

**Transition Plan as of July 22, 2013
For the Closure of William H. King 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 William H. King Elementary School (King). This decision is based on the underutilization of King, in accordance with the [Chief Executive Officer's Guidelines for School Action](#) (Guidelines). This action will welcome returning students at Jensen Elementary Scholastic Academy (Jensen), which has sufficient space and can offer a quality academic environment.

The transition plan outlined below summarizes the proposal, 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

King was a neighborhood elementary school located at 740 S. Campbell Ave., in the Fulton Elementary Network of CPS. King currently served 284 students in PE, PK & K-8th grades. CPS is proposing to close King based on the school's underutilization. The closure meets the criteria of the Guidelines.

As a result of this action, all returning King students will be welcomed at Jensen, located at 3030 W. Harrison St. Jensen is a city-wide magnet school and will continue to keep its magnet status. 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 King and Jensen, 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 King will be reassigned to Jensen. This means that Jensen will be the new neighborhood school for students living in the King boundary.

III. Safety and Security

The following proposed safety plans have been custom designed for students transitioning from King into Jensen. 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 Target Area Development Corporation and has knowledge of community dynamics and has demonstrated significant contribution to this community. The number of community watchers allocated is 12.
- 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.
- Safe Passage Community Watchers will be posted along key routes to safeguard students as they wait for the shuttle. In addition, Safe Passage will be offered to students who choose to walk to school and not take the shuttle bus. The Safe Passage route that is being proposed includes the following routes:

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

- S. Maplewood and W. Polk west to S. Sacramento and W. Polk
- S. Sacramento and W. Fillmore north to S. Sacramento and W. Harrison
- S. Washtenaw and W. Flourney west to S. Sacramento and W. Flourney
- S. Washtenaw and W. Harrison south to S. Washtenaw and W. Flourney
- 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

- Jensen will have enhanced security staffing plan at the school. As the designated welcoming school, Jensen will receive additional security to support the increased number of students as well as to ease the transition for King students joining Jensen. The security staff from King will be extended offers to be redeployed to Jensen in order to facilitate this transition by providing a familiar face for King students. Currently, Jensen has 1 full time security officer and King has 2 full time security officers. As a result, the new security staff at Jensen will have a total of 3 full time security officers. The 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 Jensen is noted below, along with enhancements that will be made:
 - Camera System – Jensen’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 – Jensen 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 Jensen 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 King 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 Jensen, 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 Jensen 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 Jensen, 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 Jensen, 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.
- JensenJensenJensenJensenJensenJensen is minimally accessible to persons with disabilities according to the Americans with Disabilities Act. Schools designated as "minimally accessible" all have a basic level of access, but the accessibility of floor levels, rooms and features may vary. 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 King 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 King 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 Wednesday from 9:00 a.m. to 3:00 p.m. at King 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 Jensen 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 Jensen 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 Bilingual Education (TBE)

- Jensen is projected to have 20 or more English Language Learners (ELLs) of the same language background.
- Jensen will ensure that there is at least one highly-qualified (bilingual-endorsed) classroom teacher at each of the grade levels that may receive ELLs.

- Jensen 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.
- When possible, Jensen 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 with the appropriate ESL or bilingual endorsement who is qualified to provide instruction for ELLs.
- Jensen will identify additional people to be trained and certified in Screener/ACCESS administration, if needed (these need not be bilingual or ESL endorsed teachers). Ideally, a school should have 1 ACCESS-certified person per 15 ELLs. 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. The Department of Language and Cultural Education (DoLCE) will collaborate with Jensen to provide the training.
- Jensen 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.
- Jensen will identify ELL Liaison, clerks, counselors, and administrators who should 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. Jensen will identify teachers required to attend training on instructional strategies for working with ELLs.

Early Childhood Participants

- Students and families currently enrolled in CPS early childhood programs affected by school actions will be offered support for placement in the designated welcoming school when possible. In cases where this is not possible, efforts will be made to support families in placement through "Chicago: Ready to Learn" community based organization programs or schools in the District that have space available.
- 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.
- Students who will turn 5 years old by September 1st and will be attending Kindergarten next year should anticipate attending their neighborhood school. If the student was attending an early childhood cluster program, the Office of Special Education and Supports will be working with families to identify the location of the student's school and the family should expect a placement letter.

Transportation

CPS will provide transportation in the form of shuttle buses for all returning King students who are reassigned to Jensen. The shuttle bus will provide transportation to and from the King and Jensen school locations until all current King students graduate from the welcoming school.

- 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

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

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.

Community Meeting 1

Saturday, April 06, 2013
10:00am-12:00pm
Young High School
211 South Laflin Street

Community Meeting 2

Thursday, April 11, 2013
5:00pm-7:00pm
Young High School
211 South Laflin Street

Public Hearing

Friday, April 26, 2013
5:30pm-7:30pm
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 - Jensen

STRATEGIES TO MEET ACADEMIC SUPPORT NEEDS

Area of Academic Need	Strategy	Structures necessary to implement (e.g. staff, budget, scheduling, data, etc.)
<p>Reading End of the Year (EOY) DIBELS/TRC Data <u>2012/2013 Kindergarten</u> EOY data for both schools (Jensen 89% and King 88%) indicates that over 88% of all kindergarten students met or exceeded benchmark (at grade level) and are on track for reading success for school year 2014. It is our goal to increase student percentages to 95% or above at the end of the 2014 school year.</p> <p><u>2012/2013 1st Grade</u> EOY data for both schools (Jensen 70% and King 72%) indicates that over 70% of all first grade students are at benchmark (at grade level). Our goal is that 80% of students achieve benchmark at the end of the 2014 school year.</p> <p>End of the Year (EOY) <u>2012/2013 2nd Graders</u> EOY DIBELS data indicates that 70% of Jensen's students and 40% of King's students are at benchmark. Our goal is to ensure that all students are able to read fluently and that a minimum of 75% of students including ELL students are able to meet 2014 EOY growth targets as measured by MAP.</p> <p><u>2012/2013 3rd Grade</u> EOY MAP data indicates an</p>	<p>The Common Core State Standards (CCSS) are the national benchmark for literacy and math skills in all grade levels.</p> <p><u>Primary K-2:</u> Reading Series: Harcourt Story Town, Phonics; Modern Curriculum Press; Heggerty; Sing, Spell, Read, Write 120 minute Daily Reading Block Jensen will continue to measure growth through progress monitoring that is aligned to CPS framework for teaching.</p> <p>Jensen will implement reading supplemental programs (i-Ready and Ready Common Core) for all students needing intervention including ELL and diverse learners.</p> <p>Teachers will continue to teach Heggerty, Sing, Spell, Read and Write, Story Town and Area Sight Word Development (ASWD) with fidelity.</p> <p><u>Grades 3-8</u> Reading Series: Harcourt Story Town; Sadlier-Oxford Vocabulary; Common Core: iReady and Achieve 3000 120 minutes block 3-6 90 minute block 7-8 Students will receive targeted instruction based on their individual needs by incorporating technology (Study Island, Achieve 3000, and Ready Common Core). Students at grade level will engage in daily rigorous non-fiction in the content areas using complex text from a variety of resources. Students who are performing below grade level will receive texts at their grade level but will still be exposed to complex texts through use of Read Alouds, audio text and paired reading with</p>	<p>K-2 Teachers will be trained to implement small group instruction to address skill levels and provide rigor to students currently meeting standards.</p> <p>All K-2nd teachers will receive professional development for the Heggerty and Sing, Spell, Read and Write curriculums and DIBELS and TRC data and assessments.</p> <p>New staff member will be hired to provide support for the 25% of K-2 ELL students in the form of push-in and pull out ESL services.</p> <p>Budget - To support any students that have been identified with physical/medical needs accommodations will be provided including resources and personnel.</p> <p>Budget - To support extended day and Saturday school for all teachers and ESP's.</p> <p>Schedule will be created for resource teachers to provide push-in support for reading.</p> <p>Budget- Sub coverage: Professional development will be needed for utilization of i-Ready technology program for grades K-5.</p> <p>More professional development and teacher support in understanding how to design Common Core instruction with appropriate curriculum materials.</p> <p>Teachers will collaborate weekly during teacher team meetings and extended day professional development.</p>

<p>average of 49.3% of Jensen's students met or exceeded projected growth target and 90% of King's students met or exceeded projected growth target. Our goal is to ensure that Jensen's deficit is addressed so that all 3rd graders will meet the growth EOY target as measured by MAP.</p> <p><u>2012/2013 4th Grade</u> EOY MAP data indicates an average of 60.9% of Jensen's students met or exceeded projected growth target and 75% of King's students met or exceeded projected growth target. Our goal is to ensure that Jensen's deficit is addressed so that all 4th graders will meet the growth EOY target as measured by MAP.</p> <p><u>2012/2013 5th Grade</u> EOY MAP data indicates 87.7% of Jensen's students met or exceeded projected growth target and 95.7% of King's students met or exceeded projected growth target. Our goal is to ensure that Jensen's deficit is addressed so that all 5th graders will meet the growth EOY target as measured by MAP.</p> <p><u>2012/2013 6th Grade</u> EOY MAP data indicates an average of 58.6% of Jensen's students met or exceeded projected growth target and 78.9% of King's students met or exceeded projected growth target. Our goal is to ensure that Jensen's deficit is addressed so that all 6th graders will meet the growth EOY target as measured by MAP.</p>	<p>students at grade level or above.</p> <p>The Jensen Administration will target instruction for identified students who need extra support and for diverse learners based on Access data, ISAT data, EOY NWEA data and Network Reading Assessment results data. Students will be grouped according to their RIT bands and performance levels and will be provided an additional 30 minutes of literacy intervention/enrichment instruction as part of their regular instructional block.</p> <p>Jensen will also benchmark students at the beginning, middle and end of the year to ensure that students are on track to meet their learning goals. After each benchmark assessment, teachers will hold data discussions and goal setting sessions with students and parents to ensure that all stakeholders are aware of the students' needs. Progress monitoring will occur every 1-2 weeks for intensive students and every 3-4 weeks for strategic students to ensure that students are achieving at the desired rate and to ensure that they are receive appropriate instruction or intervention.</p> <p>ELL students (using Early Literacy Development Program and Heggerty in Spanish) will receive an extra 30 minutes of reading instruction as part of their regular instructional block. Any additional deficits identified in Access data will be addressed during ELD instructional time and will be provided by the Bilingual Lead Teacher.</p> <p>In addition, the Jensen administration will work with DOLCE and ODLSS to ensure there is a strong instructional plan in place for ELL students and the Diverse Learners. After a review of the ELD, and a review of the language screener, depending upon the score and its relationship to ACCESS, placement will be made accordingly, to ensure that successful transitions are made from the third grade level and the</p>	
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<p><u>2012/2013 7th Grade</u> EOY MAP data indicates an average of 60.7% of Jensen's students met or exceeded projected growth target and 90% of King's students met or exceeded projected growth target. Our goal is to ensure that Jensen's deficit is addressed so that all 7th graders will meet the growth EOY target as measured by MAP.</p> <p><u>2012/2013 8th Grade</u> EOY MAP data indicates an average of 83.4% of Jensen's students met or exceeded projected growth target and 83.3% of King's students met or exceeded projected growth target. Off Track rate is currently 26% for Jensen and 68% for King.</p>	<p>sixth grade level. Students who do not exit the ACCESS program will also spend part of the day in a mainstream classroom, but will be pulled out for a portion of each day to receive instruction in an ESL setting.</p> <p>All 3rd-8th grade students will participate in the Achieve 3000 Reading Program. Students will be administered a Pre-Assessment Level Set that will determine their Lexile Reading scores. The Achieve 3000 program will automatically differentiate instruction for students based on their Lexile scores which will in turn help to close the Achievement Gap for 3rd-8th grade students. By EOY, students will take the Post Assessment Level Set and are expected to increase their Lexile Scores to be performing at grade level or higher.</p> <p>All students in grades 3-8 will receive small group instruction based on data gathered from NWEA, Networks assessments, and Study Island in an effort to close the Achievement Gap in Reading.</p> <p>All students 3rd-8th grade will have an IPAD. The expanded use of digital curriculum and specific literacy apps will will better enable us to provide rich, engaging materials, while offering interactive lessons/assessments that provide "real time" feedback and adaptable resources to meet the needs of all learners, including diverse learners, ELL's and high performing students.</p> <p>Teachers will create personal learning plans for off track students to help close the achievement gap. Teachers will meet with parents quarterly to review personal learning plans to ensure students are meeting their targeted learning goals. Principals and AP's will monitor Dashboard frequently to track student's performance.</p> <p>Progress monitoring is conducted through various assessments including NWEA, ARS,</p>	
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	<p>DIBELS, teacher developed assessments. If a student is shown to have a need based on their performance either on an assessment or in the classroom, then an RTI model is in place that relies on both differentiating instruction and implementing targeted interventions. Data collected from the interventions is used to determine if a student is making progress or if the student should be considered for an evaluation to determine if the student needs an Individualized Education Plan (IEP). Students with IEPs have specific goals which are monitored daily and benchmark progress is reported on quarterly through the IEP report card.</p>	
<p>Math</p> <p>End of the Year (EOY)mCLASS Data 2012/2013 Kindergarten EOY data for both schools (Jensen 75% and King 80%) indicates that over 75% of all kindergarten students met or exceeded benchmark (at grade level) and are on track for math success for 1st grade and beyond. It is our goal to ensure that at least 85% of our students meet or exceed the projected EOY growth target in the 2014 school year.</p> <p>2012/2013 1st Grade EOY data for both schools (Jensen 80% and King 76%) indicates that over 75% of all first grade students met or exceeded benchmark (at grade level). It is our goal to ensure that at least 85% of our students meet or exceed the projected EOY growth target in the 2014 school year.</p> <p>End of the Year (EOY) mCLASS 2012/2013 2nd Grade EOY mCLASS data indicates</p>	<p>All Grade Levels Math Series: Everyday Math 60 minute Math Blocks Activities incorporating concrete and real world problems will be implemented in instruction.</p> <p>Routine practice to build basic computation skills will be incorporated.</p> <p>K-5th Grade Math Series: Everyday Math; Common Core: iReady Everyday Math Curriculum will be utilized and taught with fidelity. Students will have access to IPADS which will assist them with online practice with Everyday Math curriculum.</p> <p>Common Core Standards of Mathematical Practices will be implemented in the classroom daily.</p> <p>6th-8th Grade Math Series: MathThematics <i>MathThematics</i> Curriculum will be utilized and taught with fidelity.</p> <p>6th-8th grade math teachers will implement one or more of the eight Common Core standards of Mathematical Practices daily.</p>	<p>Budget-A Math endorsed teacher will teach Algebra for the Algebra Initiative Program.</p> <p>Administration will need to purchase Connected Mathematics consumables and/or software to supplement the 6th – 8th grade math curriculum in support of Common Core Implementation.</p> <p>Sub coverage: Professional development will be needed for utilization of i-Ready technology program for grades K-5.</p> <p>Professional Development on Common Core Standards will be needed throughout the year to support the continual transition in 3rd – 8th grade classrooms.</p> <p>Additional teachers to accommodate increasing class sizes throughout K – 8th grade.</p> <p>Teachers will be needed to support extended day, Saturday school and After School instruction.</p> <p>Planning time for teams to analyze data, to identify deficits and strengths and create action plans.</p> <p>Sub coverage: Professional development will be needed for utilization of i-Ready technology program for grades</p>

<p>that while 79% of Jensen's students met the benchmark standard, only 33% of King's students were at benchmark. Our goal is to ensure that King's deficit is addressed so that all students will meet or exceed the EOY growth target as measured by MAP in the 2014 school year.</p> <p><u>2012/2013 3rd Grade</u> EOY MAP data indicates 38.5% of Jensen's students met or exceeded projected growth target and 75% of King's students met or exceeded projected growth target. Our goal is to ensure that Jensen's deficit is address so that at least 80% of our 3rd graders meet or exceed the EOY growth target as measured by MAP in the 2014 school year.</p> <p><u>2012/2013 4th Grade</u> EOY MAP data indicates 53.5% of Jensen's students met or exceeded projected growth target and 81.3% of King's students met or exceeded projected growth target. Our goal is to ensure that Jensen's deficit is address so that at least 75% of our 4th graders meet or exceed the EOY growth target as measured by MAP in the 2014 school year.</p> <p><u>2012/2013 5th Grade</u> EOY MAP data indicates 78.6% of Jensen's students met or exceeded projected growth target and 95.7% of King's students met or exceeded projected growth target. Our goal is to ensure that at least 85% of our 5th graders meet or exceed the EOY growth target as</p>	<p>6th–8th grade math teachers will incorporate new Common Core based strategies (math talk, problem of the month, MARS task and formative assessments) to enhance instruction, engage students, promote learning and increase academic success.</p> <p>8th Graders will be administered a pretest to determine their eligibility for the Algebra Initiative Program</p> <p><u>Grades 3-8</u> All students in grades 3-8 will receive small group instruction based on data gathered from NWEA, Networks assessments, and Study Island to help close Achievement Gaps in math.</p> <p>Students will receive targeted instruction based on their individual needs by incorporating technology (Study Island, Compass Learning, i-Ready) which will also help close Achievement Gaps in math.</p> <p>The Jensen Administration will target instruction for identified students who need extra support and for diverse learners students based on ISAT data, EOY NWEA data and Network Reading Assessment results data. If an incoming student has an existing IEP, that IEP is reviewed by the case manager and appropriate teachers to ensure that the IEP is implemented with fidelity. Funds have been allocated to allow Case Managers or other qualified personnel to review IEPs prior to the start of school.</p>	<p>K-5.</p> <p>Teachers will collaborate weekly during teacher team meetings and extended day professional development.</p>
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measured by MAP in the 2014 school year.

2012/2013 6th Grade

EOY MAP data indicates an average of 58.6% of Jensen's students met or exceeded projected growth target and 60.7% of King's students met or exceeded projected growth target. Our goal is to ensure that Jensen's and King's deficits are address so that 70% of our 6th graders meet or exceed the EOY growth target as measured by MAP in the 2014 school year.

2012/2013 7th Grade

EOY MAP data indicates 60.7% of Jensen's students met or exceeded projected growth target and 90% of King's students met or exceeded projected growth target. Our goal is to ensure that Jensen's deficit is address so that at least 80% of our 7th graders meet or exceed the EOY growth target as measured by MAP in the school year 2014.

2012/2013 8th Grade

EOY MAP data indicates an average of average of 83.35% of Jensen's students met or exceeded projected growth target and 83.3% of King's students met or exceeded projected growth target.

<p><u>Science</u> <u>K-2nd Grade</u></p> <p>Jensen currently has a working science curriculum.</p> <p><u>3rd – 5th Grade</u></p> <p>2011-2012 ISAT data indicates 85.4% of Jensen’s students met or exceeded ISAT standards and 48% of King’s students met or exceeded ISAT standards. There is a significant deficit between the percentage of students meeting or exceeding 4th grade science standards.</p> <p>Science (6-8)</p> <p>2011-2012 ISAT data indicates 80% of Jensen’s students met or exceeded ISAT standards and 65% of King’s students met or exceeded ISAT standards. There is a slight deficit between the percentage of students meeting or exceeding 7th grade science standards.</p>	<p>K-2 students will receive evidence-based science instruction utilizing both FOSS, STC Kits, and Interactive Science Curriculum</p> <p>60 minute block</p> <p>3rd - 5th students will receive evidenced-based science instruction utilizing both the Foss and STC kits.</p> <p>60 minute block</p> <p>K-5 students will participate in weekly science lab activities focusing on exploratory projects and engineering designs.</p> <p>Science (6-8) Curriculum: Earth Science, Physical Science, Life Science issues, and SEPUP kits</p> <p>60 minute block</p> <p>6th -8th grade students will receive evidenced- based science instruction utilizing SEPUP curriculum.</p> <p>Students will participate in weekly science lab activities focusing on exploratory projects and engineering designs.</p> <p>Students in K-8th will participate in the school-wide science fair which will afford them a platform to explore the scientific method while demonstrating their understanding of the process.</p>	<p>The Interactive Science curriculum will be implemented with fidelity and monitored by Administration and GHN’s Science ISL. Teachers will engage in on-going Foss /STC PD training held at DePaul University.</p> <p>All K-5 teachers will receive Next Generation Science Standards (NGSS) PD training hosted by Carolina Science.</p> <p>School science coordinator will work collaboratively with the GHN Science ISL to organize the school wide science fair to ensure success.</p> <p>GHN’s Area Science Assessment (ASA) test is administered every six weeks to 3rd- 5th grade students. GHN’s Science ISL and school administration team will monitor all assessment data, and develop action plans where needed.</p> <p>GHN’s Area Science Assessment (ASA) test is administered every six weeks to 6th - 7th grade students. GHN Science ISL and School administration team will monitor all ASA data developing action plans where needed.</p> <p>Teachers will engage in on-going SEPUP professional development training held at Loyola University.</p> <p>All 6th-8th teachers will receive Next Generation Science Standards (NGSS) professional development training hosted by Carolina Science.</p> <p>All teachers will scaffold instruction to allow for student engagement in self/peer assessment by formulating evidence based arguments stemming from their labs/research.</p>
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<p>Writing</p>	<p>Jensen currently utilizes the Writer's Workshop model as their writing curriculum.</p> <p>60 minute block</p> <p><u>K-5</u> Lucy Calkins Units of Study will be used for teaching Writing</p> <p><u>6-8</u> The Nancie Atwell's Writing Model is used for upper grades.</p>	<p>Additional writing materials will need to be purchased for new teachers to Jensen</p> <p>Additional professional development training will be needed for new teachers.</p>
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Appendix B - Social Emotional Learning (SEL) Support Plan

Areas of Student Social and Emotional Needs, Ideas for Activities to Promote Integration/Welcoming
1. “Meet and Greet” Activities with parents and students from King School to their welcoming school, Jensen Scholastic Academy, as to ensure their understanding of the transition process; and to address concerns and challenges of parents and students.
2. Open House/Community Day/School Picnic hosted by the Chicago Area Alliance, to integrate both school populations, as a new diverse Jensen emerges.
3. Team Building/Peace-Making Workshops to address integrated and diverse populations, that develop positive interactions and builds a new school culture that represents and embraces students and staff (Student Council, Student Leadership Teams)
4. Conduct conflict resolution sessions with classroom teachers as /mentors facilitators and school counselor leading small groups based on administrative referrals. Manage a social-emotional project for middle school students (Grades 6 th -8 th), to resolve conflict. Emerging student council and student leadership groups will be formed.
5. Positive Behavioral Intervention and Supports (PBIS) adopted as school-wide social/emotional program that addresses students’ needs, behavior, and social-emotional challenges

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):

Positive Behavior Interventions and Supports (PBIS) will be reviewed. Identify student behavior data (misconduct reports, IEP’s, Teacher anecdotal records) from closing (King) and welcoming school (Jensen); and provide targeted intervention plans. PBIS Collaborative team will be formed to make decisions regarding school-wide behavioral expectations, monitoring and tracking of student discipline data, planning school incentives, and intervention/improvement practices, to be considered. Examine the ongoing use of data for decision-making, using the PBIS web system. Provide professional development to new teachers and auxiliary staff, on the integration of PBIS supports.

Plan for providing targeted interventions to struggling students:

- Teacher referrals, ongoing student behavioral data (infractions, analysis of intervals/time, and recurrent students’ adherence to consequences) will be used to identify and monitor classrooms and students that need support.
- Students will be retained in individualized sessions with school counselor, social worker, external support, small group support sessions, or “Check-in, Check-Out” tracking with school administrative team.
- Develop a behavior management plan (teacher and parent) for students that need additional support. Monitor and track, using PBIS web system or school-wide monitoring tool.
- Small group sessions involving role play

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

- PBIS District coach and Behavior Curriculum
- Rush-Presbyterian Hospital
- Hartgrove Hospital
- Catholic Charities Family Focus
- Dreams and Visions
- Social Worker
- Chicago Area Alliance
- Taproots
- Safe Passage

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

To maximize student academic success and prevent the development of problem behaviors, administrators will acknowledge appropriate student behavior over the school public announcement (PA) system

Student Council will develop campaigns and create school posters to raise awareness for school and student expectations

Restorative practices will provide students with service learning and student leadership opportunities within classrooms, school-wide, and within the community

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

- De-escalate the conflict
- Student conferences
- Administrators/Teacher Team Leaders/Student/Parent conferences
- Interview students, determine infraction, decide consequences (Peace circles, community service, "Check in, Check out", counseling session, mentoring, parent conference, referral to external counseling, detention, and suspension)
- Align infraction with CPS Code of Conduct
- Provide conflict-resolution strategies

Appendix C - Cultural Integration Plan - Jensen

Mid April-mid May: Student and Staff Introductory Activities

Date/date range	Activity	External Support Needed?
05/27/2013 - 05/31/13	Open House: Overview of Academic Program/ Parent Teacher Meet and Greet	CPS Security
05/30/13	Enrollment Fair	Garfield-Humboldt Network

June- August: Student Integration

Date/date range	Activity	External Support Needed?
06/03/13 – 06/07/13	Middle School Social- Emotional Learning Project (Grades 6-8)	CPS Security
06/07/2013	Jensen/King Students Talent Show Both student bodies perform. Refreshments served	Funding for Refreshments, CPS Security, Transportation
06/10/13 – 06/14/13	Staff (Jensen and King) Team Building Workshop	
06/13/2013	King School Field Trip to Jensen	CPS Security Field Trip Approval
07/08/13	Artist in Residence Hands on Art Making of Posters Workshop: Representation of new school culture.	Resident Artist
08/19/2013 –	Welcome Week Activities- Open House Introducing the newly air conditioned and renovated Jensen Scholastic Academy.	Funding for food, raffle items
08/19/2013	School Picnic	Chicago Area Alliance Partners fund food cost
08/19/2013	School Tours with Student Ambassadors	
08/21/2013	Student Orientation on Jensen's Culture /Climate and Expectations	
08/2013	Classroom Activities like "pair/share", "reading buddies", etc. , that promote bringing the new/returning students together.	
08/2013	Morning Opening Activities (pledge, recognition, etc.)will be led by a new student member and a returning student.	
08/30/13	Peace-making Workshop/ Team Building for Middle School Students 6 th -8 th	CPS Security
Mid-September	Open House/Community Day (Chicago Area Alliance)	CPS Security Chicago Area Alliance
09/26/13	Family Movie Night 4:00pm-6:30pm	CPS Security