



DRAFT TRANSITION PLAN For the Proposed Reassigned Boundary Change of National Teachers Academy

I. Introduction

Chicago Public Schools (CPS) is committed to providing every child from every community with a high quality education that prepares them for success in college and in life. CPS students continue to make record-breaking academic progress in every part of the city. Our vision is that all CPS schools can build on this progress by offering high quality, rigorous instruction from talented educators that help put Chicago students on a path to lasting success.

In May 2017, in response to community requests to strengthen educational options in the Near South area, CPS introduced a preliminary framework to expand high quality neighborhood options from pre-K through high school in the Near South area by expanding the boundaries of South Loop Elementary School (South Loop) and converting National Teachers Academy (NTA) to a neighborhood high school. This preliminary framework was designed to address key priorities in the Near South community, including providing a continuum of high quality neighborhood school options for all students from pre-K through high school graduation, as well as building diverse school communities.

With a new facility under construction to relieve overcrowding at South Loop Elementary School, CPS is proposing expanding South Loop's boundaries south to include the entire National Teachers Academy's boundary. This will increase access to this new, state-of-the-art school facility and create one of the most racially and economically diverse schools in the city. In addition, expanding South Loop's boundaries seeks to right a historical wrong in the Near South area by including students who were previously excluded from South Loop. As CPS noted in a letter to Near South families earlier this year: "Years ago, when South Loop Elementary School was built, boundaries were drawn that excluded and separated low-income black children from their peers. This was wrong then, and it is wrong now, and this recommendation will right a historical wrong."

Additionally, gradually converting NTA to a neighborhood high school seeks to increase high quality, neighborhood high school seats in the Near South area. Current high school students in the Near South area have very few nearby high school options. Currently, only 8 percent of high school students in the Near South area attend their neighborhood high school and, as a result, 57 percent of high school students in the Near South area travel more than three miles to attend high school. Introducing a high quality, neighborhood high school option close to home will create a continuum of high quality options for Near South students in pre-K through high school graduation.

After introducing this proposal to the Near South community in May, CPS conducted extensive community engagement to seek further feedback on the preliminary framework. This engagement included three community meetings, more than 25 small group meetings with various stakeholders in the Near South and collecting over 900 e-mails from various parents and community members. As a result of this feedback, CPS amended its proposal to better serve the community. In particular, CPS drafted a more gradual conversion timeline for NTA students so that the vast majority of existing NTA students could continue their academic careers at NTA as the high school expands.

Based on additional input from community members, CPS also adjusted its proposal so that South Loop's boundaries will expand further south than 22nd street, to incorporate the entirety of NTA's current boundary and a high school boundary will be determined in coming weeks. Moving forward, we will continue to work with all stakeholders to ensure that all children receive the best possible education from pre-K through high school graduation.

As part of this process, CPS formed a Near South Community Leadership Steering Committee, comprised of community leaders, educators and parents who will provide critical input as the process moves forward. CPS has engaged the Steering Committee to discuss transition supports needed to ensure success of this proposal. The Steering Committee's recommendations have been incorporated in the transition supports below. Should this proposal move forward, the Steering Committee will play a vital role in helping CPS and the community as we move into the implementation phase, including developing recommendations on plans for the new high school.

II. **Summary of Action**

CPS is proposing to reassign National Teachers Academy's boundary and students over time, starting in the fall of 2019. National Teachers Academy is a K-8 elementary school located at 55 W Cermak Road that currently serves 729 students. National Teachers Academy has a pre-K program as well as a Regional Gifted Center program for students in grades K-5. South Loop Elementary School is a K-8 elementary school located at 1212 South Plymouth Ct. that currently serves 783 students. South Loop previously had a pre-K program located at its Early Childhood Center, located at 1915 S Federal St. However, due to overcrowding issues over the past five to 10 years, South Loop had to cut its pre-K program and use the space for additional kindergarten classrooms. South Loop also has an RGC program currently serving students in grades 6-8.

In the fall of 2018, all students attending National Teachers Academy can remain at NTA. The pre-K program currently at NTA will remain at NTA for the 2018-19 school year. In addition, there will be no changes to the boundaries of NTA and South Loop for the 2018-19 school year.

In the fall of 2019, NTA students in grades 3 and below will be transferred to South Loop Elementary School. These students will also have the option to transfer to a different elementary school, including their neighborhood elementary school. The RGC program for grades K-3 will re-locate to South Loop and phase in grades over time. In addition, the pre-K program currently at NTA will relocate to South Loop. In the fall of 2019, NTA students in grades 4 and above will have the option to either remain at NTA through elementary school and high school or transition to South Loop Elementary School.

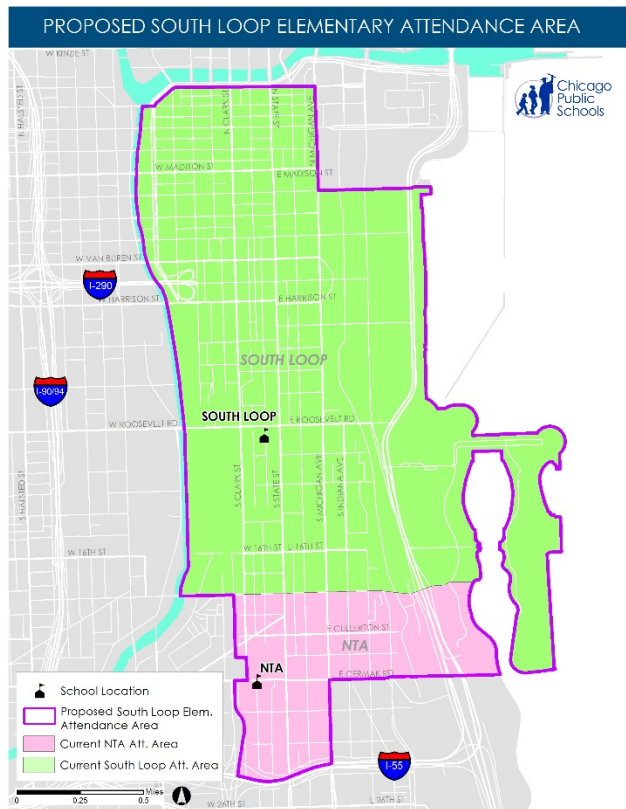
In the fall of 2019, students living in the current NTA boundary will be zoned to South Loop Elementary School. The re-assignment of school boundaries will occur over the following timeline:

- Effective fall of 2019-20, for grades K-3, current NTA boundary will be zoned to South Loop. Students living in the current NTA boundary in grades 4-8 will remain zoned to NTA.
- Effective fall of 2020-21, for grades K-4, current NTA boundary will be zoned to South Loop. Students living in the current NTA boundary in grades 5-8 will remain zoned to NTA.
- Effective fall of 2021-22, for grades K-5, current NTA boundary will be zoned to South Loop. Students living in the current NTA boundary in grades 6-8 will remain zoned to NTA.
- Effective fall of 2022-23, for grades K-6, current NTA boundary will be zoned to South Loop. Students living in the current NTA boundary in grades 7-8 will remain zoned to NTA.

- Effective fall of 2023-24, for grades K-7, current NTA boundary will be zoned to South Loop. Students living in the current NTA boundary in grade 8 will remain zoned to NTA.
- Effective fall of 2024-25, for grades K-8, current NTA boundary will be zoned to South Loop.

Starting in SY 2019-20, NTA will simultaneously begin phasing in high school grades and phasing out the remaining elementary school grades, eventually converting to a 9-12 neighborhood high school serving students in Near South Area, including Chinatown, Bridgeport, North Bronzeville and South Loop. The timeline for this conversion will be as follows:

- In SY 2019-20, NTA will contain students in grades 4-9
- In SY 2020-21, NTA will contain students in grades 5-10
- In SY 2021-22, NTA will contain students in grades 6-11
- In SY 2022-23, NTA will contain students in grades 7-12
- In SY 2023-24, NTA will contain students in grades 8-12
- In SY 2024-25 and beyond, NTA will contain students in grades 9-12



The proposed re-assignment of NTA’s boundary meets the criteria of the Chief Executive Officer’s Guidelines for School Actions (Guidelines) because it is a proposal requested by parents or community members via the process to request proposals outlined in the Guidelines. Specifically, we have heard the request for this proposal from recommendations by public officials, parents, community members and community groups in the Near South area in the form of petitions, e-mail and statements at community meetings. This proposal is also consistent with the Guidelines because the resulting space utilization after the reassignment boundary change will not exceed any affected schools’ enrollment efficiency range as defined by CPS’ Space Utilization Standards. Finally, the NTA

students impacted by this proposed re-assignment boundary change are being provided the option to enroll at South Loop Elementary School, a higher performing school, as defined by the Guidelines.

CPS has set aside approximately \$3.5 million to support the transition of current NTA students until they graduate. These funds will go toward supports and resources for students and families in order to ensure a smooth transition into one, unified school community.

The transition plan outlined below summarizes what will be provided to support the transition of NTA and South Loop students and families into one school community. Throughout this plan, we will be offering answers to key questions and considerations that parents and community members raised throughout the community engagement process CPS held earlier this year. We expect to provide additional information as transition plans are finalized in partnership with the community and school administrations.

III. Community Building and Culture Integration

One of the major benefits of this proposal is the opportunity to create a more integrated school community, not just among students but among parents and the broader community as well. Successful integration requires time, effort and resources to unite communities around a shared, cohesive identity. Though students from NTA would not transition to South Loop until the fall of 2019, the process to bring these two communities will start this school year, should the Board approval this proposal. These supports may be further customized as feedback is obtained at community meetings and a public hearing regarding this proposal. Additionally, resources may be adjusted to meet the unique needs of affected students if deemed necessary.

- Provide stipends for the creation of a joint Culture and Climate Team, with representation from principals, teachers, staff, parents and students at both NTA and South Loop, responsible for:
 - Developing a shared vision and set of values for the culture at South Loop;
 - Identifying any programs, curriculum, or other activities in school to achieve the vision;
 - Identifying potential professional development or training opportunities for teachers and staff, in accordance with vision;
 - Developing a schedule of activities, prior to the fall of 2019, to bring school communities together;
 - Create a schedule of activities, with input from the transition committee, for students and families to come together. Such activities could include pool parties, board game nights, merging of existing events at each school, tour of the new elementary school facility in SY 2018-19, specific events and forums for parents, mutual service project, pen pals and/or book share, opportunities for communities to learn about each other's culture, etc.
- Provide funding for activities through which NTA and South Loop students and parents can come together prior to fall of 2019. The schedule of activities will be determined with input from the joint Culture and Climate team and may include activities such as:
 - Pool parties, board game nights, cook-outs, joint talent shows and similar events;
 - NTA invitations to SL to attend their events and vice versa;
 - Students and families tour the new facility together once it is available (mid-year SY 2018-19);

- Specific events and forums just for parents;
 - Kids work on a service project together;
 - Joint leadership committees among students;
 - Book share or pen pals.
- Provide funding for professional development and/or training opportunities for students, parents and other community members, designed to help bring students and families from different backgrounds together (e.g. cultural and racial awareness trainings).
 - Explore options to provide affordable after school program options at South Loop Elementary School (e.g. Park District run after school programs, such as the program currently located at NTA).
 - Launch a community-requested Racial Equity Analysis to ensure that students and families from all backgrounds would be treated equitably in the transition and the years to come. CPS has budgeted roughly \$85,000 for a third party study.

IV. Safety and security

Through various community meetings and comments made at CPS board meetings, CPS has collected feedback from the community on the safety supports regarding this proposal. These supports may be further customized as feedback is obtained at community meetings and a public hearing regarding this proposal. Additionally, resources may be adjusted to meet the unique needs of affected students if deemed necessary.

- Examine any existing Safe Passage routes and determine the need to expand Safe Passage to support student travel to South Loop Elementary School;
- Expand the use of crossing guards as needed to ensure safety among students crossing the street;
- Provide a shuttle bus for NTA students who transition to South Loop elementary school;
- Work with the community to identify and address the any additional safety or travel concerns;
- Review Security Officer Staffing levels based on approved action.

V. Supports for Students and Schools

CPS is committed to ensuring a successful transition during this process. To accomplish this, CPS will provide the following supports to meet the academic, social and emotional, and specific learning needs of affected students. These resources may be further customized as feedback is obtained at community meetings and a public hearing regarding this proposal. Additionally, resources may be adjusted to meet the unique needs of affected students if deemed necessary.

Support for Students' Academic Needs

To ensure students are academically prepared and supported with high-quality instruction throughout the transition, CPS will provide the following academic supports:

- A Principal Transition Coordinator (PTC) will be assigned during the School Year 2018-2019 and will be maintained at least through the 2019-20 school year. PTCs are former

administrators (principals, APs, Chiefs) who in many cases have helped ensure smooth transitions following school actions. The PTC will support the NTA and South Loop school administrations in handling the additional work that comes with school transitions, including administrative support such as helping the NTA administration close out school records and accounts for transitioning students and transferring those records and accounts to South Loop.

- A school-based transition coordinator will be assigned during the 2018-19 school year and will be maintained at least through the 2019-20 school year. The school-based administrator will be responsible for ensuring transitioning students are supported throughout the transition process. The school-based transition coordinator will act as a point of contact for transitioning students and families, helping to answer questions and direct them to resources. In addition, the school-based transition coordinator will work with the principals to assist in the implementation of new programs or other supports designed to support students following the transition (e.g. supports identified by the joint Culture and Climate team).
- Students and parents will be given the opportunity to meet with school staff at South Loop Elementary School, including teachers, principals and other staff, prior to the beginning of the 2019-20 school year.
- School communities will work with CPS to determine any additional academic supports for transitioning students.
- CPS will provide comprehensive data on all transitioning students to the schools where students transition.

Support for Students' Social and Emotional Needs

CPS understands that whenever students transition into new situations and environments, additional support is needed to help them adjust. CPS and the Office of Social Emotional Learning (OSEL) will consult with the NTA and South Loop school communities to evaluate existing SEL supports and determine additional resource needs for a school-specific plan that may include the following:

- Implementing restorative practices (such as talking circles and peer councils) to encourage peer-to-peer problem-solving and resolution;
- Developing behavioral health systems to identify when students have higher levels of social and emotional need, connect them to targeted interventions and track their progress to ensure success;
- Implementing targeted small group supports or circles aimed at helping students work through concerns associated with transition as needed;
- Access to social & emotional or trauma interventions for students in need of more individualized attention;
- Transition Team will work with OSEL to develop Student Leadership and Culture-Building Activities to ensure students feel welcome in schools they transition to;
- Providing professional development and training opportunities in trauma-sensitive practices, restorative practices, social emotional learning and other relevant topics to staff at schools where students transition.

Support for Specific Students' Needs

Support for Diverse Learners

Students with disabilities and their families will be supported in the transition process through clear communication, continual support for academic instruction and ensuring that transition schools are fully able to implement student Individual Education Programs (IEPs). Students with disabilities, as with all students impacted by school actions, will receive intensive support to ensure their academic and social-emotional needs are met. Students with disabilities will also receive the following categories of support, adjustable to individual student/family need:

Current students with disabilities will continue to receive the following supports, required by law:

- A free and appropriate public education (FAPE)
- The implementation of the student's IEP in the least restrictive environment (LRE)
- A focus on student academic and social emotional progress

In addition, a district representative from the Office of Diverse Learner Supports and Services (ODLSS) will be assigned to work with families and students to support them. Specifically, the district representative will:

- Work with teachers on appropriate programming to support the diverse learners.
- Make sure classrooms are appropriately set up for the students with diverse learning needs.
- NTA families can reach their District Representative, Shani Boone, at saboone@cps.edu.
- South Loop families can reach their District Representative, Sarah Briggs, at srbriggs@cps.edu.

Support for Students in Temporary Living Situations

- The CPS Office of Students in Temporary Living Situations (STLS) will continue the supports currently provided to Students in Temporary Living Situations (STLS) 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.
- Students in Temporary Living Situations will be encouraged to attend any events in which they can meet with school staff and/or learn about schools to transition to.
- For those students who had been homeless prior to the 2019-2020 school, their school of origin will become the first school they enroll in for the 2019-2020 school year.
- Students in Temporary Living Situations will have the opportunity to meet with STLS staff, in addition to other staff on the Transition Team, to discuss their options, develop academic readiness plans and safety plans to support them throughout the transition period.
- For families currently enrolled in the STLS program, younger siblings may attend the same school that their older sibling elects under this proposed action (assuming the younger and older siblings are both in high school).
- Additionally, CPS will provide professional development and support to staff on providing transition services for STLS students.

Support for English Learners

- Current and future English Language Learners (ELs) will receive state mandated bilingual services (Transitional Bilingual Education (TBE) or Transitional Program of Instruction (TPI)), as required. English as a Second Language (ESL) instruction provided by an ESL-endorsed teacher is part of both programs.

- Meaningful access to the core curriculum is provided to TBE students through native language instruction in the core content (language arts, math, science, and social studies).
- For TPI students, meaningful access to core curriculum is delivered through sheltered English content instruction and native language supports, based on the individual student’s need, and provided by appropriately endorsed (bilingual- or ESL-endorsed) teacher(s).

Support for Students’ Transportation Needs

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

VI. The Teachers and Staff

A major factor in the proposed re-assigned boundary change of NTA schools is the desire to retain all of the exceptional teachers and staff that currently teach our students. We know this is a priority for the school communities.

VII. Additional Logistical Information

Information Regarding Choice of Schools

CPS is committed to providing educational options that fit each student’s unique learning needs and each family’s priorities. To support families in understanding their enrollment options, information from the Office of Access & Enrollment is available:

- Online (www.cps.edu or www.cpsoae.edu),
- By email (oe@cps.edu),
- By phone (773-553-2060), and
- In person (42 W. Madison St. Chicago, IL 60602).

Public Comment

Community Meetings and Public Hearing:

CPS will hold two community meetings and one formal public hearing regarding this proposed action. Public comment will be accepted during each meeting or hearing. CPS is committed to considering community feedback and will amend this draft transition plan accordingly.

Community Meeting 1

January 9, 2018
6 to 8 p.m.
Illinois Institute of Technology
(Hermann Hall Auditorium)
3241 South Federal Street

Community Meeting 2

January 16, 2018
6 to 8 p.m.
Second Presbyterian Church
1936 South Michigan Avenue

Public Hearing

January 29, 2018
6 to 8:30 p.m.
CPS Central Office
42 West Madison Street

Further Questions and Concerns:

All of this information can be found at CPS.edu/Transitions. If you have any questions or concerns regarding this proposal and the draft transition plan, please call Chicago Public Schools at (773) 553-1500 or email Transitions@cps.edu.