

**Proposal: Close Reed (Level 2), reassign returning students to Nicholson (Level 2)**

**Network:** Englewood-Gresham Elementary  
**Neighborhood:** Englewood

**Address:** 6350 S Stewart  
**Principal:** Shirrie Jackson  
**Grades:** 3-8

**Enrollment:** 44 (few than 1% of total students impacted District-wide)

**Why We Are Taking Action:**

- Reed is one of three schools (including Lathrop and Best Practice HS) three years into a Board-approved phase-out
- Two out of three students meet/exceed state standards on the ISAT

Performance Data for Schools Subject to Action:	Sending School: Reed				Receiving School: Nicholson			
	FY11	FY10	FY09	FY08	FY11	FY10	FY09	FY08
<b>Performance Policy Level</b>	Level 2	Level 3	Level 3	Level 3	Level 2	Level 1	Level 2	Level 2
<b>Percent of Policy Points</b>	66.7%	45.2%	14.3%	28.6%	69.0%	78.6%	50.0%	54.8%
% of Current Status Points	33.3%	11.1%	0.0%	0.0%	61.1%	55.6%	38.9%	22.2%
% of Trend and Growth Points	91.7%	70.8%	25.0%	50.0%	75.0%	95.8%	58.3%	79.2%
<b>Trend and Growth Percentile Rank</b>	92nd	70th	10th	23rd	70th	95th	62nd	81st
<b>ISAT Composite Meets or Exceeds</b>	68.4%	51.6%	34.9%	39.5%	70.9%	66.5%	59.8%	63.9%
<b>NETWORK ISAT Composite</b>	62.3%	57.6%	54.5%	53.8%	62.3%	57.6%	54.5%	53.8%

**Opportunities for Students:**

- Closure provides an opportunity to allow few remaining students to be transferred to a higher performing nearby Level 2 School (Nicholson)
- The Reed boundary will be reassigned to Nicholson, Banneker (Level 3), and Parker (Level 2)

**INVESTMENTS FOR STUDENTS**

**Safety & Security:**

- OSS will work with local community groups, elected officials, sister agencies, CPD (specifically the 7<sup>th</sup> District Commander)
- Nicholson will be staffed with safety and security personnel
- Two Safe Passage workers will be provided
  - 60<sup>th</sup> Street and Peoria
  - 60<sup>th</sup> Street and Halsted
- Climate team members will be deployed as needed
- OSS will conduct a security audit and provide in-service trainings for school staff to reinforce de-escalating conflict

**Academic Support:**

- Instructional leader to ensure quality classroom instruction so Reed students continue learning and don't lose momentum throughout the transition
- Intensive data analysis to ensure Nicholson is prepared to meet needs of incoming students, and ongoing analysis of academic performance to identify gaps in reading, comprehension, fluency, vocabulary and decoding skills to determine necessary supports to help all students succeed
- Enhanced instructional supports to provide Nicholson teachers with additional training in Common Core State Standards to ensure rigorous instructional program that gives students the knowledge and skills they need to graduate college and career ready

- Literacy specialist to work with Nicholson teachers to implement new curriculum and ensure students have support they need to meet new standards
- Summer programs at Nicholson to familiarize incoming students with new school, reduce summer learning loss and improve literacy and math skills

**Social & Emotional Support:**

- Host an open house at Nicholson before the end of the year and a “Welcome Back Night” at the beginning of next school year to give transitioning students an opportunity to become familiar with their new school, and meet their new teachers and administrators
- Department of Youth Development and Positive Behavior Supports case managers will work directly with school and network administration to determine what supports should be implemented at Reed for the remainder of the school year to address students’ social, emotional and behavioral needs
- Office of Youth Development will facilitate “peace circles” with students and assist staff, students, and parents at receiving schools in developing new school vision and plan for implementation
- CPS will work with staff to ease transition and address concerns regarding school closing
- Arriving students and parents will participate in a Welcome Event at receiving school before school starts to tour facility, meet staff, and become acquainted with expectations of new environment
- Upon plan approval, a social worker will be staffed at receiving school for 2012-2013 school year to provide ongoing transition support
- For students struggling with behavior, Nicholson will provide individual and group counseling as well as mentoring to ensure students feel supported and continue to excel academically

**Transportation:**

- No transportation will be provided