMFA) 1-4 PM and Open House BBQ with parents, community members and potential community partners 4:30-6. This will provide an opportunity for incoming families and current families to get to know everyone.	Partner with National Museum of Mexican Art and Chicago Run Funding for field trip

	<p>Tuesday 8/13: Open House 8-10 am and student activities through Chicago Run and NMMFA. NMMFA will do different cultural art pieces with students. Chicago Run will expose students to different physical and fun activities.</p> <p>Wednesday 8/14: School Tours in the morning for any parents and students. Parents will be able to meet with teachers about the opportunities students will have at Cardenas.</p> <p>Thursday 8/15: Field Trip to Children’s Museum or the Lawndale Fitness Center</p>	
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Other Information:

- Cárdenas School has a motto of “Students First, Adults Second.” At the beginning of the transition process the school administration discussed being a welcoming school with the staff. Each discussion point was brought back to “Students First, Adults Second.” Everyone at Cárdenas believes in every child having the opportunity for a high quality education.
- Cárdenas utilizes a supply fee of \$25 dollars to cover all expenses for the entire year which includes supplies and all field trip costs. This allows for equity of supplies within the classroom and parents know they will not be asked for money for field trips or to bring in additional supplies throughout the year. For parents who cannot afford the fee there are payment plans and fee waivers available.
- The Cárdenas uniform is white tops with navy blue bottoms. The Paderewski uniform is slightly different. Incoming families will be mailed information about the supply fee and the uniforms immediately after the school year ends. For families that may have difficulty affording new uniforms we will work with them to provide assistance.

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

Appendix C (2): Castellanos Cultural Integration Plan as of July 12, 2013

Cultural Integration Activities

Mid April-mid May: Student and Staff Introductory Activities

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
May 23 and 24	<p>Weeks before the end of the school year we planned several activities for Paderewski parents, students and families. The intent of these activities was for the Paderewski community to learn about Castellanos, develop relationships, bringing two communities together with a common goal, success for all students.</p> <p>Open House During the Open House Castellanos students lead a tour of the school, a short presentation to highlight the school vision, academic focus, and before and after school programs. This presentation and a student led panel engaged parents and students in conversations about Castellanos. Students and parents were able to ask questions regarding any concerns they had. While there wasn't a particularly large turnout, the event enabled Castellanos to have one-on-one conversations with parents and students and address any concerns they had.</p> <p>The transition team communicated this event by sending flyers and calling all Paderewski families.</p>	Financial Support to pay for coffee and cookies.
June 14	<p>Ice Cream Social With the support of Enlace Chicago, a partner Community Based Organization, Paderewski's principal and staff, Castellanos' welcoming committee and school ambassadors came together for a social event honoring all incoming 3rd through 8th grade students from Paderewski in the form of an Ice Cream Social. During this event Castellanos student ambassadors led tours of the school, students designed buttons, ate ice cream and engaged in conversation about school uniforms, sports programs and socialized with one another across school communities. In collaboration with the principal from Paderewski, students and families were provided with permission slips and information regarding this event in the form of fliers.</p>	Financial support for ice cream, cones, sprinkles etc.

Week of August 12	<p>Staff retreat During the week of 8/12/13, Castellanos will hold a staff retreat, where the staff will convene in structured conversations to promote a long lasting commitment around creating a unified vision led by a unified community. The unified staff will together engage in the following activities.</p> <ul style="list-style-type: none"> • Team building • Professional Development around SEL and academic initiatives • Development of core values • Collaborate to solidify staff expectations and responsibilities 	Financial support to pay for staff retreat
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June-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
August 12-16**	<p>Welcome Week In mid July Enlace Chicago (Community Based Organization) will lead a planning session with teachers, parents and the welcoming committee to design the Welcome Week activities. The common goal is to introduce school-wide academic and behavioral expectations, provide opportunities for all communities to collaborate and build relationships as the stakeholders build one school. The following are activities that will support us in this transition.</p> <p>On Monday 8/12/13 Castellanos will hold an Open House for parents and students where school wide academic and behavioral expectations will be introduced. The school ambassadors will lead tours of Castellanos and parents and students will have an opportunity to meet with staff. The staff will send invitations and call all families.</p> <p>On Tuesday 8/13/13 Castellanos will hold an Open House where students will practice school wide expectations. Teachers will work with students and develop skits where students will practice and demonstrate understanding of school-</p>	<p>Funding for field trip</p> <p>Collaborative support from Enlace Chicago (Community Based Organization)</p> <p>Funding for BBQ</p>

	<p>wide academic and behavioral expectations. The goal is to ensure that students and parents have a clear understanding of school wide academic and behavioral expectations. Later that evening in partnership with Enlace Chicago, we will host a basketball event designed school community members together to enjoy food and healthy activities together.</p> <p>On Wednesday 8/14/13 students will be divided into grade bands (4th-5th grade and 6th -8th grade) and participate in activities that foster social equity and self-empowerment. To end the day the school will host a Barbeque. This event will allow for additional social interaction between all families.</p> <p>On Thursday 8/15 <i>the culminating event will consist of a field trip to Camp Duncan, where</i> students will take part in unique experiences and adventures that include hiking, ropes courses, scavenger hunts, Frisbee golf and archery. The goal with this event is to support students as they form new relationships, develop self-esteem and interpersonal skills. Parents, students and teachers will receive a calendar of all scheduled events, descriptions of events and permission slips on Monday 8/12. In addition, the staff will communicate directly with parents through phone calls in efforts to recruit parents to chaperone activities.</p>	
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**Due to construction at Castellanos, Welcome Week will take place the week of August 12th. In conjunction with Castellanos teachers, Paderewski staff and student leaders we will develop a plan to assimilate school uniforms.

A common initiative for both schools is implementing the Gradual Release of Responsibility Framework as the methodology to deliver instruction. This approach has been an area of focus for schools within the Pilsen/ Little Village Network. Implementation of the Gradual Release of Responsibility Framework will continue to be Castellano’s instructional focus and part of the learning cycle. All staff will participate in professional development.

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