

Transition Plan as of July 12, 2013
For the Closure of Matthew A. Henson Elementary 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 Matthew A. Henson Elementary School (Henson). This decision is based on the underutilization of Henson, in accordance with the [Chief Executive Officer's Guidelines for School Action](#) (Guidelines). This action will welcome returning students at Charles Evans Hughes Elementary School (Hughes), which has sufficient space and can offer a quality academic environment.

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

II. Summary of Action

Henson was a neighborhood elementary school located at 1326 S. Avers Ave., in the Austin-North Lawndale Elementary Network of CPS. Henson served 252 students in PE, PK & K-8th grades. CPS is closing Henson based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning Henson students will be welcomed at Hughes, located at 4247 W. 15th St. 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 proposed investments CPS will make for transitioning students at both Henson and Hughes, 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 formerly associated with Henson will be reassigned to Hughes, located at 4247 W. 15th St., Herzl, located at 3711 W. Douglas Blvd., and Webster, located at 4055 W. Arthington St. This means that Hughes, Herzl or Webster, depending on the student's home address, will be the new neighborhood school for students living in the Henson boundary who are not currently enrolled at Henson.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from Henson into C. Hughes. 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 SGA 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 0.7 miles. The Safe Passage route that is being proposed for the Henson into C. Hughes transition includes the following routes :
 - W. 14th St. and S. Tripp south to W.15th St. and S. Tripp
 - W. 15th St. and S. Pulaski west to W. 15th St. and S. Karlov
- 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

- C. Hughes will have enhanced security staffing plan at the school. As the designated welcoming school, C. Hughes will receive additional security to support the increased number of students as well as to ease the transition for Henson students joining C. Hughes. The security staff from Henson will join the security staff at C. Hughes in order to facilitate this transition by providing a familiar face for Henson students. Currently, C. Hughes has 2 full time security officers. Currently, Henson has 1 full time security officers who will join the security team at C. Hughes in the fall. As a result, the new security staff at C. Hughes will have a total of 3 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 C. Hughes is noted below, along with enhancements that will be made:
 - Camera System – C. Hughes’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 – C. Hughes will have access to a metal detector and hand wands.

IV. Supports for Students and Schools

CPS is committed to ensuring a successful transition to Hughes 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

This plan is subject to revision at the principal’s discretion. Please contact your school for any updates.

To address the academic needs of students affected by this transition, please see Appendix A, which outlines a detailed 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 a new environment. To address the social and emotional needs of students affected by this transition, please see Appendix B, which outlines a detailed social and emotional learning support plan.

Additionally, CPS believes cultural integration of school communities is important for a successful, smooth transition. To support this, please see Appendix C, which outlines a detailed cultural integration plan.

Support for Specific Students Needs

To ensure students at Henson 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 Hughes, 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 Hughes 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 Hughes, 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 Hughes, 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.
- Hughes is not accessible to persons with disabilities according to the Americans with Disabilities Act. For more information, contact the CPS Director of ADA Policy at (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 Henson 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 Henson 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 Thursday through Friday from 9:00 a.m. to 3:00 p.m. at Henson 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 Hughes 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 Hughes 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)

- Hughes is not currently projected to receive ELL students.
- In the event that Hughes receives ELLs, Hughes must implement the appropriate TPI or TBE program, based on enrollment.
- The Department of Language and Cultural Education (DoLCE) offers professional development and support throughout the school year that principals can utilize to guide the establishment of programs for ELLs.

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.cpsdae.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.

This plan is subject to revision at the principal's discretion. Please contact your school for any updates.

Community Meeting 1

Monday, April 08, 2013
7:30pm-9:30pm
Manley High School
2935 West Polk Street

Community Meeting 2

Thursday, April 11, 2013
7:30pm-9:30pm
Manley High School
2935 West Polk Street

Public Hearing

Thursday, April 25, 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: Academic Support Plans- Charles Hughes

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS

Area of Academic Need	Strategy	Structures necessary to implement (E.g. staff, budget, scheduling, data, etc.)												
<p>Reading K-2nd Grade</p> <p>Based on the EOY DIBELS data, both schools are making good progress at Kindergarten.</p> <p>We see significant achievement gaps in first and second grade. To address these gaps, we will increase instructional focus on fluency, non-sense word fluency (NWF) and accuracy.</p> <p>Both Henson and Hughes use Story Town reading curriculum.</p> <p>DIBELS End of the year Composite scores</p> <table border="1"> <thead> <tr> <th></th><th>Henson</th><th>Hughes</th></tr> </thead> <tbody> <tr> <td>K</td><td>74%</td><td>86%</td></tr> <tr> <td>1st</td><td>48%</td><td>73%</td></tr> <tr> <td>2nd</td><td>47%</td><td>60%</td></tr> </tbody> </table>		Henson	Hughes	K	74%	86%	1 st	48%	73%	2 nd	47%	60%	<p>Heggerty Phonemic Awareness activities will be increased from 10 minutes per day to 15 minutes per day during the reading period.</p> <p>The amount of time for non-sense word practice will be increased. Currently, approximately, 5 minutes/day are spent on NWF. This will increase to 10 minutes/day.</p> <p>“Learning Centers” will be implemented to improve fluency and accuracy skills. These centers will be facilitated and monitored by the classroom teacher. Each learning center will give students an opportunity to work in small groups and practice skills to improve their overall comprehension. Learning centers will include a listening center, computer center, fluency/accuracy center and writing center.</p> <p>Charles Hughes will continue Sight Word Curriculum to ensure that students are able to recognize the more frequently used words within the text. Recognizing sight words increases each student’s fluency and accuracy with reading. This will give students more time to decode non- familiar words within the text.</p> <p>Small skill groups will be implemented within the classroom to meet the students’ needs more effectively. Students will be grouped according to their specific skill group based on ability using interim assessment data.</p>	<p>Purchase additional materials to supplement and/or replace existing Story Town, Heggerty handbooks and other reading instructional materials.</p> <p>Provide funding for professional development utilizing Dr. Radner from De Paul University to implement specific skills.</p> <p>Facilitate schedule to conduct ILT and Teacher Team Meetings. ILT teams meet bi-weekly and teacher teams meet on a weekly basis. During these meetings, teachers monitor student performance, evaluate existing curriculum, and develop strategies to improve achievement based on data.</p> <p>Provide funding for Professional Development for Story Town for new teachers</p> <p>Build minutes into daily classroom schedule to include small group instruction and differentiated instruction within the classroom.</p> <p>Provide funding for professional development for MCLASS DIBELS for new teachers</p>
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<p>Reading 3rd-5th Grade</p> <p>We have observed large instructional gaps between Henson and Hughes at 3rd-5th Grade on ISAT and NWEA. To address this, we will focus on vocabulary building activities and comprehension.</p> <p>Both schools use Story Town</p>	<p>Teachers will implement daily vocabulary exercises utilizing the Vocabulary Workshop practice book for all 3rd-5th grade students. Each exercise consists of daily activities, which includes locating synonyms, antonyms and context clues utilizing the same words for the week.</p> <p>After school programs to provide additional support for targeted students will occur 3 days a week and will begin in October and conclude in April. Students will be identified for the after school program if they are not meeting</p>	<p>Build minutes into the schedule to include small group instruction and differentiated instruction within the classrooms.</p> <p>Provide funding for various after school programs to meet the needs of all students related to specific skills.</p> <p>Hire a support person and a retired teacher to assist with intervention support and other student support.</p>												

<p>reading curriculum.</p> <p>ISAT Meet and Exceed Scores</p> <table border="1"> <thead> <tr> <th></th><th>Henson</th><th>Hughes</th></tr> </thead> <tbody> <tr> <td>3rd</td><td>22.2%</td><td>60.0%</td></tr> <tr> <td>4th</td><td>20.8%</td><td>73.9%</td></tr> <tr> <td>5th</td><td>28.6%</td><td>58.6%</td></tr> </tbody> </table> <p>NWEA MOY Students meeting growth targets</p> <table border="1"> <thead> <tr> <th></th><th>Henson</th><th>Hughes</th></tr> </thead> <tbody> <tr> <td>3rd</td><td>48%</td><td>70.6%</td></tr> <tr> <td>4th</td><td>66.7%</td><td>75%</td></tr> <tr> <td>5th</td><td>55%</td><td>71.4%</td></tr> </tbody> </table>		Henson	Hughes	3 rd	22.2%	60.0%	4 th	20.8%	73.9%	5 th	28.6%	58.6%		Henson	Hughes	3 rd	48%	70.6%	4 th	66.7%	75%	5 th	55%	71.4%	<p>state standards on ISAT or are not meeting expected growth targets on the NWEA. Implement small group instruction within the classroom to focus on specific skills. Students will be grouped according in their specific skill group based on ability using interim assessment data.</p> <p>Individualized instruction time will be increased from 20 minutes per day to 30 minutes per day utilizing specific skills.</p> <p>An interventionist (Retired Teacher) and classroom aide will provide push in and/or pull out support to students during scheduled intervention blocks to provide additional support.</p> <p>Teachers will incorporate Achieve 3000 and Compass Learning Computer Programs Computer programs. These programs adapt to a student's individual needs. They allow students to move at their own pace and allow a range of different learners to make significant progress despite varying skill levels.</p>	<p>Purchase licenses for Study Island, Achieve 3000 and Compass Learning Computer Programs.</p> <p>Provide professional development utilizing Dr. Radner from DePaul University to implement school wide weekly specific skills.</p> <p>Purchase additional materials to supplement and/or replace existing Story Town, vocabulary and other reading instructional materials.</p> <p>Provide professional development for Story Town for new teachers.</p> <p>Facilitate schedule to conduct ILT and Teacher Team Meetings. ILT teams meet bi-weekly and teacher teams meet on a weekly basis. During these meetings, teachers monitor student performance, evaluate existing curriculum, and develop strategies to improve achievement based on data.</p>
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<p>Reading 6th-8th Grade</p> <p>ISAT Data</p> <table border="1"> <thead> <tr> <th></th><th>Henson</th><th>Hughes</th></tr> </thead> <tbody> <tr> <td>6th</td><td>28.6%</td><td>66.7%</td></tr> <tr> <td>7th</td><td>53.6%</td><td>69.2%</td></tr> <tr> <td>8th</td><td>74.3%</td><td>79.3%</td></tr> </tbody> </table> <p>At 6th grade, there is an achievement gap of approximately, 40% on ISAT and about 20% at the 7th grade level on NWEA. To address these gaps, we will increase instructional minutes for vocabulary building activities, comprehension skills, literary elements and informational texts.</p> <p>Based on ISAT, over 70% of 8th Grade students are meeting/exceeding standards.</p>		Henson	Hughes	6 th	28.6%	66.7%	7 th	53.6%	69.2%	8 th	74.3%	79.3%	<p>Individualized instruction time will be increased from 20 minutes per day to 30 minutes per day utilizing specific skills.</p> <p>Implement daily vocabulary exercises utilizing the Vocabulary Workshop practice book for all 3rd-5th grade students. Each exercise consists of daily activities, which includes locating synonyms, antonyms and context clues utilizing the same words for the week.</p> <p>Teachers will incorporate Achieve 3000 and Compass Learning Computer Programs Computer programs. These programs adapt to a student's individual needs. They allow students to move at their own pace and allow a range of different learners to make significant progress despite varying skill levels.</p> <p>Increase intervention support during the scheduled intervention block to push in and/or pullout students based on various data utilizing ESP and Interventionist (Retired Teacher).</p> <p>After school programs to provide additional support for targeted students will occur 3 days a week and will begin in October and conclude</p>	<p>Implement Monthly Professional Development in collaboration with Dr. Radner from DePaul University to identify school wide specific skills and strategies to increase comprehension skills.</p> <p>Purchase licenses for Study Island, Achieve 3000 and Compass Learning Computer Programs.</p> <p>Hire a support person and a retired teacher to assist with intervention support and other student support.</p> <p>Provide funding for Professional Development for Story Town and McDougal for new teachers.</p> <p>Purchase additional materials to supplement and/or replace existing Story Town, McDougal Literature Series, vocabulary and other reading instructional materials.</p> <p>Build minutes into daily classroom schedule to include small group instruction and differentiated instruction within the classroom.</p>												
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<p>Hughes uses Story Town curriculum at the 6th grade level. This will include Henson's 6th grade that currently uses another curriculum.</p> <p>McDougal Literature Series will be used at the 7th & 8th grade level. This will include Henson's 7th and 8th grade that currently uses another curriculum.</p> <p>NWEA MOY Data Students meeting growth targets</p> <table border="1"> <tr> <th></th><th>Henson</th><th>Hughes</th></tr> <tr> <td>6th</td><td>56%</td><td>57.1%</td></tr> <tr> <td>7th</td><td>55%</td><td>71%</td></tr> <tr> <td>8th</td><td>58.8%</td><td>55%</td></tr> </table> <p>Based on NWEA, over 55% of 6th and 8th grade students at both schools are making the expected gain targets at the same rate.</p>		Henson	Hughes	6 th	56%	57.1%	7 th	55%	71%	8 th	58.8%	55%	<p>in April. Students will be identified for the after school program if they are not meeting state standards on ISAT or are not meeting expected growth targets on the NWEA. Implement small group instruction within the classroom to focus on specific skills. Students will be grouped according in their specific skill group based on ability using interim assessment data.</p>	<p>Provide funding for various after school programs to meet the needs of all students related to specific skills.</p> <p>Facilitate schedule to conduct ILT and Teacher Team Meetings. ILT teams meet bi-weekly and teacher teams meet on a weekly basis. During these meetings, teachers monitor student performance, evaluate existing curriculum, and develop strategies to improve achievement based on data.</p>
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<p>Math K-2nd Grade</p> <p>mClass Math</p> <table border="1"> <tr> <th></th><th>Henson</th><th>Hughes</th></tr> <tr> <td>K</td><td>58%</td><td>55%</td></tr> <tr> <td>1st</td><td>66%</td><td>82%</td></tr> <tr> <td>2nd</td><td>42%</td><td>67%</td></tr> </table> <p>Based on Mclass Math, Kindergarten students are making similar progress at both schools.</p> <p>There are achievement gaps of approximately 20% at the 1st and 2nd grade levels. To address these gaps, we will increase instructional focus</p>		Henson	Hughes	K	58%	55%	1 st	66%	82%	2nd	42%	67%	<p>Teachers will increase the amount of instructional minutes from 10 to 15 minutes per day to focus on Math vocabulary.</p> <p>Teachers will increase the amount of instructional minutes for counting, missing numbers, number identification, computation, quantity discrimination and missing number from 10 minutes to 20 minutes per day.</p> <p>Individualized instruction time will be increased from 20 minutes per day to 30 minutes per day utilizing specific skills.</p> <p>Small, skill-based, groups will be implemented within the classroom to meet the students' needs more effectively. Students will be grouped according to their specific skill group based on ability using interim assessment data.</p>	<p>Provide funding for professional development for MCLASS Math training for new teachers.</p> <p>Purchase additional materials to supplement and/or replace existing Harcourt Math and other math instructional materials.</p> <p>Provide professional development for Harcourt for new teachers.</p> <p>Build minutes into daily classroom schedule to include small group instruction and differentiated instruction within the classroom.</p> <p>Provide funding for professional development utilizing Dr. Radner from De Paul University to implement specific skills.</p> <p>Facilitate schedule to conduct ILT and Teacher Team Meetings. ILT teams meet bi-weekly and teacher teams meet on a weekly basis. During</p>
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<p>Math 3rd-5th Grade</p> <p>ISAT Data</p> <table> <tr> <th></th><th>Henson</th><th>Hughes</th></tr> <tr> <td>3rd</td><td>26.9%</td><td>68.6%</td></tr> <tr> <td>4th</td><td>79.2%</td><td>95.7%</td></tr> <tr> <td>5th</td><td>39.3%</td><td>72.4%</td></tr> </table> <p>Based on the ISAT data, there achievement gaps at the 3rd-5th grade. To address these gaps, we will increase instructional minutes to focus on math vocabulary, measurement, number sense, data analysis, algebra and geometry.</p> <p>NWEA MOY</p> <table> <tr> <th></th><th>Henson</th><th>Hughes</th></tr> <tr> <td>3rd</td><td>63.9%</td><td>77.8%</td></tr> <tr> <td>4th</td><td>60.0%</td><td>61.5%</td></tr> <tr> <td>5th</td><td>60.0%</td><td>41.2%</td></tr> </table> <p>Based on NWEA that is an achievement gap at 3rd and 5th grade.</p>		Henson	Hughes	3 rd	26.9%	68.6%	4 th	79.2%	95.7%	5 th	39.3%	72.4%		Henson	Hughes	3 rd	63.9%	77.8%	4 th	60.0%	61.5%	5 th	60.0%	41.2%	<p>After school programs to provide additional support for targeted students will occur 3 days a week and will begin in October and conclude in April. Students will be identified for the after school program if they are not meeting state standards on ISAT or are not meeting expected growth targets on the NWEA. Implement small group instruction within the classroom to focus on specific skills. Students will be grouped according in their specific skill group based on ability using interim assessment data.</p> <p>Individualized instruction time will be increased from 20 minutes per day to 30 minutes per day utilizing specific skills.</p> <p>Teachers will increase the amount of instructional minutes from 10 to 15 minutes per day to focus on Math vocabulary.</p> <p>An interventionist (Retired Teacher) and classroom aide will provide push in and/or pull out support to students during scheduled intervention blocks to provide additional support.</p> <p>Small, skill-based, groups will be implemented within the classroom to meet the students' needs more effectively. Students will be grouped according to their specific skill group based on ability using interim assessment data.</p>	<p>Purchase additional materials to supplement and/or replace existing Harcourt Math and other math instructional materials.</p> <p>Purchase licenses for Study Island Math.</p> <p>Provide professional development for Harcourt for new teachers.</p> <p>Hire a support person and a retired teacher to assist with intervention support and other student support.</p> <p>Build minutes into daily classroom schedule to include small group instruction and differentiated instruction within the classroom.</p> <p>Provide funding for various after school programs to meet the needs of all students related to specific skills.</p> <p>Provide professional development utilizing Dr. Radner from DePaul University to implement specific skills.</p> <p>Facilitate schedule to conduct ILT and Teacher Team Meetings. ILT teams meet bi-weekly and teacher teams meet on a weekly basis. During these meetings, teachers monitor student performance, evaluate existing curriculum, and develop strategies to improve achievement based on data.</p>
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<table border="1"> <tr> <td>8th</td><td>52.9%</td><td>72.4%</td></tr> </table> <p>Based on ISAT data, there is a large achievement gap at the 6th grade level. 7th and 8th also have achievement gaps. To address these gaps, we will focus on math vocabulary, algebra, measurement, data analysis and geometry.</p> <p>NWEA MOY</p> <table border="1"> <tr> <th></th><th>Henson</th><th>Hughes</th></tr> <tr> <td>6th</td><td>56.6%</td><td>77.8%</td></tr> <tr> <td>7th</td><td>71.4%</td><td>71.4%</td></tr> <tr> <td>8th</td><td>58.8%</td><td>81.0%</td></tr> </table> <p>Based on NWEA, 71% of 7th grade students at both schools met their growth targets.</p> <p>There are achievement gaps at 6th and 8th grade on NWEA.</p> <p>Hughes uses Harcourt HSP math at the 6th level. This will include students from Henson that are currently using another curriculum.</p> <p>Hughes uses McDougal Math Series 2 and 3 at the 7th and 8th levels. This will include Henson's students that are currently using another curriculum.</p>	8 th	52.9%	72.4%		Henson	Hughes	6 th	56.6%	77.8%	7 th	71.4%	71.4%	8 th	58.8%	81.0%	<p>they are not meeting state standards on ISAT or are not meeting expected growth targets on the NWEA. The program will be 3 days a week and will begin in October and conclude in April.</p> <p>Individualized instruction time will be increased from 20 minutes per day to 30 minutes per day utilizing specific skills.</p> <p>Teachers will increase the amount of instructional minutes from 10 to 15 minutes per day to focus on Math vocabulary.</p> <p>Small, skill-based, groups will be implemented within the classroom to meet the students' needs more effectively. Students will be grouped according to their specific skill group based on ability using interim assessment data.</p>	<p>Hire a support person and a retired teacher to assist with intervention support and other student support.</p> <p>Build minutes into daily classroom schedule to include small group instruction and differentiated instruction within the classroom.</p> <p>Provide funding for various after school programs to meet the needs of all students related to specific skills.</p> <p>Provide professional development utilizing Dr. Radner from DePaul University to implement specific skills.</p> <p>Facilitate schedule to conduct ILT and Teacher Team Meetings. ILT teams meet bi-weekly and teacher teams meet on a weekly basis. During these meetings, teachers monitor student performance, evaluate existing curriculum, and develop strategies to improve achievement based on data.</p>
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<p>and data interpretation.</p> <p>Hughes uses Harcourt Science for K-6th grade. This will include Henson's students that currently use another series.</p> <p>Both schools use SEPUP and FOSS materials.</p>	<p>Small, skill-based, groups will be implemented within the classroom to meet the students' needs more effectively. Students will be grouped according to their specific skill group based on ability using interim assessment data.</p> <p>Charles Hughes will implement an after school science program to provide additional support for 4th & 7th grade students. The program will be 3 days a week and will begin in October and conclude in April.</p>	<p>Provide funding for professional development utilizing Dr. Radner from DePaul University to implement specific skills.</p> <p>Facilitate schedule to conduct ILT and Teacher Team Meetings. ILT teams meet bi-weekly and teacher teams meet on a weekly basis. During these meetings, teachers monitor student performance, evaluate existing curriculum, and develop strategies to improve achievement based on data.</p>												
<p>Diverse Learners</p> <table border="1" data-bbox="94 657 391 869"> <tr> <th></th><th>Henson</th><th>Hughes</th></tr> <tr> <td># of students</td><td>68</td><td>40</td></tr> <tr> <td>% M/E</td><td>18%</td><td>18%</td></tr> <tr> <td>% off track</td><td>71%</td><td>55%</td></tr> </table> <p>There is a gap in the percent of students off track for meeting targets. To close this gap, we will implement strategies based on their IEPs. We will also focus on vocabulary and comprehension.</p>		Henson	Hughes	# of students	68	40	% M/E	18%	18%	% off track	71%	55%	<p>Small, skill-based, groups will be implemented within the classroom to meet the students' needs more effectively. Students will be grouped according to their specific skill group based on ability using interim assessment data.</p> <p>After school programs will provide additional support for targeted students. Students will be identified for the after school program if they are not meeting state standards on ISAT or are not meeting expected growth targets on the NWEA. The program will be 3 days a week and will begin in October and conclude in April.</p> <p>Teachers will increase technology usage within the classroom to individualize instruction.</p> <p>Teachers will increase the amount of instructional minutes on vocabulary from 15 to 20 minutes.</p>	<p>Provide funding for professional development for the teachers of Diverse Learners relevant to new mandates.</p> <p>Build minutes into daily classroom schedule to include small group instruction and differentiated instruction within the classroom.</p> <p>Provide funding for various after school programs to meet the needs of all students related to specific skills.</p> <p>Provide professional development utilizing Dr. Radner from DePaul University to implement specific skills.</p> <p>Facilitate schedule to conduct ILT and Teacher Team Meetings. ILT teams meet bi-weekly and teacher teams meet on a weekly basis. During these meetings, teachers monitor student performance, evaluate existing curriculum, and develop strategies to improve achievement based on data.</p>
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<p>Writing</p> <p>A large number of students from both schools receive a score of 2 on a 4 point scale on ISAT Extended Response questions. To address this, we will focus on extended response questions/problems, the writing process and writing for a variety of purposes.</p> <p>Hughes uses Harcourt's</p>	<p>Teachers will implement the writing process on a daily basis to improve writing skills and develop good writing habits for students.</p> <p>Teachers will increase the amount of instructional minutes for writing from 10 minutes to 15 minutes per day utilizing Harcourt's Writers Workshop.</p> <p>Teachers will implement daily journal writing activities within the classroom to promote writing.</p> <p>Teachers will implement small group peer writing/editing activities within the classroom</p>	<p>Provide professional development utilizing Dr. Radner regarding the writing process and school wide writing schedule.</p> <p>Provide funding for professional develop for Harcourt's Writers Workshop for new teachers.</p> <p>Build minutes into daily classroom schedule to include small group instruction and differentiated instruction within the classroom.</p> <p>Purchase writing instructional materials to supplement existing materials.</p>												

Writers Workshop. This will include Henson's students.	3 times per week utilizing student friendly rubrics.	
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Appendix B: Social Emotional Learning (SEL) Support Plan- Charles Hughes

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming	
1.	To support students that have issues adjusting to a new school and/or transitions, we will provide counseling services utilizing Youth Guidance, our counselor and social worker.
2.	To support students with family issues, grief and other stress related events, we will implement SGA Guidance and Family Services.
3.	To support students with anger management and behavior problems, we will implement our positive behavior system, restorative practices, peer mediation activities and a middle school student council.
4.	
5.	

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

Structured Positive Behavior Support School Climate strategy and SEL Curriculum:

Hughes currently utilizes Foundations and “Caught Doing Good” behavioral expectation system school wide to promote positive behavior. We will also work with the Youth Guidance counseling program to provide counseling to students and families to address issues of adjusting to a new school and other issues. We will also implement SGA Youth and Family Services to support the Second Step curriculum within our school.

Plan for providing targeted interventions to struggling students:

At the beginning of the school year, we will survey students and parents to determine what areas of SEL support is needed for each student. Based on that feedback, we assign specific interventions to support each student socially, emotionally and physically.

Vendor/community partner you intend to work with to help support students:

The community partners that we intend to work with to support students are the Loyola Mobile Health Unit and Franklin Park. Franklin Park will provide camps and activities for students during the summer to support student integration. Additionally, the Loyola Mobile Health Unit will provide physicals and immunizations for students over the summer and during the school year to assist with preparation for the new school year

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

We will implement several practices that will be facilitated by the counselor, disciplinarian and/or the administration to promote positive behavior. These practices include a middle school student council, student mentoring, peace circles, and peer mediation activities.

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

Students in conflict will be referred by the classroom teacher, removed from the classroom immediately and taken to our redirection center where our disciplinarian is stationed. At the redirection center, the disciplinarian will conference with the student and determine which support is needed for the student, including a telephone call to the parent if necessary.

Appendix C: Cultural Integration Plan- Charles Hughes

Mid April-June: Student and Staff Introductory Activities

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
May 29, 2013	<u>Field Day Activities</u> K-2nd grade students, teachers and parents from Hughes and Henson will participate in several field activities. These activities include a welcome address from both principals, warm up activities for all students, staff and parents and team building activities (relay races, balloon tosses, jump rope contests, sack races, basketball shoot out). Lunch will immediately follow these activities. The event will conclude with an awards ceremony in which all students will receive an award.	Community Partner Franklin Park Faculty and Staff Members from Both Schools
June 5, 2013	3rd-5th grade students, teachers and parents will participate in the same field day activities as the K-2nd Grade students.	
June 12, 2013	Teachers and students from 6th and 7th grade will participate in a Basketball Game. Each team will be a combination Henson's and Hughes' students and staff.	Faculty and Staff From Henson and Hughes Community Partner Franklin Park
June 10--18, 2013	K-7th grade students from the welcoming and sending school will be Pen Pals. This activity will be conducted over a one week period. Classroom teachers will provide writing stems and review letters prior to exchanges. The Pen Pal letters from Hughes will be hand delivered to Henson school on June 18, 2013. Hughes will receive their letters from Henson at this time. K-7th grade students will read each letter during the writing period.	
June 19, 2013	Henson will conduct an End of School Rally for Henson students, staff, families, and community partners. During the rally, everyone will engage in a school wide festival of games, music, food and fun.	The Fun Ones

July-August: Student Integration

Date/date range	Activity	External Support Needed? Indicate what support or leave blank.
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<p>July 8-12, 2013</p> <p>July 15-19, 2013</p>	<p>To increase our students' science skills, Project Syncere Engineering Program will conduct two (1) week engineering sessions during the summer. These two sessions will provide students with multiple hands on science activities. The first week will include 1st-5th grade students and the second week will include 6th-8th grade students.</p>	<p>Fee for Program Funding to Pay Teacher</p>
<p>July 31, 2013</p>	<p>"Choose Hughes" Community Outreach Day will be conducted by multiple stakeholders. Teachers, staff, parents and LSC members will canvas the community distributing "Choose Hughes" informational flyers at stores, churches, Preschools, etc..</p>	<p>Community Partners Franklin Park and North Lawndale Prevention Partnership</p> <p>Funding to pay teachers for their time</p>
<p>August 1, 2013</p>	<p>Hughes will conduct a Welcoming/Orientation Day for parents, students and other community members. During the orientation, the principal will conduct a State of the School address, introduce teachers and staff, and coordinate three guided tours for the Primary, Intermediate and Upper grade groups. Parents will also receive informational packets relevant to school wide policies and expectations.</p>	<p>Funding to pay teachers</p>
<p>August 14, 2013</p>	<p>Hughes will conduct a registration fair to give parents an opportunity to register their children prior to the start of school. Parents will also receive information packets relevant to school wide policies and expectations.</p>	<p>Funding to pay clerk</p>