TRANSITION PLAN
For the Approved Closure of Simon Guggenheim Elementary School

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 be 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 those goals. CPS proposed school actions (including closures, consolidations, reassignment boundary changes, phase-outs, and co-locations), along with significant investments to improve our schools in the communities with the greatest need for better opportunities.

In order to ensure a quality education for students in the Englewood community, we proposed a school action that the Board of Education of the City of Chicago (Board) approved to close Simon Guggenheim Elementary School (Guggenheim). This decision was based on the chronically poor performance of Guggenheim. This action will 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 action, identifies the academic, social, emotional, and safety supports that will be provided to impacted students, and explains the process that was provided for commenting on the action and how to obtain more information.

Since this action was proposed in December 2011, CPS has welcomed feedback from parents, schools, and community members and considered that feedback in this final transition plan.

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 8th grade.

CPS will 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 approved 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 25th 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 5th 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 Bond located at 7050 South May Street. As a result of the approved closure, 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 reassignment of students from Guggenheim to Bond and is prepared to address safety and security challenges that arise in these communities. OSS will partner 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.

CPS will provide additional safe passage supports to ensure the safety of all students and staff traveling to school. Safe passage workers wear identifiable 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 8th grade. CPS is committed to providing supports throughout the 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 that students are receiving the instruction they need to progress and accelerate their learning throughout the school year. The instructional leader will ensure that 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 invest in reading and math software that addresses students’ individualized needs. CPS will use assessment data to identify struggling students and provide them with small group and individualized instruction to boost academic achievement. Student progress will be regularly monitored to ensure that supports are effective. CPS will invest in a data analyst to support staff in collecting data and to monitor student achievement.

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 K-2 Summer Reading Program. This program serves to reduce summer learning loss, improves students’ reading and writing skills, and enhances the quality of literacy instruction.

To ensure that 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 be career ready. CPS will also invest in a literacy specialist who will work with teachers to ensure that 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.

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 through 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 be 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 student’s IEP cannot be implemented in Bond’s facility, OSES will work to identify the closest facility to the student’s 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 the 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 two days per week from March 1, 2012 until the end of the school year, and at Bond at set times two days 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 action. 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.

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

Students impacted by the closure of Guggenheim will be reassigned to Bond. Students and families have had the opportunity to pursue additional enrollment options through the process described below. CPS held two sets of briefings regarding choice of schools. One briefing to help parents understand students’ new school assignments as well as the boundary changes associated with this school action. A separate set of briefings provided information regarding additional enrollment options available to all students and families through the Options for Knowledge process, which covered 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 were also invited to pursue additional enrollment options through the Options for Knowledge process. CPS provided 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 details on the application, selection, and notification procedures. The
deadline for applying to schools and programs through the Options for Knowledge process was December 16, 2011. Informational briefings were 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 8th 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 – 7th 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 were 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.cpsoae.org](http://www.cpsoae.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 had the right to transfer to another school that meets 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. If you have any questions about the NCLB Choice Program, please contact (773) 553-2060.

CPS 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.cpsoae.org](http://www.cpsoae.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 was available to provide detailed information to students and parents on the student reassignment and boundary changes associated with the 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**
CPS held two community meetings and one formal public hearing regarding this action. Public comment was accepted during each meeting or hearing. CPS considered community feedback and amended this transition plan accordingly.
<table>
<thead>
<tr>
<th>Community Meeting 1</th>
<th>Community Meeting 2</th>
<th>Public Hearing</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 6, 2012 from 6-8 p.m.</td>
<td>January 20, 2012 from 6-8 p.m.</td>
<td>January 26, 2012 from 8-10 p.m.</td>
</tr>
<tr>
<td>Shiloh Baptist Church</td>
<td>Shiloh Baptist Church</td>
<td>Board Chambers</td>
</tr>
<tr>
<td>7050 S. Racine Ave.</td>
<td>7050 S. Racine Ave.</td>
<td>125 S. Clark St., 5th floor</td>
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**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 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)

<table>
<thead>
<tr>
<th>FY11 Performance Data for Schools Subject to Action:</th>
<th>Sending School: Guggenheim</th>
<th>Receiving School: Bond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance Policy Level</td>
<td>Level 3</td>
<td>Level 2</td>
</tr>
<tr>
<td>Percent of Policy Points</td>
<td>23.8%</td>
<td>50.0%</td>
</tr>
<tr>
<td>% of Current Status Points</td>
<td>22.2%</td>
<td>27.8%</td>
</tr>
<tr>
<td>% of Trend and Growth Points</td>
<td>25.0%</td>
<td>66.7%</td>
</tr>
<tr>
<td>Trend and Growth Percentile Rank</td>
<td>5th</td>
<td>58th</td>
</tr>
<tr>
<td>ISAT Composite Meets or Exceeds</td>
<td>40.0%</td>
<td>64.2%</td>
</tr>
<tr>
<td>NETWORK ISAT Composite</td>
<td>62.3%</td>
<td>62.3%</td>
</tr>
</tbody>
</table>
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.
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\(^{nd}\) St
East to May St
North to 71\(^{st}\) St
East to Halsted St
South to 73\(^{rd}\) St
West to Racine Ave
North to the starting point

**Current Bond boundary**
(Grades Kindergarten through eight):
Beginning at Ada St and 71\(^{st}\) St
East to Throop St
North to 68\(^{th}\) St
East to Aberdeen St
South to 71\(^{st}\) St
West to May St
South to 72\(^{nd}\) St
West to Racine Ave
South to 73\(^{rd}\) St
West to Ada St
North to the starting point

**Current Stagg boundary**
(Grades Kindergarten through eight):
Beginning at Loomis Blvd and 73\(^{rd}\) St
East to Halsted St
South to 75\(^{th}\) St
West to Sangamon St
South to 76\(^{th}\) St
West to Morgan St
South to 77\(^{th}\) St
West to Aberdeen St
South to 79\(^{th}\) St
West to Racine Ave
North to 77\(^{th}\) St
West to Loomis Blvd
North to the starting point

**Proposed Bond boundary**
(Grades Kindergarten through eight):
Beginning at Ada St and 71\(^{st}\) St
East to Throop St
North to 68\(^{th}\) St
East to Aberdeen St
North to 71\(^{st}\) St
East to Halsted St
South to 72\(^{nd}\) St
West to Racine Ave
South to 73\(^{rd}\) St
West to Ada St
North to the starting point

**Proposed Stagg boundary**
(Grades Kindergarten through eight):
Beginning at Loomis Blvd and 73rd St
East to Racine Ave
North to 72\(^{nd}\) St
East to Halsted St
South to 75\(^{th}\) St
West to Sangamon St
South to 76\(^{th}\) St
West to Morgan St
South to 77\(^{th}\) St
West to Aberdeen St
South to 79\(^{th}\) St
West to Racine Ave
North to 77\(^{th}\) St
West to Loomis Blvd
North to the starting point