

**APPROVE THE CHICAGO PUBLIC SCHOOLS' NCLB DISTRICT IMPROVEMENT PLAN FOR THE 2013-2014
AND 2014-2015 SCHOOL YEARS**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board approve the Chicago Public Schools' NCLB district improvement plan (DIP) for the 2013-2014 and 2014-2015 school years.

DESCRIPTION: The Chief Executive Officer (CEO) is requesting approval of the two-year DIP summarized on the attached Exhibit A which is required under the federal No Child Left Behind Act (NCLB). NCLB requires that DIP identify strategies the district is pursuing or plans to pursue in order to make Adequate Yearly Progress (AYP).

In Illinois, any district failing to make 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 ten 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, which is fully aligned to the CPS Action Plan (www.cps.edu/actionplan) 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). 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 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 2013-2014 and 2014-2015 school years in order to keep information current and respond to ISBE and US Department of Education requirements.

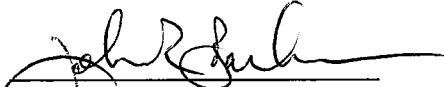
By submitting the DIP, the Board of Education and CEO certify to ISBE that the following assurances have been met:

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.

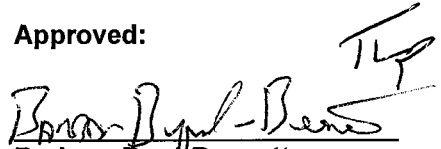
FINANCIAL: Within budgetary appropriations.

Approved for Consideration:



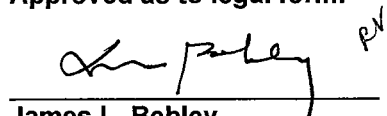
John Barker
Chief Accountability Officer

Approved:



Barbara Byrd-Bennett
Chief Executive Officer

Approved as to legal form:



James L. Bebley
General Counsel

CPS DISTRICT IMPROVEMENT PLAN

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Reports - Comprehensive Report

CC02	The district develops and communicates its vision to ensure college and career readiness for all students to all stakeholders (e.g., school board, primary caregivers, teachers, staff, and community). (2320)	SC	Status Full Implementation 01/13/2014
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Assessment

Level of Development Evidence that this indicator has been fully and effectively implemented:	Initial: Full Implementation In June 2013, CPS formally released the 5-Year Action Plan which articulates the vision and objectives for the district. Our vision is that every Chicago Public Schools student in every neighborhood will be engaged in a rigorous, well-rounded instructional program and will graduate prepared for success in college, career and life. The Action Plan has been finalized and communicated to all CPS stakeholders, including school leaders, teachers, parents, and community partners. All district objectives have clear explanations and rationale and all parties understand the activities and initiatives that need to be completed in order to realize appropriate end state. The theory of change includes a vision for instructional improvement aligned to the plan for Common Core standards implementation. It also include a vision for how planning and instruction will meet the needs of all students, through a universal design approach.
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C111	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) RT3 Expectations: The district implements the State-adopted survey of learning conditions or approved equivalent, subject to availability of RTTT3 or State funding.	RT3	Status Full Implementation 01/13/2014
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Assessment

Level of Development	Initial: Full Implementation
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The CPS vision/mission statement is as follows: Every Chicago Public School student in every neighborhood will be engaged in a rigorous, well-rounded instructional program and will graduate prepared for success in college, career and life. This vision 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.

Evidence that this indicator has been fully and effectively implemented:

IA08	The school board and superintendent will present a unified vision for school improvement. (8)	SP	Status In Plan No Tasks Created
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Assessment

Level of Development	Initial: Partial Development/Implementation
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)

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. In June 2013, CPS formally released the 5-Year Action Plan which articulates the vision and objectives for the district. Our vision is that every Chicago Public Schools student in every neighborhood will be engaged in a rigorous, well-rounded instructional program and will graduate prepared for success in college, career and life. 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. This guidance will be grounded on Universal Design for Learning principles and include appropriate scaffolds for diverse learners in developing academic and language proficiencies. The guidance will also build connections between the CCSS and the WIDA standards. 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 Diverse Learner supports and Services 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.

Current level of development or implementation:

Plan

Sherry Ulery

Assigned To

In June 2013, CPS formally release the 5-Year Action Plan which articulates the vision and objectives for the district. Our vision is that every Chicago Public Schools student in every neighborhood will be engaged in a rigorous, well-rounded instructional program and will graduate prepared for success in college, career and life. The Action Plan has been finalized and communicated to all CPS stakeholders, including school leaders, teachers, parents, and community partners. All district objectives have clear explanations and rationale and all parties understand the activities and initiatives that need to be completed in order to realize appropriate end state. The theory of change includes a vision for instructional improvement aligned to the plan for Common Core standards implementation. It also include a vision for how planning and instruction will meet the needs of all students, through a universal design approach.

How it will look when fully met:

This indicator has been fully implemented.

1/13/2014 9:50:41 PM

3	Target Date:	06/11/2013
4	Tasks	

There are no tasks created for this Objective

IA09	The superintendent and other central office staff will be accountable for school improvement and student learning outcomes. (9) Title I Expectations: Describe the actions of the district for its schools that do not make Adequate Yearly Progress (AYP). (See Section 1116)	SP,ELL,SD,DTI	Status In Plan 0 of 7 (0%) tasks completed
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Assessment

Level of Development	Initial: Partial Development/Implementation
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)

Pillar 5 of the CPS Action Plan calls for sound fiscal, operational and accountability systems and states that every employee needs to be held accountable for student outcomes and also provided with useful data and guidance in working toward these goals. The Action Plan includes a district scorecard to track the district's annual progress toward key performance indicators that holistically capture the results of our district's efforts to achieve our vision. Key performance indicators are being established at the department level. At the school level, CPS has recently adopted a new school accountability policy called the School Quality Rating Policy. The SQRQ establishes a common definition of school quality in order to hold all schools - including charter, neighborhood, and magnet schools - to a consistent set of measurable outcomes, including student academic growth, progress in narrowing the achievement gap for priority groups, attendance, graduation, and college and career readiness. The SQRQ also includes measures of school culture and climate. Each parent in the district receives a school progress report that clearly communicates how their child's school is performing, and the CPS website includes a wealth of performance data on each school and the district as a whole. For schools that are in Provisional Support or Intensive Support under the SQRQ, or that do not make AYP and are in school improvement, corrective action or restructuring status under NCLB, CPS ensures that a robust Continuous Improvement Work Plan (CIWP) is in place. The CIWP is approved by the Chief of Schools for the school's network and the Board of Education and the progress of the school against the CIWP is monitored by the Chief of Schools. CPS also runs comprehensive choice and SES programs for schools in federal status, and develops corrective action and restructuring plans in collaboration with the school as appropriate. CPS is currently working with the Illinois Center for School Improvement to align the district's support for priority and focus school with that of the Center. CPS is currently working on establishing partnerships between Network, Central Office departments and schools in creating a climate of expectations and shared responsibility in the development of effective and compliant operations and instructional practices for ELLs and students with disabilities. To that end, we are working on the development of improved monitoring systems to ensure that Networks share responsibilities 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 on English proficiency and academics 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 implementation of cohesive and effective supports and services for ELLs and students with disabilities across schools and networks, the District will establish cohesion and 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.

Current level of development or implementation:

Plan

Ryan Crosby

Assigned To

The district will continue monitor its progress against the metrics established in the District Scorecard, as well as monitor the progress of departments against a set of established key performance indicators aligned to the District Scorecard. Further, CPS will continue to monitor school performance against the SQRQ and communicate results internally and externally through clear, easy-to-interpret reports and dashboards. Additionally, CPS will continue to measure educator effectiveness through the REACH Students principal and teacher evaluation system, ensuring that all students are receiving high quality instruction from effective educators. Data from these accountability systems will allow the district to identify best practices and areas of success and course correct when results are not being realized.

2	<p>How it will look when fully met:</p> <p>Learning outcomes will also be monitored for priority groups to establish achievement gap baselines and monitor school and district progress in closing these achievement gaps.</p> <p>In schools that are far behind, CPS will also employ a diagnostic review process that will be used to identify the school's needs so that appropriate support and intervention can be provided. In addition, CPS will refine/develop diagnostic rubrics to ensure program quality for Special Education services, programs for English Language Learners, as well as Early Childhood programs. Robust standards for program quality for ELL programs will be established and understood widely by district leadership and will guide school improvement efforts.</p>																											
3	<p>Target Date: 07/01/2014</p>																											
4	<p>Tasks</p>																											
<p>Development of Program Quality Rubrics for TPI, TBE and Dual Language programs for ELLs</p>																												
<table border="1"> <tr> <td>Assigned to</td> <td colspan="2">Elizabeth Cardenas-Lopez</td> <td>Start Date</td> <td></td> <td>End Date</td> <td>06/01/2013</td> <td>Timeline</td> <td></td> </tr> <tr> <td>District</td> <td>Title I</td> <td>Title II-D</td> <td>Title III</td> <td>State Funds</td> <td>Grant Funds</td> <td>Other Funds</td> <td>Total</td> <td></td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table>		Assigned to	Elizabeth Cardenas-Lopez		Start Date		End Date	06/01/2013	Timeline		District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		0	0	0	0	0	0	0	0	0
Assigned to	Elizabeth Cardenas-Lopez		Start Date		End Date	06/01/2013	Timeline																					
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total																					
0	0	0	0	0	0	0	0	0																				
<p>Comments</p>																												
<p>Task Completed</p>																												
<p>Professional Development around Rubrics/Integration of Considerations for ELLs across Central Office Departments and Network Teams</p>																												
<table border="1"> <tr> <td>Assigned to</td> <td colspan="2">Elizabeth Cardenas-Lopez</td> <td>Start Date</td> <td></td> <td>End Date</td> <td>06/01/2014</td> <td>Timeline</td> <td></td> </tr> <tr> <td>District</td> <td>Title I</td> <td>Title II-D</td> <td>Title III</td> <td>State Funds</td> <td>Grant Funds</td> <td>Other Funds</td> <td>Total</td> <td></td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table>		Assigned to	Elizabeth Cardenas-Lopez		Start Date		End Date	06/01/2014	Timeline		District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		0	0	0	0	0	0	0	0	0
Assigned to	Elizabeth Cardenas-Lopez		Start Date		End Date	06/01/2014	Timeline																					
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total																					
0	0	0	0	0	0	0	0	0																				
<p>Comments</p>																												
<p>Task Completed</p>																												

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	Start Date		End Date	12/01/2014	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
0	0	0	0	0	0	0	0		0
Comments									
Task Completed									
Continue to pilot the school diagnostic review in SIG schools and establish a plan for expansion to other high priority schools.									
Assigned to	Tracy Martin	Start Date		End Date	06/30/2014	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
0	0	0	0	0	0	0	0		0
Comments									
Task Completed									
Increase capacity of teachers and instructional leaders to implement the Common Core emphasizing the language and literacy strengths and needs of ELLs through professional development supports.									
Assigned to	Elizabeth Lopez-Cardenas	Start Date		End Date	06/01/2014	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
							0		0
Comments									
Identify PD and training needs and priorities and develop a plan for layers of support, both instructionally and operationally. The PD will be targeted to build administrator capacity around quality programs and practices for all ELLs across district including ELLs with disabilities. It will also develop capacity of bilingual teacher and mainstream classroom teachers to target aspects of language and literacy development and provide additional strategies and approaches for ELLs and students with									

disabilities, as informed by their needs and abilities.						
Task Completed						
Development of Guiding Principles, Models of instruction and Monitoring Tools for TBE/TPI and Dual Language programs for ELLs.						
Assigned to	Elizabeth Cardenas-Lopez	Start Date	End Date	06/01/2013	Timeline	
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
						0
6	<p>Comments</p> <p>These quality review rubrics will help identify instructional curricula gaps and 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). DOLCE will lead the development of these quality rubrics along with the guiding principles and models of instruction and tools required for effective implementation and supports to schools. This will provide clear common standards for district leaders to reference in district-wide decision making about services to ELLs and to which all district leaders can have shared ownership on the achievement of ELLs and be held accountable.</p>					
Task Completed						
Establish SQRP metrics and a rating system for schools not covered by the current SQRP, including early childhood centers and specialty schools.						
Assigned to	Ryan Crosby	Start Date	End Date	03/31/2014	Timeline	
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
						0
7	<p>Comments</p>					
Task Completed						

Implement

Percent Tasks Completed 0%

Reports - Comprehensive Report

CII2	The district improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2323) RT3 Expectations: The district implements a comprehensive district continuous improvement process (either Rising Star or an approved equivalent).	RT3	Status Full Implementation 09/30/2013
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Assessment

Level of Development	<p>Initial: Full Implementation</p> <p>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, the WIDA standards, establishing the CPS Framework for Teaching and maximizing time in the classroom by lengthening both the school day and year. As of the fall of 2013, CPS is currently in the process of updating the district improvement plan to align to the new CPS Action Plan (cps.edu/pages/actionplan.aspx), to update responsible departments and parties, and to update tasks for the 2013-14 school year. A cross-departmental work team is being established to complete this work and to monitor the DIP on minimally a quarterly basis.</p> <p>Evidence that this indicator has been fully and effectively implemented:</p>
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CII3	The district's school improvement process is aimed at student academic, physical, social, emotional, and behavioral development. (2324) RT3 Expectations: The district supports a comprehensive school continuous improvement process (either Rising Star or an approved equivalent).	RT3	Status Full Implementation 09/30/2013
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Assessment

Level of Development	Initial: Full Implementation
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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. In the spring of 2012, Networks and schools collaborated on the development of CIWPs that addressed each school's strategic priorities and that are aligned to the district's priorities. Many schools identified priorities directly impacting student academic, social emotional and behavioral development, and some identified priorities that also address physical development. During the 2012-13 school year, schools regularly reviewed progress on their CIWP with Instructional Leadership Teams (ILTs) and with their Network chiefs. In the spring of 2013, schools updated their CIWPs as necessary in order to align with their 2013-14 budgets. Schools will continue to monitor their CIWPs throughout the school year. During the fall of 2013, CPS will begin working with schools and networks to learn about the schools' experience working with the new CIWP template and to update the CIWP tool as necessary to ensure that our planning processes are as effective as possible. This will include building a web-based system to improve the ease of data entry, version control, and monitoring. This will also allow CPS to better track school progress and aggregate data across the networks and district. We are also working with various departments to provide guidance for schools on how to develop priorities and milestones in various areas, such as: Common Core implementation, social/emotional and behavior supports, physical education and health, arts integration, and more. Finally, network teams, including network data strategists, will be provided throughout the year with opportunities for ongoing professional learning and collaboration so that they are prepared to support school-based teams on the development, implementation and monitoring of their CIWP.

Evidence that this indicator has been fully and effectively implemented:

IA01	The district will build partnerships with municipal and civic leaders, includes them in district and school improvement planning, and maintains regular communication with them. (1)	SC,RT3	Status In Plan 0 of 5 (0%) tasks completed
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Assessment

Level of Development	Initial: Partial Development/Implementation	
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)
Current level of development or implementation:	CPS involves civic and municipal partners in conversations regarding the performance of schools by providing data from various systems. CPS engages Aldermen in a variety of issues: operations and facilities, academic, space utilization, staffing, school climate, portfolio planning, and other education-related requests. CPS informs state and federal legislators about our stances on issues and continue to advocate our stances. CPS works with these officials and listens to the comments and concerns of their constituents. CPS uses the progress report data to engage in a dialogue with civic leaders on next steps.	

Plan	1	Assigned To	Michael Rendina	CPS will involve civic and municipal leaders as partners in the conversation of the performance of schools. By using data from various systems such as ISLE, the district will be able to report on high priority focus areas such as attendance, social/emotional activities, and academic achievement. Based on the out comes of the data, CPS and community leaders will create long-term task forces that will work to provide solutions to that address areas of deficiency. Once the ISLE system is fully implemented, CPS will use the data to engage the members of the task forces and inform their ongoing work. CPS will work with these officials and listen to the comments and concerns of their constituents. This plan will be fulfilled by the ongoing dialogue between civic leaders and CPS based on the evidence provide through the ISLE data system.
2		How it will look when fully met:		
3		Target Date:	01/29/2014	
4		Activities through the 2015 calendar year addressing the RTTT3 Expectations.		
		Year 1 - Through June 30, 2012 [District Scope of Work Activities]		
		Year 2 - Through June 30, 2012 [District Scope of Work Activities]		
		Year 3 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]		
		Year 4 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]		
		Year 5 - July 1, 2013 through December 22, 2015 [District Scope of Work Activities]		
		Year 6 - July 1, 2013 through December 22, 2015 [District Scope of Work Activities]		

Develop and implement the ISLE system.						
Assigned to	Phillip DiBartolo	Start Date	07/01/2012	End Date	01/31/2014	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
						0
Comments						
Task Completed						
Being professional development on the use of ISLE in the classroom and as a data system						
Assigned to	Susan Kaijwara-Ansai	Start Date	02/01/2014	End Date	05/31/2014	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
						0
Comments						
Task Completed						
Continue to inform community leaders on the districts goals and activities by providing data from the State Report Card and other various systems.						
Assigned to	Michael Rendina	Start Date	07/01/2012	End Date	12/31/2015	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
						0
Comments						
Task Completed						
Communicate the benefits of the ISLE system to community leaders and parents.						
Assigned to	Michael Rendina	Start Date	07/01/2014	End Date	06/30/2015	Timeline

Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
4						0
Comments						
Task Completed						
Use ISLE to inform the activities of task forces that are designed to address the needs of the district.						
Assigned to	Michael Rendina	Start Date	07/01/2014	End Date	12/31/2015	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
5						0
Comments						
Task Completed						

Implement

Percent Tasks Completed	0%
Objective Status	

IA02	The district will build partnerships with community organizations in district and school improvement planning and will maintain regular communication with them. (2) RT3 Expectations: The district will use school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build partnerships with community organizations. Title I Expectations: Describe how the district will use funds under Title I to support preschool programs such as Early Reading First, Head Start, and Even Start.	SC, RT3, DTI	Status In Plan 0 of 3 (0%) tasks completed
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Assessment	
Level of Development	Initial: Partial Development/Implementation
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)
Current level of development or implementation:	The District engages with the community-based organizations (CBOs) through several mediums. Local School Councils at the school level and Community Action Councils both have a strong representation of CBOs and community leaders. Faith Based Initiatives partners with over clergy across the city to support our students. Likewise at our network level, specific FACE staff is dedicated to fostering community specific relationships and partnerships to enhance student support structures.

Plan

1	Assigned To	Phillip Hampton
2	How it will look when fully met:	<p>Community Leadership Development - Expand, train, and leverage CBO/community partnerships to expand offering and reach of workshops, conferences, mentoring programs & support to increase parent capacity, especially regarding school/program options, as well as to create additional channels through which we can share information.</p>
3	Target Date:	06/30/2014
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.	
	Year 1 - Through June 30, 2012 [District Scope of Work Activities]	
	Year 2 - Through June 30, 2012 [District Scope of Work Activities]	

Year 3 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]				
Year 4 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]				
Year 5 - July 1, 2013 through December 22, 2015 [District Scope of Work Activities]				
Year 6 - July 1, 2013 through December 22, 2015 [District Scope of Work Activities]				
RTTT3 Funds				
Year 1	Year 2	Year 3	Year 4	Total
Through June 30, 2012	July 1, 2012 - June 30, 2013	July 1, 2013 - June 30, 2014	July 1, 2014 to December 22, 2015	0

5

Tasks

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	Phillip Hampton	Start Date	07/01/2013	End Date	06/30/2014	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
0	0	0	0	0	0	0	0		
Comments									
Task Completed									
Continue work with CBOs to help community members understand school performance through Town Halls, Focus Groups and Webinars.									
Assigned to	Phillip Hampton	Start Date	07/01/2013	End Date	06/30/2014	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
0	0	0	0	0	0	0	0		

2

<p>Comments</p> <p>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.</p>						
<p>Task Completed</p>						
<p>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.</p>						
<p>Assigned to</p>	<p>Phillip Hampton</p>	<p>Start Date</p> <p>07/01/2013</p>	<p>End Date</p> <p>06/30/2014</p>	<p>Timeline</p>		
<p>Budget & Funding Sources(\$)</p>						
<p>District</p>	<p>Title I</p>	<p>Title II-D</p>	<p>Title III</p>	<p>State Funds</p>	<p>Grant Funds</p>	<p>Other Funds</p> <p>Total</p>
<p>0</p>	<p>0</p>	<p>0</p>	<p>0</p>	<p>0</p>	<p>0</p>	<p>0</p>
<p>Comments</p> <p>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.</p>						
<p>Task Completed</p>						

<p>Implement</p>					
<p>Percent Tasks Completed</p>	<p>0%</p>				
<p>Objective Status</p>					

<p>IA03</p>	<p>The district will build partnerships with parent organizations in district and school improvement planning and will maintain regular communication with them. (3) RT3 Expectations: The district will use school and district performance information from resources such as the Illinois Shared Learning Environment and the redesigned State Report Card to support and build parental engagement. Title I Expectations: Describe how the district implements effective parental involvement strategies. (See Section 1118 for specifics)</p>	<p>SC, RT3, DTI</p>	<p>Status</p> <p>In Plan</p> <p>0 of 6 (0%) tasks completed</p>
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Assessment

Level of Development	Initial: Partial Development/Implementation	
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)
Current level of development or implementation:	<p>CPS looks to execute an engagement strategy that informs parents and utilizes their feedback in a more meaningful fashion. Local School Councils (LSCs) or Appointed Local School Councils (ALSCs) are established at all CPS schools, and Parent Advisory Councils (PACs) are established at all Title I-eligible schools, and Bilingual Parent Advisory Councils (BPACs) are established at all schools with a Transitional Bilingual Education program. 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 and ESL 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 IL. 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, English language acquisition, ELL academic progress and parental involvement. 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 and that systems of monitoring ELLs language and academic proficiency are in place and effectively implemented.</p>	

Plan

1	Assigned To	Phillip Hampton
		Once fully implemented, parents will be fully informed about their school's performance, what it means, and what they can

2	<p>How it will look when fully met:</p> <p>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.</p>										
3	<p>Target Date: 09/01/2012</p>										
4	<p>Activities through the 2015 calendar year addressing the RTTT3 Expectations.</p>										
	<p>Year 1 - Through June 30, 2012 [District Scope of Work Activities]</p>										
	<p>Year 2 - Through June 30, 2012 [District Scope of Work Activities]</p>										
	<p>Year 3 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]</p>										
	<p>Year 4 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]</p>										
	<p>Year 5 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]</p>										
	<p>Year 6 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]</p>										
	<p>Year 7 - July 1, 2014 through December 22, 2015 [District Scope of Work Activities]</p>										
	<p>Year 8 - July 1, 2014 through December 22, 2015 [District Scope of Work Activities]</p>										
	<p style="text-align: center;">RTTT3 Funds</p>										
	<table border="1"> <thead> <tr> <th data-bbox="990 472 1047 693">Year 1 Through June 30, 2012</th> <th data-bbox="990 693 1047 913">Year 2 July 1, 2012 - June 30, 2013</th> <th data-bbox="990 913 1047 1134">Year 3 July 1, 2013 - June 30, 2014</th> <th data-bbox="990 1134 1047 1354">Year 4 July 1, 2014 - December 22, 2015</th> <th data-bbox="990 1354 1047 1816">Total</th> </tr> </thead> <tbody> <tr> <td data-bbox="1047 472 1104 693"></td> <td data-bbox="1047 693 1104 913"></td> <td data-bbox="1047 913 1104 1134"></td> <td data-bbox="1047 1134 1104 1354"></td> <td data-bbox="1047 1354 1104 1816" style="text-align: center;">0</td> </tr> </tbody> </table>	Year 1 Through June 30, 2012	Year 2 July 1, 2012 - June 30, 2013	Year 3 July 1, 2013 - June 30, 2014	Year 4 July 1, 2014 - December 22, 2015	Total					0
Year 1 Through June 30, 2012	Year 2 July 1, 2012 - June 30, 2013	Year 3 July 1, 2013 - June 30, 2014	Year 4 July 1, 2014 - December 22, 2015	Total							
				0							
	<p style="text-align: center;">Tasks</p>										
5	<p>Continue working with parents to build better schools through ongoing support from the Parent Support Center and Hotline.</p>										
	<table border="1"> <thead> <tr> <th data-bbox="1161 472 1218 693">Assigned to</th> <th data-bbox="1161 693 1218 913">Start Date</th> <th data-bbox="1161 913 1218 1134">End Date</th> <th data-bbox="1161 1134 1218 1816">Timeline</th> </tr> </thead> <tbody> <tr> <td data-bbox="1218 472 1274 693">Phillip Hampton</td> <td data-bbox="1218 693 1274 913">07/01/2013</td> <td data-bbox="1218 913 1274 1134">12/22/2015</td> <td data-bbox="1218 1134 1274 1816"></td> </tr> </tbody> </table>	Assigned to	Start Date	End Date	Timeline	Phillip Hampton	07/01/2013	12/22/2015			
Assigned to	Start Date	End Date	Timeline								
Phillip Hampton	07/01/2013	12/22/2015									
	<p style="text-align: center;">Budget & Funding Sources(\$)</p>										

1	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
	Comments							
Task Completed								
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 Phillip Hampton								
Start Date 07/01/2013								
End Date 06/30/2015								
Timeline								
2	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
Comments								
Task Completed								
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 Phillip Hampton								
Start Date								
End Date 06/30/2015								
Timeline								
3	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
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.								
Task Completed								
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	Elizabeth Cardenas-Lopez and Phil Hampton		Start Date	07/01/2012	End Date	06/01/2014	Timeline
Budget & Funding Sources(\$)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0
Comments	The guiding principles, program models and operational and instructional protocols 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 informed by their academic and language needs and expectations and 2) inform activity and discussion via LSC/Bilingual Advisory Committee (BAC)/Chicago Multilingual Parent Council (CMPC).						
Task Completed							
Proactively seek feedback from parents to help build better neighborhood schools through Dialogue events and meetings which enable the District to most effectively gather parent insight on strategic issues and activities.							
Assigned to	Phillip Hampton		Start Date	07/01/2013	End Date	12/30/2015	Timeline
Budget & Funding Sources(\$)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0
Comments							
Task Completed							
Support LSCs to fill vacant principal seats							
Assigned to	Phillip Hampton		Start Date	07/01/2013	End Date	09/30/2013	Timeline
Budget & Funding Sources(\$)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
							0
Comments							
Task Completed							

Implement	
Percent Tasks Completed	0%
Objective Status	

IA07	In collaboration with its schools, the district will set district and school achievement targets for all students and for AYP subgroups. (7) Title I Expectations: Describe student academic assessments, if any, that are in addition to state academic assessments used.	SS, ELL, SD, DTI	Status In Plan Objective not assigned
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Assessment

Level of Development	Initial: Partial Development / Implementation		
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)	

In addition to state assessments for AYP (ISAT, PSAE, and IAA in grades 3-8 and 11), CPS administers the Measures of Academic Progress (MAP) assessment in grades 2-8, the EXPLORE in grade 9, the PLAN in grade 11, various formative assessments in grades PreK-2, and benchmark assessments in the high school grades. These assessments are used for a variety of purposes including measuring individual student progress, identifying instructional strategies for students in need of additional support, teacher and principal evaluation, school accountability under the School Quality Rating Policy (SQRP), and promotion of student in benchmark grades. As part of the Continuous Improvement Work Plan, schools set annual goals on AYP-related assessments and other assessments, both for the school as a whole and for priority groups. 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 dashboard through which principals are able to access real-time data at the school, student group, and student levels. Available data includes: assessment growth and outcomes, grades, attendance, misconducts, dropouts, and misconducts. CPS also produces a set of annual reports for each school with assessment results broken down by student group. Recently CPS has updated the School Quality Rating Policy and school progress reports to include indicators of progress for priority groups, including minority students, English Language Learners and students with disabilities. For ELLs, these indicators include performance aligned with AMAO targets and, include District-wide measures to determine language proficiency and academic growth 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.

Current level of development or implementation:

Plan

Assigned To

Not yet Assigned

IB01

The district operates with district-level and school-level improvement teams. (16)
RT3 Expectations: The district establishes professional learning communities to support all aspects of the instructional improvement process.

SS,RT3

Status

Full Implementation
 10/07/2013

Assessment

Level of Development

Initial: Full Implementation

1/13/2014 9:53:21 PM

District Continuous Improvement Plan with RTTT3 SOW

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 their schools 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. Bilingual Instructional Support Leaders (ISLs) collaborate and provide instructional support to bilingual and mainstream classroom teachers to build capacity to use effective language and literacy practices in teaching ELLs. 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. DoLCE meets regularly with ISLs and Bilingual Lead Teachers and specific school principals based on the need of intended intensity of strategic supports. These teams will maintain regular contact and convene periodically to remain abreast of each other's efforts and sustain implementation of guiding principles, program models and effective instructional models for robust language and academic supports for ELLs.

Evidence that this indicator has been fully and effectively implemented:

IB03	For each restructuring school, the district will make 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)	SR	Status In Plan Objective not assigned
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Assessment

Level of Development	Initial: Partial Development/Implementation	
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)
Current level of development or implementation:	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

IB04	For each restructuring school, the district ensures that the restructuring options chosen reflect the particular strengths and weaknesses of the restructuring school. (1135)	SR	Status Full Implementation 11/20/2012
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Assessment

Level of Development Evidence that this indicator has been fully and effectively implemented:	Initial: Full Implementation 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.
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IB05	For each restructuring school, the district ensures that the restructuring plan reflects the resources available to ensure its success. (1136)	SR	Status Full Implementation 01/09/2014
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Assessment

Level of Development Evidence that this indicator has been fully and effectively implemented:	Initial: Full Implementation 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. Fifteen 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, OS4 works with the school to ensure a comprehensive budget allocation to ensure success. 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.
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IB06	For each restructuring school, the district ensures that the restructuring plan includes both changes in governance and a detailed plan for school improvement. (1137)	SR	Status Full Implementation 01/09/2014
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Assessment

Level of Development	Initial: Full Implementation	<p>Restructuring plans are reviewed by the Network offices and the Office of 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 Strategic School Support Services (OS4) 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), OS4 implements intensive reforms in select schools in order to substantially raise student achievement and make adequate yearly progress. At CPS, the SIG is being used to implement the transformation, restart and turnaround intervention models at fifteen high schools. The Department of Language and Culture (DOLCE) and the Office of Diverse Learner Supports and Services (ODLSS) meets with OS4 to ensure items related directly to services for English language learners and diverse learners including but not limited to compliance concerns are part of the conversation for schools in restructuring. Furthermore DOLCE and ODLSS receives a report of schools going through the process of restructuring to determine if ELLs and diverse learners will be affected and how to best support them.</p>
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IB07	The district will ensure that school improvement and restructuring plans include research-based, field-proven programs, practices, and models. (1138)	SR	Status In Plan Objective not assigned
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Assessment

Level of Development	Initial: Partial Development/Implementation	
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)
Current level of development or implementation:	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
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IB08	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)	SR	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	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.

IB09	The district ensures that an empowered change agent (typically the principal) is appointed to head each school that needs rapid improvement. (24)	SR	Status Full Implementation 01/09/2014
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	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 principal evaluation system 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.

IB10	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. (25)	SR	Status Full Implementation 01/09/2014
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	CPS has established six principal practice competencies, including: Championing teacher and staff excellence through a focus on continuing improvement; Creating powerful professional learning systems that guarantee learning for students; Building culture focused on college and career readiness; Empowering and motivating families and the community to become engaged; Relentlessly pursuing self-disciplined thinking and action; and Leading school toward achieving the vision of high expectations for all students. All principals must effectively show their ability in this area to earn eligibility as a principal candidate, and principals are evaluated annually on these competencies through the principal evaluation system. Further, Pillar 4 of the CPS Action Plan focuses on committed and effective teachers, leaders and staff. Pillar 4 identifies a plan to attract high quality talent system-wide, and to design and implement a system to induct and support new leaders. It also establishes a plan to provide ongoing, differentiated professional development for experienced leaders, as well as appropriate skills and capacity building for all employees.

IB12	The district will prepare for setbacks, resistance, and obstacles on the path to substantial change in the context of school improvement and restructuring. (27)	SR	Status In Plan No Tasks Created
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Assessment

Level of Development	Initial: Partial Development/Implementation	
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)
Current level of development or implementation:	The district maintains a culture of continuous improvement which allows for learning, refinement, and improvement of our work based on internal and external feedback, monitoring of student progress, and other obstacles to improvement. As needed, we will refine / course correct management plans and budgets to respond to roadblocks, lessons learned, changing dynamics, etc. Furthermore, the CPS Action Plan is a five year plan, recognizing that substantial change in culture and process requires cannot happen overnight.	

Plan

1	Assigned To	
2	How it will look when fully met:	This plan has been deleted.
3	Target Date:	06/30/2012
4	Tasks	
There are no tasks created for this Objective		

ID01	A team structure for schools is officially incorporated into district policy. (36)	SS	Status Full Implementation 11/13/2012
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Assessment

Level of Development	Initial: Full Implementation
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District Continuous Improvement Plan with RTTT3 SOW

<p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>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 schoolbased 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.</p>		
<p>ID10</p>	<p>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) Title I Expectations: Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools will identify the eligible children most in need of services. (See Sections 1115)</p>	<p>SP, SD, DTT</p>	<p>Status Full Implementation 01/10/2014</p>
<p>Assessment</p>			
<p>Level of Development Evidence that this indicator has been fully and effectively implemented:</p>	<p>Initial: Full Implementation 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 received 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 ODLSS 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 diverse learning needs.</p>		

Reports - Comprehensive Report

IA06	The district will provide schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (6) RT3 Expectations: The district a) will perform requirements gathering, analysis, and systems enhancements needed for integrating local student and educator data with ISLE; and b) will implement a strategy to link student data across local systems to support the creation of integrated learner profiles.	SC, SP, RT3	Status In Plan 0 of 6 (0%) tasks completed
Assessment			
Level of Development	Initial: Partial Development/Implementation		
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)	

Current Level Description: Chicago Public Schools has commenced the formal requirements gathering process for ISLE technical integration. CPS continues to engage in significant local efforts to link student data across local systems in support of integrated learner profiles, with a focus on those data elements that will be needed to implement ISLE applications in 2014. Questions still remain about the specific data elements required for ISLE integration, and to replace the existing feeds of student data for ISBE SIS. Additional engagement with principals representing ISLE, the IlliniCloud, and inBloom are required to answer outstanding questions regarding data security, contracting relationships, ongoing financial support, and implementation plans for the software packages once they are developed. CPS representatives sit on both the ISLE and inBloom advisory committees and are active participants in the process of steering the ISLE initiative towards positive outcomes for CPS. Background: 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/TPJ), and program tracking. SIM via its Report Portal allows each school to access student information that ranges from registration to ELL status. We are currently investigating ways to revamp student enrollment forms and ensure systematic methods of effectively capturing ELL profile and achievement data. 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, REACH, 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 and 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.

Current level of development or implementation:

Plan

1	Assigned To	Phillip DiBartolo
		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

<p>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 began long before an actual technical bridge will be 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 a SIF-based data integration platform. Changes to stored values will be captured within the CPS data center and the resulting "delta" will be transmitted to the ISLE ODS in the IlliniCloud.</p> <p>Required Evidence:</p> <ul style="list-style-type: none"> 1 Completion of a mapping of CPS to ISLE data elements 1 Calculation of the data volumes inherent in a load of daily changes to CPS data 1 Installation of data integration hardware in the CPS data center 1 Successful integration of data from CPS to the ISLE ODS <p>How it will look when fully met:</p> <p>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 ISLE 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.</p> <p>Required Evidence:</p> <ul style="list-style-type: none"> • Completion of Integration with CPS Active Directory credentials for authentication using SAML authentication as proposed by inBloom. <p>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.</p>	<p>2</p>
<p>3</p> <p>Target Date:</p>	<p>09/01/2014</p>
<p>4</p>	<p>Activities through the 2015 calendar year addressing the RTTT3 Expectations.</p>

<p>Year 1 - Through June 30, 2012 [District Scope of Work Activities]</p> <p>Establish district team for ISLE implementation.</p> <p>Commence outreach, requirements gathering, and IT systems analysis for ISLE implementation.</p>
<p>Year 2 - Through June 30, 2012 [District Scope of Work Activities]</p> <p>Establish district team for ISLE implementation.</p> <p>Commence outreach, requirements gathering, and IT systems analysis for ISLE implementation.</p>
<p>Year 3 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]</p> <p>Data Export Requirements Gathering</p> <p>Data Dictionary Requirements & Reconciliation</p> <p>Add capacity to the CPS Data Warehouse</p> <p>Build Data Export Routine</p> <p>Build User Integration Framework</p>
<p>Year 4 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]</p> <p>Data Export Requirements Gathering</p> <p>Data Dictionary Requirements & Reconciliation</p> <p>Add capacity to the CPS Data Warehouse</p> <p>Build Data Export Routine</p> <p>Build User Integration Framework</p>
<p>Year 5 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]</p> <p>Continued ISLE technical integration</p> <p>Implement ISLE professional development and training plan</p> <p>Initial ISLE launch in January 2014</p>
<p>Year 6 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]</p> <p>Continued ISLE technical integration</p> <p>Implement ISLE professional development and training plan</p> <p>Initial ISLE launch in January 2014</p>

Year 7 - July 1, 2014 through December 22, 2015 [District Scope of Work Activities]				
Full ISLE implementation				
Year 8 - July 1, 2014 through December 22, 2015 [District Scope of Work Activities]				
Full ISLE implementation				
RTTT3 Funds				
Year 1	Year 2	Year 3	Year 4	Total
Through June 30, 2012	July 1, 2012 - June 30, 2013	July 1, 2013 - June 30, 2014	July 1, 2014 - December 22, 2015	0

5

Tasks

Establish district team for ISLE implementation.									
Assigned to	Phillip DiBartolo	Start Date	02/01/2013	End Date	03/31/2013	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
0	0	0	0	0	0	0	0		
Comments									
Task Completed									
Commence outreach, requirements gathering, and IT systems analysis for ISLE implementation									
Assigned to	Phillip DiBartolo	Start Date	03/01/2013	End Date	03/31/2013	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
0	0	0	0	0	0	0	0		
Comments									
Task Completed									

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.			
Task Completed					
Continued outreach, requirements gathering, and IT systems analysis for ISLE implementation					
Assigned to	Phillip DiBartolo	Start Date	End Date	06/30/2013	Timeline
Budget & Funding Sources(\$)					
District	Title I	Title II-D	Title III	State Funds	Grant Funds
					Other Funds
					Total
					0
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.			
Task Completed					

Implement

Percent Tasks Completed	0%
Objective Status	

IA10	<p>The district will regularly allocate/reallocate resources to support school, staff, and instructional improvement. (10) RT3 Expectations: The district will provide sufficient flexibility in the use of time and re-allocates professional development resources necessary for RTTT3 plan implementation. HQJ Expectation: The district will allocate/reallocate funds, especially those available under Title IIA, to assist in getting all teachers highly qualified. Title I Expectations: Describe how the district funds under Title I to support after school, before school, and summer school programs.</p>	<p>Status In Plan 0 of 3 (0%) tasks completed</p>
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Assessment

Level of Development	Initial: Partial Development/Implementation	
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)
Current level of development or implementation:	<p>In FY2014, CPS launched Student Based Budgeting ("SBB") a new budgeting model that fairly and equitably allocates funding to schools on a per-pupil basis, instead of having Central Office dictate the number and types of positions that schools are to receive. Under this model, schools receive a per-pupil amount for every student enrolled, weighted by grade level and by "LRE" (Least Restrictive Environment category for students with diverse learning needs). CPS also closed 49 under-utilized schools and one program and transitioned the students to their new Welcoming Schools. This effort helped the district serve students more efficiently and effectively, allowing us to focus our resources in fewer schools.</p>	

Plan

1	Assigned To	Ginger Ostro
2	How it will look when fully met:	Implement first phase of student based budgeting process that provides maximum flexibility for principals to drive success for our students, followed by expansion to include all school based budgets.
3	Target Date:	06/30/2014
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.	
	Year 1 - Through June 30, 2012 [District Scope of Work Activities]	
	Year 2 - Through June 30, 2012 [District Scope of Work Activities]	
	Year 3 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]	
	Year 4 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]	
	Year 5 - July 1, 2013 through December 22, 2015 [District Scope of Work Activities]	
	Year 6 - July 1, 2013 through December 22, 2015 [District Scope of Work Activities]	

RTTT3 Funds				
Year 1 Through June 30, 2012	Year 2 July 1, 2012 - June 30, 2013	Year 3 July 1, 2013 - June 30, 2014	Year 4 July 1, 2014 to December 22, 2015	Total
				0

Tasks										
District	Assigned to	Start Date	End Date	Timeline	Budget & Funding Sources(\$)					
					Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
Schools complete CIWP and budgets										
	Ryan Crosby									
0		0	0	0	0	0	0	0	0	0
1		<p>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. The BAC, as a standing committee of the LSC is also asked to participate in the development of and/or provide feedback on the CIWP.</p>								
Task Completed										
Support Principals through initial stages of SBB										
	Ginger Ostro									
0		0	0	0	0	0	0	0	0	0
2		<p>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. The BAC, as a standing committee of the LSC is also asked to participate in the development of and/or provide feedback on the CIWP.</p>								
Task Completed										

Prepare SBB calculations as part of FY15 Budget development									
Assigned to	Ginger Ostro	Start Date	01/01/2014	End Date	03/31/2014	Timeline			
Budget & Funding Sources(\$)									
District	Title-I	Title-II-D	Title-III	State Funds	Grant Funds	Other Funds	Total		
3	0	0	0	0	0	0	0		
Comments									
Task Completed									

Implement

Percent Tasks Completed 0%

Objective Status

IA11	The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (11)	SS, ELL	Status Full Implementation 01/09/2014
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Assessment

Level of Development Initial: Full Implementation

Evidence that this indicator has been fully and effectively implemented:

CPS has made major investments in both assessments and technology systems over the past several years. As a result of these investments, school staff have access to regular assessment data from grades K-11 delivered multiple 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. We are working to identify needed district systems, protocols, policies and procedures to ensure we have the right tools for measuring ELL proficiency of language and academic attainment. For example, using ACCESS data to monitor English proficiency and develop attainable goals teachers, parents and students can use to monitor English development progress as well as identifying and/or developing interim assessments. 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.

IA14	<p>The district will recruit, train, support, and place personnel to competently address the problems of schools in need of improvement. (14) RT3 Expectations: The district will establish systems to recruit and support strong instructional leadership at the school-level, and partners with teacher preparation programs to plan and implement pipeline strategies for High Poverty High Minority Schools. HQT Expectation: The district will ensure that only highly qualified teachers are hired. Title I Expectations: Describe the steps the district has taken or will take to ensure that all teachers and paraprofessionals in the district are highly qualified. (See Section 1119)</p>	ELL, SP, HQT, RT3, DTI	<p>Status In Plan 0 of 8 (0%) tasks completed</p>
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Assessment

Level of Development	Initial: Partial Development/Implementation	
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)

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. CPS Office of Talent is actively recruiting bilingual teachers and principals. The Department of Language and Cultural Education provides direct support and guidance for the districts' English language learner and world language personnel. It develops key program guides, tools, and resources to strengthen ELL and world language programs and ensures that schools are in compliance with state, federal and district mandates that govern ELL education. DoLCE also develops partnerships with universities for high quality professional and program development to support professional growth of ELL personnel.

Current level of development or implementation:

Plan

1	Assigned To	Alicia Winckler
2	How it will look when fully met:	<p>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.</p>
3	Target Date:	09/30/2015
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.	<p>Year 1 - Through June 30, 2012 [District Scope of Work Activities]</p> <p>Year 2 - Through June 30, 2012 [District Scope of Work Activities]</p>

Year 3 - Through June 30, 2012 [District Scope of Work Activities]				
Year 4 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]				
Year 5 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]				
Year 6 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]				
Year 7 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]				
Year 8 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]				
Year 9 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]				
RTTT3 Funds				
Year 1 Through June 30, 2012	Year 2 July 1, 2012 - June 30, 2013	Year 3 July 1, 2013 - June 30, 2014	Year 4 July 1, 2014 to December 22, 2015	Total 0

Tasks

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	Alicia Winckler	Start Date	07/01/2012	End Date	06/30/2013	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
0	0	0	0	0	0	0	0		
Comments									
Task Completed									
District implements new teacher and principal evaluations									

Assigned to	Paulette Poncelett		Start Date	07/01/2012	End Date	12/31/2015	Timeline
Budget & Funding Sources(\$)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0
Comments							
Task Completed							
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	Alicia Winckler		Start Date	07/01/2012	End Date	06/30/2013	Timeline
Budget & Funding Sources(\$)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0
Comments							
Task Completed							
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	Alicia Winckler		Start Date	08/01/2013	End Date	12/22/2015	Timeline
Budget & Funding Sources(\$)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0
Comments							
Task Completed							
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							

5	Assigned to	Alicia Winckler		Start Date	07/01/2012	End Date	12/22/2015	Timeline	
	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	
	Comments								
	Task Completed								
New performance evaluation data will begin to show strengths and weaknesses of various pipeline providers' graduates, for teachers and principals									
6	Assigned to	Alicia Winckler		Start Date	07/01/2012	End Date	12/31/2015	Timeline	
	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	
	Comments								
	Task Completed								
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.									
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.									
7	Assigned to	Alicia Winckler		Start Date	07/01/2012	End Date	06/30/2013	Timeline	
	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	
	Comments								
	Task Completed								
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.									

Task Completed									
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	Alicia Winckler	Start Date	07/01/2012	End Date	06/30/2014	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
0	0	0	0	0	0	0	0		
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.									
Task Completed									

Implement	
Percent Tasks Completed	0%
Objective Status	

IB02	The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (17)	SS	Status Full Implementation 11/20/2012
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Assessment	
Level of Development	Initial: Full Implementation

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.

Evidence that this indicator has been fully and effectively implemented:

IC06	The district provides the technology, training, and support to facilitate the school's data management needs. (1149)	SP	Status Full Implementation 01/10/2014
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Assessment

Level of Development Evidence that this indicator has been fully and effectively implemented:	<p>Initial: Full Implementation</p> <p>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 have been working on the implementation of two major technology upgrades. First, we replaced the dashboard interface with an even more user-friendly front end. Second, we have improved the access of central office analysts to the warehouse for ad hoc queries and requests from networks and schools.</p>
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Reports - Comprehensive Report

D11	The district will ensure the delivery of the curriculum is differentiated to meet the needs of all learners. (2328) RT3 Expectations (when learning maps are available through ISLE): The district embeds learning maps as a central part of instructional practices at all grade levels.	RT3	Status In Plan 0 of 7 (0%) tasks completed
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Assessment

Level of Development	Initial: Partial Development/Implementation	
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)
Current level of development or implementation:	Schools currently have access to a range of district-supported instructional materials adoptions that support differentiation for diverse learners. Beginning in 2012-13, schools began to shift towards implementation of the Common Core Standards. To facilitate this shift, the district introduced 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 aligned to the needs and abilities of all learners. In addition, the new CPS Framework for Teaching reflects the shifts in planning and instructional practice the Common Core Standards require. This alignment between planning tools and measures of effective instruction helps provide clear guidance for teachers on expectations for both curriculum and the delivery of instruction. Both guidance documents are in full implementation this school year (2013-14). 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

1	Assigned To	Annette Gurley
		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 quarterly 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 effectively.

2 How it will look when fully met:

3 Target Date: 06/30/2013

4 Activities through the 2015 calendar year addressing the RTTT3 Expectations.

Year 1 - Through June 30, 2012 [District Scope of Work Activities]

Year 2 - Through June 30, 2012 [District Scope of Work Activities]

Year 3 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]

Year 4 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]

Year 5 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]

Year 6 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]				
Year 7 - July 1, 2014 through December 22, 2015 [District Scope of Work Activities]				
Year 8 - July 1, 2014 through December 22, 2015 [District Scope of Work Activities]				
RTTT3 Funds				
Year 1	Year 2	Year 3	Year 4	Total
Through June 30, 2012	July 1, 2012 - June 30, 2013	July 1, 2013 - June 30, 2014	July 1, 2014 - December 22, 2015	0

Tasks

Development and implementation of beginning and end of year as well as interim assessments aligned to the CCSS in ELA and Math									
Assigned to	Annette Gurley	Start Date	07/01/2012	End Date	06/30/2015	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
0	0	0	0	0	0	0	0		
Comments									
Task Completed									

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	Start Date	07/01/2012	End Date	06/30/2015	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
0	0	0	0	0	0	0	0		
Comments									
Task Completed									

Develop a mechanism to ensure that bilingual certified teachers/specialists are present at IEP meetings to explicitly address considerations around language learning.									
Assigned to	Elizabeth Cardenas-Lopez		Start Date	07/01/2013	End Date	06/01/2014	Timeline		
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
0	0	0	0	0	0	0	0		
Comments									
Task Completed									
3									
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 Elizabeth Cardenas-Lopez		Start Date	07/01/2013	End Date	06/30/2015	Timeline		
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
0	0	0	0	0	0	0	0		
Comments									
Task Completed									
4									
Ensure Network professional development and support plan for schools adequately addresses school's content training needs and monitoring for implementation.									
Assigned to	Denise Little		Start Date	07/01/2013	End Date	12/31/2015	Timeline		
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
0	0	0	0	0	0	0	0		
Comments									
Task Completed									
5									

Develop comprehensive professional development calendar for Network Teams to address training on Content Frameworks and tools and the Framework for Teaching and resources guides.						
Assigned to	Susan Kajiwara Ansai	Start Date	07/01/2013	End Date	12/31/2013	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0
Comments						
Task Completed						
Dissemination of the CPS Frameworks for Content Standards in Literacy and Mathematics with embedded Universal Design for Learning principles.						
Assigned to	Cindy Green and Jessica Fulton	Start Date	07/01/2012	End Date	06/01/2013	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0
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.						
Task Completed						

Implement

Percent Tasks Completed	0%
Objective Status	

D13	<p>The district will ensure that all district and school stakeholders are knowledgeable about Response to Intervention (RtI) implementation by providing support, guidance, training, and professional development. (2329) RT3 Expectations: The district's RtI implementation plan will ensure targeted interventions and differentiated supports aligned to the new State Standards (CCSS)</p>	RT3, RTI	Status In Plan 0 of 2 (0%) tasks completed
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Assessment

Level of Development	Initial: Partial Development/Implementation	
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)
Current level of development or implementation:	All schools currently have access to and have had training on the District's Former RtI toolkit. Implementation of comprehensive RtI varies by school. We ran an RFP to update our list of quality vendors of research based intervention materials and services. We will also be updating the MTSS/ RtI toolkit and associated materials for the upcoming school year. The district is in the process of implementing a more robust 3 year professional development plan for MTSS by training all central office, Network and building administrators on the common language, common understanding of MTSS as well as developing a district policy around MTSS expectations to ensure that schools know how to use these resources well.	

Plan

1	Assigned To	Annette Gurley
2	How it will look when fully met:	The District has ensured 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 (ILTs 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.

Evidence of successful accomplishment of the objective will be the active intervention plans aligned to the identified academic and/or social-emotional needs of each student.

3 Target Date: 06/30/2015

4 Activities through the 2015 calendar year addressing the RTTT3 Expectations.

Year 1 - Through June 30, 2012 [District Scope of Work Activities]

Year 2 - Through June 30, 2012 [District Scope of Work Activities]

Year 3 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]

Year 4 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]

Year 5 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]

Year 6 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]

Year 7 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]

Year 8 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]

RTTT3 Funds

Year 1 Through June 30, 2012	Year 2 July 1, 2012 - June 30, 2013	Year 3 July 1, 2013 - June 30, 2014	Year 4 July 1, 2014 to December 22, 2015	Total
				0

5 Tasks

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

Assigned to	Annette Gurley	Start Date	07/01/2013	End Date	06/30/2015	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0
Comments						
Task Completed						

1

Revisions to MTSS toolkit and professional development plan

Assigned to	Susan Kajiwara-Ansai / Cynthia Green/Dalia Flores	Start Date	07/01/2013	End Date	06/30/2014	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0
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 and to ISBE's recommended guidelines. The District will ensure that its professional development calendar includes opportunities for Network and school leaders.						
Task Completed						

2

Implement

Percent Tasks Completed 0%

Objective Status

<p>D7</p>	<p>The district will monitor to ensure the intended curriculum is implemented with fidelity. (2326) RT3 Expectations: The district will establish (a) a local assessment system that includes through-course, formative, and summative assessments in a coherent framework that supports standards-aligned instruction and, where appropriate, the measurement of student growth, and (b) a standards-based reporting system in Math, ELA, and Science. Title I Expectations: Describe any other indicators that the district will use in addition to the academic indicators that the State uses to determine Adequate Yearly Progress (AYP), if any (see Section 1111).</p>	<p>SC, SP, RT3, DTI</p>	<p>Status In Plan 0 of 4 (0%) tasks completed</p>
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Assessment

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

The district currently has a comprehensive suite of assessments at the elementary level to monitor student growth and fidelity of curriculum implementation. This suite of assessments 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, REACH and Framework for Teaching. 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, REACH Performance Tasks (Type III assessments) and benchmark assessments to measure foundational skills and comprehension and students' progression of mastery of the CCSS. In intermediate and upper grades, students take a winter and spring adaptive growth assessment. Baseline data for fall planning comes from the previous Spring assessment. We also have in place Benchmarks for K-12 aligned to the CCSS, that ask for students to demonstrate learning aligned to the depth and breadth of the standards. 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 a Spring EPAS post test and a winter EPAS check in test to measure growth across the year, for EXPLORE PLAN and ACT. 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 ELLs are assessed annually for English language proficiency in a timely manner with ACCESS for ELLs®. Our District office and our Network offices will regularly review the results of these assessments and include this review in continuous improvement conversations with each school. Finally, the District will be releasing an RFP to acquire a comprehensive progress monitoring tool for literacy and math, for use across at least grades 3-10, in English and Spanish.

Plan

1	Assigned To	John Barker
2	How it will look when fully met:	In addition to the assessments already in use, CPS is currently in the process of implementing Performance Tasks to fulfill the Type III Requirement of PERA. In SY13-14 tasks are available for nearly all core and non-core courses, PK-12. Our work in SY14 and SY15 will be revising the tasks and ensuring coverage in courses with fewer teachers represented. In addition, CPS will be developing end of course exams in science and social science, to meet PERA Type 1/2 requirements. These exams will be developed with a vendor partner and piloted in SY14, with implementation in SY15.
3	Target Date:	06/30/2015
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.	
	Year 1 - Through June 30, 2012 [District Scope of Work Activities]	
	Year 2 - Through June 30, 2012 [District Scope of Work Activities]	
	Year 3 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]	
	Year 4 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]	
	Year 5 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]	
	Year 6 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]	
	Year 7 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]	
	Year 8 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]	
RTTT3 Funds		
	Year 1 Through June 30, 2012	Year 2 July 1, 2012 - June 30, 2013
		Year 3 July 1, 2013 - June 30, 2014
		Year 4 July 1, 2014 to December 22, 2015
		Total 0
5	Tasks	

Implement REACH Performance Tasks for the majority of PK-12 traditionally tested and non-tested teachers.						
Assigned to	Claudinette Swartz	Start Date	07/01/2013	End Date	06/30/2014	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
						0
Comments						
Task Completed						
1						
Create and pilot end of course exams						
Assigned to	Mallory Wessel	Start Date	07/01/2013	End Date	06/30/2014	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
						0
Comments						
Task Completed						
2						
Implement end of course exams						
Assigned to	Mallory Wessel	Start Date	07/01/2013	End Date	06/30/2015	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
						0
Comments						
Task Completed						
3						
Create, pilot and implement revised/new Performance tasks for teachers not covered in SY15						

District Continuous Improvement Plan with RTTT3 SOW

Assigned to	Claudnette Swartz	Start Date	07/01/2013	End Date	06/30/2014	Timeline
Budget & Funding Sources(\$)						
District	Title I-D	Title III	State Funds	Grant Funds	Other Funds	Total
4						0
Comments						
Task Completed						

Implement

Percent Tasks Completed	0%
Objective Status	

D9	<p>The district curriculum will encompass a set of knowledge, skills and behaviors of appropriate content and rigor to prepare students for both college and careers. (2327)</p> <p>RT3 Expectations: For districts serving grades 9-12, the district will establish two or more Programs of Study promoting critical STEM application areas; for other districts, as applicable, the district establishes an individual learning plan program, commencing in 7th grade, that aligns to a Programs of Study model in the predominant feeder schools for high schools implementing STEM Programs of Study.</p> <p>Title I Expectations: (a) Describe the schoolwide and/or targeted assistance programs to be conducted in the district's schools; and where appropriate,</p> <p>(b) Educational services outside such schools for children living in local institutions for neglected or delinquent children and for neglected and delinquent children in community day school programs.</p> <p>(See Sections 1114 & 1115)</p>	SC, RT3, DTI	<p>Status</p> <p>In Plan</p> <p>0 of 9 (0%) tasks completed</p>
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Assessment

Level of Development	Initial: Partial Development/Implementation
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)
Current level of development or implementation:	<p>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, led by the Academic Learning and Supports unit, will provide the backbone for changes to graduation requirements and will also lead to guidance to teachers, parents and students as they develop their individual learning plans including, 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 that spans grades 6-12 and is currently mostly focused on scaling use of the ILP in grade 9. By school year 2013-14, CPS plans to pilot the Individual Learning Plans to the middle grades. 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.</p>	

Plan

1	Assigned To	Aarti Dhupelia
2	How it will look when fully met:	<p>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. These schools will be open to students throughout the city, but we will work with the schools' predominant feeder elementary schools to pilot an ILP, housed in What's Next Illinois, to help students identify career goals. The ILP is will be piloted at selected feeder schools in 2013-2014 and expanded to all predominant feeders in 2014-2015. 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. The POS will be aligned with, and articulated to, college courses at our partner College(s). The articulation process involves faculty examination of curriculum to ensure alignment and rigor, and enrollment in each POS course will be tracked internally by using our CTE enrollment database. 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</p>

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).

3	Target Date:	06/30/2016
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.	
<p>Year 1 - Through June 30, 2012 [District Scope of Work Activities]</p> <p>Prepare to open five Early College STEM High Schools Establish relationships with corporate partners Begin aligning HS coursework to college coursework</p>		
<p>Year 2 - Through June 30, 2012 [District Scope of Work Activities]</p> <p>Prepare to open five Early College STEM High Schools Establish relationships with corporate partners Begin aligning HS coursework to college coursework</p>		
<p>Year 3 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]</p> <p>Open five Early College STEM High Schools Implement work-based learning programs at all high schools, utilizing relationships with corporate partners Design STEM Programs of Study aligned with City Colleges of Chicago's Computer Information Science course sequences Coordinate with community colleges on College and Career Readiness Program (CCRP) planning</p>		
<p>Year 4 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]</p> <p>Open five Early College STEM High Schools Implement work-based learning programs at all high schools, utilizing relationships with corporate partners Design STEM Programs of Study aligned with City Colleges of Chicago's Computer Information Science course sequences Coordinate with community colleges on College and Career Readiness Program (CCRP) planning</p>		
<p>Year 5 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]</p> <p>All STEM students begin one of the three focused programs of study All eligible students begin to take Early College courses All students track progress on an ILP Structures in place to ensure continuous alignment of our courses with programs at CCC and other college partners</p>		

<p>Year 6 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities] All STEM students begin one of the three focused programs of study All eligible students begin to take Early College courses All students track progress on an ILP Structures in place to ensure continuous alignment of our courses with programs at CCC and other college partners</p>	
<p>Year 7 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities] Choose and develop Individual Learning Plan Complete alignment of HS Program of Study and College Program of Study with City Colleges of Chicago Continue implementation of HS Program of Study with second year IT course which is the introductory IT course for college partner Continue implementation of work-based learning solutions, including planning for internships Accelerate student learning to enable students to become eligible for Early College opportunities</p>	
<p>Year 8 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities] Choose and develop Individual Learning Plan Complete alignment of HS Program of Study and College Program of Study with City Colleges of Chicago Continue implementation of HS Program of Study with second year IT course which is the introductory IT course for college partner Continue implementation of work-based learning solutions, including planning for internships Accelerate student learning to enable students to become eligible for Early College opportunities</p>	

RTTT3 Funds

Year 1	Year 2	Year 3	Year 4	Total
Through June 30, 2012	July 1, 2012 - June 30, 2013	July 1, 2013 - June 30, 2014	July 1, 2014 to December 22, 2015	0

Tasks

Agree upon priority STEM career pathways for each Early College STEM School (ECSS).									
Assigned to	Brenda Wilkerson	Start Date	07/01/2012	End Date	06/30/2013	Timeline	Budget & Funding Sources(\$)		
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
1	0	0	0	0	0	0	0		

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.				
Task Completed						
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	Joshua Kaufman	Start Date	07/01/2012	End Date	06/30/2015	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0
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.				
Task Completed						
2						
Develop and implement aligned work-based learning tool kit and data tracking for all 5 ECSS, in collaboration with industry partners, including opportunities such as mentorships, job shadows, and internships. Implement internship portion of Work-Based Learning Plan						
Assigned to	Chadra Lang	Start Date	07/01/2012	End Date	12/31/2015	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0
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.				
Task Completed						
3						
Develop and implement plan to market program across city to attract student/parent interest.						
Assigned to	Joshua Kaufman	Start Date	07/01/2012	End Date	06/30/2015	Timeline
Budget & Funding Sources(\$)						

4	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
		0	0	0	0	0	0	0
	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.							
	Task Completed							
Determine optimal staffing model to support ECSS, and support specialized staffing needs during ramp-up/incubation years.								
Assigned to	Veenu Verma	Start Date	07/01/2012	End Date	06/30/2013	Timeline		
Budget & Funding Sources(\$)								
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
0	0	0	0	0	0	0	0	0
	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.							
	Task Completed							
Complete build-out and installation of equipment to support technology pathway. Determine optimal resource needs (lab set-up, equipment, etc.) to support ECSS model and equip school with necessary specialized learning materials during incubation years. Monitor equipment and identify any needs for replacement/renewal								
Assigned to	Brenda Wilkerson	Start Date	07/01/2013	End Date	06/30/2015	Timeline		
Budget & Funding Sources(\$)								
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
0	0	0	0	0	0	0	0	0
	Comments Based on the POS outlined, the district will identify baseline lab, equipment, and material requirements and facilitate the procurement of these resources.							
	Task Completed							

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. Adapt, align and articulate IT Problem Solving Course with City Colleges of Chicago Adapt, align and articulate Intro to Programming and Intro to Systems courses with City Colleges of Chicago. Monitor enrollment trends and course success at ECSS schools. Ensure smooth transfer of students within this Program of Study from high school to college						
Assigned to	Joshua Kaufman	Start Date	07/01/2012	End Date	12/31/2015	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0
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.						
Task Completed						
Provide professional development to school and college faculty to ensure strong delivery of ECSS model.						
Assigned to	Brenda Wilkerson	Start Date		End Date	06/30/2016	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
						0
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.						
Task Completed						
Pilot individual learning plans (ILP) with select feeder schools, and implement ILP with predominant feeder schools.						
Assigned to	Joshua Kaufman	Start Date	07/01/2013	End Date	12/31/2015	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds

7

8

9

Pillar 2 of the Action Plan focuses on systems of support that meet student needs and specifically commits to providing "timely and targeted school-wide support to academically under-served neighborhood schools." In furtherance of this commitment, the Chief Executive Officer has created the new Office of Strategic School Support Services (OS4) to provide high need neighborhood schools with the comprehensive and coherent resources and supports they require to engage in whole school transformation and dramatically increase student achievement. OS4 manages a network of 22 "Reinvestment Schools" (21 elementary schools and 1 secondary school) and 15 secondary schools receiving federal School Improvement Grants. These schools have generally been on probation and in federal or state school improvement status for years and have affirmatively agreed to join OS4 and commit to the rigorous work of whole school transformation. OS4 is currently implementing the first formal step in this transformation effort, which is a school diagnostic review (SDR) for each OS4 school. An SDR is an evidence-based process whereby an objective third party, in cooperation with cross-functional internal team members, analyzes a school's qualitative and quantitative data and measures the quality of teaching and learning in the school and how well the school is organized to support this work. The SDR culminates in a formal report that includes findings and recommendations. This report provides valuable insight into "what is going on behind the numbers" and empowers the school community to understand the obstacles to student achievement and how they may be overcome. With these reports in hand, schools will soon begin revising their school improvement plans (commonly referred to as Continuous Improvement Work Plans or CIWPs) to address their highest priority needs and then will implement such plans with the support of OS4. One of the critical supports OS4 provides to schools is comprehensive and coherent professional development designed to instill mastery of the Common Core State Standards. This professional development incorporates a blended learning model of online courses, face-to-face training sessions and school-based coaches for both leaders and teachers. As a part of this offering, teachers will receive pacing guides and short-cycle progress monitoring tools to enhance the quality of their instruction and will become versed in specific strategies for creating a classroom environment of high expectations and respect. OS4 schools will also be expected to implement a coherent instructional program in which the curriculum, professional development, instructional strategies and assessments are aligned. Another support to be offered by OS4 is an extended day program that includes academic intervention, acceleration, and enrichment opportunities for students. Additional resources will be leveraged to support OS4 schools based on the priorities identified through the SDR process, such social-emotional services or family and community engagement. Finally, consistent with the concept of "reciprocal accountability," all of the services and supports provided by OS4 are designed to build the capacity of leaders and teachers to increase student achievement dramatically, and these schools are expected to meet specific performance targets established by the Chief Executive Officer to avoid more drastic interventions.

Current level of development or implementation:

Plan

1	Assigned To	Tracy Martin
2	How it will look when fully met:	Develop and implement a school diagnostic review process ("SDR") to (a) assess the performance of a school in relation to school performance indicators defining effective schools; (b) determine what is happening in schools relative to teaching and learning; (c) guide schools through a process of self-reflection and redirected practice; (d) provide a structured response to help schools develop and implement comprehensive, school-specific improvements based upon identified needs and interests; and (e) provide schools with information and support to establish best practices in both teacher practice and performance, thereby increasing student learning and achievement.

3 Target Date: 06/30/2014

4 Tasks

1. Contract with a single provider that will support the development of the CPS Standards for Quality Schools and the development and implementation of the School Diagnostic Review process prior to September. 2. Begin training CPS central office level staff to begin building internal capacity to lead this effort across the district. 3. Train OS4 schools' targeted school community members on the SDR process and how they will participate prior to September. 4. Train targeted Central Office staff on SDR process.

Assigned to	Tracy Martin	Start Date	07/01/2013	End Date	09/30/2013	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
						0
Comments						
Task Completed						

1. Conduct first of two annual SDRs for all OS4 schools in September. 2. Analyze the structured response produced by the SDRs to evaluate schools' progress and the effectiveness of their current practices. 3. Collaborate with schools (and their Lead Partners if appropriate) to modify school improvement strategies and plans based on the results of the SDRs.

Assigned to	Tracy Martin	Start Date	10/01/2013	End Date	12/31/2013	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0
Comments						
Task Completed						

1. Conduct second of two annual SDRs for all OS4 schools in January. 2. Analyze the structured responses produced by the SDR to evaluate schools' progress and the effectiveness of their current practices. 3. Collaborate with schools (and their Lead Partners if appropriate) to modify school improvement strategies and plans based on the results of the SDRs.

Assigned to	Tracy Martin	Start Date	01/01/2014	End Date	03/31/2014	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
Comments						
Task Completed						

3

0	0	0	0	0	0	0	0	0	0
Comments									
Task Completed									
1. Analyze the structured responses produced by the SDR to evaluate schools' progress and the effectiveness of their current practices. 2. Collaborate with schools (and their Lead Partners if appropriate) to modify school improvement strategies and plans for the following school year based on the results of the SDRs.									
Assigned to	Tracy Martin	Start Date	04/01/2014	End Date	06/30/2014	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
0	0	0	0	0	0	0	0		
Comments									
Task Completed									

Implement

Percent Tasks Completed	0%
Objective Status	

IA13	The district will work with the school to provide early and intensive intervention for students not making progress. (13) Title I Expectations: Describe how additional educational assistance will be provided to individual students assessed as needing help in meeting State standards.	SP, RTI, ELL, DTI	Status In Plan 0 of 3 (0%) tasks completed
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Assessment

Level of Development	Initial: Partial Development/Implementation
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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)
Current level of development or implementation:	<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 former 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. DoLCE is 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, language and academic proficiency of ELLs. 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. 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 Bilingual Summer Bridge and Summer Support for English Language Learners, these two programs provide intensive ready mathematics, and writing to ELLs. The goal is to decrease the achievement gap by providing focused and differentiated support to ELLs.</p>	

Plan

1	Assigned To	Annette Gurley
2	How it will look when fully met:	<p>Core instruction aligned to content standards and is universally designed for all students. All students, including English Language Learners, students with diverse learning needs, and gifted students, are expected to reach graded-level academic goals and develop positive social-emotional skills. It is expected that of students receiving core instruction, 80% will be proficient. For behavioral core, this also means all schools have in place systems and structures to support positive academic behavior and social-emotional learning in all settings. Schools have in place systems to identify the needs of all students throughout the school year, based on multiple data measures (i.e., ISAT, district assessments, attendance, suspension, grades). Data are analyzed and instruction and intervention is delivered. Teachers regularly review and monitor student progress to determine learning trends and patterns to reinforce or emphasize in subsequent instruction. To monitor and evaluate student progress, schools again use multiple measures, to guide and inform instruction and intervention. Strategic instruction and/or behavioral intervention is targeted additional support for some students who after receiving quality core instruction, need additional time and/or targeted instruction to reach proficiency on specific skill or standard. Targeted intervention for a few students who, after receiving quality core instruction and strategic intervention, still need increase</p>

time and intensity of instruction and/or behavioral supports.

Target Date: 06/30/2014

Tasks

Analyze incoming student data									
Assigned to	Annette Gurley			Start Date	End Date	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
							0		
Comments									
Task Completed									

Review school systems and structures for core instruction, school climate, behavioral supports, data analysis and intervention									
Assigned to	Teaching and Learning			Start Date	End Date	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
							0		
Comments									
Task Completed									

Complete professional development for Principals and teachers									
Assigned to	Susan Kaijwara-Ansai			Start Date	End Date	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
							0		
Comments									

3

4

	Task Completed
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Implement	
Percent Tasks Completed	0%
Objective Status	

IC01	The school will report and document its progress monthly to the superintendent, and the superintendent will report the school's progress to the school board. (28)	SP	Status In Plan Objective not assigned
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Assessment

Level of Development	Initial: Partial Development/Implementation	
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)

Over the past few 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 goals and expectations are established for measuring the growth and progress of ELLs language and academic proficiency during these sessions. Additionally, ODLSS also provides Networks with data for students with diverse learning needs 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. Chiefs of Schools are beginning to incorporate progress monitoring on these work plans into their regular performance review sessions.

Plan

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Assigned To	Not yet Assigned
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IC02	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. (29)	SP	Status Full Implementation 11/20/2012
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Assessment

Level of Development	Initial: Full Implementation
Evidence that this indicator has been fully and effectively implemented:	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.

IC05	The district will provide a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectations on the school. (32) RT3 Expectations: The district will establish a cohesive curriculum, aligned to State standards, that addresses and incorporates the following: (a) critical student transition points as applicable (PreK to elementary, middle to high school, and high school to postsecondary), including the use of alignment teams across these transition points; (b) writing throughout the curriculum; (c) CCSS in Math and ELA across the curriculum, including the concept of text complexity for ELA and application for Math; and (d) the CCSS Science framework (when adopted).	SC,SS,RT3	Status In Plan 0 of 8 (0%) tasks completed
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Assessment

Level of Development	Initial: Partial Development/Implementation
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)
Current level of development or implementation:	<p>We are currently in full implementation for CCSS-Literacy and have developed a 2.0 version of our Literacy Content Framework that is aligned to the PARCC Model Content Frameworks and provides resources and tools to support teachers with the implementation of CCSS-L. The framework provides guidance on disciplinary literacy and writing across contents. We are in Year 2 of a 3 year transition to full implementation of the CCSS for Mathematics. A Math Content Framework v2.0 has been released for implementation in SY13-14. It contains Planning Guides aligned to the Major Content outlined in the PARCC Model Content Framework for grades K-Algebra II/Trigonometry. Included are content expectations for each grade/course, high-quality tasks that integrate mathematical content and practices, recommended assessments, sample units, and additional resources. The final version (version 3.0) of the Math Content Framework will be released for implementation in SY14-15 which will be 100% aligned to Common Core expectations. The Science Content Framework has been released for implementation in SY13-14. Potential updates will be informed by the state's upcoming decision about the adoption of the Next Generation Science Standards.</p>	

Plan

1	Assigned To	
2	How it will look when fully met:	<p>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 all teachers will use to make adjustments of unit plans and address the needs of all 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 and academic language 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.</p>
3	Target Date:	06/01/2014
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.	Year 1 - Through June 30, 2012 [District Scope of Work Activities]

Year 2 - Through June 30, 2012 [District Scope of Work Activities]				
Year 3 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]				
Year 4 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]				
Year 5 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]				
Year 6 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]				
Year 7 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]				
Year 8 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]				
RTTT3 Funds				
Year 1 Through June 30, 2012	Year 2 July 1, 2012 - June 30, 2013	Year 3 July 1, 2013 - June 30, 2014	Year 4 July 1, 2014 to December 22, 2015	Total
				0

Tasks									
Adjustments of Frameworks to include expectations for literacy in the content areas									
Assigned to	Elizabeth Cardenas Lopez	Start Date	10/01/2012	End Date	06/01/2013	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
0	0	0	0	0	0	0	0		
<p>1</p> <p>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, Teacher Leader Professional Learning Communities (PLCs) and DoLCE 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</p>									
Comments									

learning, include the CCSS Language strands and integrate literacy and use of language in content areas with specific focus in academic language.									
Task Completed									
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	Jessica Fulton		Start Date	07/01/2013	End Date	05/31/2014	Timeline		
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
0	0	0	0	0	0	0	0		
<p>Comments</p> <p>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.</p>									
Task Completed									
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	Jessica Fulton		Start Date	07/01/2012	End Date	06/30/2013	Timeline		
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
0	0	0	0	0	0	0	0		
Beginning and End of Year performance tasks developed by the District in close collaboration with teachers and will be used									

2

3

Comments		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.				
Task Completed						
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	Jessica Fulton	Start Date	07/01/2012	End Date	06/30/2013	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0
4		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.				
Task Completed						
Ongoing development of tools to guide and support instruction of ELLs and Students with Disabilities using CCSS.						
Assigned to	Elizabeth Cardenas Lopez, Markay Winston, Cynthia Gre	Start Date	10/08/2013	End Date	06/30/2014	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0
5		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.				
Task Completed						

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	Jessica Fulton	Start Date	07/01/2013	End Date	06/30/2014	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0
<p>6</p> <p>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.</p> <p>Task Completed</p>						
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	Cynthia Green	Start Date	07/01/2012	End Date	06/30/2013	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0
<p>7</p> <p>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.</p> <p>Task Completed</p>						

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		Start Date	07/01/2012	End Date	06/30/2013	Timeline
Budget & Funding Sources(\$)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
8	0	0	0	0	0	0	0
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.						
Task Completed							

Implement

Percent Tasks Completed	0%
Objective Status	

IC07	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 plan and its evolving needs. (34) Title I Expectations: Describe how the district will coordinate programs under Title I and Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including district level staff. (See Sections 1118 & 1119(h))	SP, ELL, DTI	Status Full Implementation 01/10/2014
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Assessment

Level of Development	Initial: Full Implementation
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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, and implementation of CCSS and WIDA. DoLCE also offers Bilingual Lead Teachers (BLTs) four (4) quarterly forums per year. In these meetings, BLTs receive training on operational and instructional components, methods of teaching, differentiation of instruction and use of assessments. 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 is 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 language and academic 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 were 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.

Evidence that this indicator has been fully and effectively implemented:

1C08	Staff development is built into the schedule for support staff (e.g., aides, clerks, custodians, cooks) as well as classroom teachers. (35) HQT Expectation: Staff development is used to support getting all teachers highly qualified.	SP, HQT	Status Full Implementation 01/09/2014
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Assessment

Level of Development Evidence that this indicator has been fully and effectively implemented:	Initial: Full Implementation 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 ODLSS). 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.
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Reports - Comprehensive Report

RT3-1	<p>The school district's teacher and principal evaluation systems will incorporate both professional practice and student growth and evaluation information is used to improve educator effectiveness. RT3 Expectations: The school district will implement PERA's teacher evaluation requirements on a timeline that is at least as aggressive as the following: (1) for Chicago Public Schools, when required by PERA; (2) by September 1, 2014 for Participating LEAs within the lowest performing 20% of districts, as defined by ISBE; or (3) by September 1, 2015 for all other school districts. Participating LEAs must implement PERA with a "no stakes" student growth component by September 1, 2013. The district must also establish a formal peer evaluation system that is used for a significant portion of summative evaluations and can be used as part of evaluations during teacher remediation. The district must use positive performance evaluations as one of the criteria for selecting peer evaluators.</p>	RT3	<p>Status In Plan 0 of 10 (0%) tasks completed</p>
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Assessment

Level of Development	Initial: Partial Development/Implementation	
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)

The new teacher evaluation system, REACH Students, will expand to include all teachers in 2013-14. REACH Students was implemented for non-tenured teachers in 2012-13, resulting in summative ratings being issued to non-tenured teachers in summer 2013. In 2013-14 tenured teachers in the two lowest levels of performance in 2011-2012, will receive a summative rating being issued in summer 2014. In 2013-14, CPS will begin the process of evaluating tenured teachers in the two highest performance levels in 2011-12 as part of a biennial cycle of evaluation, which will result in a summative rating being issued in summer 2015. The summative rating for all teachers is comprised of 75% teacher practice and 25% student growth. The new principal evaluation system was implemented for all principals in 2012-13. Principal practice was evaluated based on two formal observations completed by a network chief or deputy chief, who supervise the principals. Multiple measures were used to determine student growth. A new school quality review process and principal incentives were developed and aligned to the principal evaluation measures. The summative rating was comprised of 50% principal practice and 50% student growth measures.

Plan

1	Assigned To Alicia Winckler
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<p>This objective will be met when all teachers and principals are evaluated under the new systems and the information is used to improve professional practice and student outcomes. Teacher and principal evaluation information will be used to inform professional learning opportunities. There will be a collaborative learning environment among teachers, principals, and network chiefs. Collegial conversations will occur regularly between principals and teachers and among teachers about improving instruction as defined by the CPS Framework for Teaching. Collegial conversations will also occur between network chiefs and principals focused on improving school leadership and student outcomes. Teachers and principals will experience differentiated professional development and coaching opportunities. Teachers and principals will focus on the CPS Vision of ensuring all students graduate prepared for success in college, career, and life.</p>	
<p>Both teachers and principals will understand the CPS multiple measures of effectiveness and will utilize them to guide improvement. A new individual teacher evaluation report was developed and disseminated in September 2013, accompanied by webinars and school-based team training. Each report presents teacher practice and student growth measures. The report explains how the multiple measures are combined for a summative rating. A similar report has been developed for principals. These data will be used to identify areas in need of improvement. Professional development opportunities and supporting materials will be developed and used by teachers and principals to improve effectiveness.</p> <p>Evaluation results will be used in Talent decisions to ensure all students have access to effective teachers and school leaders.</p>	<p>How it will look when fully met:</p>
<p>3</p>	<p>Target Date: 10/01/2015</p>
<p>4</p>	<p>Activities through the 2015 calendar year addressing the RTTT3 Expectations.</p>

<p>Year 1 - Through June 30, 2012 [District Scope of Work Activities]</p> <ul style="list-style-type: none"> Identify PERA joint committee members Hold informal meetings of PERA joint committee Convene joint committee Develop local evaluation plan, including student growth measures Train all evaluators
<p>Year 2 - Through June 30, 2012 [District Scope of Work Activities]</p> <ul style="list-style-type: none"> Identify PERA joint committee members Hold informal meetings of PERA joint committee Convene joint committee Develop local evaluation plan, including student growth measures Train all evaluators
<p>Year 3 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]</p> <ul style="list-style-type: none"> Implement PERA for teacher evaluations with "no stakes" student growth component Implement PERA for principal evaluations
<p>Year 4 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]</p> <ul style="list-style-type: none"> Implement PERA for teacher evaluations with "no stakes" student growth component Implement PERA for principal evaluations
<p>Year 5 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]</p> <ul style="list-style-type: none"> Continued PERA implementation for teacher evaluations Continued PERA implementation for principal evaluations Convene joint committee to discuss a peer evaluation system
<p>Year 6 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities]</p> <ul style="list-style-type: none"> Continued PERA implementation for teacher evaluations Continued PERA implementation for principal evaluations Convene joint committee to discuss a peer evaluation system
<p>Year 7 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]</p> <ul style="list-style-type: none"> Continued PERA implementation for teacher evaluations Continued PERA implementation for principal evaluations Convene joint committee to discuss a peer evaluation system
<p>Year 8 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]</p>

Continued PERA implementation for teacher evaluations
 Continued PERA implementation for principal evaluations
 Convene joint committee to discuss a peer evaluation system

RTTT3 Funds

Year 1 Through June 30, 2012	Year 2 July 1, 2012 - June 30, 2013	Year 3 July 1, 2013 - June 30, 2014	Year 4 July 1, 2014 to December 22, 2015	Total
				0

5

Tasks

CERTIFICATION: Ensure all principals are ISBE-certified to conduct teacher evaluation. Ensure all chiefs are ISBE-certified to conduct principal evaluation.

Assigned to	Amanda Smith	Start Date	08/01/2013	End Date	06/30/2014	Timeline	
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
1							0
Budget & Funding Sources(\$)							
Comments							
Task Completed							

DATA ANALYSIS: Conduct a variety of analyses on teacher and principal evaluation data to focus efforts on high leverage improvements.

Assigned to	John Barker	Start Date	07/01/2013	End Date	10/31/2015	Timeline	
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
2							0
Budget & Funding Sources(\$)							
Comments							
Task Completed							

PROFESSIONAL DEVELOPMENT (TEACHERS): Align professional development to teacher needs identified through the new evaluation system. Develop resources aligned to the CPS Framework for Teaching, and make them accessible online. Connect individual teachers to workshops and/or online tools targeted to their specific needs for improvement as

identified by the evaluation process.									
Assigned to	Susan Kaijwara-Ansai	Start Date	07/01/2013	End Date	06/30/2014	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
							0		
Comments									
Task Completed									
<p>PROFESSIONAL DEVELOPMENT (PRINCIPALS): Align professional development to principal needs identified through an analysis of 2012-13 data. Provide differentiated leadership development through the Chicago Executive Leadership Academy. Strengthen implementation of REACH Students, with an emphasis on extending principal capacity to engage in collegial conversations with teachers about improving teaching practice.</p>									
Assigned to	Paulette Poncelet/Rosemary Herpal	Start Date	07/01/2013	End Date	06/30/2014	Timeline			
Budget & Funding Sources(\$)									
District	Title II	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
							0		
Comments									
Task Completed									
<p>COMMUNICATION: Establish REACH Ambassadors in every school for the purpose of improving communication about REACH Students. Develop resources and tools including webinars, newsletters, and joint events with the CTU. Analysis of 2012-13 data suggests the following communication needs: improve teacher understanding of multiple measures of effectiveness, connect the CPS Framework for Teaching to the implementation of Common Core Standards and clarify Talent implications of the new evaluation system. Work with the CEO's Principal Advisory Board to address communication gaps.</p>									
Assigned to	Michael Herring	Start Date	07/01/2013	End Date	06/30/2014	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
							0		
Comments									

Task Completed									
EXPANDING REACH STUDENTS: Implement new frameworks to evaluate Related Service Providers, including social workers, psychologists, nurses, speech and language pathologists, and occupational/physical therapists.									
Assigned to	Michael Herring/Kelli Easterly	Start Date	07/01/2013	End Date	06/30/2014	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	0	
Comments									
Task Completed									
RESEARCH: Participate in the PERA Based Research study. Participate in the Consortium on Chicago School Research study on REACH Students.									
Assigned to	Amanda Smith	Start Date	07/01/2013	End Date	11/30/2013	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	0	
Comments									
Task Completed									
JOINT COMMITTEE: A Joint Committee on Teacher Evaluation, made up of CPS and CTU leaders, meets biweekly to address procedural questions, develop materials and teacher professional learning opportunities, and facilitate implementation of REACH Students. A subcommittee will research exemplary peer observation programs across the country in order to inform the development of a peer observation program in Chicago.									
Assigned to	Paulette Poncelet	Start Date	07/01/2013	End Date	02/28/2015	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	0	
Comments									

Task Completed									
REFINING MULTIPLE MEASURES: Study 2012-13 teacher and principal evaluation data and results and refine multiple measures accordingly.									
Assigned to	John Barker	Start Date	10/02/2013	End Date	06/30/2014	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	0	
Comments									
Task Completed									

REFLECT AND LEARN: Coordinate district-wide roll out of new online system that will facilitate teacher and principal observation process, generate reports to monitor observations and identify professional learning needs, and disseminate teacher and principal evaluation summary reports.									
Assigned to	Rannon Harris	Start Date	07/01/2013	End Date	12/31/2015	Timeline			
Budget & Funding Sources(\$)									
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	0	
Comments									
Task Completed									

Implement	
Percent Tasks Completed	0%
Objective Status	

<p>RT3-2</p>	<p>The district will provide induction and mentoring supports to all beginning teachers and principals. RT3 Expectations: The district will establish a one-year induction and mentoring program for beginning principals and a two-year induction and mentoring program for beginning teachers, subject to the availability of RTT3 or State funding. In addition, the district uses positive performance evaluations as one of the criteria for selecting mentors.</p>	<p>RT3</p>	<p>Status In Plan 0 of 15 (0%) tasks completed</p>
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Assessment

<p>Level of Development</p>	<p>Initial: Partial Development/Implementation</p>	
<p>Index:</p>	<p>2</p>	<p>(Priority Score x Opportunity Score)</p>
<p>Priority Score:</p>	<p>2</p>	<p>(3 - highest, 2 - medium, 1 - lowest)</p>
<p>Opportunity Score:</p>	<p>1</p>	<p>(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)</p>
<p>Current level of development or implementation:</p>	<p>The teacher evaluation system, REACH Students, incorporates as measures of teacher effectiveness both professional practice using the CPS Framework for Teaching and student growth. Student growth is 25% of the teachers' summative evaluation in 2013-14. The new teacher evaluation system was launched in all CPS schools in the 2012-2013 school year. All PATs and TATs are evaluated and given a summative rating under the new teacher evaluation system. In 2013-2014 Tenured teachers who were previously rated unsatisfactory/satisfactory will be evaluated and given a summative rating under the new teacher evaluation system. The district is still developing a plan for a formal peer evaluation system. The principal evaluation system utilizes 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. The principal evaluation system was launched districtwide in 2012-13.</p>	

Plan

<p>1</p>	<p>Assigned To</p>	<p>Susan Kaijwara-Ansai</p>
<p>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</p>		

2	<p>How it will look when fully met:</p> <p>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.</p> <p>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.</p>	
3	Target Date:	08/31/2015
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.	
	Year 1 - Through June 30, 2012 [District Scope of Work Activities]	
	Year 2 - Through June 30, 2012 [District Scope of Work Activities]	
	Year 3 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]	
	Year 4 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]	
	Year 5 - July 1, 2013 through December 22, 2015 [District Scope of Work Activities]	
	Year 6 - July 1, 2013 through December 22, 2015 [District Scope of Work Activities]	
	RTTT3 Funds	
	Year 1 Through June 30, 2012	Year 2 July 1, 2012 - June 30, 2013
		Year 3 July 1, 2013 - June 30, 2014
		Year 4 July 1, 2014 to December 22, 2015
		Total 0
5	Tasks	
	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 Colla		Start Date	07/01/2012	End Date	06/23/2016	Timeline
Budget & Funding Sources(\$)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0
Comments							
Task Completed							

1

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 Colla		Start Date	07/01/2012	End Date	12/31/2015	Timeline
Budget & Funding Sources(\$)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0
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.							
Task Completed							

2

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 Colla		Start Date		End Date	06/30/2013	Timeline
Budget & Funding Sources(\$)							

Comments						
Task Completed						
Provide induction/mentoring updates for Central Office, Chiefs and Principals						
Assigned to	Herman Reeves	Start Date	11/01/2013	End Date	07/31/2016	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
0	0	0	0	0	0	0
Comments						
Task Completed						
Provide New Teacher Academies from August - January						
Assigned to	Herman Reeves	Start Date	08/01/2013	End Date	01/31/2016	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
						0
Comments						
Task Completed						
Review teacher data to ensure supports are working and to inform what other supports are needed						
Assigned to	Herman Reeves	Start Date	08/01/2013	End Date	08/31/2016	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
						0
Comments						
Task Completed						

Provide professional development						
Assigned to	Herman Reeves	Start Date	07/01/2013	End Date	08/31/2016	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
						0
Comments						
Task Completed						
Collaborate with CTU regarding the use of positive performance evaluations as one of the criteria for selecting mentors for teachers						
Assigned to	Susan Kaijwara-Ansai	Start Date	12/31/2013	End Date	06/30/2014	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
						0
Comments						
Task Completed						
Build district internal capacity on coaching skills and strategies						
Assigned to	Herman Reeves	Start Date	08/31/2013	End Date	08/31/2016	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
						0
Comments						
Task Completed						
Hire mentors using positive performance evaluations as one of the criteria.						

12	Assigned to	Herman Reeves	Start Date	07/01/2015	End Date	07/31/2016	Timeline
	Budget & Funding Sources(\$)						
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
							0
	Comments						
	Task Completed						
Develop a review process that breaks down supports and effectiveness of first year and 2nd year teachers and their retention rates							
13	Assigned to	Herman Reeves	Start Date	07/01/2014	End Date	07/31/2015	Timeline
	Budget & Funding Sources(\$)						
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
							0
	Comments						
	Task Completed						
Continued PERA implementation for teacher evaluations							
14	Assigned to	Susan Kaijwara-Ansai	Start Date	10/01/2013	End Date	06/30/2014	Timeline
	Budget & Funding Sources(\$)						
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
							0
	Comments						
	Task Completed						
Continued PERA implementation for principal evaluations							
	Assigned to	Susan Kaijwara-Ansai	Start Date	07/01/2013	End Date	06/30/2014	Timeline
	Budget & Funding Sources(\$)						

15	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0
Comments								
Task Completed								
Implement								
Percent Tasks Completed		0%						
Objective Status								

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.
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	e	e	e	e	e
Dual Language/Two Way Immersion	b	e	e	b	e
Developmental Bilingual	b	b	b	b	e
Sheltered English Instruction	e	e	e	e	e

English as a Second Language	e	e	e	e	e	e
Content Based English as a Second Language	e	e	e	e	e	e
Content Area Tutoring	e	e	e	e	e	e
Newcomer Center	e	e	e	e	e	e
Other Program models, please describe	Self-contained	Push-In	Pull-Out	Team Teaching	Others	
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.	b	e	e	b	e	
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	b	b	b	e	e	
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.	b	b	b	b	e	
	e	e	e	e	e	
	e	e	e	e	e	
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.						

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.
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.

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.

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.

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.

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

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 the 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.

Fed NAZ Requirement Report

LEA Determinations
NAZ Requirement

For LEAs designated as "Needs Assistance" for two or more consecutive years (NAZ) 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 NAZ requirement.

Date: 12/19/2013

LEA Name: Chicago Public Schools #299

Superintendent: Barbara Byrd-Bennett

SPP Indicator area(s) for which the LEA needs assistance: Indicators 12, 13, and 15

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 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

- 1 Designing and Implementing Effective Early Childhood Transition Processes
- 1 Overview of IDEA/SPP Early Childhood Transition Requirements
- 1 "When I'm 3, where will I be? - A family's transition workbook"
- 1 Early Intervention to Early Childhood Transition FAQs
- 1 Early Intervention to Early Childhood Tracking Form
- 1 Statewide Collaborative Transition Training Presentation
- 1 Early Intervention to Early Childhood Federal Register Citations
- 1 Extended School year Services for Students with Disabilities
- 1 Early Intervention to Early Childhoods Special Education Transition Memorandum
- 1 Child Find Screening Data Collection Form

1 Illinois School District's Responsibility Toward Early Intervention and The Result Of Part C of the Individuals with Disabilities Education Act
1 Intergovernmental Agreement

Indicator 13

- 1 Transition Manager reviewed pertinent ISBE documents and sought/seeking ongoing technical assistance from Sue Walter from ISBE regarding compliance with indicator 13.
- 1 Illinois State Performance Plan (SPP) Indicator 13 - Desk Audit
- 1 Illinois State Performance Plan Indicator 13 - Checklist to Meet SPP/APR Requirements
- 1 Secondary Transition and the SPP Indicator 13 Data Verification Rubric
- 1 State Performance Indicator 13 Frequently Asked Questions (FAQ) Document
- 1 NSTTAC evidence based secondary transition practices
- 1 NSTTAC Web-based examples and non-examples for SPP/APR indicator 13
- 1 NSTTAC age appropriate transition assessment guide
- 1 State Performance Plan Indicator 13 FAQs
- 1 TOTAL: Transition outreach for adult (living training videos
- 1 Transition Practices Self-assessment
- 1 Illinois SPP Indicator 13 checklist
- 1 Recommended consent form for agency invitation for IEP meetings

Indicator 15

- 1 ODLS continues to participate in regularly scheduled conference calls with the Illinois State Board of Education Assistant Superintendent for Special Education, Beth Hanselman, as a proactive format for addressing concerns as they arise, including status reports on State Complaints and Due Process Compliance.
- 1 OSEP FAQ on Identification and Correction (9.03.08)

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

- 1 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
- 1 Biweekly reports sent to CFCs to track enrollment and completion of cases
- 1 Established Saturday evaluations to address the increase in referrals for evaluation

- 1 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
- 1 Meet regularly with CFCs, advocates, and EI groups to address issues and develop action items to avoid issues in the future
- 1 Transition Liaison position redefined to School Entry Support Specialist. This was based on recommendations and collaboration with the CFCs. This is now a year-round position. One additional position added.
- 1 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 Supports and Services; Head Start – City of Chicago.
- 1 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.
- 1 Children are now registered for evaluations using IFSPs.
- 1 27-month list used for outreach to families preparing to transition
- 1 EI to EC Letter and Process Map developed with direct feedback from the CFCs. This letter is mailed to families identified on the 27-month list to introduce them to the transition process and welcome them to CPS
- 1 An EI to EC transition process was developed in collaboration with the CFCs and DHS including procedures for increased contact with Service Coordinators during the process from beginning to end.
- 1 SESSs have provided in-house transition workshops for CFC staff to clarify CPS procedures, discuss challenges, and strengthen collaboration
- 1 EI provider workshops developed with Starnet

Indicator 13

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

- 1 Continued use of data reporting mechanism in IMPACT (July 2012 - June 2013)
- 1 Informed all case managers of their role in Indicator 13 data collection and reporting (September 2012 - June 2013).
- 1 Utilized a guidance document instructing schools on how to report outside agency invitation/consent information
- 1 Communicated via a memo to the district instructing schools to report information for the current school year by June 30, as well as how to report this information moving forward.
- 1 Incorporated the ISBE Indicator 13 Rubric into transition training sessions to teach schools how to monitor their own work with this tool in 2012-2013.
- 1 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.

- 1 Accessed and utilized all available resources provided by ISBE in addition to the personnel resources who support the transition services of students with disabilities.
- 1 Chicago Public Schools has been supported through direct consultation by Sue Walter, ISBE Statewide Transition Consultant.
- 1 In addition, we developed a detailed plan for Indicator 13, which included the following activities:
 - 1 Indicator 13 TPSA SFP7 & 9: Updated 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.
 - 1 Indicator 13 TPSA SFP8 and COLLAB5 Transition manager quarterly engaged 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.
 - 1 Indicator 13 TPSA COLLAB3 Administrators, case managers, teachers, parents, and counselors were offered trainings, career fairs, and resources provided 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 15

The Office of Special Education and Supports (OSSES) has worked to remediate all identified areas of noncompliance. Actions taken in the past year to remediate findings include:

- 1 Utilized ISBE NSTTAC technical assistance resources to restructure transition department;
- 1 Held regular meetings with local STARNET Director and staff to discuss technical assistance available and develop and implement a plan for utilization.
- 1 Developed a plan to refer specific schools/classrooms to STARNET for targeted technical assistance and to provide targeted workshop for ECSE staff, evaluations teams and others as needed and based on district data and needs assessments.
- 1 Collaborated with Project Choices (Early Choices) through STARNET to provide additional technical assistance and information.