

For the Closure of Arna Wendell Bontemps 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 Arna Wendell Bontemps Elementary School (Bontemps). This decision is based on the underutilization of Bontemps, in accordance with the [Chief Executive Officer's Guidelines for School Action](#) (Guidelines). This action will welcome returning students at Nicholson Technology Academy (Nicholson), which has sufficient space and can offer a quality academic environment.

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

II. Summary of Action

Bontemps was a neighborhood elementary school located at 1241 W. 58th St., in the Englewood-Gresham Elementary Network of CPS. Bontemps served 314 students in PE, PK & K-8th grades. CPS is closing Bontemps based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Bontemps students will be welcomed at Nicholson, located at 6006 S. Peoria St. Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The investments CPS will make for transitioning students at both Bontemps and Nicholson, as described in this transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

The geographic boundary which was associated with Bontemps will be reassigned to Nicholson. This means that Nicholson will be the new neighborhood school for students living in the Bontemps boundary.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from Bontemps into Nicholson. 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 Knock at Midnight and has knowledge of community dynamics and has demonstrated significant contribution to this community. The number of community watchers allocated is 12.
- The approved Safe Passage Community Partner organization will recruit and hire “community watchers.” The ideal candidates for community watchers will be from among individuals who are either residents from the community or are very familiar with residents of the community. These will be individuals who have significant knowledge of the dynamics of the community and are comfortable playing the roles as defined above. All candidates will need to pass a background screening.
- Safe Passage Community Watchers will be posted along key routes to safeguard students as they wait for the shuttle. In addition, Safe Passage will be offered to students who choose to walk to school and not take the shuttle bus. The Safe Passage route that is being proposed for the Bontemps into Nicholson transition includes the following routes:
 - S. Halsted and W. 58th St. south to S. Halsted and W. 62nd St.
 - W. 60th St. and S. Halsted west to W. 60th St. and S. Racine

- S. Racine and W. 58th St. south to S. Racine and W. 60th St.
- W. 58th St. and S. Racine west to W. 58th St. and S. Loomis
- 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

- Nicholson will have enhanced security staffing plan at the school. As the designated welcoming school, Nicholson will receive additional security to support the increased number of students as well as to ease the transition for Bontemps students joining Nicholson. The security staff from Bontemps will join the security staff at Nicholson in order to facilitate this transition by providing a familiar face for Bontemps students. Currently, Nicholson has 1 full time security officers. Currently, Bontemps has 1 full time security officer¹ who will join the security team at Nicholson in the fall. As a result, the new security staff at Nicholson 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 Nicholson is noted below, along with enhancements that will be made:
 - Camera System – Nicholson’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 – Nicholson will have access to a metal detector and hand wands.

IV. Supports for Students and Schools

CPS is committed to ensuring a successful transition for the 2013-2014 school year. To accomplish this, CPS will provide the following supports to meet the academic, social and emotional, and specific learning needs of transitioning students.

Academic Needs of Students

To address the academic needs of students affected by this transition, a detailed academic support plan has been created. Please see Appendix A for the full details of the academic support plan.

Social Emotional Needs of Students

CPS understands that whenever students transition to a new school, additional support is needed to help them adjust. To address the social and emotional needs of students affected by this transition, a detailed social and emotional learning support plan has been created. Please see Appendix B for the full details of the social and emotional learning support plan.

Additionally, CPS believes cultural integration of school communities is important for a successful, smooth transition. To support this, a detailed cultural integration plan has been created. Please see Appendix C for the full details of the cultural integration plan.

Support for Specific Students Needs

To ensure students at Bontemps who have unique needs or circumstances are adequately supported in this transition, CPS will provide the Network with additional resources to work directly with families and assist in explaining their school options. Additionally, CPS will provide the following:

Students with Diverse Learning Needs

- Once students transition to Nicholson, 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 Nicholson 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 Nicholson, 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 Nicholson, 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.
- Nicholson 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 Bontemps 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 Bontemps 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 through Friday from 9:00 a.m. to 3:00 p.m. at Bontemps 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 Nicholson 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 Nicholson 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)

- Nicholson is not currently projected to receive ELL students.
- In the event that Nicholson received ELLs, Nicholson must implement the appropriate Transitional Program of Instruction (TPI) or Transitional Bilingual Education (TBE) program, based on enrollment.
- The Department of Language and Cultural Education (DoLCE) offers professional development and support throughout the school year that principals can utilize to guide the establishment of programs for ELLs.

Early Childhood Participants

- Children currently attending a preschool program and who will be turning 4 before September 1, 2013 will be automatically enrolled in their identified welcoming school. Therefore, no action must be taken by the family to continue their enrollment in the welcoming school.

- If a family is interested in attending a program OTHER than the welcoming school, they must complete the School Transition Form indicating the 3 schools (in order of priority) that they would prefer to attend. Families may return the forms to their school main office, and these forms should be faxed back to the Office of Early Childhood Education at 773-553-2010 by school personnel. If you did not already receive these forms they are available at <http://cps.edu/qualityschools/pages/parents.aspx>. PLEASE NOTE: A student's assigned slot at the welcoming school will not be released and offered to another family until the student receives a placement and registers at another school.
- An Application Representative from the Office of Early Childhood Education will be available at the Network Enrollment Fairs to help facilitate the early childhood application process. Also, schools will provide this information to families directly during their "open enrollment hours".
- For families wanting to enroll in preschool for the first time: While the first round of application acceptance will close May 24, 2013, we will be re-opening the application process during the summer. More information will be coming about that after May 24.
- All records will be transferred for continuity, and the Office of Early Childhood Education will track students involved in school actions to determine support needs.

Transportation

- CPS will provide transportation in the form of shuttle buses for all students currently attending Bontemps who wish to attend Nicholson. The shuttle bus will provide transportation to and from the facility at 1241 W 58th St. and the Nicholson facility, located at 6006 S Peoria, until all current Bontemps students graduate from Nicholson.
- Provisions for specific student populations (i.e., students with disabilities, Students in Temporary Living Situations, and NCLB qualifying students), as determined by the CPS transportation policy, will continue to apply.

V. Information Regarding Choice of Schools

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

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

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

Harper HS

Community Meeting 2

Saturday, April 13, 2013

12:30pm-2:30pm

Harper HS

Public Hearing

Thursday, April 18, 2013

8:00pm-10:00pm

CPS Central Office

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

Areas of Need	<u>SCIENCE, TECHNOLOGY & ENGINEERING</u>	Resources
<p>Science Activities</p>	<p style="text-align: center;"><u>K-2</u></p> <p>Nicholson will host professional development provided by Pearson Interactive Science (August-Date TBD) for all science teachers.</p> <p>Teachers will be implementing Pearson Interactive Science with fidelity using all components of the curriculum. Students will have 45- 60 minutes daily of science instruction in Kdg-2nd grade.</p> <p>Students will have hands on science twice a week. Once in the classroom and the other in the science lab provided by science preparation teacher.</p> <p>Science teachers will work collaboratively to develop monthly assessments that scaffold skills learned from kdg-2nd grade. Teachers will discuss outcomes of the assessment and determine what skills need reviewing and create action plans for addressing them.</p> <p>Teachers will partner with the Museum of Science and Industry and take students on one field trip per quarter to participate in their learning labs.</p> <p style="text-align: center;"><u>3-5</u></p> <p>Teachers in 3rd- 5th grade will use Pearson Interactive Science Curriculum. Teachers will have professional development in August. The professional development will be on going throughout the year.</p> <p>In order to address Bontemps and Nicholson science achievement 4th</p>	<p>Nicholson will allocate funds for substitute coverage to allow science teacher opportunities to attend on-going professional development.</p>

	<p>grade students will have 60 minutes of classroom instruction daily in addition to 2 days of science lab. They will engage in hands on science in our newly renovated science lab.</p> <p>The science teacher will be required to attend on-going professional development on effective best practices for hands on activities and create a partnership with the Museum of Science and Industry for the purpose increasing knowledge of science, improving teaching skills and finding ways to use their program and exhibits to enhance our current science curriculum</p> <p>Students in 3rd- 5th grade will be required to complete science fair projects that will be evaluated by the science team. Students will have the option to work with a partner.</p> <p>Teachers will be required to take students on a minimum of 2 field trips to the Museum of Science and Industry and participate in their learning labs. Teachers will also use their on-line science activities to supplement the Pearson Curriculum.</p> <hr/>	
	<p>6th – 8th</p> <p>Pearson Science will be used in upper grades. Teachers will have professional development in August and on going throughout the year.</p> <p>In order to address Bontemps and Nicholson’s science achievement 7th grade students will have 60 minutes of classroom instruction daily in addition to 2 days of science lab. They will engage in hands on science in our newly renovated science lab.</p> <p>Teachers will be required to partner</p>	

	<p>with the Museum of Science and Industry for the purpose of improving teaching skills and finding ways to use their program and exhibits to enhance our current science curriculum.</p> <p>Students in 6th - 8th grade will be required to complete individual science fair project and participate in school-wide science fair.</p> <p>Science teacher will partner with the Museum of Science and Industry and attend one of their educational courses to gain science content and develop teaching strategies related to classroom curriculum.</p>	
Engineering Activities	<p>Nicholson will pilot an afterschool engineering class 2 days a week for selected students in 6th – 8th grade (possible Saturday program once a month) provided by a certified engineer. The goal is to expose students to engineering and increase their curiosity in career choices.</p>	<p>Video conferencing equipment will be needed for 6th – 8th grade classrooms. We will hire a certified engineer to teach our afterschool program.</p>
Technology Integration	<p>STEM coordinator will provide teachers with an outline of specific programs and applications to be used for integration of iPads (K-5) and Chrome Books (6-8) in classrooms. The National Educational Technology Standards (Nets) will be the focus on what is expected for students to learn and do at each grade level.</p> <p>Nicholson will connect students to STEM careers with the use of monthly video conferencing. We will also host a career day for parents and students to expose them to various careers and begin to structure their thinking about their goals before they enter high school.</p> <p>STEM coordinator will provide monthly professional development for all</p>	<p>Video conferencing equipment will be needed for 6th – 8th grade classrooms.</p>

	teachers on best practices, innovative technology integration, and share feedback from classroom observations as it relates to technology integration.	
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				<u>READING- K-2</u>	
Area of Academic Need				Strategy	Structures necessary to implement (E.g. staff, budget, scheduling, data, etc.)
Reading				<u>Summer Plan</u>	Nicholson’s’ plan is to purchase Sadler Phonics Curriculum for K-2 grade students. Additionally we will have reduced class size in Kindergarten through 2 nd grade to support individualized instruction. All teachers will have professional development on effective implementation of Balanced Literacy instruction. Literacy teachers will be allotted funds to purchase applications for iPads to allow for reinforcement and exploration of skills. Schedules will be set to allow students 120 minutes of uninterrupted reading. Three books will be purchased for all literacy teachers to participate in a professional learning community. Extended day buckets will be opened for teachers to teach before, after and Saturday School. Flexible bus service will be needed 3 days a week for students who are bussed to attend afterschool program.
Kdg -2 nd				Nicholson will distribute the Think/ Stretch Curriculum to students from Bontemps and Nicholson. The curriculum is a summer program that engages students in reading, writing, math and a STEM activity each week for a total of 8 weeks. The purpose is to ensure that yearlong learning is not lost during the summer months and provide students the opportunity to reinforce content learned.	
	Nicholson	Bontemps	Totals	<u>During the school year</u>	
Dibels-K	37/42	13/29	53/71	Nicholson will have professional development (pd) for all staff on Balanced Literacy in August. The PD will merge and refocus teaching and expectations for quality delivery of Balanced Literacy instruction. Literacy coach will provide balanced literacy professional development with a team of teachers. The areas of focus for effective implementation of Balanced Literacy are the following:	
Dibels-1	19/50	21/35	40/85	<ul style="list-style-type: none">● Phonics● Fluency● Comprehension● Vocabulary	
Dibels-2	23/42	6/25	29/67	The literacy team will meet during the first week of August to prepare quality professional development for the literacy teachers, which will include teacher assistants. Nicholson will request the supports from the network instructional	
# At benchmark/# tested					
Kdg -2 nd					
	Nicholson	Bontemps	Totals		
Dibels-K	5/42	16/29	21/71		
Dibels-1	31/50	14/35	45/85		
Dibels-2	19/42	19/25	38/67		
# Below/# tested					
Academic Supports					
Phonics Instruction					
TRC monitoring					

RTI Morning Program	<p>support leader to ensure all components and expectations for Balanced Literacy are addressed.</p> <p>The data shows that over 60% of the students in 1st and 2nd grade will need intensive support with reading. In order to address this, students will receive 150 minutes of reading every day. Guided reading groups (small group instruction) will be provided 5 days a week. Teachers will use DIBELS and TRC data to identify groups and targeted instruction. The lesson plan format will be adjusted and teachers will be required to identify groups and skills to be addressed by each group. In addition, teachers will be required to teach 15 minutes of daily phonics instruction using Sadler Phonics.</p> <p>Nicholson will host an afterschool program 3-days a week that targets 2nd and 3rd grade struggling students. Teachers will work with a minimum of 10 students in the afterschool program. The curriculum will be Fountas and Pinnell Leveled Literacy Intervention System. It is designed to help teachers provide powerful small group instruction to struggling readers.</p> <p>Nicholson will hire a Literacy Coach this school year. The coach will support primary teachers daily by working directly in classrooms 2-days a week with students that need additional support. The coach will also model lessons for teachers, provide professional development, share resources for effective technology integration, and have weekly grade level data discussions with reading teachers. Additionally, the coach will have the responsibility of conducting observations and providing feedback to teachers around improving the quality of their instructional delivery, questioning and student engagement. Reports will be given to administration for follow-up conversations to take place.</p> <p>In order to address the diverse need of</p>	
Afterschool Program		
(Intensive and Exceeds)		
Differentiation		
Guided Reading Groups		
Literacy Coach		
Teacher Assistants		
(one-to-one tutoring)		

	<p>learners, Nicholson will provide 60 minutes of instructional time in the reading lab where students will use Kids College, which is an on-line course that navigates students along an individualized course of learning.</p> <p>Primary teachers will use DIBELS and TRC to progress monitor bi-weekly for below and far below students. During grade level meetings teachers will analyze data with administration and literacy coach. Collectively action plans will be created.</p> <p>Teachers will participate in a Professional Learning Community, which will be led by the literacy coach and administration. Teachers will read and discuss various educational journals in addition to scaffolding the following books:</p> <ul style="list-style-type: none"> • <i>Guided Reading: Good First Teaching for All Children</i> • <i>Literacy Work Stations: Making Centers Work</i> • <i>The Common Core Lesson Book, K-5: Working with Increasingly Complex Literature, Informational Text, and Foundational Reading Skills</i> • <i>Camel Makers: Building Effective Teacher Teams</i> <p>Teachers will share DIBELS data with students and parents monthly via individual conferences, phone calls and open houses. Nicholson will also have 3 report card pick-ups to ensure parents' stay informed regarding student achievement and the teacher will identify supports that parents can provide at home.</p> <p>Teachers will use the Educator Resource Page from isbe.net to engage students in common core activities. The page outlines specific lessons that address common core standards and assessments aligned to the lesson.</p>	
	<u>READING- 3-5</u>	

Reading

3rd – 5th

	Nicholson	Bontemps	Did not meet RIT
NWEA-3	43.6%	42.4%	50/88
NWEA-4	31.7%	70.6	33/58
NWEA-5	67.4%	75.9%	22/75

% Who met/exceeded EOY RIT scores

Areas of Focus for 3rd-5th
Vocabulary & Informational Text

Summer Plan

Nicholson will distribute the Think/ Stretch Curriculum to students from Bontemps and Nicholson. The curriculum is a summer program that engages students in reading, writing, math and a STEM activity each week for a total of 8 weeks. The purpose is to ensure that yearlong learning is not lost during the summer months and provide students the opportunity to reinforce content learned.

Five teachers are attending the Text Complexity Conference this summer and will meet during the first week of August to prepare a professional development for all reading teachers. The focus of the PD will address teachers understanding of common core and how text choices have a huge impact on preparing students for college and career readiness.

During the school year

Nicholson will have professional development for all staff on Balanced Literacy in August. The PD will merge and refocus teaching and expectations for quality delivery of Balanced Literacy instruction. The literacy coach will provide professional development. The areas of focus for effective implementation of Balanced Literacy are the following:

- Phonics
- Fluency
- Comprehension
- Vocabulary

In order to address our 3rd -5th grade students' teachers will be required to conduct guided reading groups (small group instruction) 4 days a week. The focus will be on teaching students Common Core Standards and addressing individual student needs based on data. Data will be used from ISAT, BASS, STEP and NWEA.

The current data shows that students in 3rd-5th grade need the most support with vocabulary and informational text. In order

Nicholson's' plan is to purchase Sadler Vocabulary Curriculum for students in 3rd-5th grade. All teachers will have professional development on effective implementation of Balanced Literacy. Literacy teachers will be allotted funds to purchase applications for iPads to allow for reinforcement and exploration of skills. Extended day buckets will be opened for teachers to teach before, after and Saturday School. Flexible bus service will be needed 3 days a week for students who are bussed to attend afterschool programs

to address these areas students will have explicit vocabulary instruction 5 days a week for 15-20 minutes daily using the Sadler Vocabulary Curriculum. Additionally, teachers will model and engage students in reading and interpreting informational text for a minimum of 2 days a week. Informational text will be required to be included each week with teacher's lesson plans.

The lead literacy coach will support the 4th grade teacher by co-teaching 2 days a week. Additionally, the coach will model effective structure and pacing of the Balanced Literacy instruction format. Literacy coach will meet with teachers each week to provide feedback and next steps for instructional delivery.

Students in 3rd- 5th grade will participate in an afterschool program that addresses all levels of learners. Tier 3 students will have instruction using Fountas and Pinnel intervention system with 1:5 ratios, teacher to student. Tier 2 students will have instruction based on NWEA data that is focused on specific skills that need review. In addition students who have exceeded the standards will participate in an accelerated afterschool program that engages students in completing performance task.

Teachers will share ISAT, STEP, BASS and NWEA data with students and parents monthly via individual conferences, phone calls, home visits and open houses. Nicholson will also have 3 report card pick-ups to ensure parents' stay informed regarding student achievement and the teacher will identify supports that parents can provide at home.

Each month administration and the case manager will meet with teachers to discuss bottom 10% of students at their grade level and create action plans to address their individual needs. Students will participate in a morning or afterschool program and be

	<p>provided 1:1 instructional support.</p> <p>In order to address the diverse need of learners, Nicholson will provide 60 minutes of instructional time in the reading lab where students will use Kids College, which is an on-line course that navigates students along an individualized course of learning.</p> <p>Teachers will participate in a Professional Learning Community, which will be led by literacy coach and administration. Teachers will read and discuss various educational journals in addition to scaffolding the following books:</p> <ul style="list-style-type: none"> • <i>Guided Reading: Good First Teaching for All Children,</i> • <i>Small-Group Reading Instruction: A Differentiated Teaching Model for Intermediate Readers, Grades 3-8</i> • <i>The Common Core Lesson Book, K-5: Working with Increasingly Complex Literature, Informational Text, and Foundational Reading Skills</i> • <i>Camel Makers: Building Effective Teacher Teams</i> <p>Administration will conduct formal and informal observations and provide feedback that can be applied in the classroom to improve student achievement and teacher quality.</p> <p>Teachers will use the Educator Resource Page from isbe.net to engage students in common core activities. The page outlines specific lessons that address common core standards and assessments aligned to the lesson.</p>	
	<u>READING- 6th -8th</u>	
<p>Reading</p> <p>6th-8th</p>	<p><u>Summer Plan</u></p> <p>Nicholson will distribute the Think/ Stretch Curriculum to students from Bontemps and</p>	<p>Teachers will participate in on-going professional</p>

	Nicholson	Bontemps	Did not meet RIT	<p>Nicholson. The curriculum is a summer program that engages students in reading, writing, math and a STEM activity each week for a total of 8 weeks. The purpose is to ensure that yearlong learning is not lost during the summer months and provide students the opportunity to reinforce content learned.</p> <p>During the school year</p> <p>6th – 8th grade teachers will participate in Balanced Literacy professional development provided by the lead literacy coach. The PD will focus on how to effectively integrate balanced literacy instruction to middle school students. The coach will use the “Teacher’s Guide to Big Blocks” Framework to prepare this PD. Each teacher will receive the book and scaffold throughout the year via monthly PD’s to ensure quality instruction is provided for all students.</p> <p>In order to address common core standards and meet individual needs of students’ instruction will be whole class, small group and individualized each week. The reading block will be 120 minutes and assessments will be given every Friday. Lesson plans will be formatted to include identification of groups and specific skills to be taught each week.</p> <p>Explicit vocabulary instruction will be taught for 15- 20 minutes daily in 6th – 8th grade classrooms using Sadler Vocabulary.</p> <p>Literacy Coach will observe lessons and provide teachers will specific strategies for reaching the highest level of student engagement and using Bloom’s Taxonomy to engage students in rigorous questioning. Additionally, the coach will model lessons, share resources for technology integration, and lead a Professional Learning Community that takes a critical look at teacher practice by analyzing work samples bi-weekly.</p> <p>Administration will conduct formal and informal observations and provide feedback</p>
NWEA-6	41.4%	25.9%	37/56	
NWEA-7	69.2%	32.1%	30/67	
Areas of Focus 6 th - 8 th				
Foundational Skills & Vocabulary				
Academic Supports				
Explicit Vocabulary Instruction using Sadler Vocabulary				
Weekly PLC’s				
Afterschool Program				
Literacy Coach				
Guided Reading Groups				

development on Balanced Literacy. Extended day bucket will be opened for teachers to participate in professional development afterschool hours. Fund will be allocated for afterschool and Saturday school. The “Teachers Guide to Big Blocks” will be purchased for all teachers. Schedules will be developed to allow teachers 90-minute blocks of uninterrupted reading. Each teacher will get 3 books to take part in a learning book club.

	<p>that can be applied in the classroom to improve student achievement and teacher quality</p> <p>Teachers will participate in a Professional Learning Community, which will be led by literacy coach and administration. Teachers will read and discuss various educational journals in addition to scaffolding the following books:</p> <ul style="list-style-type: none"> • Small-Group Reading Instruction: A Differentiated Teaching Model for Intermediate Readers, Grades 3-8 • <i>The Common Core Lesson Book, K-5: Working with Increasingly Complex Literature, Informational Text, and Foundational Reading Skills</i> • <i>Camel Makers: Building Effective Teacher Teams</i> <p>Teachers will share ISAT, BASS and NWEA data students and parents monthly via individual conferences, phone calls, home visits and open house. Nicholson will also have 3 report card pick-ups to ensure parents' stay informed regarding student achievement and identify supports that parents can provide at home.</p> <p>Teachers will use the Educator Resource Page from isbe.net to engage students in common core activities. The page outlines specific lessons that address common core standards and assessments aligned to the lesson.</p>	
<i>Area of Academic Need</i>	<i>Strategy</i>	<i>Structures necessary to implement (E.g. staff, budget, scheduling, data, etc.)</i>
	<u>MATH K- 5</u>	

**Math
3rd-5th**

	Nicholson	Bontemps	Did not meet RIT
NWEA-3	54.4%	46.9%	43/89
NWEA - 4	70.7%	72.2%	17/59
NWEA - 5	62.8%	58.6%	28/72
ISAT- 3	66%	37%	
ISAT- 4	65%	43%	
ISAT- 5	78%	52%	

**% Who met/exceeded EOY RIT scores
50% or higher on ISAT**

Grade Level Weaknesses

2nd - Operations and Algebraic Thinking

3rd – Numbers and Operations-Fractions

4th – Numbers and Operations-Fractions

5th - Numbers and Operations-Fractions

Summer Plan

Nicholson will distribute the Think/ Stretch Curriculum to students from Bontemps and Nicholson. The curriculum is a summer program that engages students in reading, writing, math and a STEM activity each week for a total of 8 weeks. The purpose is to ensure that yearlong learning is not lost during the summer months and provide students the opportunity to reinforce content learned.

Administration will meet with individual teachers over the summer to discuss current data and professional development opportunities that need to take place throughout the summer and during school year to improve the quality of their instruction.

During the school year

Teachers in Kdg-5th grade will use Everyday Math Curriculum. McGraw Hill staff will provide Professional Development on August 22, 2013. Professional development will be on going throughout the year and teachers will be required to attend follow-up training that is provided throughout the year.

Nicholson will have an afterschool program that focuses on Grade Level Weaknesses as identified to the left by the data. Teachers will use afterschool to work with students in small groups. The ratio of classroom instruction will be 1:20, meaning 1 teacher to every 20 students. Students will be chosen based on data and teacher recommendations. Teachers will review skills and students will practice using the Kids College On-line Curriculum.

Teachers will teach explicit computation instruction, without calculators, for 10 minutes of their daily math lesson. Data shows that many of Bontemps and Nicholson students struggle with basic computation that is required for mastery at

Students in K-2 will have reduced class size. Teachers will participate in refresher course of Everyday Math implementation. Extended day bucket will allow teachers to engage in data discussions. Flexible shuttle services will be needed to allow students who are bussed to stay for afterschool program. Funds will be needed to purchase 2 books for teacher book clubs and professional reading.

	<p>each grade level.</p> <p>To allow time to address the differentiated needs of students teachers will have 90 minutes of math daily and conduct guided math groups 4 days a week. Individual conferences will take place on Fridays and students will be provided individualized homework assignments based on academic need.</p> <p>Two days a week teachers will work for 10-15 minutes with intensive students by providing small group instruction on target skills. Students will practice skills using iPad applications as identified by the technology coordinator.</p> <p>In order to analyze the impact of small group instruction teachers will assess every Friday and add specific group instruction to their lesson plans (who and what they will teach)</p> <p>Administration will conduct formal and informal observations and provide feedback that can be applied in the classroom to improve student achievement and teacher quality</p> <p>Teachers will participate in a Professional Learning Community, which will be led by the math lead teacher and administration. Teachers will read and discuss various educational journals in addition to scaffolding the following books:</p> <ul style="list-style-type: none"> • <i>Guided Math: A Framework for Teaching Mathematics</i> • <i>Camel Makers: Building Effective Teacher Teams</i> <p>Nicholson will Provide parents with the Roadmap to Common Core Standards and provide quarterly training sessions to support parents with understanding what their child should know and be able to do.</p>	
	<u>MATH 6th – 8th</u>	
6 th – 8 th	<u>Summer Plan</u>	

	Nicholson	Bontemps	Did not meet RIT	Nicholson will distribute the Think/ Stretch Curriculum to students from Bontemps and Nicholson. The curriculum is a summer program that engages students in reading, writing, math and a STEM activity each week for a total of 8 weeks. The purpose is to ensure that yearlong learning is not lost during the summer months and provide students the opportunity to reinforce content learned.
NWEA-6	64.3%	33.3%	28/55	
NWEA-7	56.4%	38.5%	32/65	
ISAT- 6	75%	62%		
ISAT- 7	90%	47%		
% Who met/exceeded EOY RIT scores 50% or higher on ISAT				Administration will meet with individual teachers over the summer to discuss current data and professional development opportunities that need to take place throughout the summer and during school year to improve the quality of their instruction. <u>During the school year</u> Nicholson will use Connected Mathematics Curriculum for 6 th – 8 th grade students. Math lead teacher will provide professional development in collaboration with network staff. Professional Development will take place in August for new and veteran users. New users will be required to attend on-going professional development throughout the year to support effective implementation of the curriculum. In order to address grade level weaknesses teachers will create individualized homework packet once a week. The packet will focus on skills that students need to review based on weekly classroom and benchmark assessments. Teachers will participate in a Professional Learning Community, which will be led by math lead teacher and administration. Teachers will read and discuss various educational journals in addition to scaffolding the following books: <ul style="list-style-type: none">• <i>Guided Math: A Framework for Teaching Mathematics</i>• <i>Navigating through mathematical connections in grades 6-8</i>• <i>Camel Makers: Building Effective Teacher Teams</i>
Grade Level Weakness				
6 th – Statistics and Probability				
7 th – Algebras, Functions, Expression & Equations				

	<p>Two days a week teachers will work for 10-15 minutes with intensive students by providing small group instruction on target skills. Students will practice skills using Kids College Curriculum (on-line learning program) and other sites identified by the technology coordinator.</p> <p>Nicholson will Provide parents with the Roadmap to Common Core Standards and provide quarterly training sessions to support parents with understanding what their child should know and be able to do.</p> <p>Teachers will inform students and parents about performance on ISAT, NWEA and classroom grades monthly via individual conferences, home visits, phone calls and open houses. Nicholson will also have 3 report card pick-ups to ensure parents stay informed about student achievement and are provided with supports they can provide at home.</p>	
Area of Academic Need	Strategy	Structures necessary to implement (E.g. staff, budget, scheduling, data, etc.)
	<u>WRITING</u>	
K- 5	<p>Nicholson writing teachers will participate in a Digital Campus professional development. The digital campus allows teachers to engage in an on-line Course titled: "Harnessing the Common Core Standards to Achieve Higher Levels of Reading and Writing". It is a self-paced course that supports teachers with the following:</p> <ul style="list-style-type: none"> • Learn how to read the Common Core Standards • Evaluate your writing instruction against CCSS expectations • Raise students' skill levels with specific teaching strategies • Plan strategically, within your 	<p>Nicholson will allocate funds to purchase Units of Study for writing teachers. We will purchase Sadler Grammar workshop books for primary grades. An afterschool PD bucket will be opened for writing teachers to stay twice a month for book club meetings. Schedules will be set to allow a minimum of 150 minutes per week of writing instruction.</p>

own classroom, across content-areas, and across the grades

- Understand CCSS “hot spots” and strategize to address them effectively

In order to address writing in K- 2 grade students will have minimum of 150 – 180 minutes per week of writing, which includes a grammar lesson. K- 2 teachers will focus on grammar using Sadler Grammar Workshop. Students will be required to journal daily at home and at school. The weekly journals entries will consist of responses from teacher read aloud and free write.

K- 2 teachers will explicitly teach students the five steps of the writing process. Narrative writing will be the focus in primary grades. Students will be expected to produce quarterly narratives by the 3rd and 4th quarters. .

3-5 teachers will build on narrative writing and teach persuasive writing to ensure students are able to produce quality-writing samples. Students will be required to produce monthly-published writing in 2nd, 3rd and 4th quarters that will be put into a “Nicholson Book of Writing Samples”

6-8

Writing teachers will bring writing samples to grade level meetings to analyze student work and discuss strategies to improve outcomes. Additionally, teachers will be required to submit weekly writing samples to administration. Administration will evaluate and provide feedback for next steps.

Teachers will participate in a monthly book club that will scaffold the reading of *Units of Study in Opinion, Information, and Narrative Writing in Elementary*. Each unit of study is aligned to a grade level and provides grade specific strategies to support writing development.

6th – 8th grade teachers will use the book *Writing Mini-Lessons for Upper Grades: The*

	<p><i>Big-Blocks Approach</i> to teach writing lessons for upper grade students. The book will address specific issues and skills that help students become better writers. Teachers will conduct mini-lessons that are divided into three sections. Students will learn about different writing genres, making decisions about what to write, paragraphing in stories and informational text, self/peer editing, spelling, using commas, and writing to a prompt. This book supports the Four-Blocks(R) Literacy Model Nicholson is using for Literacy.</p> <p>Teachers will be required to evaluate student work weekly and provide feedback to students. Students will be required to submit <u>typed</u> published work monthly on genre of their choice.</p>	
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****These plans are subject to revision based on principal discretion. Please contact your school for any updates***

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

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming
<p>Nicholson will integrate Positive Behavior Intervention System (PBIS), CHAMPS and Second Step Curriculum into the culture and climate to improve classroom and school-wide outcomes. Bontemps and Nicholson students and staff are currently using CHAMPS as their behavioral intervention program. To ensure implementation is aligned we will have training for all staff in August.</p> <p>On August 19th we will have PBIS & CHAMPS training for all staff. On August 21st we will have Second Step Training for all staff</p>
<p>Nicholson will create a Comprehensive Counseling Program to support students' daily social and emotional needs. We are reviewing resumes and plan to hire a full-time counselor to fulfill the following responsibilities but not limited to:</p> <ul style="list-style-type: none"> ● <i>Provide Guidance:</i> Conflict resolution, Character Education, Violence Prevention ● <i>Responsive Services:</i> Attendance, Crisis Management, Peer Conflicts, Drop out Prevention ● <i>System Support:</i> Program Development, Implementation and Assessment, Parent Education, Community Outreach.
<p>Weekly Peace Circles and Talk Circles will be held with students and staff. Students will learn how to break down barriers and facilitated honest dialogue with the goal of promoting equality, respect and tolerance by all participants. Peace circles also engage students in conflict resolution and build community and relationships amongst peers. Talk circles will foster respectful listening and reflection for students and be used as a strategy for solving conflicts.</p> <p>Teachers will also participated in quarterly peace circles and talks to develop an understanding of how it can be used to mediate student conflict and to support teachers with strategies for effective communication. These quarterly talks will included such topics as: how to be proactive vs. reactive, how to diffuse student conflict, how to communicate feelings, and how to change behaviors to produce positive outcomes.</p> <p>Alternatives Inc. Provides Nicholson with support staff to conduct peace circles with students. We also have two staff members who have completed the training for Peace Circles. New Security, a Counselor and Dean of Students will have training provided by Hope Lassen who is employed by Alternatives Inc. and has supported Nicholson this year with peace circles.</p>
<p>Student Council & Advisory Board meetings will be held monthly. The goal is to bring both populations together and allow their voices to be heard as it related to building a strong culture and climate for all stakeholders. The meetings will allow students to address the following topics:</p> <ul style="list-style-type: none"> ● To give input about program policies ● To plan special events or projects ● To fundraise for student activities or the program in general ● To support students ● To give the student body a "voice"

Our goal is to build strong Parent Advisory Council (PAC) and conduct bi-monthly parent meetings and trainings. Some suggested discussion topics for parents are:

What is STEM and how it will support student development?

Importance of Homework

Creative Ways to Engage Students

Understanding Common Core

Home and School Communication (Parent Portal)

Math & Science Workshops (Provided by teachers)

Technology to Support Students at Home

In addition to meeting with parents Nicholson will host quarterly parent, community, faith based organizations and partnership meetings to discuss public safety concerns and supports in addition to proactive solutions to continue building a high performing school.

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

Appendix C: Nicholson Cultural Integration Plan as of July 12, 2013

Mid April-mid May: Student and Staff Introductory Activities

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
May 23, 2013 10:00a.m. - 11:30a.m.	Open House Overview of school Visit parent room Classroom visit	Safe Passage Team
May 24 – On-going	Pen- Pal Program- Students will respond to letters from Bontemps students	Staff from Bontemps and Nicholson Parents
May 28, 2013	Safety and Security Meeting	Parents and Staff from Nicholson and Bontemps
May 31, 2013	Mail out correspondence for enrollment procedures, dates, times, etc.	

June-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
June 13, 2013	Open House Visit Classrooms Distribute Summer Packets Distribute Water Bottles	
June 24 – 28, 2013	Enrollment Handbook Distribution Order/purchase uniforms Pass out supply list for grade levels Mail Postcards with uniform reminders, summer packets, and back to school rally information	Printing materials (Handbooks)
July 19, 2013	Mail Postcards with uniform reminders, summer packets, and back to school rally information Door- to Door Recruitment	Safety and Security Staff
August 5 - 8, 2013	Enrollment Handbook Dissemination Order Uniforms	Clerks Local School Council, community and parents from Bontemps and Nicholson

	Pass out supply list for grade levels Mail Postcards with uniform reminders, summer packets, back to school rally information, and back to school dates	Staff
August 9, 2013	Team Building Activity Windy City Field House	NA
August 10, 2013	Back to School Celebration Canvas the neighborhoods of current and incoming students to pass out back to school fliers.	Safe Passage Safety and Security CPD Volunteer of America Catholic Charities
August 21-23, 2013	Registration Meet and Greet	Safe Passage

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