

**APPROVE THE CHICAGO PUBLIC SCHOOLS' NCLB DISTRICT IMPROVEMENT PLAN FOR THE 2011-2012  
AND 2012-2013 SCHOOL YEARS**

**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

That the Board approve the Chicago Public Schools' NCLB district improvement plan (DIP) for the 2011-2012 and 2012-2013 school years.

**DESCRIPTION:** The Chief Executive Officer of the Chicago Public Schools (CPS) is requesting approval of the two-year District Improvement Plan summarized on the attached Exhibit A which is required under the federal No Child Left Behind Act (NCLB). NCLB requires that District Improvement Plans identify strategies the district is pursuing or plans to pursue in order to make AYP.

In Illinois, any district failing to make adequate yearly progress (AYP) in reading and mathematics scores for five consecutive years or more must submit a school board-approved NCLB District Improvement Plan to the Illinois State Board of Education (ISBE) for review. CPS has not made AYP for eight consecutive years. The attached DIP includes a range of strategies addressing areas in which the District failed to meet AYP including reading and mathematics for all students and the following subgroups: various racial/ethnic subgroups, English Language Learners (ELLs), students with disabilities, and economically disadvantaged students. The DIP also contains content related to graduation rates for all students.

The DIP was completed collaboratively across a variety of CPS departments using the Rising Star system provided by ISBE. Rising Star is a web-based planning tool that includes the following components:

**Self-Assessment:** Districts use this section to assess their current level of implementation on 50 indicators (41 required) of effectiveness developed by the Center on Innovation and Improvement ([www.centerii.org](http://www.centerii.org)). For each required indicator, CPS provided a description of the current level of implementation, identified a priority rating and opportunity rating, and determined whether a plan would be developed for the indicator.

**Plans:** Districts use this section to develop a plan for high priority indicators. For those indicators for which CPS determined a plan would be created, CPs provided a description of what successful implementation will look like and specific tasks that CPS will undertake over the next two years.

In addition to missing AYP targets, CPS also failed to meet Annual Measureable Achievement Objectives (AMAOs) for ELLs. For this reason, the DIP includes specific strategies and activities the District will take to improve outcomes of ELL students, as well as the completed "ELL template for Title III AMAO's" report. In addition, CPS has been identified by ISBE as "Needs Assistance" under the LEA Determinations process under the Individuals with Disabilities Education Act (IDEA). For this reason, the DIP includes the completed Needs Assistance 2 (NA2) template, which outlines corrective actions CPS is taking based on specific findings from ISBE.

The DIP also addresses the District's eligibility for the Race to the Top (RT3) grant through the completion of select RT3 indicators. For these indicators, CPS addressed expectations specific to RT3 to ensure that actions around these indicators were strategically aligned to ISBE and US Department of Education requirements. The DIP includes required assurances for participating school districts.

Monitoring and support of the DIP will be the responsibility of the Office of Strategy, Research and Accountability with the assistance of the Chief Executive Office, the Chief Instructional Office, and the Talent Office. The Chief Executive Officer or designee is authorized to modify the DIP as necessary throughout the 2011-2012 and 2012-2013 school years in order to keep information current and respond to ISBE and US Department of Education requirements.

By submitting the DIP, the Board of Education and CEO certify to ISBE that the following assurances have been met:

1. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving its school is founded on scientifically based research [NCLB, Section 1116(b)(4)(C)] as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the New Illinois Learning Standards Incorporating the Common Core and ensures alignment of curriculum, instruction, and assessment with the New Illinois Learning Standards Incorporating the Common Core.

4. The district will spend at least 10 percent of the funds made available under Title I, Part A, Subpart 2 of NCLB, for the purpose of providing high-quality professional development. (Title I districts only.)

**FINANCIAL:** Within budgetary appropriations.

**Approved for Consideration:**

  
\_\_\_\_\_  
Jennifer Cheatham  
Chief Instruction Officer

**Noted:**

  
\_\_\_\_\_  
David G. Watkins  
Chief Financial Officer

**Respectfully Submitted:**

  
\_\_\_\_\_  
Jean Claude Brizard  
Chief Executive Officer

Approved as to Legal Form: gjc

  
\_\_\_\_\_  
Patrick J. Rocks  
General Counsel

# **CPS DISTRICT IMPROVEMENT PLAN**

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**District Improvement Plan for 2011-2012 and 2012-2013 school years**  
**City of Chicago SD 299**  
 Comprehensive Plan Report

**Continuous Improvement**

**District Vision and Direction**

**Indicator** CII1 - The district and school(s) have an aligned vision/mission statement that supports a learning environment which is emotionally safe and conducive to learning. (2321)

**Status** Full Implementation

Level of Development: Initial: Full Implementation 03/21/2012

Evidence: The CPS vision/mission statement is as follows: CPS consists of a system of schools that prepares every student, in every community, to succeed in college and career. This vision/mission statement is further articulated in its School Effectiveness Framework (SEF), which consists of a set of indicators that describe the essentials of an effective school. The SEF is aligned to the 5 Essentials for School Success created by the Chicago Consortium on School Research (CCSR) and the Rising Star indicators. An entire section of this framework is devoted to describing an effective school and classroom environment. CCSR and CPS define a supportive environment as one where the school is safe and orderly, teachers have high expectations for students, and students are supported by their teachers and peers. Our SEF includes a scale on which school communities rate themselves and a description of what both a "typical" school and an "effective" school looks like, so that schools can appropriately assess themselves and identify priorities for improvement.

**Indicator** IA08 - SP-The school board and superintendent present a unified vision for school improvement. (1124)

**Status** Tasks Completed: 0 of 1 (0%)

Level of Development: Initial: Limited Development 03/30/2012

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: CPS believes that to re-shape the school system into a dynamic system of great schools that is flexible and responsive enough to continuously adjust to student need and ability, it must fundamentally change the way the district operates. The district is currently finalizing a strategic plan which describes the critical levers needed to execute on the district's vision/mission.

Additionally, CPS has identified a multi-pronged approach to improving instruction across all schools. First, the district is

working on implementing the Common Core State Standards as defined by the CPS Content Frameworks in Literacy and Mathematics. These Frameworks will better define what teachers teach at all grade levels, including ELLs and students with disabilities. Second, the district is working on establishing a common framework that describes effective instruction—the CPS Framework for Teaching. This Framework will better define how teachers teach and will include guidance for effective teaching students with a variety of needs, including ELLs, students with disabilities and students in Early Childhood programs. Finally, the district is focused on maximizing time in the classroom. By lengthening both the school day and year, teachers will have sufficient time to teach the CCSS and to deliver this instruction in a way that is engaging for all children. All relevant stakeholders, including principals, teachers, parents, community organizations, and students have been consulted on these initiatives and their feedback has been incorporated within the overall strategy. All central office departments also have been working collaboratively to design and implement these major initiatives. For example, the Department of Language and Cultural Education, the Office of Special Education and Supports and the Office of Early Childhood. Each office have been fully involved in the design of our content Frameworks and associated tools, ensuring that sample unit plans and performance assessments are designed with all learners in mind. They have been fully involved in the design of the Framework for Teaching and associated resource guides that are underway to ensure that instruction for ELLs and students with disabilities is effectively captured as well as instruction for students enrolled in Early Childhood programs. They were also fully involved in the design of the Full School Day, ensuring that time is maximized for all students.

**Plan**

Assigned to: Robert Boik

How it will look when fully met: This objective will be met when the district's theory of change has been finalized and communicated to all CPS stakeholders, including school leaders, teachers, parents, and community partners. All critical levers will have clear explanations and rationale and all parties will understand the activities and initiatives that need to be completed in order to realize appropriate end state.

The theory of change will include a vision for instructional improvement aligned to the plan for Common Core standards implementation. It will also include a vision for how planning and instruction will meet the needs of all students, through a universal design approach. The theory will also provide a clear articulation of the roles of all parts of the organization in moving toward school improvement.

Target Date: 07/01/2012

Tasks:

1. Formal communication of district's theory of change.

Assigned to: Robert Boik

## Exhibit A

Target Completion Date: 07/01/2012

Comments: In consultation with DoLCE and OSES to ensure that perspectives of English language learners and Students with Disabilities are explicitly reflected in the vision for school improvement.

**Implement** Percent Task Complete: 0 of 1 (0%)

**Indicator** **IA09 - SP-The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (1125)**

**Status** Tasks Completed: 0 of 5 (0%)

Level of Development: Initial: Limited Development 03/19/2012

Index: 9 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

While CPS is fully developed in this indicator in most areas, the accountability system is limited in evaluating the performance of subgroups of students. Therefore, the plan associated with this indicator will focus mainly on our efforts to improve the way in which the superintendent, central office, and network office staff are held accountable to subgroups such as ELLs and students with disabilities.

Currently, the CEO's contract specifies a series of school improvement and student learning outcomes for which he is held accountable. This contract ties the CEO's evaluation and compensation directly to improvement in student academic performance, as measured by state assessments, graduation rate and on-track percentages; compliance with laws relating to education access for ELL and Special Education students; and closure of the achievement gaps between subgroups, such as African-American students, Hispanic students, ELLs and students with disabilities.

In addition, each Chief of Schools has an accountability scorecard that aggregates student proficiency scores and growth scores across the Network. CPS is revising the scorecards for Fall 2012 to include subgroup performance. These scorecard results are factored into the Chiefs' evaluation. Additionally, each Chief is eligible for a performance bonus based on student outcomes, which includes closure of subgroup achievement gaps for African-American students, Hispanic students, ELLs and students with disabilities.

Furthermore, we are currently working on the implementation of improved monitoring systems to ensure that Networks are held accountable for both quality program implementation and results in student learning for all students, including ELLs and students with disabilities. These include providing: Clear guidance to networks and schools about high quality supports

for ELLs and students with disabilities; live data (via the Chiefs dashboard) that ensures that Chiefs of Schools can track progress of ELLs and students with disabilities; regular compliance reports with corrective action plans for cases of non-compliance; and a follow up process to correct compliance findings. To continue to strengthen the common vision for programs for ELLs and students with disabilities across schools and networks, the District will establish clear expectations for cross-functional collaboration between central office staff, the compliance facilitators working out in the field, and Network staff, including Community Relations representatives, network Instructional Support Leaders (ISLs), and Family and Community Engagement Managers.

**Plan** Assigned to: Jennifer Cheatham  
How it will look when fully met: The District will continue to emphasize superintendent and central office staff accountability for student learning outcomes via superintendent contract, Chief of Schools scorecards, and central office department dashboards. Learning outcomes will also be monitored for English language learners and students with disabilities.

Additionally, the district will further refine the School Effectiveness Framework so that it better defines Standards for School Quality in CPS. Implementation of these standards will be monitored across all schools, along with student learning outcomes, using a quality review process that will be developed and piloted in the upcoming school year.

In addition to the Standards for School Quality, key departments will refine/develop diagnostic rubrics to ensure program quality (as opposed to "school quality") for Special Education services, programs for English Language Learners, as well as Early Childhood programs. Currently, diagnostic tools exist for Special Education and Early Childhood. Robust standards for program quality for ELL programs will be established and understood widely by district leadership and will guide school improvement efforts.

Target Date: 06/01/2013

Tasks:

1. Development of Program Quality Rubrics for TPI, TBE, and Dual Language programs for ELLs

Assigned to: Olivia Mulcahy and John McNulty

Target Completion Date: 06/01/2013

Comments: These rubrics will provide detailed criteria for excellence across all components of each program model for ELLs (Assessment, Curriculum, Instruction, Program Structure, Staff Quality and Professional Development, Family and Community Engagement, Supports and Resources, and Special Education Supports and Services). Development of the rubrics will be led by DoLCE Specialists and will engage stakeholders across the district, using the process itself to build shared understanding of the characteristics of high-quality programs for ELLs. This will provide clear common standards for district

leaders to reference in district-wide decision making and to which all district leaders can then accountable.

2. Professional Development around Rubrics/Integration of Considerations for ELLs across Central Office Departments and Network Teams

Assigned to: Olivia Mulcahy and John McNulty  
 Target Completion Date: 06/01/2014  
 Comments: Targeted PD to build administrator capacity around quality programs and practices for all ELLs across district including ELLs with disabilities. Rubric will integrate appropriate processes and protocols for addressing appropriate supports for students and representation and documentation of said representation at IEP meetings.

3. Development/Refreshing of Accountability Tools/Protocols that integrate appropriate and rigorous measures for school improvement and student learning specific to ELLs.

Assigned to: Ryan Crosby and John McNulty  
 Target Completion Date: 12/01/2014  
 Comments: Tools and protocols for ensuring district-wide accountability for ELLs based on the rubrics will be developed and integrated into district accountability tools. Measures based on review will be incorporated into network scorecards and department dashboards. Accountability of compliance with metrics established will be reported and monitored on a specific timeline.

4. Development of comprehensive Chief evaluation rubric

Assigned to: Steve Gering  
 Target Completion Date: 07/31/2012  
 Comments: Chiefs currently monitor progress only toward student achievement goals with a quantitative student outcomes dashboard. This has led to the Chiefs of Schools circumventing the principal and providing direct support to the school with little attention to developing the capacity of the principal. The new framework for Chiefs will be a more balanced approach that includes measures of growth in both student learning and principal leadership capacity development. This balanced approach will create an evaluation system for Chiefs that prizes both student outcomes and the leadership capacity in the principals to sustain the improvement long-term.

5. Design a school quality review process to understand the level of implementation of effective school practices.

Assigned to: Monica Lee  
 Target Completion Date: 06/01/2013  
 Comments: The District will design a quality review process that aligns with the Standards for School Quality captured in its School Effectiveness Framework. This Framework will include practices specific to ELLs and students with disabilities and include attention to early childhood education.

**Implement** Percent Task Complete: 0 of 5 (0%)



**Continuous Improvement**

**District and School Improvement Processes**

<b>Indicator</b>	<b>CI12 - The district improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2323)</b>	
<b>Status</b>	<b>Full Implementation</b>	
Level of Development:	Initial: Full Implementation 03/21/2012	
Evidence:	CPS has adopted Rising Star as its tool for the District Improvement Plan. A cross-functional team of experts worked together to complete our assessments on the required indicators and to build action plans for those high priority indicators that are not fully implemented. This team included representation from our Chief Executive Office, Chief Administrative Office, Office of Family and Community Engagement, Office of Curriculum and Instruction, Department of Language and Cultural Education (DoLCE), and Office of Special Education and Supports (OSES). Priorities established in Rising Star were aligned to district priorities for the 2011-2012 and 2012-2013 school years. The district's instructional priorities include implementation of the Common Core State Standards, establishing the CPS Framework for Teaching and maximizing time in the classroom by lengthening both the school day and year.	
<b>Indicator</b>	<b>CI13 - The district's school improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2324)</b>	
<b>Status</b>	<b>Full Implementation</b>	
Level of Development:	Initial: Full Implementation 03/21/2012	

Evidence: CPS recently launched a new school improvement planning process, called the Continuous Improvement Work Plan (CIWP). The CIWP consists of four components: self-assessment on the School Effectiveness Framework (aligned to Rising Star), goal setting on scorecard indicators, development of mission and strategic priorities, developing a set of project milestones for acting on strategic priorities. Networks and schools are currently collaborating on the development of CIWPs that address each school's strategic priorities and that are aligned to the district's priorities. Many schools have identified priorities directly impacting student academic, social emotional and behavioral development, and some may be identifying priorities that also address physical development.

By May 2012, all CPS schools will have completed their CIWP. In 2012-13, schools will regularly review progress on their CIWP with Instructional Leadership Teams (ILTs) and with their Network chiefs. We also plan to learn from this first year's implementation and update the CIWP tool going forward to ensure that our planning processes are as effective as possible.

**Indicator** IA01 - SC-The district builds partnerships with municipal and civic leaders, includes them in district and school improvement planning, and maintains regular communication with them. (1117)

**Status** In Plan / No Tasks Created

Level of Development:	Initial: Limited Development 05/09/2011
Index:	4 (Priority Score x Opportunity Score)
Priority Score:	2 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:	CPS will continue to involve civic and municipal partners in conversations regarding the performance of schools. Moreover CPS will continue to engage Aldermen in a variety of issues: operations and facilities, academic, space utilization, staffing, school climate, portfolio planning, and other education-related requests. CPS will also continue to inform state and federal legislators about our stances on issues and continue to advocate our stances. CPS will work with these officials and listen to the comments and concerns of their constituents. CPS will use the progress report data to engage in a dialogue with civic leaders on next steps.
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**Plan** Assigned to: Michael Rendina

How it will look when fully met:	CPS will continue to involve civic and municipal leaders as partners in the conversation of the performance of schools. CPS will work with these officials and listen to the comments and concerns of their constituents. CPS will use the progress report data to engage in a dialogue with civic leaders on next steps.
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Target Date:	03/30/2012
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Exhibit A

**Indicator** IA02 - SC-The district builds partnerships with community organizations in district and school improvement planning and maintains regular communication with them. (1118)

**Status** Tasks Completed: 0 of 3 (0%)

Level of Development:	Initial: Limited Development 08/05/2011
Index:	6 (Priority Score x Opportunity Score)
Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: The District is in the planning stages of a formal initiative to address engaging community-based organizations (CBOs); it currently interacts with CBOs in a less formal fashion to address specific issues. For more strategic issues and decisions, members of CPS engage directly with small subsets of CBOs to gather their points of view and information on how decisions will affect particular communities.

**Plan** Assigned to: Michael Rendina

How it will look when fully met: The District is in the planning phase of an initiative to address how to best support and build partnerships with community-based organizations. Vital to this plan is the community's understanding of how the neighborhood schools and District are performing. As part of the new initiative, CPS will work directly with CBOs to help ensure community stakeholders understand the performance of their neighborhood schools.

Target Date: 09/01/2012

Tasks:

1. Develop and facilitate a training session for CBOs to discuss school performance and what it means for their schools and communities, through Informational Sessions at the Network and Collaborative level in addition to discuss School Report Cards.

Assigned to: Michael Rendina

Target Completion Date: 06/30/2012

Comments: The District will initially provide a session in each collaborative to ensure CBOs are empowered with accurate information to help our parents better appreciate the key drivers and measurements of school improvement. CBOS will acquire a clear understanding in a digestible format, which can be in turn shared with the parent base each CBO supports. Likewise, the District will garner from these sessions, an enhanced understanding of the unique challenges facing these communities with respect to achieving improved performance.

2. Work with community groups to help community members gain a better understanding of school performance and its implications, through Community Dialogues and Community Meetings which provide the opportunity for diverse, informed, and facilitated public deliberation.

Assigned to: Michael Rendina

Target Completion Date: 06/30/2013

Comments: Community Dialogues provide an opportunity for diverse

representative of the community to engage in conversations amongst themselves to provide collective feedback to the District which reflects that of the community at large. Community Meetings provide an effective medium for the District to directly convey information and receive feedback on key challenges, strategies and initiatives, to ensure accessibility of accurate and timely information.

3. Continue work with CBOs to help community members understand school performance through Town Halls, Focus Groups and Webinars.

Assigned to: Michael Rendina

Target Completion Date: 12/01/2015

Comments: On an ongoing basis, the District may engage stakeholders to address targeted issues. These issues may include, but not limited, to the development of policy and strategic initiatives. Additionally, the District may seek engagement to address specific challenges facing particular communities. Depending on the stage of planning or the urgency of the issue, varying formats will be utilized.

**Implement** Percent Task Complete: 0 of 3 (0%)

**Indicator** IA03 - SC-The district builds partnerships with parent organizations in district and school improvement planning and maintains regular communication with them. (1119)

**Status** Tasks Completed: 0 of 4 (0%)

Level of Development: Initial: Limited Development 03/28/2012

Index: 6 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: CPS is in the development phase of a robust initiative for parent engagement. As it stands, CPS' interaction with parents centers on upcoming events, big announcements within CPS, and their students' performance in school. CPS looks to build an engagement program that utilizes and informs parents in a more meaningful fashion.

Local School Councils (LSCs) or Appointed Local School Councils (ALCSs) are established at all CPS schools, and Parent Advisory Councils (PACs) are established at all Title I-eligible schools. These parent committees ensure parent participation in the school's governance and school improvement planning process. LSCs have significant authority over school improvement planning, budgeting and principal contracting at most schools.

The District has established a parent advisory committee known as the Chicago Multilingual Parent Council (CMPC) to advise the Department of Language and Cultural Education (DoLCE) on matters pertaining to the development, implementation and evaluation of the District's bilingual education programs. Membership of the CMPC is composed of delegates representing each Network Collaborative, with

proportional representation of all language groups in the school District, to the extent possible. DoLCE establishes the guidelines and operational procedures of the CMPC in accordance with 23 Ill. Adm. Code 228.30 (c)(5). The CMPC as well as the Bilingual Advisory Committee (BAC) parent groups meet regularly and it is during these meetings that diverse stakeholders are given the opportunity to present on topics related to bilingual education. In addition, parents have a set time to present concerns and recommendations to the bilingual program implementation. Any items discussed during these meetings that require a response from the District via DoLCE's Director or Compliance Manager are given a follow-up by either the School Community Representatives assigned to the different schools, by members of the compliance unit or by DoLCE's program director. In addition, DoLCE is currently improving communication with the different members of the CMPC to ensure that there is clear two-way dialogue. DoLCE has taken the initiative of communicating and seeking advice from the members of the CMPC about the ISBE Audit and DIP as a form of gathering their recommendations. The District will continue to find a means to improve the process through which parents of ELLs communicate and interact with DoLCE and collaborate formally with the Office of Family and Community Engagement to ensure that the perspective of the multicultural family community is reflected in District strategies and initiatives.

<b>Plan</b>	Assigned to:	Michael Rendina
	How it will look when fully met:	Once fully implemented, parents will be fully informed about their school's performance, what it means, and what they can do to strive for additional improvement. CPS wants to be sure parents are truly partners across the districting in the effort to building better neighborhood schools.
	Target Date:	09/01/2012
	Tasks:	
		1. Begin implementation of plan and host Network Informational Sessions, Collaborative Informational Sessions, and Training Sessions for parents.
	Assigned to:	Michael Rendina
	Target Completion Date:	06/30/2012
	Comments:	Collaborative Informational Sessions ensure that information is readily accessible in a timely manner to parents across the city. These sessions are best utilized to provide further clarification on district wide issues and initiatives. Network informational sessions allow the District to ensure that parents across all 19 networks are fully informed on the details of particular issues. Likewise, these sessions, which are targeted to the constituents of a particular set of schools enable targeted discussions on specific issues facing those communities.
		2. Work with parents to help build better neighborhood schools through Dialogue events which enable the District to most effectively gather parent insight on strategic issues and activities.
	Assigned to:	Michael Rendina
	Target Completion Date:	06/30/2013

Exhibit A

Comments: Dialogue events provide a timely opportunity to gather the collective insight of a particular community on a particular issue. This associated data gathered at these events better enable senior leadership to make decisions which take into account community specific needs, concerns, and priorities.

3. Continue working with parents to build better schools through ongoing support from the Parent Support Center and Hotline.

Assigned to: Michael Rendina

Target Completion Date: 12/22/2015

Comments: The Parent Support Center will offer a one-stop shop for parents to address issues, receive more detailed information, and ask questions that are not resolved at the school level. The unique ticketing system will ensure accountability, and enable parents to easily track the progress of their issue.

4. Establish formal collaboration between DoLCE and FACE to ensure consistent two-way dialogue and sharing of information across the District with the multicultural/multilingual community.

Assigned to: Olivia Mulcahy and Phil Hampton

Target Completion Date: 06/01/2014

Comments: The diagnostic rubric in development by DoLCE will include tools for parents to understand how the District defines high-quality for programs for ELLs and use these to 1) seek quality programs for their own children and 2) inform activity and discussion via LSC/Bilingual Advisory Committee (BAC)/Chicago Multilingual Parent Council (CMPC).

**Implement** Percent Task Complete: 0 of 4 (0%)

**Indicator** IA07 - SS-In collaboration with its schools, the district sets district and school achievement targets for all students and for AYP subgroups. (1123)

**Status** In Plan / No Tasks Created

Level of Development: Initial: Limited Development 03/19/2012

Index: 2 (Priority Score x Opportunity Score)

Priority Score: 1 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: CPS deployed a goal setting process for schools and networks based on the metrics included on the Fall 2011 CPS scorecard. These metrics focus on student level growth on NWEA and EPAS assessments. Internal and external feedback on the scorecards included a recommendation to include subgroup data, which is being considered for the scorecards that will be released in Fall 2012. At that point, CPS will engage in a new round of goal setting that will include whole-school and subgroup performance targets. While CPS plans to tie school-level accountability to the set of interim assessments that have been adopted, specifically NWEA and EPAS, we feel that academic growth in these areas will also impact AYP performance, especially as ISBE moves to a

growth-focused model of accountability.

CPS provides schools with access to student achievement data that aids in the setting of goals and monitoring progress throughout the year. This includes a new principal dashboard, which will launch in Fall 2012, through which principals will be able to access real-time data at the school, subgroup and student levels. Available data will include: assessment results, grades, attendance, misconducts, dropouts, and misconducts. CPS also produces a set of annual reports for each school with assessment results broken down by subgroup.

The District is currently deciding on what metrics provide the best indicators of progress for English Language Learners and students with disabilities on school scorecards. For ELLs, these indicators may include performance aligned with AMAO targets, specifically proficiency and progress on the ACCESS and student performance in reading and math for the ELL subgroup. For students with disabilities, CPS is in the early stages of a process to identify appropriate assessments for measuring student growth for students for whom state and local assessments are not reliable measures.

**Plan** Assigned to: Not yet assigned

**Indicator** IB01 - SS-The district operates with district-level and school-level improvement teams. (1132)

**Status** In Plan / No Tasks Created

Level of Development: Initial: Limited Development 03/06/2012

Index: 4 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Schools currently have established Instructional Leadership Team and Teacher Team structures that include Bilingual Lead Teachers or other teachers of ELLs to support cycles of continuous improvement. ILTs typically meet at least twice a month to analyze student progress and plan for instructional improvement. In addition, Networks bring together all ILTs each quarter to learn about major instructional initiatives and reflect on their systems, structures and school data. Continuous Improvement cycles are also established with Networks through monthly dashboard review and professional development. Networks are also responsible for helping to build and monitor the quality of ILT structures, a process that will be further supported with a thorough School Quality Review process. Central office teams also focus on continuous improvement through monthly dashboarding. In addition, the district is developing a better structure for collaboration between both DoLCE and OSES and the Networks to ensure the needs of ELLs and students with disabilities are addressed while developing and implementing plans for instructional improvement. For example, current

efforts are underway to form cross-functional teams comprised of the individuals from DoLCE and from the Networks who support ELLs in different geographic areas of the district – Bilingual Specialists, Bilingual Compliance Facilitators, Community Relations Representatives (from DoLCE); Instructional Support Leaders, FACE Managers (From Networks). These teams will maintain regular contact and convene periodically to remain abreast of each other's efforts and sustain a common vision for robust supports for ELLs.

**Plan** Assigned to: Not yet assigned

**Indicator** **IB03 - SR-For each restructuring school, the district makes reference to guidance from What Works When regarding how to assess what the best restructuring options are given its unique district and school context. (1134)**

**Status** In Plan / No Tasks Created

Level of Development: Initial: Limited Development 03/30/2012  
 Index: 3 (Priority Score x Opportunity Score)  
 Priority Score: 1 (3 - highest, 2 - medium, 1 - lowest)  
 Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: CPS has not typically used What Works in developing restructuring plans, although schools are expected to identify research-based practices in building a restructuring plan. CPS will consider utilizing Wise Ways in future restructuring plans, depending on the outcome of ISBE's NCLB waivers.

**Plan** Assigned to: Not yet assigned

**Indicator** **IB04 - SR-For each restructuring school, the district ensures that the restructuring options chosen reflect the particular strengths and weaknesses of the restructuring school. (1135)**

**Status** **Full Implementation**

Level of Development: Initial: Full Implementation 03/30/2012  
 Evidence: Each restructuring plan is developed through a collaborative effort between the school and the Network office. The strategies employed in each restructuring plan are customized to the school's strengths and weaknesses. For example, schools missing AYP in specific subgroups develop restructuring plans focused primarily on those subgroups.

**Indicator** **IB05 - SR-For each restructuring school, the district ensures that the restructuring plan reflects the resources available to ensure its success. (1136)**

**Status** **Full Implementation**

Level of Development: Initial: Full Implementation 03/30/2012  
 Evidence: Restructuring plans are developed within the budget available to the school. In cases where additional funds are not provided, schools are expected to reallocate resources in the CIWP and associated budget to ensure successful



implementation of the restructuring plan.

CPS receives additional funding through a federal School Improvement Grant to implement intensive reforms in select restructuring schools. Twelve high schools currently receive additional funding through the School Improvement Grant (SIG). Using SIG funds, CPS is able to fully implement intensive, sustainable reforms to increase student achievement at its lowest performing high schools.

For schools that receive School Improvement grants, the Office of School Improvement works with the school to ensure a comprehensive budget allocation to ensure success.

**Indicator** **IB06 - SR-For each restructuring school, the district ensures that the restructuring plan includes both changes in governance and a detailed plan for school improvement. (1137)**

**Status** **Full Implementation**

Level of Development: Initial: Full Implementation 03/30/2012

Evidence: Restructuring plans are reviewed by the Network offices and the Office of Strategy, Research and Accountability to ensure that governance changes are included, and that the CIWP has been updated to reflect the restructuring plan, as applicable. The Board of Education approves both the restructuring plan and the CIWP.

The District's Office of School Improvement works with select restructuring schools to radically and quickly transform them through the use of a turnaround, restart, or transformation model. Funded through the School Improvement Grant (SIG), OSI implements intensive reforms in select schools in order to substantially raise student achievement and make adequate yearly progress. At CPS, the SIG has been used to implement the transformation and turnaround intervention models at twelve high schools. Through these reform models, OSI may, among other actions, replace the principal and school staff, change the schools instructional programs, and change the school's governance structure.

The Department of Language and Culture and the Office of Special Education and Supports meets with the Office of School Improvement to ensure items related directly to bilingual education including but not limited to compliance concerns are part of the conversation for turnaround schools. Furthermore DoLCE and OSES receives a report of schools going through the process of turnaround to determine if ELLs will be affected during the turnaround process.

**Indicator** **IB07 - SR-The district ensures that school improvement and restructuring plans include research-based, field-proven programs, practices, and models. (1138)**

**Status** In Plan / No Tasks Created

Level of Development: Initial: Limited Development 03/30/2012

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Index: 3 (Priority Score x Opportunity Score)  
 Priority Score: 1 (3 - highest, 2 - medium, 1 - lowest)  
 Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: While CPS expects schools and Networks to develop restructuring plans based on research and field-tested strategies, there is no formal process in place to ensure that each school has the same research base on which to draw in the development of the plan. Depending on the outcome of ISBE's NCLB waivers, CPS will consider revising the process in this area, for example by using What Works.

**Plan** Assigned to: Not yet assigned

**Indicator** **IB08 - SR-The district ensures that school improvement and restructuring plans include a clear vision of what the school will look like when restructured or substantially improved. (1139)**

**Status** **Full Implementation**

Level of Development: Initial: Full Implementation 03/30/2012

Evidence: The restructuring planning template asks schools to provide a detailed description of each restructuring strategy, a description of how the school will evaluate the success of the plan, and how the school will monitor the implementation of the restructuring efforts. Schools also establish annual goals as a part of their school improvement planning process.

**Indicator** **IB09 - SR-The district ensures that an empowered change agent (typically the principal) is appointed to head each restructuring school. (1140)**

**Status** **Full Implementation**

Level of Development: Initial: Full Implementation 03/30/2012

Evidence: CPS currently uses a principal eligibility process to assess all potential principal candidates and their readiness to be an effective school leader. Principal candidates must pass the eligibility process in order to be appointed as a CPS principal. The newly developed principal competencies and the soon to be developed principal evaluation-system, aligned to the new competencies, will ensure that a highly effective, empowered, and accountable principal is leading each CPS school.

Furthermore, the district will guarantee that DoLCE and OSES will play an active role in the eligibility process and participate in the development of Principal evaluations.

**Indicator** **IB10 - SR-In restructuring schools, the district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning. (1141)**

**Status** **Full Implementation**

Level of Development: Initial: Full Implementation 05/09/2011

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Evidence: The CPS new principal competencies and the new principal eligibility process, set to go on-line in May of 2012, has as a critical component the ability to effectively engage parents and community. All principals must effectively show their ability in this area to earn eligibility as a principal candidate.

**Indicator IB11 - SR-The district ensures that school improvement and restructuring plans include "quick wins," early successes in improvement. (1142)**

**Status** Not a priority or interest

Level of Development: Initial: No development or Implementation 03/30/2012

Not a priority or interest

Explain why not a Priority or Interest: Schools have autonomy to include action steps in their plans that can lead to quick wins, but the district's priority in school planning is to have schools analyze their data and understand their needs to develop a comprehensive improvement strategy.

**Indicator ID01 - SS-A team structure is officially incorporated into the school improvement plan and school governance policy. (1152)**

**Status** Full Implementation

Level of Development: Initial: Full Implementation 03/26/2012

Evidence: For all schools, a school improvement team is established annually to write or update the school improvement plan. This team includes 6-12 members, including LSC members, teachers, parents, and school administrators. In most schools, there is considerable overlap between the school's Instructional Leadership Team and the teacher representatives on the school improvement planning team, which ensures alignment between the strategic plan of the school and the ILT's vision for instructional decision-making. This also ensures that the specific needs of students, including ELLs and students with disabilities, are addressed in the school improvement plan.

CPS's system of Local School Councils (LSCs) ensure parent and teacher participation in the school's governance and school improvement planning process. For schools that are not on probation under the CPS accountability system, LSCs have approval authority over the school improvement plan. LSCs and Parent Action Councils (PACs) are presented the school improvement plan and approve as applicable before the plan is submitted to the Board of Education.

For schools that are on probation under CPS's accountability system or in school improvement status under NCLB, the Board of Education assumes approval authority of the school's improvement plan. This allows the Chief of Schools for the school's Network to play a more integral role in the development of the plan. In these cases, the Chief of Schools and the Network team works with the principal and school-based planning team to develop a school improvement plan and budget designed to address the areas of academic deficiency that led to the school being on probation or in

school improvement status.

**Indicator** ID10 - SP-The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1154)

**Status** Full Implementation

Level of Development: Initial: Full Implementation 03/26/2012

Evidence: CPS has placed substantial effort over the past several years on ensuring that each school has an Instructional Leadership Team (ILT). At this point, instructional leadership teams are in place in all schools and networks actively manage school leaders in ensuring that the teams are high functioning. ILTs receive regular training on key district initiatives and on interpreting and responding to data.

ILTS are supported in this work by Chiefs of Schools and Network data strategists. Data strategists receive ongoing training on developing and improving quality of ILT work, and hold regular meetings with each school to review data and engage in strategic planning. With the rollout of an updated Dashboard for principals in Fall 2012, the ILT and Network teams will have access to a range of data at the network, school, subgroup and student levels. This Dashboard will improve the ability of these teams to quickly look at data, identify areas of concern or subgroups of students in need of intervention, and make strategic decisions throughout the year.

DoLCE and OSES are currently in the process of redesigning their approach to building the capacity of the ILTs to provide site-level guidance and support in the service of ELLs and students with disabilities and to share responsibility for monitoring and continuously improving the quality of programs for ELLs and students with disabilities.

**Continuous Improvement**

**District Support for School Improvement and Student Achievement**

**Indicator**     **D11 - The district ensures the delivery of the curriculum is differentiated to meet the needs of all learners. (2328)**

**Status**             Tasks Completed: 0 of 7 (0%)

Level of Development:	Initial: Limited Development 03/28/2012
Index:	4                    (Priority Score x Opportunity Score)
Priority Score:	2                    (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2                    (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:                    Schools currently have access to a range of district-supported instructional materials adoptions that support differentiation for diverse learners. Beginning in 2012-13, schools will begin to shift towards implementation of the Common Core Standards. To facilitate this shift, the district is introducing the new CPS Frameworks for Content Standards in Literacy and Mathematics that lay out required critical areas of focus for each quarter and provide tools and templates for teachers to use to plan instruction. In addition, the new CPS Framework for Teaching will reflect the shifts in planning and instructional practice the Common Core Standards require. This alignment between planning tools and measures of effective instruction will help provide clear guidance for teachers on expectations for both curriculum and the delivery of instruction. Both guidance documents will be released and embedded in teacher and administrator training by summer of SY12.

Furthermore, the district has recently established a partnership with Harvard University and the Center for Applied Special Technology (CAST) on Universal Design for Learning (UDL) to ensure that, as teachers learn how to use these new planning tools, they are planning with their diverse learners in mind. UDL is an approach that helps teachers consider multiple ways for presentation, engagement and assessment, which includes explicit attention to ELLs and students with disabilities.

Finally, the district is currently vetting supplemental instructional materials for schools in the form of informational text sets. These materials will include options for ELLs written in their native language as well as materials written for a range of reading levels.

**Plan**                    Assigned to:                    Jennifer Cheatham

How it will look when fully met:                    The District will provide all teachers of literacy and mathematics with the new CPS Frameworks for Content Standards in ELA and Math to support teachers in aligning units of instruction with the Common Core State Standards. The District will also provide teachers with CCSS-aligned beginning-of-year and end-of-year assessments along with quarterly interims so that teachers can make adjustments to

unit plans and address the needs of particular students or groups of students. The District will also provide guidance and training on using the Illinois English Language Proficiency Standards and their simultaneous implementation with the CCSS to teachers of ELLs.

The District will also provide all teachers with the new CPS Framework for Teaching, which describes effective delivery of differentiated instruction. This tool will support ongoing observation and feedback of teachers to help them improve their delivery of differentiated instruction.

In order to ensure appropriate training and support, the District will provide monthly professional development on the Content Frameworks and Framework for Teaching for the Network teams.

In addition, CPS is partnering with Harvard University's Graduate School of Education and the CAST Institute to train Network leaders on principles of universal design for learning. This training will empower Network leaders with the knowledge and skills necessary to embed these principles in their summer teacher training. The goal will be for teachers to understand high leverage ways to design Common Core aligned instruction to meet the needs of students of varied learner profiles. Each Network will design an Institute for their teacher leaders to train them both on universal design principles, use of the Content Frameworks and facilitating this learning with their colleagues. After the summer training, teachers will build units of study, in line with the Content Frameworks, with these universal design principles embedded. During the school year, these units will be modified to better meet the needs of the students they serve, after use of screening assessments and diagnostics. School use of programs and materials resulting from the Academic Intervention/Enrichment RFP will also provide students with additional, achievement-level instruction to better meet their needs.

Networks will primarily be responsible for supporting principals in implementing universally designed, Common Core aligned curriculum through summer teacher training, regular principal meetings, Instructional Leadership team workshops, and direct support to schools. Networks will also monitor the quality of data analysis and instructional planning for varied learners through participation in and debriefing of school instructional leadership team meetings and teacher team meetings.

CPS will know when this objective is fully met through a school quality review process that is under development. The quality review indicators will be in line with our School Effectiveness Framework and Standards for School Quality that includes measures for curriculum implementation and differentiation of instruction. The quality review process will reflect an integrated Universal Design for Learning approach to emphasize practices that address student diversity in general and particularly ensure that students with disabilities and English language learners are thoughtfully supported. The district quality review process will include a cycle of feedback, supports, and monitoring mechanisms to ensure that differentiated curriculum and instruction are implemented

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effectively.

Target Date: 06/30/2013

Tasks:

1. Development and implementation of beginning and end of year as well as interim assessments aligned to the CCSS in ELA and Math

Assigned to: Michael Deuser

Target Completion Date: 06/01/2013

Comments: The beginning and end of year performance assessments are also used to measure growth for teacher evaluation. These assessments are being developed in partnership with content departments (literacy, mathematics, etc), as well as DoLCE, OSES. When appropriate, assessments will be delivered in a student's native language. Early Childhood Education (ECE) is working to ensure that preschool children are prepared for the CCSS when entering kindergarten, although there are no preschool standards in the Common Core.

2. Dissemination of the CPS Frameworks for Content Standards in Literacy and Mathematics with embedded Universal Design for Learning principles.

Assigned to: Elizabeth Cardenas Lopez and Jesch Reyes

Target Completion Date: 06/01/2013

Comments: Guidance on differentiation using a Universal Design for Learning approach will be embedded in the Content Frameworks and toolsets to ensure that all learners are considered at the outset, with particular attention to students with disabilities and English language learners.

3. Dissemination of the CPS Framework for Teaching and associated resource guides (e.g. Early Childhood, Special Education, Bilingual, Career and Tech ed...etc)

Assigned to: Susan Kajiwara Ansai

Target Completion Date: 06/01/2013

Comments: Guidance on differentiation using a Universal Design for Learning approach will be embedded in the Framework for Teaching resource guides to ensure that all learners are considered at the outset, with particular attention to students with disabilities and English language learners.

4. Develop a mechanism to ensure that bilingual certified teachers/specialists are present at IEP meetings to explicitly address considerations around language learning.

Assigned to: Jean McKeown and Olivia Mulcahy

Target Completion Date: 06/01/2014

Comments: The Office of Special Education and Supports will collaborate with DoLCE to develop training for network and school leadership teams on the inclusion of bilingual support in IEP meetings and on appropriately formulating IEPs for students with disabilities who are also ELLs.

5. Develop and implement comprehensive professional development/training calendar that includes professional development opportunities related to ELLs and students with disabilities. Specifically, these offerings will include professional development designed to build awareness and understanding of the DoLCE Bilingual Handbook to ensure consistent compliance and continuous improvement of programs for ELLs.

Assigned to: Susan Kajiwara Ansai and Olivia Mulcahy  
 Target Completion Date: 06/01/2014  
 Comments: The PD calendar will include opportunities for teachers, teacher leaders, principals, and network teams. Professional development on ELL programs will aim to build capacity of entire district, not only direct providers of services to ELLs and will reflect the program quality indicators in the DoLCE diagnostic rubric.

6. Ensure Network professional development and support plan for schools adequately addresses schools' content training needs and monitoring for implementation.

Assigned to: Steve Gering  
 Target Completion Date: 06/01/2013  
 Comments: Each Network team will develop and implement a professional development plan for its portfolio of schools. This plan will include required outcomes across networks (aligned to district-wide priorities) and address particular needs within the network. The PD plan must also include targeted professional development for ELL program implementation and Special Education services. It must be approved and will be continuously monitored by the Chief Officer.

7. Develop comprehensive professional development calendar for Network Teams to address training on Content Frameworks and tools and the Framework for Teaching and resource guides.

Assigned to: Susan Kajiwara Ansai  
 Target Completion Date: 06/01/2013  
 Comments: Monthly PD will be provided to Network teams differentiated by role so that they are prepared to provide support to school leaders and, as appropriate, teachers. This PD will be provided in collaboration with DoLCE and OSES to ensure that Universal Design principles are reflected and the particular considerations for ELLs and students with disabilities are emphasized.

**Implement** Percent Task Complete: 0 of 7 (0%)

**Indicator** D13 - The district ensures that all district and school stakeholders are knowledgeable about Response to Intervention (Rtl) implementation by providing support, guidance, training, and professional development. (2329)

**Status** Tasks Completed: 0 of 4 (0%)

Level of Development: Initial: Limited Development 03/28/2012  
 Index: 4 (Priority Score x Opportunity Score)  
 Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)  
 Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: All schools currently have access to and have had training on the District's Rtl toolkit. Implementation of comprehensive Rtl varies by school. We are currently in the process of running a new RFP to update our list of quality vendors of research-



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based intervention materials and services. We will also be updating the RtI toolkit and associated materials for the upcoming school year. The district is also working on developing a more robust professional development plan to ensure that schools know how to use these resources well.

**Plan** Assigned to: Jennifer Cheatham

How it will look when fully met: The District will ensure that all schools have access to the RtI Toolkit—which provides guidance to all schools on the effective implementation of RtI. All schools will receive clear guidance on the process of identifying students in need of intervention and will have access to centrally vetted academic and social-emotional research-based interventions. School teams (LTs and teacher teams) will also have access to protocols for analyzing data to determine the effectiveness of interventions and appropriate next steps for individual students and groups of students. This guidance will include explicit guidance for ELLs who need intervention. Finally, all schools will have access to screening, diagnostic and progress monitoring assessments and data to inform appropriate interventions.

Target Date: 01/30/2014

Tasks:

1. RFP and selection of academic and social/emotional intervention materials

Assigned to: John Mellios and Jennifer Loudon

Target Completion Date: 06/30/2012

Comments: The district has launched an RFP for academic and social/emotional interventions. These materials will be made available to schools that need them through a descriptive matrix and a vendor fair. Schools will also be able to consult with central office department leaders as they make their selections.

2. Update guidelines for use of screening assessments to identify students in need of intervention and benchmarks for progress monitoring.

Assigned to: Michael Deuser

Target Completion Date: 09/01/2013

Comments: As the RtI toolkit is updated, the district will re-visit cutpoints on screening assessments to better align with the district's new assessment tools.

4. Revisions to RtI toolkit and professional development plan

Assigned to: Megan Tupa

Target Completion Date: 06/01/2013

Comments: The District is working on updating the RtI toolkit so that it reflects best practices in RtI and better aligns to existing district resources. The District will ensure that its professional development calendar includes opportunities for Network and school leaders

**Implement** Percent Task Complete: 0 of 4 (0%)

**Indicator** D7 - SC-SP-The district monitors to ensure the intended curriculum is implemented with fidelity. (2326)

**Status** Full Implementation

Level of Development: Initial: Full Implementation 03/21/2012

Evidence: The district currently has a comprehensive package of assessments at the elementary level to monitor student growth and fidelity of curriculum implementation. This package will evolve to reflect alignment to Common Core Standards and use of performance assessment in alignment with the CPS Content Frameworks in Literacy and Mathematics. In preschool, children are assessed three times each year with the observational tool Teaching Strategies GOLD. This tool allows teachers to track each child's progress and provides teachers with the information necessary to develop plans for groups and individual children as they move through the developmental continuum. In the primary grades, schools use a primary literacy assessment to measure foundational skills and comprehension. In intermediate and upper grades, students take a beginning and end of year adaptive growth assessment. We also piloted a Common Core aligned benchmark assessment in grade 3-8 that included ELL students and students with disabilities, as appropriate. We also administer the ISAT assessment once per year as an additional summative measure for students including ELLs in grades 3-8. In high schools, we use the following assessments to monitor that a CRS-aligned curriculum with CCSS built-in is being implemented with fidelity. We have two summative assessments to measure growth across the year: an EPAS pre-test and an EPAS post-test (EXPLORE, PLAN, and ACT). Next year, we will administer two formative, CRS-aligned interim assessments, one in the middle of the first semester and one in the middle of the second semester. Between the first and second semesters, schools will have a choice between a formative EPAS test and a CRS-aligned interim assessment. We also administer PSAE to all students including ELLs at the end of the junior year. In addition, the District will continue to work with and assist schools to ensure that all students identified by the State as LEP are assessed annually for English language proficiency in a timely manner with ACCESS for ELLs®. Our District office and our Network offices regularly review the results of these assessments and include this review in continuous improvement conversations with each school.

**Indicator** D9 - SC-The district curriculum encompasses a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2327)

**Status** Tasks Completed: 0 of 8 (0%)

Level of Development: Initial: Limited Development 03/23/2012

Index: 3 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

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Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: CPS is currently developing the Frameworks for Literacy and Math Content standards that will guide planning, instruction and assessment aligned to the Common Core standards. These Frameworks are being developed by the Departments of Literacy and Math, in collaboration with Early Adopter CCSS pilot schools, and are modeled after by the PARCC model content frameworks. They provide quarterly expectations and benchmarks for implementing the Common Core standards. CPS is also in the process of developing a comprehensive high school course of study, aligned to the Common Core standards and workplace readiness expectations. This Course of study will provide the backbone for changes to graduation requirements and will also lead to guidance to teachers, parents and students on what the key academic, social and career-ready expectations are at each level.

CPS also currently offers STEM Programs of Study (POS) in various CTE pathways such as Health Sciences, Information Technology, and Manufacturing; these POS have been developed in partnership with industry and colleges. However, there is need to build better articulation into 2-year and 4-year postsecondary institutions, and to strengthen industry engagement in implementation of STEM POS in CPS. CPS also recently launched an Individual Learning Plan and is currently mostly focused on scaling use of the ILP in grade 9. Going forward, CPS intends to strengthen and scale its STEM POS, in particular in the near-term via its Early College STEM Schools (ECSS), which will each offer two or more Information Technology programs of study, and which will all provide opportunity to earn significant college credit while in high school, which will partner closely with industry partners to integrate work-based learning into the POS, which will drive core and CTE curriculum integration across the entire POS. All STEM POS will drive development of academic, technical, and employability skills, with ongoing college and career planning efforts throughout high school. These POS will accelerate students' trajectory into postsecondary education or employment after HS.

Plan Assigned to: Jennifer Cheatham

How it will look when fully met: All STEM Programs of Study will offer students the opportunity to earn significant college credit and industry certification. Early College STEM Schools (ECSS) will each offer two or more Information Technology programs of study, and will all provide opportunity to earn significant college credit while in high school. ECSS will also partner closely with industry partners to integrate work-based learning into the POS, which will drive core and CTE curriculum integration across the entire POS. All STEM POS will drive development of academic, technical, and employability skills, with ongoing individualized college and career planning efforts throughout high school. These POS will accelerate students' trajectory into postsecondary education or employment after HS. This

objective will be fully met within 4 years, i.e., at the end of FY16, which will be when we will have our first class of ECSS graduating seniors. At this time, we will be able to see success through the new STEM POS and ECSS model having been fully developed and implemented (as evidenced by POS and curriculum in place, work-based learning opportunities in place, college credit-earning opportunities in place, and STEM integrated well throughout the schools), and through student outcomes (significant college credit earned, industry certifications earned, internships and/or job shadows completed, and stronger graduation and college enrollment rates than the high schools exhibited under their old academic foci).

Target Date: 06/30/2016

Tasks:

1. Agree upon priority STEM career pathways for each Early College STEM School (ECSS).

Assigned to: Brenda Wilkerson

Target Completion Date: 06/30/2013

Comments: In collaboration with industry and postsecondary partners, the district will identify Information Technology Pathways that have high labor market demand and/or growth potential.

2. Develop and implement comprehensive programs of study for 2 or more STEM career pathways for each ECSS, in collaboration with industry partners and City Colleges of Chicago, and incorporating opportunities to earn significant college credit and industry certifications while in high school, and ensuring strong integration between core academic and STEM career pathways coursework.

Assigned to: Brenda Wilkerson

Target Completion Date: 06/30/2014

Comments: The comprehensive programs of study (POS) will outline and guide a student's experience in an ECSS and allow for multiple and stackable postsecondary pathways. It will map core academic and IT course requirements, industry certification attainment, and the translation to postsecondary credit.

3. Develop and implement aligned work-based learning plan for all 5 ECSS, in collaboration with industry partners, including opportunities such as mentorships, job shadows, and internships.

Assigned to: ECSS Principals

Target Completion Date: 06/30/2016

Comments: The district will outline a work-based learning continuum throughout a student's high school career that will provide additional supports and exposure for students beyond the classroom. This will provide the framework for schools to organize industry partners around work-based learning needs.

4. Develop and implement plan for wrap-around supports needed to drive student success, including but not limited to counseling, after-school, tutoring, and data tracking support.

Assigned to: Akeshia Craven

Target Completion Date: 06/30/2016

Comments: Supports will be differentiated for ELLs and students with disabilities, taking into consideration the delivery of supports

for maximum access, and tailored content of supports based on the needs different subsets of these groups.

5. Develop and implement plan to market program across city to attract student/parent interest.

Assigned to: ECSS Principals

Target Completion Date: 06/30/2016

Comments: With district support, schools will develop an elementary school and parent outreach strategy that will include but is not limited to hosting high school investigation events, parent open houses, educating counselors on ECSS, distributing promotional material, etc.

6. Determine optimal staffing model to support ECSS, and support specialized staffing needs during ramp-up/incubation years.

Assigned to: Veenu Verma

Target Completion Date: 06/30/2016

Comments: The district will identify program support needs to assist with model implementation and industry and postsecondary partner collaboration. In addition, there will be an assessment of flex IT teaching resources needed during the initial year or two of ECSS.

7. Provide professional development to school and college faculty to ensure strong delivery of ECSS model.

Assigned to: Brenda Wilkerson

Target Completion Date: 06/30/2016

Comments: Based on the POS outlined, partner and school input, the district will offer professional development that ensures schools are well-supported in delivering the ECSS model and ensuring acceleration of a student's trajectory toward postsecondary success.

8. Determine optimal resource needs (lab set-up, equipment, etc.) to support ECSS model and equip school with necessary specialized learning materials during incubation years.

Assigned to: Brenda Wilkerson

Target Completion Date: 06/30/2014

Comments: Based on the POS outlined, the district will identify baseline lab, equipment, and material requirements and facilitate the procurement of these resources.

**Implement** Percent Task Complete: 0 of 8 (0%)

**Indicator** IA12 - SP-The district intervenes early when a school is not making adequate progress. (1128)

**Status** Full Implementation

Level of Development: Initial: Full Implementation 03/28/2012

Evidence: CPS has implemented for the past 6 years a Performance Policy that identifies schools that are not making adequate progress. Networks provide differentiated support to schools that are struggling. They have control over their resources (people, time, money) and can use them flexibly to provide targeted support to schools on probation. In addition, the district sends communication to the schools not meeting

AMAO according to current state laws.

<b>Indicator</b>	<b>IA13 - SP-The district works with the school to provide early and intensive intervention for students not making progress. (1129)</b>	
<b>Status</b>	In Plan / No Tasks Created	
Level of Development:	Initial: Limited Development 03/16/2012	
Index:	2	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	<p>CPS is focused on implementation of the Common Core State Standards to address Tier I instruction. In addition to the guidance provided by the RtI Toolkit, a focus on intervention blocks has been incorporated into our Full School Day guidance in an effort to ensure that all students who are struggling receive Tier II and Tier III intervention during the school day during a designated time that does not interfere with core instruction. The development of comprehensive academic intervention plan with associated professional development will be a focus area in the future.</p> <p>DoLCE has begun partnering with the Department of Literacy to ensure that professional development focused on the implementation of the Common Core standards to address Tier I instruction incorporates principles of instruction for linguistic diversity and the needs of ELLs.</p> <p>The Office of Early Childhood Education (ECE) developed a plan of action in conjunction with OLCE to initiate the screening of preschool children who may be eligible for ELL services. This plan was piloted during the 09-10 school year and was fully implemented in all CPS schools during the 10-11 school year. The early identification of children in need of ELL services will allow identified students to begin receiving services as early as age 3. Teachers were trained and screening kits were distributed, and children screened. The annual screening of preschool children is monitored by OLCE just as at all other grade levels.</p> <p>In addition, CPS has established district-wide behavioral interventions for students, whose in-class or in-school behavior is a barrier to their learning, including anger management and trauma treatment. CPS will continue to develop early, in-class interventions as well as more intensive interventions to address behavioral barriers to learning. Also, the district provides Summer Bridge and Summer Support for English Language Learners.</p>	
<b>Plan</b>	Assigned to:	Not yet assigned

Exhibit A

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**Indicator IC01 - SP-The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (1144)**

**Status** In Plan / No Tasks Created

Level of Development: Initial: Limited Development 03/26/2012  
 Index: 2 (Priority Score x Opportunity Score)  
 Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)  
 Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Over the past three years, CPS Networks of schools have implemented regular performance review sessions with the schools they serve. These sessions look different from Network to Network, but across Networks Chiefs of Schools have regular data-based management touch points with their schools. DoLCE provides Networks with ELL data and participates closely with networks during the performance review sessions to ensure the needs of ELLs are address during these sessions. Additionally, OSES also provides Networks with data for students with disabilities through the annual "snapshot" process. Schools are currently working to develop continuous improvement work plans that outline milestones for the strategies they plan to implement in the upcoming school year. Next school year, Chiefs of Schools will incorporate progress monitoring on these work plans into their regular performance review sessions.

**Plan** Assigned to: Not yet assigned

**Indicator IC02 - SP-The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (1145)**

**Status** Full Implementation

Level of Development: Initial: Full Implementation 03/26/2012  
 Evidence: CPS has divided its schools into geographic Networks. Each Network of schools is served by a Chief of Schools, a Deputy Chief of Schools, a data strategist, a family and community engagement specialist and a team of Instructional Support Leaders (ISLs), each with a specific focus (e.g. Math content, ELLs, etc.). Together these teams serve as the primary contact from the District to the schools. Early Childhood Program managers and directors provide direct support to chiefs, principals, and teachers as requested as all preschool programs are grant funded and administered on a citywide basis.

**Indicator IC05 - SC-SS-The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school. (1148)**

**Status** Tasks Completed: 0 of 8 (0%)

Level of Development: Initial: Limited Development 03/28/2012  
 Index: 9 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)  
 Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: We are currently in the process of building Frameworks for Content Standards aligned to the PARCC Model Content Frameworks. These Frameworks and the accompanying tools will provide standardization of expectations and implementation across classrooms. These Frameworks will be made available to all schools by the summer of 2012. In other subjects, curricular expectations are currently set at the school level.

**Plan** Assigned to: Jennifer Cheatham

How it will look when fully met: The District will provide all K-12 teachers with the new CPS frameworks for Content Standards that are aligned with the Common Core State Standards, and eventually, Next Generation Science Standards (Science) – which represent a set of expectations for student knowledge and skills that high school graduates need to master to succeed in college and careers. CPS Frameworks for Content Standards will apply Universal Design for Learning principles and they will include planning guides (which define the scope of content for each grade level that teachers across CPS must teach) and a set of tools to support planning and implementation of the Standards. To further support curriculum expectations the District will provide CCSS aligned beginning-of-the-year and end-of-year assessments along with quarterly benchmarks that teachers will use to make adjustments of unit plans and address the needs of particular students or groups of students.

The District will also develop guidance for content area teachers (Science, Social Science, etc) with a focus on content area literacy with the help of our CCSS Early Adopter Schools. All tools for content areas will employ a Universal Design for Learning approach and include specific guidance for instructing English Language Learners using Illinois ELP Standards and WIDA tools (and the Spanish Language Arts and SALSA standards as appropriate), as well as for instructing students with disabilities. Network teams will deliver ongoing professional development for principals and teachers on the Content Frameworks to ensure effective planning and implementation.

Target Date: 06/01/2014

Tasks:

1. Development of CPS Literacy Content Framework: Planning Guides and sets of samples tools (literacy curriculum maps, unit plans, performance assessments, scoring tools and lesson plans) to support district-wide implementation of Common Core.

Assigned to: Elizabeth Cardenas Lopez

Target Completion Date: 06/30/2013

Comments: The Literacy Content Framework will be developed using a backwards design and standards based model and it will apply



Universal Design Principles for curriculum and instruction. The District will provide literacy planning guides teachers will be required to use to map their year-long instructional plans. Sample instructional tools such as curriculum maps, unit plans and performance assessments will be available to teachers to support successful implementation of the Common Core. Teachers will identify standard based outcomes for all learners and will engage in the process of developing their own unit plans, performance tasks and scoring tools in teacher teams in schools across the District starting in June 2012.

2. Development of Literacy Performance Tasks: Beginning and End-of-Year Performance Tasks that will be used to measure student growth as well as teacher effectiveness along with quarterly benchmark assessments

Assigned to: Elizabeth Cardenas-Lopez  
 Target Completion Date: 06/30/2013  
 Comments: Beginning and End-of-Year performance tasks along with quarterly benchmark assessments will be developed by the District and in close collaboration with teachers to measure student growth in reading and writing in grades K-12. The beginning and end-of-year assessments will also be used for teacher evaluation. These assessments will include native language assessments, when possible, beginning with assessments in Spanish. Teachers will develop end-of-unit performance tasks using sample models provided by the District and will use student performance to inform planning and methods of instruction.

3. Adjustments of Frameworks to include expectations for literacy in the content areas

Assigned to: Elizabeth Cardenas Lopez  
 Target Completion Date: 06/01/2013  
 Comments: Over the course of the 2012-2013 academic year, the District will monitor implementation of the Literacy Framework and Toolsets and evaluate their usefulness for teachers and students across the district. Necessary adjustments to Framework and Toolsets will be made as informed by teacher and principals' feedback and students' performance in Benchmark Assessments. The Department of Literacy will continue to work with the Early Adopter Schools and Teacher Leader Professional Learning Communities (PLCs) as well as other content departments in CPS, to refine existing guides and Toolsets and to create new ones. Toolsets that will be refined and newly developed will incorporate fully Universal Design principles for learning, include the CCSS Language strands and integrate literacy in content areas with specific focus in academic language.

4. 3-Year development of CPS Mathematics Content Framework: Planning Guides for grades K-12 with corresponding sets of sample tools (sample tasks and performance assessments, tool for analyzing and modifying lessons/activities, samples of modified lessons, sample lesson plan template, etc.) to support district-wide implementation of Common Core.

Assigned to: Jesch Reyes  
 Target Completion Date: 06/30/2014  
 Comments: Key Dates:

06/30/2012 – version 1.0

06/30/2013 – version 2.0

06/30/2014 - Final

In 2012-2013, schools will begin implementing the CPS Bridge Plan for Mathematics, the three-year blueprint that will guide the full implementation of the CPS Mathematics Content Framework. It defines how the District will phase in new content and practice standards and build capacity to make the requisite shifts in instruction. Since an immediate shift to full implementation of CCSS-M would create large gaps in student learning, the first year of the Bridge Plan will focus on the development of planning guides 1.0 for grades 6-8, and High School Algebra I and Geometry – which define the scope of content that must be taught in 2012-13. Year 2 (2013-14) Planning Guides 2.0 will phase in K-5 and Algebra II, and continue adding new standards in grades 6-8, Algebra I, and Geometry. Year 3 (2014-15) will mark full implementation of CCSS-M, K-12. Additionally, for each year of the Bridge Plan, corresponding tools will support effective implementation of these standards. Development of the Planning Guides and its components will be led by Department of Mathematics specialists and will engage stakeholders from across the district. Planning resources and training will also reflect a universal design for learning lens, so that teachers proactively plan for the diverse needs of the students in their classes.

5. Use of Mathematics Performance Tasks: Beginning and End of Year Performance Tasks that will be used to measure student growth as well as teacher effectiveness.

Assigned to: Jesch Reyes

Target Completion Date: 06/30/2014

Comments: In parallel with the 3-year CPS Bridge Plan for Mathematics, Beginning and End of Year performance tasks will be chosen from a bank of MARS Tasks, which demand the type of substantial chains of reasoning and non-routine problem solving that exemplify CCSS-M expectations. The selection of tasks will be led each year by the District in close collaboration with teachers. These assessments will include native language assessments, when possible, beginning with assessments in Spanish.

They will be used to measure student growth in mathematics in grades K-12. These assessments will also be used for teacher evaluation.

Teachers will also use MARS tasks formatively as interim assessments to inform planning and methods of instruction.

6. Development of CPS Science Content Framework: Planning Guides for grades K-12 with corresponding sets of sample tools (sample tasks and performance assessments, tool for analyzing and modifying lessons/activities, samples of modified lessons, sample lesson plan template, etc.) to support district-wide implementation of the Next Generation Science Standards.

Assigned to: Jesch Reyes

Target Completion Date: 06/30/2013

Comments: The upcoming release of the Next Generation Science Standards (estimated release: Dec 2012) will inform the

strategy, development and implementation of the CPS Science Content Framework. Planning Guides will define the scope of content that must be taught at each grade level. Additionally, corresponding tools will support effective implementation of these standards. Development of the Planning Guides and its components will be led by Department of Science specialists and will engage stakeholders from across the district. As with literacy and math, science resources will reflect universal design for learning principles.

7. Development of Science Performance Tasks: Beginning and End of Year Performance Tasks that will be used to measure student growth as well as teacher effectiveness.

Assigned to: Jesch Reyes  
 Target Completion Date: 06/30/2012  
 Comments: Beginning and End of Year performance tasks developed by the District in close collaboration with teachers and will be used to measure student growth in Science in grades K-12. These benchmark assessments will also be used for teacher evaluation in instances where a teacher only teaches science.

8. Ongoing development of tools to guide and support instruction of ELLs and Students with Disabilities using CCSS.

Assigned to: Elizabeth Cardenas Lopez, Jesch Reyes, Olivia Mulc  
 Target Completion Date: 06/01/2013  
 Comments: The District will be vigilant to remain abreast of the national conversation regarding special populations and the CCSS, actively seek partnerships and resources to ensure that guides and supports for varied learner profiles are as robust and current as possible.

**Implement** Percent Task Complete: 0 of 8 (0%)

**Indicator** IC07 - SP-Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (1150)

**Status** Full Implementation

Level of Development: Initial: Full Implementation 03/16/2012

Evidence: Each year the district dedicates days to professional development. This school year there were 3 full days prior to the start of school and one day at the end of the year dedicated to teacher in-service workshops or equivalent professional educational experiences such as educational gatherings, demonstrations of instructional materials, visitation of/to other schools, institutions or facilities. In addition to those four days, each school received five and one half days to use for school improvement and school professional development. Teachers were also given one and a half days to use at their discretion for individual professional development needs. Each school is required to submit to their Network a professional development calendar listing the areas that they will be addressing for the following school year. Next year, it is our intent to extend the school day and school year as we address student achievement needs. Next year, there will be a total of 10 professional development days. Five of these days will

occur before the school year begins—two of which can be used over the summer for planning in teacher teams. There will be four days during the school year for data analysis and planning and then one day at the end of the year. Additionally, schools will have time for weekly collaboration time during the school day and after students are dismissed for professional development. Schools have the autonomy to use their professional development time and resources flexibly, to meet staff needs.

While professional development is planned at the discretion of the school to meet its own needs, Network and central offices provide professional development resources and offerings aligned with district priorities. Specifically, the Office of Professional Learning has developed a core set of professional development modules aligned to major district priorities (CCSS and REACH, for example) that can be used at the Network and school levels. The Office of Professional Learning is in the midst of developing additional modules that align to the components of the new CPS Framework for teaching.

Additionally, specialized departments also offer professional development for particular groups of teachers that may need support beyond what a school can provide. For example, the Department of Language and Cultural Education (DoLCE) offers a variety of professional development opportunities for teachers of linguistically and culturally diverse students, including training for teachers to become certified to administer the English language proficiency screeners and the annual assessment of ELLs ACCESS. DoLCE also offers Bilingual Lead Teachers (BLTs) four (4) quarterly forums per year. In these meetings, DoLCE communicates the expectation that information disseminated during these forums should be taken back to the schools and delivered to all school staff, and makes efforts to prepare BLTs and provide resources for them to provide site-level professional development and supports. Additionally, DoLCE has begun partnering with the Department of Literacy to ensure that professional development focused on the implementation of the Common Core standards incorporates principles of instruction for linguistic diversity and the needs of ELLs.

Similarly, the Office of Special Education and Supports (OSES) provides professional development for teachers who work with students with disabilities. They also provide ongoing professional development for case managers on issues related to quality implementation of special education services, IEP development, and compliance issues.

The Office of Early Childhood Education, in collaboration with DoLCE and OSES has provided Special Interest Groups (SIG) for teachers of children who are eligible for ELL services and for teachers requesting strategies for working with children who have mild language and speech concerns. In addition, multiple 5 part SIG are provided for both teachers and assistants along with presentations by national early childhood experts and poster sessions by superior early childhood teachers. Offerings and schedules will be modified for the 12-13 school year providing for early childhood content trainings

in early literacy and mathematics as well as strategies for working with children with special needs and ells. These activities will be made available to schools on an as needed basis. In addition PD, Information Sessions, and SIG activities will be provided for Networks as requested.

**Indicator** IC08 - SP-Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (1151)

**Status** Full Implementation

Level of Development: Initial: Full Implementation 03/28/2012

Evidence: Principals build into the professional learning cycle, where appropriate, time for support staff to engage in learning that aligns and applies to their work needs. Principals also provide release time for role-specific professional development opportunities (e.g. clerks will attend Oracle training which is specific to their role and responsibilities, Bilingual Lead Teachers attend quarterly forums organized by DoLCE, Case managers attend monthly meetings organized by OSES). Teachers have collaboration time each week and meet with other teachers and instructional support staff (e.g. special education resource teachers, counselors, bilingual teachers, art teachers) to plan for instruction, review data, and discuss strategies to address students' needs. Principals also include the full staff in whole staff meetings or development for matters that affect the entire school community.

**Continuous Improvement**

**District Allocation of Resources for School Improvement**

**Indicator IA06 - SC-SP-The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (1122)**

**Status** Tasks Completed: 0 of 6 (0%)

Level of Development:	Initial: Limited Development 05/09/2011
Index:	3 (Priority Score x Opportunity Score)
Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Chicago Public Schools has not commenced in the formal requirements gathering process for ISLE technical integration. To date, ISBE has not shared a level of technical detail that permits for detailed technical planning or requirement gathering. CPS has engaged in significant local efforts to date to link student data across local systems in support of integrated learner profiles. Starting in 2005, CPS began to implement a suite of web- enabled student information systems. The suite is I.M.P.A.C.T. (Instructional Management Program and Academic Communications Tool) and is available to every school in the district. The detail below provides information on each transactional module. Our daily user audience includes 20-30K employees. CPS intends to leverage advances in the K-12 technology space to begin to collapse the transactional tier into a model that begets one stop shopping for classroom educators. Our goal is to continue to evolve and optimize in support of the district's educational vision.

IMPACT SIM is the official 'system of record' for the district. It is used for student registration and enrollment, the management of student demographics, elementary class scheduling, student health, program placement (TBE/TPI), and program tracking. SIM via its Report Portal allows each school to access student information that ranges from registration to ELL status.

IMPACT Gradebook with Parent Portal is the primary conduit for the submission of daily attendance and grades at the school level. The Gradebook user base includes 22,000 teachers and 1000+ school and area administrators. Parent/Student Portal that allows for monitoring of grading and attendance events, with subscribership of over 150,000 members. We have sent over 2 million text message alerts since portal inception.

IMPACT SSM tracks special education services, holding approximately 55,000 Individualized Education Plans (IEPs). This system also tracks health services data for Medicaid reimbursement and clinician credentials tracking.

IMPACT CIM provides an integrated, remotely accessible system for teachers and administrators to access/organize assessment and achievement data to support differentiated classroom instruction. The system allows for collaborative lesson plans and digital curriculum content. Data includes ISAT, PSAE, DIBELS, ISEL, EXPLORE, PLAN, PSAT, ACCESS for ELLs.

IMPACT Verify serves as the district's system for the entry and tracking of student behavior: student code of conduct violations and site incidents, expulsion management, truancy monitoring, ELL status, and, safety and security planning. Current State Cross System Linkage: CPS has built a central Data Warehouse that holds the transactional information from the IMPACT systems. The Data Warehouse is a centrally managed hub that powers an analytics Dashboard. The Dashboard is accessible to all principals, network officers and central office administrators charged with implementing the district's educational strategies and analysis/performance measurements. The Dashboard includes metrics defined by educational leaders as measures of continuous school improvement. The Dashboard allows for district, network, and school-level metric review levels and allows for the ability drill down to individual student profile detail for any metric. This student level detail is the current 'learner profile' standard in the district.

**Plan**

Assigned to:

Phillip DiBartolo

How it will look when fully met:

Learner Profile Objective and Data Integration: Ultimately, the data provided to the ISLE solution will originate in the CPS enterprise data warehouse. Recent changes to administration and the move to common core standards will drive additional changes to the transactional systems and analytic measurements over the next 12 months. The assumption is that the local changes to educational strategy will be made in fidelity with the learning maps and strategies required by the state; in that respect the work of calibrating our internal systems to capture the right data elements will begin long before an actual technical bridge is built between systems. Success in this endeavor will require that CPS and ISLE create and share a common data dictionary and definitions for key performance metrics and root data elements. The technical objective for the Phase One implementation with the ISLE system involves a nightly feed of critical teacher and student profile data from CPS to ISLE. The data provision would occur in much the same fashion as the existing nightly feed to the ISBE SIS from CPS. Specifically, CPS will establish a data feed to the new ISLE system via Secure FTP transmission of required data components.

**Required Evidence**

- Successful data load of CPS information to ISLE from secure FTP file provided by CPS
  - Completion and dissemination of state data dictionary
- Integration Objective (User Experience): The CPS vision for participation in ISLE incorporates an element that is vital to the user experience: unified login credentials. Specifically, CPS

is expecting that the ISEL team will architect a solution that enables CPS teachers to use their existing login and password to access the default/required ISLE toolset once implemented.

Required Evidence

- Completion of Integration with CPS Active Directory credentials for authentication.

Optional Elements: At this time, CPS does not have a definitive forecast as to 'opting in' to the anticipated suite of transactional or teacher tools offered through ISLE.

Target Date: 12/22/2013

Tasks:

1. Establish district team for ISLE implementation.

Assigned to: Phillip DiBartolo

Target Completion Date: 06/30/2012

Comments: Technology team members for this initiative have been identified. Vikas Singla and Will Clark will lead for the data integration. Ed Wagner will serve as the consultative lead on Active Directory Integration during initial phase of discovery, likely delegating as we get into tactical detail.

2. Commence outreach, requirements gathering, and IT systems analysis for ISLE implementation

Assigned to: Phillip DiBartolo

Target Completion Date: 06/30/2012

Comments: We require a standard business /technical requirements template or format from ISBE relative to the information sets they require to align their system design.

3. Continued outreach, requirements gathering, and IT systems analysis for ISLE implementation

Assigned to: Phillip DiBartolo

Target Completion Date: 06/30/2013

Comments: The bulk of the requirements effort will occur during this period. It would be helpful for CPS to understand the overarching governance model (business process) that ISBE intends to employ to vet potentially conflicting requirements from state districts as they model the solution.

4. ISLE technical integration commences in January 2013. Technical integration involves two primary components: data integration and Account synchronization (authorization/authentication).

Assigned to: Phillip DiBartolo

Target Completion Date: 06/30/2013

Comments: It would greatly benefit CPS to review any advance documentation on how the proposed solution will handle credentials (Active Directory compatibility) with respect to both business process and technologies. We must begin to align our internal strategies in advance of the commencement of activity.

5. Continued ISLE technical integration and initial ISLE launch in January 2014

Assigned to: Phillip DiBartolo



12-0627-ED1

Target Completion Date: 06/30/2014

Comments: Is there a recommended methodology from the state with respect to phasing the deployment? Our sense is that initial launch should involve a small, but representative group of schools so as to inform strategic or technical changes prior to full implementation.

6. Full ISLE implementation

Assigned to: Phillip DiBartolo

Target Completion Date: 12/22/2015

Comments: Full implementation must be preceded by ISBE sharing the overarching data exchange framework between CPS and ALL state systems. We must be absolutely certain of ANY discreet differences in the data feeds sourcing the ISBE SIS and ISLE. Moreover, we need to ensure that ISBE is handling like data (here there is overlap) with consistency. At minimum, we need to know about variance in update latency, data /metric definition, etc.

**Implement** Percent Task Complete: 0 of 6 (0%)

**Indicator** IA10 - SP-The district regularly allocates/reallocates resources to support school, staff, and instructional improvement. (1126)

**Status** Tasks Completed: 0 of 5 (0%)

Level of Development: Initial: Limited Development 03/27/2012

Index: 3 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: As a district, we are committed to empowering principals as the instructional leaders of their schools. Principals must not only be held accountable for the academic achievement of their students, but must also have the ability to make decisions that drive learning in their schools, including how resources are allocated. We are in the process of directing more funding directly to the schools to give principals more control over resources they receive and empower them to do the work they believe needs to be done in order to drive student achievement.

Schools allocate resources each spring through the CIWP and budgeting process, through which the school aligns resources with their strategic plan for the coming year. This process is led by the principal and the CIWP team, which includes parents and teachers. The CIWP and a comprehensive budget are presented to the school's Local School Council and Parent Advisory Council for review and approval. For schools on probation under the CPS accountability system or in school improvement status under NCLB, the CIWP and budget are reviewed and approved by the Chief of Schools for the school's Network before being approved by the Board of

Education. Reallocation of resources throughout the school year takes place through an amendment process. Amendments to the budget must be approved by either the school's LSC or Chief of Schools, depending on the school's accountability status.

It is the district's intention to direct more funding directly to the schools to allow principals more control over how to align spending with the needs of their specific student populations. This will include the reallocation of approximately \$100 million in centrally-managed program funds to school discretionary budgets for the 2012-2013 fiscal year.

A district priority for the 2012-2013 school year is how to maximize time as a resource for instruction. CPS is currently in the process of planning for the Full School Day that will provide all students with enough time to learn, especially with the implementation of the more rigorous Common Core State Standards. The Full School Day will provide all teachers with additional time for collaboration and that time will be distributed in a more logical fashion throughout the year, to allow for data analysis and long term planning at the end of each quarter. Each school is currently in the process of completing a Full School Day plan. The Department of Language and Cultural Education (DoLCE), the Office of Special Education and Supports (OSES), and the Office of Early Childhood Education (ECE) are collaborating closely with district departments in charge of implementing the Full School Day plan to ensure the needs of the ELLs and students with disabilities are addressed as well as the needs of preschool students. This has included revisions of Individualized Education Plans (IEPs) to ensure that students with disabilities have properly allocated resource minutes, as appropriate, within the new schedule. ECE has also provided sample schedules and guidance for Early Childhood programs.

DoLCE has provided input from the perspective of Bilingual, Dual Language, and World Languages programs for the "Full School Day: Principal Guide to Parameters & Guidelines". The needs of all language learners are brought to the forefront in this document, as there is a section specifically on minute allocations for World Language, Dual Language, Transitional Bilingual Education, and Transitional Program of Instruction Programs. In addition, DoLCE helped develop sample schedules for Dual, TBE, and TPI, and has provided the Full School Day team with minute recommendations for World Languages. Both measurements reflect the different pathways to bilingualism in CPS.

The World Languages content area specialist for Central Office was asked to write the World Languages section of the "Full School Day Principal Guide 2: Maximizing Impact, Elementary Schools." In this section, it is outlined the district goals for World Language programs, described what a high quality elementary World Language program looks like, how the Full School Day provides an opportunity for schools to expand, increase, or maximize their World Languages programs, and I provided schools with basic guidelines regarding curriculum, scheduling, and integrating World

Languages with other content areas.

DoLCE has also promoted the suggestion that schools take advantage of the additional time to provide things that generally get shortchanged such as Native Language instruction (content and language development) Heritage/world language Collaboration time/co teaching specifically between gen Ed and billing Ed teachers Bridging/metalinguistic.

Finally, DoLCE has gone through all sections of this guide (Science, Literacy, etc.) to make sure that all proposed guidelines will adequately meet the needs of ELL students.

**Plan**

Assigned to: Tim Cawley

How it will look when fully met: The District will review its allocation of resources – time, staff, and funding – on an annual basis (as part of the district's Continuous Improvement Work Plan (CIWP) cycle). During this annual cycle, schools will utilize student data, parent, teacher, and student feedback, as well as district guides and best practices to examine and refine their allocation of time, staff, and funding. Specific guidance will be provided in regards to resource allocation for ELLs and students with disabilities based on results of Program Quality Reviews

Principals will have added autonomy to align spending with the needs of their specific student populations. This will be met when a majority of decisions concerning resource allocations are made at the school-level.

Target Date: 01/30/2015

Tasks:

1. Schools complete CIWP and budgets for 2012-2013 school year

Assigned to: Ryan Crosby

Target Completion Date: 06/30/2012

Comments: This year CPS is introducing a new school improvement planning template called the Continuous Improvement Work Plan, or CIWP. The CIWP replaces the SIPAAA with a more streamlined planning process and provides better tools for monitoring the school's implementation of the plan, and for making adjustments throughout the year. Schools are completing the CIWP for the first time this spring.

Local School Councils, Parent Advisory Councils and Chiefs of Schools will participate in the development of the CIWP and budget at each school. For schools on probation or in NCLB school improvement status, the Chief of Schools will approve the plan and budget, ensuring that resources are allocated to meet the needs of the students and move the school towards a path off of probation and school improvement status.

2. Reallocate approximately \$100 million in centrally-managed program funds to school discretionary budgets for the 2012-2013 fiscal year

Assigned to: Ginger Ostro  
Target Completion Date: 07/01/2012  
Comments: This reallocation will allow schools flexibility in use of funds to support student need, and is combined with the coordinated RFPs we are conducting to better aid schools in purchasing academic and social-emotional interventions and out of school time services.

3. Schools complete their Full School Day plans for the 2012-2013 school year

Assigned to: Monica Lee  
Target Completion Date: 06/30/2012  
Comments: Full School Day plans require schools to design a schedule with the input of families and communities and that meets student need. Schools must ensure that all students have adequate time for core classes, intervention and the full range of course offerings.

4. Roll out new Hyperion budget planning tool for the 2013-2014 budget planning process to improve budget planning process.

Assigned to: Ginger Ostro  
Target Completion Date: 01/31/2013  
Comments: CPS will launch the Oracle-Hyperion budget planning system in the spring of 2012 for CPS Central Office budget planning for the 2013 fiscal year, and the spring of 2013 for school budget planning for the 2014 school year. This system will replace the current budget planning system (Public Sector Budgeting). Hyperion will be easier, faster, and more flexible than our current systems, and will reduce the need for IT support. It will also provide real-time reporting in a format that will create greater transparency in the budget process.

**Indicator** IA11 - SS-The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (1127)

**Status** Full Implementation

Level of Development: Initial: Full Implementation 03/19/2012

Evidence: -  
CPS has made major investments in both interim assessments and technology systems over the past 5 years. As a result of these investments, school staff have access to regular interim assessment data from grades K-11 delivered between 3 and 4 times per year. These assessments are delivered electronically and results are available immediately following administration. Real-time data on attendance, dropouts, grades and misconducts are also available through the District dashboard.

ELL assessment and related data is readily available to school personnel by utilizing IMPACT SIM and Dashboard. The IMPACT system allows staff to access individual student data and filter by various data points such as Program Year, Proficiency Level, Students to be Screened, Active Status, etc. and to generate an aggregate report of this information, known as the "ELL Profile," which can be used to inform instruction

and program decision-making. Schools can also generate ELL Reports that summarize specific data for the entire school ELL population. Data is also available on the District's Research, Evaluation, and Accountability website and via DoLCE data analyst.

**Indicator** IA14 - SP-The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130)

**Status** Tasks Completed: 0 of 8 (0%)

Level of Development:	Initial: Limited Development 03/19/2012	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: CPS' Office of Talent currently has strong external partnerships that assist the district in recruiting, selecting, and supporting school staff to work in high needs schools. These programs include Chicago Teaching Fellows, Teach for America, and AUSL for teachers and New Leaders for New Schools, UIC Principal residents, and the newly formed Chicago Leadership Collaborative (CLC). These programs provide hundreds of qualified and specialized teachers and school leaders capable of addressing the needs of Chicago's highest-needs students and communities.

To ensure that the needs of English Language Learners are met, CPS maintains the Department of Language and Cultural Education to provide support to schools and teachers. The Department of Language and Cultural Education (DoLCE) develops and manages bilingual education and world language programs that directly impact over 150,000 students. DoLCE provides professional development opportunities for teachers and principals, generates funding and partnerships for language programs, and ensures that schools are in compliance with state, federal and district mandates that govern bilingual education. In addition most networks have added an Instructional Support Leader specialized in Bilingual Education to their staff.

**Plan** Assigned to: Alicia Winckler

How it will look when fully met: In order to fully meet the objective, CPS must not only have active pipeline strategies that are already in place, but needs accurate performance data with which to assess the success of various pipelines. The implementation of PERA and new performance evaluations will enable CPS' Talent Office to assess pipeline providers of teachers and school leaders and expand those that deliver candidates who are highly effective with high-needs student populations, such as Students with Disabilities and English Language Learners. DoLCE's diagnostic program tools and protocols (currently in

development) will provide the standard of excellence with regard to Staff Quality and Professional Development for programs designed to serve ELLs and guide recruiting, training, and support of personnel. DoLCE and the Talent Office will collaborate to ensure that this vision for excellence is embedded in metrics, evaluation and hiring practices.

Target Date: 09/30/2015

Tasks:

1. District will develop (automated) mechanisms to ensure that staffing/hiring for positions to serve ELLs can only be filled by properly certified personnel or those who have gone through a proper waiver process.

Assigned to: Sarah Hatfield and Kris Tiefenthaler

Target Completion Date: 12/01/2012

Comments: CPS will have more accurate and electronic data on potential candidates in Taleo that will screen, and acknowledge those individuals that meet the proper certifications earlier in the process to have more timely decisions with candidates.

2. District engages teacher and principal preparation programs in discussion about performance metrics the district will use in the future to evaluate candidate sources

Assigned to: Sarah Hatfield

Target Completion Date: 06/30/2012

Comments: CPS is actively enhancing today the processes of finding top talent for the schools that are need of improvement. In changing the process of actively searching for the passive candidate, CPS also wants to measure the success of those candidates within our environment to quantify the sources that generated that talent pool.

3. District begins implementation of new teacher and principal evaluations

Assigned to: Director of Educator Effectiveness

Target Completion Date: 06/30/2012

Comments: CPS will begin implementation of REACH Students in the 2012-13 school year. REACH is designed to support teachers' growth through increased feedback and observation and the inclusion of multiple measures of performance.

4. District begins implementation of new application and selection system, including technology to create better transparency for hiring managers into candidate pool and enhanced candidate screening processes

Assigned to: Sarah Hatfield

Target Completion Date: 06/30/2013

Comments: CPS has begun the process of implementing an applicant tracking system (Taleo) that utilizes technology to capture all potential candidates that express interest in working for CPS. In this system the hiring manager will be able to see candidates ranked by core competencies by specific role requirements. This will allow the hiring manager to make better decisions based on the candidate pool.

5. District begins implementation of mentoring support for all 1st year teachers and peer evaluation. This data will be used to begin assessing pipeline providers of teachers.

12-0627-ED1

Assigned to: Matthew Lyons

Target Completion Date: 06/30/2013

Comments: CPS intends to post Mentor Teacher roles by no later than June 1, 2012 with a target hiring date of no later than July 30, 2012 (subject to change). Candidates must pass the State evaluator certification assessment prior to being hired as observing teachers' classroom practice is a core function of their job role. The inclusion of Mentor Teachers' observation ratings of beginning teachers is subject to the agreement of the Chicago Teachers' Union, per State law.

6. New performance evaluation data will begin to show strengths and weaknesses of various pipeline providers' graduates, for teachers and principals

Assigned to: Director of Educator Effectiveness

Target Completion Date: 06/30/2013

Comments: New Principal evaluations will be implemented in the 2012-13 school year. As data becomes available based upon CPS' new Principal Competencies, CPS' Talent Office will be able to assess pipeline providers' strengths and weaknesses in preparing their graduates to lead CPS schools. This will be critical for CPS' strategic priority of ensuring a potent pipeline of highly effective school leaders.

7. As performance data on teachers and principals matures, the district will publish reports on the effectiveness of its teacher and principal preparation pipelines

Assigned to: Sarah Hatfield

Target Completion Date: 12/22/2015

Comments: In 2015 CPS will have a variety of data points to measure teacher and principal performance, the evaluation systems and Taleo. These systems will allow CPS to have a concise foundation of results and actions that connect sourcing of candidates and their performance within CPS.

8. District will adjust its pipeline strategies for teachers and principals in high-needs schools based upon the data we cultivate about the effectiveness of various programs' graduates, including expanding pipelines, restricting or closing sources, or shutting down ineffective programs within the district's control

Assigned to: Sarah Hatfield

Target Completion Date: 12/22/2015

Comments: In 2015, CPS anticipates having sufficient data to adjust its strategy for selecting high performing teachers and principals based upon performance data of its current employees.

**Implement** Percent Task Complete: 0 of 8 (0%)

**Indicator** IB02 - SS-In collaboration with its schools, the district examines improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (1133)

**Status** Full Implementation

Level of Development: Initial: Full Implementation 03/28/2012

Evidence: In November 2011, Chicago Public Schools reorganized the Office of Performance and created the Office of Strategy.

Research, and Accountability (SRA). This office is tasked with driving a process of continuous improvement across the district. Two teams in this office lead the work: 1) The Strategy, Research & Analytics team is leading central office departments through a continuous improvement process that involves establishing strategic plans, setting goals and benchmarks, and conducting strategic analyses to assess performance of strategies, initiatives, and programs; 2) The Performance Data and Accountability team leads strategic planning, measurement, and data review processes across the networks. Together, these units within SRA are working to provide District leadership with data-based feedback on the strategies being implemented and this feedback is currently informing annual budget planning and other senior leadership decisions.

Both teams are closely working with the Department of Language and Cultural Education and OSES to ensure the ELL population and our students with disabilities are considered while developing the improvement plan for the district.

**Indicator** IC06 - SP-The district provides the technology, training, and support to facilitate the school's data management needs. (1149)

**Status** Full Implementation

Level of Development: Initial: Full Implementation 03/26/2012

Evidence: CPS has made major investments over the last several years in both data tools and training to support schools in their use of data. CPS has constructed a data warehouse that contains data on grades, attendance, student behavior, enrollment, dropouts, and assessments. This data warehouse is accessible to our schools through a performance management dashboard. The dashboard displays real time data on year-end and interim results. In addition to the technology interface, this is the third year that each network has had access to a data strategist (previously called a data analyst). The data strategist supports the chief and the schools in accessing, analyzing and making use of these data.

Going forward, our work for sustaining these efforts will primarily involve continued development of the skills of our network data strategists. We also plan two major technology upgrades. First, we plan to replace the dashboard interface with an even more user-friendly front end. Second, we plan to improve the access of central office analysts to the warehouse for ad hoc queries and requests from networks and schools.



## Continuous Improvement

## Teacher Leader Effectiveness and Supports

<b>Indicator</b>	<b>RT3-1 - The school district's teacher and principal evaluation systems incorporate both professional practice and student growth and evaluation information is used to improve educator effectiveness. (2586)</b>	
<b>Status</b>	Tasks Completed: 0 of 12 (0%)	
	Level of Development:	Initial: Limited Development 03/28/2012
	Index:	3 (Priority Score x Opportunity Score)
	Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
	Opportunity Score:	1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
	Describe current level of development:	<p>The district has completed its PERA evaluation plan with the Chicago Teachers' Union (through the 90-day statutory negotiating period). The resulting evaluation plan for teachers, called REACH Students incorporates as measures of teacher effectiveness both professional practice using the CPS Framework for Teaching and student growth using two forms of assessment—NWEA/EPAS as well as a beginning and end of year performance tasks. Student growth will be included as 25% of the teachers' evaluation ratings in the 2012-13 school year. The new teacher evaluation system will be implemented in all CPS schools in the 2012-2013 school year.</p> <p>The principal evaluation system is still under development and will be ready to launch for the 2012-13 school year. The principal evaluation system will utilize the new CPS principal competencies as the basis for the effective practice component. The CPS principal competencies align with the new principal practice expectations cited by ISBE principal best practice. The new principal evaluation system will meet or exceed the expectations of utilizing student growth as part of the evaluation system as laid out in PERA.</p>
<b>Plan</b>	Assigned to:	Alicia Winckler
	How it will look when fully met:	This objective will be met when the evaluation plan is finalized and PERA evaluations are implemented beginning in the 2012-13 school year, with all teachers evaluated under PERA by the 2013-14 school year. The evaluation plan will have been developed in consultation with DoLCE and OSES to ensure supports for English language learners and Students with Disabilities are explicitly reflected.
	Target Date:	09/30/2012
	Tasks:	
	1. Implement student feedback instruments to be included in teachers' evaluations, for all applicable teachers	
	Assigned to:	Matt Lyons
	Target Completion Date:	06/30/2014

Comments: CPS will implement a pilot of student feedback surveys in the 2012-13 school year and include student surveys in teachers' evaluations beginning in the 2013-14 school year. Good questions remain in regards to how to successfully implement these actions for Students with Disabilities and English language learners. The district is committed to working with the DoLCE and OSES to determine appropriate next steps for moving forward.

2. Begin training plan for Networks on teacher evaluation system

Assigned to: Susan Kajiwaru Ansai

Target Completion Date: 06/30/2012

Comments: Networks will be prepared to lead their schools in better understanding each component of the new teacher evaluation system, including a deep understanding of the CPS Framework for Teaching. Initial training to all CPS educators began in early April, 2012 to communicate the components of the REACH evaluation system clearly.

3. Begin hiring, training, and certification of peer observers (pending collective bargaining agreement)

Assigned to: Matt Lyons

Target Completion Date: 06/30/2012

Comments: CPS intends to post Mentor Teacher roles by no later than June 1, 2012 with a target hiring date of no later than July 30, 2012 (subject to change). Candidates must pass the State evaluator certification assessment prior to being hired as observing teachers' classroom practice is a core function of their job role. The inclusion of Mentor Teachers' observation ratings of beginning teachers is subject to the agreement of the Chicago Teachers' Union, per State law.

4. Complete training and certification of teacher evaluators

Assigned to: Susan Kajiwaru Ansai

Target Completion Date: 06/30/2013

Comments: All teacher and principal evaluators in Illinois must pass the State evaluator certification assessment prior to evaluating educators. CPS evaluators will begin taking the assessment in the Spring and Summer of 2012 and will continue throughout the Fall for newly appointed staff. Additionally, this work will continue as part of the district's staffing procedures in the future for at least all Principals, Assistant Principals, Chiefs of Schools, and Deputy Chiefs of Schools.

5. Implement roster verification processes for linking teachers to students

Assigned to: Ryan Crosby

Target Completion Date: 06/30/2012

Comments: Roster verification for the 2011-12 school year, a test run that will set the district up for success in 2012-13, will launch for teachers in mid- to late-May and continue through the beginning of June. Principals will validate the verifications made by teachers prior to the end of the school year.

6. Implement classroom observations of all teachers using the CPS Framework for Teaching

12-0627-ED1

Assigned to: Executive Director of Educator Effectiveness

Target Completion Date: 06/30/2013

Comments: As the foundation of REACH, the new teacher evaluation system, and for instructional professional development activities throughout the district in the future, classroom observations are a critical priority for the 2012-13 school year. Even in schools that will not implement fully the PERA legislation under REACH (i.e. at least 25 percent of evaluations based upon student growth measures) will conduct classroom observations based upon the CPS Framework for Teaching. Training of teachers and administrators to carry out this priority is already planned and will commence prior the end of the 2011-12 school year.

7. Implement student learning measures for all teachers

Assigned to: Michael Deuser

Target Completion Date: 06/30/2013

Comments: The updated district assessment system, which includes administration of NWEA, EPAS and performance tasks at beginning and end of year will be implemented in the 12-13 school year.

10. Make improvements (as needed) to classroom observations using the CPS Framework for Teaching for all teachers

Assigned to: Executive Director of Educator Effectiveness

Target Completion Date: 06/30/2014

Comments: Each year, but particularly after the first year of implementing REACH, CPS anticipates revisions being made to respond to suggestions and feedback from critical stakeholders and to outcomes data related to the evaluation system. These improvements will be made according to a process to be outlined in more detail throughout the 2012-13 school year.

11. Continue improving teacher evaluation practices and revise plans, as needed

Assigned to: Executive Director of Educator Effectiveness

Target Completion Date: 06/30/2014

Comments: In consultation with DoLCE, OSES, and ECE to ensure that perspectives of English language learners, Students with Disabilities, and early childhood programs are explicitly reflected in the vision, practices and measures for school improvement.

**Indicator** RT3-2 - The district provides induction and mentoring supports to all beginning teachers and principals. (2587)

**Status** Tasks Completed: 0 of 8 (0%)

Level of Development: Initial: Limited Development 03/28/2012

Index: 2 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Principal Induction/Mentoring: Chicago Public Schools (CPS) currently provides induction training (2 days in the summer) for all new principals (first-year, new to district, new to a school, etc.) and coaching support during their first year in the new role. This work is currently coordinated by the Chicago New Teacher Center (CNTC). Principals are able to ask for continued coaching support during their 2nd year in as principal should they desire it. Currently mentor/coaches are selected based on historical relationships with program partners and CPS, not on performance evaluations that utilize student achievement data.

The New Teacher Center (NTC) induction program for teachers includes one-on-one mentoring and professional development in topics related to education of all students. The New Teacher Center in partnership with the CPS Talent Office provides new teachers with orientation and guidance, including specific professional development for teachers serving ELLs, students with disabilities, and preschoolers. The district will seek solid means of communication and collaboration between all offices and departments involved directly in instruction such as but not limited to Literacy, Math, Early Childhood Education, Specialized Services, Pathways, and DoLCE with Talent Office and NTC to ensure the district's goals are taken into consideration as NTC provides training and guidance to new teachers. The Talent Office will serve as liaison between the offices and departments mentioned above and NTC. In addition, DoLCE will elaborate a series of workshops, webinars, targeting new general education teachers, teachers of ELLs, and administrative staff about ELL specific items ranging from best practice to compliance.

Plan Assigned to: Alicia Winckler

How it will look when fully met: Principal Induction/Mentoring: CPS will have fully implemented the Chicago Leadership Collaborative (CLC) which will own responsibility for developing aspiring principals, inducting new principal hires, and providing mentoring/coaching support for the first year as a principal. This will provide a seamless system of development and support for aspiring and new principals. Mentor principals who work with aspiring principals and principal coaches who work with first-year principals will be identified and selected based on their past experience in generating student results. They will also be selected and assessed on their past experience and ability to mentor/coach others to produce student results.

Teacher Induction/Mentoring: All new teachers in their first year of teaching will receive sufficient induction and mentoring support through NTC in alignment with other district resources. This will increase teacher job satisfaction and effectiveness, which will improve retention.

Target Date: 06/30/2013

## Tasks:

1. Recruit 100 new aspiring principal interns to participate in one of the principal preparation programs aligned to the CLC for the 2012-13, 2013-14, and 2014-15 school years.

Assigned to: Executive Director of the Chicago Leadership Collaborative

Target Completion Date: 06/30/2013

Comments: CPS will work with aspiring principal preparation programs affiliated and accepted into the Chicago Leadership Collaborative to recruit aspiring principals to participate in one of the preparation programs. Programs vary from being resident principals to participating in an internship while remaining in an Assistant Principal position. Additional training programs are being developed to support the development of a talent pipeline for principals.

2. Train all mentors who will be mentoring/coaching first-year teachers.

Assigned to: Matt Lyons

Target Completion Date: 06/30/2013

Comments: NTC will provide ongoing training and support to Mentor Teachers and collaborate with CPS to provide calibration around the CPS Framework for Teaching. Mentor Teachers will participate in four Mentor Academies each year and bi-monthly professional development through professional learning communities, and study groups.

3. Provide induction and coaching to all first-year teachers during their first year as teachers.

Assigned to: Matt Lyons

Target Completion Date: 06/30/2013

Comments: NTC will ensure that Mentor Teachers provide at least one face-to-face coaching interaction every 3 weeks to support new teacher growth and development. NTC Lead Coaches will provide support, guidance, and coaching expertise to CPS Mentor Teachers. Core components of this CPS Framework for Teaching embedded intensive coaching include engagement in the full NTC process of goal-setting, analysis of student work twice per year, and two formal observations of practice each year.

4. Develop a tool that will assess aspiring principal/intern or first-year principal's leadership development and mastery of the CPS principal competencies.

Assigned to: Executive Director of the Chicago Leadership Collaborative

Target Completion Date: 06/30/2013

Comments: A rubric or assessment tool will be created to provide clarity and description for the CPS principal competencies. This tool can be used for self-assessment, as well as for development purposes for first-year principals and coaches. The tool will explicitly demonstrate varying levels of mastery and provide concrete examples of each level as it relates to the principal.

5. Enter into agreements with external partners to train all mentor principals who will be mentoring/coaching aspiring principal interns during their residency.

Assigned to: Executive Director of the Chicago Leadership Collaborative

Target Completion Date: 06/30/2013

Comments: Every aspiring principal in a CLC principal preparation program will be assigned a mentor principal, who will provide support and development opportunities throughout the internship. Mentor principals will receive training through one of several external partners (e.g., University of Illinois-Chicago, Teach for America, New Leaders for New Schools, Loyola University) to norm them in CLC and principal preparation program expectations. Training will also include understanding the CPS principal competencies, of which aspiring principals will be expected to master prior to securing a principalship in Chicago Public Schools.

A \$5,000 stipend will be provided to all trained mentor principals working with an aspiring principal affiliated with one of the CLC principal preparation programs. Stipends will be provided in two increments of \$2,500 at the end of each semester according to the CPS 2012-13 school year.

6. Enter into an agreement with the New Teacher Center to provide principal induction services through the 2012-2013 school year.

Assigned to: Executive Director of the Chicago Leadership Collaborative

Target Completion Date: 06/30/2013

Comments: Any first-year principal new to the principalship will have principal induction and mentoring services for their first year in the role, as defined by the ISBE New Principal requirements. Services will include at least 50 hours of face-to-face executive leadership coaching, 20 hours of professional development, and at least one Illinois Administrators Academy course. NTC will develop and execute a series of initial and on-going support aligned to ISBE New Principal requirements to provide necessary development for first-year principal development. At least 50 hours of executive one-on-one coaching and mentoring will focus on new principal's development plans. At least four professional development sessions, including at least one Illinois Administrators Academy course, engaging new principals in sharing best practices to create professional learning communities and networks of support and growth. NTC will select and train mentors for induction and coaching services from their own leadership/coaching training model.

7. Enter into an agreement with the New Teacher Center to provide teacher induction services through the 2012-2013 school year.

Assigned to: Matt Lyons

Target Completion Date: 06/30/2013

Comments: CPS intends to renew the current agreement with NTC at the May 23, 2012 Board meeting. The agreement outlines four scopes of service to be provided to first year teachers. 1) Providing a full-released Mentor Teacher to work with up to 580 first year teachers; 2) Ongoing professional development, including on aligned to the CPS Framework for Teaching; 3) Peer observation (see IA14 above); 4) Regular collaboration to ensure work is aligned with DoLCE, OSES, and other CPS departments and initiatives.

12-0627-ED1

8. Recruitment and selection of up to 40 mentor teachers.

Assigned to: Matt Lyons

Target Completion Date: 08/12/2012

Comments: CPS will conduct a national search for Mentor Teachers through online education job recruitment websites. CPS and NTC will collaborate to design a rigorous screening and interview process to identify a large, high-quality pool of candidates.

**Implement** Percent Task Complete: 0 of 8 (0%)

Illinois  
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**ELL Template for Title III AMAOs**

**For Title III District Improvement Plan (DIP), the district must provide strategies and activities needed to ensure that ELLs meet Annual Measureable Achievement Objectives (AMAOs). Please note that required Title III DIP for districts that did not meet AMAOs for 2 consecutive years are different from the DIP for districts that did not meet AMAOs for 4 consecutive years. (Title III Public Law 107-110 SEC. 3122 (b) Accountability)**

**Please Note:** Rising Star currently has 6 indicators under Comprehensive Planning which are identified as ELL (ell). These six indicators are supported by a corresponding ELL - specific, evidence based Wise Way and should be used for the Title III DIP. However, districts also need to use the other fourteen indicators under SmartStart (SS) and SmartPlan (SP) as they apply to their planning goals for improving the outcomes of English Language Learners.

**Requirements for districts that did not meet AMAOs for 2-3 consecutive years:**

*The DIP shall specifically address the factors that prevented the district from achieving Title III AMAOs targets 1 (progress), 2 (proficiency), and/or 3 (AYP for LEPs). The district must describe objectives and strategies that will ensure that the district meets such objectives.*

**Requirements for districts that did not meet AMAOs for 4 or more consecutive years:**

*The District shall provide strategies and activities needed to ensure that ELLs meet AMAOs. The district must modify curriculum, instruction, and program to improve English Language Proficiency (ELP) and academic achievement of ELL students in the district. First, the district must analyze the reasons that the previous DIP did not achieve the desired results. Then, describe the objectives and strategies of the new or modified curriculum, instruction, and program supported by scientifically based research to improve ELP and academic achievement of ELL students in the district.*

**Directions:**

Districts that did not meet Title III AMAOs for 4 consecutive years must modify their program, curriculum, and instruction to ensure that ELLs meet AMAOs in future. Therefore, the district must address all of the questions below. However, districts that did not make Title III AMAOs for 2 or 3 consecutive years should address those questions that apply to their plan for improvement.

**Modification of Programs (Models)**

1. Explain why the current ELL program model(s) should be modified to improve English language proficiency and academic achievement of ELL students in your district. Current models should be modified to reflect a reconceptualization of the "transitional" to a more developmental or "additive" approach based on research indicating that high-quality instruction promoting bilingualism and biliteracy contributes to increased cognitive development and academic performance. The process of acquiring two languages promotes higher cognitive and social levels of understanding (Cummins, 2001). Oral proficiency and literacy in the first language can be used to facilitate literacy development in English (August & Shanahan, 2006). Dual language programs are the most effective at developing bilingual/biliteracy skills and enhancing academic achievement among English Language Learners (Thomas & Collier, 2001). While not all schools can offer dual language instruction, many TBE programs can be redesigned to include more opportunities for students to read, write, speak, and listen at high levels of proficiency in English and their native language, thereby reaping the benefits of bilingualism and biliteracy.

2. Indicate the new or modified program models that the district will implement.

Program models	Self-contained	Push-In	Pull-Out	Team Teaching	Others
Transitional Bilingual Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dual Language/Two Way Immersion	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Developmental Bilingual	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sheltered English Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



English as a Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content Based English as a Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Content Area Tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newcomer Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other Program models, please describe					
Three schools in the district began implementing new dual language programs over the last three years. Four additional schools have formed professional Learning Communities and in some cases Dual Language Leadership Teams to begin dual language program planning.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Five schools are piloting the Quality Teaching for English Learners (QTEL) professional development initiative. QTEL builds teachers' expertise in quality instruction for ELLs by engaging them with research-based practice that supports students' academic and linguistic development. The model stresses the use of scaffolding and supports to meet the specific learning needs of ELLs in a high-challenge, high-support environment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Twenty-eight schools are piloting E.L. Achieve, a focused approach to instruction for English Language Learners that explicitly builds receptive and expressive language by connecting reading, writing, listening and speaking.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Describe the objectives and strategies of the new or modified program model(s), supported by scientifically based research, that the district will implement to improve the English language proficiency and academic achievement of ELL students in your district.

Chicago Public Schools (CPS) is committed to providing rigorous, linguistic-and culturally-appropriate education for language learners, leading to English language proficiency, native language proficiency and high academic achievement. The new and modified program models offer more consistency and continuity of instruction in terms of both native and English language development, in line with the research cited in 1, above and provide more structured opportunities for fostering bilunualism and biliteracy and increasing academic achievement.

**Curriculum**

1. Explain why the current ELL curriculum should be modified to improve English language proficiency and academic achievement of ELL students in your district.  
 Current ELL curricula vary throughout the district and should be modified to incorporate current research findings on language development and effective instructional practices for ELLs. Recent findings recommend developmental or extended bilingual education approaches and stress the value of bilingualism and biliteracy. Curricula used in programs for ELLs needs to be aligned with the Common Core Standards and use standard-based assessment to drive instruction. Teaching academic language across content areas, in any language, can strengthen the language development of ELLs as well as native English speakers, increasing academic achievement (National Center for Research on Cultural diversity and Second Language Learning, 1995). When schools value students' home language and culture, second-language learners more often succeed in school (Genesee et al., 2006)

2. Describe how the district will implement the new or modified curriculum to improve the English language proficiency and academic achievement of ELL students in your district.  
 CPS does not mandate curriculum for individual schools, but it does recommend research-based instructional materials and instructional best practices for ELLs. The essential vehicle for implementation of the additive bilingual approach will focus on building capacity through professional development targeting network ISLs, school principals as instructional leaders, bilingual and ESL teachers, and general education teachers serving newcomers (in particular those from low-incidence languages) , ELLs and former ELLs, We also intend to establishing stronger collaboration with networks Instructional Support Leaders (ISLs) and chiefs.

## Exhibit A

The district will systematically identify and recommend research-based models and instructional best practice to principals and teachers, providing resources at professional development sessions and making them available online. A starting point is including guidelines and recommended resources in the Department of Language and Cultural Education's (DoLCE) Bilingual Handbook.

3. Describe the process for ensuring that the new or modified curriculum will be aligned with standards-based objectives and criteria.

All CPS curricula are aligned with the Illinois State Standards, and are in the process of being aligned with the Common Core Standards (CCSS). In the 2012-2013 academic year, 60 schools that are "early adopters" of CCSS will continue to work closely with DoLCE and the Department of Literacy to ensure consistency of programs for ELLs with standard-based curriculum. A subgroup of bilingual teachers from the early adopter schools will function as a professional learning community/work group to review, analyze, modify and hone curricular units and other instructional tools that emerge from the early adopters work through the lens of language learners, to ensure that there is alignment to WIDA ELD standards (and SALSA standards where necessary).

To complement the newly developed (CCSS-aligned) CPS Literacy Content Framework, DoLCE, the Office of Specialized Education Services and the Department of Literacy are collaborating on developing further guidance, resources, and tools to assist teachers in considering diverse learner profiles at the forefront of planning CCSS-aligned units. All network teams have received professional development from Harvard University on Universal Design for Learning and are designing professional development to facilitate the incorporation of the UDL principles into the standards-based curriculum planning. Central office departments will support and build capacity of the network teams with tools and professional development (using "train-the-trainer" or co-facilitation models). By collaborating with direct liaisons at the network offices in critical areas of Special Education, Education of ELLs, and Early Childhood Education, central office departments will be better able to determine particular needs at the local levels to them target and tailor supports in implementing standards based curriculum and instruction.

CPS is in the process of selecting thematic text-sets that are aligned to CCSS to be offered as a supplement to current language arts curriculum. DoLCE has been involved in the selection process to ensure that the sets reflect appropriate choices for teachers to align instruction based on students English language proficiency levels according to WIDA ELD standards, and that the rigor and complexity of Spanish language texts are parallel to the Common Core literacy standards for English.

CPS has been invited to participate in the national "Understanding Language" initiative based out of Stanford that "aims to heighten educator awareness of the critical role that language plays in the new Common Core State Standards and Next Generation Science Standards." District participation in this work may include reviewing exemplars and other resources for instruction that is based on CCSS and is tailored to meet the instructional needs of ELLs.

DoLCE and the Department of Literacy are also collaborating on development of a district language and literacy framework to facilitate curriculum planning and instructional practices that address the language needs of all students. In addition, DoLCE will develop a calendar of PD activities targeting school and network staff on topics related to the alignment of the newly adopted CCSS, WIDA ELD and SALSA standards and other issues related directly to effective instructional methodology.

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### **Instruction**

1. Describe how the district modifies and/or changes instruction to improve English language proficiency and academic achievement of ELL students in your district.

The district is in the process of creating clear guidelines for consistent, continuous, high-quality instruction for ELLs across the different bilingual program models schools may choose. DoLCE is engaged in a partnership with the Pilsen Little Village Network to develop well-defined bilingual education program models and provide the professional development and program supports needed to implement these models. The program models include dual language education, traditional TBE, late-exit TBE programs, and programs that add a heritage language component after students have transitioned out of TBE so that they continue developing two languages. We will be using findings from this partnership to support other networks in defining and improving their bilingual programs.

In addition, DoLCE has piloted the Quality Teaching for English Learners whole school professional development model that prepares principals and all teachers (bilingual and general education) to provide rigorous, scaffolded instruction for ELLs in all content areas and in any language.

## Exhibit A

Currently most schools serving ELLs have a Bilingual Lead Teacher (BLT) or a person designated by the school principal whose role is to support instruction, coordinate program implementation and advise school leadership on decisions affecting ELLs. DoLCE schedules quarterly forums for the BLTs each school year in which they collaborate in planning activities to assist their colleagues and students, as well as receive district updates and technical support. Themes include lesson planning, time distribution, assessments, and leadership skill-building. For FY2013, DoLCE will implement a new approach to our current BLT forums. The planning and content of the BLT forums will be developed as a joint effort between DoLCE and Network staff. This approach will ensure that network staff dealing directly with schools understand the importance of meeting the cognitive and linguistic needs of the district's ELL population. Furthermore, by establishing this joint effort the district ensures clear means of communication between network and central staff that will clearly benefit the ELL population.

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2. Describe the process for ensuring that the district aligns ELL instruction with standards and provides instruction/activities that meet the needs of ELLs.

DoLCE is participating in a series of "Grade Level Release Days" organized by the Department of Literacy to prepare teachers in "Early Adopter" school in the development of unit plans and performance assessments aligned with CCSS. DoLCE's Bilingual Specialists serve as facilitators on these release days.

This year BLTs will participate in Professional Learning Community monthly meetings. Their charge is to promote new instructional models for ELLs, and integrate these models into the district's CCSS. In addition, The Department of Literacy has already presented about the CCSS and Illinois English Language Proficiency in the last quarterly BLT forum.

To support the networks in developing strong leadership and expertise on bilingual education, the district is in the process of creating a plan that will place bilingual specialists in every network. These specialists will be funded, trained and managed by DoLCE to ensure that they are highly qualified and can move forward the central vision for additive bilingual education. Among the many responsibilities these new positions will be accountable for are: working in collaboration with network staff to develop a network plan for bilingual programs, structuring professional development activities for bilingual and general education teachers on research-based instructional practices, aligning of instruction and Illinois learning standards and CCSS, modeling effective instruction for ELLs and others to be developed

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3. Describe how individual ELL student assessments will be used to guide instruction.

A range of available instruments for assessing individual ELL students are already being used to guide instruction. These include ACCESS, and DIBEL/IDEL. Teachers rely on the data from these assessments to design differentiated instruction for ELLs, including grouping most effective for promoting language development. The district is currently exploring assessment tools in native languages; Schools have recently volunteered to pilot the EDL2 as a formative assessment tool for Spanish literacy, using the data to enhance Spanish literacy instruction and inform teachers of English literacy about the native literacy skills so that they can be thoughtful in building upon these assets and facilitating cross-linguistic transfer. The district is anticipating the availability of the PODER assessment as a tool to determine students' Spanish language development levels and inform more targeted native language instruction in Spanish. In the interim, some networks are working to pilot the LAS Links assessment for a similar purpose. The district will ensure that data analysts housed in the networks will analyze ELL assessment data and work in collaboration with network Instructional Support Leaders (ISLs) to develop more effective bilingual program models and instruction for ELLs. For FY2013 the district will ensure each network has a bilingual specialist that will be working exclusively with each network's ELL population.

Exhibit A

Illinois  
 -RT3--City of Chicago SD 299  
 125 S Clark St  
 Chicago IL 60603 5200  
 773-553-1000

**LEA Determinations**

**NA2 Requirement**

For LEAs designated as "Needs Assistance" for two or more consecutive years (NA2) under the LEA Determinations process, ISBE, in accordance with Section 616(e) of IDEA and 34 CFR 300.604, must choose one or more enforcement actions. This year ISBE chose to advise LEAs of available sources of technical assistance that may help address the State Performance Plan (SPP) Indicator area(s) in which the LEA needs assistance. Therefore, LEAs using Rising Star must complete the following to meet the NA2 requirement.

<b>Date:</b>	5/21/2012
<b>LEA Name:</b>	Chicago Public Schools # 299
<b>Superintendent:</b>	Jean Claude Brizard
<b>SPP Indicator area(s) for which the LEA needs assistance:</b>	12,13,15, and IDEA Part B Audit Findings

1) What national or state technical assistance resources did the LEA access to address the SPP Indicator area(s) in which it needs assistance? (Technical assistance resources are available at [http://www.isbe.net/spec-ed/html/lea\\_determinations.htm](http://www.isbe.net/spec-ed/html/lea_determinations.htm) and <http://therightidea.tadnet.org/technicalassistance>)

**Indicator 12**

- The District utilized all available resources to address the findings identified in indicator 12 including:
- ISBE guidance 10-2 Relating to Transitioning from Early Intervention to Early Childhood Special Education Services when Children Turn Three
- Designing and Implementing Effective Early Childhood Transition Processes
- Overview of IDEA/SPP Early Childhood Transition Requirements
- "When I'm 3, where will I be? - A family's transition workbook"
- Early Intervention to Early Childhood Transition FAQs
- Early Intervention to Early Childhood Tracking Form
- Statewide Collaborative Transition Training Presentation
- Early Intervention to Early Childhood Federal Register Citations
- Extended School year Services for Students with Disabilities
- Early Intervention to Early Childhoods Special Education Transition Memorandum
- Child Find Screening Data Collection Form
- Illinois School District's Responsibility Toward Early Intervention and The Result Of Part C of the Individuals with Disabilities Education Act
- Intergovernmental Agreement

**Indicator 13**

Exhibit A

- Attended ISBE Transition Planning Institute, collaborating with ISBE and NSTTAC representatives on the Team Planning Tool for Student-Focused Planning Practices.
- Analyzed TPSA information completed by prior department manager
- Transition Manager reviewed pertinent ISBE documents and sought/seeks ongoing technical assistance from Scott Beaver, Sue Shall cross and Sue Walter from ISBE regarding compliance with indicator 13;
- Questions and Answers Regarding SPP Indicator 13 Requirements, Item 8;
- Illinois State Performance Plan (SPP) Indicator 13 - Desk Audit;
- Web-based Examples and Non examples for SPP/APR Indicator 13 Checklist: Overview
- Illinois State Performance Plan Indicator 13 - Checklist to Meet SPP/APR Requirements;
- Secondary Transition and the SPP Indicator 13 Data Verification Rubric;
- State Performance Indicator 13 Frequently Asked Questions (FAQ) Document ;
- Chicago Public Schools has utilized the following during the 2011-2012 SY:
- NSTTAC evidence based secondary transition practices
- NSTTAC Web-based examples and non-examples for SPP/APR indicator 13
- NSTTAC age appropriate transition assessment guide
- State Performance Plan Indicator 13 FAQs
- TOTAL: Transition outreach for adult living training videos
- Transition Practices Self-assessment
- Illinois SPP Indicator 13 checklist
- Indicator 13 Verification Data Rubric Q&As for SPP Requirement #8
- Recommended consent form for agency invitation for IEP meetings

**Indicator 15**

- CPS reviewed a state performance plan document at <http://spp-apr-calendar.rrfcnetwork.org/explorer/view/id/530>.
- After reviewing identified resource document and upon additional investigation, the resource document for indicator 15 does not directly relate to the finding identified by ISBE. The finding was specific to State Board complaints. In order to remediate this finding Chicago Public Schools has implemented the following processes:
- Weekly conference calls with the Illinois State Board of Education Assistant Superintendent for Special Education, Beth Hanselman;
- An Education Manager for the Office of Dispute Resolution filters and logs all complaints and resolutions on a daily basis; and
- The Education Manager prepares and presents a weekly report to the Chief Officer of the Office of Special Education and Supports.
- OSEP FAQ on Identification and Correction (9.03.08)

Exhibit A

- OSES in conjunction with the Office of Instruction utilized and fully examined the FAQs Regarding Identification and Correction of Noncompliance

**Audit Findings**

- CPS reviewed three documents in conjunction with the Office of Management and Budget. These documents were at [http://www.isbe.net/spec-ed/html/grant\\_info.htm](http://www.isbe.net/spec-ed/html/grant_info.htm) ; <http://www.isbe.net/funding/html/specialed.htm> ; and [http://www.isbe.net/spec-ed/html/idea\\_part-b.htm](http://www.isbe.net/spec-ed/html/idea_part-b.htm).

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2) What actions did the LEA take as a result of accessing such technical assistance resources? (What policies/procedures/practices were revised to address the SPP indicator area(s) in which the LEA needs assistance?)

**Indicator 12**

- Convened a team of data analysts to collect information, filter information, compare data, contact schools, families, and agencies to ensure pertinent information is available for enrollment and evaluation purposes;
- Biweekly reports sent to CFCs to track enrollment and completion of cases;
- Established Saturday evaluations to address the increase in referrals for evaluation;
- Weekly meetings with the data analysts, the director for special education, the deputy for instruction, and the chief officer to review data, follow up on issues and create action items to ensure timely evaluations, eligibility determinations, and enrollment of students are complete;
- Meet regularly with CFCs, advocates, and EI groups to address issues and develop action items to avoid issues in the future;
- Trained early childhood teams in play-based evaluation techniques;
- Continued the 3 early childhood evaluation teams focused solely on EI referrals; and
- Transition Liaison position redefined based on recommendations and collaboration with the CFCs
- Engaged community partners to better address this issue, including, but not limited to: The Ounce of Prevention; Disability Advocates; Access Living; Department of Family and SSS; Headstart – City of Chicago.
- Established an Early Childhood Advisory Group to address issues of noncompliance with early childhood aged evaluations.
- Through this advisory group and through the Mayor's Office Taskforce on Early Childhood Education, CPS has committed to establishing and maintaining 10 dedicated Evaluation Teams to address the influx in referrals and evaluations. The teams will have dedicated management and accountability systems in place at the beginning of the 2012-2013 SY.

**Indicator 13**

Chicago Public Schools has worked very hard to address the findings outlined in indicator 13 of the State Performance Plan

- Updated our data reporting mechanism in IMPACT (December 2010 - June 2011)
- Informed all case managers of their role in Indicator 13 data collection and reporting (September 2010 - June 2011).
- Developed a guidance document instructing schools on how to report outside agency invitation/consent information (issued June 7, 2011)
- Received legal approval for a CPS/OSES outside agency consent form (launched June 7, 2011)
- Developed a memo for the district instructing schools to report this information for the current school year by June 30, as well as how to report this information moving forward (issued June 7, 2011)).
- Incorporated the ISBE Indicator 13 Rubric into transition training sessions to teach school how to monitor their own work with this tool. Training has reached over 600 district professionals in the 2010-2011 school year.
- Provided 1:1 coaching and support on transition to all schools that had IEPs "desk audited" for Indicator 13 this year. This will continue with additional schools as part of our ongoing professional development plans.

Exhibit A

- Accessed and utilized all available resources provided by ISBE in addition to the personnel resources who support the transition services of students with disabilities.
- Chicago Public Schools has been supported through direct consultation by Sue Walter, ISBE Statewide Transition Consultant.
- In addition, Chicago Public Schools attends the Illinois Statewide Transition Institute hosted by ISBE and NSTTAC. Multiple meetings have occurred to establish inter-rater reliability of tools.
- Indicator 15
- The Office of Special Education and Supports (OSES) has worked to remediate all identified areas of noncompliance. Actions taken in the past year to remediate findings include:
  - Restructured the Due Process Department to have a Dispute Resolution focus geared towards proactive resolution of issues and concerns district wide;
  - 50% decrease in due process cases with the assistance of multiple technical assistance documents from ISBE and OSEP;
  - Utilized ISBE NSTTAC technical assistance resources to restructure transition department;
  - Planning summer meeting to map out utilization of ISTAC technical assistance resources (Project Choices, IATTAP, ASPIRE, STARNET) during FY12;
  - Strategic hiring of parent liaison to serve as voice for parent group to inform OSES practice;
  - As part of strategic improvement, OSES worked with STARNET director to redefine all positions to support OSES in supporting families and providing professional development in a more global manner;
  - Utilize/analyze indicator data to inform practices – focus groups planned summer, • Restructuring the early childhood special education department within OSES to address the over 40% increase in referrals for evaluations over the past 2 years;
  - Committing to developing and establishing up to 10 dedicated evaluation teams to address the increase in referrals and the identified noncompliance;
  - Working directly with ISBE to address areas and indicators in which the district is deficient;
  - Utilizing training to inform all stakeholders about areas of noncompliance;
  - Examining tools to support tracking and decision making around due process cases (tool anticipated to be procured during the 2012-2013 school year);
  - Examining and making necessary technical upgrades to the reporting system to better meet the requirements established by the State surrounding reporting; and
  - Examining all policies and procedures in place currently to determine if key changes must be made to better address areas of noncompliance;

**Audit Findings**

Finding No. SA09-02 (Furniture and Equipment)

The Chicago Public Schools Grants Management staff will have completed approximately 180 random on-site school based monitoring reviews during school year 2009, 2010 that included testing of equipment items and asset registers. Instances of non-compliance are cited and schools are required to provide corrective actions and evidence of compliance. Additionally, Grants Management is working with the CPS Controller's Office on the development of a technology assisted electronic master equipment register that has asset postings at the time of purchase order and/or payment. Efforts have been taken to ensure the electronic register includes all required information as per OMB Circular A-87. The technology assisted fixed asset registry was implemented for the start of the 2010-2011 school year as a module within the overall financial system.

CPS has a stricter policy on equipment. At CPS, Items with a per unit cost of \$500 (and sometimes less like in the case of iPads) are classified as equipment. This is stricter than federal guidelines that consider all materials and supplies exceeding \$1000 and all equipment exceeding \$500 as equipment.

Indicator 13 Actions taken:

In addition, we developed a detailed plan for Indicator 13, which included the following activities:

12-0627-ED1

Exhibit A

Indicator 13 TPSA PS6: The transition department will be redesigned to address the district needs, including a redefinition of the positions and review of staffing needs prior to the 2010-2011 school year.

Indicator 13 TPSA SFP7 & 9: New transition planning guidelines with examples of transition activities and goal writing, with clear guidance on how both should be considered by the IEP Team and documented during the transition planning part of the IEP meeting, including the present level of performance in the IEP.

Indicator 13 TPSA SFP10: Transition coordinators will collaborate with new postsecondary coaches for the district to engage in college and career preparation, including but not limited to completing the FAFSA and participating in informational sessions and tours in accessible locations, with consideration of accommodations for both parents and students.

Indicator 13 TPSA SFP8 and COLLAB5 Transition manager will have quarterly engage local (Access Living), city (MOPD), and state agencies (DRS) in meeting to address participation of CPS students in planned events hosted by the agencies for students and their families that address career development activities and develop a comprehensive process to ensure that local, city, and state agencies address the post-school needs of students with disabilities indicated during transition planning.

Indicator 13 TPSA COLLAB3 Administrators, case managers, teachers, postsecondary coaches, parents, and counselors will be offered quarterly training courses offered by the Office of Special Education and Supports (OSSES) on transition planning in relation to the process of student-centered transition planning, as well as their various roles in developing and/or implementing the transition plan.

Indicator 13 TPSA COLLAB1 Provide opportunities for roundtable discussions with school staff and possible employers to learn about the benefits and supports needed when hiring students with disabilities.

Indicator 13 TPSA PS3 CPS will host at least one Transition Fair to engage parents, agencies, and school personnel in a discussion of transition-related policies, practices, and procedures.

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(For ISBE use only): Was the NA2 requirement completed on time by the LEA?

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As a result of the ISBE review, the LEA's NA2 requirement:

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ISBE reviewer comments:



Illinois  
-RT3--City of Chicago SD 299  
125 S Clark St  
Chicago IL 60603 5200  
773-553-1000

**Race to the Top Phase 3: Participating LEA Assurances**

The Participating LEA, by the submission of these assurances by the LEA Superintendent (or equivalent authorized signatory), hereby certifies and represents that:

1. It has all requisite power and authority to execute the Participating LEA Assurances and submit the Participating LEA Scope-of-Work.
2. It is familiar with, supportive of, and committed to working on and implementing the Participating LEA Expectations as set forth on the Race to the Top 3, Participating LEA Expectations and State Supports Chart, available on ISBE's website at: [http://www.isbe.net/racetothetop/PDF/rtt3\\_lea\\_expectations\\_and\\_supports\\_chart](http://www.isbe.net/racetothetop/PDF/rtt3_lea_expectations_and_supports_chart), in accordance with the district's ISBE-approved Scope-of-Work.
3. It will comply with all of the terms of the Race to the Top 3 Program and the State's subgrant.
4. The baseline information provided as part of the Participating LEA Data Request is accurate and complete.
5. It will participate in all State-led efforts to undertake district networking activities, disseminate implementation models, and evaluate program results relating to implementation of the Participating LEA Expectations, as referenced above, and the State's Race to the Top Phase 3 Plan.
6. It will be responsive to State or U.S. Department of Education ("ED") requests for information including on the status of the Participating LEA's Scope-of-Work, its implementation, outcomes, and any problems anticipated or encountered.
7. It will participate in meetings, webinars and telephone conferences with the State to discuss (a) progress of the Participating LEA in implementation of its Scope-of-Work; (b) potential dissemination of resulting non-proprietary products and lessons learned; (c) plans for the subsequent year of the Race to the Top 3 grant period; and (d) other matters related to the Race to the Top Phase 3 grant and associated plans.
8. It will work with the State's Race to the Top 3 personnel to determine appropriate timelines for project updates and status reports throughout the grant period.
9. If the Participating LEA has any Tier I or Tier II schools, it will seek to leverage School Improvement Grant funds to support implementation of the Participating LEA Expectations, as referenced above.
10. It will only allocate its Participating LEA RTTT3 allocation for expenditures relating to implementation of the Participating LEA Expectations as set forth in its ISBE-approved Scope-of-Work.
11. It will participate in district network activity across all of the RTTT3 Participating LEAs to develop Type II and Type III assessment frameworks (as described in the State's RTTT3 Application, available at [http://www.isbe.net/racetothetop/PDF/phase3\\_app.pdf](http://www.isbe.net/racetothetop/PDF/phase3_app.pdf), see pgs. 20-21) and items which can be used on a district-wide basis by all teachers in a given grade or non-tested subject area.
12. It will allocate ten percent (10%) of its Participating LEA allocation for developing and implementing Type II or Type III assessment frameworks and items (as described in the State's RTTT3 Application, available at [http://www.isbe.net/racetothetop/PDF/phase3\\_app.pdf](http://www.isbe.net/racetothetop/PDF/phase3_app.pdf), see pgs. 20-21).
13. It will post to any website specified by the State or the U.S. Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top Program grant.
14. It agrees to serve as a pilot district for PARCC consortium and KIDS assessment.
15. It will fully cooperate in the PERA Research-based Study.
16. It will participate in State technical assistance and accountability infrastructure for induction and mentoring programs.
17. The Participating LEA acknowledges and accepts its responsibility to comply with these assurances and carry out the activities in its approved Scope-of-Work. If ISBE determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, ISBE will take appropriate enforcement action, which could include a collaborative process between ISBE and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43, including temporarily withholding funds,

12-0627-ED1

Exhibit A

disallowing costs, or terminating the LEA's status as a Participating LEA.