

**For the Closure of Nathaniel Pope 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 Nathaniel Pope Elementary School (Pope). This decision is based on the underutilization of Pope, in accordance with the Chief Executive Officer's Guidelines for School Action (Guidelines). This action, will welcome returning students at James Weldon Johnson Elementary School (Johnson), which has sufficient space and can offer a quality academic environment.

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

**II. Summary of Action**

Pope was a neighborhood elementary school located at 1852 S. Albany Ave., in the Austin-North Lawndale Elementary Network of CPS. Pope served 184 students in PE, PK & K-8th grades. CPS is closing Pope based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Pope students will be welcomed at Johnson, located at 1420 S. Albany Ave. CPS has partnered with the Academy for Urban School Leadership (AUSL) to provide educational services at Johnson.

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

The geographic boundary formerly associated with Pope will be reassigned to Johnson. This means that Johnson will be the new neighborhood school for students living in the Pope boundary.

### **III. Safety and Security**

The following proposed safety plans have been custom designed for students transitioning from Pope into Johnson. 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 Target Area Dev Corp and has knowledge of community dynamics and has demonstrated significant contribution to this community. The number of community watchers allocated is 10.
- The approved Safe Passage Community Partner organization will recruit and hire "community watchers." The ideal candidates for community watchers will be from among individuals who are either residents from the

community or are very familiar with residents of the community. These will be individuals who have significant knowledge of the dynamics of the community and are comfortable playing the roles as defined above. All candidates will need to pass a background screening.

- The distance between the two schools is 0.4 miles. The Safe Passage route that is being proposed for the transition includes the following routes :
  - W. Douglas Dr. and S. Albany south to W. 19<sup>th</sup>.
  - W. 15<sup>th</sup> and S. Kedzie south to S. Kedzie and W. 19<sup>th</sup>
  - W. Ogden and S. Kedzie east to S. Albany
- 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***

- Johnson will have enhanced security staffing plan at the school. As the designated welcoming school, Johnson will receive additional security to support the increased number of students as well as to ease the transition for Pope students joining Johnson. The security staff from Pope will be extended offers to be redeployed to Johnson in order to facilitate this transition by providing a familiar face for Pope. Last school year, Johnson had 2 full time security officers. Pope had 2 full time security officers. As a result, the new security staff at Johnson 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 Johnson is noted below, along with enhancements that will be made:
  - Camera System – Johnson’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 – Johnson 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 Johnson 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 Pope 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 Pope 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 Johnson, 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 Johnson 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 Johnson, 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 Johnson, 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.
- Johnson is minimally accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as “minimally accessible” have a basic level of access, but the accessibility of floor levels, rooms and features may vary. For more information, contact the CPS Director of ADA Policy at (773) 553-2158.

### ***Students in Temporary Living Situations***

- The CPS Department of Support for Students in Temporary Living Situations (STLS) Transition Support Coordinator will facilitate group sessions to offer support services to STLS students and families affected by this action.
- Every STLS family from Pope 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 Pope 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 Monday through Friday from 9:00 a.m. to 3:00 p.m. at Pope 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 Johnson 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 Johnson 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 Program of Instruction (TPI)***

- Johnson is projected to have to have 19 or fewer English Language Learners (ELLs) of the same language background.
- Johnson 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.
- Johnson will ensure that there is at least one highly-qualified classroom teacher at each of the grade levels that may receive ELLs.
- Teachers assigned to instruct ELLs will be required to attend training on instructional strategies for working with ELLs. Training will begin in the summer and continue throughout the year as part of the ongoing support DoLCE is committed to providing schools based on their needs.
- When possible, Johnson 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 who has an ESL or bilingual endorsement and is qualified to provide instruction for ELLs.
- The Department of Language and Cultural Education (DoLCE) will collaborate with Johnson to train between one and five people to be certified in Screener/ACCESS administration (these need not be bilingual or ESL endorsed teachers). 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.
- Johnson 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.
- Johnson's ELL Liaison, clerks, counselors, and administrators will 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.
- Schools that welcome newcomers to the United States will be provided student orientation kits and will receive assistance from CPS to coordinate with resettlement centers, translation/interpretation services, tutoring services in the native language, and social-emotional supports tailored to their specific needs.

### ***Early Childhood Participants***

- Children currently attending a preschool program and who will be turning 4 before September 1, 2013 will be automatically enrolled in their identified welcoming school. Therefore, no action must be taken by the family to continue their enrollment in the welcoming school.
- If a family is interested in attending a program OTHER than the welcoming school, they must complete the School Transition Form indicating the 3 schools (in order of priority) that they would prefer to attend. Families may return the forms to their school main office, and these forms should be faxed back to the Office of Early Childhood Education at 773-553-2010 by school personnel. If you did not already receive these forms they are available at <http://cps.edu/qualityschools/pages/parents.aspx>. PLEASE

NOTE: A student's assigned slot at the welcoming school will not be released and offered to another family until the student receives a placement and registers at another school.

- An Application Representative from the Office of Early Childhood Education will be available at the Network Enrollment Fairs to help facilitate the early childhood application process. Also, schools will provide this information to families directly during their "open enrollment hours".
- For families wanting to enroll in preschool for the first time: While the first round of application acceptance will close May 24, 2013, we will be re-opening the application process during the summer. More information will be coming about that after May 24.
- All records will be transferred for continuity, and the Office of Early Childhood Education will track students involved in school actions to determine support needs.

### ***Transportation***

- Provisions for specific student populations (i.e., students with disabilities, Students in Temporary Living Situations, and NCLB qualifying students), as determined by the CPS transportation policy, will continue to apply.

### **V. Information Regarding Choice of Schools**

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

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

### **VI. Public Comment**

#### ***Community Meetings and Public Hearings:***

CPS held two community meetings and one formal public hearing regarding this action. Public comment was accepted during each meeting or hearing.

#### **Community Meeting 1**

Tuesday, April 09, 2013  
5:00pm-7:00pm  
Manley High School  
2935 West Polk Street

#### **Community Meeting 2**

Saturday, April 13, 2013  
10:00am-12:00pm  
Manley High School  
2935 West Polk Street

#### **Public Hearing**

Friday, April 19, 2013  
5:30pm-7:30pm  
CPS Central Office  
125 S. Clark St.

***Further Questions and Concerns:*** If you have any questions or concerns regarding this proposal please visit [www.cps.edu/qualityschools](http://www.cps.edu/qualityschools).

## ***Appendix A: Johnson Academic Support Plan as of July 12, 2013***

### **STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS**

#### **Whole Group Instruction:**

We will ensure that the Pope students receive core classroom instruction at the Norm RIT band based on NWEA /Map Test standards. The students will be instructed using grade level materials in Math, Reading, Writing Science, and Social Studies led by classroom teachers. All teachers meet weekly with the principal in a data cluster meeting to share whole, small group and individual student data and to receive feedback on lesson plans, instructional strategies and mini-lesson format and content. All new teachers at Johnson receive real time coaching and support with the CPS Framework for teaching domain 2 and domain 3 fundamentals.

#### **Small Group Instruction: and RTI**

Based on their Spring 2013 NWEA/Map Test scores, students will be grouped into Small Groups for Reading and Math based on strengths and weaknesses made evident in NWEA goal strand data. Small group instruction will be planned in conjunction with the classroom teacher, ELL teachers and teachers for Diverse Learners. Small group instruction will occur a minimum of three days a week for all students. Students placed in RTI groups will receive small group instruction five days a week for a minimum of twenty minutes each session. Small groups are led by teachers, ESP staff, North Central College staff, City year and community partners. Teachers provide direct support to all partners and provide instruction to all small groups. Small groups are assessed bi-weekly and are fluid and changeable based on student progress. Four Pope students enrolled at Johnson were identified as Tier 2 and Tier 3 RTI students. Johnson teachers will continue the process of progress monitoring these students and providing appropriate supports. All Johnson students who score below the 10th percentile ranking on the NWEA MAP Assessment will be referred for progress monitoring.

#### **Individual Instruction:**

As a part of our extended school day, each student will receive exposure to blended learning in the form of daily individual instruction at their RIT band based on Spring 2013 NWEA/Map Test scores lead by classroom teachers using Compass Learning. Students will participate in 30 to 45 minute daily scheduled intervention classes with math, science, literature, nonfiction reading and writing as a choice of subjects. Teachers will assign lessons based on individual student needs. unit plans and adherence to the Common Core State Standards.

#### **Extended School Year/Day/Hours**

##### **Summer:**

During the summer of 2013, all Pope students will be invited to participate in individualized summer programming for 3 weeks. Students will receive academic, social emotional, restorative justice, character education, enrichment activities, and field trips. Parents will also participate in activities and classes led by Mosaic, Erie health and Johnson staff. All of the Johnson and Pope students designated to attend Summer Bridge will be enrolled and monitored by an administrator.

##### **Saturday School:**

Pope students will be invited to attend Saturday school for 6 weeks in preparation for meeting and exceeding standards on state, city, and local assessments.



**After School:**

Pope students will be required to attend After school program for a minimum of 6 weeks. Students at or above grade level will be required to attend enrichment activities in preparation to meet college readiness standards. Students below grade level will be required to attend Math and Reading intervention and tutoring.

**K-2**

Area of Academic Need	Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc.)
<p><b>Language Arts-Reading</b></p> <p>Cohort Data based on next year grade assignments</p> <p>Based on the most recent Pope 2013 NWEA data the following grades K-2 indicate a need for a focus on reading foundational skills</p> <p>NWEA Norm Mean RIT</p> <p>K-151</p> <p>1-170.7</p> <p>2-189.6</p> <p>Pope Mean RIT</p> <p>K-140.5</p> <p>1-159.8</p> <p>2-161.2</p> <p>Johnson Mean RIT</p> <p>K-149.6</p> <p>1-171.2</p> <p>2-173.6</p> <p>Percent of students at NWEA performance levels</p> <p>Pope K-2</p> <p>Low- 65%</p> <p>Low Avg-9%</p> <p>Average-9%</p> <p>Hi Avg-7%</p> <p>High-9%</p> <p>Based on goal strand performance students at Pope show a need for academic interventions in the area of foundational skills- which includes phonics vocabulary and phonemic</p>	<p>Teachers will identify students individual areas of weaknesses and strengths using data from MClass and NWEA. Specific goals will be written for students using the NWEA Descartes as well as the CCSS.</p> <p>Teachers will place students in guided reading and small group skill instruction groups.</p> <p>Teachers will utilize Sadlier Vocabulary, Academic Word list from Descartes as well as strategies from Words Their Way to offer whole group vocabulary instruction at grade level. In addition, students will be grouped according to NWEA RIT band for individual and small group study</p> <p>Johnson and Pope teachers use Reading Street (Pearson) as a primary resource for reading comprehension, word study, and writing instruction.</p>	<p>Support needed will be added by Teachers, North Central College, City Year and Educational Support Personnel</p> <p>A schedule will be created to allow community partners, ESPs and teachers an opportunity to pull small groups of no more than five students according to identified strengths and weaknesses. Students will meet in small groups a minimum of three times a week for twenty minute sessions. RTI Tier 2 and Tier 3 students will receive instruction five days a week. Students will be grouped according to identified strengths and weaknesses in NWEA goal strands.</p> <p>Students at Johnson receive individualized computer instruction in reading using The Compass Learning Program (Odyssey). Students are scheduled during 30 to 45 minute periods as outlined by the full school day plan.</p>

<p>awareness The students at Johnson show a need for support in literature.</p> <p><b>Language Arts -Writing</b>  58% of the K-2 Pope students performed in the low range on the language and writing goal strand on NWEA MAP Test.  28% of the K-2 Johnson students performed in the low range.</p>	<p>The K-2 teachers at Johnson will attend the AUSL teaching and learning institute and will be trained by nationally recognized leaders and AUSL curriculum staff on fundamental best practices in writing instruction. Johnson K-2 teachers instruct using the six traits writing rubric and Pearson Reading Street writing components.</p>	
<p><b>Mathematics</b>  Percent of students at NWEA MAP performance Levels:  Cohort Data based on next year grade assignments</p> <p>NWEA Norm Mean RIT  K-150.7  1-172.4  2-191.3  Pope Mean RIT  K-155.5  1-167.6  2-167.7  Johnson Mean RIT  K-154.6  1-172.6  2-180.9  Pope  Low-24%  Lo AV-16%  AV-22%  HI AV-14%</p>	<p>Teachers at Johnson will engage in professional development offered by The National Training Network (NTN) and will receive coaching throughout the school year on whole group and small group practices that will boost students mathematical reasoning and mastery of the eight mathematical practices as outlined by the Common Core State Standards. .</p> <p>Teachers at Johnson will also participate in mathematics Professional Learning Communities (PLCs) led by The National Training Network (NTN), AUSL and Johnson school administrators. Teachers will review weekly lesson plans in data cluster meetings lead by the principal. Teachers will plan for student mastery of basic mathematical concepts and design</p>	<p>Support needed will be added by Teachers, North Central College, City Year and Educational Support Personnel</p> <p>A schedule will be created to allow community partners, ESPs and teachers an opportunity to pull small groups of no more than five students according to identified strengths and weaknesses. Students will meet in small groups a minimum of three times a week for twenty minute sessions. Tier 2 and Tier 3 students will receive instruction five days a week. Students will be grouped according to identified strengths and weaknesses in NWEA goal strands.</p> <p>Students at Johnson receive individualized computer instruction in mathematics using The Compass</p>

<p>HI-24%</p> <p>The Pope students show a need for intervention in Geometry with a strength in Numbers and operation in base ten. Johnson students show a weakness in measurement with a strength in geometry and base ten</p>	<p>instruction to aid in increased mathematical fluency and mastery of mathematical concepts.</p>	<p>Learning Program (Odyssey). Students are scheduled during 30 to 45 minute periods as outlined by the full school day plan.</p>
<p><b>Science</b></p> <p>Based on NWEA MAP data in concepts of print and foundational skills it is anticipated that Pope students will need support in non-fiction reading of science and comprehension of complex text features.</p> <p>Students in K-2 engage in science instruction using Scott Foresman Science Diamond Edition.</p>	<p>Students at Johnson receive science instruction daily and place an emphasis on nonfiction reading skills and science process skills. Johnson participates in AUSL driven PLCs for science teachers and receive coaching from the AUSL curriculum team. K-2 teachers at Johnson use workshops and center based science lessons to increase exposure to process skills and vocabulary.</p>	<p>In addition, to classroom instruction in Science, students at Johnson receive individualized computer instruction in the digital media center using The Compass Learning Program (Odyssey). Students are scheduled during 30 to 45 minute periods as outlined by the full school day plan.</p>
<p><b>ELL</b></p> <p>Pope has eight ELL students currently scheduled to enroll at Johnson. Mosaic, an organization which helps schools build relational trust., will assist Johnson in working with bilingual families and building capacity toward developing a parent advisory council</p> <p><b>Diverse Learners</b></p> <p>Students from closing school completed transition one pagers that will be used by welcoming school staff to plan for rigorous academic instruction.</p> <p>School staff from Pope School and Johnson School identified students that are in Tier 2 and Tier 3 of RTI that require support. Johnson and Pope team reviewed the IEPs of incoming students and discussed specific supports and strategies needed.</p>	<p>DOLCE will conduct ACCESS and ELL training for all staff during the first week of school in order to acclimate staff to basic strategies for ELL students. . ELL teacher will have schedule allowing time to see all identified students</p> <p>The Specialized Services Administrator (SSA) shared data related to the LRE, total IEP minutes, parent name, grade, and primary disability for each student that is enrolled in the closing school as of 5/23/13. This information was shared to use when scheduling our anticipated diverse learners. The Case Managers (Pope and Johnson) and Specialized Services Administrator met to discuss student profiles and give detailed information related to supports and services required for student success.</p>	<p>Johnson has on staff one ELL and bilingual certified teacher who will schedule services for and provide support all enrolled ELL students. Johnson will deliberately seek to hire any new hires with ELL certification.</p> <p>Based upon information obtained in planning meetings, an intervention schedule was drafted to ensure students receive needed interventions. The Johnson Case Manager also took note of any students that may possibly require a full individual evaluation</p> <p>Johnson teachers have received the IEPs of all enrolled students. IEPs have been reviewed by the Johnson team and the SSA. The Johnson team and supporting teachers will meet to revise the Johnson schedule in order to meet the needs of students with IEPs.</p>

3-5

Area of Academic Need	Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc.)
<p><b>Language Arts-Reading</b></p> <p>Cohort Data based on next year grade assignments</p> <p>Based on the most recent Pope 2013 NWEA data the following grades 3-5 indicate a need for a focus on reading foundational skills and vocabulary.</p> <p>NWEA Norm Mean RIT</p> <p>3- 199.2</p> <p>4- 206.7</p> <p>5 -212.3</p> <p>Pope Mean RIT</p> <p>3-185.4</p> <p>4-193.6</p> <p>5-205.3</p> <p>Johnson Mean RIT</p> <p>3-186.8</p> <p>4-196.5</p> <p>5-200.5</p> <p>Percent of students at NWEA performance levels</p> <p>Pope 3-5</p> <p>Low- 60%</p> <p>Low Avg-13%</p> <p>Average-25%</p> <p>Hi Avg-2%</p> <p>High-0%</p> <p>Based on goal strand performance student s at pope show a need for academic interventions in the area of foundational skill and vocabulary which includes vocabulary and grammar. The students at Johnson show a need for support in informational text.</p>	<p>Teachers will identify students individual areas of weaknesses and strengths using data from NWEA. Specific goals will be written for students using the NWEA Descartes as well as the CCSS. Teachers will place students in guided reading and small group skill instruction groups. Teachers will utilize Sadlier Vocabulary, Academic Word list from Descartes as well as strategies from Words Their Way to offer whole group vocabulary instruction at grade level. In addition, students will be grouped according to NWEA RIT band for individual and small group study</p> <p>Johnson and Pope teachers use Reading Street (Pearson) as a primary resource for reading comprehension, word study, and writing instruction.</p>	<p>Support needed will be added by Teachers, North Central College, City Year and Educational Support Personnel</p> <p>A schedule will be created to allow community partners, ESPs and teachers an opportunity to pull small groups of no more than five students according to identified strengths and weaknesses. Students will meet in small groups a minimum of three times a week for twenty minute sessions. RTI Tier 2 and Tier 3 students will receive instruction five days a week. Students will be grouped according to identified strengths and weaknesses in NWEA goal strands.</p> <p>Students at Johnson receive individualized computer instruction in reading using The Compass Learning Program (Odyssey). Students are scheduled during 30 to 45 minute periods as outlined by the full school day plan.</p>

<p><b>Language Arts -Writing</b> 62% of the 3-5 Pope students performed in the low range on the foundational skills goal strand, which includes writing objectives. 52 % of the 3-5 Johnson students performed in the low range on the same assessment.</p>	<p>The 3-5 teachers at Johnson will attend the AUSL teaching and learning institute and will be trained are trained by nationally recognized leaders and AUSL curriculum staff on fundamental best practices in writing instruction. Johnson 3-5 teachers instruct using the six traits writing rubric, Lucy Calkins and Pearson Reading Street writing components.</p>	
<p><b>Mathematics</b> Percent of students at NWEA MAP performance Levels: Cohort Data based on next year grade assignments NWEA Norm Mean RIT 3-203.1 4-212.5 5-221 Pope Mean RIT 3-188.8 4-201.8 5-208.3 Johnson Mean RIT 3-193.7 4-201.6 5-207.6 3-5 Pope Low-56% Lo AV-255 AV-12% HI AV-4% HI-4% The 3-5 Pope students show a need for intervention in Numbers and operations in base ten with a strength in Fractions... Johnson students show a weakness in algebraic thinking with a strength in geometry</p>	<p>Teachers at Johnson will engage in professional development offered by The National Training Network (NTN) and will receive coaching throughout the school year on whole group and small group practices that will boost students mathematical reasoning and mastery of the eight mathematical practices as outlined by the Common Core State Standards. . Teachers at Johnson will also participate in mathematics Professional Learning Communities (PLC) s led by The National Training Network (NTN), AUSL and Johnson school administrators. Teachers will review weekly lesson plans in data cluster meetings lead by the principal. Teachers will plan for student mastery of basic mathematical concepts and design instruction to aid in increased mathematical fluency and mastery of mathematical concepts.</p>	<p>Support needed will be added by Teachers, North Central College, City Year and Educational Support Personnel</p> <p>A schedule will be created to allow community partners, ESPs and teachers an opportunity to pull small groups of no more than five students according to identified strengths and weaknesses. Students will meet in small groups a minimum of three times a week for twenty minute sessions. Tier 2 and Tier 3 students will receive instruction five days a week. Students will be grouped according to identified strengths and weaknesses in NWEA goal strands.</p> <p>Students at Johnson receive individualized computer instruction in mathematics using The Compass Learning Program (Odyssey). Students are scheduled during 30 to 45 minute periods as outlined by the full school day plan.</p>
<p><b>Science</b> Based on NWEA MAP data in</p>	<p>Students at Johnson receive science instruction daily and place an</p>	<p>In addition, to classroom instruction in Science, students at Johnson</p>

<p>concepts of print and foundational skills it is anticipated that Pope students will need support in non-fiction reading of science and comprehension of complex text features.</p> <p>Students in 3-5 engage in science instruction using Scott Foresman Science Diamond Edition \</p>	<p>emphasis on nonfiction reading skills and science process skills. Teachers at Johnson participate in AUSL driven PLCs for science teachers and receive coaching from the AUSL curriculum team. 3-5 teachers at Johnson use workshops and center based science lessons to increase exposure to science process skills and vocabulary. 3-5 students at Johnson participate in the AUSL STEM FAIR.</p>	<p>receive individualized computer instruction in the digital media center using The Compass Learning Program (Odyssey). Students are scheduled during 30 to 45 minute periods as outlined by the full school day plan.</p>
<p><b>ELL</b></p> <p>Pope has eight ELL students currently scheduled to enroll at Johnson. Mosaic, an organization which helps schools build relational trust., will assist Johnson in working with bilingual families and building capacity toward developing a parent advisory council</p> <p><b>Diverse Learners</b></p> <p>Students from closing school completed transition one pagers that will be used by welcoming school staff to plan for rigorous academic instruction.</p> <p>School staff from Pope School and Johnson School identified students that are in Tier 2 and Tier 3 of RTI that require support. Johnson and Pope team reviewed the IEPs of incoming students and discussed specific supports and strategies needed.</p>	<p>DOLCE will conduct ACCESS and ELL training for all staff during the first week of school in order to acclimate staff to basic strategies for ELL students. . ELL teacher will have schedule allowing time to see all identified students</p> <p>The Specialized Services Administrator (SSA) shared data related to the LRE, total IEP minutes, parent name, grade, and primary disability for each student that is enrolled in the closing school as of 5/23/13. This information was shared to use when scheduling our anticipated diverse learners. The Case Managers (Pope and Johnson) and Specialized Services Administrator met to discuss student profiles and give detailed information related to supports and services required for student success.</p>	<p>Johnson has on staff one ELL and bilingual certified teacher who will schedule services for and provide support all enrolled ELL students. Johnson will deliberately seek to hire any new hires with ELL certification.</p> <p>Based upon information obtained in planning meetings, an intervention schedule was drafted to ensure students receive needed interventions. The Johnson Case Manager also took note of any students that may possibly require a full individual evaluation</p> <p>Johnson teachers have received the IEPs of all enrolled students. IEPs have been reviewed by the Johnson team and the SSA. The Johnson team and supporting teachers will meet to revise the Johnson schedule in order to meet the needs of students with IEPs.</p>

Area of Academic Need	Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc.)
<p><b>Language Arts-Reading</b></p> <p>Cohort Data based on next year grade assignments.</p> <p>.</p> <p>NWEA Norm Mean RIT</p> <p>6- 216.4</p> <p>7-219.7</p> <p>8-222.4</p> <p>Pope Mean RIT</p> <p>6-205.4</p> <p>7-205.7</p> <p>8-212.3</p> <p>Johnson Mean RIT</p> <p>6-204</p> <p>7-211.5</p> <p>8-220.6</p> <p>Percent of students at NWEA performance levels</p> <p>Pope 6-8</p> <p>Low- 38%</p> <p>Low Avg-26%</p> <p>Average-15%</p> <p>Hi Avg-13%</p> <p>High-9%</p> <p>Based on goal strand performance 6-8 students at pope show a need for academic interventions in the area of informational text and a strength in foundational skills. The students at Johnson show a need for support in foundational skills with a strength in informational text.</p> <p><b>Language Arts -Writing</b></p> <p>43% of the 6-8 Pope students performed in the low range on the foundational skills goal strand, which</p>	<p>Teachers will identify students individual areas of weaknesses and strengths using data from NWEA. Specific goals will be written for students using the NWEA Descartes as well as the CCSS. Teachers will place students in guided reading and small group skill instruction groups. Teachers will utilize Sadlier Vocabulary, Academic Word list from Descartes as well as strategies from Words Their Way to offer whole group vocabulary instruction at grade level. In addition, students will be grouped according to NWEA RIT band for individual and small group study</p> <p>Johnson and Pope teachers use Prentice Hall Literature (Pearson) as a primary resource for reading comprehension and word study.</p> <p>The 6-8 teachers at Johnson will attend the AUSL teaching and learning institute and will be trained by nationally recognized leaders and</p>	<p>Support needed will be added by Teachers, North Central College, City Year and Educational Support Personnel</p> <p>A schedule will be created to allow community partners, ESPs and teachers an opportunity to pull small groups of no more than five students according to identified strengths and weaknesses. Students will meet in small groups a minimum of three times a week for twenty minute sessions. RTI Tier 2 and Tier 3 students will receive instruction five days a week. Students will be grouped according to identified strengths and weaknesses in NWEA goal strands.</p> <p>Students at Johnson receive individualized computer instruction in reading using The Compass Learning Program (Odyssey). Students are scheduled during 30 to 45 minute periods as outlined by the full school day plan.</p>

includes writing objectives. 45 % of the 6-8 Johnson students performed in the low range on the same assessment.	AUSL curriculum staff on fundamental best practices in writing instruction. Johnson 6-8 teachers instruct using the Six Traits Writing rubric, and Prentice Hall.	
<b>Mathematics</b> Percent of students at NWEA MAP performance Levels: Cohort Data based on next year grade assignments NWEA Norm Mean RIT 6-225.6 7-230.5 8-234.5 Pope Mean RIT 6- 213.8 7-220.4 8-225.2 Johnson Mean RIT 6-211.2 7-214.2 8-220.9  6-8 Pope Low-41% Lo AV-205 AV-9% HI AV-24% HI-7%  The 6-8 Pope students show a need for intervention in statistics and data with a strength in Real Complex numbers. Johnson students show a weakness in algebraic thinking with a strength in geometry	<p>Teachers at Johnson will engage in professional development offered by The National Training Network (NTN) and will receive coaching throughout the school year on whole group and small group practices that will boost students mathematical reasoning and mastery of the eight mathematical practices as outlined by the Common Core State Standards. .</p> <p>Teachers at Johnson will also participate in mathematics Professional Learning Communities (PLCs) led by The National Training Network (NTN), AUSL and Johnson school administrators. Teachers will review weekly lesson plans in data cluster meetings lead by the principal. Teachers will plan for student mastery of basic mathematical concepts and design instruction to aid in increased mathematical fluency and mastery of mathematical concepts.</p>	<p>Support needed will be added by Teachers, North Central College, City Year and Educational Support Personnel</p> <p>A schedule will be created to allow community partners, ESPs and teachers an opportunity to pull small groups of no more than five students according to identified strengths and weaknesses. Students will meet in small groups a minimum of three times a week for twenty minute sessions. Tier 2 and Tier 3 students will receive instruction five days a week. Students will be grouped according to identified strengths and weaknesses in NWEA goal strands.</p> <p>Students at Johnson receive individualized computer instruction in mathematics using The Compass Learning Program (Odyssey). Students are scheduled during 30 to 45 minute periods as outlined by the full school day plan.</p>
<b>Science</b> Based on NWEA MAP data in foundational skills it is anticipated that Pope and Johnson students will need support in non-fiction reading of science and comprehension of	Students at Johnson receive science instruction daily and place an emphasis on nonfiction reading skills and science process skills. Teachers at Johnson participate in AUSL driven PLCs for science teachers and receive	In addition, to classroom instruction in Science, students at Johnson receive individualized computer instruction in the digital media center using The Compass Learning Program (Odyssey). Students are scheduled



<p>complex text features.</p> <p>Students in 6-8 engage in science instruction using SEPUP Science.</p>	<p>coaching from the AUSL curriculum team. 6-8 teachers at Johnson use workshops and center based science lessons to increase exposure to science process skills and vocabulary. 6-8 students at Johnson participate in the AUSL STEM FAIR.</p>	<p>during 30 to 45 minute periods as outlined by the full school day plan.</p>
<p><b>ELL</b></p> <p>Pope has eight ELL students currently scheduled to enroll at Johnson. Mosaic, an organization which helps schools build relational trust., will assist Johnson in working with bilingual families and building capacity toward developing a parent advisory council</p> <p><b>Diverse Learners</b></p> <p>Students from closing school completed transition one pagers that will be used by welcoming school staff to plan for rigorous academic instruction.</p> <p>School staff from Pope School and Johnson School identified students that are in Tier 2 and Tier 3 of RTI that require support. Johnson and Pope team reviewed the IEPs of incoming students and discussed specific supports and strategies needed.</p>	<p>DOLCE will conduct ACCESS and ELL training for all staff during the first week of school in order to acclimate staff to basic strategies for ELL students. . ELL teacher will have schedule allowing time to see all identified students</p> <p>The Specialized Services Administrator (SSA) shared data related to the LRE, total IEP minutes, parent name, grade, and primary disability for each student that is enrolled in the closing school as of 5/23/13. This information was shared to use when scheduling our anticipated diverse learners. The Case Managers (Pope and Johnson) and Specialized Services Administrator met to discuss student profiles and give detailed information related to supports and services required for student success.</p>	<p>Johnson has on staff one ELL and bilingual certified teacher who will schedule services for and provide support all enrolled ELL students. Johnson will deliberately seek to hire any new hires with ELL certification.</p> <p>Based upon information obtained in planning meetings, an intervention schedule was drafted to ensure students receive needed interventions. The Johnson Case Manager also took note of any students that may possibly require a full individual evaluation</p> <p>Johnson teachers have received the IEPs of all enrolled students. IEPs have been reviewed by the Johnson team and the SSA. The Johnson team and supporting teachers will meet to revise the Johnson schedule in order to meet the needs of students with IEPs.</p>

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

## ***Appendix B: Johnson Social and Emotional Support Plan as of July 12, 2013***

### **Section I - GENERAL BEHAVIORAL EXPECTATIONS**

<p><b>Does your school currently use a school-wide behavior strategy like PBIS or Foundations? If so, how long have you been using this strategy?</b></p>	<p>Yes, both Johnson and Pope have school-wide behavior strategies in place. Pope has a Foundations team that attends bi-monthly Foundations training. The strategies obtained in the training are used school wide. Pope has been using PBIS for the past 4 years.</p>
<p><b>Does your school have any general school-wide expectations (e.g., be safe, be responsible)?</b></p>	<p>Johnson School of Excellence students are expected to demonstrate Safety, Responsibility, Respectfulness, and Readiness at all times.</p> <p>Pope general expectations are good behavior, high expectations, goal setting and attainment.</p>
<p><b>Do you have a team that meets around behavior? If so, how often?</b></p>	<p>Both Johnson and Pope have teams that meet around behavior when necessary. Most discipline is imposed by teachers, and seems to be under control in both schools. Pope's Foundation team meets bi-monthly to strategize on behavioral interventions to improve school wide behaviors.</p>
<p><b>How consistent is the implementation of school-wide behavior expectations and procedures?</b> Please check all that apply.</p>	<ul style="list-style-type: none"> <li>◆The teachers, Behavior Management Team, Dean, and ESP's consistently follow through on school-wide behavioral expectations and procedures with all students</li> <li>◆ Staff consistently provides students appropriate, specific feedback based on their actions</li> <li>◆Staff teaches student expectations through explicit instruction, modeling, and monitoring</li> <li>◆ Students can clearly articulate and follow school-wide expectations and procedures</li> <li>◆ Students consistently follow school wide expectations and procedures</li> </ul>
	<p><b>NOTES:</b></p>
<p><b>How is behavior positively reinforced (e.g., tickets, school store, events students earn, etc.)?</b></p>	<p>As a part of the PBIS strategy Johnson and Pope provide student incentives such as field trips. pizza parties, incentives, game room usage, ice cream socials, free gym, and field trips.</p>
<p><b>What happens when students don't follow behavioral expectations (e.g., warnings, detention, when you call home, etc.)?</b></p>	<p>Johnson School of Excellence follows a six step behavior system; Warning, Reflection-In class, Teachers choice (silent lunch, phone call home, missed recess, etc.), Detention, Redirection-out of class, Referral. Teachers are required to call home when issuing a detention as well as send written notification.</p>

	<p>Pope follows a consistent SEC protocol. Additionally, warnings, phone calls home, lunch and recess detention, after school detention, and in school suspension. Pope teachers have a buddy system that allows a student to go their buddy classroom to redirect their behavior and calm down in a different environment.</p>
<p><b>In classrooms, how are teachers teaching behavioral expectations? Are any using CHAMPS/DSC for classroom management? How consistently are expectations taught, modeled, and reinforced?</b></p>	<p>Johnson School of Excellence teachers are required to begin the year by school-wide expectations through a lesson. They follow the overview up by teaching a lesson on each core value daily for the first week. The expectations are reinforced with activities that model and support the lesson.</p> <p>Pope primary teachers use CHAMPS for classroom management. All teachers set their classroom expectations and consequences.</p>
<p><b>How are students being supported with social emotional learning? Is there anything in place school-wide? Are you using any curriculum like Second Step or Lion's Quest?</b></p>	<p>Johnson utilized Lions Quest. At Pope, JPA counseling services are on site. Pope has a mentoring program and America Scores has a girl's mentor component that enhancing their social-emotional skills. Girls In The Game is a 3-5<sup>th</sup> program that works on team building and social skills through sports.</p>
<p><b>What Tier 2/3 supports are in place for students who need additional supports? How are these supports implemented (e.g., by who, how often, how students are identified)? Approximately how many students receive these services?</b></p>	<p>Pope creates safety plans and sends referrals to JPA counseling. Pope also creates behavior plans as needed. The supports are implemented by teachers, administrators, security, parent volunteers as often as needed. Students are identified by frequency, severity, and consistency of behavior. Pope currently has approximately 15 students that receive these services.</p>

## Section II - DESCRIBE YOUR SCHOOL'S CURRENT BEHAVIOR EXPECTATIONS/PROCEDURES

<b>Hallway/stairs</b>	Both Pope and Johnson students are expected to walk in a quiet (voice level zero/quiet zone) straight line. They will take one stair at a time, and hold the rail with one hand. Students always walk to the right.
<b>Entry</b>	Students will make a single file line at their assigned outside location. Students will respond to the whole school quiet signal (raised hand) and use a voice level zero/quiet. Students will enter the building using their assigned stairwell when

	<p>directed. In times of inclement weather, grades 1-4 sits at assigned tables in the cafeteria and grades 5-8 report to their assigned areas in the gym.</p> <p>Pope students are escorted to the front of the building. They proceed through the security monitor for bag checks. They pick up their breakfast and are escorted to their classrooms by assigned facilitators (teacher or ESP). The facilitator remains with the students until breakfast is complete.</p>
<b>Dismissal</b>	<p>Students will exit the building in a single file line at voice level zero using their assigned stairwell. Teachers will lead students to the gate and will assist in clearing the area in front of the school immediately.</p> <p>Pope students are dismissed from the south doors by their classroom teacher. Teachers lead the students all the way out of the building.</p>
<b>Bathrooms</b>	<p>Students will enter and exit the bathroom quickly and quietly (voice level zero). Students will use the appropriate amount of soap, toilet tissue, and paper towel needed. Students will wait patiently in a single file line before and after they enter/exit the bathroom.</p> <p>Pope bathrooms are locked throughout the day. Each teacher takes their students to the bathroom twice daily, at a scheduled time. Any student needing to go to the bathroom at an unscheduled time must report to the office and are then escorted by an adult.</p>
<b>Lunchroom</b>	<p>Students will stay in a single file line at voice level zero until they have reached their assigned area. Students will walk slowly at all times. Students will hold their lunch tray with both hands. Students will keep all food on tray. Pope students are served a freshly cooked lunch. Students will eat only the food given to them by the lunchroom staff. Pope students have a choice entrée, sides, and dessert. Some students at Pope bring their own lunch. Students will talk quietly (voice level one) to the people at their table. Students will use kind words toward the staff and other students. Students will follow the whole school quiet signal (raised hand). Students will clean the area around them when instructed. Students will make sure they have everything they need before sitting down. Students will raise a silent hand for assistance.</p>
<b>Recess</b>	<p>Students will follow the instructions of the adult in charge. Students will use equipment appropriately. Students will stay in assigned areas. Students will share equipment and space with others. Students will use kind and encouraging words. Students will be cooperative and play by the rules (be fair, kind, and maintain a positive attitude whether win or lose). Students will respond to the whole school quiet signal (raised hand) and clean up the area around them.</p>
<b>Uniforms</b>	<p>Johnson School of Excellence school uniform is a Navy blue, collared shirt with Khaki, belted bottoms. Shirts are required to be tucked into pants and pants are to be over the top of shoes. Pope k-5 students wear Yellow polo shirt and navy blue bottoms. Pope 6-8 students wear Light Blue polo shirts and navy blue bottoms.</p>

<b>School Colors, Mascot, and other pride symbols/events</b>	Johnson School of Excellence's school colors are Navy Blue, Gold, and White. Johnson's mascot is the Wildcat. Pope's school colors are Navy Blue and Gold. Pope's mascot is the Panther.
<b>OVERALL, what are some STRENGTHS in terms of student behavior/culture?</b>	At both schools the students are in general respectful, well behaved, and follow the rules. Pope students are compassionate, loving, and caring.
<b>OVERALL, what are some CHALLENGES in terms of student behavior/culture?</b>	There is a limited amount of parental involvement at Johnson and Pope. Pope and Johnson both experience high mobility. Although Pope is currently seeing improvements in their attendance rate, it continues to be a challenge.

### Section III - SCHOOL SAFETY

<b>How do students get to school?</b> Describe the different methods (walking, school bus, public transit) and approx. how many students per method.	At Pope and Johnson the majority of students walk, some take public transportation, and few get dropped off by parents. Pope also has a few students that ride the school bus.
<b>What supports are in place to ensure students get to and from home safely?</b> Describe any safe walking routes, crossing guards, safe passage, volunteers, police, etc.	Johnson currently uses safe passage, crossing guards, teachers, ESPs and administrators to ensure the safety of students during dismissal and arrival. Pope uses crossing guards, security and staff to ensure safe transitions.
<b>During student commutes, have there been any safety concerns over the past year?</b> Describe any threats to student safety such as gang violence, weapons, fights, etc.	Both schools have minimal fighting after school.
<b>During the school day, have there been any safety concerns over the past year?</b> Describe any threats to student safety such as gang violence, weapons, fights, etc.	No
<b>What strategies have been HELPFUL in improving student safety?</b>	Having an open dialogue with students and parents regularly has aided both schools in ensuring safety. Having a culture that supports families and a nurturing atmosphere provides the foundation needed for students to feel safe. Having all staff members involved in the dismissal procedure has helped improve student behavior at both schools. Having a security presence throughout the building and the use of walkie talkies for communication has improved student safety.

What strategies have NOT been HELPFUL in improving student safety?	None at this time.
Other notes on student safety	

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## **Appendix C: Johnson Cultural Integration as of July 12, 2013**

### **Mid April-mid May: Student and Staff Introductory Activities**

<b>Date/date range</b>	<b>Activity</b>	<b>External Support Needed? Indicate what support or leave blank.</b>
April 26	<b>3-5 Awards Assembly</b> -Students at Pope invite students at Johnson to an event to showcase what is best about their school. The ceremony is for celebrating academic achievement. This activity allows Pope to showcase their excellence.	Held at Pope
April 26-April 30	<b>Pre-K-8 Pen Pal Letters</b> -Students at Johnson to send welcoming pen pal letters to all students at Pope. Pope students will send responses introducing themselves	Pope to Johnson
April 30	<b>K-2 Integration</b> (Specials Classes) Students at Pope were invited to share in an afternoon of fun and learning by rotating through a mini schedule of art, music, library/media and recess. The day was designed to give Pope students and staff an opportunity to see some of the learning opportunities present at Johnson.	Transition team will create a schedule with 20 minute activities planned. Students and teachers at Pope will join in with appropriate grade level partners and share in the planned activities. The event will end in a shared luncheon.
May 3	<b>Pre-K Integration (Scales &amp; Tales)</b> The head start class at Johnson invited the pre-k students, parents and staff to share in a day of exploration and learning about different animal families. The zoo staff brought animals and staff and engaged in developmentally appropriate activities with 3 and 4 year olds.	Pope parents and staff to visit Johnson
May 9	<b>Family Night/SPED Integration</b>	
May 24	<b>Middle School Dance</b> Middle school students at Johnson invited the middle	Transition team organizers

	school students and staff at Pope to a dance themed-"shine bright like a diamond" The dance featured opportunities to socialize, dance, take pictures and interact with new friends.	
May 29 June 19	<b>3-5 Integration (America Scores)</b> In partnership with Dream Chicago and America Scores, the Johnson intermediate students (3-5) and the Pope intermediate students were led in a day of team building and goal setting at the Douglas Park Field House.	Hosted @ Johnson via Douglas Park Held @ Johnson

***June-August: Student Integration***

<b>Date/date range</b>	<b>Activity</b>	<b>External Support Needed? Indicate what support or leave blank.</b>
July 1 -July 19	<b>3 Week Summer Engagement-</b> Former Pope students enrolled in Johnson will be invited to participate in a summer engagement series. This will include a focus on reading, math and science. In addition, field trips and team building activities will allow students to get to know each other. The parent component includes once a week sessions designed to familiarize parents with instructional practices and customs at Johnson. Erie Health, a new partner, will design short informational health related sessions during the parent portion of the three week summer engagement. Erie Health is partnering with Johnson to provide a new School Based Health Center in the Johnson Child Parent Center building for 2013-2014 school year.	Staff, Flyer/Invitations for Pope Student, Access to NWEA data Location -Collins High School
July/August	<b>Parent Workshop/Nutrition Classes-</b> Parents will engage in summer sessions that will involve meeting with a nutritionist and participating in gardening activities. Pope parents will be invited to learn about	Continue an existing partnership with Loud Grade Produce a community gardening organization. Mosaic, an organization contracted



	the healthy schools initiatives in place at Johnson.	to build relational trust and better communication, will deliver workshops to parents during the three week summer engagement.
Aug 23	<p><b>Back to School BBQ-</b> Families will be invited to participate in a fun back to school barbecue. Parents will meet all new staff and tour the building. Students will participate in a uniform fashion show. Johnson students will maintain the uniform colors of navy blue and khaki. Uniforms will be available for new incoming Pope students during the welcome week fashion show. Parents will have an opportunity to purchase or receive donated free of charge uniforms for the 2013-2014 school year for all of their children enrolled at Johnson. Johnson also maintains a loaner uniform policy during the school year to ensure compliance and accessibility to uniforms for all students</p> <p><b>AUSL Teaching and Learning Institute-</b> All Pope teachers acquired by Johnson and existing teachers will participate in the AUSL PD which focuses on reading, math, writing, science and curricular enhancements. This will be an opportunity for new staff to learn the AUSL way and integrate into the school culture.</p>	DJ, food service provider, games and activities, flyers
August 6-9	<p><b>Welcome Week/Staff Mentor Pairing-</b> Johnson has designed a plan to pair an experienced Johnson teacher with teachers new to Johnson. The days will include a chance to ask questions and develop partnerships. The activities will be planned by the teachers and can include social as well as work related themes.</p> <p>Monday-Open house  Tuesday/Wednesday-Activity days-art/music infusion  Thursday-Field trip  8/23- Community BBQ</p>	Schedule/budgetary resources
August 14-16	<b>Staff Development/</b> Teachers and staff will participate in whole group and small group professional development at Johnson. This week will	

<p>August 19-23</p>	<p>include instruction from Second Step, Dolce, Diverse Learners, AUSL IT dept., and the Johnson ILT. The PD is designed to meet school wide objectives. In addition, some community activities will occur in the afternoon.</p> <p><b>Staff Team Building-</b> Dave and Busters</p>	
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***\*These plans subject to revision based on principal discretion. Please contact your school for any updates.***