

Transition Plan as of July 12, 2013
For the Closure of Robert H. Lawrence 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 Robert H. Lawrence Elementary School (Lawrence). This decision is based on the underutilization of Lawrence, in accordance with the [Chief Executive Officer's Guidelines for School Actions](#) (Guidelines). This action will welcome returning students at Burnham Elementary Inclusive Academy (Burnham), which will be re-located.

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

Lawrence was a neighborhood elementary school located at 9928 S. Crandon Ave., in the Lake Calumet Elementary Network of CPS. Lawrence served 398 students in PE, PK & K-8th grades. CPS is closing Lawrence based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Lawrence students will be welcomed by Burnham. Burnham will be re-located from its present location to 9928 S. Crandon Ave. Thus, all Lawrence students will continue to attend school at 9928 S.

Crandon Ave., welcomed by the Burnham administration, staff, and students. Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The investments CPS will make for transitioning students at both Lawrence and Burnham, 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 Lawrence will be reassigned to Burnham at 9928 S. Crandon Ave. This means that Burnham will be the new neighborhood school for students living in the Lawrence boundary.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from Lawrence into Burnham. 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 Claretian and has knowledge of community dynamics and has demonstrated significant contribution to this community. The number of community watchers allocated is 16.

- 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 0.8 miles. Safe Passage Community Watchers will be posted along key safe routes for children walking to school. The Safe Passage route that is being proposed for the Lawrence into Burnham @ Lawrence transition includes the following routes:
 - E. 100th St. to E. 99th
 - E. 97th St. and S. Van Vliissingen Rd. to Lawrence Elementary
 - E. 95th St via Bennett to S. Van. Vliissingen Rd. to Lawrence Elementary
 - S. Constance Ave. to S. Jeffrey Blvd.
 - S. Torrence Ave. between E.97th and E. 98th St.
 - And E. 98th between S. Marquette and Hoxie Ave.
- CPD will also provide special attention to the safe passage routes during arrival and dismissal times to support the efforts of the Safe Passage community watchers.
- To further enhance the safety in this area, CPD will lead a new, specialized Safe Passage Working Group which will include representatives from 16 City departments who will specifically work together on securing Safe Passage routes. As the routes are finalized by CPD and CPS, the Working Group will conduct a survey of every Safe Passage route to note any concerns and suggest any modifications that may be needed before the start of school in the fall. These include making sure vacant buildings are secure and vacant lots are clear, ensuring street markings, such as street and bus signs, are clear and unobstructed and confirming appropriate lighting is in place.
- The Safe Passage Working Group includes representatives from: CPD, CPS, Department of Streets and Sanitation, Chicago Department of Transportation, Chicago Transit Authority, Chicago Housing Authority, Chicago Park District, Department of Animal Care and Control, Department of Business Affairs and Consumer Protection, Office of Emergency Management and Communications, Department of Buildings, Chicago Fire Department, 311, Department of Public Health, Chicago Budget Office and the Department of Family and Support Services.

Internal Supports

- Burnham will have enhanced security staffing plan at the school. As the designated welcoming school, Burnham will receive additional security to support the increased number of students as well as to ease the transition for Lawrence students joining Burnham students @ Lawrence. The security staff from Lawrence will join the security staff at Burnham in order to facilitate this transition by providing a familiar face for Lawrence students at their new building. Currently, Burnham has 2 full time security officers. Currently, Lawrence has 2 full time security officers who will join the security team at Burnham in the fall. As a result, the new security staff at Lawrence (@ Burnham) 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 Burnham is noted below, along with enhancements that will be made:
 - Camera System – Burnham’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 – Burnham 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, 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 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 Lawrence 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 Burnham, 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 Burnham 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 Burnham, 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 Burnham, customizing training based on the unique population of the students in the school.
- CPS will support welcoming schools in hosting meet and greet events for parents to meet the administration and teachers at the welcoming schools and review student IEPs and share critical information about student needs.

- CPS will make phone calls to all parents of students with IEP and 504 plans in closing schools to ensure knowledge of welcoming schools and answer any questions.
- CPS will ensure classrooms for special education separate instruction are in appropriate locations in the school to be near same age and grade peers.
- CPS will provide training on specialized instructional methodologies.
- CPS will provide disability awareness training for students, done in conjunction with Autism Speaks.
- CPS will provide social stories for students to review pictures of the welcoming schools, to support the student transitions.
- The facility at 9928 S. Crandon Ave. is not accessible to persons with disabilities according to the Americans with Disabilities Act. For more information about a particular school, contact the CPS Director of ADA Policy at (773) 553-2158.

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 Burnham 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 Burnham that will be used as a reference for families and the STLS Transition Support Coordinator throughout the course of their work together.
- An STLS Transition Support Coordinator will be available Friday from 9:00 a.m. to 3:00 p.m. at Burnham 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 Burnham 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 Burnham 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)

- Burnham is projected to have to have 19 or fewer English Language Learners (ELLs) of the same language background.
- Burnham 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.
- Burnham 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, Burnham 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 Burnham 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.
- Burnham 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.
- Burnham 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

- CPS will provide transportation in the form of shuttle buses for all Lawrence students who choose to attend Burnham. The shuttle bus will provide transportation to and from the facility located at 9928 S. Crandon Ave. and the building located at 1903 E. 96th St. until all current Lawrence students graduate from Burnham.
- 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.

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

Wednesday, April 10, 2013

5:00pm-7:00pm

Harlan HS

9652 South Michigan Avenue

Community Meeting 2

Monday, April 15, 2013

5:00pm-7:00pm

Harlan HS

9652 South Michigan Avenue

Public Hearing

Monday, April 29, 2013

5:30pm-7:30pm

CPS Central Office

125 S. Clark St.

Further Questions and Concerns:

If you have any questions or concerns, please visit www.cps.edu/qualityschools.

Appendix A: Burnham Academic Support Plans as of July 12, 2013

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS		
Area of Academic Need	Strategy	Structures Necessary to Implement (e.g. staff, budget, scheduling, data, etc.)
<p><u>READING GRADES K-2</u> Burnham's end-of -year mClass/TRC (Text, Reading and Comprehension) Reading assessment data indicates that 61% of kindergarten students are "above proficient" and 35% are "proficient". Students in grade 1 are 76% "above proficient" and 24% "proficient".</p> <p>mClass/TRC Reading assessment data for Lawrence school is inconclusive.</p> <p>Based on Spring 2012-13 NWEA (Northwest Evaluation Association) data, a computerized adaptive assessment that measures academic progress, 58% of students at Burnham in grade 2 are performing "below average" on Informational Text; 55% are performing "below average" on foundational skills and vocabulary.</p> <p>At Lawrence 74% of students in grade 2 are performing "below average" on foundational skills (basic reading skills), and vocabulary, as well as informational text (non-fiction text that gives the reader information about a topic, such as a newspaper).</p> <p>Based on combined Spring NWEA scores for both schools, 64% of students are performing "below average" on foundational skills and vocabulary, while 66% are scoring "below average" in informational text. As such, the instructional focus for reading will be informational text, foundational skills and vocabulary.</p>	<p><u>READING GRADES K-2</u> In grades K-2, we will utilize Reading Street, (the reading curriculum for grades K-2), to implement a "Balanced Literacy Approach" (instruction delivered in small groups through modeled and/or guided reading, phonics and writing) for reading instruction, as well as vocabulary instruction.</p> <p>Additionally, "Word of the Day" (students will be introduced to a new vocabulary word each day and participate in activities to help understand the meaning and usage of the word) will be implemented to support vocabulary development.</p> <p>To increase student's exposure and understanding of informational text, teachers will provide and utilize periodicals such as, Scholastic, Newsweek and Time.</p> <p>To immerse students in complex and grade appropriate text, students will read text leveled according to Lexiles (a measurement that represents a student's reading ability on a developmental scale).</p> <p>Students will be taught Close Reading (reading strategy) and Reciprocal Teaching (instructional strategy) in efforts to increase students' reading comprehension skills, critical thinking skills.</p> <p>Teachers will utilize current data, including mClass/TRC/, DIBLES (Dynamic Indicators of Basic Literacy Skills) assessments, and weekly assessments to drive and/or individualize instruction to meet students' learning needs and enhance academic performance.</p> <p>To further support RTI (Response to</p>	<p><u>READING GRADES K-2</u> Teachers will be provided professional development once each quarter during grade level meetings on implementation of the Reading Street Curriculum to increase teachers' ability to implement the curriculum with fidelity.</p> <p>Professional development will be provided twice a month during grade level meetings on strategies such as, Close Reading, Reciprocal Teaching and Rigor will support our efforts to increase students' reading comprehension skills, metacognition, and critical thinking skills, which are necessary to develop independent, life-long learners.</p> <p>In addition, professional development will be provided twice a month during grade level meetings, on interpretation of mClass/TRC Reading, and NWEA (2nd grade only) data necessary to enhance teachers' ability to administer, as well as interpret and/or analyze the data to drive and/or individualize instruction to meet students' learning needs and enhance academic performance.</p> <p>A literacy coordinator will be provided to assist in providing teachers with ongoing professional development and coaching during grade level meetings to build their repertoire of instructional strategies for teaching reading.</p> <p>The ILT (Instructional Leadership Team) will meet on a bi-monthly basis to analyze current data, including mClass/TRC, DIBLES assessments, weekly assessments, school-wide assessments and student work in order</p>

<p><u>READING GRADES 3-5</u> Based on Spring 2012-13 NWEA assessment, 38% of students at Burnham in grades 3-5 are performing “below average” on informational text; 39% are performing “below average” on foundational skills and vocabulary.</p> <p>At Lawrence 77% of students in grades 3-5 are performing “below average” on foundational skills and vocabulary, and 72% are performing “below average” on informational text.</p> <p>Based on combined NWEA scores for both schools, 58% of students are performing “below average” on foundational skills and vocabulary; 55% are “below average” in informational text. As such, the instructional focus for reading will be informational text, foundational skills and vocabulary.</p>	<p>Intervention), a multi-tier approach to the early identification and support of students with learning and behavior needs, teachers will differentiate instruction to meet students’ individual learning needs, students will utilize Compass Learning, an on-line standards based tutoring program. Students will access Compass Learning for 30 minutes daily for remediation or enrichment as needed in reading, as well as vocabulary instruction.</p> <p>Students will be grouped according to academic ability and provided small group instruction.</p> <p>Some small group instruction will be provided by a literacy coach.</p> <p>Finally, one hour of after school academic tutoring in reading for four days a week for up to 20 weeks will be provided.</p> <p><u>READING GRADES 3-5</u> In grades 3-5, teachers will utilize Reading Street, (the reading curriculum for grades 3-5) to implement a “Balanced Literacy Approach”, (instruction delivered in small groups through modeled and/or guided reading, phonics and writing) for reading instruction, as well as vocabulary instruction.</p> <p>Additionally, “Word of the Day” (students will be introduced to a new vocabulary word each day and participate in activities to help understand the meaning and usage of the word) will be implemented to support vocabulary development.</p> <p>To increase student’s exposure and understanding of informational text, teachers will provide and utilize periodicals such as, Scholastic, Newsweek and Time.</p> <p>To immerse students in complex and grade appropriate text, students will read text leveled according to Lexiles (a measurement that represents a student’s reading ability on a developmental scale).</p> <p>Students will be taught Close Reading (reading strategy) and Reciprocal</p>	<p>to drive instruction, and plan for meeting the professional development needs of teachers.</p> <p><u>READING GRADES 3-5</u> Teachers will be provided professional development once each quarter during grade level meetings on implementation of the Reading Street Curriculum to increase teachers’ ability to implement the curriculum with fidelity.</p> <p>Ongoing professional development will be provided during grade level meetings for the following instructional strategies: Close Reading, Reciprocal Teaching, Rigor, and the use of NWEA data.</p> <p>Professional development on strategies such as, Close Reading, Reciprocal Teaching and Rigor will support our efforts to increase students’ reading comprehension skills, metacognition, and critical thinking skills, which are necessary to develop independent life-long learners.</p> <p>In addition, professional development will be provided twice a month on interpretation of NWEA data necessary to enhance teachers’ ability to administer NWEA, as well as</p>
---	--	--

<p><u>READING GRADES 6-8</u> Based on Spring 2012-13 NWEA scores for grades 6-7, 35% of Burnham students are performing “below average” on informational text and 32% are performing “below average” on foundational skills and vocabulary.</p> <p>At Lawrence 61% of students in grades 6-7 are “below average” on informational text and 60% are “below average” in Literature.</p> <p>Combined NWEA scores for both schools indicate that 48% of students are performing “below average” on informational text and 44% are “below average” in Literature; 42% are scoring below average in foundational skills and vocabulary. As such, the instructional focus for reading will be information text,</p>	<p>Teaching (instructional strategy) in efforts to increase students’ reading comprehension skills. Teachers will utilize current data, including ISAT, NWEA, and weekly assessments to drive and/or individualize instruction to meet students’ learning needs and enhance academic performance.</p> <p>To further support RTI, a multi-tier approach to the early identification and support of students with learning and behavior needs, we will differentiate instruction to meet students’ individual learning needs, students will utilize Compass Learning, an on-line standards based tutoring program. Students will access Compass Learning for 30 minutes daily for remediation or enrichment as needed in reading, as well as vocabulary instruction.</p> <p>Students will be grouped according to academic ability and provided small group instruction.</p> <p>Some small group instruction will be provided by a literacy coach.</p> <p>Finally, one hour of after school academic tutoring in reading for four days a week for up to 20 weeks will be provided.</p> <p><u>READING GRADES 6-8</u> In grades 6-8, we will utilize Prentice Hall Literature in addition to trade books to support a “Balanced Literacy Approach” for reading instruction, as well as vocabulary instruction.</p> <p>Additionally, “Word of the Day” will be implemented to support vocabulary development.</p> <p>To increase student’s exposure and understanding of informational text, teachers will provide and utilize periodicals such as, Scholastic, Newsweek and Time.</p> <p>To immerse students in complex and grade appropriate text, students will read text leveled according to Lexiles (a</p>	<p>interpret/analyze the data to drive and/or individualize instruction to meet students’ learning needs and enhance academic performance.</p> <p>A literacy coordinator will be provided to assist in providing teachers with ongoing professional development during grade level meetings, as well as support/coaching.</p> <p>The ILT will meet on a bi-monthly basis to analyze current data, including, NWEA, weekly assessments, school-wide assessments and student work in order to drive instruction, and plan for meeting the professional development needs of teachers.</p> <p><u>READING GRADES 6-8</u> Professional development will be provided twice a month during grade level meetings, for the following instructional strategies: Close Reading, Reciprocal Teaching, Rigor, and the use of NWEA data.</p> <p>Professional development will be provided on strategies such as, Close Reading, Reciprocal Teaching and Rigor will support our efforts to increase students’ reading comprehension skills, metacognition, and critical thinking skills, which are necessary to develop independent life-long learners.</p> <p>In addition, professional development will be provided twice a month during</p>
---	--	--

<p>foundational skills and vocabulary.</p>	<p>measurement that represents a student's reading ability on a developmental scale).</p> <p>Students will be taught Close Reading (reading strategy) and Reciprocal Teaching (instructional strategy) in efforts to increase students' reading comprehension skills, critical thinking skills.</p> <p>Teachers will utilize current data, including ISAT, NWEA, and weekly assessments to drive and/or individualize instruction to meet students' learning needs and enhance academic performance.</p> <p>To further support RTI, a multi-tier approach to the early identification and support of students with learning and behavior needs, we will differentiate instruction to meet students' individual learning needs, students will utilize Compass Learning, an on-line standards based tutoring program. Students will access Compass Learning for 30 minutes daily for remediation or enrichment as needed in reading, as well as vocabulary instruction.</p> <p>Students will be grouped according to academic ability and provided small group instruction.</p> <p>Some small group instruction will be provided by a literacy coach.</p> <p>Finally, one hour of after school academic tutoring in reading for four days a week for up to 20 weeks will be provided.</p>	<p>grade level meetings, on interpretation of NWEA data necessary to enhance teachers' ability to administer NWEA, as well as interpret/analyze the data to drive and/or individualize instruction to meet students' learning needs and enhance academic performance.</p> <p>A literacy coordinator will be provided to assist in providing teachers with ongoing professional development during grade level meetings, as well as support/coaching.</p> <p>The ILT will meet on a bi-monthly basis to analyze current data, including, NWEA, weekly assessments, school-wide assessments and student work in order to drive instruction, and plan for meeting the professional development needs of teachers.</p>
<p><u>WRITING GRADES K-2</u> Grades k-2 at both schools lack coherence in writing instruction, as there is no formal writing curriculum or framework currently in use. Additionally, after analyzing student writing samples, it has been determined that students need support in grammar, sentence structure and composition. As such, the focus will be developing writing skills.</p> <p><u>WRITING GRADES 3-8</u> Grades 3-8 at both schools lack coherence in writing instruction, as there is no formal</p>	<p><u>WRITING GRADES K-2</u> Students in grades K-2 will be provided instruction on writing composition. However, emphasis will be placed on grammar and sentence structure. A minimum of 40 minutes of writing instruction will be provided daily.</p> <p><u>WRITING GRADES 3-8</u> Students in grades 3-8, will receive instruction in writing composition and the</p>	<p><u>WRITING GRADES K-8</u> A school-wide writing framework will be developed along with professional development for teachers twice a month during grade level meetings, on writing instruction.</p> <p><u>WRITING GRADES 3-8</u> A school-wide writing framework will be developed along with professional</p>

<p>writing curriculum or framework currently in use. In preparation for meeting requirements for Common Core, students need instruction practice with argumentative writing. Additionally, after analyzing student writing samples, it has been determined that students need support in grammar, sentence structure and composition. As such, the focus will be developing writing skills.</p> <p><u>MATHEMATICS GRADES K-2</u> Burnham's end-of -year mClass Mathematics assessment data indicates that 81% of kindergarten students are at "Benchmark" and 86% of grade 1 students are at "Benchmark".</p> <p>mClass Mathematics data for Lawrence school is insufficient. Based on Spring 2012-13 NWEA scores, 77% of students at Burnham in grade 2 are performing "below average" on measurement and 64% are performing "below average" on operations and algebraic thinking.</p> <p>At Lawrence 80% of students in grade 2 are performing "below average" on number and operations in base ten; 77% are "below average" in operations and algebraic thinking and 66% are "below average" on number and operations in base ten.</p> <p>Combined NWEA for both schools indicate that 72% of students are performing "below average" on Measurement and 71% are scoring "below average" in Operations and Algebraic Thinking. As such, the instructional focus for mathematics will be measurement, as well as operations and algebraic thinking.</p> <p><u>MATHEMATICS GRADES 3-5</u> Based on Burnham's Spring 2012-13 NWEA scores, 58% of students in grades 3-5 are performing "Below Average" on</p>	<p>writing process, as well as English grammar.</p> <p>An emphasis will be placed on argumentative writing and response to text. A minimum of 40 minutes of writing instruction will be provided daily.</p> <p>To enrich students' experience in argumentative writing, we will research effective guidelines for the development of a student debate team. To further support the development and transference of students' writing skills we will also establish a school newspaper.</p> <p>School-wide writing prompts will be given quarterly to assess progress in this area.</p> <p><u>MATHEMATICS GRADES K-2</u> Teachers will utilize current data, such as, mClass Mathematics assessment, weekly and school-wide assessments to drive and/or individualize instruction to meet students' learning needs and enhance academic performance.</p> <p>To further support (RTI) Response to Intervention, a multi-tier approach to the early identification and support of students with learning and behavior needs, teachers will differentiate instruction to meet students' individual learning needs, students will utilize Compass Learning, an on-line standards based tutoring program. Students will access Compass Learning for 30 minutes daily for remediation or enrichment as needed in mathematics.</p> <p>Students will be grouped according to academic ability and provided small group instruction.</p> <p>Finally, one hour of after school academic tutoring in reading for four days a week for up to 20 weeks will be provided.</p> <p><u>MATHEMATICS GRADES 3-5</u> Students will be taught Reciprocal Teaching strategies in efforts to improve critical thinking skills needed to increase</p>	<p>development for teachers twice a month during grade level meetings, on writing with an emphasis on argumentative writing and response to text for grades 3-8.</p> <p><u>MATHEMATICS GRADES K-2</u> Teachers will be provided professional development twice a month during grade level meetings, on Everyday Mathematics to increase teachers' ability to implement the curriculum with fidelity.</p> <p>Professional development on classroom management will enhance staff's abilities to implement positive behavior strategies/supports required to develop student relationships, and utilize effective communication necessary to establish a safe, orderly environment that is conducive to learning.</p> <p>The ILT will meet on a bi-monthly basis to analyze current data, including, mClass Mathematics, weekly and school-wide assessments, as well as student work samples in order to drive instruction, and plan for meeting the professional development needs of teachers.</p> <p><u>MATHEMATICS GRADES 3-5</u> Teachers will be provided professional development twice a month during grade level meetings on Everyday</p>
---	--	--

<p>number operations in base ten and 56% are performing “Below Average” on measurement and data; 53% are performing “Below Average” on operations and algebraic thinking.</p> <p>At Lawrence 85 % of students in grades 3-5 are performing “Below Average” on measurement and data; 78.3 % are performing “Below Average” on geometry, as well as number operations in base ten.</p> <p>Combined NWEA for both schools indicate that 71% of students are performing “Below Average” on measurement, 69% on Number operations in base ten, and 65% are “Below Average” in operations and algebraic thinking. As such, the instructional focus for mathematics will be measurement, number operations, as well as operations and algebraic thinking.</p> <p><u>MATHEMATICS GRADES 6-8</u> Based on Burnham’s’ Spring 2012-13 NWEA scores, 58% of students in grades 6-7 are performing “below average” on real and complex number systems; 68% are performing “average to High” on statistics and probability and 66% are scoring “Average to High” on geometry.</p> <p>At Lawrence, 78 % of students in grades 6-7 are performing “below average” on Algebra; 76% are performing “below average” on geometry and 73% are scoring “below average” in statistics and probability.</p> <p>Combined NWEA scores for both schools indicate that 63.3% of students are performing “below average” on Real and complex number systems; 57% are “below average” algebra, and 55% are scoring “below average” in geometry. As such, the instructional focus for mathematics will be real and complex number systems, algebra, and geometry.</p>	<p>capacity for understanding conceptual mathematics.</p> <p>Teachers will utilize current data, including ISAT, NWEA, weekly and school-wide assessments to drive and/or individual instruction to meet students’ learning needs and enhance academic performance.</p> <p>To further support RTI, a multi-tier approach to the early identification and support of students with learning and behavior needs, we will differentiate instruction to meet students’ individual learning needs, students will utilize Compass Learning, an on-line standards based tutoring program. Students will access Compass Learning for 30 minutes daily for remediation or enrichment as needed in mathematics.</p> <p>Students will be grouped according to academic ability and provided small group instruction.</p> <p>Finally, one hour of after school academic tutoring in reading for four days a week for up to 20 weeks will be provided.</p> <p><u>MATHEMATICS GRADES 6-8</u> Students will be taught Reciprocal Teaching strategies in efforts to improve critical thinking skills needed to increase capacity for understanding conceptual mathematics.</p> <p>Teachers will utilize current data, including ISAT, NWEA, weekly and school-wide assessments to drive and/or differentiate instruction to meet students’ individual learning needs and enhance academic performance.</p> <p>To further support RTI, a multi-tier approach to the early identification and support of students with learning and behavior needs, we will differentiate instruction to meet students’ individual learning needs, students will utilize Compass Learning, an on-line standards based tutoring program. Students will access Compass Learning for 30 minutes daily for remediation or enrichment as needed in mathematics.</p>	<p>Mathematics to increase teachers’ ability to implement the curriculum with fidelity.</p> <p>Professional development on NWEA, a computerized adaptive assessment that measures academic progress, will enhance teachers’ ability to administer NWEA, as well as interpret/analyze the data to drive and/or individualize instruction to meet students’ learning needs and enhance academic performance.</p> <p>The ILT will meet on a bi-monthly basis to analyze current data, including, NWEA, weekly and school-wide assessments, as well as student work samples in order to drive instruction, and plan for meeting the professional development needs of teachers.</p> <p><u>MATHEMATICS GRADES 6-8</u> Teachers will be provided professional development twice a month during grade level meetings on MathThematics to increase teachers’ ability to implement the curriculum with fidelity.</p> <p>Professional development on NWEA will enhance teachers’ ability to administer NWEA, as well as interpret/analyze the data to drive and/or individualize instruction to meet students’ learning needs and enhance academic performance.</p> <p>The ILT will meet on a bi-monthly basis to analyze current data, including NWEA, weekly and school-wide assessments, as well as student work samples in order to drive instruction, and plan for meeting the professional development needs of teachers.</p>
--	---	--

	<p>Students will be grouped according to academic ability and provided small group instruction.</p> <p>Finally, one hour of after school academic tutoring in reading for four days a week for up to 20 weeks will be provided.</p>	
<p><u>SCIENCE K-2</u> Based on student classroom assessments at both schools, students lack readiness to meet the requirements for the new Common Core Next Generations Science.</p> <p><u>SCIENCE 3-5</u> Based on student classroom assessments at both schools, students lack readiness to meet the instructional requirements for the new Common Core Next Generations Science, which has an emphasis on Life Science. Therefore, the focus will be Life Science.</p> <p><u>SCIENCE 6-8</u> Based on student classroom assessments at both schools, students lack readiness to meet the instructional requirements for the new Common Core Next Generations Science, which has an emphasis on Life Science. Therefore, our focus will be Life Science.</p>	<p><u>SCIENCE K-2</u> Students will utilize FOSS Kits for science instruction. Differentiated instruction will be provided to meet the needs of ALL students. Students will be provided hands-on science experiments to spark their interest and curiosity.</p> <p><u>SCIENCE 3-5</u> Students will utilize FOSS Kits for science instruction to meet Common Core Standards. Differentiated instruction will be provided to meet the needs of ALL students. To spark interest and curiosity, students will participate in fun, hands-on science experiments or teacher demonstrations. Science vocabulary and nonfiction books will be integrated into the lessons.</p> <p>Students will have the opportunity to participate in our afterschool science club.</p> <p><u>SCIENCE 6-8</u> Students will utilize SALI Kits for science instruction to meet Common Core Standards. Differentiated instruction will be provided to meet the needs of ALL students. Students will participate in science experiments that will take students through the scientific process including hypothesis, data analysis and drawing conclusions. Science vocabulary and nonfiction books will be integrated into the lessons.</p> <p>Students will have the opportunity to participate in our afterschool science club.</p>	<p><u>SCIENCE K-2</u> Teachers will be provided professional development twice a month during grade level meetings on the use of FOSS Kits.</p> <p><u>SCIENCE 3-5</u> Teachers will be provided professional development twice a month during grade level meetings on the use of FOSS Kits.</p> <p><u>SCIENCE 6-8</u> Teachers will be provided professional development twice a month during grade level meetings on the use of SALI Kits.</p>

<p><u>TECHNOLOGY K-8</u> All students at both schools lack technology skills as there is no formal instruction.</p>	<p><u>TECHNOLOGY K-8</u> To address our vision of developing global citizens, students will be immersed in learning basic computer/technology skills, keyboarding, research, communication and the integration of technology to learn, solve real world problems, and to create multimedia presentations/projects.</p> <p>Further use of technology will be used to support RTI, a multi-tier approach to the early identification and support of students with learning and behavior needs. We will utilize Compass Learning, an on-line standards based tutoring program to individualize instruction and meet students' learning needs. Students will access Compass Learning for 30 minutes daily for remediation or enrichment as needed in reading and mathematics.</p>	<p><u>TECHNOLOGY K-8</u> Teachers will be provided professional development twice a month during grade level meetings on the use of technology to support instruction and project based learning.</p> <p>Teachers will also, be given professional development twice a month during grade level meetings on the use of Compass Learning, a standards based instructional software, which will be utilized to support RTI/individualization of instruction.</p> <p>Finally, a technology team will be developed to support staff training needs, provide ongoing support and monitor effectiveness of technology integration in supporting instruction.</p>
<p><u>ATTENDANCE K-8</u> The average combined attendance percentage for Burnham and Lawrence is currently 95%.</p> <p>As attendance has a direct correlation to academic achievement, there is a need to implement strategies and supports that increase student attendance.</p>	<p><u>ATTENDANCE K-8</u> In efforts to increase students' attendance, which has a direct impact on academic performance, the following strategies will be implemented:</p> <ul style="list-style-type: none"> • The parents and/or guardians of absent students receive a phone call on the morning of the absence from a designated staff member to inquire about the child's absence and to encourage attendance. Parents are also phoned for frequent tardies. • In addition, teachers are to phone parents and are to notify the principal or assistant principal upon a students' 3rd absence. Upon receiving notification, the administrator will call the parent or guardian of the absentee student to encourage attendance. • Upon missing five days and then 10 days, the clerk sends home 5 and 10-day truant notices. Beyond 10 days of absences, a parent conference or a home visit will be conducted by the principal or designated members of the administrative team. <p>The following attendance incentives will be implemented:</p>	<p><u>ATTENDANCE K-8</u> In efforts to increase students' attendance, the following strategies will be implemented:</p> <ul style="list-style-type: none"> • Phone calls to parents or guardians from a designated staff member and a student's homeroom teacher are to occur for each incidence of student absence, as well as per each 3, 5 and 10 day occurrences per student. A phone call to parents or guardians from administration will occur per submission of 3, 5, and 10 day truant notifications from the homeroom teacher of the truant student. • Truant notices will be distributed to parents and/or guardians by the clerk for 5 and 10 day occurrences. • Beyond 10 days of absences, a parent conference will be conducted by the principal or designated members of the administrative team. If the parent or guardian does not appear for the parent conference, a home visit will be conducted instead.

	<ul style="list-style-type: none"> • Burnham Bucks will be given to students for each day of attendance. At the end of each quarter, students are able to use their earned Burnham Bucks to purchase school related supplies. • Students will be entered into a Bike Raffle for each week of perfect attendance. Student's names will be drawn monthly to win a bike. • At the Quarterly Perfect Attendance Award Assembly, students will receive perfect attendance certificates, as well as recognition pins, wrist bands, pencils, etc. • Students' names are included on the quarterly perfect attendance posters, which are displayed in the hallways. • Finally, parents of students receiving perfect attendance for each quarter are recognized with a certificate and their names will be entered into a monthly drawing for a gift card. 	<p>In efforts to increase students' attendance, the following incentives will be utilized:</p> <ul style="list-style-type: none"> • Burnham Bucks will be given daily and students' purchase of prizes will be take place quarterly. • The drawing for the bike raffle will take place on a monthly basis. • The perfect attendance awards assembly will take place quarterly, as well as the posting of our perfect attendance banner and the recognition of parents. • The drawing for the parents' gift cards will take place monthly.
--	---	---

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

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

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming	
1.	Pen Pal/Meet and Greet- Students from Burnham and Lawrence will be writing pen-pal letters to each other. They will have a meet and greet activity, where they will have the opportunity to meet their pen-pal and interact with each other through arts and crafts, basketball, and a social lunch.
2.	(SEL) Social Emotional Learning Kick-off Assembly- Students will attend a SEL kick-off Assembly and learn about the “four B’s” (Be respectful, Be responsible, Be safe, and Be your best).
3.	Unity Quilt/T-Shirts- Students are participating in a logo contest. Once the winner is chosen there will be unity shirts created that students will wear on the first day of school.
4.	Learning Garden- Students will work with staff and community members to plant and maintain a learning garden.
5.	Teacher/Staff Buddy System- Each returning Burnham staff member will be assigned to a new staff member to assist them with Burnham expectations from administration. The staff will assist their buddy with completing tasks in the proper way.

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

<p>Structured Positive Behavior Support School Climate strategy and SEL Curriculum (Note: if a curriculum is not in place, your school will work with the Positive Behavior Support Department to implement one):</p> <p>A positive support team will be created around the implementation of CHAMPS, Second Step, and Foundations Cohort 7 to monitor and provide professional development to all current and new staff members. During flex days, the positive support team will provide professional development on Foundations, CHAMPS, and Second Step. All staff members will participate in trainings and on-going professional developments throughout the school year.</p>
<p>Plan for providing targeted interventions to struggling students:</p> <p>In order to meet the needs of Tier 2 students, small group and individual counseling sessions, as well as peace circles will be implemented. These interventions will be provided on as needed and on a referral basis.</p>
<p>Vendor/community partner you intend to work with to help support students:</p> <p>Youth Guidance and Communities in Schools will provide afterschool activities that will assist with promoting positive behavior and unity amongst students. Echell Mohn, chairperson of Manor Community Association, provides support to students, parents, the community, and staff. Chicago Run promotes healthy and fun activities for students.</p>
<p>Plan for integrating student leadership and/or restorative practices to promote positive behavior (e.g. peer jury, service learning, student leader roles):</p> <p>To promote student leadership and positive behavior, the new Burnham will implement principal scholar to recognize students who meet academic and behavior expectations. An effective student council will also be created to provide support and display student leadership within the school. Student leaders will also be designated to monitor and care for the learning garden.</p>
<p>Safety Plan: How will we respond to students in conflict:</p> <p>The implementation of Second Step will help address how students respond positively to conflict. Our Social Emotional Learning will promote conflict resolutions. On a referral basis, students will receive counseling sessions and participate in peace circles.</p>

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

Appendix C: Burnham Cultural Integration Plan as of July 12, 2103

Mid April-mid May: Student and Staff Introductory Activities

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
April 23, 2013	Transition Team Meeting at Anthony Annex The transition teams from both schools met to discuss cultural integration activities.	
April 26, 2013	Transition Team Meeting at Anthony Annex The transition teams from both schools met to discuss and complete the academic needs assessments, as well as the social emotional needs assessments. The transition team also analyzed data in order to complete the Academic Plan and Social Emotional Plan.	
May 15, 2013	Transition Team Meeting at Burnham Branch The transition teams from both schools met to discuss additional options for transition activities. The team also completed the Executive Summary of School Transition Plan.	
May 23, 2013	Transition Team Meeting at Lawrence The transitions teams from both schools updated the integration activities. The team discussed the transitional budget and implementation strategies for the pen pal.	

June-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
May 28, 2013	Pen-Pal Activity Each student from Burnham and Lawrence was paired with a friend. Students began writing their letter to their friend on May 28, 2013 and all letters were due on May 31, 2013. Staff exchanged the letters between buildings on June 3, 2013. Students then wrote a response letter back to their pal, which was due on June 7, 2013. Staff did a final exchange of the written responses on June 12, 2013.	
June 5, 2013	Transition Team Meeting at Lawrence The transition team met to finalize the procedures for the open house as well as the meet and greet activities.	
June 20, 2013	Open House Welcoming at Lawrence Time: 5:00 p.m.-6:30 p.m. This event will give parents from Lawrence an	

	<p>opportunity to meet the Burnham staff, as well as, integrate parents from both schools. Administration and staff discussed the school-wide expectations, as well as providing parents an opportunity to ask questions. Safety and Security also shared details around safe passage.</p>	
June 21, 2013	<p>Pen Pal Culminating Activities</p> <p>Pen Pal Meet and Greet grades K-4th at Burnham - grades 5th-7th at Lawrence</p> <p>Time: 12:00 p.m.-3:30 p.m.</p> <p>Students in grades K-4 from Burnham and Lawrence had a meet and greet at the Burnham Location. Students met their pen-pal, whom they have been writing to for two weeks. They did arts and crafts activities and ate lunch with one another. Students in grades 5th-7th met at the Lawrence location. The students met with their pen-pal and participated in various activities.</p>	
July 18, 2013	<p>Bowling for 6th and 7th grade student from both schools at Skyway Bowl</p> <p>Time: 2:00 p.m.-5:00 p.m.</p> <p>In an effort to create unity amongst the 6th and 7th grade students of both schools, there will be a bowling event. Since the 6th and 7th grade students will be the leaders of the school for the following school year, the administration believes it is important that they set the expectations for other students by showing unity.</p>	
July 20, 2013	<p>Community Picnic at Lincoln Park Zoo</p> <p>The community picnic will help to provide a sense of unity within the community. The school will provide food, games, and fun for students, parents, and staff.</p>	
August 15, 2013	<p>SEL/CHAMPS Kick-off at the New Burnham location</p> <p>Time: 10:00 a.m.-12:00 p.m.</p> <p>Students from Burnham and Lawrence will attend the SEL/CHAMPS kick-off Assembly. The staff will discuss and train students and parents around SEL and CHAMPS strategies. Students will role play and assist with discussing "The Way to Be".</p>	

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