

## I. Introduction

Chicago Public Schools (CPS) is committed to ensuring that every student, in every community, has access to high quality schools in order to graduate college and career ready. This means we must put our students' needs first, make difficult decisions, and act now to ensure that our students have the best opportunity to personally realize that goal. CPS is proposing school actions (including closures, consolidations, reassignment boundary changes, phase-outs, and co-locations), along with significant investments to improve our schools in the communities that need better opportunities the most.

In order to ensure a quality education for students in the Englewood community, we are proposing a school action to close Simon Guggenheim Elementary School (Guggenheim). This decision is based on the chronic poor performance of Guggenheim. This action would reassign all returning students to Carrie Jacobs Bond Elementary School (Bond), which, after thorough review by CPS and relevant city agencies, offers a better educational opportunity for our students. The transition plan outlined below summarizes the proposal, identifies the academic, social, emotional, and safety supports that will be provided to impacted students, and explains the process for commenting on the action and obtaining more information.

It is important to note that the below transition plan is subject to change based on input from parents, schools, and community members. CPS welcomes this input and hopes that the feedback provided will assist in preparing for a smooth transition should this proposal be approved by the Board.

## II. Summary of Proposed Action

Guggenheim is a neighborhood elementary school located at 7141 South Morgan Street, within the Englewood community and the Englewood-Gresham geographic network of CPS. Guggenheim currently serves 291 students in pre-school through 8<sup>th</sup> grade.

CPS is proposing to close Guggenheim based on the school's chronic academic failure and the need for higher quality educational options for students in the Englewood community. The proposed closure meets the academic criteria of the Chief Executive Officer's Guidelines for School Actions: Guggenheim has received the lowest performance level (Level 3) on the Performance Policy (Board Report 10-0728-PO4) for at least two consecutive years, has an ISAT composite meets or exceeds score below its geographic network average for 2010-11, and scored below the 25<sup>th</sup> percentile on the trend and growth component of the Performance Policy in 2010-11. More specifically, Guggenheim has achieved the lowest performance rating, level 3, every year since the level 3 rating was introduced four years ago. The school's ISAT meets or exceeds percentage is 40.0%, and its trend and growth scores are in the 5<sup>th</sup> percentile of all schools subject to the CPS performance policy.

CPS believes that the academic needs of returning Guggenheim students would be better met at Carrie Jacobs Bond Elementary School (Bond) located at 7050 South May Street. If this proposal is approved, all returning Guggenheim students will be reassigned to Bond. By transitioning the students currently enrolled at Guggenheim to Bond, CPS believes that these students will be given access to an improved educational environment. The current performance of Bond (Level 2, see Appendix A for further performance information)

as well as the proposed investments CPS will make in Bond will ensure that students transitioning from Guggenheim will have access to better educational opportunities.

The geographic boundary currently associated with Guggenheim will be reassigned to Bond and Amos Alonzo Stagg Elementary School (Stagg), located at 7424 South Morgan Street. This means that either Bond or Stagg, depending on the student's home address, will be the new neighborhood school for students living in the Guggenheim boundary who are not enrolled at Guggenheim for the 2011-12 school year. Please see Appendix B for a map and narrative further explaining the proposed boundary reassignment.

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

CPS has consulted with its Office of Safety and Security (OSS) regarding potential safety and security issues related to the proposed reassignment of students from Guggenheim to Bond and is prepared to address safety and security challenges that arise in these communities. If this proposal is approved by the Board, OSS will work together in partnership with local community groups, elected officials, other sister agencies, and the Chicago Police Department, specifically with the Commander of the Seventh Police District and the Sergeant of the Gang School Safety Team, to ease the transition of students to a new school environment.

If the proposed action is approved by the Board, CPS will provide additional safe passage supports to ensure the safety of all students and staff traveling to school. Safe passage workers wear green vests and stand on designated street corners to monitor students' safety during their travel to school in the morning and home in the afternoon. For the 2012-2013 school year, additional safe passage workers will be placed at the following intersections:

- 71th Street and May Street,
- 72nd Street and May Street,
- 74th Street and Carpenter Street, and
- 74th Street and Sangamon Street.

The placement of these additional safe passage workers is illustrated with blue stars on the map attached as Appendix B to this plan.

CPS is committed to transitioning current Guggenheim safety resources to Bond so that Guggenheim students are provided with consistency and familiarity in their new school. Moreover, Bond will be staffed with safety and security personnel in order to keep all students and staff safe within the school buildings. Additional climate team members will be deployed to the school as needed. OSS will also conduct security audits at Bond and provide in-service trainings for school staff as needed to reinforce training on de-escalating conflict and engaging with students.

### **IV. Supports for Students and Schools**

Guggenheim Elementary School serves 291 students in pre-school through 8<sup>th</sup> grade. CPS is committed to providing supports throughout the proposed closing of Guggenheim during the 2011-12 school year, and ensuring a successful transition to Bond elementary school for the 2012-13 school year.

#### ***Academic Needs of Students***

To ensure Guggenheim students experience a robust academic environment for the remainder of the school year, CPS will make specific investments in additional instructional programming and personnel support at Guggenheim.

In order to provide Guggenheim students with high-quality academic instruction throughout the transition, CPS will invest in an additional instructional leader to support Guggenheim's school staff in meeting students' needs. This individual will be a senior school leader such as a retired principal, who will ensure students are receiving the instruction they need to progress and accelerate their learning throughout the school year. The instructional leader will ensure the classroom quality remains high so that students do not lose any momentum or fall behind in the transition process.

In order to support students who need additional assistance in reading and math, CPS will also invest in a highly trained instructor who is exclusively focused on ensuring students from Guggenheim receive the intervention and remedial support they need to get on grade level. CPS will use assessment data to identify these students and provide them with small group and individualized instruction to boost academic achievement. Student progress will be regularly monitored to ensure supports are effective.

To help facilitate a smooth transition for all students, CPS will provide Bond with comprehensive data on all transitioning students. This will enable all school staff to be proactive in supporting their new students. Data reports on academic performance will be used to address the individual learning needs of incoming students. CPS will work with Bond staff to review academic performance data and help identify gaps in the reading comprehension, fluency, vocabulary and decoding skills of students. This will assist Bond in identifying necessary supports to help all students succeed academically throughout the 2012-13 school year and beyond.

In addition, CPS will provide students with access to summer programming as they transition from Guggenheim to Bond. This investment in programming at Bond will familiarize the transitioning students with the new school culture and facilities. Students in Kindergarten, 1st and 2nd grades who need additional academic support will have access to programs such as The Balanced Literacy Summer Program and the K-2 Summer of Reading Program. Programs such as these serve to reduce summer learning loss, improve students' reading and writing skills, and enhance the quality of literacy instruction.

To ensure students transition into a high-quality instructional environment, teachers from Bond will be trained on the new Common Core State Standards to ensure a rigorous instructional program that provides students with the knowledge and skills they need to graduate college and career ready. CPS will also invest in a literacy specialist who will work with teachers to ensure they implement a more rigorous curriculum while providing students with the additional supports they need to learn those standards. . In addition, students who need additional supports will have access to adaptable reading and math intervention software to help engage students in instruction that is specifically designed to meet their individual needs.

CPS will continue to solicit community feedback on the academic programming that would enhance this community between December and February.

Pre-school programming exists at Bond; new students interested in early childhood education programs may apply for pre-school program at Bond.

### ***Social Emotional Needs of Students***

CPS is committed to supporting the social and emotional needs of all students throughout the end of the 2011-12 school year, as well as during their transition to Bond for the 2012-2013 school year. CPS' 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 Guggenheim for the remainder of the school year to address students' social, emotional and behavioral needs. To prepare students for the transition, all students at Guggenheim will have access to small counseling groups to help them understand the change taking place, and prepare them for their new school setting.

The Department of Youth Development and Positive Behavior Supports will work with Bond school staff to identify strategies to welcome and embrace new students. To give Guggenheim students an opportunity to become familiar with their new school, and meet their new teachers and administrators, Bond will host an open house before the end of the year and a "Welcome Back Night" at the beginning of next school year.

Students at Bond will be in a school environment that fosters success. The Bond instructional program includes a focus on consistency and organization that is particularly helpful to transitioning students. . When students struggle with behavior, Bond provides additional supports through individual and group counseling as well as mentoring to ensure students feel supported and continue to excel academically. Additionally, students will have access to a social worker, educational support staff trained in social-emotional learning, as well as extracurricular opportunities, including fine arts and athletics.

### ***Students with Disabilities***

Students with disabilities at Guggenheim will continue to be provided instructional support both in the general education classroom and in small group or individual settings, in accordance with their Individualized Education Programs (IEPs).

When students transition to Bond, all instructional, 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 IEP. The additional academic supports outlined above will also be made available for all students including students with disabilities. IEPs will be revised and reconvened as necessary to address any additional support needs throughout and beyond the transition.

The administration at Bond will work with the Office of Special Education and Supports, and the current administration at Guggenheim, to ensure that a full analysis of IEPs for all students is performed and that there are proper teaching, clinical and related services to meet the needs of all students. Furthermore, staff at Bond will be equipped to meet with parents to answer any questions or concerns regarding the transition of their student's IEP to Bond.

Information for every student will be carefully reviewed by the staff at Bond and thoughtful transition planning will be executed to support successful matriculation to a new setting for all impacted students. Bond staff will work with the Office of Special Education and Supports as appropriate to provide necessary professional development and supports.

If a Guggenheim students' IEP cannot be implemented in Bond's facility, OSES will work to identify the closest facility to the students home in which the IEP can be implemented. For more information about a particular facility, contact the CPS Director of ADA Policy at (733) 553-2158.

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

The CPS Office of Students in Temporary Living Situations (OSTLS) will continue the supports currently provided to students in temporary living situations (STLS) as they transition to a new school. Bond will host one open house before the end of the year and a welcome back night at the beginning of next school year to provide an opportunity for students to meet their new teachers and administrators. In addition, OSTLS staff members will be available for families at Guggenheim at set times one day per week from March 1, 2012 until the end of the school year, and at Bond at set times one day per week from the beginning of the school year until October 31, 2012 to discuss school options, assist with enrollment, and facilitate students' transfer to another school. After consultation with families, additional supports will be provided if determined by OSTLS to be appropriate for assisting the student in the transition.

Under this proposed action, returning STLS students may choose to attend Bond or meet with OSTLS staff to identify another higher performing school which may be an option. For families currently enrolled in the Guggenheim STLS program, younger siblings may attend the same school that their older sibling elects under this proposed action.

### ***English Language Learners***

According to the Office of Language and Cultural Education (OLCE), currently Guggenheim does not have any English language learners (ELLs) enrolled. Future ELL students reassigned to Bond will receive state mandated transitional bilingual program services which include, depending on the number of ELL students enrolled, certified Bilingual and English as a Second Language (ESL) teachers and/or support from OLCE.

### ***Transportation***

No additional transportation will be offered as a result of this proposal. 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.

### ***Facilities Investments***

CPS will enhance the learning environment with facilities investments that include improved lighting, fresh paint, and lockers.

### ***City of Chicago Resources***

Chicago Departments and sister agencies that work with CPS students and families will work together in partnership to support the transition if this proposal is approved by the Board.

## **V. Informational Briefings Regarding Choice of Schools**

Students impacted by the proposed closure of Guggenheim will be reassigned to Bond. Students and families will also have the opportunity to pursue additional enrollment options through the process described below. CPS will hold two sets of briefings regarding choice of schools. One briefing will help parents understand students' new school assignments as well as the boundary changes associated with this proposed school action. A separate set of briefings will provide information regarding additional enrollment options available to all students and families through the Options for Knowledge process, which covers open enrollment, magnet, magnet cluster, and selective enrollment schools.

### ***Options for Knowledge Information Sessions & Enrollment Workshops***

While each student has an assigned home school, all students are also invited to pursue additional enrollment options through the Options for Knowledge process. CPS will provide information regarding the types of schools and programs to which students can apply (e.g., open enrollment, magnet, magnet cluster, and selective enrollment) as well as further details on the application, selection, and notification procedures. The deadline for applying to schools and programs through the Options for Knowledge process is December 16, 2011. Informational briefings will be held at the following times and locations:

#### **For all students**

December 5, 2011 from 5-7 p.m.  
West Englewood Library  
1745 West 63rd St.

#### **For current 8<sup>th</sup> grade students**

December 3, 2011 from 5-8 p.m.  
Michelle Clark Academic Prep Magnet High School  
5101 W. Harrison St.

December 6, 2011 from 5-8 p.m.  
Roberto Clemente Community Academy  
1147 N. Western Ave.

#### **For current pre-school – 7<sup>th</sup> grade students**

December 7, 2011 from 5-7 p.m.  
Whitney M Young Magnet High School  
211 South Laflin St.

December 10, 2011 from 5-7 p.m.  
Austin Polytechnical Academy High School  
231 North Pine Ave.

If you are unable to attend an informational briefing, parents or guardians who wish to consider other enrollment options for their student can explore their options via the [www.cpsdae.org](http://www.cpsdae.org) website. Parents or guardians also may obtain a copy of the Options for Knowledge Guide by visiting the website, by calling (773) 553-2060, or by visiting 125 S. Clark St., 4th Floor or the Thurgood Marshall Library at 7506 S. Racine Avenue.

As a reminder, under the No Child Left Behind Act (NCLB), students at CPS' lowest performing schools have the right to transfer to another school that is meeting the state standards. All parents or guardians of Guggenheim students were sent a letter on November 1, 2011 outlining these rights and the application process for a NCLB Choice transfer. Applications for the NCLB Choice Program this year must be postmarked by December 16, 2011. If you have any questions about the NCLB Choice Program, please contact (773) 553-2060.

CPS also offers an end of year application process that begins in early May 2012 and seeks to fill remaining open seats in magnet, magnet cluster, and open enrollment elementary schools. Current Guggenheim and Bond students 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 Portfolio Office to be considered. The application can be found at [www.cpsdae.org](http://www.cpsdae.org), by calling (773) 553-2060 or in person at 125 S. Clark Street.

#### ***Briefings on Student Reassignment and Boundary Changes Associated with the Proposed School Action***

CPS staff will be available to provide detailed information to students and parents on the student reassignment and boundary changes associated with the proposed school action immediately prior to the first community meeting, on January 6, 2012 from 5-6 p.m. at Shiloh Baptist Church, 7050 S. Racine Ave.

### **VI. Public Comment**

***Community Meetings and Public Hearings***

There will be two community meetings and one formal public hearing regarding this proposal. Public comment will be accepted during each meeting or hearing. CPS will consider community feedback and may amend this draft transition plan accordingly.

**Community Meeting 1**

January 6, 2012 from 6-8 p.m.  
Shiloh Baptist Church  
7050 S. Racine Ave.

**Community Meeting 2**

January 20, 2012 from 6-8 p.m.  
Shiloh Baptist Church  
7050 S. Racine Ave.

**Public Hearing**

January 26, 2012 from 8-10 p.m.  
Board Chambers  
125 S. Clark St., 5<sup>th</sup> floor

***Further Questions and Concerns:***

Please call the Chicago Public Schools Quality Schools Hotline at (773) 553-5020 with any additional questions or concerns concerning the proposed closure of Guggenheim.

## Appendix A: Performance Data

CPS has a policy to hold all schools accountable called the Performance, Remediation and Probation Policy. Its purpose is to effectively and fairly measure school performance. Based on the percentage of current statistics and growth points earned, schools are awarded one of three ratings:

- **Level 1** (Excellent Standing): Elementary schools receiving at least 71% of available points.
- **Level 2** (Good Standing): Elementary schools receiving between 50-70.9% of available points.
- **Level 3** (Probation): Elementary schools receiving less than 50% of available points.

For more information please visit: [http://cps.edu/SiteCollectionDocuments/PerformancePolicy\\_FAQ.pdf](http://cps.edu/SiteCollectionDocuments/PerformancePolicy_FAQ.pdf)

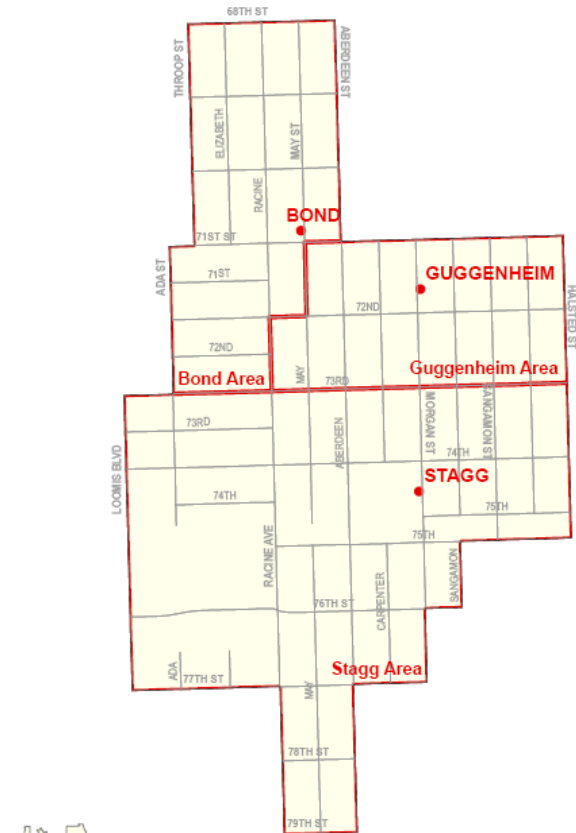
FY11 Performance Data for Schools Subject to Action:	Sending School: Guggenheim	Receiving School: Bond
<b>Performance Policy Level</b>	Level 3	Level 2
<b>Percent of Policy Points</b>	23.8%	50.0%
% of Current Status Points	22.2%	27.8%
% of Trend and Growth Points	25.0%	66.7%
<b>Trend and Growth Percentile Rank</b>	5th	58th
<b>ISAT Composite Meets or Exceeds</b>	40.0%	64.2%
<b>NETWORK ISAT Composite</b>	62.3%	62.3%

## Appendix B: Proposed Boundary Changes and Student Reassignment

If the Board of Education approves the proposed closing of Guggenheim, all returning students will be reassigned to Bond. For future students, the current attendance area boundaries of Bond, Guggenheim, and Stagg will be modified according to the proposed boundaries for 2012-13 described in the map and text here.

### Close | Assign Guggenheim's Boundary to Bond and Stagg

Current 2011-12 Boundaries



Proposed 2012-13 Boundaries



**LEGEND**  
★ new Safe Passages resources



Street-by-street descriptions of current and proposed attendance areas are presented below:

**Current Guggenheim boundary**

**(Grade Kindergarten through eight):**

Beginning at Racine Ave and 72<sup>nd</sup> St  
East to May St  
North to 71<sup>st</sup> St  
East to Halsted St  
South to 73<sup>rd</sup> St  
West to Racine Ave  
North to the starting point

**Current Bond boundary**

**(Grades Kindergarten through eight):**

Beginning at Ada St and 71<sup>st</sup> St  
East to Throop St  
North to 68<sup>th</sup> St  
East to Aberdeen St  
South to 71<sup>st</sup> St  
West to May St  
South to 72<sup>nd</sup> St  
West to Racine Ave  
South to 73<sup>rd</sup> St  
West to Ada St  
North to the starting point

**Current Stagg boundary**

**(Grades Kindergarten through eight):**

Beginning at Loomis Blvd and 73<sup>rd</sup> St  
East to Halsted St  
South to 75<sup>th</sup> St  
West to Sangamon St  
South to 76<sup>th</sup> St  
West to Morgan St  
South to 77<sup>th</sup> St  
West to Aberdeen St  
South to 79<sup>th</sup> St  
West to Racine Ave  
North to 77<sup>th</sup> St  
West to Loomis Blvd  
North to the starting point

**Proposed Bond boundary**

**(Grades Kindergarten through eight):**

Beginning at Ada St and 71<sup>st</sup> St  
East to Throop St  
North to 68<sup>th</sup> St  
East to Aberdeen St  
North to 71<sup>st</sup> St  
East to Halsted St  
South to 72<sup>nd</sup> St  
West to Racine Ave  
South to 73<sup>rd</sup> St  
West to Ada St  
North to the starting point

**Proposed Stagg boundary**

**(Grades Kindergarten through eight):**

Beginning at Loomis Blvd and 73<sup>rd</sup> St  
East to Racine Ave  
North to 72<sup>nd</sup> St  
East to Halsted St  
South to 75<sup>th</sup> St  
West to Sangamon St  
South to 76<sup>th</sup> St  
West to Morgan St  
South to 77<sup>th</sup> St  
West to Aberdeen St  
South to 79<sup>th</sup> St  
West to Racine Ave  
North to 77<sup>th</sup> St  
West to Loomis Blvd  
North to the starting point