

For the Closure of Elaine O. Goodlow Elementary Magnet School**I. Introduction**

Chicago Public Schools (CPS) is committed to ensuring that every student, in every community, has access to a high-quality, well-rounded education in order to graduate from high school ready to succeed in college, career, and life. From investments in early childhood education and a full school day to ensuring that there are effective principals and teachers in our schools, CPS is doing everything possible to provide Chicago's children with a 21st century education that helps them thrive and succeed. It is our obligation to work every day on behalf of our children's future.

However, our District faces a significant financial challenge, which threatens everything in our system by making it difficult to provide the robust supports and services that all children deserve. Our District's financial crisis has been significantly challenged by underutilization, resulting in financial resources being invested in half-empty buildings that are costly to maintain and repair. CPS has been financing schools and buildings with a capacity for 511,000 students while only serving 403,000 students. This utilization crisis has been spreading our already scarce financial resources much too thin.

To address this crisis, CPS is enacting a plan to address underutilization based on significant input from partners including parents, students, teachers, principals, community and faith leaders, the independent Commission on School Utilization, the Chicago Police Department, and the Department of Family and Support Services. Through these collaborative efforts, CPS' plan represents a new day for Chicago Public Schools, and a fresh start for our students in Fall 2013.

CPS is closing underutilized schools. These actions will enable CPS to maximize resources by supporting a reduced number of school buildings, which will improve our capacity to provide all children with greater access to critical resources and supports such as libraries, technology, playgrounds, nurses, and counselors.

In order to ensure a quality education for students, CPS is closing Elaine O. Goodlow Elementary Magnet School (Goodlow). This decision is based on the underutilization of Goodlow, in accordance with the [Chief Executive Officer's Guidelines for School Actions](#) (Guidelines). This action will welcome returning students at Charles W. Earle Elementary School (Earle), which will be re-located.

The transition plan outlined below summarizes the action and identifies the supports that will be provided to impacted students to create a smooth and safe transition process, and notes opportunities for commenting on the action.

II. Summary of Action

Goodlow was a neighborhood elementary school located at 2040 W. 62nd St., in the Englewood-Gresham Elementary Network of CPS. Goodlow served 378 students in pre-kindergarten & kindergarten through 8th grades. CPS is closing Goodlow based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Goodlow students will be welcomed by Earle. Earle will be re-located from its present location to 2040 W. 62nd St. Thus, all Goodlow students will continue to attend school at 2040 W. 62nd St., welcomed by the Earle administration, staff, and students. Please also note that if approved, there will be a new Child Parent Center (CPC) affiliated with Earle, which will be located at 6121 S. Hermitage Avenue (the current Earle facility). This CPC will serve prekindergarten students. Therefore, Earle will operate in both facilities located at 2040 W. 62nd St. and 6121 S. Hermitage. Families are also encouraged to pursue other educational options at CPS that best meet their student's learning needs and family priorities. Information about educational options is provided in detail in a subsequent section of this transition plan. The investments CPS will make for transitioning students at both Goodlow

and Earle, as described in this transition plan, will provide students with a supportive learning environment and ease the transition process as much as possible.

The geographic boundary which was associated with Goodlow will be reassigned to Earle at 2040 W. 62nd St., and Luke O'Toole Elementary School (O'Toole), located at 6550 S. Seeley Ave. This means that Earle or O'Toole, depending on the student's home address, will be the new neighborhood school for students living in the Goodlow boundary who are not currently enrolled at Goodlow.

Portions of the geographic boundary currently associated with Earle will continue to be assigned to Earle, but at the 2040 W. 62nd St location, and portions will be reassigned to O'Toole, located at 6550 S. Seeley Ave., and Perkins Bass Elementary School (Bass), located at 1140 W. 66th St. This means that Earle, O'Toole, or Bass, depending on the student's home address, will be the new neighborhood school for students living in the Earle boundary who are not currently enrolled at Earle.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from Goodlow into Earle. The objectives of these plans are to provide a safe and successful transition for these students both inside and outside of the classroom. These plans have been developed in conjunction with the Chicago Police Department as well as based on community input received through community meetings held over the past few months.

There have been multiple opportunities to receive feedback regarding safety and security and there was at least one opportunity to meet in person with CPS Safety and Security personnel. Feedback will be taken into consideration as the proposed safety plan is finalized.

External Supports

- Safe Passage will be available for students traveling to and from school for this transition. The Safe Passage Program uses a Safe Passage Community Partner and “community watchers” to stand post along pre-defined safe routes and have a visible and engaging adult presence to support students as they travel to and from school. Community watchers will wear identifiable uniform such as a yellow vest or comparable so that students will know that they are associated with the Safe Passage Program. Community watchers will carry radios or cell phones as a means of communicating immediate concerns to CPD and/or CPS. They will stand post at arrival and dismissal times. These schedules will be finalized as the school's final bell times are defined. Their roles include:
 - Greeting students along the routes and building trusted relationships that help students feel more comfortable and confident as they travel to and from school.
 - Serving as support for students if they have concerns or need immediate attention.
 - Monitoring for tense or unusual safety situations and either de-escalating or reporting the issue immediately to the appropriate authorities.
 - Providing regular reports to CPS in order to allow CPS and CPD to analyze safety conditions and refine plans as necessary.
 - Meeting regularly with the Principal and Local School Council in order to discuss safety concerns and action plans.
- A Safe Passage Community Partner organization has been hired by the Board to support the transition. Organizations including but not limited to Community-based organizations and Faith-based organizations have applied to serve in this program through an RFP process. The Safe Passage Community Partner selected will be American Enterprise and has knowledge of community dynamics and has demonstrated significant contribution to this community. The number of community watchers allocated is 10.

- The approved Safe Passage Community Partner organization will recruit and hire “community watchers.” The ideal candidates for community watchers will be from among individuals who are either residents from the community or are very familiar with residents of the community. These will be individuals who have significant knowledge of the dynamics of the community and are comfortable playing the roles as defined above. All candidates will need to pass a background screening.
- The distance between the two schools is 0.6 miles. Safe Passage Community Watchers will be posted along key safe routes for children walking to school. The Safe Passage route that is being proposed for the Goodlow into Earle @ Goodlow transition includes the following routes:
 - W. 62nd St. and S. Ashland Ave. to S. Seeley Ave.
 - W. 62nd St. and S. Damen Ave.
 - W. 61st St to W. 62nd St. via S. Damen Ave.
 - 59th St. and Wood west to 59th St. and Damen
- CPD will also provide special attention to the safe passage routes during arrival and dismissal times to support the efforts of the Safe Passage community watchers.
- To further enhance the safety in this area, CPD will lead a new, specialized Safe Passage Working Group which will include representatives from 16 City departments who will specifically work together on securing Safe Passage routes. As the routes are finalized by CPD and CPS, the Working Group will conduct a survey of every Safe Passage route to note any concerns and suggest any modifications that may be needed before the start of school in the fall. These include making sure vacant buildings are secure and vacant lots are clear, ensuring street markings, such as street and bus signs, are clear and unobstructed and confirming appropriate lighting is in place.
- The Safe Passage Working Group includes representatives from: CPD, CPS, Department of Streets and Sanitation, Chicago Department of Transportation, Chicago Transit Authority, Chicago Housing Authority, Chicago Park District, Department of Animal Care and Control, Department of Business Affairs and Consumer Protection, Office of Emergency Management and Communications, Department of Buildings, Chicago Fire Department, 311, Department of Public Health, Chicago Budget Office and the Department of Family and Support Services.

Internal Supports

- Earle will have enhanced security staffing plan at the school. As the designated welcoming school, Earle will receive additional security to support the increased number of students as well as to ease the transition for Goodlow students joining Earle students @ Goodlow. The security staff from Goodlow will join the security staff at Earle in order to facilitate this transition by providing a familiar face for Goodlow students at their new building. Currently, Earle has 2 full time security officers. Currently, Goodlow has 2 full time security officers who will join the security team at Earle in the fall. As a result, the new security staff at Goodlow (@ Earle) will have a total of 4 full time security officers. All security staff will be provided supplemental training on the importance of the integration of the two student populations into the new welcoming school.
- A review of the safety technology for Earle is noted below, along with enhancements that will be made:
 - Camera System – Earle’s camera system will be enhanced with digital recording and monitoring capabilities. All surveillance will be accessible by school administration and the CPS Office of Safety and Security’s Student Safety Center.
 - Access Control System – The school already has an entry door buzzer system with a camera to allow security and staff to monitor the front entrance and grant access to appropriate visitors.
 - Entry Screening Equipment – Earle will have access to a metal detector and hand wands.

IV. Supports for Students and Schools

CPS is committed to ensuring a successful transition for the 2013-2014 school year. To accomplish this, CPS will provide the following supports to meet the academic, social and emotional, and specific learning needs of transitioning students.

Academic Needs of Students

To address the academic needs of students affected by this transition, a detailed academic support plan has been created. Please see Appendix A for the full details of the academic support plan.

Social Emotional Needs of Students

CPS understands that whenever students transition to a new school, additional support is needed to help them adjust. To address the social and emotional needs of students affected by this transition, a detailed social and emotional learning support plan has been created. Please see Appendix B for the full details of the social and emotional learning support plan.

Additionally, CPS believes cultural integration of school communities is important for a successful, smooth transition. To support this, a detailed cultural integration plan has been created. Please see Appendix C for the full details of the cultural integration plan.

Support for Specific Students Needs

To ensure students at Goodlow who have unique needs or circumstances are adequately supported in this transition, CPS will provide the Network with additional resources to work directly with families and assist in explaining their school options. Additionally, CPS will provide the following:

Students with Diverse Learning Needs

- Once students transition to Earle, all instructional, paraprofessional, 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.
- CPS will work with Earle to ensure classrooms are set up to meet student needs, to schedule all students in accordance with IEPs, and ensure there is adequate staff to fully implement student IEPs.
- In addition, to ensure IEP implementation, CPS will review all IEPs with the staff at Earle, review schedules to ensure student IEPs will be implemented, and observe classrooms when school has resumed.
- CPS will provide scheduling training for all welcoming schools to ensure IEPs are fully implemented in an efficient and effective manner.
- CPS will also provide disability awareness training to staff at Earle, customizing training based on the unique population of the students in the school.
- CPS will support welcoming schools in hosting meet and greet events for parents to meet the administration and teachers at the welcoming schools and review student IEPs and share critical information about student needs.
- CPS will make phone calls to all parents of students with IEP and 504 plans in closing schools to ensure knowledge of welcoming schools and answer any questions.
- CPS will ensure classrooms for special education separate instruction are in appropriate locations in the school to be near same age and grade peers.
- The facility at 2040 W. 62nd St. is minimally accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as "minimally accessible" 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](tel:773-553-2158).

Students in Temporary Living Situations

- The CPS Department of Support for Students in Temporary Living Situations (STLS) Transition Support Coordinator will facilitate group sessions to offer support services to STLS students and families affected by this action.
- Every STLS family from Earle will have an opportunity to meet with an STLS Transition Support Coordinator to develop an individual transition plan for STLS students and receive ongoing enrollment support from that coordinator through the beginning of next school year. The STLS Transition Support Coordinator is employed by WES Health System.
- The STLS transition plan will be developed in partnership with students and families; it will describe the goals that the family will work toward with the STLS Transition Support Coordinator over the summer, and serve as a tool to keep students connected to school and STLS during the transition period. The goals set in the transition plan are determined by the family and based on what type of assistance the family requests. For example, one family's goal may be improved attendance and action steps toward that goal might be related to ensuring the student has his or her basic needs for food, clothing, and shelter met so that the student is ready for school.
- The STLS Transition Support Coordinator has an enrollment and academic history report for each STLS student at Earle that will be used as a reference for families and the STLS Transition Support Coordinator throughout the course of their work together.
- An STLS Transition Support Coordinator will be available Monday through Friday from 9:00 a.m. to 3:00 p.m. at Earle to provide ongoing support to STLS students and families. During those hours the STLS Transition Support Coordinators may be at the school or conducting home visits. The hours will be flexible based on the need at the school.
- STLS students affected by this action may choose to attend Earle or speak with STLS Transition Support Coordinators to identify enrollment options available. STLS students will have certain enrollment options based on their STLS history, such as the school attended when the student first became STLS eligible or the attendance area school, and additional potential enrollment options may be available based on schools' capacities.
- The school that an STLS student selects to attend next school year will become the student's school of origin as long as the student is still eligible for the STLS program. Transportation assistance to attend the school of origin will be offered for as long as the student is homeless, or if the student becomes permanently housed, until the end of the academic year. CPS will provide professional development and support to Earle staff on services for STLS students.
- The STLS Department will continue the supports currently provided to Students in Temporary Living Situations 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.

English Language Learners (ELL)

Transitional Program of Instruction (TPI)

- Earle is projected to have to have 19 or fewer English Language Learners (ELLs) of the same language background.

- Earle will have at least one English as a Second Language (ESL)-endorsed teacher, and develop a schedule to provide push-in services to all ELLs. During push-in services, a highly-qualified teacher with an ESL or Bilingual endorsement/approval co-teaches the ELLs in the general education classroom. Push-in services include ESL support, sheltered English instruction, and native language support.
- Earle will ensure that there is at least one highly-qualified classroom teacher at each of the grade levels that may receive ELLs.
- Teachers assigned to instruct ELLs will be required to attend training on instructional strategies for working with ELLs. Training will begin in the summer and continue throughout the year as part of the ongoing support DoLCE is committed to providing schools based on their needs.
- When possible, Earle will cluster ELLs in one classroom per grade level to facilitate collaboration and scheduling with ESL push-in. The designated classroom will be staffed by a teacher who has an ESL or bilingual endorsement and is qualified to provide instruction for ELLs.
- The Department of Language and Cultural Education (DoLCE) will collaborate with Earle to train between one and five people to be certified in Screener/ACCESS administration (these need not be bilingual or ESL endorsed teachers). The Screener is used to identify potential ELLs based on responses given by parents on the Home Language Survey (HLS); the ACCESS test checks ELLs' progress in English language development. Teachers must be certified to administer these tests.
- Earle will also designate an ELL Liaison (formerly known as the Bilingual Lead Teacher) to maintain contact with DoLCE. In addition to attending quarterly meetings with DoLCE to receive professional development on instruction and compliance issues, the ELL Liaison will also communicate with DoLCE throughout the year as different needs or concerns arise.
- Earle's ELL Liaison, clerks, counselors, and administrators will attend training on the registration process to ensure that accurate information is entered into the CPS system and that all students are enrolled in the proper programming according to their needs.
- Schools that welcome newcomers to the United States will be provided student orientation kits and will receive assistance from CPS to coordinate with resettlement centers, translation/interpretation services, tutoring services in the native language, and social-emotional supports tailored to their specific needs.

Early Childhood Participants

- Children currently attending a preschool program and who will be turning 4 before September 1, 2013 will be automatically enrolled in their identified welcoming school. **Therefore, no action must be taken by the family to continue their enrollment in the welcoming school.**
- If a family is interested in attending a program OTHER than the welcoming school, they must complete the School Transition Form indicating the 3 schools (in order of priority) that they would prefer to attend. Families may return the forms to their school main office, and these forms should be faxed back to the Office of Early Childhood Education at 773-553-2010 by school personnel. If you did not already receive these forms they are available at <http://cps.edu/qualityschools/pages/parents.aspx>. PLEASE NOTE: A student's assigned slot at the welcoming school will not be released and offered to another family until the student receives a placement and registers at another school.
- An Application Representative from the Office of Early Childhood Education will be available at the Network Enrollment Fairs to help facilitate the early childhood application process. Also, schools will provide this information to families directly during their "open enrollment hours".
- For families wanting to enroll in preschool for the first time: While the first round of application acceptance will close May 24, 2013, we will be re-opening the application process during the summer. More information will be coming about that after May 24.

- All records will be transferred for continuity, and the Office of Early Childhood Education will track students involved in school actions to determine support needs.

Transportation

- 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.

V. Information Regarding Choice of Schools

Schools (both closed and welcoming) and network offices conducted enrollment drives to assist parents in selecting a school for their child. Parents were able to choose from a list of schools that have space available. Though parents may choose from any school on the list, a web-based tool showed schools that are within a mile from their child's current school. Enrollment drives at schools were held every evening until 7pm between May 22 and May 31, 2013. For the list of the Network enrollment fairs, please visit: <http://cps.edu/qualityschools/Documents/NetworkEnrollmentFairs.pdf>. Schools, networks, and the Office of Access and Enrollment continued to enroll students through June 12th through the enrollment tool and will continue to enroll students through IMPACT thereafter.

CPS offers an end of year application process that begins in July and seeks to fill remaining open seats in magnet, magnet cluster, and open enrollment elementary schools. Students affected by school actions 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 Office of Access and Enrollment to be considered. The application can be found at www.cpsoae.org between July 8-July 19, or by calling (773) 553-2060, or in person at 125 S. Clark Street.

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.

Community Meeting 1

Saturday, April 06, 2013
12:30pm-2:30pm
Harper HS
6520 South Wood Street

Community Meeting 2

Thursday, April 11, 2013
7:30pm-9:30pm
Harper HS
6520 South Wood Street

Public Hearing

Wednesday, April 17, 2013
8:00pm-10:00pm
CPS Central Office
125 S. Clark St.

Further Questions and Concerns:

If you have any questions or concerns, please visit www.cps.edu/qualityschools.

Appendix A: Earle Academic Support Plan as of July 12, 2013

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS

Charles W. Earle Elementary school will shift its focus to become a Science, Technology, Engineering, and Mathematics (STEM) institute. STEM programming will ensure students receive high quality instruction in core subject areas to prepare 21st century global citizens. Students will have access to full science, engineering, and computer labs. Students in grades 3rd-8th will have the opportunity to individually use an iPad or laptop.

Earle Academic Support Plans

Area of Need				Strategy	Implementation
Reading				K-2 nd	K-2 nd
	Earle	Goodlow	Composite	<p>In order to address specific deficits of incoming 2nd graders, students scoring in the strategic or below on TRC/Dibels will receive daily remediation in a small group setting using the Leveled Literacy Intervention (LLI) curriculum specifically focusing on phonemic awareness, sight words, and comprehension.</p> <p>Daily guided reading Instruction will be implemented using the leveled reading library. Staff will implement the following areas of the Core Comprehensive Reading Program: phonemic awareness, phonics, fluency, vocabulary and comprehension.</p> <p>Phonemic awareness will focus on manipulating sounds, segmenting sounds and blending sounds. Phonics and fluency will focus on sound-letter relationships, blending, decodables and diction. Michael Haggerty will be incorporated for daily phonics instruction.</p> <p>Words Their Way will be used for vocabulary development and fluency. Vocabulary and comprehension will focus on pre-reading strategies and post reading activities.</p> <p>Individualized literacy centers will be developed for diverse learners, remediation, and acceleration.</p>	<p>Students in K-2nd will have 120 minutes of English Language Arts daily and 30 minutes will be devoted to remediation by the Primary Interventionist. Students in the bottom quartile will receive intervention whereas students in the top quartile will receive academic enrichment daily during the 30 minute period.</p> <p>A Balanced Literacy consultant will be secured to support implementation of Balanced Literacy through structured individualized Professional Development (PD) and weekly coaching cycles for both novice and experienced teachers based on need.</p> <p>Teachers will engage in common planning time in grades K-2nd.</p> <p>Extended Day Buckets will be allocated for planning and ongoing inquiry cycles of development. Additional funds will be set aside for classroom libraries including thematic STEM books and iPads for technology integration.</p>
Dibels-K	23/35	25/32	48/67		
Dibels-1st	21/41	11/35	32/76		
Dibels-2nd	16/29	26/31	42/60		
At Benchmark/Number of Students					
	Earle	Goodlow	Composite		
Dibels-K	12/35	7/32	19/67		
Dibels-1st	20/41	24/35	44/76		
Dibels-2nd	13/29	5/31	18/60		
Below/Number of Students					
The common K-2 nd deficits with Earle/ Goodlow are phonemic awareness, sight words and comprehension.					

Reading					3 rd -5 th	3 rd -5 th
NWEA 2012-2013 & ISAT 2011- 2012 NWEA Growth Percentile ISAT-Percent Meet/Exceeds Reading 3 rd -5 th					<p>In order to address the rising gap in student growth between Earle and Goodlow’s populations in 3rd-5th grades, students will be engaged in tiered instruction based on end-of-year MAP data.</p> <p>Students in 3rd-5th grades will have 120 minutes of English Language Arts daily and 30 minutes devoted to remediation.</p> <p>Students in the bottom quartile will receive intervention whereas students in the top quartile will receive academic enrichment daily during the 30 minute period.</p> <p>Students scoring at the 50th percentile or better will have targeted grade level instruction as well as enrichment to support acceleration. Students scoring below 50th percentile will receive intervention and remediation daily using LLI curriculum provided by the Literacy Coach.</p> <p>There will be an accelerated track for 4th and 5th graders scoring in the 70th percentile or better in preparation for Selective Enrollment Academic Centers.</p> <p>The Balanced Literacy Framework using Fountas & Pinnell levels will include: Read Alouds; Shared Reading; Guided Reading (using Leveled Reading Library); Independent Reading; Modeling and Shared Writing; Word Work (Words Their Way curriculum); Individualized Literacy Centers for students in 3rd-5th; and Comprehension Toolkits.</p> <p>Classrooms will be structured to meet the needs of diverse learners’ Individualized Education Plans (IEPs), through heterogeneous grouping, pushing in/pulling out, and identifying the least restrictive environments for our students to excel both socially and academically.</p>	<p>Students will receive additional support from Lead Literacy Coach as needed within small group settings.</p> <p>Ancillary staff will infuse literacy teaching points during instruction.</p> <p>A Balanced Literacy consultant will be secured to support implementation of Balanced Literacy Framework through structured individualized Professional Development (PD) and weekly coaching cycles for both novice and experienced teachers based on need.</p> <p>Extended Day Buckets will be allocated for planning and ongoing inquiry cycles of development. Additional funds will be set aside for classroom libraries including thematic STEM books and iPads for technology integration</p>
	Earle	Mean RIT	Goodlow	Mean RIT		
NWEA3	100%	193.6	17%	186.5		
NWEA4	67%	192.9	15%	193.7		
NWEA5	33%	196.6	6%	195.5		
ISAT-3	57.5%		50%			
ISAT-4	38.5%		43.9%			
ISAT-5	41.2%		51.4%			
The common 3 rd -5 th deficits with Earle/ Goodlow, are reading strategies and literature (ISAT) as well as Literature (MAP).						
Reading					6 th -8 th	6 th -8 th
NWEA 2012-2013 & ISAT 2011- 2012 NWEA Growth Percentile ISAT-Percent Meet/Exceeds Reading 6 th -8 th					In order to address the widening gap in student growth between Earle and Goodlow’s populations in 6 th -8 th grades,	Money will be allocated for classroom libraries including thematic STEM books and five

	Earle	Mean RIT	Goodlow	Mean RIT	students will be engaged in tiered instruction based on end-of-year MAP data.	desktops in each classroom connected to a printer and scanner.
NWEA-6	100%	218.2	14%	204.7		
NWEA-7	93%	215.0	37%	210.3		
ISAT-6	62.9%		64.1%			
ISAT-7	38.7%		54.5%			
The common 6 th -8 th deficits with Earle/ Goodlow, are reading strategies and literature (ISAT) as well as Literature (MAP).					<p>The Balanced Literacy Framework using Fountas & Pinnell levels will include: Read Alouds; Shared Reading; Guided Reading(using Leveled Reading Library); Independent Reading; Modeling and Shared Writing; Interactive and Independent Writing; Word Work (Vocabulary Workshop); Socratic Seminar, Novel and Author Studies. Scholastic's On the Record (Literacy Curriculum) for Middle School will assist with giving students more access to complex texts. Newspaper subscriptions (Suntimes, Time for Kids, Scholastic, etc...) will be used in 6th-8th grades for exposure to current events, nonfiction articles, and editorials.</p> <p>Students scoring at the 50th percentile or better will have targeted grade level instruction as well as enrichment to support acceleration. Students scoring below 50th percentile will receive intervention and remediation daily using LLI curriculum provided by Literacy Coach.</p> <p>There will be an accelerated track for 6th graders scoring 70th percentile or better in preparation for Selective Enrollment, IB, and Advanced Placement High Schools.</p>	<p>Teachers will receive training facilitated by the technology coordinator focusing on how to effectively enhance technology integration in the classroom.</p> <p>Computer labs will be used to infuse technology through literacy and development of multi-media culminating projects.</p> <p>Ancillary staff will infuse literacy teaching points during instruction.</p>
Math					K-2nd	K-2nd
NWEA 2012-2013 & ISAT 2011- 2012 NWEA Growth Percentile 2nd Grade					In order to ensure and monitor stable mathematical practices in the primary grades, M-class will be implemented in grades Kdg-2 nd as a formative assessment tool.	Teachers will structure lessons around developing mathematical fluency in basic skills and conceptual understanding.
	Earle	Goodlow				
NWEA-2	73.3%	48.3%				Teachers new to the program will receive PD facilitated by STEM Coordinator.
					Students will have a 90 minute math block, 60 minutes devoted to core instruction and 30 minutes devoted to acceleration and/or remediation.	Instructional Leadership Teams (ILTs) will engage teachers in
					There will be K-2 implementation of	

	enVision Math curriculum to assist with Common Core State Standards. Teachers will infuse higher order questioning and mathematical terminology in daily mathematics lessons. Student discourse will be used to promote student ownership of concepts taught daily. Daily exposure to math routines (calendar activities, weather, skip counting/patterns, odd/even, etc.) and problem solving using pictorials, tables, and manipulatives will be used. Individualized classrooms will meet the needs of Diverse Learners as reflected in pull-out/push-in, IEPs goals, RIT bands, etc.				professional discussion using <u>Common Core Mathematics in a PLC at Work for Grades K-2nd</u> as the preferred text.	
Math					3rd-5th	3rd-5th
NWEA 2012-2013 & ISAT 2011- 2012 NWEA Growth Percentile ISAT-Percent Meet/Exceeds Math 3nd-5th					In order to address growth deficits between Earle and Goodlow in mathematics for grades 3 rd -5 th , students will engage in daily small group remediation which addresses Geometry, Data Analysis & Probability, Measurement, and Algebra. Students will have a 90 minute math block, 60 minutes will be devoted to core instruction and 30 minutes will be devoted to acceleration and/or remediation. Students will be engaged in conceptual activities to remediate instructional gaps. The enVision Math Book Set (3 rd -5 th) will be used as core curriculum which is aligned to Common Core State Standards. Think Through Math is an adaptive	The STEM and technology coordinators will provide support using the pull-out/push-in model. Teachers new to the program will receive PD facilitated by STEM Coordinator. Technology coordinator will provide professional development on using virtual manipulatives and apps. Instructional Leadership Teams (ILTs) will engage teachers in professional discussion using <u>Common Core Mathematics in a PLC at Work for Grades 3rd-5th</u> as the preferred text.
	Earle	Mean RIT	Goodlow	Mean RIT		
NWEA-3	100%	203.6	4%	192.5		
NWEA-4	100%	210.2	18%	197.9		
NWEA-5	99%	215.8	2%	201.4		
ISAT-3	74.4%		80.0%			
ISAT-4	57.9%		78.0%			
ISAT-5	64.7%		42.9%			
The common 3 rd -5 th deficits with Earle/ Goodlow are geometry and data/statistics/ probability (ISAT), measurement (ISAT) and algebra (MAP).						

					<p>software program that gives students access to a live tutor that will be used to address deficits of students from both schools.</p> <p>Students will be assigned to individualized classrooms based on formative MAP data. Skills will be identified based on End-of-Year MAP results to individualize the needs of below, at/above, and diverse learners. Scaffolded lessons/mini lessons will address prerequisite skills needed for common core.</p> <p>The Common Core Math units will be integrated with STEM model. To promote STEM engagement, problem solving, and critical thinking; the following devices will be incorporated in instruction daily:</p> <ul style="list-style-type: none"> • Smart pens • iPad carts for each floor • headphones and microphones, • Promethean boards, and • Interactive tables. <p>Students scoring at the 50th percentile or better will have targeted grade level instruction as well as enrichment to support acceleration. Students scoring below 50th percentile will receive intervention and remediation daily using STEM and Technology coordinators. There will be an accelerated track for 4th & 5th graders scoring 70th percentile or better in preparation for Selective Enrollment Academic Centers in addition to grade level instruction.</p>	
Math					6th-8th	6th-8th
NWEA 2012-2013 & ISAT 2011- 2012 NWEA Growth Percentile ISAT-Percent Meet/Exceeds Math 6th-7th					<p>In order to support the rising gap in student growth for 6th-8th grade, students in the areas of Algebra and Geometry.</p> <p>Students in grades 7th and 8th will participate in either Pre-Algebra or Algebra I coursework.</p> <p>Students will use Connected Math (6th-8th) as core curriculum to support problem solving and project based learning. Manga</p>	<p>A middle school mathematics teacher will be secured that has an Algebra certification.</p> <p>Additional Professional Development will be geared towards the implementation of mathematical practices to aid with the transition from teacher centered to student centered classrooms.</p>
	Earle	Mean RIT	Goodlow	Mean RIT		
NWEA-6	100%	228.2	4%	206.6		
NWEA-7	99%	229.2	24%	216.6		
ISAT-6	69.4%		56.4%			
ISAT-7	48.3%		63.6%			

<p>The common 6th-8th deficits with Earle/ Goodlow are geometry (ISAT), algebra and complex number systems (MAP).</p>	<p>High, an interactive adaptive computer program, will be used in 6th-8th grade as the adaptive software to support individualized student support.</p> <p>Graphic Inspire calculators and scientific calculators will be integrated throughout instruction. Students will also have access to headphones with microphones, smart pens, iPads and Promethean Boards within daily instruction.</p> <p>Classrooms will transition from teacher centered to student centered mathematical environments where Students are encouraged to take risks. Students will peer edit and provide direct feedback to peers' mathematical thinking.</p> <p>Students will be assigned to individualized classrooms based on formative MAP data and skills will be identified based on End-of-Year MAP results to meet the needs of below, at/above, and diverse learners.</p> <p>Students scoring at the 50th percentile or better will have targeted grade level instruction as well as enrichment to support acceleration. Students scoring below 50th percentile will receive intervention and remediation daily using STEM and Technology coordinators. Accelerated track for students scoring 70th percentile or better in preparation for Selective Enrollment high schools</p>	<p>Middle school math teachers will participate in District sponsored Algebra support and Connected Mathematics quarterly trainings. Technology coordinator will provide professional development on using virtual manipulatives and apps.</p> <p>Ancillary staff will infuse literacy teaching points during instruction.</p> <p>ILT will monitor instruction during peer observations to ensure lessons are scaffolded and mini-lessons address prerequisite skills needed for Common Core.</p>
<p>Science</p>	<p>K-2nd</p>	<p>K-2nd</p>
	<p>Implementation of Interactive Science, with leveled readers, in grades K-2nd.</p> <p>Students will engage in inquiry based, hands-on science lessons that focus on the engineering principles and writing to learn.</p> <p>Students will have iPads for interactive experiences. The iPads will also assist diverse and visual learners.</p>	<p>Teachers will participate in year-long monthly PD facilitated by the STEM Coordinator. Extended day buckets will be leveraged for professional development and refinement of staple engineering units</p> <p>Daily integration of Science (3 days of content, 2 days of inquiry based labs).</p>

Science			3 rd -5 th	3 rd -5 th
ISAT 2011- 2012 ISAT Percent Meet/Exceeds Science 4th			<p>Students will engage in inquiry based, hands-on science lessons that focus on the engineering principles and writing to learn. Lessons will incorporate nonfictional texts and writing to explain thought processes of student. Interdisciplinary planning will be dedicated to STEM integration across content areas.</p> <p>The implementation of Interactive Science, with leveled readers in grades 3rd-5th, will support student growth in science.</p> <p>Students will have iPads for interactive experiences. The iPads will also assist diverse and visual learners. All third graders will engage in quarterly STEM projects.</p> <p>Students in grades 3rd-5th will have access to the dedicated science and engineering labs.</p>	Daily integration of Science (3 days of content, 2 days of inquiry based labs).
	Earle	Goodlow		A professional development series on Interactive Science curriculum and the Promethean Board will be facilitated by the STEM Coordinator and Middle School Science Lead (Aug. 2013 & Ongoing monthly).
ISAT-4	43.6%	56.4%		Earle will host Family STEM nights quarterly showcasing culminating projects.
<p>The common deficits of Earle/Goodlow 4th graders are earth and space sciences and matter, energy and force.</p>				Partnerships will include Adler Planetarium, Lincoln Park Zoo, Peggy Notebaert and Project SYNCERE.
				The STEM coordinator will provide weekly engineering lab experiences for grades 4 th -5 th .
			STEM Team will meet every Tuesday to review implementation of interdisciplinary engineering units and brainstorm methods for improvement.	
Science			6 th -8 th	6 th -8 th
ISAT 2011- 2012 ISAT Percent Meet/Exceeds Science 7th			<p>Students will engage in inquiry based, hands-on science lessons that focus on the engineering principles and writing to learn. Lessons will incorporate nonfictional texts and writing to explain the thought processes of student. .</p> <p>The implementation of Interactive Science, with leveled readers in grades 6th-8th, will be provided to students.</p> <p>Students in grades 6th-8th will have access to the dedicated science and engineering labs.</p> <p>Students will have iPads for interactive</p>	Daily integration of Science (3 days of content, 2 days of inquiry based labs).
	Earle	Goodlow		Professional Development on Interactive Science curriculum and the Promethean Board
ISAT-7	58.1%	58.1%		facilitated by STEM Coordinator and Middle School Science Lead (Aug. 2013 & Monthly)
<p>The common deficits of Earle/Goodlow 7th graders are earth and space sciences. It includes incorporating reading and writing through science, comprehension of nonfiction text and implementation of Common Core Science Standards.</p>				Interdisciplinary planning will be dedicated to STEM integration across content areas
				Earle will host Family STEM

	experiences. The iPads will also assist diverse and visual learners.. Sixth through eighth graders will engage in quarterly STEM projects alongside diverse learners.	nights quarterly showcasing culminating projects. Partnerships will include Adler Planetarium, Lincoln Park Zoo, Peggy Notebaert and Project SYNCERE. The STEM coordinator will provide weekly engineering lab experiences for 6 th -8 th grade students. STEM Team will meet every Tuesday to review implementation of interdisciplinary engineering units and brainstorm methods for improvement.
Writing	K-2nd	K-2nd
Enhancing writing across all content areas. In core subjects, students will be learning to write.	Using Lucy Caukins, students will engage in lessons emphasizing on hand- writing and writing conventions. Students in K-2 nd will navigate writing skills through the interactive morning message and using graphic organizers to plan their own stories. In addition to above, students in Grade 2 will engage in opinion writing.	Professional Development will be tied to process writing, writing across content areas, developing research assignments, and Lucy Caukins writing.
Writing	3rd-5th	3rd-5th
Enhancing writing across all content areas. In core subjects, students will be writing to learn. In literacy courses, students will learn to write focusing on formulaic and technical writing.	Using Lucy Caukins, students will engage in interdisciplinary writing tasks that produce clear and coherent final drafts, arguments to support claims, interact and collaborate with peers for editing and feedback. Using technology, students will publish finalized drafts.	Professional Development will be tied to process writing, writing across content areas, developing research assignments, and Lucy Caukins writing.
Writing	6th-8th	6th-8th

Enhancing writing across all content areas. In literacy courses, students will learn to write focusing on formulaic and technical writing. In core subjects, students will be writing to learn.	Using Lucy Caukins, students will engage in writing standards for literacy which requires students to engage in disciplinary specific writing tasks. This includes: producing clear and coherent writing ; writing informative/explanatory text to examine and convey complex idea; writing arguments to support claims in an analysis of substantive topic; writing narratives to develop real or imagine experiences using effective technique; developing and strengthening writing as needed; integrating technology, including the internet, to produce published writing, interacting and collaborating with peers; and conducting research to build and present knowledge.	Professional Development will be tied to process writing, writing across content areas, developing research assignments, and Lucy Caukins writing. Teachers will receive professional development on implementing Write to Learn sponsored by Pearson. Write to Learn is an interactive writing program that gives students immediate feedback on their writing.
Technology Integration		
Technology will be integrated into all subject matter and used to enhance learning and increase communication.	<p>In an effort to increase the integration of technology, Earle's core math program (enVision Math) and science program (Interactive Science) both have technology embedded into the curriculum. The technologies are compatible with Promethean Boards and iPads. Both programs are geared towards students' acquisition of new skills as well as supplementing foundational gaps.</p> <p>Each grade band K-2nd, 3rd-5th, and 6th-8th; each will have access to an additional computer labs dedicated for their sole usage.</p>	<p>Professional Development In an effort to support all teacher capacity with effective technology integration into instruction ALL teachers will attend District's iPad university throughout the months of July and August.</p> <p>Teachers will receive training facilitated by the technology coordinator focusing on how to effectively enhance technology integration in all classrooms.</p> <p>Technology Coordinator will work with the administrators to ensure that 21ST Century Computer Lab, iPad Carts, and Laptop Carts will develop to become success citizens of society prepare students for future careers and life.</p>

****These plans are subject to revision based on principal discretion. Please contact your school for any updates***

Appendix B: Earle Social and Emotional Support Plan as of July 12, 2013

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming	
1. Breakfast Meet and Greet with parents, introducing the new Principal on June 7 th .	Due to the delicate nature of the merging students, welcoming Principal will meet with the parents to articulate safety, social emotional, and academic plans for next year as outlined by the District. Parents and other stakeholders were able to articulate their concerns in an open forum and receive immediate primary responses.
2. Pen Pals for 3 rd -8 th grades.	Students in grades 3 rd -7 th will have the opportunity to introduce themselves to students in the other school by exchanging letters. Students will engage in three letter writing and exchange cycles. Students will get a chance to formally introduce themselves during culminating activities on June 14 th & June 18 th .
3. Welcome Week Activities (Carnival, Sporting events, Spoken Word, Play, Dance Performance, etc... to be held at Lindblom Park) on June 14 th for 3 rd -7 th grades and June 18 th for 1 st -5 th grades.	Students from merging schools will participate in teambuilding exercises and interactive sports facilitated by staff from both schools. Students will have the opportunity to participate in team sporting activities along with students from both schools.
4. Hire a Dean of Student to facilitate Peace Circles, restorative justice practices, Foundation, and implementation of CHAMPS.	Dean of Students will be added to staff to assist with establishing and maintaining a healthy climate and culture when the populations merge. The Dean of Students will be trained in Foundations, CHAMPS, conflict resolution, restorative justice practices, check-in/check-out, etc....Earle will be proactive in reducing the number of behavioral disruptions, allowing the administration to focus on supporting instruction in classrooms.
5. Comprehensive Counseling Program	School based Social Worker provided by the District will be assigned to Earle school for two additional days. The school counselor will be responsible for implementing character education, conflict resolution, violence prevention, crisis management, and dropout prevention.

SY 2013-2014: Long-term planning for Social Emotional Support

Structured Positive Behavior Support School Climate strategy and SEL Curriculum (Note: if a curriculum is not in place, your school will work with the Positive Behavior Support Department to implement one):

Earle school has used the CHAMPS program since September, 2011. Earle has identified CHAMPS teacher leads within the academic community to serve as both PD facilitators and provide model classrooms. With the merger of both schools, the expectation is full implementation of CHAMPS across all classrooms both academic and ancillary.

Plan for providing targeted interventions to struggling students:**Tier 1:**

Our school will continue to provide incentives as reinforcements. We have continued access to “Student of the Month” programs. Students will continue to participate in Popcorn Socials, Movie Days, Sock Hops, special lunches and out-of-uniform days. The students will receive prizes for good attendance as well as for appropriate behavior. The students will prizes for academic growth. Incentives will also be issued at the class level by individual teachers.

Tiers 2/3:

When a student is involved in recurring instances, he/she will be referred to a clinician for intensive support. The clinician (Counselor/ Social Worker) will usually schedule a meeting with the student. The clinician may do classroom observations, request anecdotes from teachers, and conduct whole class interventions on character education, or interacting with others. Fewer than five percent of our students need Tier 2/3 supports due to our healthy culture and climate.

Vendor/community partner you intend to work with to help support students:***Luster Group, LLC -The Calm Classroom***

The Calm Classroom techniques will enable students to engage in breathing techniques and self soothing exercises when confronted with a difficult situation.

Children’s Home +Aid

Children’s Home+ Aide will provide additional social and emotional support for students and families.

Alternatives, Inc -

Provide support staff training on Peace Circles.

True Colors -

Team building and effective communication.

Plan for integrating student leadership and/or restorative practices to promote positive behavior (e.g. peer jury, service learning, student leader roles):

Next academic year, we plan to incorporate a Dean of Students. This individual will be responsible for implementing Peace Circles, restorative justice practices, peer juries, and Student Government. We plan to give students an active voice in the process through the adoption of Student Council.

Safety Plan: How will we respond to students in conflict:

The new security staff will play a critical role in facilitating the combination of the two schools’ population. Security guards will be actively circulating throughout the building. In the event students are experiencing conflict, teachers will immediately call the office in order to notify security. Students will be removed from the area in which the conflict occurs. Students will then be directed to complete a reflective sheet outlining what occurred and how they could have avoided the situation. After the students are calmed, the Dean will have students with the students about their infractions. Each student will be expected to actively listen to the other student and be respectful of everyone’s point of view. If a resolution cannot be resolved, then students will be disciplined according to CPS’s Code of Conduct.

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Appendix C: Earle Cultural Integration Plan as of July 12, 2013

Cultural Integration Activities

Mid April-mid May: Student and Staff Introductory Activities

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
June 11 th , June 17 th , and June 19 th	<u>Pen Pals</u> targeting grades 3 rd -7 th via email. Students will have a chance to exchange letters between the schools affected by school actions (Goodlow and Earle). Teachers from both schools will work in conjunction to coordinate guidelines for letters and distribution process.	
Week of June 10 th	Teachers <u>Skype</u> sessions Teachers from Earle will begin to use Skype sessions to interact with the students from Goodlow. Skype will be used to introduce students to prospective teachers as well as lessons. Students will have the opportunity to view lessons delivered at Earle via Skype. Students from Goodlow will also receive the opportunity to interact with Earle students and staff using Skype.	
Mac Professional Development (PD) on May 23 rd	Teachers from both schools were invited to participate in PD focusing on effectively using Mac Books.	
PD: <i>Effective Use of Apps in Instruction</i> on May 30 th	Teachers learned how to effectively integrate iPad usage into instruction through app searches and iPad function.	
PD: Nuts and Bolts of Balanced Literacy (Summer, 2013)	Teachers will receive intensive PD on the ideology and framework of Balanced Literacy. Sponsored by Read America, LLC; literacy consultant.	
PD: <i>True Colors</i> (Summer, 2013)	Teambuilding exercises for effective communication. Staff will learn how to communicate with each	

	other based on various character traits identified by colors.	
Staff Buddies (Summer, 2013)	Staff members will engage in the reading of professional text regarding effective teams. Staff will be grouped 1:1 from the merging schools. Text will be jigsaw for groups to present out to entire group.	

June-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
June 7 th	Parent Meeting introducing New Administration Agenda items below: Social Emotional Learning Supports Culture & Climate Continuity of Male Mentoring Academic Enhancement (STEM and Magnet Components) Q & A	
June 14 th	Teambuilding activities between students in grades 3 rd -7 th grades. Students will be engaged in softball, basketball, soccer, double dutch, dance, poetry, and T-Shirt design in Lindbloom Park. Students will be randomly assigned teams. Each team will be identified by the color T-Shirt assigned. Teams will be coached from staff from both schools. During activities, Welcoming School Administration will speak with students from closing schools outlining expectations for next year.	

June 18 th	Carnival activities for students in grades 1 st -7 th from merging schools. Students will view a performance sponsored by the Jesse White Tumblers and engage in live music from a DJ in Lindbloom Park. Lunch will be sponsored for students.	Sponsored by CPS Department of Family and Community Engagement (FACE)
Week of August 19 th	<u>Welcome Back Kick-Off</u> Students from both schools will be involved in athletics and cultural activities coached by Staff. Students will get a chance to interact with new peers and build positive relationships through team activities. Staff will become acquainted with new students through interactive activities. Teams will consist of sporting in basketball, softball, soccer, relay races, horseshoe, bags, etc... Cultural activities will include drama, poetry, drawing, dance, mime, etc... Photographs will be taken to assemble collages to be displayed throughout the “new” building to represent the current student population.	

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