Chicago Public Schools
School Utilization Community Meetings
Breakout Session Notes

Date/Time of Meeting: February 9, 2013, 11:00am to 1:00pm

Network: Rock Island

Region/Schools focused on: Green, Shoop and Esmond

Round: I

Disclaimer: The following are notes of the discussions in the individual break-out sessions. They do not provide verbatim records or a comprehensive summary of what was said. Also, these notes do not represent the point-of-view of the facilitators or of CPS personnel. Any questions about these notes should be addressed to CPS staff.

General Learning

- Audience is unclear on the formulas used for calculating performance and utilization. One principal was unaware of how utilization is calculated and many think it doesn’t accurately measure how the schools are utilized.

- All three schools listed gang incidents/rivalries and negative perceptions of the communities that have spanned several generations as reasons for not consolidating.
## School-specific Learning

<table>
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<tr>
<th>School</th>
<th>Elements Most Important to School /Why “We Should Stay Open”?/General Suggestions</th>
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| Green  | - Principal has tried to get STEM designation for 4 years so they have obtained an independent grant of $100,000 from Project Sincere to invest in math and the sciences  
- Mission – Make students career and college ready using science and math as a gateway  
- Missed Level 1 last year by 1 point – outscores district last five years  
- Outstanding test scores - Math 87 percentile and goal is to obtain 2011 lever of 90  
- Capacity to expand  
- Dedicated teachers – come early and stay late with an afterschool program 6 days a week  
  o Extended school day to have the longest one this year  
  o Teachers accessible by phone and have assisted both parents (studying to be a teachers) and students through independent tutoring  
- Award winning extracurricular and sports programs where coaches are vested and require student athletes to attend tutoring sessions if they play sports as well as serving as role models and providing support/guidance  
  o Prevention Bowl – IL State Champ 2012  
  o 2012 City or State Champs in Softball, Tennis, Flag Football and Pom Poms  
- Multiple generations have attended school and the school has a family atmosphere often referred to as “Village Green”  
- Strong Partnerships – representatives from both organizations present  
  o Boys and Girls Club – 10 year relationship  
    ▪ Graduate discussed opportunities afforded him by participating in the tennis program: strategies to be successful in classroom, mentor that ‘built him up and made him stronger’, access and scholarships to selective high schools  
  o Trinity All Nations – collaboration since 2002 to bridge the gap between the faith based community, teachers and stakeholders  
    ▪ School conducts graduation at church  
    ▪ Offers “The TANOM/CAAAD youth program which is designed to motivate at risk student's desire to: "Change" of negative “Attitudes”, “Agendas” and “Actions” by taking personal responsibility to give "Direction" to their own future.  
- Safety: dedicated staff patrol school and area  
  o Students feel safe at the school but not coming to school or attending programs where there are students from other schools  
  o i.e. – child attended a Boy Scout meeting at St. Margaret’s which is not affiliated with the church and was attacked by six students from other schools  
  o 30 year rivalry with Wacker, cancelled two basketball games based on an October 2012 incident at a Flagg Football game that resulted in parent shooting and a subsequent youth shooting 2-3 weeks later  
  o There are also gang issues with Forth Dearborn  
- Transportation – No Child Left Behind revised transportation guidelines and transportation is not provided if a student lives less than a ½ mile. Children have to cross 4 different territories and a sexual assault recently occurred at Halsted and 95th St. Parents sometimes lack funds to transport children. |
| Shoop (around 35 participants including Principal) | • Strong Alumni group – Shoop 49ers  
• Morgan Park which is one of the oldest African American communities in Chicago which many of the alumni have a strong sense of pride  
• School attended by multiple generations  
• Teachers that care and live in the community with many teaching 10+ years that perpetuate a love of learning  
• Poverty rate is 98%  
• I mental health professional on Friday  
• Social worker conducts Anger Management Workshops (4th & 5th)  
• Awards: Restorative Justice (Frontiers in Freedom Award)  
• Partnerships: Multiple churches including Mt Calvary and Mt Joy; Alumni (49ers), Boys and Girls Club (utilizes gym in exchange for offering PE classes); After School All Starts; Peace Circles; IMSA Fusion  
• Safety and gang issues with the following schools/areas:  
  o Maple Park  
  o Esmond  
  o 115th – have to cross a highway and need crossing guards  
  o 114th pockets where there is drug trafficking |
|---|---|
| Esmond (2 participants - Teacher 10 years and CPS 20 years) | • Level 2 school and off probation. Most of the schools on probation will bring conflict  
• Literacy programs that have improved reading scores:  
  o Family reading nights with story tellers  
  o Extensive classroom libraries  
  o Provided books for students to take home  
  o Staff development programs around literacy  
  o Utilize technology to accelerate reading levels  
• Dedicated teachers  
  o Apply for grants  
  o Early start program as well as after school programs  
• Territorial Issues  
  o Morgan Park has always been rough  
• Safety issues- 2 train tracks and an overpass and 2 students have been killed in the past  
• 1 social worker 2 days per week  
• Parents support and involvement – parents help provide safe passage and know which students are most likely to have conflicts; strongly integrated into the school  
• Parent programs – GED, Quilting Classes, Line Dancing and Martial Arts  
• Partnerships- churches and Alderman O'Shay |
Suggestions for Making the Consolidation Process Smoother for Students, Parents, Community and Teachers

- Parents feel a transportation plan will be vital based on the distance of the new schools and the territories a child will have to cross.
- Increased security and safety in and around schools will also be necessary.
- Process for selecting teachers if schools are consolidated is questioned, and there is a desire for:
  - Dedicated/quality teachers
- Welcoming schools desire:
  - Level 2 (Esmond) will need additional support if a Level 3 school is consolidated
  - Get to the bottom of the rivalries and conduct conflict/peer resolution programs with both parents and students – during the meeting adult community members referred to Esmond as the ‘jungle’ which was offensive to a teacher from Esmond
    - Consider expansion of CAAD Youth Program which Green utilizes
  - Community meetings to facilitate the process
  - Additional social workers, counselors and support systems
  - Public relations campaign to change perceptions of students toward rival schools (Shoop) in order to build trust and dispel myths