

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 Kenwood community, we are proposing a school action to close Florence B. Price Elementary School (Price). This decision is based on the chronic poor performance of Price. This action would reassign all returning students to National Teachers Elementary Academy (National Teachers), 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

Price is a neighborhood elementary school located at 4351 South Drexel Boulevard, within the Kenwood community and the Burnham Park geographic network of CPS. Price currently serves 111 students in 4th through 8th grades.

CPS is proposing to close Price based on the school's chronic academic failure and the need for higher quality educational options for students. The proposed closure meets the academic criteria of the Chief Executive Officer's Guidelines for School Actions: Price 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, Price 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 51.1%, and its trend and growth scores are in the 8th percentile of all schools subject to the CPS performance policy.

CPS believes that the academic needs of returning Price students would be better met at National Teachers, located at 55 West Cermak. If this proposal is approved, all returning Price students will be reassigned to National Teachers. By transitioning the students currently enrolled at Price to National Teachers, CPS believes that these students will be given access to an improved educational environment. The current performance of National Teachers (Level 1, see Appendix A for further performance information) as well as the proposed investments CPS will make at National Teachers will ensure that students transitioning from Price have access to better educational opportunities.

The geographic boundary currently associated with Price will be reassigned to Melville W. Fuller Elementary School (Fuller), located at 4214 South Saint Lawrence Avenue, and Carter G. Woodson South Elementary School (Woodson), located at 4414 South Evans Avenue. This means that either Fuller or Woodson, depending on the student's home address, will be the new neighborhood school for students living in the Price boundary who are not enrolled at Price for the 2011-12 school year. Please see Appendix B for a map and narrative further explaining the proposed boundary reassignment. Also refer to the *Transportation* section below for specific information regarding transportation plans for students.

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 Price to National Teachers 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 Twenty-First Police District, to ease the transition of students to a new school environment.

Transportation will be provided to all returning Price students to facilitate their reassignment to National Teachers and will mitigate potential safety and security concerns around students' commute to school.

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 and from 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 2012-13 school year, additional Safe Passage workers will be placed at the following intersections:

- 43rd Street and Drexel Boulevard,
- 45th Street and Drexel Boulevard,
- 43rd Street and St. Lawrence Avenue, and
- 45th Street and Evans Avenue.

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 Price safety resources to National Teachers so that Price students are provided with consistency and familiarity in their new school. Moreover, National Teachers will be staffed with safety and security personnel in order to keep all students and staff safe within the school buildings. Additional members of the climate team, a support group designed to address challenging security issues at high schools, will be deployed to the school as needed. OSS will also conduct security audits at National Teachers and provide inservices for school staff as needed to reinforce training on de-escalating conflict and engaging with students.

IV. Supports for Students and Schools

Price serves 111 students in grades 4 through 8. CPS is committed to providing supports through the proposed closing of Price during the 2011-12 school year, and ensuring a successful transition to National Teachers for the 2012-13 school year.

Academic Needs of Students

To ensure Price students have access to a robust academic environment for the remainder of the school year, CPS will invest in additional instructional programming and personnel support at Price.

To ensure Price students receive high-quality academic instruction throughout the transition, CPS will invest in an instructional leader. The instructional leader will ensure that classroom quality remains high so that students do not lose any momentum or fall behind in the transition process. In order to support students at Price who need additional assistance in reading and math, CPS will also invest in a highly-trained instructor who will provide intervention for struggling students. CPS will use student performance 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. CPS will invest in adaptable reading and mathematics intervention software, which will help engage Price students and also provide instruction specifically designed to meet individual students' learning needs. There is currently a computer lab at the school, and CPS will work with Price to assess whether or not additional technology is needed.

Preparation and planning are key to ensuring the right supports are in place and ready for the beginning of the school year. To help facilitate a smooth transition for all students, CPS will provide National Teachers 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 National Teachers staff to review academic performance data and help National Teachers identify gaps in the reading comprehension, fluency, vocabulary and decoding skills of students. This will enable National Teachers to identify necessary supports to help all students succeed academically throughout the 2012-13 school year and moving forward.

Students entering National Teachers will have access to a range of academic supports and resources that were not previously available at Price. National Teachers, as part of the AUSL network, provides students with intensive intervention and tutoring services to ensure transitioning students will not fall behind. Advanced data systems and aligned assessments allow National Teachers staff to identify the need for interventions early, and quickly get students back on track. Students transitioning to National Teachers will be shifting into a high-quality instructional environment that will spur academic growth. National Teachers is implementing 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. After-school programs provide National Teachers students with access to additional instructional time to further accelerate student achievement. Students at National Teachers will benefit from AUSL's in-house training program for aspiring teachers which gives them the instructional strategies and tools to meet the diverse needs of students, including those transitioning into a new school.

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

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 National Teachers for the 2012-13 school year. Case managers from the CPS Department of Youth Development and Positive Behavior Supports will work directly with school and network administration to determine what supports should be implemented at Price for the remainder of the school year to address students' social, emotional and behavioral needs. To prepare students for the transition, all students at Price will have access to small counseling groups to prepare them for their new school setting and help them understand the change taking place.

To give Price students an opportunity to become familiar with their new school, and meet their new teachers and administrators, National Teachers will host an open house before the end of the year and a "Welcome Back Night" at the beginning of next school year. The Department of Youth Development and Positive Behavior Supports will consult with the leadership and staff at National Teachers to identify strategies to support newly arriving students.

All students at National Teachers are taught skills related to self-management, responsible decision making, empathy toward others, establishing positive interpersonal relationships, and determining positive goals. For students who need additional support, the school offers a variety of behavioral interventions. Students will benefit from National Teachers' social worker, as well as the school's partnership with UIC which has an on-site clinic that provides one-on-one therapy services for students and families.

Students with Disabilities

Students with disabilities at Price 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) for the 2011-12 school year.

Once students transition to National Teachers, 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 current IEP. The additional academic supports outlined above will also be made available for 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 National Teachers will work with the Office of Special Education and Supports, and the current administration at Price, to ensure that a full analysis of IEPs for all students is performed and that there are proper teaching and clinical and related service allocations to meet the needs of all students. Furthermore, staff at National Teachers will be equipped to meet with parents to answer any questions or concerns regarding the transition of their students' IEPs to National Teachers.

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

National Teachers is accessible to the public and compliant with the Americans with Disabilities Act. Schools designated as "accessible" all have a basic level of access, but the accessibility of floor levels, rooms and

features may vary. 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 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. National Teachers Elementary Academy 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 Price at set times one day per week, from March 1, 2012, until the end of the school year, and at National Teachers 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 other schools. After discussing with families, additional supports may 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 National Teachers or meet with OSTLS staff to identify another higher performing school which may be an option. For families currently enrolled in the Price 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 Price does not have any English Language Learners (ELLs) enrolled. Future ELLs reassigned to National Teachers will receive state mandated transitional bilingual program services which include, depending on the number of ELLs enrolled, certified Bilingual and English as a Second Language (ESL) teachers and/or support from OLCE.

Transportation

CPS will provide transportation in the form of shuttle buses for all returning Price students who are reassigned to National Teachers. The shuttle bus will provide transportation to and from National Teachers and Price school location. 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.

Facilities Investments

CPS will enhance the learning environment with facilities improvements that include flooring repair.

City of Chicago Resources

City of Chicago departments and sister agencies that work with CPS students and families will work in partnership to support the transition.

V. Informational Briefings Regarding Choice of Schools

All students impacted by proposed closure of Price will be reassigned to National Teachers. 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 briefing will provide information regarding additional enrollment options available to

all students and families through the Options for Knowledge process, which covers magnet, magnet cluster, open enrollment, 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 (i.e., magnet, magnet cluster, open enrollment, 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 is December 16, 2011. Informational briefings will be held at the following times and locations:

For all students

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

For current 8th grade students

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

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

For current K – 7th grade students

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

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

Parents/guardians who are unable to attend an informational briefing, can explore their options via the www.cpssoae.org website. They may also 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. (Clark Street lobby or 4th floor).

CPS also offers an End-of-Year application process that begins in early May 2012 and seeks to fill remaining seats in magnet, magnet cluster, and open enrollment elementary schools. Current Price and National Teachers 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 will be accessible at www.cpssoae.org beginning in early May, by mail upon request by calling (773) 553-2060, or in person at 125 S. Clark Street (4th floor).

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 5, 2012, from 5-6 p.m., at King High School, 4445 S. Drexel Blvd.

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
6-8 p.m.
King High School
4445 S. Drexel Blvd.

Community Meeting 2

January 20, 2012
6-8 p.m.
King High School
4445 S. Drexel Blvd.

Public Hearing

January 23, 2012
5:30 p.m.-7:30 p.m.
Board Chambers
125 S. Clark St., 5th floor

Further Questions and Concerns:

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

Appendix A: Performance Data

The purpose of the CPS Performance, Remediation and Probation Policy is to hold all schools accountable through the fair and effective measurement of 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, visit: http://cps.edu/SiteCollectionDocuments/PerformancePolicy_FAQ.pdf

FY11 Performance Data for Schools Subject to Action:	Sending School: Price	Receiving School: National Teachers Academy
Performance Policy Level	Level 3	Level 1
Percent of Policy Points	21.4%	71.4%
% of Current Status Points	11.1%	44.4%
% of Trend and Growth Points	29.2%	91.7%
Trend and Growth Percentile Rank	8th	92nd
ISAT Composite Meets or Exceeds	51.1%	73.4%
NETWORK ISAT Composite	69.9%	69.9%

Appendix B: Proposed Boundary Changes and Student Reassignment

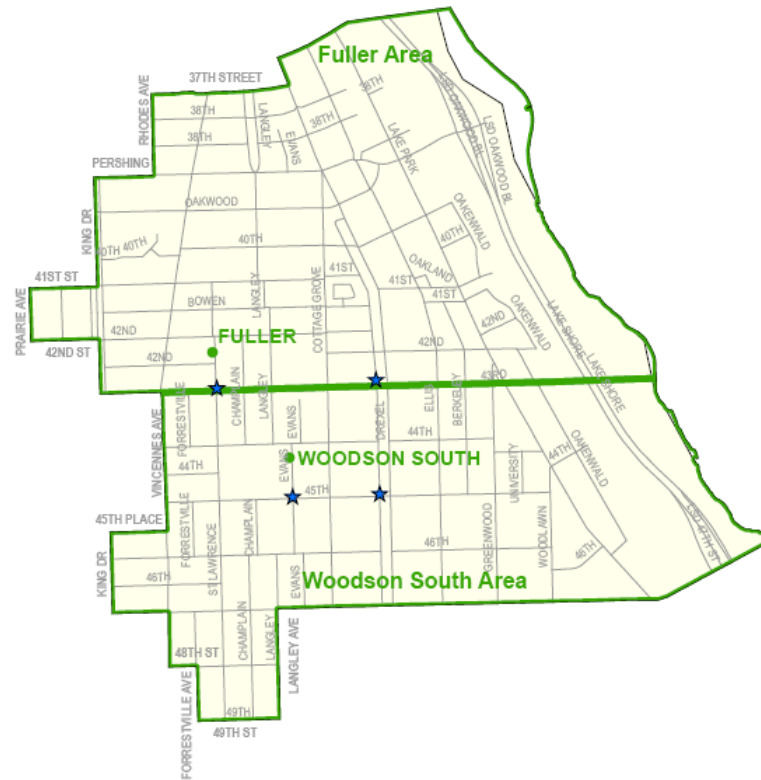
If the Board of Education approves the proposed closing of Price, all returning students will be reassigned to National Teachers. For future students, the current attendance area boundaries of Woodson South, Fuller and Price will be modified according to the proposed boundaries for 2012-13 described below.

Close | Assign Price's Attendance Boundary to Fuller and Woodson South

Current 2011-12 Boundaries



Proposed 2012-13 Boundaries



LEGEND

★ new Safe Passages resources

Street-by-street descriptions of current and proposed attendance areas are as follows:

Current Price boundary

(Grades four through eight):

Beginning at Pershing Rd and Drexel Blvd
Northeast to Ellis Ave and Oakwood Blvd
Southeast and northeast along Oakwood Blvd to Lake Michigan
Southeast to 47th Dr
West along 47th St to Drexel Blvd
North and northwest to the starting point

Current Fuller boundary

(Grades Kindergarten through eight):

Beginning at Prairie Ave and 41st St
East to Dr Martin Luther King Jr Dr
North to Pershing Rd
East to Rhodes Ave
North to 37th Pl
East to Cottage Grove Ave
North to 37th St
Northeast to Lake Michigan
Southeast to Oakwood Blvd
Southwest to Cottage Grove Ave and Drexel Blvd
Southeast and south to 43rd St
West to Dr Martin Luther King Jr Dr
North to 42nd St
West to Prairie Ave
North to the starting point

Current Woodson South boundary

(Grades Kindergarten through eight):

Beginning at Dr Martin Luther King Jr Dr and 45th Pl
East to Vincennes Ave
North to 43rd St
East to Drexel Blvd
South to 47th St
West to Langley Ave
South to 49th St
West to Forrestville Ave
North to 48th St
West to Vincennes Ave
North to 47th St
West to Dr Martin Luther King Jr Dr
North to the starting point

Proposed Fuller boundary*:

Beginning at Prairie Ave and 41st St
East to Dr Martin Luther King Jr Dr
North to Pershing Rd
East to Rhodes Ave
North to 37th Pl
West to Cottage Grove Ave
North to 37th St
Northeast to Lake Michigan
South to 43rd St
West to Dr Martin Luther King Jr Dr
North to 42nd St
West to Prairie Ave
North to the starting point
*Robinson ES retains its original boundary for grades Kindergarten through three

Proposed Woodson South boundary*:

Beginning at Vincennes Ave and 43rd St
Northeast to Lake Michigan
Southeast to 47th Dr
West to Langley Ave
South to 49th St
West to Forrestville Ave
North to 48th St
West to Vincennes Ave
North to 47th St
West to Dr Martin Luther King Jr Dr
North to the starting point
* Robinson ES retains its original boundary for grades Kindergarten through three