



Board of Education

CITY OF CHICAGO

125 SOUTH CLARK STREET • 6TH FLOOR
CHICAGO, ILLINOIS 60603

TELEPHONE (773) 553-1600
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OFFICE OF THE BOARD

January 17, 2014

ESTELA G. BELTRAN
SECRETARY

SUSAN J. NARRAJOS
ASSISTANT SECRETARY

**David J. Vitale President, and
Members of the Board of Education**

**Dr. Carlos M. Azcoitia
Dr. Henry S. Bienen
Dr. Mahalia A. Hines
Deborah H. Quazzo
Jesse H. Ruiz
Andrea L. Zopp**

Enclosed is a copy of the Agenda for the Regular Board of Education meeting to be held on Wednesday, January 22, 2014. The meeting will be held at the Central Administration Building, 125 South Clark Street, Chicago, Illinois, Board Chamber, 5th Floor. The Board Meeting will begin at 10:30 a.m.

Prior to the Regular Board meeting a Public Hearing will be held concerning the proposed Continuous Improvement Work Plan (CIWP) waiver. This waiver will allow the district and its schools to use the CIWP, to comply with state school improvement plan requirements. The Public Hearing will begin at 9:00 a.m. Speaker registration for the Public Hearing will occur between 8:00 a.m. and 8:30 a.m. on the 1st Floor of the Clark Street Lobby. The Public Participation portion of the Public Hearing will conclude after the last person who has signed in to speak has spoken, or at 9:30 a.m. whichever occurs first.

Public Participation Guidelines are available on www.cpsboe.org or by calling (773) 553-1600.

For the January 22, 2014 Board Meeting, advance registration was available beginning Monday, January 13th at 8:00 a.m. through Friday, January 17th at 5:00 p.m., or until 60 speaking slots filled. Advance registration during this period was available by the following methods:

Online: www.cpsboe.org
Phone: (773) 553-1600
In Person: 125 South Clark Street, 6th Floor

The Public Participation segment of the meeting will begin immediately following the CEO Report and proceed for no more than 60 registered speakers for the two hours.

The complete, final Agenda of Action from the December 18, 2013 Board meeting is on our website: <http://www.cpsboe.org/meetings/past-meetings>.

Sincerely,

A handwritten signature in cursive script that reads "Estela G. Beltran".

Estela G. Beltran
Secretary

EGB
Enclosures



CHICAGO BOARD OF EDUCATION BOARD MEETING

January 22, 2014

AGENDA

PLEDGE OF ALLEGIANCE

CALL TO ORDER

ROLL CALL

CEO REPORT

PUBLIC PARTICIPATION

DISCUSSION OF PUBLIC AGENDA ITEMS

CLOSED SESSION

- Other Reports
- Warning Resolutions
- Terminations
- Personnel
- Collective Bargaining
- Real Estate
- Security
- Closed Session Minutes
- Individual Student Matters

MOTION

14-0122-MO1 Motion to Hold a Closed Session

NON-DELEGABLE BOARD REPORTS THAT REQUIRE MEMBER ACTION

RESOLUTIONS

- 14-0122-RS1 Resolution Providing for the Allocation of 2013 Tax Collections to Debt Service Funds
- 14-0122-RS2 Resolution Regarding Transfer of Interest and Investment Earnings Earned in Calendar Year 2013 from Trusteed Debt Service Funds to Educational Fund
- 14-0122-RS3 2014 Annual Resolution Designating Certain Positions as "Special Needs" Positions Pursuant to the Chicago Board of Education's Residency Policy
- 14-0122-RS4 Approve the Mid-Term Appointment of Members to Local School Councils to Fill Vacancies

POLICY

- 14-0122-PO1 Rescind Board Report 07-0627-PO2 and Adopt a New Physical Education Policy

COMMUNICATION

14-0122-CO1 **Communication Re: Location of Board Meeting of
February 26, 2014 – 125 S. Clark Street (Board Chamber)**

REPORTS FROM THE CHIEF EXECUTIVE OFFICER

13-1218-EX1 **Transfer of Funds***
***[Note: The complete document will be on File in the Office of the Board]**

14-0122-EX2 **Approve the Chicago Public Schools' NCLB District
Improvement Plan for the 2013-2014 and 2014-2015
School Years**

14-0122-EX3 **Approve Application for a Modification of ISBE Rule**

14-0122-EX4 **Approve Updates to the 2012-2014 Continuous Improvement
Work Plans and Related Budgets for Schools on Probation
and for Schools with School Improvement Status**

14-0122-EX5 **Approve Restructuring Plans for Schools Classified as in Need
of Restructuring Under the No Child Left Behind Act
(NCLB)**

14-0122-EX6 **Amend Board Report 13-0424-EX10 Amend Board Report
12-0822-EX3 Amend Board Report 12-0328-EX8 Amend
Board Report 11-1214-EX5 Amend Board Report 11-0323-EX9
Approve the Renewal of the Charter School Agreement with
Lawndale Educational and Regional Network (L.E.A.R.N.) Charter
School, Inc.**

14-0122-EX7 **Amend Board Report 13-0522-EX104 Amend Board Report
13-0424-EX7 Amend Board Report 12-0328-EX9 Amend
Board Report 12-0125-EX3 Approve the Renewal of the
Charter School Agreement with Academy of Communications
and Technology Charter School/KIPP Chicago Schools**

14-0122-EX8 **Amend Board Report 13-0522-EX103 Amend Board Report
13-0424-EX6 Amend Board Report 12-0328-EX7 Amend
Board Report 11-1214-EX3 Amend Board Report 11-0126-EX8
Amend Board Report 10-0922-EX3 Amend Board Report
10-0428-EX3 Amend Board Report 09-1123-EX9
Amend Board Report 09-0826-EX10 Amend Board Report
09-0422-EX3 Amend Board Report 09-0325-EX14 Amend Board
Report 08-1217-EX7 Approve the Renewal of the Charter School
Agreement with Noble Network of Charter Schools**

14-0122-EX9 **Consideration of a Proposal for Charter and Charter School
Agreement Submitted by Be the Change Charter School, an
Illinois Not-For-Profit Corporation**

14-0122-EX10 **Consideration of a Proposal for Charter and Charter School
Agreement Submitted by Chicago Education Partnership, an
Illinois Not-For-Profit Corporation**

REPORTS FROM THE CHIEF EXECUTIVE OFFICER (Continued)

- 14-0122-EX11 **Consideration of a Proposal for Charter and Charter School Agreement Submitted by Concept Schools, an Illinois Not-For-Profit Corporation (Horizon Science Academy – Chatham Charter School)**
- 14-0122-EX12 **Consideration of a Proposal for Charter and Charter School Agreement Submitted by Concept Schools, an Illinois Not-For-Profit Corporation (Horizon Science Academy – Chicago Lawn Charter School)**
- 14-0122-EX13 **Consideration of a Proposal for Charter and Charter School Agreement Submitted by Connected Futures Academies, an Illinois Not-For-Profit Corporation**
- 14-0122-EX14 **Consideration of a Proposal for Charter and Charter School Agreement Submitted by Curtis Sharif STEM Academy (Curtis Sharif STEM Academy Charter School 1)**
- 14-0122-EX15 **Consideration of a Proposal for Charter and Charter School Agreement Submitted by Curtis Sharif STEM Academy (Curtis Sharif STEM Academy Charter School 2)**
- 14-0122-EX16 **Consideration of a Proposal for Charter and Charter School Agreement Submitted by Curtis Sharif STEM Academy (Curtis Sharif STEM Academy Charter School 3)**
- 14-0122-EX17 **Consideration of a Proposal for Charter and Charter School Agreement Submitted by Curtis Sharif STEM Academy (Curtis Sharif STEM Academy Charter School 4)**
- 14-0122-EX18 **Consideration of a Proposal for Charter and Charter School Agreement Submitted by Great Lakes Academy, Inc., an Illinois Not-For-Profit Corporation**
- 14-0122-EX19 **Consideration of a Proposal for Charter and Charter School Agreement Submitted by Intrinsic Schools, an Illinois Not-For-Profit Corporation (Intrinsic Charter School 2)**
- 14-0122-EX20 **Consideration of a Proposal for Charter and Charter School Agreement Submitted by Intrinsic Schools, an Illinois Not-For-Profit Corporation (Intrinsic Charter School 3)**
- 14-0122-EX21 **Consideration of a Proposal for Charter and Charter School Agreement Submitted by Intrinsic Schools, an Illinois Not-For-Profit Corporation (Intrinsic Charter School 4)**
- 14-0122-EX22 **Consideration of a Proposal for Charter and Charter School Agreement Submitted by Intrinsic Schools, an Illinois Not-For-Profit Corporation (Intrinsic Charter School 5)**

REPORTS FROM THE CHIEF PROCUREMENT OFFICER

- 14-0122-PR1 **Authorize New Agreements with Seven Vendors for the Purchase of Specialized Educational Equipment and Accessories**

REPORTS FROM THE CHIEF PROCUREMENT OFFICER (Continued)

- 14-0122-PR2 **Authorize New Agreements with Various Vendors for the Purchase of Specialized Adapted Equipment, Testing Materials, Maintenance, Training and Warranty Services**
- 14-0122-PR3 **Amend Board Report 13-0626-PR17 Approve Entering Into an Agreement with Various Vendors for Safe Haven Sites and Services**
- 14-0122-PR4 **Authorize First Renewal and Extension of Agreement with National Training Network for School Professional Development Services in Mathematics**
- 14-0122-PR5 **Authorize First Renewal Agreements with Clampett Industries, LLC DBA EMG and Jacobs Project Management Company (JPMCO) to Provide Biennial Facility Assessment Services**
- 14-0122-PR6 **Authorize First Renewal of Pre-Qualification Status and Agreements with Amer-I-Can Enterprise II, Inc and Prologue W.E.B. Dubois Academy for Auditorium Restoration Student Employment Program**
- 14-0122-PR7 **Authorize Second Renewal Agreement with Hill Mechanical Operations, Inc. for Building Engineering Services**
- 14-0122-PR8 **Authorize Second Renewal Agreement with Three Vendors to Provide Integrated Pest Management Services**
- 14-0122-PR9 **Authorize New Agreement(s) with Suppliers for Natural Gas Supply Services**
- 14-0122-PR10 **Authorize the Pre-Qualification Status of and New Agreements with Six Contractors to Provide Emergency Facility Restoration Services**
- 14-0122-PR11 **Report on the Award of Construction Contracts and Changes to Construction Contracts for the Board of Education's Capital Improvement Program**
- 14-0122-PR12 **Authorize First Renewal Agreement with Mesirow Insurance Services, Inc. to Provide Insurance Broker and Consulting Services**
- 14-0122-PR13 **Authorize Second Renewal and Extension of Agreements with Nine Consultants to Provide Field Services for Technology Special Projects**
- 14-0122-PR14 **Authorize First Renewal of Pre-Qualification Status and Agreements with Enterprise FM Trust and Ryder Truck Rental, Inc. to Provide Leased Vehicles**

REPORT FROM THE CHIEF ADMINISTRATIVE OFFICER

- 14-0128-OP1 **Ratify Temporary Lease Agreement with Lawndale Educational and Regional Network Charter School, Inc.**

DELEGABLE REPORTS

REPORTS FROM THE CHIEF EXECUTIVE OFFICER

14-0122-EX23 Report on Principal Contracts (New)

14-0122-EX24 Report on Principal Contracts (Renewals)

REPORT FROM THE GENERAL COUNSEL

14-0122-AR1 Report on Board Report Rescissions

NEW BUSINESS

ADJOURN

MOTION TO HOLD A CLOSED SESSION

I MOVE that the Board hold a closed session to consider the following subjects:

- (1) information, regarding appointment, employment, compensation discipline, performance, or dismissal of employees pursuant to Section 2(c)(1) of the Open Meetings Act;
- (2) collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees pursuant to Section 2(c)(2) of the Open Meetings Act;
- (3) the purchase or lease of real property for the use of the Board pursuant to Section 2(c)(5) of the Open Meetings Act;
- (4) the setting of a price for the sale or lease of real property owned by the Board pursuant to Section 2(c)(6) of the Open Meetings Act;
- (5) security procedures and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property pursuant to Section 2(c)(8) of the Open Meetings Act;
- (6) matters relating to individual students pursuant to Section 2(c)(10) of the Open Meetings Act;
- (7) pending litigation and litigation which is probable or imminent involving the Board pursuant to Section 2(c)(11) of the Open Meetings Act; and
- (8) discussion of closed session minutes pursuant to Section 2(c)(21) of the Open Meetings Act, including audio tapes created pursuant to Section 2.06 of the Open Meetings Act.

**RESOLUTION PROVIDING FOR THE ALLOCATION OF
2013 TAX COLLECTIONS TO DEBT SERVICE FUNDS**

WHEREAS, 105 ILCS 5/34-29.2(b) (the "Statute") requires the City Treasurer of the City of Chicago (the "Treasurer"), as ex officio School Treasurer of the Board of Education of the City of Chicago (the "Board"), annually to allocate collections of taxes levied on behalf of the Board among the various issues of its outstanding bonds and notes and its lease rental obligations payable to the Public Building Commission of Chicago and to deliver a report of such allocation to the County Collector in each county in which the Board is located; and

WHEREAS, the Board, by a resolution adopted on March 12, 1980, established trustee debt service funds for those bonds, notes and lease rental obligations and appointed Continental National Bank and Trust of Chicago as Trustee for those funds (the "Continental Bank"); and

WHEREAS, on August 31, 1994, Bank of America Illinois became the successor trustee of the Board's debt service funds for the bonds, notes and lease rental obligations, which had formerly been entrusted to Continental Bank; and on December 8, 1995, Bank of America Illinois sold its trust services to First Trust of Illinois, National Association; thereupon, First Trust of Illinois, National Association became the successor trustee (the "Trustee") of the Board's debt service funds for the bonds, notes and lease rental obligations which had formerly been entrusted to Bank of America Illinois; First Trust of Illinois, National Association is now operating under the name of U.S. Bank Trust, National Association.

NOW, THEREFORE, BE IT HEREBY RESOLVED BY THE BOARD OF EDUCATION OF THE CITY OF CHICAGO:

Section 1. The Treasurer is authorized and directed to make an allocation, pursuant to the Statute, of property taxes collected in 2014, the allocation to be substantially in the form as provided in Exhibit A which is attached to and made a part of this Resolution. The Treasurer is authorized and directed to deliver a report of that allocation to the County Collectors of Cook and DuPage Counties, Illinois, the report of allocation to be substantially in the form as provided in Exhibit B which is attached to and made a part of this Resolution.

Section 2. This Resolution is effective immediately upon its adoption.

EXHIBIT A

I, Stephanie D. Neely, City Treasurer of the City of Chicago, as ex-officio School Treasurer of the Board of Education of the City of Chicago (the "Board"), allocate the amounts collected in 2014 from property taxes levied on behalf of the Board and its leases with the Public Building Commission of Chicago (the "PBC"), all as provided in this Allocation.

This Allocation is made pursuant to 105 ILCS 5/34-29.2(b) (the "Statute"). Pursuant to the Statute, the Board has by a resolution, adopted on March 12, 1980, established debt service funds and various accounts in those funds. (A copy of this Resolution entitled "Resolution, As Amended, Establishing Debt Service Funds for Notes, Bonds and Leases and Appointing A Trustee For Those Funds" (the "Resolution"), and a subsequent amendatory resolution, adopted October 22, 1980, have previously been filed with your office). Also, pursuant to the Statute, the Board appointed Continental Illinois National Bank and Trust Company as Trustee for those debt service funds. Continental Bank has closed, and Bank of America Illinois succeeded it as trustee. Bank of America sold its trust services to First Trust of Illinois, National Association, and First Trust of Illinois has succeeded as successor Trustee (the "Trustee"). First Trust is now doing business as U.S. Bank Trust, National Association.

All amounts of collections so allocated to outstanding leases with the PBC as set forth below are to be deposited, upon receipt by the County Collectors of Cook and DuPage Counties, Illinois, directly with the Trustee for deposit by the Trustee in the appropriate debt service funds, and accounts in those funds, all as provided in the Resolution and as stated above.

Allocation Among Outstanding Leases

There is allocated to the Public Building Commission Lease with the Board authorized by Resolution of the Board 93-0224-RS1 designated as Lease 1993 Series A, 0.893873% of the total amount of all property taxes extended for collection in 2014 for the benefit of the Board until the total amount so allocated equals the sum of \$20,426,833.00 The amounts of collections so allocated to that Lease are to be deposited by the County Collectors with the Trustee for deposit in the Lease Account relating to that Lease.

There is allocated to the Public Building Commission Lease with the Board authorized by Resolution of the Board 90-0328-RS1 designated as Lease 1990 Series A, 1.363342% of the total amount of all property taxes extended for collection in 2014 for the benefit of the Board until the total amount so

allocated equals the sum of \$31,155,165.00. The amounts of collections so allocated to that Lease are to be deposited by the County Collectors with the Trustee for deposit in the Lease Account relating to that Lease.

There is allocated to the Public Building Commission Lease with the Board authorized by Resolution of the Board 90-0328-RS1 designated as Lease 1990 Series B, 0.071026% of the total amount of all property taxes extended for collection in 2014 for the benefit of the Board until the total amount so allocated equals the sum of \$1,623,083.00. The amounts of collections so allocated to that Lease are to be deposited by the County Collectors with the Trustee for deposit in the Lease Account relating to that Lease.

Signed this _____ day of _____, 2013

Stephanie D. Neely, Ex-Officio Treasurer
Board of Education of the City of Chicago

EXHIBIT B

REPORT OF ALLOCATION

TO: COUNTY COLLECTORS OF COOK AND DUPAGE COUNTIES, ILLINOIS

Pursuant to 105 ILCS 5/34-29.2(b) and a Resolution of the Board of Education of the City of Chicago (the "Board"), adopted January 23, 2013, I have, with respect to collections in calendar year 2013 of taxes levied on behalf of the Board, allocated amounts collected among the various issues of outstanding leases with the Public Building Commission of Chicago. True and correct copies of that Allocation are attached. On the basis of this Allocation, you are directed under this statute to pay the amounts so allocated, upon receipt, directly to U.S. Bank Trust, National Association, Chicago, Illinois, as Trustee, for deposit in the debt service funds established by the Resolution of the Board for such leases.

Signed this _____ day of _____, 2013

Stephanie D. Neely, Ex-Officio Treasurer
Board of Education of the City of Chicago

RESOLUTION REGARDING TRANSFER OF INTEREST AND INVESTMENT EARNINGS EARNED IN CALENDAR YEAR 2013 FROM TRUSTEED DEBT SERVICE FUNDS TO EDUCATIONAL FUND

WHEREAS, 105 ILCS 5/34-29.2(a) requires the Board of Education of the City of Chicago (the "Board") to establish trustee debt service funds for its outstanding bonds, notes and lease rental obligations with the Public Building Commission of Chicago; and

WHEREAS, the Board, on March 12, 1980, adopted a resolution (the "Debt Service Fund Resolution") establishing these debt service funds and appointing Continental Illinois National Bank and Trust Company of Chicago (the "Continental Bank") as trustee; and

WHEREAS, on August 31, 1994, Bank of America Illinois became the successor trustee of the Board's debt service funds for the bonds, notes and lease rental obligations which had formerly been entrusted to Continental Bank; and

WHEREAS, on December 8, 1995, Bank of America Illinois sold its trust services to First Trust of Illinois, National Association; thereupon, First Trust of Illinois, National Association became the successor trustee (the "Trustee") of the Board's debt service funds for the bonds, notes, and lease rental obligations which had formerly been entrusted to Bank of America Illinois; First Trust of Illinois, National Association is now operating under the name U.S. Bank Trust, National Association; and

WHEREAS, the Debt Service Fund Resolution provides:

(a) that in January of each year, the Trustee shall notify the Board of the amount of interest and other investment earnings earned, through December 31 of the prior year, in each bond, note and lease account within the debt service funds; and

(b) that by February 1 of any year, the Board may, upon receiving such notification from the Trustee, withdraw interest or other investment earnings in the debt service funds and may use all amounts withdrawn for any lawful purpose of the Board; and

WHEREAS, the Board, on January 14, 1992, amended its Debt Service Resolution (92-0114-RS1) to provide that the Trustee can make a payment to the Board from the Lease Debt Service Fund account only if after making such payment there remains on deposit in the Lease Debt Service Fund account "an

amount sufficient to pay all principal and interest payments on the Lease for the full lease year (ending November 30) for which the payment is to be made”; and

WHEREAS, 105 ILCS 5/34-29.2 (d), provides that: “The board may from time to time withdraw from any such debt service fund, to the extent not prohibited by the resolution of the board authorizing issuance of such obligations, the amount of interest or other investment earnings in such funds but only to the extent that the total amounts in such fund after such withdrawal shall not be less than the requirements for that fund. Any other amounts deposited in any such debt service fund not required for payment of principal of or interest on any obligation because that payment has been made or provided for may be withdrawn by the board from the fund at any time, but only to the extent that the total amount in the fund after the withdrawal is not less than the requirements for that fund Any amounts so withdrawn by the board may be used for any lawful purpose of the board”; and

WHEREAS, the Trustee has notified the Board that the amount of interest and other investment earnings earned through December 31, 2013, in the debt service funds equal \$4,605.17. (the amounts earned in the Lease Debt Service Fund and in each of the Lease Accounts within the Fund are as set forth in Exhibit A to this Resolution).

NOW, THEREFORE, BE IT HEREBY RESOLVED BY THE BOARD OF EDUCATION OF THE CITY OF CHICAGO:

1. Withdrawal of Interest Earnings from Lease Debt Service Fund. The Controller of the Board is authorized and directed to withdraw, by February 1, 2014, the interest and other investment earnings totaling \$4,605.17 earned through December 31, 2013, in the Lease Debt Service Fund (and in the various Lease Accounts within that Fund, as set forth in Exhibit A), provided that the withdrawal does not reduce the amount in any Lease Account in the Lease Debt Service Fund below the total of all deposits in that Lease Account made on or after January 1, 2014, and further provided that after said withdrawal, sufficient funds will remain in the account to pay all principal and interest payments for the current lease year (ending November 30).

2. Authorization of Transfer to Educational Fund. The Board authorizes the transfer of moneys withdrawn from the Lease Debt Service Fund, as provided by Sections 1 of this Resolution, to the Educational Fund.

3. Presentation to Trustee. The Controller of the board is authorized and directed to present a certified copy of this Resolution to the Trustee as soon as practicable.

4. Effectiveness. This Resolution is effective immediately upon its adoption.

EXHIBIT A

<u>PBC - Lease Fund</u>	<u>Amount</u>
Fund 514 (Legacy Fund 546) PBC - Series "A" 1993	\$1,524.90
Fund 516 (Legacy Fund 547) PBC - Series "A" 1990	\$2,483.84
Fund 518 (Legacy Fund 548) PBC - Series "B" 1990	\$596.43
 Total Interest Earnings in Debt Service Funds	 <u><u>\$4,605.17</u></u>

**2014 ANNUAL RESOLUTION DESIGNATING
CERTAIN POSITIONS AS "SPECIAL NEEDS" POSITIONS
PURSUANT TO THE CHICAGO BOARD OF EDUCATION'S RESIDENCY POLICY**

WHEREAS, the Chicago Board of Education ("Board") has the power to require its employees to be residents of the City of Chicago pursuant to Section 34-83.1 of the Illinois School Code (105 ILCS 5/34-83.1); and

WHEREAS, the Board has the authority under Section 34-18 of the Illinois School Code, 105 ILCS 5/34-18, to promulgate rules establishing procedures regarding the residence of its employees; and

WHEREAS, the Board, pursuant to the above articulated powers, promulgated its Residency Policy (Board Report 08-0227-PO3) for its employees ("Residency Policy"); and

WHEREAS, the Residency Policy provides that all employees hired on or after November 20, 1996 will be required to be actual residents of the City of Chicago within six months from the day their employment begins but permits the Board to grant three-year "special needs waivers" to certain applicants or employees who apply for a waiver and are hired to "special needs" positions designated by the Board on recommendation of the Talent Office; and

WHEREAS, the Talent Office has recommended to the Board that certain positions be designated as "special needs positions" based on vacancies, age of vacancies, and other experience in recruiting and filling designated positions.

NOW, THEREFORE, BE IT HEREBY RESOLVED BY THE CHICAGO BOARD OF EDUCATION, THAT

1. The following positions are designated as "special needs positions" for which special needs waivers may be granted in accordance with the Residency Policy:
 - a. *Engineering and Information Technology STEM Teachers*
 - b. *ESL and Bilingual Teachers*
 - c. *Guidance Counselors*
 - d. *Health Science (Career and Technical Education) Teachers*
 - e. *Librarians*
 - f. *Mathematics Teachers (including STEM Mathematics Teachers)*
 - g. *Nurses (including Health Service, School-Based and Career and Technical Education)*
 - h. *Occupational and Physical Therapy*
 - i. *Physical Education Teachers*
 - j. *Reading Teachers*
 - k. *ROTC Military Instructors, ROTC Supervisor, and ROTC Administrative Assistant*
 - l. *School Psychologists*
 - m. *Science Teachers (including STEM Science Teachers)*

- n. *Sign language Interpreters*
- o. *Special Education Teachers*
- p. *Speech Pathologists*
- q. *World Language Teachers in Low Incidence Languages Course Offerings including Chinese, Arabic, Russian, Latin, and Farsi*

2. Even though the above-captioned positions have been found to be "special needs" positions, applicants and eligible employees are encouraged to establish or maintain residence in the City of Chicago consistent with the purposes of the Residency Policy.
3. This Resolution shall be effective upon adoption, and shall replace all prior resolutions or other Board actions that may be construed as conflicting with any provision set forth herein.
4. This Resolution shall remain in effect until amended by the Board or until the Board adopts a 2015 Annual Resolution Designating Certain Positions as "Special Needs" Positions.

**APPROVE THE MID-TERM APPOINTMENT OF MEMBERS
TO LOCAL SCHOOL COUNCILS TO FILL VACANCIES**

WHEREAS, the Illinois School Code, 105 ILCS 5/34-2.1, authorizes the Board of Education of the City of Chicago ('Board') to appoint the teacher, non-teaching staff and high school student members of local school councils of regular attendance centers to fill mid-term vacancies after considering the preferences of the schools' staffs or students, as appropriate, for candidates for appointment as ascertained through non-binding advisory polls;

WHEREAS, the Governance of Alternative and Small Schools Policy, B. R. 07-0124-PO2 ("Governance Policy"), authorizes the Board to appoint all members of the appointed local school councils and boards of governors of alternative and small schools (including military academy high schools) to fill mid-term vacancies after considering candidates for appointment selected by the following methods and the Chief Executive Officer's recommendations of those or other candidates:

Membership Category

Parent
Community
Advocate
Teacher/JROTC Instructor
Student

Method of Candidate Selection

Recommendation by serving LSC or Board
Recommendation by serving LSC or Board
Recommendation by serving LSC or Board
Non-binding Advisory Staff Poll
Non-binding Advisory Student Poll or Student Serving
as Cadet Battalion Commander or Senior Cadet
(military academy high schools)

WHEREAS, the established methods of selection of candidates for Board appointment to fill mid-term vacancies on local school councils, appointed local school councils and/or boards of governors were employed at the schools identified on the attached Exhibit A and the candidates selected thereby and any other candidates recommended by the Chief Executive Officer have been submitted to the Board for consideration for appointment in the exercise of its absolute discretion;

WHEREAS, the Illinois School Code and the Governance Policy authorize the Board to exercise absolute discretion in the appointment process;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE CITY OF CHICAGO:

1. The individuals identified on the attached Exhibit A are hereby appointed to serve in the specified categories on the local school councils, appointed local schools and/or boards of governors of the identified schools for the remainder of the current term of their respective offices.
2. This Resolution is effective immediately upon adoption.

Exhibit A

NEW APPOINTED MEMBERS

TEACHER MEMBER

LaRita Harris
Hailey Watts
Linda Ward
Michael Khoshaba
Karen Jordan
Brian Lacey
Daniel Sciortino
Michael Vollinger

REPLACING

Renee Butala
India Wilson
Jose Padilla
Vanessa Viruet
William Johnson
Roderick Lewis
Colleen Nelsen
Brian Cook

SCHOOL

Aldridge E. S.
Aldridge E. S.
Beethoven E. S.
McClellan E. S.
Ruggles E. S.
Ruggles E. S.
Tonti E. S.
Air Force Acad. H. S.

NON-TEACHER STAFF MEMBER

Kathryn Schmidt
Joslyn Reyes
Andrea Solms

REPLACING

Melissa Barribeau-Whiting
Maria Holst
Beth Hickey

SCHOOL

Bell E. S.
Blaine E. S.
Dore E. S.

PARENT MEMBER

Juan Flores
Susan Kreider

REPLACING

Jackie Dillard
Position Vacant

SCHOOL

DeVry Adv Acad. H. S.
Barbara Vick E. C. C

ADVOCATE MEMBER

Sarah Stockdale

REPLACING

Candace Goodwin

SCHOOL

DeVry Adv Acad. H. S.

**RESCIND BOARD REPORT 07-0627-PO2
ADOPT A NEW PHYSICAL EDUCATION POLICY**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board rescind Board Report 07-0627-PO2 and adopt a new Physical Education Policy.

PURPOSE: The Illinois School Code, 105 ILCS 5/27-6, requires that students receive daily physical education in both elementary school and high school with limited exceptions enumerated for individual student waivers, modifications or excused absences. Chicago Public Schools (CPS) holds a waiver issued by the state to excuse students in grades 11 and 12 from the daily physical education requirement without the need for an individual student request to be excused and this waiver expires at the end of the 2013-2014 school year. The District has elected to not seek renewal of this state waiver and therefore this policy establishes requirements for 11th and 12th grade students to individually request a waiver from daily physical education as permitted by the Illinois School Code. This policy also establishes planning requirements for high schools to transition course scheduling in anticipation of the state waiver ending and also for elementary schools to adjust programming as needed to align with the daily physical education requirement.

The Board values a well-rounded curriculum that includes physical education for both elementary and high school students. This policy establishes the standards through which physical education is provided to students to ensure the development of physically literate individuals who have the knowledge, skills, and confidence for academic success and lifelong health. This policy reflects the core concepts enumerated in *Minds in Motion*, the District's initiative to develop and galvanize support for a strategic plan to strengthen physical education for all CPS students.

POLICY TEXT:

A. Physical Education Instruction: All schools shall provide every elementary and high school student with high-quality physical education instruction that is:

1. Provided daily to elementary and high school students
2. Led by a teacher who meets the qualification requirements established by the state
3. Developed from standards-based curriculum
4. Informed by regular and varied assessment
5. Assessed using comprehensive and transparent grading criteria
6. Inclusive of all diverse learners, abilities, fitness levels, ethnicities and genders; and
7. Evaluated using tools adapted to the physical education environment, including the Physical Education Addendum to the Framework for Teaching

Instruction shall maximize moderate to vigorous physical activity time for all students to achieve and maintain a health-enhancing level of physical fitness. In alignment with the Board's Local School Wellness Policy for Students, instruction shall engage all students in moderate to vigorous physical activity during two thirds of physical education class time.

B. Physical Education Scheduling:

1. Grades K – 8: Elementary schools shall provide students in kindergarten through grade 8 with a minimum 30 minutes of daily physical education or the equivalent of 150 minutes per week. It is recommended that elementary schools provide students in grade 6 through grade 8 with daily physical education for an average of 225 minutes per week. Schools may provide health education, including sexual health education as outlined in the Board's Sexual Health Education Policy, as a part of the physical education program in grades 5-8. In such cases, a maximum of 60 minutes per week of health education may be included as part of physical education programming in grades 5-8. Recess minutes may not be used to satisfy any portion of the physical education instructional minutes required hereunder.

2. **Grades 9-12:** Effective at the start of the 2014-2015 school year, all high school students shall be scheduled in a physical education course each semester in every grade level (9-12) except when an exception has been authorized in accordance with Section E below. The CPS Physical Education Manual shall specify which CPS courses qualify as a physical education course for purposes of compliance with this policy. If a high school operates on a block schedule, students in grades 9-12 shall engage in physical education in the same time increments as other core curricular courses throughout the week, quarter, semester, year, or time in high school. A block schedule is defined as a system of scheduling that entails longer class periods that meet fewer times per week, quarter, semester, or year.

C. Limited Duration Excused Student Absences in Elementary School and High School: A student with an injury or medical condition who presents an appropriate excuse from a person licensed under the Medical Practice Act shall be excused for a limited duration from participation in a physical education class or activity for the period of time covered by the Doctor's authorization. A student may also be excused from participation from physical education class when a parent/guardian presents an appropriate excuse, including, but not limited to reasons related to religious observances or prohibitions. In all such cases, the parent/guardian shall provide written documentation, as specified in the CPS Physical Education Manual, to support the need to be excused for a limited duration. Modified physical education activities shall be provided for students whose physical or emotional condition prevents their participation in the regular activities and course of study, as determined by a person licensed under the Medical Practice Act.

D. Special Education: Any student requiring adapted physical education shall receive that service in accordance with their individualized education program (IEP). A school may, in accordance with the procedures outlined in the CPS Physical Education Manual, excuse a student with an IEP from a physical education course if the student is participating in an adaptive athletic program outside the school setting.

Students in grades 3-12 who are eligible for special education may be excused from participation in physical education class if the student's parent/guardian agrees that the student must utilize the time set aside for physical education to receive special education support and services, which agreement or determination must be documented made part of the student's IEP.

E. Authorized Exceptions to Physical Education Course Enrollment in High School: The Board recognizes the exceptions to the daily physical education requirement authorized by the Illinois School Code which are currently the following:

1. Enrollment in Junior Reserve Officer's Training Corps (JROTC) Program in Grades 9-12;
2. Enrollment in academic classes in Grades 11 and 12 required for on-track high school graduation, provided that the failure to take such course would result in the student being unable to graduate;

NOTE: This exception may include the following circumstances: (i) a student fails a course and must retake the required course in Grades 11 or 12 in order to graduate, (ii) a student is enrolled in a specialized diploma/certification program or dual degree program that requires specialty courses in grades 11 and 12 in order to graduate (e.g. International Baccalaureate Diploma, Early College Program that leads to an Associate's Degree.) Exceptions under this Section E.2. are permitted only in accordance with the Physical Education Manual and only when scheduling of the course(s) required to graduate do not allow room in the student's schedule for physical education courses or elective courses.

3. Enrollment in academic classes in Grades 11 and 12 required for college admission, provided that the failure to take such classes would result in the student being denied admission to the college of their choice;

NOTE: This exception may apply when a student is required to complete a particular course or courses to be considered for entry in a particular college or college program (e.g. student must take calculus as a prerequisite for entry in a university's engineering program). Exceptions under this Section E.3. are permitted only in accordance with the Physical Education Manual and only when the

course requirements for college admissions do not allow room in the student's schedule for physical education courses.

4. Ongoing participation in an interscholastic athletic program in Grades 11 and 12, if student participated in the interscholastic athletic program(s) during the prior school year; or
5. Enrollment in a marching band course for credit during the regular school day in Grades 11 and 12.

High school students may request an exemption under this Section E. in accordance with the procedures outlined in the CPS Physical Education Manual. Approved exemptions: (1) apply only to the current school year, and (2) require the student to enroll in another academic course in place of physical education.

F. Physical Education Support and Infrastructure: Schools shall designate safe, clean and maintained spaces, both indoor and, if available, outdoor for physical education classes. Administrators shall strive to ensure that other school activities do not displace physical education classes from their designated spaces.

Schools shall strive to provide equipment that supports all students and all aspects of the physical education curriculum. Schools shall also work to ensure that physical education teachers and classes have access to tools and technology for instruction, evaluation, and communication. Administrators and evaluators shall utilize evaluation tools that are adapted to the physical education environment in accordance with the CPS Physical Education Manual.

It is recommended that all physical education teachers participate in annual professional development on effective practices for physical education for a minimum of seven contact hours. School administrators shall encourage physical education teachers to attend relevant professional development opportunities designed for physical educators on school-wide professional development days.

G. Physical Education Oversight and Accountability:

1. **Schools:** By July 1, 2014, all elementary and high schools shall prepare and submit a three-year physical education action plan that identifies specific annual activities, enhancements and measurable outcomes, as indicated in the CPS Physical Education Manual, to implement the requirements of this policy and address any programming variances or gaps that require adjustment.

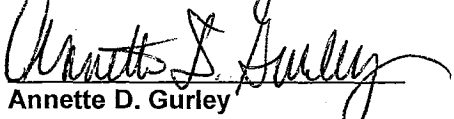
2. **Office of Student Health and Wellness:** The Office of Student Health and Wellness shall oversee school implementation and compliance with this policy and, in doing so, shall:

- a. Provide technical assistance and support to assist schools with implementation of the policy and improve programming functions;
- b. Ensure schools are offered support services through various Central Office departments and Network offices;
- c. Establish a process for identifying and distributing resources made available by qualified agencies and community organizations for the purpose of collaborating with schools to enhance implementation of this policy;
- d. Establish a process to gather regular reporting and feedback from individual schools, community partners, students and parents on the implementation of the policy;
- e. Conduct periodic evaluations and report on district-wide and individual schools' compliance with the Policy to the Board twice per calendar year;
- f. Expend grant funds awarded by the United States Department of Education to Chicago Public Schools under the Carol M. White Physical Education Program Grant, a three-year grant to support the implementation of high-quality daily physical education for elementary and high school students across the district; and
- g. Monitor individual student waiver requests granted by high schools.

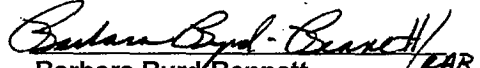
3. **Physical Education Manual:** The Chief Health Officer or designee is authorized to develop, issue and update the CPS Physical Education Manual and any related guidelines, standards and toolkits to ensure the effective implementation of this policy.

LEGAL REFERENCES: 105 ILCS 5/27-6; 105 ILCS 5/27-7; 23 Illinois Administrative Code 1.420. Individuals with Disabilities Education Act, 20 U.S.C. 31400 et. seq.; Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §706 et. seq. and 34 C.F.R. 100 et. seq.

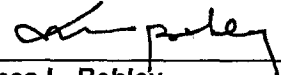
Approved For Consideration:


Annette D. Gurley
Chief Teaching and Learning Officer

Respectfully Submitted:


Barbara Byrd-Bennett
Chief Executive Officer

Approved as to Legal Form: 


James L. Bebley
General Counsel



Board of Education

CITY OF CHICAGO

125 SOUTH CLARK STREET - 6TH FLOOR
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OFFICE OF THE BOARD

ESTELA G. BELTRAN
SECRETARY

SUSAN J. NARRAJOS
ASSISTANT SECRETARY

14-0122-CO1

January 22, 2014

COMMUNICATION RE: LOCATION OF BOARD MEETING OF FEBRUARY 26, 2014

**David J. Vitale President, and
Members of the Board of Education**

**Dr. Carlos M. Azcoitia
Dr. Henry S. Bienen
Dr. Mahalia A. Hines
Deborah H. Quazzo
Jesse H. Ruiz
Andrea L. Zopp**

This is to advise that the Regular Meeting of the Board of Education scheduled for Wednesday, February 26, 2014 will be held at:

The Central Administration Building
125 South Clark Street
Chicago, Illinois 60603
Board Chamber - 5th Floor

The Board Meeting will begin at 10:30 a.m.

Public Participation Guidelines are available on www.cpsboe.org or by calling (773) 553-1600.

For the February 26, 2014 Board Meeting, advance registration to speak will be available beginning Monday, February 17th at 8:00 a.m. and close Friday, Friday, February 21th at 5:00 p.m., or until all slots are filled. You can advance register during the registration period by the following methods:

Online: www.cpsboe.org (recommended)
Phone: (773) 553-1600
In Person: 125 South Clark Street, 6th Floor

The Public Participation segment of the meeting will begin as indicated in the meeting agenda and proceed for no more than 60 registered speakers for the two hours.

Sincerely,


Estela G. Beltran
Secretary

TRANSFER OF FUNDS
Various Units and Objects

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

The various transfers of funds were requested by the Central Office Departments during the month of December . All transfers are budget neutral. A brief explanation of each transfer is provided below:

1. Transfer from Literacy to Marie Sklodowska Curie Metropolitan High School

Rationale:	Teacher extended day for SL projects.		
Transfer From:	Unit	Literacy	13700
	Fund	General Education Fund	115
	Account	Miscellaneous Charges	57940
	Program	Service Learning	390003
	Grant	Default Value	000000
Transfer to:	Unit	Marie Sklodowska Curie Metropolitan High School	53101
	Fund	General Education Fund	115
	Account	Teacher Salaries - Extended Day	51130
	Program	Service Learning	390003
	Grant	Default Value	000000
Amount:	\$1,000.00		

2. Transfer from Literacy to Marie Sklodowska Curie Metropolitan High School

Rationale:	Food supplies for SL projects.		
Transfer From:	Unit	Literacy	13700
	Fund	General Education Fund	115
	Account	Miscellaneous Charges	57940
	Program	Service Learning	390003
	Grant	Default Value	000000
Transfer to:	Unit	Marie Sklodowska Curie Metropolitan High School	53101
	Fund	General Education Fund	115
	Account	Commodities - Food Supplies	53205
	Program	Service Learning	390003
	Grant	Default Value	000000
Amount:	\$1,000.00		

3. Transfer from Literacy to David G Farragut Career Academy High School

Rationale:	Teacher extended day for SL projects.		
Transfer From:	Unit	Literacy	13700
	Fund	General Education Fund	115
	Account	Miscellaneous Charges	57940
	Program	Service Learning	390003
	Grant	Default Value	000000
Transfer to:	Unit	David G Farragut Career Academy High School	53091
	Fund	General Education Fund	115
	Account	Teacher Salaries - Extended Day	51130
	Program	Service Learning	390003
	Grant	Default Value	000000
Amount:	\$1,000.00		

4. Transfer from Literacy to Theodore Roosevelt High School

Rationale:	Student transportation for SL projects.		
Transfer From:	Unit	Literacy	13700
	Fund	General Education Fund	115
	Account	Miscellaneous Charges	57940
	Program	Service Learning	390003
	Grant	Default Value	000000
Transfer to:	Unit	Theodore Roosevelt High School	46271
	Fund	General Education Fund	115
	Account	Pupil Transportation	54210
	Program	Service Learning	390003
	Grant	Default Value	000000
Amount:	\$1,000.00		

5. Transfer from Literacy to Edwin G Foreman High School

Rationale:	Teacher extended day for SL projects.		
Transfer From:	Unit	Literacy	13700
	Fund	General Education Fund	115
	Account	Miscellaneous Charges	57940
	Program	Service Learning	390003
	Grant	Default Value	000000
Transfer to:	Unit	Edwin G Foreman High School	46131
	Fund	General Education Fund	115
	Account	Teacher Salaries - Extended Day	51130
	Program	Service Learning	390003
	Grant	Default Value	000000
Amount:	\$1,000.00		

588. Transfer for Facility Opers & Maint - City Wide

Rationale: Transfer for utility payments.

Transfer From:	Unit	Facility Opers & Maint - City Wide	11880
	Fund	Public Building Commission O & M	230
	Account	Commodities - Electricity - Purchased	53105
	Program	Utilities	254004
	Grant	Default Value	000000
Transfer to:	Unit	Facility Opers & Maint - City Wide	11880
	Fund	Public Building Commission O & M	230
	Account	Commodities - Electricity - Transmission	53115
	Program	Utilities	254004
	Grant	Default Value	000000
Amount:		\$1,000,000.00	

589. Transfer from Capital/Operations - City Wide to Edison Park Elementary

Rationale: Funds Transfer From Award# 2010-481-00-05 To Project# 2012-28081-ANX ; Change Reason : NA.

Transfer From:	Unit	Capital/Operations - City Wide	12150
	Fund	BABS - CIP Series 2010D	481
	Account	Capitalized Construction	56310
	Program	Renovations	253508
	Grant	Build America Bonds (Babs)	610000
Transfer to:	Unit	Edison Park Elementary	28081
	Fund	BABS - CIP Series 2010D	481
	Account	Capitalized Construction	56310
	Program	Additions	009531
	Grant	Build America Bonds (Babs)	610000
Amount:		\$1,584,401.15	

590. Transfer from New School Development - City Wide to AUSL Program Support

Rationale: Move Title II funds for AUSL from unit 13615 to the new unit, AUSL Program Support, in the amount of \$2,323,000. Unit 11116.

Transfer From:	Unit	New School Development - City Wide	13615
	Fund	Title II - Teacher Quality	353
	Account	Services - Contractual	54105
	Program	Academic Support Services	231002
	Grant	Title Iia - Teacher Quality	494045
Transfer to:	Unit	AUSL Program Support	11116
	Fund	Title II - Teacher Quality	353
	Account	Services - Contractual	54105
	Program	Academic Support Services	231002
	Grant	Title Iia - Teacher Quality	494045
Amount:		\$2,323,000.00	

591. Transfer from New School Development - City Wide to AUSL Program Support

Rationale: Move AUSL professional development budget from 13615 to the new unit, AUSL Program Support in the amount of \$4,150,000. Unit 11116.

Transfer From:	Unit	New School Development - City Wide	13615
	Fund	General Education Fund	115
	Account	Services - Contractual	54105
	Program	Academic Support Services	231002
	Grant	Default Value	000000

Transfer to:	Unit	AUSL Program Support	11116
	Fund	General Education Fund	115
	Account	Services - Contractual	54105
	Program	Academic Support Services	231002
	Grant	Default Value	000000

Amount: \$4,150,000.00

592. Transfer from New School Development - City Wide to AUSL Program Support

Rationale: Move AUSL management fee to the new unit-AUSL Program Support in the amount of \$4,589,900. Unit number 11116.

Transfer From:	Unit	New School Development - City Wide	13615
	Fund	General Education Fund	115
	Account	Services - Contractual	54105
	Program	Academic Support Services	231002
	Grant	Default Value	000000

Transfer to:	Unit	AUSL Program Support	11116
	Fund	General Education Fund	115
	Account	Services - Contractual	54105
	Program	Academic Support Services	231002
	Grant	Default Value	000000

Amount: \$4,589,900.00

593. Transfer from Grants Management & Administration - City Wide to Office of Catholic Schools

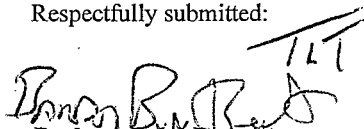
Rationale: Transfer funding to Affiliate unit for use within Title I non-public instruction.


Transfer From:	Unit	Grants Management & Administration - City Wide	12625
	Fund	NCLB Title I Regular Fund	332
	Account	Services - Professional & Technical	54125
	Program	Ecia-Nonpublic Inst & Sup Svcs	370004
	Grant	Title I - Nonpublic Instruction & Support Services - Catholic	430142

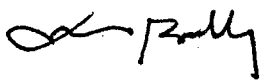
Transfer to:	Unit	Office of Catholic Schools	69510
	Fund	NCLB Title I Regular Fund	332
	Account	Services - Professional & Technical	54125
	Program	Ecia-Nonpublic Inst & Sup Svcs	370004
	Grant	Title I - Nonpublic Instruction & Support Services - Catholic	430142

Amount: \$7,553,205.27

Respectfully submitted:


Barbara Byrd-Bennett
Chief Executive Officer

Approved as to legal form 



James Bebley
General Counsel

**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.

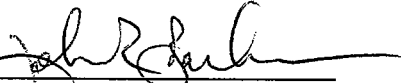
By submitting the DIP, the Board of Education and CEO certify to ISBE that the following assurances have been met:

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.

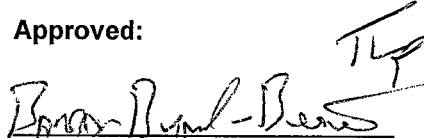
FINANCIAL: Within budgetary appropriations.

Approved for Consideration:



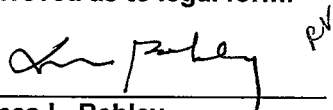
John Barker
Chief Accountability Officer

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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CI11	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 RTT3 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

1	Assigned To	Sherry Ulery
2	How it will look when fully met:	<p>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.</p> <p>This indicator has been fully implemented.</p>

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 SQRP 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 SQRP 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 SQRP, 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 SQRP 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>	<p>07/01/2014</p>																								
3	<p>Target Date:</p>																									
4	<p>Tasks</p>																									
<p>Development of Program Quality Rubrics for TPI, TBE and Dual Language programs for ELLs</p>																										
<p>Assigned to Elizabeth Cardenas-Lopez</p>																										
<p>End Date 06/01/2013</p>																										
<p>Timeline</p>																										
<p>Budget & Funding Sources(\$)</p>																										
1	<table border="1"> <tr> <th>District</th> <th>Title I</th> <th>Title II-D</th> <th>Title III</th> <th>State Funds</th> <th>Grant Funds</th> <th>Other Funds</th> <th>Total</th> </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> </tr> </table>	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	0	0	0	0	0	0	0	0	<table border="1"> <tr> <th>State Funds</th> <th>Grant Funds</th> <th>Other Funds</th> <th>Total</th> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </table>	State Funds	Grant Funds	Other Funds	Total	0	0	0	0
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State Funds	Grant Funds	Other Funds	Total																							
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>																										
<p>Assigned to Elizabeth Cardenas-Lopez</p>																										
<p>End Date 06/01/2014</p>																										
<p>Timeline</p>																										
<p>Budget & Funding Sources(\$)</p>																										
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State Funds	Grant Funds	Other Funds	Total																							
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
0	0	0	0	0	0	0
Comments						
Task Completed						
3						
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
0	0	0	0	0	0	0
Comments						
Task Completed						
4						
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
						0
Comments						
5						
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	Total		0
6	<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 SQR metrics and a rating system for schools not covered by the current SQR, 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	Total		0
7	<p></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

<p>Level of Development</p> <p>Evidence that this indicator has been fully and effectively implemented:</p>	<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>
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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

<p>Level of Development</p>	<p>Initial: Full Implementation</p>
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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) RT3 Expectations: The district uses school and district performance information from resources such as the Illinois Shared Learning Environment (ISLE) and the redesigned State Report Card to support and build partnerships with municipal and civic leaders.	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.	<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 December 22, 2015 [District Scope of Work Activities]</p> <p>Year 6 - July 1, 2013 through December 22, 2015 [District Scope of Work Activities]</p>										
5	Tasks	<p style="text-align: center;">RTTT3 Funds</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%;">Year 1 Through June 30, 2012</th> <th style="width: 25%;">Year 2 July 1, 2012 - June 30, 2013</th> <th style="width: 25%;">Year 3 July 1, 2013 - June 30, 2014</th> <th style="width: 25%;">Year 4 July 1, 2014 to December 22, 2015</th> <th style="width: 10%;">Total</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td></td> <td></td> <td></td> <td 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 to December 22, 2015	Total	0				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 to December 22, 2015	Total								
0				0								

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	Total		
1							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	Total		
2							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	Total		
3							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
Total						Total
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
Total						Total
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:	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.
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

Tasks

5									
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>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>
Comments	
Task Completed	
<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>	
Assigned to	Phillip Hampton
	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
3	0 0 0 0 0 0
Comments	<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>
Task Completed	

Implement

Percent Tasks Completed	0%
Objective Status	

IA03	<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>Status In Plan 0 of 6 (0%) tasks completed</p>
	SC, RT3, DTI	

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

2	How it will look when fully met:	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.			
3	Target Date:	09/01/2012			
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 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
5	Tasks				
Continue working with parents to build better schools through ongoing support from the Parent Support Center and Hotline.					
	Assigned to Phillip Hampton	Start Date 07/01/2013	End Date 12/22/2015	Timeline	
Budget & Funding Sources(\$)					

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.								
2	Assigned to	Phillip Hampton	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								
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.								
3	Assigned to	Phillip Hampton	Start Date		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								
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	Eilizabeth 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
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Assessment

Level of Development

Initial: Full Implementation

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
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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	<p>Initial: Full Implementation</p> <p>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.</p>
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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	<p>Initial: Full Implementation</p> <p>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.</p>
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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

<p>Level of Development</p> <p>Evidence that this indicator has been fully and effectively implemented:</p>	<p>Initial: Full Implementation</p> <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

<p>Level of Development</p> <p>Index:</p> <p>Priority Score:</p>	<p>Initial: Partial Development/Implementation</p> <p>3 (Priority Score x Opportunity Score)</p> <p>1 (3 - highest, 2 - medium, 1 - lowest)</p>
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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

<p>Level of Development</p>	<p>Initial: Full Implementation</p> <p>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.</p>
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<p>IB10</p>	<p>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)</p>	<p>SR</p>	<p>Status</p> <p>Full Implementation 01/09/2014</p>
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Assessment

<p>Level of Development</p>	<p>Initial: Full Implementation</p> <p>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.</p>
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<p>IB12</p>	<p>The district will prepare for setbacks, resistance, and obstacles on the path to substantial change in the context of school improvement and restructuring. (27)</p>	<p>SR</p>	<p>Status</p> <p>In Plan No Tasks Created</p>
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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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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, LCSs 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.

Evidence that this indicator has been fully and effectively implemented:

ID10	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)	SP,SD,DTI	Status Full Implementation 01/10/2014
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Assessment

Level of Development Evidence that this indicator has been fully and effectively implemented:	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.
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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
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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 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/TPI), 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 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

Phillip DiBartolo

1 Assigned To

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>Target Date: 09/01/2014</p>
<p>3</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] Establish district team for ISLE implementation. Commence outreach, requirements gathering, and IT systems analysis for ISLE implementation.</p>
<p>Year 2 - Through June 30, 2012 [District Scope of Work Activities] Establish district team for ISLE implementation. 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] Data Export Requirements Gathering Data Dictionary Requirements & Reconciliation Add capacity to the CPS Data Warehouse Build Data Export Routine Build User Integration Framework</p>
<p>Year 4 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities] Data Export Requirements Gathering Data Dictionary Requirements & Reconciliation Add capacity to the CPS Data Warehouse Build Data Export Routine Build User Integration Framework</p>
<p>Year 5 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities] Continued ISLE technical integration Implement ISLE professional development and training plan Initial ISLE launch in January 2014</p>
<p>Year 6 - July 1, 2013 through June 30, 2014 [District Scope of Work Activities] Continued ISLE technical integration Implement ISLE professional development and training plan 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 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

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
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
0	0	0	0	0	0	0
Comments						
Task Completed						

Full ISLE implementation						
Assigned to	Phillip DiBartolo	Start Date	09/01/2014	End Date	12/22/2015	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
3	0	0	0	0	0	0
Comments	Full implementation must be preceded by ISBE sharing the overarching data exchange framework between CPS and ALL state systems. We must be absolutely certain of ANY discreet differences in the data feeds sourcing the ISBE SIS and ISLE. Moreover, we need to ensure that ISBE is handling like data (here there is overlap) with consistency. At minimum, we need to know about variance in update latency, data /metric definition, etc.					
Task Completed						
Continued ISLE technical integration and initial ISLE launch in January 2014						
Assigned to	Phillip DiBartolo	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
4						0
Comments	Is there a recommended methodology from the state with respect to phasing the deployment? Our sense is that initial launch should involve a small, but representative group of schools so as to inform strategic or technical changes prior to full implementation.					
Task Completed						
ISLE technical integration commences in January 2014. Technical integration involves two primary components: data integration and Account synchronization (authorization/authentication).						
Assigned to	Phillip DiBartolo	Start Date	01/01/2014	End Date	04/30/2014	Timeline
Budget & Funding Sources(\$)						
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
5	0	0	0	0	0	0

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
6						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	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. HQT 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.	CL, SP, HQT, RT3, DTI	Status In Plan 0 of 3 (0%) tasks completed
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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:	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.	

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	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																								
5	<p>Schools complete CIWP and budgets</p> <table border="1"> <thead> <tr> <th>Assigned to</th> <th>Start Date</th> <th>End Date</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>Ryan Crosby</td> <td>07/31/2012</td> <td>06/30/2015</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="5">Budget & Funding Sources(\$)</th> </tr> <tr> <th>District</th> <th>Title I</th> <th>Title II-D</th> <th>Title III</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>1</p> <p>Comments: This year CPS is introducing a new school improvement planning template called the Continuous Improvement Work Plan, or CIWP. The CIWP replaces the SIPAAA with a more streamlined planning process and provides better tools for monitoring the school's implementation of the plan, and for making adjustments throughout the year. Schools are completing the CIWP for the first time this spring. Local School Councils, Parent Advisory Councils and Chiefs of Schools will participate in the development of the CIWP and budget at each school. For schools on probation or in NCLB school improvement status, the Chief of Schools will approve the plan and budget, ensuring that resources are allocated to meet the needs of the students and move the school towards a path off of probation and school improvement status. 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> <p>Task Completed</p>	Assigned to	Start Date	End Date	Timeline	Ryan Crosby	07/31/2012	06/30/2015		Budget & Funding Sources(\$)					District	Title I	Title II-D	Title III	Total	0	0	0	0	0
Assigned to	Start Date	End Date	Timeline																					
Ryan Crosby	07/31/2012	06/30/2015																						
Budget & Funding Sources(\$)																								
District	Title I	Title II-D	Title III	Total																				
0	0	0	0	0																				
2	<p>Support Principals through initial stages of SBB</p> <table border="1"> <thead> <tr> <th>Assigned to</th> <th>Start Date</th> <th>End Date</th> <th>Timeline</th> </tr> </thead> <tbody> <tr> <td>Ginger Ostro</td> <td>07/01/2013</td> <td>09/30/2013</td> <td></td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="5">Budget & Funding Sources(\$)</th> </tr> <tr> <th>District</th> <th>Title I</th> <th>Title II-D</th> <th>Title III</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>2</p> <p>Comments:</p> <p>Task Completed</p>	Assigned to	Start Date	End Date	Timeline	Ginger Ostro	07/01/2013	09/30/2013		Budget & Funding Sources(\$)					District	Title I	Title II-D	Title III	Total	0	0	0	0	0
Assigned to	Start Date	End Date	Timeline																					
Ginger Ostro	07/01/2013	09/30/2013																						
Budget & Funding Sources(\$)																								
District	Title I	Title II-D	Title III	Total																				
0	0	0	0	0																				

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(\$)									
3	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									

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.	SS, ELL	Status Full Implementation 01/09/2014
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Assessment

Level of Development	Initial: Full Implementation
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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.

Evidence that this indicator has been fully and effectively implemented:

<p>IA14</p>	<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>	<p>ELL, SP, HQT, RT3, DTI</p>	<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.

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] 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	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

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			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	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	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	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							
	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							
	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.							
	Task Completed							
	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.							
	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							
	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.							
7								

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
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Evidence that this indicator has been fully and effectively implemented:

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.

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	<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
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	<p>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 RPP 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.</p>
2	<p>How it will look when fully met:</p>
3	<p>Target Date: 06/30/2013</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>

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]				
RITTT3 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

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	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)	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, Networks 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
		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
2	How it will look when fully met:	

	<p>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.</p> <p>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.</p>																
3	<p>Target Date: 06/30/2015</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>																
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	<p>Year 7 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]</p>																
	<p>Year 8 - July 1, 2014 to December 22, 2015 [District Scope of Work Activities]</p>																
	<table border="1"> <thead> <tr> <th colspan="4">RTTT3 Funds</th> </tr> <tr> <th>Year 1 Through June 30, 2012</th> <th>Year 2 July 1, 2012 - June 30, 2013</th> <th>Year 3 July 1, 2013 - June 30, 2014</th> <th>Year 4 July 1, 2014 to December 22, 2015</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td>Total</td> </tr> <tr> <td></td> <td></td> <td></td> <td>0</td> </tr> </tbody> </table>	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
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	<p>Tasks</p>																

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	Total		
0	0	0	0	0	0	0	0		
Comments									
Task Completed									
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	Total		
0	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									
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>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>	
<p>Current level of development or implementation: 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 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.</p>		

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
5		Total 0

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	Total	0	
Comments									
Task Completed									
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	Total	0	
Comments									
Task Completed									
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	Total	0	
Comments									
Task Completed									
Create, pilot and implement revised/new Performance tasks for teachers not covered in SY15									

City of Chicago 5D 299
District Continuous Improvement Plan with RTTT3 SOW

1/13/2014 9:58:47 PM

Assigned to	Claudinetta 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
4						0
Comments						
Task Completed						

Implement

Percent Tasks Completed	0%
Objective Status	

<p>D9</p> <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>	<p>SC, RT3, DTI</p>	<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)
<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>

	<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 fact).</p>
3	<p>Target Date: 06/30/2016</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] 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] 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] 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] 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] 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>

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									
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									
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									
RITTT3 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		
0	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	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.								
5	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								
6	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	Total		
0	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	Total		
							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	Total		

7

8

9

Comments						0
Task Completed						

Implement

Percent Tasks Completed	0%
Objective Status	

IA12	The district will intervene early when a school is not making adequate progress. (12)	SP, SD	Status In Plan 0 of 4 (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)	

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
Total						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
Total	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
Total						
Comments						
Task Completed						

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.
3	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		
1							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		
2							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		
3							0		
Comments									

Task Completed

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, ODLS 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

	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)

<p>Opportunity Score:</p>	<p>3</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>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

<p>1</p>	<p>Assigned To</p>	<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>
<p>2</p>	<p>How it will look when fully met:</p>	<p></p>
<p>3</p>	<p>Target Date:</p>	<p>06/01/2014</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>		

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

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.

Comments

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
0	0	0	0	0	0	0
						Total
						0

Beginning and End of Year performance tasks developed by the District in close collaboration with teachers and will be used

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
4	0	0	0	0	0	0

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
5	0	0	0	0	0	0

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>						
Task Completed						
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>						
Task Completed						
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
8	0	0	0	0	0	0
<p>Comments</p> <p>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.</p>						
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:

IC08	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.</p> <p>RT3 Expectations: The school district will implement PERAs 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</p> <p>In Plan</p> <p>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)	
Current level of development or implementation:	<p>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.</p>		

Plan

1	Assigned To	Alicia Winckler
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<p>2</p> <p>How it will look when fully met:</p>	<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>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	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

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

Assigned to	Start Date	End Date	Timeline
Amanda Smith	08/01/2013	06/30/2014	
Budget & Funding Sources(\$)			
District	Title I-D	Title III	Total
			0
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	Start Date	End Date	Timeline
John Barker	07/01/2013	10/31/2015	
Budget & Funding Sources(\$)			
District	Title I-D	Title III	Total
			0
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-Ansal	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						
<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 I	Title II-D	Title III	State Funds	Grant Funds	Other Funds
						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
						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									
6									
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									
7									
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									
8									

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 RTTT3 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. 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	<p>Target Date: 08/31/2015</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 December 22, 2015 [District Scope of Work Activities]</p> <p>Year 6 - July 1, 2013 through December 22, 2015 [District Scope of Work Activities]</p>										
5	<p style="text-align: center;">RTTT3 Funds</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Year 1 Through June 30, 2012</th> <th style="width: 33%;">Year 2 July 1, 2012 - June 30, 2013</th> <th style="width: 33%;">Year 3 July 1, 2013 - June 30, 2014</th> <th style="width: 33%;">Year 4 July 1, 2014 to December 22, 2015</th> <th style="width: 33%;">Total</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">0</td> <td></td> <td></td> <td></td> <td style="text-align: center;">0</td> </tr> </tbody> </table> <p style="text-align: center;">Tasks</p> <p>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.</p>	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				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 to December 22, 2015	Total							
0				0							

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							
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							
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(\$)							

1

2

3	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
								0
<p>Comments</p> <p>A rubric or assessment tool will be created to provide clarity and description for the CPS principal competencies. This tool can be used for self-assessment, as well as for development purposes for first-year principals and coaches. The tool will explicitly demonstrate varying levels of mastery and provide concrete examples of each level as it relates to the principal.</p>								
<p>Task Completed</p>								
<p>Enter into an agreement with the New Teacher Center to provide principal induction services.</p>								
Assigned to		Executive Director of the Chicago Leadership Colla	Start Date	07/01/2012	End Date	06/30/2016	Timeline	
<p>Budget & Funding Sources(\$)</p>								
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>Any first-year principal new to the principalship will have principal induction and mentoring services for their first year in the role, as defined by the ISBE New Principal requirements. Services will include at least 50 hours of face-to-face executive leadership coaching, 20 hours of professional development, and at least one Illinois Administrators Academy course. NTC will develop and execute a series of initial and on-going support aligned to ISBE New Principal requirements to provide necessary development for first-year principal development. At least 50 hours of executive one-on-one coaching and mentoring will focus on new principal's development plans. At least four professional development sessions, including at least one Illinois Administrators Academy course, engaging new principals in sharing best practices to create professional learning communities and networks of support and growth. NTC will select and train mentors for induction and coaching services from their own leadership/coaching training model.</p>								
<p>Task Completed</p>								
<p>Provide mentoring for all 1st and 2nd year teachers</p>								
Assigned to		Herman Reeves	Start Date	07/01/2013	End Date	08/31/2016	Timeline	
<p>Budget & Funding Sources(\$)</p>								
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
							0	

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	Total		
							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	Total		
							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	Total		
							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)

	Program models	Self-contained	Push-In	Pull-Out	Team Teaching	Others
1. Explain why the current ELL program mode(s) should be modified to improve English language proficiency and academic achievement of ELL students in your district.		e	e	e	e	e
2. Indicate the new or modified program models that the district will implement.	Transitional Bilingual Education	b	e	e	b	e
	Dual Language/Two Way Immersion	b	b	b	b	e
	Developmental Bilingual	e	e	e	e	e
	Sheltered English Instruction					

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	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	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	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 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

City of Chicago SD 299

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District Continuous Improvement Plan with RTTT3 SOW

1/10/2014 12:09:32 PM

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 NA2 Requirement Report

LEA Determinations
NA2 Requirement

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

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 Intergovernmental Agreement

Indicator 13

- 1 Transition Manager reviewed pertinent ISBE documents and sought/ seeks 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 (OSES) 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 (OSES) 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.

APPROVE APPLICATION FOR A MODIFICATION OF ISBE RULE**THE CHIEF EXECUTIVE OFFICER RECOMMENDS:**

That the Chicago Board of Education (the "Board") approves the application for a modification of an Illinois State Board Education (ISBE) rule regarding the electronic No Child Left Behind (NCLB) School and District Improvement Plans.

PUBLIC HEARING AND NOTICES: A public hearing on the application for a modification will be held on January 22, 2014, in accordance with Section 2-3.25g of the Illinois School Code. Notice was published at in a Chicago newspaper and provided to State legislators representing Chicago and collective bargaining agents as required by Section 2-3.25g of the Illinois School Code.

DESCRIPTION OF APPLICATION: The request for a modification regarding the electronic NCLB School and District Improvement Plan is as follows:


Under Section 1116 of NCLB, each school identified for school improvement must submit a school improvement plan. Under the 23 Illinois Administrative Code Section 1.85(d), the ISBE requires that each revised school or district improvement plan must be submitted to the State Superintendent using an electronic format made available for this purpose. The ISBE currently requires that schools and districts submit these plans through the ISBE electronic system.

CPS schools currently prepare Continuous Improvement Work Plan (CIWP) every 2 years to satisfy the requirements set forth in Section 34-2.4 of the Illinois School Code. The CIWP is completed through the CPS electronic tool. In an effort to eliminate duplication of effort, CPS would like to use the CIWP which will at least include all the components required by NCLB and the ISBE's electronic system.

This modification would allow the district and its schools to use the CIWP to comply with its school improvement plan requirements.

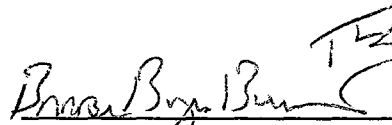
AUTHORIZATION: Authorize the Chief Executive Officer to execute the application described above and submit it to the ISBE in accordance with Section 2-3.25g of the School Code.

Approved for Consideration:



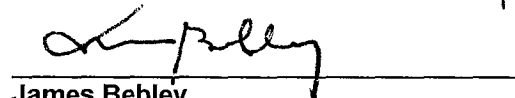
John Barker
Chief Accountability Officer

Respectfully Submitted:



Barbara Byrd-Bennett
Chief Executive Officer

Approved as to Legal Form:



James Bebley
General Counsel

rd

**APPROVE UPDATES TO THE 2012-2014 CONTINUOUS IMPROVEMENT WORK PLANS AND
RELATED BUDGETS FOR SCHOOLS ON PROBATION AND FOR SCHOOLS WITH SCHOOL
IMPROVEMENT STATUS**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:

Approve updates to the 2012-2014 Continuous Improvement Work Plans (CIWPs) and related budgets for Fiscal Year 2014 for schools on probation and for schools with state or federal school improvement status.

DESCRIPTION: The Chief Executive Officer is requesting approval of updates to the 2012-2014 CIWPs for correcting academic deficiencies and related FY2014 budgets for the schools noted on the attached Exhibit A. These schools are on probation under the Chicago Board of Education's Performance, Remediation and Probation Policy and/or are in school improvement status under the No Child Left Behind Act (NCLB) for the 2013-2014 school year.

In accordance with CPS's annual budget cycle, each school's 2-year CIWP (originally approved by the Board under Board Report 12-1219-EX2 for schools on probation status and/or in school improvement status at that time) has been updated for the second year and related budgets have been developed. The CIWPs were developed pursuant to Sections 5/2-3.25d and 5/34-2.4 of the Illinois School Code. Board approval of school improvement plans is required for schools placed on probation pursuant to Section 5/34-8.3 and schools designated by the Illinois State Board of Education (ISBE) as being in school improvement status pursuant to Section 5/2-3.25d. These plans include specific steps that the Local School Councils and school staff must take to correct deficiencies and specific objective criteria by which the schools' subsequent progress shall be judged.

Individual CIWPs and budgets were developed collaboratively at each school with the assistance of the Network Chiefs of Schools, the Office of Innovation and Incubation, the Academy of Urban School Leadership (AUSL), the Office of Management and Budget, Local School Councils, parent and community representatives and school personnel, as applicable. Each school's CIWP includes specific priorities and strategies, and each school's budget includes specific expenditures, identified for correcting educational and operational deficiencies that resulted in the school being placed on probation or in school improvement status. As applicable, a Parent Compact and Parent Involvement Plan were appended to the CIWPs.


Once submitted to the Network Chief of Schools Offices, Office of Innovation and Incubation, or AUSL, CIWPs were reviewed to ensure that: areas in need of improvement were addressed, the stated targets and activities were consistent with trend analyses and analysis of current conditions and that plans were supported by schools' discretionary school improvement (state and federal) funds.

Monitoring of and support for these CIWPs will be the responsibility of the Network Chief of Schools Offices, Office of Innovation and Incubation, Office of Strategic School Support Services, or AUSL, as applicable, with the assistance of the Office of Accountability and the Office of Network Support. The Network Chief of Schools, Chief of Strategic School Support Services, or the Chief Executive Officer of AUSL are authorized to modify a probation school's CIWP as necessary to correct deficiencies throughout the school year.



Copies of CIWPs will be available at each school, at each Network Office, and online at www.cps.edu.

FINANCIAL: Within budgetary appropriations.

Approved for Consideration:


John Barker
Chief Accountability Officer

Approved:



Barbara Byrd-Bennett
Chief Executive Officer

Approved as to legal form:

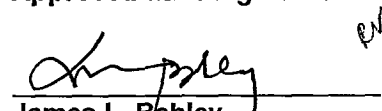

James L. Bebley
General Counsel

Exhibit A: Schools on Probation or in School Improvement Status

RCDTS Code	School Name	2013-2014 Probation Status	2013-2014 Federal Status	2013-2014 State Status
15016299025009C	Ace Technical Charter High School		Restructuring Implementation	Academic Watch Status Year 3
150162990252051	Addams Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 4
150162990252850	Albany Park Multicultural Elem	Not on Probation	Choice	Academic Early Warning Year 1
150162990252054	Aldridge Elem School	Probation	Restructuring Planning	Academic Watch Status Year 2
15016299025227C	Amandla Elem Charter Sch		Choice SES	Academic Early Warning Year 2
150162990252912	Ames Middle School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990250001	Amundsen High School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252895	Ariel Elem Community Academy	Not on Probation	Choice SES	Academic Early Warning Year 2
150162990252058	Armour Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252059	Armstrong G Elem Int'L Studies	Not on Probation	Restructuring Implementation	Academic Watch Status Year 6
150162990252922	Ashburn Community Elem School	Not on Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252437	Ashe Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
15016299025214C	Passages Elem Charter School		Choice	Academic Early Warning Year 1
15016299025008C	Aspira Charter High School		Restructuring Implementation	Academic Watch Status Year 5
150162990252061	Attucks Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990250839	Austin Bus & Entrepreneurship HS	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990250840	Austin Polytechnical Academy HS	Probation	Corrective Action	Academic Watch Status Year 1
150162990252063	Avalon Park Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252966	Azuela Elementary School	Not on Probation	Choice	Academic Early Warning Year 2
150162990252066	Barnard Elem Comp Math & Sci Ctr	Not on Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252067	Barry Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 5
150162990252068	Barton Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252069	Bass Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252070	Bateman Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252800	Beasley Elem Magnet Academic Ctr	Not on Probation	Choice	Academic Early Warning Year 1
150162990252078	Beaubien Elem School	Not on Probation		Academic Watch Status Year 2
150162990252079	Beethoven Elem School	Probation	Corrective Action	Academic Watch Status Year 1
150162990252080	Beidler Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252081	Belding Elem School	Not on Probation	Choice SES	Academic Early Warning Year 2
150162990252923	Belmont-Cragin Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252083	Bennett Elem School	Probation	Corrective Action	Academic Watch Status Year 1
150162990250003	Bogan High School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252088	Bond Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252089	Boone Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
150162990252100	Bouchet Elem Math & Science Acad	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990250824	Bowen High School	Probation	Restructuring Implementation	Academic Watch Status Year 4
150162990252090	Bradwell Comm Arts & Sci Elem Sch	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252093	Brennemann Elem School	Not on Probation	Corrective Action	Academic Watch Status Year 1
150162990252094	Brentano Elem Math & Science Acad	Not on Probation	Choice SES	Academic Early Warning Year 2
150162990252095	Bridge Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252096	Bright Elem School	Probation	Corrective Action	Academic Watch Status Year 1
150162990252870	Brighton Park Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990250834	Bronzeville Scholastic HS	Probation	Restructuring Implementation	Academic Watch Status Year 3
15016299025222C	Bronzeville Lighthouse Elem Chrtr		Restructuring Implementation	Academic Watch Status Year 3
150162990250788	Brooks College Prep Academy HS	Not on Probation	Corrective Action	Academic Watch Status Year 1
150162990252367	Brown R Elem Community Acad	Not on Probation	Corrective Action	Academic Watch Status Year 1
150162990252097	Brown W Elem School	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252098	Brownell Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252110	Brunson Math & Sci Specialty Elem	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252102	Burbank Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252103	Burke Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252107	Burnside Elem Scholastic Academy	Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252109	Burroughs Elem School	Not on Probation	Corrective Action	Academic Watch Status Year 1
150162990252112	Byrne Elem School	Not on Probation		Academic Early Warning Year 1
150162990252113	Caldwell Elem Acad of Math & Sci	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252934	Calmecca Acad Elem School	Probation	Choice SES	Academic Early Warning Year 2
150162990252118	Cameron Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252963	Camras Elementary School	Not on Probation	Choice	Academic Early Warning Year 2
150162990252845	Canter Middle School	Probation	Restructuring Planning	Academic Watch Status Year 7
150162990252119	Canty Elem School	Not on Probation		Academic Watch Status Year 1
150162990252783	Cardenas Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252120	Carnegie Elem School	Probation	Choice SES	Academic Early Warning Year 2
150162990252122	Carroll Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 5
150162990252876	Carson Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 4
150162990252123	Carter Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 3

RCDTS Code	School Name	2013-2014 Probation Status	2013-2014 Federal Status	2013-2014 State Status
150162990252372	Carver Primary School	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990250006	Carver Military Academy HS	Not on Probation	Restructuring Implementation	Academic Watch Status Year 12
150162990252862	Casals Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252126	Cassell Elem School	Not on Probation		Academic Early Warning Year 1
150162990252106	Castellanos Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
15016299025228C	Catalyst Circle Rock Elem School		Corrective Action	Academic Watch Status Year 1
15016299025223C	Catalyst Elem Charter School		Restructuring Implementation	Academic Watch Status Year 3
150162990252127	Cather Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 12
150162990252128	Chalmers Elem Specialty School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252129	Chappell Elem School	Not on Probation	Choice	Academic Early Warning Year 1
150162990252130	Chase Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252886	Chavez Elem Multicultural Acad Ct	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252920	Chicago Academy Elem School	Not on Probation	Choice	Academic Early Warning Year 1
150162990250820	Chicago Academy High School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 4
150162990250772	Chicago HS for Agricult Sciences	Not on Probation		Academic Watch Status Year 4
150162990250851	Chicago HS for the Arts	Not on Probation		Academic Early Warning Year 1
15016299025217C	Chicago Math & Sci Elem Charter		Restructuring Planning	Academic Watch Status Year 2
150162990250795	Chicago Military Academy HS	Not on Probation	Restructuring Implementation	Academic Watch Status Year 8
15016299025014C	Chicago Talent Dev High School		Choice	Academic Early Warning Year 1
15016299025201C	Chicago International Charter		Restructuring Implementation	Academic Watch Status Year 1
150162990250850	Chicago Technology Academy HS	Probation	Choice	Academic Early Warning Year 1
15016299025225C	Chicago Virtual Elem Charter Schl			Academic Watch Status Year 1
150162990250526	Chicago Vocational Career Acad HS	Probation	Restructuring Implementation	Academic Watch Status Year 12
150162990252904	Christopher Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252936	Claremont Academy Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 6
150162990250827	Clark Acad Prep Magnet High Schl	Probation	Restructuring Implementation	Academic Watch Status Year 6
150162990252132	Clay Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990250545	Clemente Community Academy HS	Probation	Restructuring Implementation	Academic Watch Status Year 12
150162990252133	Cleveland Elem School	Not on Probation	Choice SES	Academic Early Warning Year 2
150162990252134	Clinton Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
150162990252135	Clissold Elem School	Not on Probation		Academic Early Warning Year 2
150162990252918	Coleman J Elem Academy	Not on Probation	Corrective Action	Academic Watch Status Year 1
150162990252136	Coles Elem Language Academy	Not on Probation	Corrective Action	Academic Watch Status Year 1
150162990250841	Collins Academy High School	Probation	Corrective Action	Academic Watch Status Year 1
150162990252919	Columbia Explorers Elem Academy	Not on Probation	Restructuring Implementation	Academic Watch Status Year 4
150162990250846	Community Services West High Sch	Probation		Academic Watch Status Year 2
150162990252139	Cook Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252142	Cooper Elem Dual Language Academy	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252145	Corkery Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990250543	Corliss High School	Probation	Restructuring Implementation	Academic Watch Status Year 12
150162990250008	Crane Technical Prep High School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252147	Crown Elem Comm Acd Fine Arts Ctr	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252617	Cuffe Math-Sci Tech Elem Academy	Not on Probation	Choice SES	Academic Early Warning Year 2
150162990252637	Cullen Elem School	Probation	Choice SES	Academic Early Warning Year 2
150162990250617	Curie Metropolitan High School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252799	Curtis Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252837	Daley Elem Academy	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252148	Darwin Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
150162990252954	Davis, M Magnet Elem School	Not on Probation	Corrective Action	Academic Watch Status Year 2
150162990252149	Davis N Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252150	Dawes Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 6
150162990252605	Depriest Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252153	Deneen Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252154	Dett Elem School	Probation	Choice SES	Academic Early Warning Year 2
150162990252158	Dever Elem School	Not on Probation		Academic Early Warning Year 2
150162990250832	Devry Advantage Academy High Schl	Not on Probation		Academic Watch Status Year 3
150162990252159	Dewey Elem Academy of Fine Arts	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252825	De Diego Elem Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252603	Dirksen Elem School	Not on Probation	Choice SES	Academic Watch Status Year 3
150162990252160	Disney Elem Magnet School	Not on Probation		Academic Early Warning Year 2
150162990252161	Dixon Elem School	Not on Probation	Choice SES	Academic Early Warning Year 2
150162990252927	Dodge Elem School	Probation	Choice SES	Academic Early Warning Year 2
150162990252937	Doolittle Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 6
150162990252167	Dore Elem School	Not on Probation		Academic Watch Status Year 1
150162990250831	Douglass Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 5
150162990252169	Drake Elem School	Probation	Corrective Action	Academic Watch Status Year 1
150162990252173	Dubois Elem School	Probation	Corrective Action	Academic Watch Status Year 1

RCDTS Code	School Name	2013-2014 Probation Status	2013-2014 Federal Status	2013-2014 State Status
150162990252175	Dulles Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990250531	Dunbar Vocational Career Acad HS	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252177	Dunne Technology Acad Elem Sch	Not on Probation	Corrective Action	Academic Watch Status Year 1
150162990252933	Durkin Park Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252179	Dvorak Technology Acad Elem Sch	Probation	Restructuring Implementation	Academic Watch Status Year 7
150162990250798	Dyett High School	Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252743	Earhart Elem Opt for Knowl School	Not on Probation	Choice	Academic Early Warning Year 1
150162990252180	Earle Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252181	Eberhart Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252185	Edwards Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 5
150162990252187	Ellington Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252190	Ericson Elem Scholastic Academy	Probation	Choice SES	Academic Early Warning Year 2
15016299025219C	Erie Elem Charter School		Corrective Action	Academic Watch Status Year 1
150162990252191	Esmond Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252192	Everett Elem School	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252873	Evergreen Academy Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252193	Evers Elem School	Probation		
150162990252913	Fairfield Elem Academy	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252194	Falconer Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 6
150162990252195	Faraday Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252198	Farnsworth Elem School	Not on Probation		Academic Watch Status Year 1
150162990250011	Farragut Career Academy HS	Not on Probation	Restructuring Implementation	Academic Watch Status Year 12
150162990250012	Fenger Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 12
150162990252202	Fernwood Elem School	Not on Probation	Choice	Academic Early Warning Year 1
150162990252203	Field Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252893	Finkl Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252204	Fiske Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990250013	Foreman High School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 12
150162990252206	Fort Dearborn Elem School	Probation	Corrective Action	Academic Watch Status Year 1
150162990252618	Foster Park Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252946	Frazier Prep Acad Elem School	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252209	Fuller Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 6
150162990252210	Fulton Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252211	Funston Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990250015	Gage Park High School	Probation	Restructuring Implementation	Academic Watch Status Year 12
15016299025220C	Galapagos Elem Charter School		Corrective Action	Academic Watch Status Year 1
150162990252212	Gale Elem Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252213	Gallistel Elem Language Academy	Probation	Restructuring Implementation	Academic Watch Status Year 6
150162990252773	Garvey M Elem School	Not on Probation	Choice SES	Academic Early Warning Year 2
150162990252214	Garvy J Elem School	Not on Probation		Academic Watch Status Year 2
150162990252215	Gary Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252236	Gillespie Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 11
15016299025229C	Global Citizenship Elem Sch		Choice SES	Academic Early Warning Year 2
150162990252220	Goethe Elem School	Not on Probation	Choice SES	Academic Early Warning Year 2
150162990252222	Gompers Elem Fine Arts Opt School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252223	Goudy Elem School	Not on Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252224	Graham A Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252226	Gray Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 4
150162990250835	School of Social Justice HS	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252227	Greeley Elem School	Not on Probation	Choice SES	Academic Early Warning Year 2
150162990252048	Green W Elem School	Not on Probation	Corrective Action	Academic Watch Status Year 1
150162990252229	Greene N Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252230	Gregory Math & Sci Elem Academy	Not on Probation	Choice	Academic Early Warning Year 1
150162990252231	Gresham Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252811	Gunsaulus Elem Scholastic Academy	Not on Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252235	Haines Elem School	Not on Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252239	Hale Elem School	Not on Probation	Restructuring Planning	Academic Watch Status Year 6
150162990252092	Haley Elem Academy	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252240	Hamilton Elem School	Not on Probation		Academic Early Warning Year 2
150162990252241	Hamline Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 12
150162990252242	Hammond Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252916	Hampton Elem Fine & Perf Arts Sch	Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990250779	Hancock College Preparatory HS	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252726	Hanson Park Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 4
150162990250016	Harlan Community Academy HS	Probation	Restructuring Implementation	Academic Watch Status Year 12
150162990250017	Harper High School	Probation	Restructuring Implementation	Academic Watch Status Year 12

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150162990252244	Harte Elem School	Not on Probation	Choice	Academic Early Warning Year 1
150162990252246	Harvard Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252247	Haugan Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 4
150162990252636	Hay Elem Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252252	Hayt Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 4
150162990252254	Healy Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252255	Hearst Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252256	Hedges Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252258	Henderson Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252259	Hendricks Elem Community Academy	Probation	Corrective Action	Academic Watch Status Year 1
150162990252260	Henry Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252597	Hernandez Middle School	Not on Probation	Choice SES	Academic Watch Status Year 1
150162990252823	Ninos Heroes Elem Academic Ctr	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252263	Herzl Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252265	Hibbard Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 5
150162990252266	Higgins Elem Community Academy	Not on Probation	Corrective Action	Academic Watch Status Year 1
150162990252267	Hinton Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990250019	Hirsch Metropolitan High School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252268	Hitch Elem School	Not on Probation	Corrective Action	Academic Watch Status Year 1
150162990252269	Holden Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252270	Holmes Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252961	Hope Inst Learning Acad ES	Not on Probation	Choice SES	Academic Watch Status Year 1
150162990250799	Hope College Prep High School	Probation	Restructuring Implementation	Academic Watch Status Year 6
150162990252273	Howe Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252275	Hoynes Elem School	Probation	Choice	Academic Early Warning Year 1
150162990250020	Hubbard High School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252276	Hughes C Elem School	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252620	Hughes L Elem School	Probation	Choice SES	Academic Watch Status Year 3
150162990252280	Hurley Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 5
150162990250021	Hyde Park Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990250837	Infinity Math Science & Tech HS	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252358	Inter-American Elem Magnet School	Not on Probation		Academic Watch Status Year 2
150162990252281	Irving Elem School	Not on Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252046	Jackson M Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252284	Jahn Elem School	Probation	Choice SES	Academic Early Warning Year 2
150162990252285	Jamieson Elem School	Not on Probation	Choice SES	Academic Early Warning Year 2
150162990252287	Jenner Elem Academy of The Arts	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252288	Jensen Elem Scholastic Academy	Probation	Corrective Action	Academic Watch Status Year 1
150162990252290	Johnson Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252775	Joplin Elem School	Probation	Corrective Action	Academic Watch Status Year 1
150162990252889	Jordan Elem Community School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990250767	Juarez Community Academy HS	Not on Probation	Restructuring Implementation	Academic Watch Status Year 12
150162990250763	Julian High School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252292	Jungman Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252806	Kanoon Elem Magnet School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990250022	Kelly High School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990250023	Kelvyn Park High School	Probation	Restructuring Implementation	Academic Watch Status Year 12
150162990250024	Kennedy High School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990250025	Kenwood Academy High School	Not on Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252294	Kershaw Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 6
150162990252296	Kilmer Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990250039	King College Prep High School	Not on Probation	Restructuring Planning	Academic Watch Status Year 6
150162990252299	Kinzie Elem School	Not on Probation		Academic Watch Status Year 4
150162990252300	Kipling Elem School	Not on Probation	Choice SES	Academic Early Warning Year 2
15016299025215C	Kipp Ascend Elem Charter School		Corrective Action	Academic Watch Status Year 1
150162990252304	Kozminski Elem Community Academy	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990250026	Lake View High School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252704	Langford A Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252900	Lara Elem Academy	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252492	Lavizzo Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252309	Lawndale Elem Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 11
15016299025208C	Learn Elem Charter School		Choice SES	Academic Early Warning Year 2
150162990252703	Lee Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 8
15016299025221C	Legacy Elem Charter School		Choice SES	Academic Early Warning Year 2
150162990252714	Leland Elem School	Not on Probation	Choice SES	Academic Early Warning Year 2
150162990252311	Lewis Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11

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150162990252313	Libby Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990250047	Lincoln Park High School	Not on Probation		Academic Watch Status Year 8
15016299025004C	Youth Connections Charter HS		Restructuring Implementation	Academic Watch Status Year 1
150162990252896	Little Village Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252316	Lloyd Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252317	Locke J Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252881	Logandale Middle School	Probation	Corrective Action	Academic Watch Status Year 1
150162990252964	Garcia Lorca Elementary School	Not on Probation	Choice	Academic Early Warning Year 2
150162990252319	Lovett Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252321	Lowell Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252303	Lozano Elem Bilingual & Intl Ctr	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252323	Lyon Elem School	Not on Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252838	Madero Middle School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252324	Madison Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252326	Manierre Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990250616	Manley Career Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 12
150162990252328	Mann Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990250842	Marine Military Academy HS	Not on Probation	Corrective Action	Academic Watch Status Year 1
150162990252330	Marquette Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252331	Marsh Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 4
150162990250029	Marshall Metropolitan High School	Probation	Restructuring Implementation	Academic Watch Status Year 12
150162990252882	Marshall Middle School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252334	Mason Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990250030	Mather High School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252337	Mayer Elem School	Not on Probation		Academic Watch Status Year 5
150162990252802	Mays Elem Academy	Not on Probation	Corrective Action	Academic Watch Status Year 1
150162990252877	Mcauliffe Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 5
150162990252339	Mcclellan Elem School	Probation	Corrective Action	Academic Watch Status Year 1
150162990252341	Mccormick Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252344	Mccutcheon Elem School	Not on Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252346	Mckay Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252634	Mcnaire Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252349	Mcperson Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252352	Melody Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252804	Metcalfe Elem Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 4
150162990252452	Mireles Elem Academy	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252353	Mitchell Elem School	Not on Probation	Choice	Academic Early Warning Year 1
150162990252354	Mollison Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252355	Monroe Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252356	Moos Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990250031	Morgan Park High School	Not on Probation	Corrective Action	Academic Watch Status Year 7
150162990252357	Morrill Elem Math & Sci School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252844	Morton Elem Career Academy	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252362	Mount Vernon Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252363	Mozart Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990250836	Multicultural Acad of Scholarshp HS	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252365	Murphy Elem School	Not on Probation	Choice SES	Academic Early Warning Year 2
15016299025218C	Namaste Elem Charter School		Restructuring Planning	Academic Watch Status Year 2
150162990252368	Nash Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252924	National Teachers Elem Academy	Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252369	Neil Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252930	New Field Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 5
150162990252474	Sullivan Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252371	Newberry Elem Math & Science Acad	Not on Probation		Academic Early Warning Year 1
150162990252072	Nicholson Technology Acad Elem Sch	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252373	Nightingale Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252374	Nixon Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252375	Nobel Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 9
15016299025006C	Noble Street Charter High School		Restructuring Implementation	Academic Watch Status Year 4
150162990252935	North River Elem School	Not on Probation	Corrective Action	Academic Watch Status Year 1
150162990250825	North-Grand High School	Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252915	Northwest Middle School	Probation	Restructuring Implementation	Academic Watch Status Year 1
15016299025005C	North Lawndale Charter HS		Restructuring Implementation	Academic Watch Status Year 1
150162990250855	Ogden Int High School	Not on Probation		Academic Early Warning Year 1
150162990252381	Oglesby Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252382	O'Keefe Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11

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150162990252383	Onahan Elem School	Not on Probation		Academic Early Warning Year 1
150162990252842	Orozco Elem Fine Arts & Sciences	Not on Probation	Corrective Action	Academic Watch Status Year 1
150162990250847	Orr Academy High School	Probation	Corrective Action	Academic Watch Status Year 2
150162990252898	Ortiz De Dominguez Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252386	Otis Elem School	Probation	Corrective Action	Academic Watch Status Year 1
150162990252387	O'Toole Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252391	Palmer Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 6
150162990252394	Park Manor Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252392	Parker Elem Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252395	Parkside Elem Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252396	Pasteur Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 5
150162990252398	Peck Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252399	Peirce Elem Intl Studies School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 5
150162990252400	Penn Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252864	Perez Elem School	Not on Probation	Restructuring Planning	Academic Watch Status Year 2
15016299025003C	Perspectives Charter High School		Restructuring Implementation	Academic Watch Status Year 3
150162990252403	Peterson Elem School	Not on Probation	Corrective Action	Academic Watch Status Year 1
150162990250034	Phillips Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 12
150162990250803	Phoenix Military Academy HS	Not on Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252385	Piccolo Elem Specialty School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252404	Pickard Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252289	Pilsen Elem Community Academy	Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252405	Pirie Elem Fine Arts & Academic C	Not on Probation	Choice SES	Academic Early Warning Year 2
150162990252406	Plamondon Elem School	Not on Probation	Choice SES	Academic Early Warning Year 2
150162990252951	Plato Learning Acad Elem School	Probation	Choice SES	Academic Watch Status Year 2
15016299025226C	Polaris Elem Charter Academy		Corrective Action	Academic Watch Status Year 1
150162990252409	Portage Park Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 6
150162990252785	Powell Elem Paideia Comm Academy	Not on Probation	Restructuring Implementation	Academic Watch Status Year 5
150162990252410	Prescott Elem School	Not on Probation	Choice SES	Academic Early Warning Year 2
150162990252958	Prieto Math-Science Elem Sch	Probation	Choice SES	Academic Watch Status Year 1
150162990252510	Pritzker Elem School	Not on Probation		Academic Early Warning Year 2
15016299025017C	Prologue - Johnston Fine Arts HS			Academic Early Warning Year 2
150162990250534	Prosser Career Academy HS	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
15016299025224C	Providence-Englewood Elem Charter		Choice SES	Academic Early Warning Year 2
150162990252412	Prussing Elem School	Not on Probation	Choice SES	Academic Early Warning Year 2
150162990252413	Pulaski Intl School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
150162990252414	Pullman Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990250826	Raby High School	Probation	Restructuring Implementation	Academic Watch Status Year 4
150162990252807	Randolph Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252416	Ravenswood Elem School	Not on Probation		Academic Watch Status Year 3
150162990252417	Ray Elem School	Not on Probation		Academic Early Warning Year 1
150162990252419	Reavis Elem Math & Sci Spec Schl	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252421	Reilly Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252422	Reinberg Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 5
150162990252423	Revere Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990250536	Richards Career Academy HS	Probation	Restructuring Implementation	Academic Watch Status Year 12
150162990250828	Rickover Naval Academy High Schl	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990250766	Robeson High School	Probation	Restructuring Implementation	Academic Watch Status Year 12
150162990252724	Robinson Elem School	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252426	Rogers Elem School	Not on Probation	Choice SES	Academic Early Warning Year 2
150162990250035	Roosevelt High School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252428	Ruggles Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252867	Ruiz Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252429	Ryder Elem Math & Sci Spec School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252828	Sabin Elem Magnet School	Not on Probation	Corrective Action	Academic Watch Status Year 1
150162990252706	Salazar Elem Bilingual Center	Not on Probation	Choice SES	Academic Early Warning Year 2
150162990252914	Sandoval Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252829	Saucedo Elem Scholastic Academy	Not on Probation	Restructuring Implementation	Academic Watch Status Year 5
150162990252434	Sauganash Elem School	Not on Probation		Academic Early Warning Year 1
150162990252435	Sawyer Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
150162990252436	Sayre Elem Language Academy	Not on Probation	Corrective Action	Academic Watch Status Year 1
150162990252438	Scammon Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 6
150162990252442	Schmid Elem School	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990250806	School of Leadership High School	Probation	Restructuring Implementation	Academic Watch Status Year 7
150162990252444	Schubert Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990250036	Schurz High School	Probation	Restructuring Implementation	Academic Watch Status Year 12

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150162990250037	Senn High School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 12
150162990252446	Seward Elem Communication Arts Ac	Probation	Restructuring Implementation	Academic Watch Status Year 4
15016299025203C	Shabazz International Chrtr Schls		Restructuring Planning	Academic Watch Status Year 2
150162990252453	Sherman Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252454	Sherwood Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252455	Shields Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252456	Shoemith Elem School	Not on Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252457	Shoop Math-Sci Tech Elem Academy	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990250537	Simeon Career Academy High School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252768	Smith W Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252459	Smyser Elem School	Not on Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252460	Smyth J Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990250859	Zaragoza High School	Not on Probation	Choice	Academic Early Warning Year 1
150162990252960	South Shore Fine Arts Elem Sch	Probation	Choice SES	Academic Early Warning Year 2
150162990252462	Spencer Technology Acad Elem Sch	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252469	Spry Elem Community School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990250818	Spry Community Links High School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 4
150162990252464	Stagg Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990250041	Steinmetz College Prep HS	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252465	Stevenson Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252468	Stone Elem Scholastic Academy	Not on Probation		Academic Early Warning Year 1
150162990252472	Stowe Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990250042	Sullivan High School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252475	Sumner Elem Math & Sci Comm Acad	Not on Probation	Choice SES	Academic Early Warning Year 2
150162990252476	Sutherland Elem School	Not on Probation		Academic Watch Status Year 1
150162990252477	Swift Elem Specialty School	Not on Probation	Corrective Action	Academic Watch Status Year 1
150162990250043	Taft High School	Not on Probation		Academic Watch Status Year 1
150162990252478	Talcott Elem School	Not on Probation	Corrective Action	Academic Watch Status Year 1
150162990252926	Talman Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990252479	Tanner Elem School	Not on Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252943	Tarkington Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 4
150162990252480	Taylor Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990250843	Team Englewood Comm Acad HS	Probation	Corrective Action	Academic Watch Status Year 1
150162990252901	Telpochcalli Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252484	Thorp J N Elem School	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990250044	Tilden Career Community Academy HS	Probation	Restructuring Implementation	Academic Watch Status Year 12
150162990252766	Till Elem Math & Science Academy	Probation	Restructuring Implementation	Academic Watch Status Year 8
150162990252487	Tilton Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 12
150162990252488	Tonti Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
150162990252490	Twain Elem School	Not on Probation	Restructuring Planning	Academic Watch Status Year 2
15016299025204C	Univ of Chicago Elem Charter Schl		Restructuring Implementation	Academic Watch Status Year 3
15016299025205C	UNO Acad Elem School		Restructuring Implementation	Academic Watch Status Year 3
150162990250829	Uplift Community High School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 4
15016299025016C	Urban Prep Chtr Acad West Campus HS		Choice	Academic Early Warning Year 1
15016299025010C	Urban Prep Chtr Acad Englewood HS		Restructuring Planning	Academic Watch Status Year 2
150162990250844	VOISE Academy High School	Probation	Choice SES	Academic Early Warning Year 2
150162990252494	Volta Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 5
150162990252315	Linne Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990250046	Von Steuben Metro Science HS	Not on Probation	Corrective Action	Academic Watch Status Year 6
150162990252497	Wacker Elem School	Not on Probation	Choice SES	Academic Early Warning Year 2
150162990252498	Wadsworth Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252500	Walsh Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 4
150162990252767	Ward L Elem School	Not on Probation	Choice	Academic Early Warning Year 1
150162990252502	Warren Elem School	Probation	Restructuring Planning	Academic Watch Status Year 2
150162990250048	Washington G High School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252401	Washington H Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 5
150162990252504	Waters Elem School	Not on Probation		Academic Watch Status Year 8
150162990252505	Webster Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 7
150162990250049	Wells Community Academy HS	Probation	Restructuring Implementation	Academic Watch Status Year 12
150162990252902	Wells Preparatory Elem Academy	Probation	Choice SES	Academic Early Warning Year 2
150162990252506	Wentworth Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252908	West Park Elem Academy	Not on Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252965	West Ridge Elementary School	Not on Probation	Choice	Academic Early Warning Year 2
150162990252507	Westcott Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252512	Whistler Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 9
150162990252729	White Elem Career Academy	Probation	Restructuring Planning	Academic Watch Status Year 2

RCDTS Code	School Name	2013-2014 Probation Status	2013-2014 Federal Status	2013-2014 State Status
150162990252513	Whitney Elem School	Not on Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990252514	Whittier Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 1
150162990250856	Williams Medical Prep High Sch	Not on Probation	Choice SES	Academic Watch Status Year 1
150162990252521	Woodson South Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 3
150162990250830	World Language High School	Not on Probation	Restructuring Planning	Academic Watch Status Year 2
150162990252542	Yates Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 1
15016299025007C	Young Womens Leadership Chartr HS		Restructuring Implementation	Academic Watch Status Year 8
150162990252525	Young Elem School	Probation	Restructuring Implementation	Academic Watch Status Year 11
150162990252897	Zapata Elem Academy	Not on Probation	Restructuring Implementation	Academic Watch Status Year 4

**APPROVE RESTRUCTURING PLANS FOR SCHOOLS CLASSIFIED AS IN NEED OF
RESTRUCTURING UNDER THE NO CHILD LEFT BEHIND ACT (NCLB)**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board approve restructuring plans for schools that have recently entered restructuring status under the federal No Child Left Behind Act (NCLB).

DESCRIPTION: A list of Chicago Public Schools requiring Board approval of restructuring plans is set out in Exhibit A. This includes schools that entered restructuring status in the 2011-2012, 2012-2013, or 2013-2014 school years.

When reviewing the list of schools on the "Restructuring Implementation" it is important to remember that school performance as measured by the Chicago Public Schools on the former Performance Policy Rating and/or new School Quality Rating Policy reflects a picture of school quality that is more comprehensive than the current rating system under AYP. Enacted in 2002, NCLB requires that all schools demonstrate that 100% of students are at the meets/exceeds level of performance on state tests by 2014. This goal ensures that virtually no schools across the state will meet AYP and even schools at the highest performance levels – but still short of the 100% goal – will be required to submit restructuring plans.

A school is placed in NCLB restructuring status if it fails to make Adequate Yearly Progress (AYP) for five consecutive years. Upon being identified as in need of restructuring, a school is placed in "Restructuring Planning" status, and the district must develop a restructuring plan. If the school fails to make AYP for a sixth year, the school is placed in "Restructuring Implementation" status, and the restructuring plan must be implemented at the start of the subsequent school year.

NCLB requires a district to implement one of the following alternative school governance arrangements at a school with restructuring status consistent with State law: "(1) Reopen the school as a public charter school; (2) Replace all or most of the school staff who are relevant to the school's failure to make AYP; (3) Enter into a contract with an entity with a demonstrated record of effectiveness to operate the school; (4) Turn the operation of the school over to the state; or (5) Any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement and that have substantial promise of enabling the school to make AYP." Most restructuring plans in CPS and other districts reflect "other major restructuring."


In developing the attached restructuring plans, a range of strategies and measures were considered by the school principal and the Network Chief of Schools, Office of Innovation and Incubation, Office of Strategic School Support Services, or AUSL, as applicable. School performance data were analyzed to establish an individual plan for each school that targets specific interventions that address identified needs and deficiencies. Parents and teachers at each school were provided with the opportunity to comment on the plan.

Monitoring and support of the DIP will be the responsibility of the Network Chief of Schools, Office of Innovation and Incubation, Office of Strategic Support Services, or AUSL, as applicable. The Chief Executive Officer or designee is authorized to modify a school's restructuring plan as necessary in order to keep information current and respond to ISBE and US Department of Education requirements.

The complete restructuring plan for each school is on file in the Office of Accountability.



FINANCIAL: Within budgetary appropriations.

Approved for Consideration:



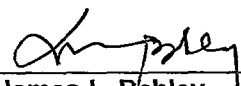
John Barker
Chief Accountability Officer

Approved:

Barbara Byrd-Bennett
Chief Executive Officer

Approved as to legal form:



James L. Bebley
General Counsel

Exhibit A: Schools Requiring Board Approval of NCLB Restructuring Plans

RCDTS Code	School Name	Restructuring Planning Year
15016299025009C	Ace Technical Charter High School	2011-2012
150162990252051	Addams Elem School	2011-2012
150162990250824	Bowen High School	2011-2012
150162990252095	Bridge Elem School	2011-2012
150162990252876	Carson Elem School	2011-2012
150162990250820	Chicago Academy High School	2011-2012
150162990250772	Chicago HS for Agricult Sciences	2011-2012
150162990252919	Columbia Explorers Elem Academy	2011-2012
150162990250832	Devry Advantage Academy High Schl	2011-2012
150162990252226	Gray Elem School	2011-2012
150162990252726	Hanson Park Elem School	2011-2012
150162990252247	Haugan Elem School	2011-2012
150162990252252	Hayt Elem School	2011-2012
150162990252254	Healy Elem School	2011-2012
150162990252299	Kinzie Elem School	2011-2012
150162990252331	Marsh Elem School	2011-2012
150162990252804	Metcalfe Elem Community Academy	2011-2012
150162990252930	New Field Elem School	2011-2012
15016299025006C	Noble Street Charter High School	2011-2012
150162990250825	North-Grand High School	2011-2012
150162990252391	Palmer Elem School	2011-2012
150162990252785	Powell Elem Paideia Comm Academy	2011-2012
150162990250826	Raby High School	2011-2012
150162990252446	Seward Elem Communication Arts Ac	2011-2012
150162990250818	Spry Community Links High School	2011-2012
150162990252943	Tarkington Elem School	2011-2012
150162990250829	Uplift Community High School	2011-2012
150162990252500	Walsh Elem School	2011-2012
150162990252897	Zapata Elem Academy	2011-2012
150162990252070	Bateman Elem School	2012-2013
150162990252923	Belmont-Cragin Elem School	2012-2013
15016299025222C	Bronzeville Lighthouse Elem Chrtr	2012-2013
150162990250834	Bronzeville Scholastic HS	2012-2013
150162990252107	Burnside Elem Scholastic Academy	2012-2013
15016299025223C	Catalyst Elem Charter School	2012-2013
150162990250827	Clark Acad Prep Magnet High Schl	2012-2013
150162990252132	Clay Elem School	2012-2013
150162990252142	Cooper Elem Dual Language Academy	2012-2013
150162990252937	Doolittle Elem School	2012-2013
150162990252933	Durkin Park Elem School	2012-2013
150162990252893	Finkl Elem School	2012-2013
150162990252211	Funston Elem School	2012-2013
150162990252229	Greene N Elem School	2012-2013

RCDTS Code	School Name	Restructuring Planning Year
150162990252269	Holden Elem School	2012-2013
150162990250837	Infinity Math Science & Tech HS	2012-2013
150162990252341	Mccormick Elem School	2012-2013
150162990252354	Mollison Elem School	2012-2013
150162990250836	Multicultural Acad of Scholarshp HS	2012-2013
150162990252374	Nixon Elem School	2012-2013
150162990252898	Ortiz De Dominguez Elem School	2012-2013
150162990252396	Pasteur Elem School	2012-2013
15016299025003C	Perspectives Charter High School	2012-2013
150162990252289	Pilsen Elem Community Academy	2012-2013
150162990252416	Ravenswood Elem School	2012-2013
150162990252422	Reinberg Elem School	2012-2013
150162990250828	Rickover Naval Academy High Schl	2012-2013
150162990252428	Ruggles Elem School	2012-2013
150162990252867	Ruiz Elem School	2012-2013
150162990252914	Sandoval Elem School	2012-2013
150162990250835	School of Social Justice HS	2012-2013
150162990252444	Schubert Elem School	2012-2013
150162990252926	Talman Elem School	2012-2013
150162990252480	Taylor Elem School	2012-2013
15016299025204C	Univ of Chicago Elem Charter Schl	2012-2013
15016299025205C	UNO Acad Elem School	2012-2013
150162990252521	Woodson South Elem School	2012-2013
150162990250830	World Language High School	2012-2013
150162990252054	Aldridge Elem School	2013-2014
150162990252922	Ashburn Community Elem School	2013-2014
150162990250839	Austin Bus & Entrepreneurship HS	2013-2014
150162990252066	Barnard Elem Comp Math & Sci Ctr	2013-2014
150162990252078	Beaubien Elem School	2013-2014
150162990252372	Carver Primary School	2013-2014
15016299025217C	Chicago Math & Sci Elem Charter	2013-2014
150162990250846	Community Services West High Sch	2013-2014
150162990252192	Everett Elem School	2013-2014
150162990252946	Frazier Prep Acad Elem School	2013-2014
150162990252214	Garvy J Elem School	2013-2014
150162990252223	Goudy Elem School	2013-2014
150162990252811	Gunsaulus Elem Scholastic Academy	2013-2014
150162990252235	Haines Elem School	2013-2014
150162990252276	Hughes C Elem School	2013-2014
150162990252358	Inter-American Elem Magnet School	2013-2014
150162990252281	Irving Elem School	2013-2014
150162990250025	Kenwood Academy High School	2013-2014
150162990250039	King College Prep High School	2013-2014
150162990252304	Kozminski Elem Community Academy	2013-2014
150162990252303	Lozano Elem Bilingual & Intl Ctr	2013-2014
150162990252323	Lyon Elem School	2013-2014

RCDTS Code	School Name	Restructuring Planning Year
15016299025218C	Namaste Elem Charter School	2013-2014
150162990252724	Robinson Elem School	2013-2014
15016299025203C	Shabazz International Chrtr Schls	2013-2014
150162990252456	Shoesmith Elem School	2013-2014
150162990252459	Smyser Elem School	2013-2014
150162990252479	Tanner Elem School	2013-2014
150162990252490	Twain Elem School	2013-2014
15016299025010C	Urban Prep Chtr Acad Englewood HS	2013-2014
150162990252502	Warren Elem School	2013-2014
150162990252729	White Elem Career Academy	2013-2014

AMEND BOARD REPORT 13-0424-EX10**AMEND BOARD REPORT 12-0822-EX3****AMEND BOARD REPORT 12-0328-EX8****AMEND BOARD REPORT 11-1214-EX5****AMEND BOARD REPORT 11-0323-EX9****APPROVE THE RENEWAL OF THE CHARTER SCHOOL AGREEMENT WITH
LAWNDALE EDUCATIONAL AND REGIONAL NETWORK (L.E.A.R.N.) CHARTER SCHOOL, INC.****THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:**

Approve the renewal of the Charter School Agreement with Lawndale Educational and Regional Network (L.E.A.R.N.) Charter School, Inc. for an additional five-year period. A new Charter School Agreement applicable to this renewal term will be negotiated. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this Board Report. The agreement authorized herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this renewal is stated below.

This December 2011 amendment is necessary to authorize the L.E.A.R.N. Charter School to (a) establish a new elementary school campus in the fall of 2012 at a location to be determined, (b) increase the overall at capacity enrollment of the charter school by 625 to 3542 students in the fall of 2012, (c) establish two new elementary school campuses to open in the fall of 2013 at locations to be determined, and (d) increase the overall at capacity enrollment of the charter school by 1250 to 4792 students in the fall of 2013. Establishment of the additional campuses and the corresponding changes to enrollment are contingent upon any required public hearings, evidence of community support and Board approval of the locations of the campuses. The authority granted herein shall automatically rescind in the event written amendments to the Charter School Agreement are not executed by the Board and the charter school's governing board within the timeframe specified in the amended Board Reports identifying and approving the sites of the proposed campuses. The amended agreements authorized herein will only take effect upon certification by the Illinois State Board of Education.

This March 2012 amendment is necessary to (a) change the name of the L.E.A.R.N. Charter School – 5th campus to the L.E.A.R.N. Charter School - Hunter Perkins Campus, (b) identify the independent facility at 3021 West Carroll as the location for the L.E.A.R.N Charter School – 6th Campus, (c) change the name of the L.E.A.R.N. Charter School - 6th Campus to the L.E.A.R.N. Charter School - East Garfield Park Campus, (d) change the name of the L.E.A.R.N. Charter School – 3rd Campus to the L.E.A.R.N. Charter School - Charles and Dorothy Campbell Campus, and (e) identify the independent facility at 3021 West Carroll as the new location for the L.E.A.R.N. Charter School - Excel Campus beginning in the 2013-2014 school year. The authority granted herein shall automatically rescind in the event a written amendment to the Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this amended Board Report. The amended agreement authorized herein will only take effect upon certification by the Illinois State Board of Education.

This August 2012 amendment is necessary to authorize L.E.A.R.N. Charter School to change the start date of the L.E.A.R.N. Charter School – East Garfield Park Campus from the fall of 2012 to the fall of 2013. No amendment to the Charter School Agreement is required for this change.

This April 2013 amendment is necessary to authorize L.E.A.R.N Charter School to (a) change the start date of the of L.E.A.R.N. Charter School- 8th Campus from the fall of 2013 to the fall of 2014, (b) change the name of L.E.A.R.N. Charter School – East Garfield Park Campus to L.E.A.R.N. Charter School - Middle School Campus, (c) restrict the grades offered at L.E.A.R.N. Charter School - 7th Campus to grades K-5, (d) decrease the at capacity enrollment at L.E.A.R.N. Charter School - 7th Campus from 625 to 525 students, thereby decreasing the overall at capacity enrollment of the charter school by 100 to 4,692 students, (e) restrict the grades offered at L.E.A.R.N. Charter School - Middle School Campus to grades 6-8, (f) identify the independent facility at 3021 West Carroll as the location for L.E.A.R.N. Charter School - 7th Campus, and (g) restrict the grades offered at L.E.A.R.N. Charter School - Excel Campus to

grades K-5. The authority granted herein shall automatically rescind in the event a written amendment to the Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this amended Board Report. The amended agreement authorized herein will only take effect upon certification by the Illinois State Board of Education.

This January 2014 amendment is necessary to ratify the authorization for L.E.A.R.N. Charter School to temporarily relocate (a) the L.E.A.R.N. Charter School - Middle School Campus and the L.E.A.R.N. Charter School - 7th Campus to 1628 West Washington Boulevard from September 25, 2013 to December 23, 2013, and (b) the L.E.A.R.N. Charter School - Excel Campus to 751 South Sacramento from September 23, 2013 to December 20, 2013. As of January 8, 2014, all three L.E.A.R.N. campuses have returned to their original location at the independent facility at 3021 West Carroll. The CEO asks that the Board grant a waiver from the Charter School Capital and Facility Budget Policy, 08-0326-PO1, since the temporary relocation of the three campuses was due to exigent circumstances. The authority granted herein shall automatically rescind in the event a written amendment to the Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this amended Board Report. The amended agreement authorized herein will only take effect upon certification by the Illinois State Board of Education.

CHARTER SCHOOL: Lawndale Educational and Regional Network (L.E.A.R.N.) Charter School
212 S. Francisco Avenue
Chicago, IL 60612
Phone: (773) 826-0370
Contact Person: Greg White

OVERSIGHT: Office of Innovation and Incubation
125 S. Clark, 10th Floor
Chicago, IL 60603
(773) 553-1530
Contact Person: ~~Sagar Gokhale, Interim Executive Director, Office of New Schools~~ Jack Eisey, Chief Officer

ORIGINAL AGREEMENT: The original Charter School Agreement (authorized by Board Report 01-0627-EX7) was for a term commencing July 15, 2001 and ending July 15, 2006. The agreement authorized the operation of a single facility charter school with enrollment not to exceed 400 students in grades Kindergarten through 8. The charter and Charter School Agreement were subsequently renewed for a term commencing July 16, 2006 and ending July 15, 2011 (authorized by Board Report 06-0222-EX14). The agreement authorized the operation of a single facility charter school serving no more than 450 students in grades Kindergarten through 8. The charter and Charter School Agreement were subsequently amended as follows:

- Board Report 06-1220-EX3: Approved the correction of the date of the renewal term for the Charter School Agreement.
- Board Report 07-1024-EX3: Approved the establishment of two new campuses, one to open in the fall of 2008 (Excel Campus) and one to open in the fall of 2009 (2009 Campus). Each campus would serve an at capacity enrollment of 600 students in grades Kindergarten through 8.
- Board Report 08-0423-EX8: Approved the location of the 2008 Campus (Excel Campus) at 2745 W. Roosevelt Road.
- Board Report 08-0723-EX12: Approved the change in location of the 2008 Campus (Excel Campus) to 2401 W. Congress Parkway and the name of the 2008 Campus to the L.E.A.R.N. Charter School - Excel Campus.
- Board Report 08-1217-EX3: Approved the change in name of the L.E.A.R.N. Charter School located at 1132 S. Homan Avenue to the L.E.A.R.N. Charter School - Romano Butler Campus.

- Board Report 09-0527-EX5: Approved the facility located at 212 S. Francisco as the location for the L.E.A.R.N. Charter School – 2009 Campus.
- Board Report 09-0923-EX3: Approved the change in at capacity enrollment of the Romano Butler Campus from 450 to 525 and for the entire charter from 1650 to 1725 students.
- Board Report 09-0923-EX3: Approved the establishment of two new campuses, one to open in the fall of 2010 (the South Chicago Campus) at 8914 S. Buffalo Avenue and the second to open in the fall of 2011 at 7110 S. Coles Avenue (2011 Campus). Each campus would serve an at capacity enrollment of 596 students in grades Kindergarten through 8. The at capacity enrollment for the entire charter school would be 2321 in the fall of 2010 and 2917 in the fall of 2011.
- Board Report 10-0623-EX10: Approved the modifications of at capacity enrollment of the Excel Campus from 600 to 525 and the Romano Butler Campus from 525 to 600 students.

CHARTER RENEWAL PROPOSAL: L.E.A.R.N. Charter School, Inc. submitted a renewal proposal on September 1, 2010, to continue the operation of the L.E.A.R.N. Charter School under a unified mission. The Charter School shall serve grades Kindergarten through 8 with a maximum student enrollment of 2917 students.

L.E.A.R.N. Charter School is authorized to operate a pre-kindergarten program in the same building as the charter school. The children enrolled in the pre-kindergarten will not be included in the enrollment of the charter school and the pre-kindergarten program will not be governed by the Charter School Agreement. To the extent the Board provides funding for the pre-kindergarten program, that program will be subject to a separate agreement with and separate funding authorized by the Office of Early Childhood Education. A material breach of any contract between the Board and L.E.A.R.N. Charter School for the operation of a pre-kindergarten program or the charter school may be treated as a breach of the other contract.

The agreement incorporates an accountability plan in which the school is evaluated by the Board each year based on numerous factors related to academic, financial and operational performance.

In March 2011, L.E.A.R.N. Charter School also submitted a material modification to identify the facility located at 1700 W. 83rd Street as the location for the 2011 Campus.

In August 2011, L.E.A.R.N. Charter School submitted a proposal to do the following: (a) establish a new elementary school campus to open in the fall of 2012 at a location to be determined, (b) increase the overall at capacity enrollment of the charter school by 625 to 3542 students in the fall of 2012, (c) establish two new elementary school campuses to open in the fall of 2013 at locations to be determined, and (d) increase the overall at capacity enrollment of the charter school by 1250 to 4792 students in the fall of 2013. The elementary school campus opening in the fall of 2012 (6th Campus) shall begin serving 260 students in grades K-3. In successive years, this campus will grow one grade at a time, until reaching a capacity of 625 students in grades K-8. The elementary school campuses opening in the fall of 2013 (7th Campus and 8th Campus) shall each begin serving 260 students in grades K-3. In successive years, each campus will grow one grade at a time, until reaching a capacity of 625 students in grades K-8.

A public hearing on these proposed changes was held on Tuesday, November 22, 2011. The hearing was recorded and a summary report of the hearing is available for review.

In November 2011, L.E.A.R.N. Charter School submitted a material modification to change the name of the L.E.A.R.N. Charter School - 5th Campus to the L.E.A.R.N. Charter School - Hunter Perkins Campus. A public hearing on the proposed change was held on Thursday, March 15, 2012. The hearing was recorded and a summary report is available for review.

In February 2012, L.E.A.R.N Charter School submitted a material modification to (a) identify the independent facility at 3021 West Carroll as the location for the L.E.A.R.N. Charter School – 6th Campus which is to open in the 2012-2013 school year and (b) change the name of that campus to L.E.A.R.N. Charter School - East Garfield Park Campus. A public hearing on these proposed changes was held on Thursday, March 15, 2012. The hearing was recorded and a summary report is available for review.

In February 2012, L.E.A.R.N Charter School submitted a material modification to (a) change the name of the L.E.A.R.N Charter School - 3rd Campus to the L.E.A.R.N Charter School - Charles and Dorothy Campbell Campus and (b) identify the independent facility at 3021 West Carroll as the new location for the L.E.A.R.N Charter School - Excel Campus in the 2013-2014 school year. A public hearing on these proposed changes was held on Thursday, March 15, 2012. The hearing was recorded and a summary report is available for review.

In July 2012, L.E.A.R.N. Charter School requested that the start date of the L.E.A.R.N. Charter School – East Garfield Park Campus be changed from the fall of 2012 to the fall of 2013.

In January 2013 L.E.A.R.N Charter School submitted a material modification to (a) change the start date of the of L.E.A.R.N. Charter School- 8th Campus from the fall of 2013 to the fall of 2014, (b) change the name of L.E.A.R.N. Charter School – East Garfield Park Campus to L.E.A.R.N. Charter School - Middle School Campus, (c) restrict the grades offered at L.E.A.R.N. Charter School - 7th Campus to grades K-5, (d) decrease the at capacity enrollment at L.E.A.R.N. Charter School - 7th Campus from 625 to 525 students, thereby decreasing the overall at capacity enrollment of the charter school by 100 to 4,692 students, (e) restrict the grades offered at L.E.A.R.N. Charter School - Middle School Campus to grades 6-8, (f) identify the independent facility at 3021 West Carroll as the location for L.E.A.R.N. Charter School - 7th Campus, and (g) restrict the grades offered at L.E.A.R.N. Charter School - Excel Campus to grades K-5. A public hearing on the proposed changes was held on Monday, April 15, 2013. The hearing was recorded and a summary report is available for review.

In September 2013, L.E.A.R.N. Charter School requested to temporarily relocate the L.E.A.R.N. Charter School - Excel Campus, L.E.A.R.N. Charter School – Middle School Campus and L.E.A.R.N. Charter School - 7th Campus due to exigent circumstances at its facility at 3021 W. Carroll. The CPS Facility Department worked to assist L.E.A.R.N. Charter School in identifying a facility at 751 S. Sacramento as a temporary location for the L.E.A.R.N. Charter School - Excel Campus from September 23, 2013 to December 20, 2013. The CPS Facility Department also worked to identify a facility at 1628 W. Washington Boulevard as a temporary location for the L.E.A.R.N. Charter School - Middle School Campus and the L.E.A.R.N. Charter School - 7th Campus from September 25, 2013 to December 23, 2013.

As of January 8, 2014, all three L.E.A.R.N. campuses have returned to their original location at the independent facility at 3021 W. Carroll.

Campus Name	Year Opened	Address	At Capacity Grades	2010 – 2011 Enrollment	At Capacity Enrollment
Romano Butler Campus	2001	1132 S. Homan	K-8	583	600
Excel Campus	2008	2401 W. Congress Parkway (2012) 751 S. Sacramento (9/2013 to 12/2013) 3021 W. Carroll (2013) As of 1/2014	K-5	339	525
Charles and Dorothy Campbell Campus	2009	212 S. Francisco	K-8	326	600
South Chicago Campus	2010	8914 S. Buffalo	K-8	216	596
Hunter Perkins Campus	2011	1700 W. 83 rd Street	K-8	236 (in the fall of 2011)	596
Middle School Campus	2013	1628 W. Washington Blvd. (9/2013 to 12/2013) 3021 W. Carroll As of 1/8/2014	6-8	260 (in the fall of 2013)	625
7 th Campus	2013	1628 W. Washington Blvd. (10/2013 to 12/2013) 3021 W. Carroll As of 1/2014	K-5	260 (in the fall of 2013)	525
8 th Campus	2014	TBD	K-8	260 (in the fall of 2014)	625

CONTINGENT APPROVAL: Approval to open one new elementary school campus in the fall of 2012 and two new elementary school campuses in the fall of 2013 and the execution of the amendments to the Charter School Agreement are contingent upon a final review and approval of the new elementary school proposals, an assessment of the District's need for these charter school campuses based upon demographics and student demands, evidence of community support, any required subsequent public hearings, and Board approval of the proposed school sites. Approval of the 2012 and 2013 campuses is also contingent upon the school operator meeting benchmarks established by the Office of Innovation and Incubation. These benchmarks will be communicated to the school operator in a formal Letter of Conditions with all deadlines to be met by March 15, 2012 for the 2012 campus, and March 15, 2013 for 2013 campuses. The Office of Innovation and Incubation will oversee the enforcement of these deadlines; failure to meet these deadlines may, at the option of the Board, result in the rescission of the authority granted herein and the denial of the approval to open these new campuses. A final review of these new campus proposals will be conducted by the Chief Executive Officer on or before April 15, 2012 for the 2012 campus, and April 15, 2013 for 2013 campuses to determine final approval or denial of the new campus proposals. The CEO's recommendation to approve the new elementary school campuses will be subject to Board approval as indicated by subsequent amendments to this Board Report.

All sites for the 2012 and 2013 campuses must be located in high need or overcrowded communities.

CHARTER EVALUATION: After receiving the charter renewal proposal, the Office of New Schools conducted a comprehensive evaluation of L.E.A.R.N. Charter School's performance and operations. This evaluation included a review of the proposal, facilities surveys, financial and governance analyses, and site visit of the school in which teaching and learning, leadership and governance, learning community and services for ELL students and students with special needs were assessed. A public hearing was conducted on Thursday, March 10, 2011 to receive public comment on the application to renew the Charter School Agreement with L.E.A.R.N. Charter School for an additional five years. In addition, the Office of New Schools evaluated the school's student performance. From 2006-2007 to 2009-2010, L.E.A.R.N. Charter School received 16 out of 24 high ratings and 6 out of 24 middle ratings on their absolute student indicators found in the framework put forth by the district for assessing charter school pupil performance. From 2006-2007 to 2009-2010, (L.E.A.R.N.) Charter School's student attendance averaged 95.8%. In 2010, the percentage of students meeting/exceeding state standards on the ISAT Composite was 83.1%, an increase of 14.6 percentage points from 2006-2007. The committee recommends that, based on the school's performance on these and other accountability criteria, L.E.A.R.N. Charter School be authorized to continue operating as a charter school.

RENEWAL TERM: The term of L.E.A.R.N. Charter School's charter and agreement is being extended for a five (5) year term commencing July 1, 2011 and ending June 30, 2016.

AUTHORIZATION: Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement and amendment, which shall reflect resolution of any and all outstanding issues between the Board and the governing body of the charter school including, but not limited to: site location, enrollment, funding, educational program, financial controls and practices, academic accountability and evaluations. Authorize the President and Secretary to execute the Charter School Agreement and amendment. Authorize the ~~Interim~~ Senior Executive Director of the Office of New Schools to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification.

LSC REVIEW: Approval of Local School Councils is not applicable to this report.

FINANCIAL: The financial implications will be addressed during the development of the 2014-2015 fiscal year budgets. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY14 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

GENERAL CONDITIONS:

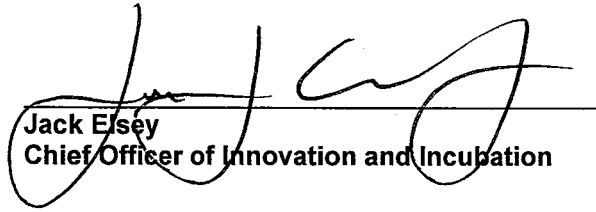
Inspector General - Each Party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Approved:



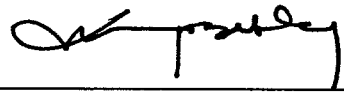
Jack Eisey
Chief Officer of Innovation and Incubation

Respectfully Submitted:



Barbara Byrd-Bennett
Chief Executive Officer

Approved as to Legal Form: 



James Bebley
General Counsel

AMEND BOARD REPORT 13-0522-EX104**AMEND BOARD REPORT 13-0424-EX7****AMEND BOARD REPORT 12-0328-EX9****AMEND BOARD REPORT 12-0125-EX3****APPROVE THE RENEWAL OF THE CHARTER SCHOOL AGREEMENT WITH ACADEMY OF COMMUNICATIONS AND TECHNOLOGY CHARTER SCHOOL/KIPP CHICAGO SCHOOLS****THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:**

Approve the renewal of the Charter School Agreement with the Academy of Communications and Technology Charter School for an additional 5-year period. A new Charter School Agreement applicable to this renewal term will be negotiated. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board within the time specified in an amended Board Report approving the location of the school. The agreement authorized herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this renewal is stated below.

The March 2012 amendment is necessary to identify 4837 W. Erie Street as the new location of the Academy of Communications and Technology Charter School. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this amended Board Report. The agreement authorized herein will only take effect upon certification by the Illinois State Board of Education.

This April 2013 amendment is necessary to (a) change the charter school name from Academy of Communications and Technology Charter School to KIPP Chicago Charter Schools, (b) correct the existing address for the charter school which is located at the Nash Annex from 4837 W. Erie to 4818 W. Ohio, (c) authorize the original charter campus at 4818 W. Ohio to be named the KIPP Create Campus, and (d) change the existing name of the charter school operator to KIPP Chicago Schools as a result of the proposed merger of two charter school operators, Academy of Communications and Technology Charter School and KIPP Chicago Schools, into one charter school operator to be named KIPP Chicago Schools. The authority granted herein shall automatically rescind in the event a written amendment to the Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this amended Board Report. The amended agreement authorized herein will only take effect upon certification by the Illinois State Board of Education.

This April 2013 amendment is also necessary to (e) establish one new elementary campus in the fall of 2013 at a location to be determined with a corresponding increase in the overall at capacity enrollment of the charter school by 360 to 720 students in the fall of 2013 and (f) establish one new elementary campus in the fall of 2014 at a location to be determined with a corresponding increase in the overall at capacity enrollment of the charter school by 540 to 1,260 students in the fall of 2014. Establishment of the additional campuses and the corresponding changes to enrollment are contingent upon any required public hearings, evidence of community support and Board approval of the locations of the campuses. The authority granted herein shall automatically rescind in the event written amendments to the Charter School Agreement are not executed by the Board and the charter school's governing board within the timeframe specified in the amended Board Reports identifying and approving the sites of the proposed campuses. The amended agreements authorized herein will only take effect upon certification by the Illinois State Board of Education.

This May 2013 amendment is necessary to authorize KIPP Schools to identify the CPS facility at 5515 South Lowe as the location of the KIPP Chicago Charter Schools - KIPP Bloom Campus. The authority granted herein shall automatically rescind in the event a written amendment to the Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this amended Board Report. The amended agreement authorized herein will only take effect upon certification by the Illinois State Board of Education.

This January 2014 amendment is necessary to authorize KIPP Chicago Schools to (a) identify the CPS facility at 1440 South Christiana as the location of the KIPP Chicago Charter Schools - Elementary School Campus and (b) change the name of the KIPP Chicago Charter Schools - Elementary School Campus to the KIPP Chicago Charter Schools - KIPP Ascend Primary Campus. The authority granted herein shall automatically rescind in the event a written amendment to the Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this amended Board Report. The amended agreement authorized herein will only take effect upon certification by the Illinois State Board of Education.

SCHOOL OPERATOR: KIPP Chicago Schools
1945 S Halsted Avenue
Chicago, IL 60608
Phone: (312) 733-8108
Contact Person: Nicole Boardman

CHARTER SCHOOL: KIPP Chicago Charter Schools
4818 W. Ohio
Chicago, IL 60644
Phone: (312) 733-8108
Contact Person: Nicole Boardman

OVERSIGHT: Office of Innovation and Incubation
125 S. Clark, 10th Floor
Chicago, IL 60603
(773) 553-1530
Contact Person: Jack Elsey, Chief Officer

ORIGINAL AGREEMENT: The original Charter School Agreement (authorized by Board Report 97-0122-EX4) with the Academy of Communications and Technology (ACT) Charter School was for a term commencing July 1, 1997, and ending June 30, 2002. In 2002, the charter and Charter School Agreement were renewed (authorized by Board Report 02-0123-EX3) for a two-year term commencing July 1, 2002, and ending June 30, 2004. In 2004, the charter and Charter School Agreement were renewed (authorized by Board Report 04-0428-EX3) for a three-year term commencing July 1, 2004 and ending June 30, 2007. The charter and Charter School Agreement were further renewed (authorized by Board Report 07-0328-EX2) for a five-year term commencing July 1, 2007 and ending June 30, 2012. The Charter School Agreement authorized the operation of a single facility charter school focusing on communications and technology for students in grades 7-12 with enrollment not to exceed 450 students. The charter and Charter School Agreement were subsequently amended as follows:

- Board Report 07-0822-EX9: Approved a change of the address of the charter school to 2908 W. Washington, Chicago, IL 60612 for the 2007 – 2008 school year only.
- Board Report 08-0827-EX6: Approved a relocation of the charter school to its original location at 4319 W. Washington, Chicago, IL 60624.
- Board Report 09-0527-EX3: Approved the addition of a sixth grade to the current grade structure at the charter school for the beginning of the 2010-2011 school year.
- Board Report 10-0127-EX3: Approved ACT Charter School's request to not add a sixth grade to the current grade structure at the charter school for the beginning of the 2010-2011 school year.
- Board Report 10-0526-EX4: Approved ACT Charter School's request to voluntarily suspend its educational services after the 2009-2010 school year for a period of no more than 2 years. To

remove suspension of charter status, ACT Charter School was required to notify the Office of New Schools of its intent to reinstate educational services by submitting a proposal that outlined the educational, financial and operational practices of the charter school. The proposal had to be submitted in accordance with the timelines established by the Office of New Schools through the new schools selection process or within six months of the anticipated date of reinstatement of educational services by the charter school. This proposal required Board approval prior to the reinstatement of educational services at ACT Charter School.

- Board Report 12-0328-EX9: Approved 4837 W. Erie Street as the new location of the Academy of Communications and Technology Charter School.

CHARTER RENEWAL PROPOSAL: The ACT Charter School submitted a material modification and renewal proposal on November 2, 2011, to reinstate the operation of the ACT Charter School under a mission to provide a college-preparatory education to urban youth empowering them to take their place in society as competent, confident, creative and compassionate citizens of the world. This renewal proposal requests to enter into a new five-year charter agreement and to change the grades served from grades 7-12 to grades 5-8 and to allow KIPP Chicago to manage the operations of the school starting in the fall of 2012. The ACT Charter School will resume services in the fall of 2012, serving 90 students in grade 5. The school will add a grade each year until reaching full capacity in the 2015-2016 school year, serving a maximum of 360 students in grades 5-8.

ACT Charter School entered into a multi-year educational management agreement with KIPP Chicago to provide comprehensive school management services at the charter school beginning in the fall of 2012.

The agreement incorporates an accountability plan in which the school is evaluated by the Board each year based on numerous factors related to academic, financial and operational performance.

In February 2012, the Board proposed a new location for ACT Charter School. ACT Charter School shall be located at 4837 W. Erie Street beginning with the 2012-2013 school year. A public hearing for the proposed location was held on Thursday, March 15, 2012. The hearing was recorded and a summary report is available for review.

This site will require that the ACT Charter School share its facility with the Henry H. Nash Elementary School. The two schools will share their facility in accordance with the Board's Shared Facility Policy, 05-0126-PO1.

In February 2013, ACT submitted a proposal to (a) change the charter school name from Academy of Communications Charter School to KIPP Chicago Charter Schools, (b) correct the existing address for the charter school which is located at the Nash Annex from 4837 W. Erie to 4818 W. Ohio, (c) authorize the original charter campus at 4818 W. Ohio to be named the KIPP Create Campus, and (d) change the existing name of the school operator from Academy of Communications and Technology Charter to KIPP Chicago Schools. The governing boards of Academy of Communications and Technology Charter School and KIPP Chicago Schools will merge to become one charter school operator to be named KIPP Chicago Schools.

The elementary school campus named KIPP Bloom Campus is also expected to open in the fall of 2013 at a facility to be determined, serving 90 students in grade 5. In successive years, that campus will add one grade per year until reaching an at capacity enrollment of 360 students in grades 5 through 8. The overall at capacity enrollment of the whole charter school will increase by 360 to 720 students for the fall of 2013. An elementary campus is expected to open in the fall of 2014 at a facility to be determined, serving 150 students in grade K. In successive years, that campus will add one grade per year until reaching an at capacity enrollment of 540 students in grades K through 4. The overall at capacity enrollment of the whole charter school will increase by 540 to 1,260 students for the fall of 2014. A public hearing on the proposed changes was held on April 15, 2013. The hearing was recorded and a summary report is available for review.

In March 2013, the CEO recommended to the Board that the CPS facility at 5515 South Lowe be identified as the location of the KIPP Chicago Charter Schools – KIPP Bloom Campus that is scheduled to open in the fall of 2013. This site will require that the KIPP Chicago Charter Schools - KIPP Bloom Campus share its facility with Hope College Preparatory High School. The two schools will share their facility in accordance with the Board's Shared Facility Policy, 05-0126-PO1.

A public hearing on the proposed co-location was held on May 7, 2013 at Board Chambers, 125 South Clark, 5th floor. The hearing was recorded and a summary report is available for review.

In January 2014, the Office of New Schools recommended that KIPP Chicago Schools identify the CPS facility at 1440 South Christiana as the location of the KIPP Chicago Charter Schools - Elementary School Campus. Also KIPP Chicago Schools requested to change the name of the KIPP Chicago Charter Schools - Elementary School Campus to the KIPP Chicago Charter Schools - KIPP Ascend Primary Campus.

This site will require that the KIPP Chicago Charter Schools – KIPP Ascend Primary Campus share its facility with KIPP Ascend Charter School. The two schools will share their facility in accordance with the Board's Shared Facility Policy, 05-0126-PO1.

A public hearing on the proposed location and campus name change will be held on January 21, 2014 at Board Chambers, 125 South Clark St., 5th floor. The hearing was recorded and a summary report is available for review.

Campus Name	Year Opened	Address	At Capacity Grades	2012-13 enrollment	At Capacity Enrollment
KIPP Create	2012	4818 West Ohio	5 – 8	81	360
KIPP Bloom	2013	5515 South Lowe	5 – 8	90 (in 2013-2014)	360
Elementary School-KIPP Ascend Primary	2014	TBD-1440 South Christiana	K – 4	150 (in 2014-2015)	540

CHARTER EVALUATION: In May 2011, the Charter School Agreement was amended to voluntarily suspend the charter and the agreement effective June 30, 2010 for a period of no more than two years (10-0526-EX4). In accordance with that amendment, ACT Charter School was required to submit a proposal outlining the educational, financial, and operational practices to be put in place in order to reinstate the charter and agreement in accordance with the timelines established by the Office of New Schools through the new schools selection process or within six months prior to the resumption of educational services. On November 2, 2011, ACT Charter School submitted a proposal to enter into an agreement with KIPP Chicago to manage the operations of the school starting in the fall of 2012. The Portfolio Office reviewed the plans included in the proposal to improve the academic performance and operations of the ACT Charter School. A public hearing was conducted on Wednesday, January 11, 2012 to receive public comment on the application to renew the Charter School Agreement with ACT Charter School for an additional five years.

RENEWAL TERM: The term of ACT Charter School's charter and agreement is being extended, subject to resolving outstanding issues including finalization of a facility to house the school, for a five (5) year term commencing July 1, 2012 and ending June 30, 2017.

AUTHORIZATION: Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement and

amendment, which shall reflect resolution of any and all outstanding issues between the Board and the governing body of the charter school including, but not limited to: site location, enrollment, funding, educational program, financial controls and practices, academic accountability and evaluations. Authorize the President and Secretary to execute the written Charter School Agreement and amendment. Authorize the Senior Executive Director of the Office of New Schools and Innovative Models to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification.

LSC REVIEW: Approval of Local School Councils is not applicable to this report.

FINANCIAL: The financial implications will be addressed during the development of the 2014-2015 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY14 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

GENERAL CONDITIONS:

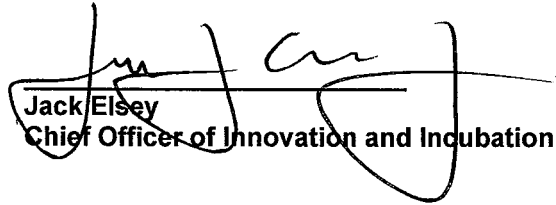
Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.


Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Approved for Consideration:



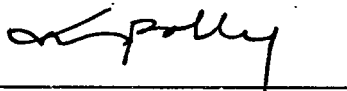
Jack Elsey
Chief Officer of Innovation and Incubation

Approved:



Barbara Byrd-Bennett
Chief Executive Officer

Approved as to Legal Form: 



James Bebley
General Counsel

AMEND BOARD REPORT 13-0522-EX103**AMEND BOARD REPORT 13-0424-EX6****AMEND BOARD REPORT 12-0328-EX7****AMEND BOARD REPORT 11-1214-EX3****AMEND BOARD REPORT 11-0126-EX8****AMEND BOARD REPORT 10-0922-EX3****AMEND BOARD REPORT 10-0428-EX3****AMEND BOARD REPORT 09-1123-EX9****AMEND BOARD REPORT 09-0826-EX10****AMEND BOARD REPORT 09-0422-EX3****AMEND BOARD REPORT 09-0325-EX14****AMEND BOARD REPORT 08-1217-EX7****APPROVE THE RENEWAL OF THE CHARTER SCHOOL AGREEMENT WITH
NOBLE NETWORK OF CHARTER SCHOOLS****THE CHIEF EXECUTIVE OFFICER RECOMMENDS THE FOLLOWING:**

Approve the renewal of the Charter School Agreement with Noble Network of Charter Schools for an additional five-year period. A new Charter School Agreement applicable to this renewal term will be negotiated. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this Board Report. The agreement authorized herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this renewal is stated below. The authority to open the three (3) new campuses for which sites have not yet been identified and the corresponding increase in the maximum enrollment is contingent upon Board approval of the sites via an amended Board Report.

This March 2009 amendment is necessary to authorize the Noble Network of Charter Schools to identify a location for the Chicago Bulls College Prep Campus at 2040 W. Adams. The CEO asks that the Board grant a waiver from the Charter School Capital and Facility Budget Policy, 08-0326-PO1 as the notice to use this location was only five days late due to the need to finalize details related to renovations costs and present accurate data. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed within 120 days of the date of this Board Report. The agreement authorized herein will only take effect upon certification by the Illinois State Board of Education.

This April 2009 amendment is necessary to authorize the Noble Network of Charter Schools to (a) identify a location for the Bain NUSH Grammar School Campus at 1454 W. Superior, (b) increase the first year enrollment of the Chicago Bulls College Prep Campus by 30 seats to 230, and (c) increase the first year enrollment of the Muchin College Prep Campus by 80 seats to 280. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed within 120 days of the date of this Board Report. The agreement authorized herein will only take effect upon certification by the Illinois State Board of Education.

This August 2009 amendment is necessary to (a) approve the withdrawal of the Noble Street Charter School – Bain NUSH Grammar School Campus proposal, (b) decrease the overall at capacity enrollment of the charter school by 600 to 5,396, and (c) correct the address of the Noble Street Charter School – Golder College Prep Campus. The authority granted herein shall automatically rescind in the event a written amendment to the Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this Board Report. The amended agreement authorized herein will only take effect upon certification by the Illinois State Board of Education.

This November 2009 amendment is necessary to authorize the Noble Network of Charter Schools to (a) establish a new campus in the fall of 2010 to be located at 6350 S. Stewart, (b) increase the overall at capacity enrollment by 600 to 5,996 students, and (c) approve the withdrawal of the Noble Street Charter School – Osborn College Prep Campus. The authority granted herein shall automatically rescind in the event a written amendment to the Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this amended Board Report. The amended agreement authorized herein will only take effect upon certification by the Illinois State Board of Education.

This April 2010 amendment is necessary to authorize the Noble Network of Charter Schools to (a) increase the at capacity enrollment of the Noble Charter School Pritzker Campus by 151 students to an at capacity enrollment of 750 and (b) increase the overall at capacity enrollment of the charter by 151 students to 6,147 students. The authority granted herein shall automatically rescind in the event a written amendment to the Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this amended Board Report. The amended agreement authorized herein will only take effect upon certification by the Illinois State Board of Education.

This September 2010 amendment is necessary to approve changing the name of the Noble Street Charter School – Englewood Campus to the Noble Street Charter School – John and Eunice Johnson College Prep Campus. A written amendment to the original Charter School Agreement is required. This amendment is also necessary to approve entering into an Amended and Restatement Charter School Agreement to incorporate revisions to the existing Charter School Agreement and Accountability Plan. The authority granted herein for the Amended and Restated Charter School Agreement and amendment to the original Charter School Agreement shall automatically rescind as to both in the event such agreements are not executed by the Board and the charter school's governing board within 120 days of the date of this amended Board Report. Each agreement authorized herein will only take effect upon certification by the Illinois State Board of Education.

This January 2011 amendment is necessary to authorize the Noble Network of Charter Schools to (a) add grades 6 through 8 to the Noble Street Charter School – Gary Comer College Prep Campus, (b) increase the at capacity enrollment of the Noble Street Charter School – Gary Comer College Prep Campus by 200 to 800 students and (c) increase the overall at capacity enrollment of the entire Noble Network of Charter Schools by 200 to 6,347 students.

This January 2011 amendment is also necessary to increase the at capacity enrollment at (a) the Noble Street Charter School – UIC College Prep Campus by 300 students to a new at capacity enrollment of 900, (b) the Noble Street Charter School – Chicago Bulls Campus by 400 students to a new at capacity enrollment of 1000 and (c) the Noble Street Charter School – Muchin College Prep Campus by 250 students to a new at capacity enrollment of 850, thereby further increasing the overall at capacity enrollment of the entire charter school by 950 students to 7,297 students in the fall of 2011. The granting of enrollment increases for charter schools in CPS facilities does not commit the Board to provide funding for capital improvements at these facilities. The authority granted herein shall automatically rescind in the event a written amendment to the Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this amended Board Report. The amended agreement authorized herein will only take effect upon certification by the Illinois State Board of Education.

This December 2011 amendment is necessary to authorize the Noble Network of Charter Schools to (a) establish two new high school campuses in the fall of 2012 at locations to be determined, (b) increase the overall at capacity enrollment of the charter school by 1800 to 9097 students in the fall of 2012, (c) establish two new high school campuses to open in the fall of 2013 at locations to be determined, and (d) increase the overall at capacity enrollment of the charter school by 1800 to 10,897 students in the fall of 2013. Establishment of these additional campuses and the corresponding changes to enrollment are contingent upon any required public hearings, evidence of community support, and Board approval of locations for these campuses. The authority granted herein shall automatically rescind in the event written amendments to the Charter School Agreement are not executed by the Board and the charter school's governing board within the timeframes specified in the amended Board Reports identifying and approving the site locations for the proposed campuses. The amended agreements authorized herein will only take effect upon certification by the Illinois State Board of Education.

This March 2012 amendment is necessary to authorize the Noble Network of Charter Schools to (a) identify the independent facility located at 8710-56 S. Aberdeen Street as the location for the Noble Street Charter School – Silver Campus which is to open in 2012-2013 school year, (b) identify the independent facility located at 931 S. Homan as the location for the Noble Street Charter School – Purple Campus which is to open in the 2012-2013 school year, (c) increase the at capacity enrollment at the Noble Street Charter School - Bulls Campus from 1,000 to 1,150 students, (d) increase the at capacity enrollment at the Noble Street Charter School - Comer Campus from 800 to 900 students, (e) increase the at capacity enrollment at the Noble Street Charter School - Johnson Campus from 600 to 800 students, (f) increase the at capacity enrollment at the Noble Street Charter School - Pritzker Campus from 750 to 800 students, (g) increase the at capacity enrollment at the Noble Street

Charter School - Noble Campus from 600 to 650 students, and (h) increase the overall at capacity enrollment for the charter school by 550 students to 11,447 students. The authority granted herein shall automatically rescind in the event a written amendment to the Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this amended Board Report. The amended agreement authorized herein will only take effect upon certification by the Illinois State Board of Education.

This April 2013 amendment is necessary to authorize the Noble Network of Charter Schools to (a) increase the at capacity enrollment at Noble Street Charter School - Golder College Prep Campus from 599 to 650 students, (b) increase the at capacity enrollment at Noble Street Charter School – John and Eunice Johnson College Prep Campus from 800 to 850 students, (c) increase the at capacity enrollment at the Noble Street Charter School - Muchin College Prep Campus from 850 to 900 students, (d) increase the at capacity enrollment at the Noble Street Charter School - Pritzker College Prep Campus from 800 to 875 students, (e) increase the at capacity enrollment at the Noble Street Charter School - Rauner College Prep Campus from 599 to 650 students, (f) increase the at capacity enrollment at the Noble Street Charter School – Rowe-Clark Math & Science Academy Campus from 599 to 650 students, (g) increase the overall at capacity enrollment of the charter school by 328 to 11,775 students in the fall of 2013, and (h) correct the address of the Noble Street Charter School – Gary Comer College Prep Campus from 7200 S. Ingleside to 7131 S. South Chicago. The authority granted herein shall automatically rescind in the event a written amendment to the Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this amended Board Report. The amended agreement authorized herein will only take effect upon certification by the Illinois State Board of Education.

This May 2013 amendment is necessary to authorize the Noble Network of Charter Schools to (a) identify the CPS facility at 821 E. 103rd Street as the location of the Noble Street Charter School - Crimson Campus that is scheduled to open in the fall of 2013, (b) identify the CPS facility at 2710 E. 89th Street as the location for the Noble Street Charter School - Orange Campus that is scheduled to open in the fall of 2013, and (c) relocate grades 6 through 8 of the Noble Street Charter School – Gary Comer College Prep Campus in a CPS facility at 1010 E. 72nd Street. The authority granted herein shall automatically rescind in the event a written amendment to the Charter School Agreement is not executed by the Board and the charter school's governing board within 120 days of the date of this amended Board Report. The amended agreement authorized herein will only take effect upon certification by the Illinois State Board of Education.

This January 2014 amendment is necessary to authorize the Noble Network of Charter Schools to increase the at capacity enrollment for the Noble Street Charter School – Gary Comer College Prep Campus from 900 to 1,200 students, thereby increasing the overall at capacity enrollment of the charter school by 300 to 12,075 students.

This January 2014 amendment is also necessary to submit for consideration the proposal to establish two new high school campuses to open in the fall of 2014. The Noble Network of Charter Schools proposes to establish the Noble Street Charter School – ITW David Speer Academy Campus at a temporary location, 2456 N. Mango Avenue, in the fall of 2014. Beginning in the fall of 2015, the Noble Network of Charter Schools proposes to move the ITW David Speer Academy Campus to its proposed permanent location at 5321 W. Grand Avenue. The Noble Network of Charter Schools also proposes to establish the Noble Street Charter School - Noble Harkness Academy Campus at 17 N. State Street, in the fall of 2014. Each campus is proposed to serve an at capacity enrollment of 900 students. If approved, this would increase the overall at capacity enrollment of the charter school by 1,800 to 13,875 in the fall of 2014.

If approved, establishment of the two additional campuses and changes to enrollment are contingent upon the renewal of the Charter School Agreement with the Noble Network of Charter Schools upon expiration of this renewal term ending June 30, 2014.

CHARTER SCHOOL: Noble Network of Charter Schools
1010 North Noble Street
Chicago, IL 60622
Phone: (773) 862-1449
Contact Person: Michael Milkie, Superintendent

OVERSIGHT: Office of Innovation and Incubation
125 S. Clark, 10th Floor
Chicago, IL 60603
(773) 553-1530
Contact Person: Jack Elsey, Chief Officer

ORIGINAL AGREEMENT: The original Charter School Agreement (authorized by Board Report 98-0429-EX12) was for a term commencing July 2, 1998 (with the charter school opening for the 1999 – 2000 school year) and ending June 30, 2004 and authorized the operation of a charter school serving no more than 500 students in grades 9 – 12. The charter school was located at 1010 North Noble Street. The charter and Charter School Agreement were subsequently renewed for a term commencing July 1, 2004 and ending June 30, 2009 (authorized by Board Report 04-0225-EX3). The charter and Charter School Agreement were subsequently amended as follows:

- Board Report 05-1116-EX8: Approved the establishment of 2 new campuses located at 4131 West Cortland Avenue (Cortland Campus) and 1337 West Ohio Street (Ohio Campus) and an increase of the enrollment cap to 1698. Also approved the change in charter school holder from Noble Street Charter School to Noble Network of Charter Schools.
- Board Report 06-0927-EX4: Approved the name change for the Cortland Campus to the Pritzker Campus and for the Ohio Campus to the Rauner Campus.
- Board Report 06-1115-EX5: Approved the establishment of 2 new high school campuses and to increase the overall at capacity enrollment by 1,198. The Brown Campus is located at 1460 West Superior Street and will serve a maximum student enrollment of 599 students in grades 9-12. The Maroon Campus is located at 3645 West Chicago Avenue and will serve a maximum student enrollment of 599 students in grades 9-12. The Noble Network of Charter Schools enrollment cap increased to 2,896 students.
- Board Report 07-0627-EX5: Approved the name change for the Brown Campus to the Golder College Prep Campus and the Maroon Campus to the Rowe-Clark Math & Science Academy Campus.
- Board Report 07-1024-EX5: Approved the establishment of 2 new high school campuses and to increase the enrollment cap by 100 students to 2996 for the 2007 – 2008 school year and by 1200 students for the 2008 – 2009 school year. The Comer Campus is located at 7200 South Ingleside and will serve a maximum student enrollment of 600 students in grades 9-12. The UIC Campus is located at 2350 West Ogden Avenue and will serve a maximum enrollment of 600 students in grades 9-12. The Noble Network of Charter Schools enrollment cap increased to 4196.
- Board Report 08-0326-EX8: Approved the change in location for the UIC Campus from 2350 West Ogden Avenue to 1231 South Damen Avenue.
- Board Report 08-1022-EX11: Approved the establishment of 3 new campuses in the fall of 2009 and to increase their overall at capacity enrollment by 1800 to 5996 for the 2009 – 2010 school year. The Chicago Bulls College Prep Campus will be located at a site to be determined and will serve a maximum enrollment of 600 students in grades 9-12. The Muchin College Prep Campus will be located at 1 N. State, Chicago, IL 60602 and will serve a maximum enrollment of 600 students in grades 9-12. The Bain NUSH Grammar School will be located at a site to be determined and will serve a maximum enrollment of 600 students in grades K-8. Also approved was the establishment of 1 new campus in the fall of 2010 with an additional increase of the at capacity enrollment by 600 to a new total of 6596 for the 2010 – 2011 school year. The Osborn College Prep Campus will be located at a site to be determined and will serve a maximum enrollment of 600 students in grades 9-12. In addition the name change for the Comer Campus was approved. The campus will now be known as the Gary Comer College Prep Campus.

The agreement incorporates an accountability plan where the school is evaluated by the Board each year based on numerous factors related to its academic, financial and operational performance.

CHARTER RENEWAL PROPOSAL: The Noble Network of Charter Schools (Noble Street) submitted a renewal proposal on September 5, 2008, to continue the operation of the Noble Street Charter Schools under a unified mission. Noble Street has since modified its renewal proposal to include commitments to operate the eleven (11) campuses unified through the use of uniform assessment plans and performance standards, curriculum and school calendar alignment, as well as standard governance, operational, employment, educational and admissions policies. The Charter School shall serve grades K – 12 with a maximum student enrollment of 4796 students and 6596 upon subsequent Board approval of the location of the three (3) campuses with sites to be determined.

In March 2009, the Board proposed the location for the Noble Street Charter School – Chicago Bulls College Prep Campus. The Chicago Bulls College Prep Campus will be located at 2040 W. Adams. A public hearing for the proposed location was held on March 18, 2009 at Best Practices High School, located at 2040 W. Adams. The hearing was recorded and a summary report is available for review.

This site will require that the Chicago Bulls College Prep Campus share its facility with Best Practices High School. The two schools will share their facility in accordance with the Board's Shared Facility Policy, 05-0126-PO1.

In April 2009, the Noble Network of Charter Schools identified a location for the Bain NUSH Grammar School Campus. The Bain NUSH Grammar School Campus will be located at 1454 W. Superior. Noble Network of Charter Schools also submitted a material modification to increase the first year enrollment of the Chicago Bulls College Prep Campus by 30 seats to 230, and to increase the first year enrollment of the Muchin College Prep Campus by 80 seats to 280. A public hearing for the proposed location and enrollment increase was held on Monday, April 20, 2009. The hearing was recorded and a summary report is available for review.

In August 2009, the Noble Network of Charter Schools notified the Office of New Schools that it would like to withdraw its proposal to open the Bain NUSH Grammar School Campus and change the overall at capacity enrollment for the charter school. A public hearing for this proposed change was held on Monday, August 17, 2009. The hearing was recorded and a summary report is available for review.

In addition, the Noble Network of Charter Schools submitted a material modification to correct the address of the Golder College Prep Campus. The correct address for the Golder College Prep Campus is 1454 W. Superior.

On July 15, 2009, the Noble Network of Charter Schools submitted a proposal to open a new high school. Noble Network proposes to establish the Noble Street Charter School – Englewood Campus to be located at 6350 S. Stewart and to increase the overall at capacity enrollment by 600 students to 5,996. This site will require that Noble Street Charter School – Englewood Campus share its facility with Reed Elementary School. The two schools will share their facility in accordance with the Board's Shared Facility Policy, 05-0126-PO1. The Englewood Campus is scheduled to open in the fall of 2010 and will serve 150 students in grade 9. In successive years, the Englewood Campus will grow one grade at a time, until reaching a capacity of 600 students in grades 9-12. Public hearings, as required by statute, were held on June 23, 2009, September 10, 2009 and November 9, 2009. The public hearings were recorded and summary reports for all hearings are available for review.

In February 2010, the Noble Network of Charter Schools submitted a material modification to (a) increase the at capacity enrollment of the Noble Charter School Pritzker Campus by 151 students to an at capacity enrollment of 750 and (b) increase the overall at capacity enrollment of the charter by 151 students to 6,147 students. A public hearing on the proposed changes was held on April 15, 2010. The hearing was recorded and a summary report is available for review.

In July 2010, the Noble Network of Charter Schools submitted a material modification to change the name of the Noble Street Charter School – Englewood Campus to the Noble Street Charter School – John and Eunice Johnson College Prep Campus. A public hearing on the proposed change was held on Thursday, September 9, 2010. The hearing was recorded and a summary report is available for review.

In addition, the Office of New Schools proposes to amend the existing charter school agreement for the charter school to incorporate revisions to the Charter School Agreement and Accountability Plan. The Charter School Accountability Plan has been revised to align with the Board's standards for evaluation of student performance. The execution of the amended and restated Charter School Agreement will further the goal of uniformity in performance measurement, accountability and other terms and conditions among all charter schools.

In August 2010, the Noble Network of Charter Schools submitted a material modification to (a) add grades 6 through 8 to the Noble Street Charter School – Gary Comer College Prep Campus, (b) increase the at capacity enrollment of the Noble Street Charter School – Gary Comer College Prep Campus by 200 to 800 students and (c) increase the overall at capacity enrollment of the entire Noble Network of Charter Schools by 200 to 6,347 students. The Noble Street Charter School – Gary Comer College Prep Campus will begin serving approximately 60 students in grade 6 beginning in the fall of 2011. The campus will grow to serve 800 students in grades 6 through 12 at capacity.

Noble Network of Charter Schools also submitted a material modification in October 2010 to increase the at capacity enrollment for the following campuses: (a) UIC College Prep Campus by 300 students to a new at capacity enrollment of 900, (b) Chicago Bulls Campus by 400 students to a new at capacity enrollment of 1000, (c) Muchin College Prep Campus by 250 students to a new at capacity enrollment of 850, thereby further increasing the overall at capacity enrollment of the entire charter school by 950 to 7,297 students in the fall of 2011.

Public hearings on the proposed changes were held on Tuesday, December 7, 2010 and Tuesday, January 18, 2011. The hearings were recorded and a summary report for both hearings is available for review.

In August 2011, the Noble Network of Charter Schools submitted a proposal to do the following: (a) establish two new high school campuses to open in the fall of 2012 at locations to be determined with corresponding increases in the overall at capacity enrollment of the charter school by 1800 to 9097 students in the fall of 2012 and (b) establish two new high school campuses to open in the fall of 2013 at locations to be determined with corresponding increases in the overall at capacity enrollment of the charter school by 1800 to 10,897 students in the fall of 2013. A public hearing on these proposed changes was held on Tuesday, November 22, 2011. The hearing was recorded and a summary report of the hearing is available for review.

In January 2012, the Noble Network of Charter Schools submitted a material modification to (a) identify the independent facility located at 8710-56 S. Aberdeen Street as the location for the Noble Street Charter School – Silver Campus which is to open in 2012-2013 school year, (b) identify the independent facility located at 931 S. Homan as the location for the Noble Street Charter School – Purple Campus which is to open in the 2012-2013 school year, (c) increase the at capacity enrollment at the Noble Street Charter School – Bulls Campus from 1,000 to 1,150 students, (d) increase the at capacity enrollment at the Noble Street Charter School – Comer Campus from 800 to 900 students, increase the at capacity enrollment at the Noble Street Charter School – Johnson Campus from 600 to 800 students, (f) increase the at capacity enrollment at the Noble Street Charter School – Pritzker Campus from 750 to 800 students, (g) increase the at capacity enrollment at the Noble Street Charter School – Noble Campus from 600 to 650 students, and (h) increase the overall at capacity enrollment for the charter school by 550 students to 11,447 students. A public hearing on these proposed changes was held on Thursday, March 15, 2012. The hearing was recorded and a summary report of the hearing is available for review.

In January 2013, the Noble Network of Charter Schools submitted a material modification to (a) increase the at capacity enrollment at Noble Street Charter School – Golder College Prep Campus from 599 to 650 students, (b) increase the at capacity enrollment at Noble Street Charter School – John and Eunice Johnson College Prep Campus from 800 to 850 students, (c) increase the at capacity enrollment at the Noble Street Charter School – Muchin College Prep Campus from 850 to 900 students, (d) increase the at capacity enrollment at the Noble Street Charter School – Pritzker College Prep Campus from 800 to 875 students, (e) increase the at capacity enrollment at the Noble Street Charter School – Rauner College Prep Campus from 599 to 650 students, (f) increase the at capacity enrollment at the Noble Street Charter School – Rowe-Clark Math & Science Academy Campus from 599 to 650 students, (g) increase the overall at capacity enrollment of the charter school by 328 to 11,775 students in the fall of 2013, and (h) correct the address of Noble Street Charter School – Gary Comer College Prep Campus from 7200 S. Ingleside to 7131 S. South Chicago. A public hearing on the proposed

changes was held on Monday, April 15, 2013. The hearing was recorded and a summary report is available for review.

In March 2013, the CEO recommended to the Board the following actions:

- (a) identified the CPS facility at 821 E. 103rd Street as the location of the Noble Street Charter School – Crimson Campus that is scheduled to open in the fall of 2013. This site will require that Noble Street Charter School – Crimson Campus share its facility with George H. Corliss High School.
- (b) identified the CPS facility at 2710 E. 89th Street as the location for the Noble Street Charter School – Orange Campus that is scheduled to open in the fall of 2013. This site will require that Noble Street Charter School – Orange Campus share its facility with James H. Bowen High School.
- (c) relocated grades 6 through 8 of the Noble Street Charter School – Gary Comer College Prep Campus in a CPS facility at 1010 E. 72nd Street. This site will require that grades 6 through 8 of Noble Street Charter School – Gary Comer College Prep Campus share its facility with Paul Revere Elementary School.

All of the aforementioned campuses will share their facilities in accordance with the Board's Shared Facility Policy, 05-0126-PO1.

A public hearing on the proposed co-locations was held on May 7, 2013 at Board Chambers, 125 S. Clark St, 5th floor. The hearing was recorded and a summary report is available for review.

On September 30, 2013, the Noble Network of Charter Schools submitted a proposal in response to the Request for Proposals issued by the Board in August 2013. It proposed to increase the at capacity enrollment for the Noble Street Charter School – Gary Comer College Prep Campus from 900 to 1,200 students, thereby increasing the overall at capacity enrollment of the charter school by 300 to 12,075 students

In addition, the Noble Network of Charter Schools proposed to establish a new high school campus, the Noble Street Charter School – ITW David Speer Academy Campus, to be temporarily located in an independent facility at 2456 N. Mango Avenue for the 2014-2015 school year only. Starting in the 2015-2016 school year, the Noble Network of Charter Schools proposed the permanent location for the ITW David Speer Academy Campus to be located in an independent facility at 5321 W. Grand Avenue. It is proposed that the campus will open in the fall of 2014 and will serve 270 students in grade 9. In successive years, that campus will grow one grade at a time, until reaching a capacity of 900 students in grades 9-12, thereby increasing the overall at capacity enrollment of the charter school to 12,975 in the fall of 2014.

Further, the Noble Network of Charter Schools proposed to establish a new high school campus, the Noble Street Charter School – Noble Harkness Academy Campus, at 17 N. State Street. The Noble Harkness Academy Campus is proposed to open in the fall of 2014 and will serve 260 students in grade 9. In successive years, that campus will grow one grade at a time, until reaching a capacity of 900 students in grades 9-12, thereby further increasing the overall at capacity enrollment of the charter school to 13,875 in the fall of 2014. If approved, the identification of a facility will be required to be submitted to the Board for consideration.

Also, if approved, the establishment of the two additional campuses and changes to enrollment are contingent upon the renewal of the Charter School Agreement with the Noble Network of Charter Schools upon expiration of this renewal term ending June 30, 2014.

A public hearing on the proposed campuses and enrollment increases was held on Tuesday, January 7, 2014. The hearing was recorded and a summary report is available for review.

Campus Name	Year Opened	Address	At Capacity Grades	2008 – 2009 Enrollment	At Capacity Enrollment
Noble Campus	1999	1010 N. Noble	9-12	513	650
Pritzker College Prep Campus	2006	4131 W. Cortland	9-12	436	875
Rauner College Prep Campus	2006	1337 W. Ohio	9-12	401	650
Golder College Prep Campus	2007	1454 W. Superior	9-12	316	650
Rowe-Clark Math & Science Academy Campus	2007	3645 W. Chicago	9-12	297	650
UIC Campus	2008	1231 S. Damen	9-12	185	900
Gary Comer College Prep Campus	2008	7131 S. South Chicago & 1010 E. 72 nd Street	6-12	165	<u>1200</u> <u>900</u>
Chicago Bulls College Prep Campus	2009	2040 W. Adams	9-12	230 (in 09 – 10)	1150
Muchin College Prep Campus	2009	1 N. State	9-12	280 (in 09 – 10)	900
John and Eunice Johnson College Prep Campus	2010	6350 S. Stewart	9-12	150 (in 10 – 11)	850
Noble- Silver	2012	8710-56 S. Aberdeen St.	9-12	260 (in 12 – 13)	900
Noble- Purple	2012	931 S. Homan St.	9-12	260 (in 12 – 13)	900
Crimson Campus	2013	821 E. 103 rd Street	9-12	260 (in 13 – 14)	900
Orange Campus	2013	2710 E. 89 th Street	9-12	260 (in 13 – 14)	900

CONTINGENT APPROVAL: Approval to open two new high school campuses in the fall of 2012 and two new high school campuses in the fall of 2013 and the execution of the amendments to the Charter School Agreement are contingent upon a final review and approval of the new high school proposals, an assessment of the District's need for these charter school campuses based upon demographics and student demands, evidence of community support, any required subsequent public hearings, and Board approval of the proposed school sites. Approval of the 2012 and 2013 campuses is also contingent upon the school operator meeting benchmarks established by the Office of Innovation and Incubation. These benchmarks will be communicated to the school operator in a formal Letter of Conditions with all deadlines to be met by March 15, 2012 for 2012 campuses, and March 15, 2013 for 2013 campuses. The Office of Innovation and Incubation will oversee the enforcement of these deadlines; failure to meet these deadlines may, at the option of the Board, result in the rescission of the authority granted herein and the denial of the approval to open these new campuses. A final review of these new campus proposals will be conducted by the Chief Executive Officer on or before April 15,

2012 for 2012 campuses, and April 15, 2013 for 2013 campuses to determine final approval or denial of the new campus proposals. The CEO's recommendation to approve the new high school campuses will be subject to Board approval as indicated by subsequent amendments to this Board Report.

All sites for the 2012 and 2013 campuses must be located in high need or overcrowded communities.

CHARTER EVALUATION: After receiving the charter renewal proposal, the Office of New Schools conducted a comprehensive evaluation of Noble Street's performance and operations. This evaluation included a review of the proposal, facilities surveys, financial analysis, and academic site visits of the seven campuses in which teaching and learning, leadership and governance, learning communities and services provided to English Language Learners and students with special needs were assessed. A public hearing was conducted on December 4, 2008 to receive public comment on the application to renew the Charter School Agreement with Noble Network of Charter Schools for an additional five years. There was no public testimony, oral or written, from anyone in opposition of the renewal of Noble Network of Charter Schools. Since 2004-2005, the charter school's attendance rate has exceeded 94%. In 2007-2008, zero percent of students at the Noble Street campuses dropped out of school. While Noble Street experienced a slight decline in the percent of students meeting/exceeding state standards on the PSAE Composite, Noble Street's average ACT Composite score has stayed above an 18. In 2007-2008, Noble Street's graduation rate (88.2%) ranked in the top 20 percent of district high schools. From 2004-2005 to 2007-2008, Noble Street received 37 out of 49 high ratings and 10 out of 49 middle ratings on their absolute student indicators found in the framework put forth by the district for assessing charter school pupil performance. The percentage of high ratings has increased over time. Looking across all of the school performance indicators, Noble Street Charter School can be categorized as "Making Reasonable Progress" toward achieving pupil performance standards using the framework put forth by the district for assessing charter school pupil performance.

RENEWAL TERM: The term of the Noble Network of Charter Schools' charter agreement is being extended for a five (5) year term commencing July 1, 2009 and ending June 30, 2014. The renewal agreement will incorporate specific conditions to be fulfilled by the charter holder and the specific timeframes in which they must be fulfilled.

AUTHORIZATION: Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement and amendment, which shall reflect resolution of any and all outstanding issues between the Board and the governing body of the charter school including, but not limited to: site location, enrollment, funding, educational program, financial controls and practices, academic accountability and evaluations. Authorize the President and Secretary to execute the written Charter School Agreement and amendment. Authorize the Senior Executive Director of the Office of New Schools and ~~Innovative Models~~ to issue a letter notifying the Illinois State Board of Education of the action (s) approved hereunder and to submit the approved proposal and signed amended and restated Charter School Agreement to the Illinois State Board of Education for certification.

LSC REVIEW: Approval of Local School Councils is not applicable to this report.

FINANCIAL: The financial implications will be addressed during the development of the ~~2012-2013 and 2013-2014~~ fiscal year budgets. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY12~~4~~ are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets. ~~The cost of 169 additional students in 2012-2013 will be approximately \$1,240,629. These budget figures are based on the revised per pupil funding amounts for FY12-~~

GENERAL CONDITIONS:

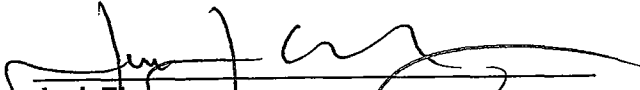
Inspector General - Each Party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.


Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement

Submitted for Consideration:

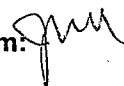


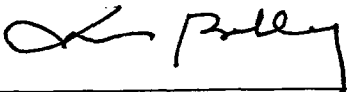
Jack Elsey
Chief Officer of Innovation and Incubation

Submitted for Consideration:



Barbara Byrd-Bennett
Chief Executive Officer RAB

Approved as to Legal Form: 



James Bebley
General Counsel

**CONSIDERATION OF A PROPOSAL FOR CHARTER AND CHARTER SCHOOL AGREEMENT
SUBMITTED BY BE THE CHANGE CHARTER SCHOOL, AN ILLINOIS NOT-FOR-PROFIT
CORPORATION**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

Consideration of a proposal for charter and Charter School Agreement submitted by Be the Change Charter School, an Illinois not-for-profit corporation. If approved, the term of the Charter School Agreement would be for a five-year period, beginning July 1, 2014. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board by June 30, 2014. The agreement presented for consideration herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this matter is stated below.

SCHOOL OPERATOR: Be the Change Charter School
1040 W. Adams Street Unit 117
Chicago, Illinois 60607
Phone: 630-965-6378
Contact: Sonia Wang, Lead Applicant

CHARTER SCHOOL: Be the Change Charter School
Location to be determined
Phone: 630-965-6378
Contact: Sonia Wang, Lead Applicant

OVERSIGHT: Office of Innovation and Incubation
125 S. Clark, 10th Floor
Chicago, IL 60603
773-553-1530
Contact Person: Jack Elsey, Chief Officer

DESCRIPTION: The Charter Schools Law (105 ILCS 5/27A-1 et seq., as amended) provides that up to 70 charter schools may be operated in the City of Chicago. Proposals to operate charter schools are submitted to the Board for evaluation pursuant to the standards set forth in 105 ILCS 5/27A-8, and the Board convenes a public meeting to obtain information to assist in its decision to grant or deny each proposal and report its action to the Illinois State Board of Education. The State Board determines whether the approved charter school proposal and the proposed contract satisfy the provisions of the Charter Schools Law and, if so, certifies the charter school.

CHARTER APPLICATION PROPOSAL: The Be the Change Charter School proposal was submitted by Be the Change Charter School and received by the Board in two tiers: a Tier 1 proposal was due in September 2013, and a Tier 2 proposal completed the proposal in accordance with the Charter Schools Law, in December 2013. The Be the Change Charter School's mission is to create a school community of students, teachers, and families from diverse backgrounds and experiences who will learn how to work with each other in peaceful and equitable ways, discover their voice and the voices of others, and embrace their roles as active citizens of the world. Students at BCCS will study the humanities through an interdisciplinary learning approach and will graduate as empathetic, resilient, and curious advocates, who will be empowered to make choices in their future academic and life endeavors. The school is slated to open in the fall of 2014 serving a maximum of 175 students in grades K-2. The school will add grades in subsequent years with an at capacity enrollment of 475 students in grades K-8. The school will be located at a location to be determined in the McKinley Park neighborhood. A community meeting and a public hearing on charter school submissions submitted in 2013 were held on December 16, 2013 and January 7, 2014, respectively.

If approved, the identification of a facility will be required to be submitted to the Board for consideration.

TERM: If approved, the term of the Be the Change charter and agreement shall commence July 1, 2014 and end June 30, 2019.

AUTHORIZATION: Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement. Authorize the President and Secretary to execute the written Charter School Agreement. Authorize the Senior Director of the Office of New Schools to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification.

LSC REVIEW: Approval of Local School Council is not applicable to this report.

AFFIRMATIVE ACTION: Not applicable.

FINANCIAL: The financial implications will be addressed during the development of the 2014-2015 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY15 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

GENERAL CONDITIONS:

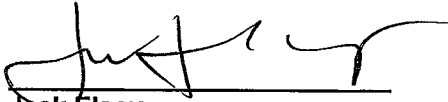
Inspector General - Each Party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's indebtedness Policy adopted June 26, 2006 (96-0626-P03), as amended from time to time, shall be incorporated into and made a part of the agreement.

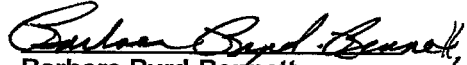
Ethics — The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time shall be incorporated into and made a part of the agreement.

Submitted for Consideration:




Jack Elsey
Chief Officer of Innovation and Incubation

Submitted for Consideration:



Barbara Byrd-Bennett
Chief Executive Officer

RAB

Approved as to Legal Form: 



James L. Bebley
General Counsel

**CONSIDERATION OF A PROPOSAL FOR CHARTER AND CHARTER SCHOOL AGREEMENT
SUBMITTED BY CHICAGO EDUCATION PARTNERSHIP, AN ILLINOIS NOT-FOR-PROFIT
CORPORATION**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

Consideration of a proposal for charter and Charter School Agreement submitted by Chicago Education Partnership, an Illinois not-for-profit corporation. If approved, the term of the Charter School Agreement would be for a five-year period, beginning July 1, 2015. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board by June 30, 2015. The agreement presented for consideration herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this matter is stated below.

SCHOOL OPERATOR: Chicago Education Partnership, Inc.
415 N. Laramie Avenue
Chicago, Illinois, 60644
Phone: 630-200-6747
Contact: Michael Rogers, Executive Director

CHARTER SCHOOL: Chicago Education Partnership
Grades K-6: 400 N. Leamington Avenue
Chicago, Illinois 60644
Grades 7-8: 415 N. Laramie Avenue
Chicago, Illinois, 60644
Phone: 630-200-6747
Contact: Michael Rogers, Executive Director

OVERSIGHT: Office of Innovation and Incubation
125 S. Clark, 10th Floor
Chicago, IL 60603
773-553-1530
Contact Person: Jack Elsey, Chief Officer

DESCRIPTION: The Charter Schools Law (105 ILCS 5/27A-1 et seq., as amended) provides that up to 70 charter schools may be operated in the City of Chicago. Proposals to operate charter schools are submitted to the Board for evaluation pursuant to the standards set forth in 105 ILCS 5/27A-8, and the Board convenes a public meeting to obtain information to assist in its decision to grant or deny each proposal and report its action to the Illinois State Board of Education. The State Board determines whether the approved charter school proposal and the proposed contract satisfy the provisions of the Charter Schools Law and, if so, certifies the charter school.

CHARTER APPLICATION PROPOSAL: The Chicago Education Partnership Charter school proposal was submitted by Chicago Education Partnership, Inc. and received by the Board in two tiers: a Tier 1 proposal was due in September 2013, and a Tier 2 proposal, considered "final and complete" in accordance with the Charter Schools Law, in December 2013. Chicago Education Partnership's mission is to create a school that dramatically transforms the lives of K-8 students and prepares them for success in college and in life through the delivery of a rigorous and personalized academic program, a focus on holistic education and the development of strong character. Chicago Education Partnership's school model is based on an extended school year/extended school day. It will meet the needs of all learners including English Language Learners, students with special needs, students in need of remediation and those in need of accelerated learning. The Chicago Education Partnership Charter School will be a college preparatory school which views excellence as commitment to constant improvement, through a rigorous education that seeks to develop the potential of each student. The educational program of the

school will include: student-centered, personalized learning academic philosophy, culture of high expectations established, self-pacing and mastery based advancement, blended instructional model, data-driven instruction, a pyramid of interventions for students to meet social/emotional needs and a deep partnership with the By The Hand Club for Kids. The school is slated to open in the fall of 2015 serving a maximum of 180 students in grades K-1. The school will add grades in subsequent years with an at capacity enrollment of 810 students in grades K-8. The school will be located across two adjoining facilities in the Austin neighborhood. Grades K-6 will be located at 400 N. Leamington Avenue and Grades 7 and 8 will be located at 415 N. Laramie Avenue. A community meeting and a public hearing on charter school submissions submitted in 2013, as required by statute, were held on December 16, 2013 and January 7, 2014.

TERM: If approved, the term of the Chicago Education Partnership charter and agreement shall commence July 1, 2015 and end June 30, 2020.

AUTHORIZATION: Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement, which shall reflect resolution of any and all outstanding issues between the Board and the governing body of the charter school including, but not limited to: site location, enrollment, educational program, financial controls and practices, academic accountability and evaluations. Authorize the President and Secretary to execute the written Charter School Agreement. Authorize the Senior Director of the Office of New Schools to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification.

LSC REVIEW: Approval of Local School Council is not applicable to this report.

AFFIRMATIVE ACTION: Not applicable.

FINANCIAL: The financial implications will be addressed during the development of the 2015-2016 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY15 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

GENERAL CONDITIONS:

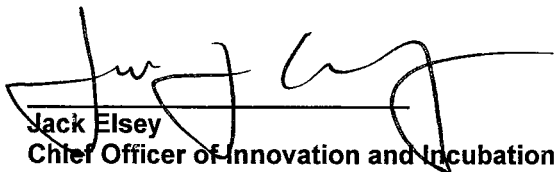
Inspector General - Each Party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's indebtedness Policy adopted June 26, 2006 (96-0626-P03), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics — The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time shall be incorporated into and made a part of the agreement.

Submitted for Consideration:



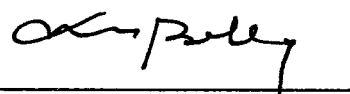
Jack Elsey
Chief Officer of Innovation and Incubation

Submitted for Consideration:



Barbara Byrd-Bennett
Chief Executive Officer

Approved as to Legal Form: *James*



James L. Bebley
General Counsel

**CONSIDERATION OF A PROPOSAL FOR CHARTER AND CHARTER SCHOOL AGREEMENT
SUBMITTED BY CONCEPT SCHOOLS, AN ILLINOIS NOT-FOR-PROFIT CORPORATION
(HORIZION SCIENCE ACADEMY – CHATHAM CHARTER SCHOOL)**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

Consideration of a proposal for charter and Charter School Agreement submitted by Concept Schools for the operation of Horizon Science Academy – Chatham Charter School, an Illinois not-for-profit corporation. If approved, the term of the Charter School Agreement would be for a five-year period, beginning July 1, 2014. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board by June 30, 2014. The agreement presented for consideration herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this matter is stated below.

SCHOOL OPERATOR: Concept Schools
2250 E. Devon Avenue Suite 215
Des Plaines, Illinois 60018
Phone: 224-678-5547
Contact: Salim Ucan, Vice President

CHARTER SCHOOL: Horizon Science Academy – Chatham Charter School
8522 S. Lafayette
Chicago, Illinois 60620
Phone: 224-678-5547
Contact: Salim Ucan, Vice President

OVERSIGHT: Office of Innovation and Incubation
125 S. Clark, 10th Floor
Chicago, IL 60603
773-553-1530
Contact Person: Jack Elsey, Chief Officer

DESCRIPTION: The Charter Schools Law (105 ILCS 5/27A-1 et seq., as amended) provides that up to 70 charter schools may be operated in the City of Chicago. Proposals to operate charter schools are submitted to the Board for evaluation pursuant to the standards set forth in 105 ILCS 5/27A-8, and the Board convenes a public meeting to obtain information to assist in its decision to grant or deny each proposal and report its action to the Illinois State Board of Education. The State Board determines whether the approved charter school proposal and the proposed contract satisfy the provisions of the Charter Schools Law and, if so, certifies the charter school.

CHARTER APPLICATION PROPOSAL: The mission of Horizon Science Academy – Chatham Charter School will be to prepare its students for college by creating an effective learning environment of higher standards and expectations with a challenging college preparatory mathematics, science, engineering and technology (STEM) curriculum. The school will implement Concept Schools design, a proven successful, student-centered, and evidenced-based educational design, currently being implemented in thirty charter schools in the Midwest. The main characteristics of Concept design are: 1. Rigorous college preparatory curriculum with a math, science and technology emphasis, 2. Longer school days and extended school year, 3. Small school and class sizes, 4. Personalized education and 5. Data-driven instruction. Horizon Science Academy – Chatham will be located in Chatham at 8522 S. Lafayette. The school will open in the fall 2014 and will serve no more than 450 students in grades K-8. They will grow to serve 725 students in grades K-12. A community meeting and a public hearing on charter school submissions submitted in 2013, as required by statute, were held on December 16, 2013 and January 7, 2014.

TERM: If approved, the term of the Chicago Education Partnership charter and agreement shall commence July 1, 2014 and end June 30, 2019.

AUTHORIZATION: Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement, which shall reflect resolution of any and all outstanding issues between the Board and the governing body of the charter school including, but not limited to: site location, enrollment, educational program, financial controls and practices, academic accountability and evaluations. Authorize the President and Secretary to execute the written Charter School Agreement. Authorize the Senior Director of the Office of New Schools to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification.

LSC REVIEW: Approval of Local School Council is not applicable to this report.

AFFIRMATIVE ACTION: Not applicable.

FINANCIAL: The financial implications will be addressed during the development of the 2014-2015 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY15 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

GENERAL CONDITIONS:

Inspector General - Each Party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's indebtedness Policy adopted June 26, 2006 (96-0626-P03), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics — The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time shall be incorporated into and made a part of the agreement.

Submitted for Consideration:




Jack Elsey
Chief Officer of Innovation and Incubation

Submitted for Consideration:



Barbara Byrd-Bennett
Chief Executive Officer

Approved as to Legal Form: 



James L. Bebley
General Counsel

**CONSIDERATION OF A PROPOSAL FOR CHARTER AND CHARTER SCHOOL AGREEMENT
SUBMITTED BY CONCEPT SCHOOLS, AN ILLINOIS NOT-FOR-PROFIT CORPORATION
(HORIZON SCIENCE ACADEMY – CHICAGO LAWN CHARTER SCHOOL)**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

Consideration of a proposal for charter and Charter School Agreement submitted by Concept Schools for the operation of Horizon Science Academy – Chicago Lawn Charter School, an Illinois not-for-profit corporation. If approved, the term of the Charter School Agreement would be for a five-year period, beginning July 1, 2014. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board by June 30, 2014. The agreement presented for consideration herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this matter is stated below.

SCHOOL OPERATOR: Concept Schools
2250 E. Devon Avenue Suite 215
Des Plaines, Illinois 60018
Phone: 224-678-5547
Contact: Salim Ucan, Vice President

CHARTER SCHOOL: Horizon Science Academy – Chicago Lawn Charter School
5401 S. Western Avenue
Chicago, Illinois 60609
Phone: 224-678-5547
Contact: Salim Ucan, Vice President

OVERSIGHT: Office of Innovation and Incubation
125 S. Clark, 10th Floor
Chicago, IL 60603
773-553-1530
Contact Person: Jack Elsey, Chief Officer

DESCRIPTION: The Charter Schools Law (105 ILCS 5/27A-1 et seq., as amended) provides that up to 70 charter schools may be operated in the City of Chicago. Proposals to operate charter schools are submitted to the Board for evaluation pursuant to the standards set forth in 105 ILCS 5/27A-8, and the Board convenes a public meeting to obtain information to assist in its decision to grant or deny each proposal and report its action to the Illinois State Board of Education. The State Board determines whether the approved charter school proposal and the proposed contract satisfy the provisions of the Charter Schools Law and, if so, certifies the charter school.

CHARTER APPLICATION PROPOSAL: The mission of Horizon Science Academy – Chicago Lawn Charter School will be to prepare its students for college by creating an effective learning environment of higher standards and expectations with a challenging college preparatory mathematics, science, engineering and technology (STEM) curriculum. The school will implement Concept Schools design, a proven successful, student-centered, and evidenced-based educational design, currently being implemented in thirty charter schools in the Midwest. The main characteristics of Concept design are: 1. Rigorous college preparatory curriculum with a math, science and technology emphasis, 2. Longer school days and extended school year, 3. Small school and class sizes, 4. Personalized education and 5. Data-driven instruction. Horizon Science Academy – Chicago Lawn will be located in Chicago Lawn at a 5401 S. Western Avenue. The school will open in the fall 2014 and will serve no more than 450 students in grades K-8. They will grow to serve 725 students in grades K-12. A community meeting and a public hearing on charter school submissions submitted in 2013 were held on December 16, 2013 and January 7, 2014, respectively.

TERM: If approved, the term of the Concept Schools charter and agreement shall commence July 1, 2014 and end June 30, 2019.

AUTHORIZATION: Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement, which shall reflect resolution of any and all outstanding issues between the Board and the governing body of the charter school including, but not limited to: site location, enrollment, educational program, financial controls and practices, academic accountability and evaluations. Authorize the President and Secretary to execute the written Charter School Agreement. Authorize the Senior Director of the Office of New Schools to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification.

LSC REVIEW: Approval of Local School Council is not applicable to this report.

AFFIRMATIVE ACTION: Not applicable.

FINANCIAL: The financial implications will be addressed during the development of the 2014-2015 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY15 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

GENERAL CONDITIONS:

Inspector General - Each Party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's indebtedness Policy adopted June 26, 2006 (96-0626-P03), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics — The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time shall be incorporated into and made a part of the agreement.

Submitted for Consideration:




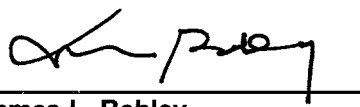
Jack Elsey
Chief Officer of Innovation and Incubation

Submitted for Consideration:



Barbara Byrd-Bennett
Chief Executive Officer

Approved as to Legal Form:

James L. Bebley
General Counsel

**CONSIDERATION OF A PROPOSAL FOR CHARTER AND CHARTER SCHOOL AGREEMENT
SUBMITTED BY CONNECTED FUTURES ACADEMIES, AN ILLINOIS NOT-FOR-PROFIT
CORPORATION**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

Consideration of a proposal for charter and Charter School Agreement submitted by Connected Futures Academies. If approved, the term of the Charter School Agreement would be for a five-year period, beginning July 1, 2014. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board by June 30, 2014. The agreement presented for consideration herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this matter is stated below.

SCHOOL OPERATOR: Connected Futures Academies
4124 S. Ellis
Chicago, Illinois 60653
Phone: 312-523-3377
Contact: Ronald Giles, Design Team Leader

CHARTER SCHOOL: Connected Futures Academies Options Charter School
Locations to be Determined
Phone: 312-523-3377
Contact: Ronald Giles, Design Team Leader

OVERSIGHT: Office of Innovation and Incubation
125 S. Clark, 10th Floor
Chicago, IL 60603
773-553-1530
Contact Person: Jack Elsey, Chief Officer

DESCRIPTION: The Charter Schools Law (105 ILCS 5/27A-1 et seq., as amended) provides that the City of Chicago may authorize up to but no more than 5 charter schools devoted exclusively to re-enrolled high school dropouts and/or students 15 or 16 years old at risk of dropping out. Such charter schools may operate up to 15 campuses within the City of Chicago. Proposals to operate charter schools are submitted to the Board for evaluation pursuant to the standards set forth in 105 ILCS 5/27A-8, and the Board convenes a public meeting to obtain information to assist in its decision to grant or deny each proposal and report its action to the Illinois State Board of Education. The State Board determines whether the approved charter school proposal and the proposed contract satisfy the provisions of the Charter Schools Law and, if so, certifies the charter school.

CHARTER APPLICATION PROPOSAL: The Connected Futures Academies Options Charter School proposal was submitted by Connected Futures Academies and received by the Board in two tiers: a Tier 1 proposal was due in September 2013, and a Tier 2 proposal completed the proposal in accordance with the Charter Schools Law, in December 2013. Connected Futures Academies proposes to operate an alternative options charter school that will create an academic and career based integrated educational environment designed to blend the rigor of high academic standards and next generation skills students exiting the school must obtain to meet high demand employment opportunities aligned to City Colleges of Chicago career focuses. Connected Futures Academies in collaboration with post-secondary partners, business and community leaders will focus on preparing its graduates for career pathway opportunities offered by the City Colleges of Chicago.

If approved, the charter is slated to open 5 alternative options campuses in the fall of 2014 at locations to be determined. In year 1 each campus will serve 165 students ages 15-21. Also, if approved, the identification of a facility will be required to be submitted to the Board for consideration.

A community meeting and a public hearing on charter school submissions submitted in 2013 were held on December 16, 2013 and January 7, 2014, respectively.

TERM: If approved, the term of the Connected Future Academies charter and agreement shall commence July 1, 2014 and end June 30, 2019.

AUTHORIZATION: Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement. Authorize the President and Secretary to execute the written Charter School Agreement. Authorize the Senior Director of the Office of New Schools to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification.

LSC REVIEW: Approval of Local School Council is not applicable to this report.

AFFIRMATIVE ACTION: Not applicable.

FINANCIAL: The financial implications will be addressed during the development of the 2014-2015 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY15 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

GENERAL CONDITIONS:

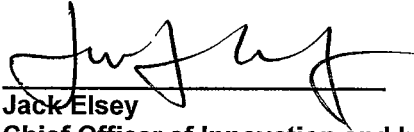
Inspector General - Each Party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's indebtedness Policy adopted June 26, 2006 (96-0626-P03), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics — The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time shall be incorporated into and made a part of the agreement.

Submitted for Consideration:



Jack Elsey
Chief Officer of Innovation and Incubation

Submitted for Consideration:


Barbara Byrd-Bennett
Chief Executive Officer

Approved as to Legal Form: 



James L. Bebley
General Counsel

**CONSIDERATION OF A PROPOSAL FOR CHARTER AND CHARTER SCHOOL AGREEMENT
SUBMITTED BY CURTIS SHARIF STEM ACADEMY
(CURTIS SHARIF STEM ACADEMY CHARTER SCHOOL 1)**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

Consideration of a proposal for charter and Charter School Agreement submitted by Curtis Sharif STEM Academy. If approved, the term of the Charter School Agreement would be for a five-year period, beginning July 1, 2014. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board by June 30, 2014. The agreement presented for consideration herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this matter is stated below.

SCHOOL OPERATOR: Curtis Sharif STEM Academy
313 East 60th Street
Chicago, Illinois 60637
Phone: 312-813-4625
Contact: Deborah Um'rani, Design Team Leader

CHARTER SCHOOL: Curtis Sharif STEM Academy Charter School 1
Location to be Determined
Phone: 312-813-4625
Contact: Deborah Um'rani, Design Team Leader

OVERSIGHT: Office of Innovation and Incubation
125 S. Clark, 10th Floor
Chicago, IL 60603
773-553-1530
Contact Person: Jack Elsey, Chief Officer

DESCRIPTION: The Charter Schools Law (105 ILCS 5/27A-1 et seq., as amended) provides that up to 70 charter schools may be operated in the City of Chicago. Proposals to operate charter schools are submitted to the Board for evaluation pursuant to the standards set forth in 105 ILCS 5/27A-8, and the Board convenes a public meeting to obtain information to assist in its decision to grant or deny each proposal and report its action to the Illinois State Board of Education. The State Board determines whether the approved charter school proposal and the proposed contract satisfy the provisions of the Charter Schools Law and, if so, certifies the charter school.

CHARTER APPLICATION PROPOSAL: The Curtis Sharif STEM Academy Charter School 1 proposal was submitted by Curtis Sharif STEM Academy and received by the Board in two tiers: a Tier 1 proposal was due in September 2013, and a Tier 2 proposal completed the proposal in accordance with the Charter Schools Law, in December 2013. The Curtis-Sharif STEM Academy's mission is to provide a college preparatory elementary education that integrates a STEM curriculum, the fine, cultural, visual and performing arts, character education, the humanities, and healthy living in an academically and intellectually rigorous, culturally empowering, socially nurturing, safe, orderly environment to develop creative, respectful scholars and leaders who are empowered to be positive influences in their homes and communities. The CSSA educational environment exposes students, beginning in Kindergarten and at whatever point they enter the 'CSSA Pipeline to Excellence', to a curriculum that focuses on inquiry based learning, critical thinking skills, problem-based learning, the scientific method, the Socratic method, the arts and an international baccalaureate curriculum framed by the common core standards to engage students in intellectual inquiry in every subject area.

The school is slated to open in the fall of 2014 at a location to be determined and will serve a maximum of 165 students in grades K-5. The school will add grades in subsequent years with an at capacity

enrollment of 300 students in grades K-8. A community meeting and a public hearing on charter school submissions submitted in 2013 were held on December 16, 2013 and January 7, 2014, respectively.

If approved, the identification of a facility will be required to be submitted to the Board for consideration.

TERM: If approved, the term of the Curtis Sharif STEM Academy charter and agreement shall commence July 1, 2014 and end June 30, 2019.

AUTHORIZATION: Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement. Authorize the President and Secretary to execute the written Charter School Agreement. Authorize the Senior Director of the Office of New Schools to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification.

LSC REVIEW: Approval of Local School Council is not applicable to this report.

AFFIRMATIVE ACTION: Not applicable.

FINANCIAL: The financial implications will be addressed during the development of the 2014-2015 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY15 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

GENERAL CONDITIONS:

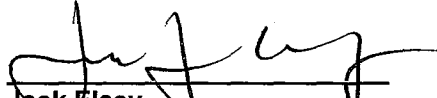
Inspector General - Each Party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's indebtedness Policy adopted June 26, 2006 (96-0626-P03), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics — The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time shall be incorporated into and made a part of the agreement.

Submitted for Consideration:



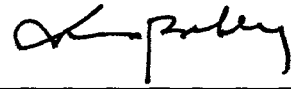
Jack Elsey
Chief Officer of Innovation and Incubation

Submitted for Consideration:



Barbara Byrd-Bennett
Chief Executive Officer *RAS*

Approved as to Legal Form: ~~X~~



James L. Bebley
General Counsel

**CONSIDERATION OF A PROPOSAL FOR CHARTER AND CHARTER SCHOOL AGREEMENT
SUBMITTED BY CURTIS SHARIF STEM ACADEMY
(CURTIS SHARIF STEM ACADEMY CHARTER SCHOOL 2)**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

Consideration of a proposal for charter and Charter School Agreement submitted by Curtis Sharif STEM Academy. If approved, the term of the Charter School Agreement would be for a five-year period, beginning July 1, 2015. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board by June 30, 2015. The agreement presented for consideration herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this matter is stated below.

SCHOOL OPERATOR: Curtis Sharif STEM Academy
313 East 60th Street
Chicago, Illinois 60637
Phone: 312-813-4625
Contact: Deborah Um'rani, Design Team Leader

CHARTER SCHOOL: Curtis Sharif STEM Academy Charter School 2
Location to be Determined
Phone: 312-813-4625
Contact: Deborah Um'rani, Design Team Leader

OVERSIGHT: Office of Innovation and Incubation
125 S. Clark, 10th Floor
Chicago, IL 60603
773-553-1530
Contact Person: Jack Elsey, Chief Officer

DESCRIPTION: The Charter Schools Law (105 ILCS 5/27A-1 et seq., as amended) provides that up to 70 charter schools may be operated in the City of Chicago. Proposals to operate charter schools are submitted to the Board for evaluation pursuant to the standards set forth in 105 ILCS 5/27A-8, and the Board convenes a public meeting to obtain information to assist in its decision to grant or deny each proposal and report its action to the Illinois State Board of Education. The State Board determines whether the approved charter school proposal and the proposed contract satisfy the provisions of the Charter Schools Law and, if so, certifies the charter school.

CHARTER APPLICATION PROPOSAL: The Curtis Sharif STEM Academy Charter School 2 proposal was submitted by Curtis Sharif STEM Academy and received by the Board in two tiers: a Tier 1 proposal was due in September 2013, and a Tier 2 proposal completed the proposal in accordance with the Charter Schools Law, in December 2013. The Curtis-Sharif STEM Academy's mission is to provide a college preparatory elementary education that integrates a STEM curriculum, the fine, cultural, visual and performing arts, character education, the humanities, and healthy living in an academically and intellectually rigorous, culturally empowering, socially nurturing, safe, orderly environment to develop creative, respectful scholars and leaders who are empowered to be positive influences in their homes and communities. The CSSA educational environment exposes students, beginning in Kindergarten and at whatever point they enter the 'CSSA Pipeline to Excellence', to a curriculum that focuses on inquiry based learning, critical thinking skills, problem-based learning, the scientific method, the Socratic method, the arts and an international baccalaureate curriculum framed by the common core standards to engage students in intellectual inquiry in every subject area.

The school is slated to open in the fall of 2015 at a location to be determined and will serve a maximum of 165 students in grades K-5. The school will add grades in subsequent years with an at capacity

enrollment of 300 students in grades K-8. A community meeting and a public hearing on charter school submissions submitted in 2013 were held on December 16, 2013 and January 7, 2014, respectively.

If approved, the identification of a facility will be required to be submitted to the Board for consideration.

TERM: If approved, the term of the Curtis Sharif STEM Academy charter and agreement shall commence July 1, 2015 and end June 30, 2020.

AUTHORIZATION: Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement. Authorize the President and Secretary to execute the written Charter School Agreement. Authorize the Senior Director of the Office of New Schools to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification.

LSC REVIEW: Approval of Local School Council is not applicable to this report.

AFFIRMATIVE ACTION: Not applicable.

FINANCIAL: The financial implications will be addressed during the development of the 2015-2016 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY16 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

GENERAL CONDITIONS:

Inspector General - Each Party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's indebtedness Policy adopted June 26, 2006 (96-0626-P03), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics — The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time shall be incorporated into and made a part of the agreement.

Submitted for Consideration:



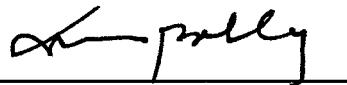
Jack Elsey
Chief Officer of Innovation and Incubation

Submitted for Consideration:



Barbara Byrd-Bennett
Chief Executive Officer *PAS*

Approved as to Legal Form: 



James L. Bebley
General Counsel

**CONSIDERATION OF A PROPOSAL FOR CHARTER AND CHARTER SCHOOL AGREEMENT
SUBMITTED BY CURTIS SHARIF STEM ACADEMY
(CURTIS SHARIF STEM ACADEMY CHARTER SCHOOL 3)**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

Consideration of a proposal for charter and Charter School Agreement submitted by Curtis Sharif STEM Academy. If approved, the term of the Charter School Agreement would be for a five-year period, beginning July 1, 2016. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board by June 30, 2016. The agreement presented for consideration herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this matter is stated below.

SCHOOL OPERATOR: Curtis Sharif STEM Academy
313 East 60th Street
Chicago, Illinois 60637
Phone: 312-813-4625
Contact: Deborah Um'rani, Design Team Leader

CHARTER SCHOOL: Curtis Sharif STEM Academy Charter School 3
Location to be Determined
Phone: 312-813-4625
Contact: Deborah Um'rani, Design Team Leader

OVERSIGHT: Office of Innovation and Incubation
125 S. Clark, 10th Floor
Chicago, IL 60603
773-553-1530
Contact Person: Jack Elsey, Chief Officer

DESCRIPTION: The Charter Schools Law (105 ILCS 5/27A-1 et seq., as amended) provides that up to 70 charter schools may be operated in the City of Chicago. Proposals to operate charter schools are submitted to the Board for evaluation pursuant to the standards set forth in 105 ILCS 5/27A-8, and the Board convenes a public meeting to obtain information to assist in its decision to grant or deny each proposal and report its action to the Illinois State Board of Education. The State Board determines whether the approved charter school proposal and the proposed contract satisfy the provisions of the Charter Schools Law and, if so, certifies the charter school.

CHARTER APPLICATION PROPOSAL: The Curtis Sharif STEM Academy Charter School 3 proposal was submitted by Curtis Sharif STEM Academy and received by the Board in two tiers: a Tier 1 proposal was due in September 2013, and a Tier 2 proposal completed the proposal in accordance with the Charter Schools Law, in December 2013. The Curtis-Sharif STEM Academy's mission is to provide a college preparatory elementary education that integrates a STEM curriculum, the fine, cultural, visual and performing arts, character education, the humanities, and healthy living in an academically and intellectually rigorous, culturally empowering, socially nurturing, safe, orderly environment to develop creative, respectful scholars and leaders who are empowered to be positive influences in their homes and communities. The CSSA educational environment exposes students, beginning in Kindergarten and at whatever point they enter the 'CSSA Pipeline to Excellence', to a curriculum that focuses on inquiry based learning, critical thinking skills, problem-based learning, the scientific method, the Socratic method, the arts and an international baccalaureate curriculum framed by the common core standards to engage students in intellectual inquiry in every subject area.

The school is slated to open in the fall of 2016 at a location to be determined and will serve a maximum of 165 students in grades K-5. The school will add grades in subsequent years with an at capacity

enrollment of 300 students in grades K-8. A community meeting and a public hearing on charter school submissions submitted in 2013 were held on December 16, 2013 and January 7, 2014, respectively.

If approved, the identification of a facility will be required to be submitted to the Board for consideration.

TERM: If approved, the term of the Curtis Sharif STEM Academy charter and agreement shall commence July 1, 2016 and end June 30, 2021.

AUTHORIZATION: Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement. Authorize the President and Secretary to execute the written Charter School Agreement. Authorize the Senior Director of the Office of New Schools to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification.

LSC REVIEW: Approval of Local School Council is not applicable to this report.

AFFIRMATIVE ACTION: Not applicable.

FINANCIAL: The financial implications will be addressed during the development of the 2016-2017 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY17 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

GENERAL CONDITIONS:


Inspector General - Each Party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's indebtedness Policy adopted June 26, 2006 (96-0626-P03), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics — The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time shall be incorporated into and made a part of the agreement.

Submitted for Consideration:




Jack Elsey
Chief Officer of Innovation and Incubation

Submitted for Consideration:



Barbara Byrd-Bennett
Chief Executive Officer *1/2/10*

Approved as to Legal Form: 



James L. Bebley
General Counsel

**CONSIDERATION OF A PROPOSAL FOR CHARTER AND CHARTER SCHOOL AGREEMENT
SUBMITTED BY CURTIS SHARIF STEM ACADEMY
(CURTIS SHARIF STEM ACADEMY CHARTER SCHOOL 4)**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

Consideration of a proposal for charter and Charter School Agreement submitted by Curtis Sharif STEM Academy. If approved, the term of the Charter School Agreement would be for a five-year period, beginning July 1, 2016. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board by June 30, 2016. The agreement presented for consideration herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this matter is stated below.

SCHOOL OPERATOR: Curtis Sharif STEM Academy
313 East 60th Street
Chicago, Illinois 60637
Phone: 312-813-4625
Contact: Deborah Um'rani, Design Team Leader

CHARTER SCHOOL: Curtis Sharif STEM Academy Charter School 4
Location to be Determined
Phone: 312-813-4625
Contact: Deborah Um'rani, Design Team Leader

OVERSIGHT: Office of Innovation and Incubation
125 S. Clark, 10th Floor
Chicago, IL 60603
773-553-1530
Contact Person: Jack Elsey, Chief Officer

DESCRIPTION: The Charter Schools Law (105 ILCS 5/27A-1 et seq., as amended) provides that up to 70 charter schools may be operated in the City of Chicago. Proposals to operate charter schools are submitted to the Board for evaluation pursuant to the standards set forth in 105 ILCS 5/27A-8, and the Board convenes a public meeting to obtain information to assist in its decision to grant or deny each proposal and report its action to the Illinois State Board of Education. The State Board determines whether the approved charter school proposal and the proposed contract satisfy the provisions of the Charter Schools Law and, if so, certifies the charter school.

CHARTER APPLICATION PROPOSAL: The Curtis Sharif STEM Academy Charter School 3 proposal was submitted by Curtis Sharif STEM Academy and received by the Board in two tiers: a Tier 1 proposal was due in September 2013, and a Tier 2 proposal completed the proposal in accordance with the Charter Schools Law, in December 2013. The Curtis-Sharif STEM Academy's mission is to provide a college preparatory elementary education that integrates a STEM curriculum, the fine, cultural, visual and performing arts, character education, the humanities, and healthy living in an academically and intellectually rigorous, culturally empowering, socially nurturing, safe, orderly environment to develop creative, respectful scholars and leaders who are empowered to be positive influences in their homes and communities. The CSSA educational environment exposes students, beginning in Kindergarten and at whatever point they enter the 'CSSA Pipeline to Excellence', to a curriculum that focuses on inquiry based learning, critical thinking skills, problem-based learning, the scientific method, the Socratic method, the arts and an international baccalaureate curriculum framed by the common core standards to engage students in intellectual inquiry in every subject area.

The school is slated to open in the fall of 2016 at a location to be determined and will serve a maximum of 165 students in grades K-5. The school will add grades in subsequent years with an at capacity

enrollment of 300 students in grades K-8. A community meeting and a public hearing on charter school submissions submitted in 2013 were held on December 16, 2013 and January 7, 2014, respectively.

If approved, the identification of a facility will be required to be submitted to the Board for consideration.

TERM: If approved, the term of the Curtis Sharif STEM Academy charter and agreement shall commence July 1, 2016 and end June 30, 2021.

AUTHORIZATION: Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement. Authorize the President and Secretary to execute the written Charter School Agreement. Authorize the Senior Director of the Office of New Schools to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification.

LSC REVIEW: Approval of Local School Council is not applicable to this report.

AFFIRMATIVE ACTION: Not applicable.

FINANCIAL: The financial implications will be addressed during the development of the 2016-2017 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY17 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

GENERAL CONDITIONS:


Inspector General - Each Party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's indebtedness Policy adopted June 26, 2006 (96-0626-P03), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics — The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time shall be incorporated into and made a part of the agreement.

Submitted for Consideration:



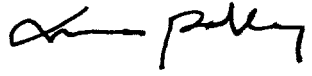
Jack Elsey
Chief Officer of Innovation and Incubation

Submitted for Consideration:



Barbara Byrd-Bennett
Chief Executive Officer */KAB*

Approved as to Legal Form: 



James L. Bebley
General Counsel

**CONSIDERATION OF A PROPOSAL FOR CHARTER AND CHARTER SCHOOL AGREEMENT
SUBMITTED BY GREAT LAKES ACADEMY, INC., AN ILLINOIS NOT-FOR-PROFIT CORPORATION**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

Consideration of a proposal for charter and Charter School Agreement submitted by Great Lakes Academy, Inc., an Illinois not-for-profit corporation. If approved, the term of the Charter School Agreement would be for a five-year period, beginning July 1, 2014. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board by June 30, 2014. The agreement presented for consideration herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this matter is stated below.

SCHOOL OPERATOR: Great Lakes Academy, Inc.
415 E. North Water Street, Apartment 604W
Chicago, Illinois 60611-5613
Phone: 773-599-3614
Contact: Katherine Myers, Executive Director

CHARTER SCHOOL: Great Lakes Academy Charter School
Location To Be Determined
Phone: 773-599-3614
Contact: Katherine Myers, Executive Director

OVERSIGHT: Office of Innovation and Incubation
125 S. Clark, 10th Floor
Chicago, IL 60603
773-553-1530
Contact Person: Jack Elsey, Chief Officer

DESCRIPTION: The Charter Schools Law (105 ILCS 5/27A-1 et seq., as amended) provides that up to 70 charter schools may be operated in the City of Chicago. Proposals to operate charter schools are submitted to the Board for evaluation pursuant to the standards set forth in 105 ILCS 5/27A-8, and the Board convenes a public meeting to obtain information to assist in its decision to grant or deny each proposal and report its action to the Illinois State Board of Education. The State Board determines whether the approved charter school proposal and the proposed contract satisfy the provisions of the Charter Schools Law and, if so, certifies the charter school.

CHARTER APPLICATION PROPOSAL: The Great Lakes Academy Charter School (Great Lakes Academy) proposal was submitted by Great Lakes Academy, Inc. and received by the Board in two tiers: a Tier 1 proposal was due in September 2013, and a Tier 2 proposal completed the proposal in accordance with the Charter Schools Law in December 2013. Great Lakes Academy's mission is to prepare K-8 students to excel in high school and college, and live a life of great opportunity through rigorous academics and development of character. Great Lakes Academy's school model draws from the best practices at the highest performing schools serving low-income, urban students across the country, focusing on recruiting, hiring, coaching, and retaining outstanding classroom teachers; building a fiercely positive school culture that holds staff and students to high expectations through positive reinforcement; a focus on foundational literacy and mathematics instruction; an extended school day; and promoting a safe and secure school environment with clear directions and structures. The school is slated to open in the fall of 2014 serving a maximum of 128 students in grades K-1. The school will add grades in subsequent years with an at capacity enrollment of 576 students in grades K-8. The school will be located at a location to be determined. A community meeting and a public hearing on charter school submissions submitted in 2013 were held on December 16, 2013 and January 7, 2014, respectively.

If approved, the identification of a facility will be required to be submitted to the Board for consideration.

TERM: If approved, the term of the Great Lakes Academy charter and agreement shall commence July 1, 2014 and end June 30, 2019.

AUTHORIZATION: Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement. Authorize the President and Secretary to execute the written Charter School Agreement. Authorize the Senior Director of the Office of New Schools to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification.

LSC REVIEW: Approval of Local School Council is not applicable to this report.

AFFIRMATIVE ACTION: Not applicable.

FINANCIAL: The financial implications will be addressed during the development of the 2014-2015 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY15 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

GENERAL CONDITIONS:

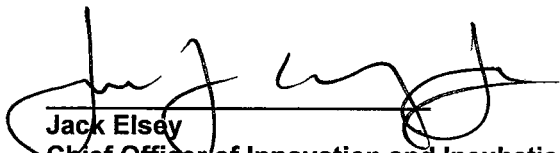
Inspector General - Each Party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's indebtedness Policy adopted June 26, 2006 (96-0626-P03), as amended from time to time, shall be incorporated into and made a part of the agreement.


Ethics — The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time shall be incorporated into and made a part of the agreement.

Submitted for Consideration:




Jack Elsey
Chief Officer of Innovation and Incubation

Submitted for Consideration:



Barbara Byrd-Bennett
Chief Executive Officer

Approved as to Legal Form: 



James L. Bebley
General Counsel

**CONSIDERATION OF A PROPOSAL FOR CHARTER AND CHARTER SCHOOL AGREEMENT
SUBMITTED BY INTRINSIC SCHOOLS, AN ILLINOIS NOT-FOR-PROFIT CORPORATION
(INTRINSIC CHARTER SCHOOL 2)**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

Consideration of a proposal for charter and Charter School Agreement submitted by Intrinsic Schools, an Illinois not-for-profit corporation. If approved, the term of the Charter School Agreement would be for a five-year period, beginning July 1, 2015. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board by June 30, 2015. The agreement presented for consideration herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this matter is stated below.

SCHOOL OPERATOR: Intrinsic Schools
33 N. LaSalle St. Suite #3400
Chicago, Illinois 60602
Phone: 312-384-9903
Contact: Melissa Zaikos, Chief Executive Officer

CHARTER SCHOOL: Intrinsic Charter School 2
4540 W. Belmont (Year 1)
Phone: 312-384-9903
Contact: Melissa Zaikos, Chief Executive Officer

OVERSIGHT: Office of Innovation and Incubation
125 S. Clark, 10th Floor
Chicago, IL 60603
773-553-1530
Contact Person: Jack Elsey, Chief Officer

DESCRIPTION: The Charter Schools Law (105 ILCS 5/27A-1 et seq., as amended) provides that up to 70 charter schools may be operated in the City of Chicago. Proposals to operate charter schools are submitted to the Board for evaluation pursuant to the standards set forth in 105 ILCS 5/27A-8, and the Board convenes a public meeting to obtain information to assist in its decision to grant or deny each proposal and report its action to the Illinois State Board of Education. The State Board determines whether the approved charter school proposal and the proposed contract satisfy the provisions of the Charter Schools Law and, if so, certifies the charter school.

CHARTER APPLICATION PROPOSAL: The Intrinsic Charter School proposal was submitted by Intrinsic Schools and received by the Board in two tiers: a Tier 1 proposal was due in September 2013, and a Tier 2 proposal completed the proposal in accordance with the Charter Schools Law, in December 2013. Intrinsic Charter School's mission is to prepare all students for 21st century post-secondary success and to cultivate independent, intellectually curious learners. To achieve this, the Intrinsic Charter School model leverages technology to personalize learning and is informed by the experience of great teachers. At Intrinsic Charter School, students will have the opportunities to navigate their own learning and find their passions through purposefully designed curricular experiences. The model includes three innovative features: personalized learning, student autonomy, and technology-enabled instruction. The school environment will balance high expectations, often seen at no-excuses charter schools, with the room to be inquisitive, characteristic of Montessori schools. The Intrinsic culture will be characterized by a focus on mastery, autonomy and community. The school is slated to open in the fall of 2015 serving a maximum of 186 students in grade 9. The school will add grades in subsequent years with an at capacity enrollment of 959 students in grades 7-12. The school will be located at 4540 W. Belmont in year 1 and will move to a location to be determined in the Northwest side. A community meeting and a public hearing

on charter school submissions submitted in 2013 were held on December 16, 2013 and January 7, 2014, respectively.

If approved, the identification of a facility will be required to be submitted to the Board for consideration.

TERM: If approved, the term of the Intrinsic Schools charter and agreement shall commence July 1, 2015 and end June 30, 2020.

AUTHORIZATION: Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement. Authorize the President and Secretary to execute the written Charter School Agreement. Authorize the Senior Director of the Office of New Schools to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification.

LSC REVIEW: Approval of Local School Council is not applicable to this report.

AFFIRMATIVE ACTION: Not applicable.

FINANCIAL: The financial implications will be addressed during the development of the 2015-2016 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY16 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

GENERAL CONDITIONS:

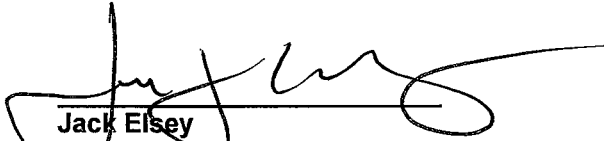
Inspector General - Each Party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's indebtedness Policy adopted June 26, 2006 (96-0626-P03), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics — The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time shall be incorporated into and made a part of the agreement.

Submitted for Consideration:



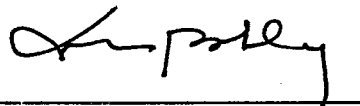
Jack Elsey
Chief Officer of Innovation and Incubation

Submitted for Consideration:



Barbara Byrd-Bennett
Chief Executive Officer

Approved as to Legal Form. 



James L. Bebley
General Counsel

**CONSIDERATION OF A PROPOSAL FOR CHARTER AND CHARTER SCHOOL AGREEMENT
SUBMITTED BY INTRINSIC SCHOOLS, AN ILLINOIS NOT-FOR-PROFIT CORPORATION
(INTRINSIC CHARTER SCHOOL 3)**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

Consideration of a proposal for charter and Charter School Agreement submitted by Intrinsic Schools, an Illinois not-for-profit corporation. If approved, the term of the Charter School Agreement would be for a five-year period, beginning July 1, 2016. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board by June 30, 2016. The agreement presented for consideration herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this matter is stated below.

SCHOOL OPERATOR: Intrinsic Schools Charter
33 N. LaSalle St. Suite #3400
Chicago, Illinois 60602
Phone: 312-384-9903
Contact: Melissa Zaikos, Chief Executive Officer

CHARTER SCHOOL: Intrinsic Charter School 3
Location to be determined
Phone: 312-384-9903
Contact: Melissa Zaikos, Chief Executive Officer

OVERSIGHT: Office of Innovation and Incubation
125 S. Clark, 10th Floor
Chicago, IL 60603
773-553-1530
Contact Person: Jack Elsey, Chief Officer

DESCRIPTION: The Charter Schools Law (105 ILCS 5/27A-1 et seq., as amended) provides that up to 70 charter schools may be operated in the City of Chicago. Proposals to operate charter schools are submitted to the Board for evaluation pursuant to the standards set forth in 105 ILCS 5/27A-8, and the Board convenes a public meeting to obtain information to assist in its decision to grant or deny each proposal and report its action to the Illinois State Board of Education. The State Board determines whether the approved charter school proposal and the proposed contract satisfy the provisions of the Charter Schools Law and, if so, certifies the charter school.

CHARTER APPLICATION PROPOSAL: The Intrinsic Charter School proposal was submitted by Intrinsic Schools and received by the Board in two tiers: a Tier 1 proposal was due in September 2013, and a Tier 2 proposal completed the proposal in accordance with the Charter Schools Law, in December 2013. Intrinsic Charter School's mission is to prepare all students for 21st century post-secondary success and to cultivate independent, intellectually curious learners. To achieve this, the Intrinsic Charter School model leverages technology to personalize learning and is informed by the experience of great teachers. At Intrinsic Charter School, students will have the opportunities to navigate their own learning and find their passions through purposefully designed curricular experiences. The model includes three innovative features: personalized learning, student autonomy, and technology-enabled instruction. The school environment will balance high expectations, often seen at no-excuses charter schools, with the room to be inquisitive, characteristic of Montessori schools. The Intrinsic culture will be characterized by a focus on mastery, autonomy and community. The school is slated to open in the fall of 2016 serving a maximum of 186 students in grade 9. The school will add grades in subsequent years with an at capacity enrollment of 959 students in grades 7-12. The school will be located at a location to be determined. A

community meeting and a public hearing on charter school submissions submitted in 2013 were held on December 16, 2013 and January 7, 2014, respectively.

If approved, the identification of a facility will be required to be submitted to the Board for consideration.

TERM: If approved, the term of the Intrinsic Schools charter and agreement shall commence July 1, 2016 and end June 30, 2021.

AUTHORIZATION: Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement. Authorize the President and Secretary to execute the written Charter School Agreement. Authorize the Senior Director of the Office of New Schools to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification.

LSC REVIEW: Approval of Local School Council is not applicable to this report.

AFFIRMATIVE ACTION: Not applicable.

FINANCIAL: The financial implications will be addressed during the development of the 2016-2017 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY17 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

GENERAL CONDITIONS:

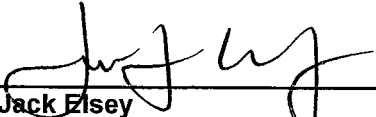
Inspector General - Each Party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's indebtedness Policy adopted June 26, 2006 (96-0626-P03), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics — The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time shall be incorporated into and made a part of the agreement.

Submitted for Consideration:




Jack Eisey
Chief Officer of Innovation and Incubation

Submitted for Consideration:



Barbara Byrd-Bennett
Chief Executive Officer *RAB*

Approved as to Legal Form: 



James L. Bebley
General Counsel

**CONSIDERATION OF A PROPOSAL FOR CHARTER AND CHARTER SCHOOL AGREEMENT
SUBMITTED BY INTRINSIC SCHOOLS, AN ILLINOIS NOT-FOR-PROFIT CORPORATION
(INTRINSIC CHARTER SCHOOL 4)**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

Consideration of a proposal for charter and Charter School Agreement submitted by Intrinsic Schools, an Illinois not-for-profit corporation. If approved, the term of the Charter School Agreement would be for a five-year period, beginning July 1, 2017. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board by June 30, 2017. The agreement presented for consideration herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this matter is stated below.

SCHOOL OPERATOR: Intrinsic Schools Charter
33 N. LaSalle St. Suite #3400
Chicago, Illinois 60602
Phone: 312-384-9903
Contact: Melissa Zaikos, Chief Executive Officer

CHARTER SCHOOL: Intrinsic Charter School 4
Location to be determined
Phone: 312-384-9903
Contact: Melissa Zaikos, Chief Executive Officer

OVERSIGHT: Office of Innovation and Incubation
125 S. Clark, 10th Floor
Chicago, IL 60603
773-553-1530
Contact Person: Jack Elsey, Chief Officer

DESCRIPTION: The Charter Schools Law (105 ILCS 5/27A-1 et seq., as amended) provides that up to 70 charter schools may be operated in the City of Chicago. Proposals to operate charter schools are submitted to the Board for evaluation pursuant to the standards set forth in 105 ILCS 5/27A-8, and the Board convenes a public meeting to obtain information to assist in its decision to grant or deny each proposal and report its action to the Illinois State Board of Education. The State Board determines whether the approved charter school proposal and the proposed contract satisfy the provisions of the Charter Schools Law and, if so, certifies the charter school.

CHARTER APPLICATION PROPOSAL: The Intrinsic Charter School proposal was submitted by Intrinsic Schools and received by the Board in two tiers: a Tier 1 proposal was due in September 2013, and a Tier 2 proposal completed the proposal in accordance with the Charter Schools Law, in December 2013. Intrinsic Charter School's mission is to prepare all students for 21st century post-secondary success and to cultivate independent, intellectually curious learners. To achieve this, the Intrinsic Charter School model leverages technology to personalize learning and is informed by the experience of great teachers. At Intrinsic Charter School, students will have the opportunities to navigate their own learning and find their passions through purposefully designed curricular experiences. The model includes three innovative features: personalized learning, student autonomy, and technology-enabled instruction. The school environment will balance high expectations, often seen at no-excuses charter schools, with the room to be inquisitive, characteristic of Montessori schools. The Intrinsic culture will be characterized by a focus on mastery, autonomy and community. The school is slated to open in the fall of 2017 serving a maximum of 186 students in grade 9. The school will add grades in subsequent years with an at capacity enrollment of 959 students in grades 7-12. The school will be located at a location to be determined. A

community meeting and a public hearing on charter school submissions submitted in 2013 were held on December 16, 2013 and January 7, 2014, respectively.

If approved, the identification of a facility will be required to be submitted to the Board for consideration.

TERM: If approved, the term of the Intrinsic Schools charter and agreement shall commence July 1, 2017 and end June 30, 2022.

AUTHORIZATION: Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement. Authorize the President and Secretary to execute the written Charter School Agreement. Authorize the Senior Director of the Office of New Schools to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification.

LSC REVIEW: Approval of Local School Council is not applicable to this report.

AFFIRMATIVE ACTION: Not applicable.

FINANCIAL: The financial implications will be addressed during the development of the 2017-2018 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY18 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

GENERAL CONDITIONS:

Inspector General - Each Party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's indebtedness Policy adopted June 26, 2006 (96-0626-P03), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics— The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time shall be incorporated into and made a part of the agreement.

Submitted for Consideration:



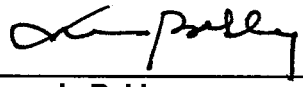
Jack Elsey
Chief Officer of Innovation and Incubation

Submitted for Consideration:



Barbara Byrd-Bennett
Chief Executive Officer *PAB*

Approved as to Legal Form: 



James L. Bebley
General Counsel

**CONSIDERATION OF A PROPOSAL FOR CHARTER AND CHARTER SCHOOL AGREEMENT
SUBMITTED BY INTRINSIC SCHOOLS, AN ILLINOIS NOT-FOR-PROFIT CORPORATION
(INTRISIC CHARTER SCHOOL 5)**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

Consideration of a proposal for charter and Charter School Agreement submitted by Intrinsic Schools, an Illinois not-for-profit corporation. If approved, the term of the Charter School Agreement would be for a five-year period, beginning July 1, 2017. The authority granted herein shall automatically rescind in the event a written Charter School Agreement is not executed by the Board and the charter school's governing board by June 30, 2017. The agreement presented for consideration herein will only take effect upon certification by the Illinois State Board of Education. Information pertinent to this matter is stated below.

SCHOOL OPERATOR: Intrinsic Schools Charter
33 N. LaSalle St. Suite #3400
Chicago, Illinois 60602
Phone: 312-384-9903
Contact: Melissa Zaikos, Chief Executive Officer

CHARTER SCHOOL: Intrinsic Charter School 5
Location to be determined
Phone: 312-384-9903
Contact: Melissa Zaikos, Chief Executive Officer

OVERSIGHT: Office of Innovation and Incubation
125 S. Clark, 10th Floor
Chicago, IL 60603
773-553-1530
Contact Person: Jack Elsey, Chief Officer

DESCRIPTION: The Charter Schools Law (105 ILCS 5/27A-1 et seq., as amended) provides that up to 70 charter schools may be operated in the City of Chicago. Proposals to operate charter schools are submitted to the Board for evaluation pursuant to the standards set forth in 105 ILCS 5/27A-8, and the Board convenes a public meeting to obtain information to assist in its decision to grant or deny each proposal and report its action to the Illinois State Board of Education. The State Board determines whether the approved charter school proposal and the proposed contract satisfy the provisions of the Charter Schools Law and, if so, certifies the charter school.

CHARTER APPLICATION PROPOSAL: The Intrinsic Charter School proposal was submitted by Intrinsic Schools and received by the Board in two tiers: a Tier 1 proposal was due in September 2013, and a Tier 2 proposal completed the proposal in accordance with the Charter Schools Law, in December 2013. Intrinsic Charter School's mission is to prepare all students for 21st century post-secondary success and to cultivate independent, intellectually curious learners. To achieve this, the Intrinsic Charter School model leverages technology to personalize learning and is informed by the experience of great teachers. At Intrinsic Charter School, students will have the opportunities to navigate their own learning and find their passions through purposefully designed curricular experiences. The model includes three innovative features: personalized learning, student autonomy, and technology-enabled instruction. The school environment will balance high expectations, often seen at no-excuses charter schools, with the room to be inquisitive, characteristic of Montessori schools. The Intrinsic culture will be characterized by a focus on mastery, autonomy and community. The school is slated to open in the fall of 2017 serving a maximum of 186 students in grade 9. The school will add grades in subsequent years with an at capacity enrollment of 959 students in grades 7-12. The school will be located at a location to be determined. A

community meeting and a public hearing on charter school submissions submitted in 2013 were held on December 16, 2013 and January 7, 2014, respectively.

If approved, the identification of a facility will be required to be submitted to the Board for consideration.

TERM: If approved, the term of the Intrinsic Schools charter and agreement shall commence July 1, 2017 and end June 30, 2022.

AUTHORIZATION: Authorize the General Counsel to include relevant terms and conditions, including any indemnities to be provided to the charter school, in the written Charter School Agreement. Authorize the President and Secretary to execute the written Charter School Agreement. Authorize the Senior Director of the Office of New Schools to issue a letter notifying the Illinois State Board of Education of the action(s) approved hereunder and to submit the approved proposal and signed Charter School Agreement to the Illinois State Board of Education for certification.

LSC REVIEW: Approval of Local School Council is not applicable to this report.

AFFIRMATIVE ACTION: Not applicable.

FINANCIAL: The financial implications will be addressed during the development of the 2017-2018 fiscal year budget. Since the School Code of Illinois prohibits the incurring of any liability unless an appropriation has been previously made, expenditures beyond FY18 are deemed to be contingent liabilities only, subject to appropriation in subsequent fiscal year budgets.

GENERAL CONDITIONS:

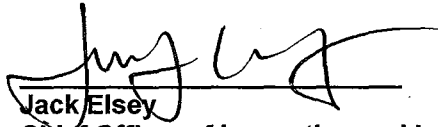
Inspector General - Each Party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the Provisions of 105 ILCS 5/34-21.3, which restricts the employment of, or the letting of contracts to, former Board members during the one-year period following expiration or other termination of their terms of office.

Indebtedness - The Board's indebtedness Policy adopted June 26, 2006 (96-0626-P03), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics — The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time shall be incorporated into and made a part of the agreement.

Submitted for Consideration:



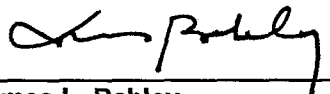
Jack Elsey
Chief Officer of Innovation and Incubation

Submitted for Consideration:



Barbara Byrd-Bennett
Chief Executive Officer *KB*

Approved as to Legal Form: 



James L. Bebley
General Counsel

AUTHORIZE NEW AGREEMENTS WITH SEVEN VENDORS FOR THE PURCHASE OF SPECIALIZED EDUCATIONAL EQUIPMENT AND ACCESSORIES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Authorize new agreements with seven vendors for the purchase of specialized educational equipment and accessories for the Office of Diverse Learner Supports and Services and the Office of Student Health and Wellness at a total cost not to exceed \$1,200,000.00. Vendors were selected on a competitive basis pursuant to Board Rule 7-2. Written agreements for these purchases are available for signature. No goods may be ordered or received and no payment shall be made to any vendor prior to execution of such vendor's written agreement. The authority granted herein shall automatically rescind as to each vendor in the event their written agreement is not executed within 90 days of the date of this Board Report. Information pertinent to the agreements is stated below.

Specification Number : 13-250072

Contract Administrator : Knowles, Miss Demetra / 773-553-2280

USER INFORMATION :

Contact:

11610 - Diverse Learner Supports & Services

125 South Clark Street 8th Floor

Chicago, IL 60603

Winston, Ms. Markay L.

773-553-1800

Contact:

14050 - Office of Student Health & Wellness

125 South Clark Street

Chicago, IL 60603

Whyte, Mrs. Stephanie A.

773.553.1886

TERM:

The term of each agreement shall commence on April 1, 2014 and end on March 31, 2016. The agreements shall have three (3) options to renew for periods of one (1) year each.

EARLY TERMINATION RIGHT:

The Board shall have the right to terminate each agreement with 30 days written notice.

DESCRIPTION OF PURCHASE:

Vendors will provide specialized educational equipment and accessories to the Office of Diverse Learner Supports and Services and the Office of Student Health and Wellness at the prices specified in the agreements. The category awarded to each vendor is indicated on the attachment. Applicable subcategories will be indicated in the bid contracts.

The following are the categories for specialized educational equipment and accessories:

Assistive Technology: Categories 1 through 16

Category 1 - Alternate Computer Input Access Devices Mid-Tech, Category 2 - Alternate Computer Input Access Devices High-Tech, Category 3 - Refreshable Braille Display, Category 4 - Portable Media Players for Digital Text, Category 5 - Electronic Magnification Device, Category 6 - Image Creator for Students With Visual Impairments, Category 7 - Switches, Category 8 - Switches, Category 9 - Non-Technology Based, Communication Book, Category 10 - Mounting Systems for Switches, Category 11 - Mounting Systems for Devices, Category 12 - Slant Boards, Category 13 - Assistive Technology - Switch Adapted Technologies, Category 14 - Assistive Technology - Mounting Accessories, Category 15 - Assistive Technology - Low Tech Communication Devices, Category 16 - Assistive Technology - Voice Amplification System for Communication

Health and Therapeutic Equipment: Categories 17 through 35

Category 17 - Adaptive Furniture - Changing Table and Medical Couch, Category 18 - Adaptive Furniture - Corner Chair, Category 19 - Adaptive Furniture - Stationery Seating, Category 20 - Adaptive Furniture - Adjustable Wheelchair Desk, Category 21 - Adaptive Furniture - Bolster Chair, Category 22 - Adaptive Furniture - Seating-Mobility Base, Category 23 - Adaptive Furniture - Wooden Ergonomic Pediatric Chair, Category 24 - Adaptive Furniture - Wooden Desk Chair with Arm Rests, Category 25- Adaptive Furniture - Sidelyer, Category 26 - Adaptive Furniture - Mobile Chairs, Category 27 - Assistive Devices - Mobile Floor Sitters, Category 28 - Assistive Devices - Wheelchairs, Category 29 - Assistive Devices - Standers, Category 30 - Assistive Devices - Folding Wheelchair, Category 31- Assistive Devices - Walkers, Category 32 - Assistive Devices - Lift, Category 33 - Recreational Equipment - Toileting Chair and Accessories, Category 34- Recreational Equipment - Cushions, Category 35 - Recreational Equipment - Wedges,

Vision/Hearing Screening Equipment: Categories 40 through 42

Category 40 - Vision Screening, Category 41 - Hearing Screening, Category 42 - Accessories

OUTCOMES:

Goods provided by the Vendors will enable the Board to fulfill students' Individual Education Program requirements and will enhance students' abilities to participate in school activities and maximize learning.

COMPENSATION:

Vendors shall be paid in accordance with the unit prices contained in their agreement; total not to exceed the sum of \$1,200,000.00 in the aggregate for all vendors.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written agreements. Authorize the President and Secretary to execute the agreements. Authorize the Chief Officer of Instructional Learning Supports Services and the Chief Health Officer to execute all ancillary documents required to administer or effectuate the agreements.

AFFIRMATIVE ACTION:

The MBE/WBE goals for this agreement include 15% total MBE and 5% total WBE participation. Thus contracts for subsequent vendors from the pool created by this agreement will be subject to aggregated compliance reviews and monitored on a quarterly basis.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to:

Unit 11610 Diverse Learner Supports and Services \$1,175,000.00

Fund: 114 Special Education

Fund 220 Federal Special Education IDEA Programs

FY 14 \$294,000.00

Unit 14050 - Office of Student Health and Wellness

Fund: 115 General Education

FY 14 \$25,000.00

Future year funding is contingent upon budget appropriation and approval.

CFDA#: Not Applicable

GENERAL CONDITIONS:

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

Approved for Consideration:



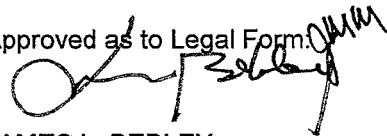
SÉBASTIEN de LONGEAUX
Chief Procurement Officer

Approved:



BARBARA BYRD-BENNETT
Chief Executive Officer

Approved as to Legal Form:



JAMES L. BEBLEY
General Counsel

- | | |
|--|--|
| <p>1) Vendor # 46635
ABLENET, INC
2625 PATTON ROAD
ROSEVILLE, MN 55113
Deb Houseth
800 322-0956

Categories: 2, 14</p> <p>2) Vendor # 17922
DYNAVOX SYSTEMS, LLC
2100 WHARTON STREET, SUITE400
PITTSBURGH, PA 15203
Jill Schlosser
800 344-1778

Category: 11</p> <p>3) Vendor # 20899
HARRISON AND COMPANY
2421 SOUTH 25TH AVE
BROADVIEW, IL 60155
Mary Grace Harrison
888 345-4005

Categories: 17, 18, 20, 21, 22: (Ht-13), 24, 27,
29, 30, 31, And 32: (Ht-62 And Ht-64)</p> | <p>4) Vendor # 45608
HUMANWARE USA, INC DBA HUMANWARE
1 UPS WAY
CHAMPLAIN, NY 12919
Francine Callaghan
800 722-3393

Category: 5 (At-13 And At14)</p> <p>5) Vendor # 31994
MAXI AIDS 1
P O BOX 3209
FARMINGTON, NY 11735
Shemy Graer
516 752-0521

Categories: 4, 19, And 26</p> <p>6) Vendor # 14981
SCHOOL HEALTH CORPORATION DBA
ENABLEMART
865 MUIRFIELD DRIVE
HANOVER PARK, IL 60133
Scott Jacobson
800 232-1305

Categories: 1, 7, 8, 9, 10, 12, 13, 15, 22:
(Ht-14, Ht-15 And Ht-16), 23, 25, 28, 32: (Ht-65
And Ht-66), 33, 34, 40, 41, And 42</p> |
|--|--|

7)

Vendor # 12875

WOODLAKE TECHNOLOGIES, INC.

666 WEST HUBBARD STREET

CHICAGO, IL 60654

Ralph Samek

312 733-9800

Categories: 3, 5, 11, And 14

**AUTHORIZE NEW AGREEMENTS WITH VARIOUS VENDORS FOR THE PURCHASE OF
SPECIALIZED ADAPTED EQUIPMENT, TESTING MATERIALS, MAINTENANCE, TRAINING AND
WARRANTY SERVICES**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Authorize new agreements with various Vendors for the purchase of specialized adapted equipment, testing materials, maintenance, training and warranty services for the Office of Diverse Learner Support and Office of Student Health and Wellness at an aggregate cost not to exceed \$2,628,000.00. Vendors were selected on a competitive basis pursuant to Board Rule 7-2. Written agreements for these purchases are currently being negotiated. No goods or services may be ordered or received, and no payment shall be made to any Vendor prior to execution of their written agreement. The authority granted herein shall automatically rescind as to each Vendor in the event their agreement is not executed within 90 days of the date of this Board Report. Information pertinent to these agreements is stated below.

Specification Number : 13-250057

Contract Administrator : Escareno, Miss Masocorro / 773-553-2280

USER INFORMATION :

Contact:

11610 - Diverse Learner Supports & Services

125 South Clark Street 8th Floor

Chicago, IL 60603

Winston, Ms. Markay L.

773-553-1800

TERM:

The term of each agreement shall commence on April 1, 2014 and shall end on March 31, 2016. The agreements shall have three (3) options to renew for a period of one (1) year each.

EARLY TERMINATION RIGHT:

The Board shall have the right to terminate each agreement with 30 days written notice.

SCOPE OF SERVICES:

Each Vendor will provide related services such as training, maintenance, and warranty services in the category/categories and sub-categories designated for each Vendor in this Board Report and their agreement.

1. Assistive Technology for Students with Disabilities.
2. Psychological Educational Testing Equipment.
3. Speech-Language Educational Testing Equipment.
4. Occupational Therapy Functional and Motor Assessments and Educational Testing Equipment.
5. Physical Therapy Gross Motor and Functional Movement Assessments and Educational Testing Equipment.
6. Maintenance, Training and Repair Calibration Services for Health Therapeutic, Vision and Hearing Equipment.

DELIVERABLES:

Each vendor will provide a variety of Specialized Adapted, Health and Therapeutic Equipment, Clinical Testing Materials, including related services such as Training, Maintenance, Calibration, and Warranties and Extended Warranties, as it related to their awarded products and services referenced in each Vendor's Agreement.

OUTCOMES:

Goods and services provided by the Vendors will enable the Board to fulfill students' IEP requirements and will enhance each student's ability to participate in school activities and learn.

COMPENSATION:

Vendors shall be paid in accordance with the unit prices contained in their respective agreement; aggregated compensation for all Vendors not to exceed the sum of \$2,628,000.00.

REIMBURSABLE EXPENSES:

None.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written agreements. Authorize the President and Secretary to execute the agreements. Authorize the Chief Officer of Instructional Learning Supports and the Chief Health Officer to execute all ancillary documents required to administer or effectuate the agreements.

AFFIRMATIVE ACTION:

The MBE/WBE goals for this agreement including 15% total MBE and 5% total WBE participation. Thus contracts for subsequent vendors from the pool created by this agreement will be subject to aggregated compliance reviews and monitored on a quarterly basis.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Unit: 11610 - Diverse Learner Supports & Services \$ 2,603,000.00
Fund: 114 - Special Education
Fund: 220 - Federal Special Education IDEA Programs
FY - 12014 \$650,750.00

Unit: 14050 - Office of Student Health & Wellness
Fund: 115 - General Educational
FY - 2014 \$25,000.00

Future year funding is contingent upon budget appropriation and approval.

CFDA#: Not Applicable

GENERAL CONDITIONS:

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

Approved for Consideration:



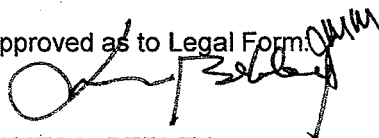
SÉBASTIEN de LONGEAUX
Chief Procurement Officer

Approved:



BARBARA BYRD-BENNETT
Chief Executive Officer

Approved as to Legal Form:



JAMES L. BEBLEY
General Counsel

- | | |
|---|--|
| <p>1) Vendor # 46635
ABLENET, INC
2625 PATTON ROAD
ROSEVILLE, MN 55113
Deb Hovseth
800 322-0956

Category 1</p> | <p>4) Vendor # 11917
E.M. VITU, INC
299-B PETERSON ROAD
LIBERTYVILLE, IL 60048-0000
Ed Vitue
847 367-4004

Category 1</p> |
| <p>2) Vendor # 31002
ADVANCED KEYBOARD TECHNOLOGY,
P O BOX 186
PASO ROBLES, CA 93447
Mike Capaci
805 237-2055

Category 1</p> | <p>5) Vendor # 31994
MAXI AIDS 1
P O BOX 3209
FARMINGTON, NY 11735
Sherry Graer
516 752-0521

Category 1</p> |
| <p>3) Vendor # 42654
DON JOHNSTON , INC.
26799 W. COMMERCE DRIVE
VOLO, IL 60073
Marci Buttler
847 740--0749

Category 1</p> | <p>6) Vendor # 19839
MAYER-JOHNSON INC
2100 WHARTON STREET., STE 400
PITTSBURGH, PA 15203
Jill Schloser
412 995-4059

Category 1</p> |

7) Vendor # 29718
MULTI-HEALTH SYSTEMS, INC
P O BOX 950
NORTH TONAWANDA, NY 14120-0950
Khira Ray
800 456-3003

Categories 2, 3, 4, 5

8) Vendor # 27389
PRENTKE ROMICH COMPANY
1022 HEYL RD
WOOSTER, OH 44691
Teresa Henderson
330 262-1984

Category 1

9) Vendor # 26122
Psychological Assessment Resources, Inc.
16204 North Florida Avenue
Lutz, FL 33549
Kay M. Cunningham
813 968-3003

Categories 2, 3, 4, 5,

10) Vendor # 31751
SALTILLO CORPORATION
2143 TOWNSHIP RD., 112
MILLERSBURG, OH 44654
Leona Hershberger
330 674-6722

Category 1

11) Vendor # 14981
SCHOOL HEALTH CORPORATION DBA
ENABLEMART
865 MUIRFIELD DRIVE
HANOVER PARK, IL 60133
Georgia Fisher
800 232-1305

Categories 1, 2, 3, 4, 5, 6

12) Vendor # 12875
WOODLAKE TECHNOLOGIES, INC.
666 WEST HUBBARD STREET
CHICAGO, IL 60654
Ralph Samek
312 733-9800

Category 1

AMEND BOARD REPORT 13-0626-PR17
APPROVE ENTERING INTO AN AGREEMENT WITH VARIOUS VENDORS FOR SAFE HAVEN! SITES AND SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into agreements with the vendors identified below to provide safe haven sites and services for Chicago Public School students at a cost not to exceed ~~\$1,090,000.00~~ \$2,090,000.00 in the aggregate. These vendors were selected on a competitive basis pursuant to Board Rule 7-2. Written agreements for each vendor's services are currently being negotiated. No services shall be provided by and no payment shall be made to any vendor prior to execution of such vendors written agreement. The authority granted herein shall automatically rescind as to each vendor in the event their written agreement is not executed within 90 days of the date of this Board Report. Information pertinent to these agreements is stated below.

This January 2014 amendment is necessary to increase the funding by \$1,000,000.00. This funding was received by the City of Chicago Department of Family Support & Services to expand the Safe Haven Program services for 25 additional sites. Written amendments to the agreements are required. The authority granted herein shall automatically rescind as to each vendor in the event their amendment is not executed within 90 days of the date of this amended Board Report.

Specification Number : 13-250015

Contract Administrator : Escareno, Miss Masocorro / 773-553-2280

VENDOR:

- 1) Vendor # 67456
NEW LIFE PILSEN
2512 SOUTH OAKLEY
CHICAGO, IL 60608
Robert Belfort
773 851-7021

- 2) Vendor # 94890
EMMANUEL COMMUNITY DEVELOPMENT
CORP.
6844 S. INDIANA
CHICAGO, IL 60637
Roosevelt Walker
773 858-9671

- 3) Vendor # 94883
EBENEZER COMMUNITY
3555 W. HURON STREET
CHICAGO, IL 60624
Leon Miller
773 762-5363

USER INFORMATION :

Contact: 14060 - Family & Community Engagement Office
125 S Clark Street - 5th Floor
Chicago, IL 60603
Hampton, Mr. Phillip Raynard
773-553-1517

TERM:

The term of each agreement shall commence upon July 1, 2013 and end on June 30, 2014. Each agreement shall have two (2) options to renew for periods of one (1) year each.

EARLY TERMINATION RIGHT:

The Board shall have the right to terminate each agreement with 30 days written notice.

SCOPE OF SERVICES:

Vendors shall provide (or subcontract with third parties to provide) sites and services to elementary and/or high school students in at least ~~twenty (20)~~ forty (40) different sites/locations during designated time periods throughout the school year in the targeted communities. Vendors shall include workshops on study skills, conflict resolution, anger management, character building, and positive communication and act as safe place for the students to go after school, during summer, winter and spring breaks, and whenever there are any emergency services that are needed during the year.

OUTCOMES:

Vendors services shall result in the following outcomes:

- (1) Students likelihood to participate in violent behavior or become a victim of violence is reduced.
- (2) Parents are provided child care support during daytime hours while students receive educational enrichment activities including: problem solving, positive communication strategies, anger management strategies, and discussions about violence in the community, guidance regarding truancy prevention, and tutoring in a safe environment during non-school hours.

COMPENSATION:

Vendors shall receive \$250 per day per site on days that require four hours of operation during the summer, winter and spring breaks. Vendors shall receive \$200 per day per site on days that require three hours of operation during the after school programs.

Vendors shall be paid upon invoicing after services have been performed; total compensation to all vendors shall not exceed the sum of ~~\$1,090,000.00~~ \$2,090,000.00.

REIMBURSABLE EXPENSES:

None.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written agreements and amendments. Authorize the President and Secretary to execute the written agreements and amendments. Authorize the Chief of Family and Community Engagement to execute all ancillary documents required to administer or effectuate these written agreements.

AFFIRMATIVE ACTION:

Pursuant to Section 5.2 of the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Service Contract, M/WME provisions of the Program do not apply to transactions where the vendors providing services operate as Not-for-Profit organizations.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Charge to: Family and Community Engagement, Unit 14060, Fund: 332, Title I

FY14: ~~\$1,070,000~~ \$2,070,000

Fund: 124, School Special Income Fund

FY14: \$20,000

Fiscal year funding is contingent upon budget appropriation and approval.

CFDA#: Not Applicable

GENERAL CONDITIONS:

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

Approved for Consideration:



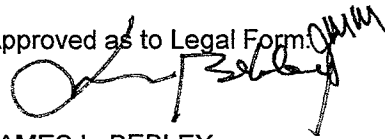
SÉBASTIEN de LONGEAUX
Chief Procurement Officer

Approved:



BARBARA BYRD-BENNETT
Chief Executive Officer

Approved as to Legal Form:



JAMES L. BEBLEY
General Counsel

AUTHORIZE FIRST RENEWAL AND EXTENSION OF AGREEMENT WITH NATIONAL TRAINING NETWORK FOR SCHOOL PROFESSIONAL DEVELOPMENT SERVICES IN MATHEMATICS

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Authorize the renewal and the extension of the agreement with National Training Network to provide professional development services in mathematics to twenty-nine CPS schools in the AUSL Network at a total cost for the option period not to exceed \$2,752,150.00. A written document exercising this option is currently being negotiated. No payment shall be made to National Training Network during the option period prior to execution of the written document. The authority granted herein shall automatically rescind in the event a written document is not executed within 90 days of the date of this Board Report. Information pertinent to this option is stated below.

Specification Number : 12-250039

Contract Administrator : Flores, Miss Nanzi / 773-553-2280

VENDOR:

- 1) Vendor # 64910
NATIONAL TRAINING NETWORK, INC
P.O. BOX 36
SUMMERFIELD, NC 27358
Nicole Beck
336 643-0607

USER INFORMATION :

PM Contact:

13615 - New School Development - City Wide

125 South Clark Street - 5th Floor

Chicago, IL 60603

Sanford, Mr. Jarvis Tramell

773-553-1490

ORIGINAL AGREEMENT:

The original Agreement (authorized by Board Report #13-0123-PR4 as amended by 13-0626-PR19) in the amount of \$2,165,050.00 is for a term commencing February 5, 2013 and ending February 4, 2014, with the Board having three (3) options to renew for one (1) year terms. The original agreement was awarded on a competitive basis pursuant to Board Rule 7-2.

OPTION PERIOD:

The agreement is being renewed for one year and further extended to align with the Board's fiscal year; the renewal term will be for a term commencing February 5, 2014 and ending June 30, 2015.

OPTION PERIODS REMAINING:

There are two (2) option periods remaining for periods of 12 months each.

SCOPE OF SERVICES:

Vendor will continue to provide the following consulting services to drive forward the turnaround model at 29 schools: 1. Johnson School of Excellence ("Johnson"), 2. Myra Bradwell Communications Arts and

Sciences ES ("Bradwell"), 3. Tarkington School of Excellence ("Tarkington"), 4. Morton School of Excellence ("Morton"), 5. Charles S Deneen Elementary School ("Deneen"), 6. Curtis School of Excellence ("Curtis"), 7. Orr Academy High School ("Orr"), 8. Wendell Phillips Academy High School ("Phillips"), 9. Marquette School of Excellence ("Marquette"), 10. Amos A Stagg School, 11. Brian Piccolo Middle School, 12. Chicago Academy Elementary School, 13. Chicago Academy High School, 14. Collins Academy High School, 15. Dewey Academy Of Multicultural Studies, 16. Dodge Renaissance Academy, 17. Eric Solorio Academy High School, 18. John Foster Dulles Elementary School of Excellence, 19. John Harvard Elementary School of Excellence, 20. Julia Ward Howe School, 21. Isabelle O'Keeffe, 22. Leslie Lewis School, 23. Melville W Fuller, 24. National Teachers' Academy (NTA), 25. Pablo Casals, 26. Theodore Herzl School, 27. Thomas Chalmers Specialty School, 28. William T. Sherman Elementary School of Excellence, and 29. William W Carter School:

Work with the Academy of Urban School Leadership ("AUSL") to provide math professional development to teachers. This work will include intensive on-going professional development to teachers, principals, and AUSL mathematics staff centering on pedagogy and content critical to the improvement of student achievement in mathematics. NTN will align their work with the Common Core State Standards and the eight mathematical standards of practice.

Provide, at a minimum, two on-site coaching visits per month per school for math teachers and principals. These visits will take the form of modeling, implementation, guidance, coaching, collaboration, and review of the best practices identified by NTN.

Support the teachers' efforts through instructional tools including video lessons, Assisting Through Looking at Students (ATLAS), the NTN website, and E-communications.

Develop CPS's and AUSL's capacity to provide future and ongoing training through the use of online resources, webinars, and in-person sessions, including ongoing scope and sequence of the training. National Training Network ("NTN") will continue to provide the above consulting services to drive forward the turnaround and training academy model at twenty-nine schools as listed previously.

DELIVERABLES:

Vendor will continue to provide weekly summaries to school and AUSL leadership outlining coaching support provided at each school.

OUTCOMES:

Vendor's services will result in these twenty-nine schools achieving turnaround and training academy school goals and the replication of best practices in other turnaround and training academy schools. This will allow these schools and the students they serve to realize higher academic outcomes.

COMPENSATION:

During this renewal term Vendor shall be paid as specified in the agreement; total not to exceed the sum of \$2,752,150.00.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written option document. Authorize the President and Secretary to execute the option document. Authorize the Network Chief to execute all ancillary documents required to administer or effectuate this option agreement.

AFFIRMATIVE ACTION:

The MBE/WBE goals for this agreement include 30% total MBE and 7% total WBE participation. However, the Office of Business Diversity recommends a full waiver of the goals required by the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, be granted due to the proprietary Professional Development training necessary to provide these services. The scope of services called for in this agreement is not further divisible.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Various School Funds.

\$2,752,150, FY14 and FY15

Future year funding is contingent upon budget appropriation and approval.

CFDA#: Not Applicable

GENERAL CONDITIONS:

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

Approved for Consideration:



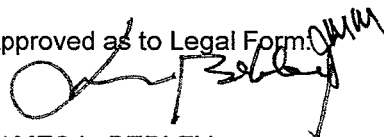
SÉBASTIEN de LONGEAUX
Chief Procurement Officer

Approved:



BARBARA BYRD-BENNETT
Chief Executive Officer

Approved as to Legal Form:



JAMES L. BEBLEY
General Counsel

AUTHORIZE FIRST RENEWAL AGREEMENTS WITH CLAMPETT INDUSTRIES, LLC DBA EMG AND JACOBS PROJECT MANAGEMENT COMPANY (JPMCO) TO PROVIDE BIENNIAL FACILITY ASSESSMENT SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Authorize first renewal agreements with Clampett Industries, LLC DBA EMG and Jacobs Project Management Company (JPMCO) to provide biennial facility assessment services to the Department of Facilities at a total cost not to exceed \$1,722,819.00. Written agreements for this renewal option are currently being negotiated. No services shall be provided by and no payment shall be made to any vendor prior to execution of their renewal agreement. The authority granted herein shall automatically rescind as to each vendor in the event their renewal agreement is not executed within 90 days of the date of this Board Report. Information pertinent to this option is stated below.

Specification Number : 12-250002

Contract Administrator : Hernandez, Miss Patricia / 773-553-2280

VENDOR:

- 1) Vendor # 64882
CLAMPETT INDUSTRIES, LLC DBA EMG
222 SCHILLING CIRCLE, STE 275
NUNT VALLEY, MD 21031
Matthew Munter
800 733-0660X2709
- 2) Vendor # 67331
JACOBS PROJECT MANAGEMENT
COMPANY (JPMCO)
525 WEST MONROE., STE 200
CHICAGO, IL 60661
Jim McLean
312 251-3000

USER INFORMATION:

Contact: 11860 - Facility Operations & Maintenance
125 South Clark Street 16th Floor
Chicago, IL 60603
Taylor, Ms. Patricia L.
773-553-2960

ORIGINAL AGREEMENT: The original Agreements (authorized by Board Report 12-0523-PR20) in the amount of \$6,590,916 are for a term commencing the date the agreement was signed and ending May 31, 2014, with the Board having two (2) options to renew for periods of twelve (12) months each. The agreements were awarded on a competitive basis pursuant to Board Rule 7-2.

OPTION PERIOD:

The agreements are being renewed for a term commencing June 1, 2014 and ending May 31, 2015.

OPTION PERIODS REMAINING:

There is one option period for twelve months remaining.

EARLY TERMINATION RIGHT:

The Board shall have the right to terminate this agreement with 30 days written notice.

SCOPE OF SERVICES:

Vendors will continue to provide biennial facility assessments for every facility in the Board's portfolio. Vendors will perform a detailed assessment of every campus as provided by CPS, including special assessments and assessing some non-CPS charter school campuses. Vendors will be required to assess the following: elements, exterior, mechanical, electrical, plumbing, fire protection, interior, grounds, ADA accessibility, and facility performance standards.

DELIVERABLES:

Vendors will deliver roughly 350 separate assessments that will be performed within the next twelve months.

OUTCOMES:

Vendors' assessments will be used to inform and prioritize the annual five and ten year capital improvement budgets for the District.

COMPENSATION:

During this option period vendors shall be paid at the rates set forth in their respective contract; total not to exceed sum of \$1,722,819.00 in the aggregate, which sum is inclusive of all reimbursable expenses.

REIMBURSABLE EXPENSES:

Vendors shall be reimbursed for the following expenses: mileage for personal or company vehicles when used for travel for multiple project sites only and any other reimbursable expenses as agreed to with prior written approval from the Board. The maximum compensation amount reflected herein is inclusive of all reimbursable expenses.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written renewal agreements. Authorize the President and Secretary to execute the renewal agreements. Authorize Chief Facilities Officer to execute all ancillary documents required to administer or effectuate this option.

AFFIRMATIVE ACTION:

This contract is in full compliance with the goals required by the Remedial Program for Minority and Women Owned Business Participation (M/WBE Plan) for Goods and Services Contracts. The goals for this contract are 30% total MBE and 7% total WBE participation, and will be monitored on a quarterly basis.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Various Capital Funds
Facility Operations & Maintenance, 11860
\$1,722,819.00, FY14 and FY15
Future year funding is contingent upon budget appropriation and approval.

CFDA#: Not Applicable

GENERAL CONDITIONS:

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

Approved for Consideration:



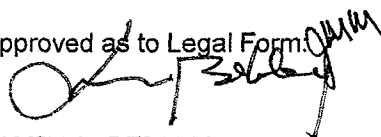
SÉBASTIEN de LONGEAUX
Chief Procurement Officer

Approved:



BARBARA BYRD-BENNETT
Chief Executive Officer

Approved as to Legal Form.



JAMES L. BEBLEY
General Counsel

AUTHORIZE FIRST RENEWAL OF PRE-QUALIFICATION STATUS AND AGREEMENTS WITH AMER-I-CAN ENTERPRISE II, INC AND PROLOGUE W.E.B. DUBOIS ACADEMY FOR AUDITORIUM RESTORATION STUDENT EMPLOYMENT PROGRAM

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Authorize the first renewal of the pre-qualification status and agreements with Amer-I-Can Enterprise II, Inc and Prologue W.E.B. Dubois Academy for auditorium restoration student employment program at a cost not to exceed \$2,000,000 in the aggregate. Written renewal agreements are currently being negotiated. No services shall be provided by and no payment shall be made to any contractor during this option period prior to the execution of their written renewal agreement. The pre-qualification status approved herein for each contractor shall automatically rescind in the event such contractor fails to execute the Board's renewal agreement within 120 days of the date of this Board Report. Information pertinent to this option is stated below.

Specification Number : 11-250059

Contract Administrator : Hernandez, Miss Patricia / 773-553-2280

VENDOR:

- 1) Vendor # 21503
AMER-I-CAN ENTERPRISE II, INC
3260 WEST WARREN
CHICAGO, IL 60624
Harold Davis Jr
773 988-5588
312-633-9346

- 2) Vendor # 01135
PROLOGUE W.E.B. DUBOIS ACADEMY
1135 NORTH CLEAVER, 2ND FLR.
CHICAGO, IL 60642
Dr. Nancy E. Jackson
773 935-9925
773-935-1215

USER INFORMATION:

Contact: 11860 - Facility Operations & Maintenance
125 South Clark Street 16th Floor
Chicago, IL 60603
Mcguffage, Mr. Terrence William
773-553-2960

TERM:

The original agreements (authorized by Board Report 12-0425-PR11 as amended by 13-0828-PR12) in the aggregate amount of \$1 million are for a term commencing May 1, 2012 and ending April 30, 2014 with the Board having the right to renew the agreements for two (2) additional 24 month periods.

RENEWAL PERIOD:

The renewal term of this pre-qualification period is for 24 months, effective May 1, 2014 and ending April 30, 2016.

OPTION PERIODS REMAINING:

There is one option period remaining for 24 months.

SCOPE OF SERVICES:

Each pre-qualified contractor shall continue to provide the following services:

Work with the Board's Career and Technical Education (CTE) Department to select high school students for participation in this program.

Pay each high school student in the program \$8.25/hour. High school students can only work a maximum of twenty-five (25) hours/week during the school year, and forty (40) hours per week during the summer.

Perform auditorium renovation services identified in scopes of work in compliance with all applicable laws, rules, codes and regulations.

Procure all permits, licenses and approvals.

Plan, coordinate, administer and supervise the work.

Procure all materials and equipment required for each awarded project.

Prepare and submit timely status and progress reports and update project completion schedules when requested by the Board.

Meet with Board representatives as required to discuss work in progress and other matters.

Provide all necessary labor and materials to complete project successfully. Specific projects will be bid and awarded on the basis of both cost to renovate the auditorium and the skills training proposed.

COMPENSATION:

The sum of payments to all pre-qualified contractors during this renewal term shall not exceed \$2,000,000 in the aggregate.

USE OF POOL:

The Department of Operations is authorized to receive services from the pre-qualified pool as follows: pre-qualified contractors shall be eligible to bid on the Board's various auditorium renovation projects. Each project shall be awarded to the lowest, responsive, responsible Bidder.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written renewal agreements. Authorize the President and Secretary to execute the renewal agreements. Authorize Chief Facilities Officer to execute all ancillary documents required to administer or effectuate the renewal agreements.

AFFIRMATIVE ACTION:

The MBE/WBE goals for this agreement include: 26% total MBE and 5% total WBE participation. However, pursuant to the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, the aggregate compliance method for M/WBE compliance will be utilized.

Thus, orders for subsequent vendors from the pool created by this agreement will be subject to aggregated reviews and monitored on a quarterly basis.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Capital Funds or Fund 230
Facility Operations & Maintenance, 11860
\$2,000,000, FY14, FY15, and FY16
Future year funding is contingent upon budget appropriation and approval.

CFDA#: Not Applicable

GENERAL CONDITIONS:

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

Approved for Consideration:



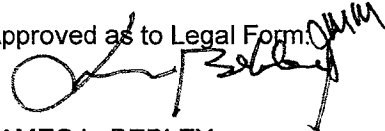
SÉBASTIEN de LONGEAUX
Chief Procurement Officer

Approved:



BARBARA BYRD-BENNETT
Chief Executive Officer

Approved as to Legal Form:



JAMES L. BEBLEY
General Counsel

**AUTHORIZE SECOND RENEWAL AGREEMENT WITH HILL MECHANICAL OPERATIONS, INC. FOR
BUILDING ENGINEERING SERVICES**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Authorize the second renewal agreement with Hill Mechanical Operations, Inc. to provide building engineering services to at a total cost for the renewal period not to exceed \$5,100,000. A written renewal agreement is currently being negotiated. No payment shall be made to Hill Mechanical Operations, Inc. during the option period prior to execution of the written document. The authority granted herein shall automatically rescind in the event a written document is not executed within 90 days of the date of this Board Report. Information pertinent to this option is stated below.

Specification Number : 09-250042

Contract Administrator : Hernandez, Miss Patricia / 773-553-2280

VENDOR:

- 1) Vendor # 24034
HILL MECHANICAL OPERATIONS, INC
11045 GAGE AVE.
FRANKLIN PARK, IL 60131
Harold Hacker
847 451-5600

USER INFORMATION :

Contact:
11860 - Facility Operations & Maintenance

125 South Clark Street 16th Floor

Chicago, IL 60603

McGuffage, Mr. Terrence William

773-553-2960

ORIGINAL AGREEMENT:

The original Agreement (authorized by Board Report 09-1216-pr7) in the amount of \$11,820,720 is for a term commencing February 24, 2010 and ending February 23, 2013, with the Board having two (2) options to renew for one (1) year term. The original agreement was awarded on a competitive basis pursuant to Board Rule 7-2. The agreement was renewed (authorized by Board Report 13-0123-PR10) in the amount of \$5,100,000 for a term commencing February 23, 2013 and ending February 23, 2014.

OPTION PERIOD:

The agreement is being renewed for one (1) year commencing February 24, 2014 and ending February 23, 2015.

OPTION PERIODS REMAINING:

There are no option periods remaining.

SCOPE OF SERVICES:

Vendor will continue to provide licensed and qualified building engineers to be placed as permanent building engineers in various Board facilities. The building engineer will plan, coordinate and supervise the entire operations and maintenance of the respective school in accordance with good, professional practice and the facility plan for each school approved by the Department of Facilities. The building engineer shall be responsible for all the operations and maintenance of all building mechanical equipment and, as directed, monitor the subcontractor work crews and review their performance and compliance with contract specifications.

DELIVERABLES:

Vendor will provide licensed operating engineers at various Board Facilities.

OUTCOMES:

Vendor's services will result in safe and economical operation and maintenance of mechanical and other operating systems of Board facilities.

COMPENSATION:

Vendor shall be paid during this option period as specified in the agreement; total not to exceed the sum of \$5,100,000.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written option document. Authorize the President and Secretary to execute the option document. Authorize Chief Facilities Officer to execute all ancillary documents required to administer or effectuate this option agreement.

AFFIRMATIVE ACTION:

Vendor agrees to comply with the contract-specific goals within the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services contracts. The Equal Employment Opportunity Compliance (EEOC) diversity goal for this agreement is set at 30% minority staffing (15% African-American, 15% Latino) and 2% female staffing.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Fund: 230
Facilities Operations and Maintenance, 11860
\$5,100,000, FY14 and FY15
Future year funding is contingent upon budget appropriation and approval.

CFDA#: Not Applicable

GENERAL CONDITIONS:

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

Approved for Consideration:



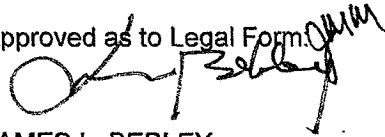
SÉBASTIEN de LONGEAUX
Chief Procurement Officer

Approved:



BARBARA BYRD-BENNETT
Chief Executive Officer

Approved as to Legal Form.



JAMES L. BEBLEY
General Counsel

**AUTHORIZE SECOND RENEWAL AGREEMENT WITH THREE VENDORS TO PROVIDE
INTEGRATED PEST MANAGEMENT SERVICES**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Authorize second renewal agreements with three Vendors to provide integrated pest management services to Chicago Public Schools at a total cost for the option period not to exceed \$1,400,000. Written documents exercising this option are currently being negotiated. No payment shall be made to any Vendor during the option period prior to execution of their written document. The authority granted herein shall automatically rescind as to each Vendor in the event their written document is not executed within 90 days of the date of this Board Report. Information pertinent to this option is stated below.

Specification Number : 09-250081

Contract Administrator : Hernandez, Miss Patricia / 773-553-2280

VENDOR:

- 1) Vendor # 29371
ALPHA-OMEGA PEST CONTROL CORP.
9948 S. MORGAN ST.
CHICAGO, IL 60643
Booker Brown
773 233-6769

- 2) Vendor # 32619
QUALITY & EXCELLENCE PEST CONTROL
1017 WENTWORTH
CALUMET CITY, IL 60409
Cartha McKenzie Jr.
708 730-1745

- 3) Vendor # 39941
SMITHEREEN EXTERMINATING CO.
7400 N. MELVINA AVE.
NILES, IL 60714
David Harris-John
847 647-0010

USER INFORMATION:

Contact: 11860 - Facility Operations & Maintenance
125 South Clark Street 16th Floor
Chicago, IL 60603
McGuffage, Mr. Terrence William
773-553-2960

ORIGINAL AGREEMENT:

The original Agreements (authorized by Board Report 10-0224-PR4, as amended by Board Report 10-0526-PR2), were for a term commencing March 1, 2010 and ending February 28, 2012, with the Board having two options to renew for periods of two years each. The agreements were renewed (authorized by Board Report 12-0125-PR5) for a term commencing March 1, 2012 and ending February 28, 2014. The Board did not renew the agreement with Andex Co. d/b/a Anderson Pest Solutions (vendor #23712). The

regions awarded to this Vendor were assigned to the next lowest responsible Bidder (region 5 was assigned to Alpha-Omega Pest Control Corp (vendor # 29371) and region 6 was assigned to Quality and Excellence Pest Control (vendor #32619)). The original agreements were awarded on a competitive basis pursuant to Board Rule 7-2.

OPTION PERIOD:

The term of the agreements is being extended for a two-year period commencing March 1, 2014 and ending February 28, 2016.

OPTION PERIODS REMAINING:

There are no option periods remaining.

SCOPE OF SERVICES:

Vendors shall continue to furnish all supervision, labor, materials and equipment necessary to perform the following:

- 1) Conduct an initial facility survey which will include all areas of the building, perimeter areas near the building where pests may burrow and harbor, storage areas, and areas around dumpsters, waste piles and/or grease containers;
- 2) Develop a comprehensive integrated pest management plan;
- 3) Perform routine inspections for signs of pests, suppress designated pests;
- 4) Develop recommendations for structural and procedural modifications necessary to achieve pest prevention;
- 5) Perform all components of the Integrated Pest Management Plan in all areas of the building, and in exterior perimeter areas of all buildings including those areas near and around waste containers and dumpsters;
- 6) Develop and maintain records pertaining to pest management at each facility in accordance with the Integrated Pest Management Plan and provide electronic updates to the Environmental Services Manager as requested; and,
- 7) Respond to pest emergencies.

DELIVERABLES:

Vendors will continue to provide supervision, labor, materials, and equipment necessary to facilitate an integrated pest management program.

OUTCOMES:

Vendors' services will result in a successful integrated pest management program for Chicago Public Schools.

COMPENSATION:

The sum of payments to all Vendors during this renewal period shall not exceed \$1,400,000 in the aggregate.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written option documents. Authorize the President and Secretary to execute the option documents. Authorize Chief Facilities Officer to execute all ancillary documents required to administer or effectuate this option.

AFFIRMATIVE ACTION:

Pursuant to Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, the per Contract and Category Goals method for M/WBE participation will be utilized. Thus, contracts for subsequent vendors created by this contract will be subject to compliance reviews on a contract-by-contract basis. Aggregated compliance of the vendors will be reported on a monthly basis. The M/WBE goals for this agreement are 25% total MBE and 5% total WBE participation.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Fund: 230
Facility Operations & Maintenance, 11860
\$1,400,000, FY14, FY15, and FY16
Future year funding is contingent upon budget appropriation and approval.

CFDA#: Not Applicable

GENERAL CONDITIONS:

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

Approved for Consideration:



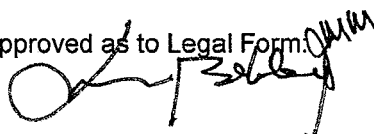
SÉBASTIEN de LONGEAUX
Chief Procurement Officer

Approved:



BARBARA BYRD-BENNETT
Chief Executive Officer

Approved as to Legal Form:



JAMES L. BEBLEY
General Counsel

**AUTHORIZE NEW AGREEMENT(S) WITH SUPPLIERS FOR NATURAL
GAS SUPPLY SERVICES**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Approve entering into agreement(s) with one or more Natural Gas Suppliers to provide natural gas supply services to all of the Board's facilities. Suppliers will be selected on a competitive basis pursuant to a Request for Proposal issued pursuant to Board Rule 7-2. Written agreement(s) with the supplier(s) will be negotiated. No payment shall be made to any supplier prior to execution of a written agreement. The authority granted herein shall automatically rescind as to each supplier in the event a written agreement for such selected supplier is not executed within 120 days of the date of this Board Report. Information pertinent to the agreement(s) and this authorization is stated below.

THE RFP: The Board issued a Request for Proposals ("RFP") for Natural Gas Procurement for the Board which invited the submission of proposals from Natural Gas Suppliers certified by the Illinois Commerce Commission to provide natural gas supply services to all of the Board's facilities. The RFP contained a form of natural gas supply contract ("Agreement") that is preferred by the Board to be entered into between the Board and the selected Proposer(s). The Agreement, which has been developed by the North American an Energy Standards Board, is the most widely used contract in the natural gas supply market and will be adapted to incorporate standard Board contract terms.

CURRENT AGREEMENT: The Board has current contracts for natural gas supply with Integrys Energy (which is scheduled to expire on March 31, 2014) and Constellation Energy (which is scheduled to expire on June 30, 2014).

PROPOSALS: Each Proposer has been invited to submit a proposal for a period of twenty-four (24) months and a period of thirty-six (36) months. The natural gas supply contract will be awarded by the Board based on the lowest cost qualified Proposer.

TERM: The initial term of the Agreement(s) will commence on April 1, 2014 and shall be for a designated term of twenty-four (24) or thirty-six (36) months and may include options to renew or extend the Agreement(s). The term of the Agreement(s) and the number and period of any renewal or extension options will be determined by the Chief Financial Officer and the Chief Facilities Officer dependent upon pricing and market conditions.

EARLY TERMINATION RIGHT: The Board will have the right to terminate the Agreement(s) at any time with 30 days prior written notice.

SCOPE OF SERVICES: The selected Proposer(s) will supply the Board's full requirements for natural gas supply (including, but not limited to, space and hot water heating to all of the Board's facilities) for a term of up to twenty-four (24) or thirty-six (36) months under a block index purchase model that will allow the Board to purchase its required natural gas consumption in blocks each month dependent on market forecast during the term of the Agreement(s).

OUTCOMES: The Board will secure natural gas supply services at a competitive rate while at the same time providing the flexibility of being able to fix prices and make strategic purchases of incremental blocks of natural gas as part of the existing CPS Energy Purchasing Strategy. The Board will also be able to align its purchasers under the NYMEX Ni Hub market versus the Chicago Citygate market which will improve the Board's ability to monitor and police prices provided by its natural gas supplier(s). The Agreement will

provide the Board with estimated annual savings of \$800,000 and \$2,400,000 over three years.

SECURITY DEPOSIT:

The Board may be required to pledge security to secure the performance of its obligations under the Agreement(s) in a form acceptable to the selected Proposer(s), including, without limitation, a standby irrevocable letter of credit, a prepayment, a security interest in an asset or a performance bond or guaranty.

COMPENSATION:

The selected Proposer(s) will be compensated at the rates set forth in the Agreement(s) based on the amount of natural gas required by the Board facilities each month.

AUTHORIZATION:

Subject to the written approval of the Chief Financial Officer, authorize the President and Secretary to execute the Agreement(s) with Proposer(s) selected by the Evaluation Committee as described in the RFP. Authorize the General Counsel to include insurance and indemnification provisions and other relevant terms and conditions in the Agreement(s). Authorize the Chief Facilities Officer and General Counsel to execute all ancillary documents required to administer or effectuate the Agreement(s).

AFFIRMATIVE ACTION:

Exempt.

LSC REVIEW:

Local School Council review is not applicable to this matter.

FINANCIAL:

Charge to Operations: Not to exceed \$90 million over 36 months
Budget Classification: 11880-230-53125-254004

GENERAL CONDITIONS:

Inspector General - Each party to the Agreement(s) shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

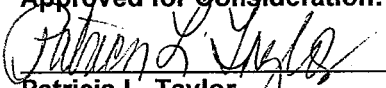
Conflicts - The Agreement(s) shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the Agreement(s).

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the Agreement(s).

Contingent Liability - The Agreement(s) shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

Approved for Consideration:



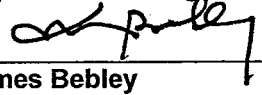
Patricia L. Taylor
Chief Facilities Officer

Approved:



Barbra Byrd Bennett
Chief Executive Officer

Approved as to legal form:



James Bebley
General Counsel

AUTHORIZE THE PRE-QUALIFICATION STATUS OF AND NEW AGREEMENTS WITH SIX CONTRACTORS TO PROVIDE EMERGENCY FACILITY RESTORATION SERVICES

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Authorize the pre-qualification status of and new agreements with six contractors to provide emergency restoration services at a cost not to exceed \$1,500,000 annually, \$3,000,000 in the aggregate and approve entering into a written master agreement with each contractor. Contractors were selected on a competitive basis pursuant to Board Rule 7-2. A written master agreement for each contractor is currently being negotiated. No services shall be provided by and no payment shall be made to any contractor prior to the execution of their written master agreement. The pre-qualification status approved herein for each contractor shall automatically rescind in the event such contractor fails to execute the Board's master agreement within 120 days of the date of this Board Report. Information pertinent to this master agreement is stated below.

Specification Number : 13-250074

Contract Administrator : Hernandez, Miss Patricia / 773-553-2280

USER INFORMATION:

Contact: 11860 - Facility Operations & Maintenance
125 South Clark Street 16th Floor
Chicago, IL 60603
McGuffage, Mr. Terrence William
773-553-2960

TERM:

The term of this pre-qualification period and each master agreement is for two (2) years, effective February 15, 2014 and ending February 14, 2016. The Board shall have the right to extend the pre-qualification period and each master agreement for two (2) additional one (1) year periods.

SCOPE OF SERVICES:

Contractors will provide emergency restoration and/or remediation services. Emergency repairs will cover damage from water, fire, mold, wind, vandalism and any other elements which includes repairs to, and/or replacement of, building and/or any other Board property.

Services will include, but are not limited to: damage assessment and documentation including photos, weekly progress reporting, fire, water and smoke remediation services, mold testing and abatement, air quality testing and reporting, final air clearance certification, furniture removal and storage (if necessary), full restoration of the Board's property.

COMPENSATION:

The sum of payments to all pre-qualified contractors for the pre-qualification term shall not exceed \$1,500,000 annually, \$3,000,000 in aggregate.

USE OF POOL:

Work will be assigned on a rotating schedule based on capacity and type of emergency.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written master agreements. Authorize the President and Secretary to execute the master agreements. Authorize Chief Facilities Officer to execute all ancillary documents required to administer or effectuate the master agreements.

AFFIRMATIVE ACTION:

Pursuant to the Remedial Program for Minority and Women Owned Business Enterprise Participation in Construction Projects, (M/WBE Plan), the M/WBE goals for this contract include 25% total MBE and 5% total WBE. Aggregated compliance of this pool contract will be monitored on a quarterly basis.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Fund: 230

Facility Operations & Management, 11860

Risk Management, 12460

\$1,500,000 annually, \$3,000,000 FY14, FY15, and FY16

Future year funding is contingent upon budget appropriation and approval.

CFDA#:

Not Applicable

GENERAL CONDITIONS:

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

Approved for Consideration:



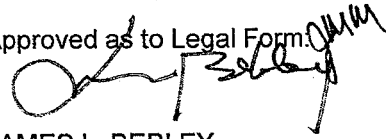
SÉBASTIEN de LONGEAUX
Chief Procurement Officer

Approved:



BARBARA BYRD-BENNETT
Chief Executive Officer

Approved as to Legal Form.



JAMES L. BEBLEY
General Counsel

- | | |
|--|--|
| 1)
Vendor # 20262
ACTION CLEANERS, INC
925 SETON COURT., STE 6
WHEELING, IL 60090
Jim O'Callahan
847 658-8988 | 5)
Vendor # 63126
J.C. RESTORATION, INC
3200 SQUIBB AVENUE
ROLLING MEADOWS, IL 60008
Bill Pazely
800 956-8844 |
| 2)
Vendor # 99465
AMERICAN TECHNOLOGIES, INC
1175 FRONTENAC RD.
NAPERVILLE, IL 60563
Doug Fairless
630 548-8150 | 6)
Vendor # 99466
MALLORY SUN, LLC DBA SERVPRO OF
DOWNERS GROVE / OAK BROOK
960 INDUSTRIAL DRIVE, STE 5
ELMHURST, IL 60126
Tracy Smith
630 573-4290 |
| 3)
Vendor # 96770
BELFOR USA GROUP, INC DBA BELFOR
PROPERTY RESTORATION
1509 BROOK DRIVE
DOWNERS GROVE, IL 60515
Hank Manalli
630 953-8350 | |
| 4)
Vendor # 99464
CP FIRE & WATER RESTORATION, LLC DBA
SERVPRO OF OAK LAWN
12620 S. HOLIDAY DR. STE A
ALSIP, IL 60803
Frank Zubricki
708 239-1444 | |

REPORT ON THE AWARD OF CONSTRUCTION CONTRACTS AND CHANGES TO CONSTRUCTION CONTRACTS FOR THE BOARD OF EDUCATION'S CAPITAL IMPROVEMENT PROGRAM

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

This report details the award of Capital Improvement Program construction contracts in the total amount of \$1,568,238.00 to the respective lowest responsible bidders for various construction projects, as listed in Appendix A of this report. These construction contracts shall be for projects approved as part of the Board's Capital Improvement Program. Work involves all labor, material and equipment required to construct new schools, additions, and annexes, or to renovate existing facilities, all as called for in the plans and specifications for the respective projects. Proposals, schedules of bids, and other supporting documents are on file in the Department of Operations. These contracts have been awarded in accordance with section 7-3 of the Rules of the Board of Education of the City of Chicago.

This report also details changes to existing Capital Improvement Program construction contracts, in the amount of \$185,869.08 as listed in the attached January Change Order Log. These construction contract changes have been processed and are being submitted to the Board for approval in accordance with section 7-15 of the Rules of the Board of Education of the City of Chicago, since they require an increased commitment necessitated by an unforeseen combination of circumstances or conditions calling for immediate action to protect Board property to prevent interference with school sessions.

LSC REVIEW: Local School Council approval is not applicable to this report.

AFFIRMATIVE ACTION: The General Contracting Services Agreements entered into by each of the pre-qualified general contractors and other miscellaneous construction contracts awarded outside the pre-qualified general contractor program for new construction awards and changes to existing construction contracts shall be subject to the Board's Business Diversity Program for Construction Projects and any revisions or amendments to that policy that may be adopted during the term of any such contract.

FINANCIAL: Expenditures involved in the Capital Improvement Program are charged to the Department of Operations, Capital Improvement Program.

Budget classification: Fund – 436, 468, 476, 477, 479, 480, 481, 482
will be used for all Change Orders (January Change Order Log); Funding source for new contracts is so indicated on Appendix A

Funding Source: Capital Funding

GENERAL CONDITIONS:

Inspector General – Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts – The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness – The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics – The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

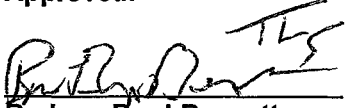
Contingent Liability – The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

Approved for Consideration:




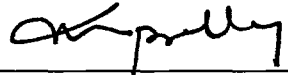
Sebastien de Longeaux
Chief Procurement Officer

Approved:



Barbara Byrd-Bennett
Chief Executive Officer

Within Appropriation:

Approved as to legal form: 


James L. Bebley
General Counsel

Appendix A
January 2014

14-0122-PR11

REASONS FOR
PROJECT

PROJECT SCOPE AND NOTES

AA H A WBE

ANTICIPATED FISCAL AFFIRM. ACTION
COMPLETION YEAR

AWARD DATE

CONTRACT AWARD

CONTRACT METHOD

CONTRACT #

CONTRACTOR

SCHOOL

SCHOOL	CONTRACTOR	CONTRACT #	CONTRACT METHOD	CONTRACT AWARD	AWARD DATE	ANTICIPATED COMPLETION DATE	FISCAL YEAR	ACTION	AA	H	A	WBE	PROJECT SCOPE AND NOTES	REASONS FOR PROJECT
Barnard School	OLD VETERAN CONSTRUCTION, INC	2652247	JOC	\$ 30,867.00	11/22/2013	12/31/2013	2014						Provide aisle lights on main floor and balcony of auditorium, circuit to existing emergency panel. Provide four additional emergency lighting circuits to pick up additional emergency light fixtures at the existing school (student toilet rooms, etc).	8
Carter School	K.R. MILLER CONTRACTORS, INC.	2656792	JOC	\$ 137,452.00	12/6/2013	12/31/2013	2014						Replace damaged exterior doors assembly (per leaf) with new FRP doors (Door 2). Main Building: Replace damaged exterior doors assembly (per leaf) with new FRP doors (Door 4).	8
Dixon School	F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES, LLC	2651658	JOC	\$ 23,997.00	11/21/2013	3/30/2013	2014						The intent of this work is to finish the exterior masonry repairs and tuckpointing along with repair of water damaged plaster work on the interior at the stairwell.	4
Hammond School	K.R. MILLER CONTRACTORS, INC.	2648669	JOC	\$ 1,085,918.00	11/14/2013	1/30/2013	2013						This project includes interior renovation of Gym/Auditorium flooring, existing gym/auditorium doors and renovation of finishes.	8
Holmes School	K.R. MILLER CONTRACTORS, INC.	2656793	JOC	\$ 139,603.00	12/6/2013	12/31/2013	2014						Replace Exterior Doors #7 and #11- (3) 3'x7' door leaves. Provide elastomeric sealant at base of frame at door #3. Provide fasteners at loose door #3 transom trim element. Scrape, prime and paint base of corroded metal frame at door #3 to provide sound material to accept new elastomeric sealant.	8
Hughes School	OLD VETERAN CONSTRUCTION, INC	2655671	JOC	\$ 61,055.00	12/4/2013	12/31/2013	2014						Contractor shall remove and replace (2) existing serving lines which do not have steam tables with (2) new MHPS serving lines including all utility connections, power to mobile equipment, etc. Additional 100 lockers to be installed due to increased enrollment.	8
Stockton School	F.H. PASCHEN, S.N. NIELSEN & ASSOCIATES, LLC	2650431	JOC	\$ 89,346.00	11/19/2013	12/31/2013	2014						Provide Assistive Listening Devices 1 of every 4 need to be hearing aid compatible (27 total). Provide basic sound system 2 wall mounted speakers 2 wireless microphones and amp with jack for external devices. Provide signage for the availability of assistive listening devices. Auditorium Balcony: Add free standing companion seat, align shoulder with wheelchair. Provide 16" x 12" with SS accessible floor ventilation grill with chamfered edge. Remove 3 existing seats to make 1 wheelchair space and one companion seat space approx 60" w x 48" deep (per code) Disperse locations. Replace 5% of Aisle Seats and Provide new accessible aisle seat with lift arm (Rows x Sides x 5%).	6

\$ 1,568,238.00

Reasons:

1. Safety
2. Code Compliance
3. Fire Code Violations
4. Deteriorated Exterior Conditions
5. Priority Mechanical Needs
6. ADA Compliance
7. Support for Educational Portfolio Strategy
8. Support for other District Initiatives
9. External Funding Provided

CHANGE ORDER LOG

School	Vendor	Project Number	Original Contract Amount	Number Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract	Oracle PO Number	Board Rpt Number
Lyman Trumbull School									
2013 Trumbull LTG	J M Polcarr, Inc.	2013-25651-LTG	\$52,835.59	1	\$6,900.00	\$59,735.59	13.06%		
<u>Change Date</u>	<u>App Date</u>	<u>Change Order Descriptions</u>						<u>Reason Code</u>	
01/27/13	11/15/13	Due to scheduling conflicts with building engineer, contractor is to be reimbursed for lost time and lost productivity.						2634744	\$6,900.00
									<u>Project Total</u>
									\$6,900.00
Theodore Roosevelt High School									
2012 Roosevelt MCR/GAR	Tyler Lane Construction, Inc.	2012-46271-MCR	\$16,706,278.00	42	\$1,757,042.86	\$18,463,320.86	10.52%		
<u>Change Date</u>	<u>App Date</u>	<u>Change Order Descriptions</u>						<u>Reason Code</u>	
10/03/13	11/17/13	During site excavation, several sewer pipes on the south and east side of the school were not discovered as indicated on the survey. Based on the modified scope of work the contractor is to provide a credit to CPS for the following work: (1) Catch basins with half trap on the South building elevation (west end). (2) Catch basin with half trap on East building elevation (south end).						2306872	(\$2,700.00)
10/03/13	11/25/13	The sanitary pipe exiting the building and the associated manhole did not exist as shown on the drawings. As a result of this discovered condition the contractor needs to provide a new storm line that will exit the building to a new catch basin with a half trap.						2499908	11-0525-PR8
									Discovered Conditions
									\$28,834.00
									<u>Project Total</u>
									\$26,134.00
Philip D Armour School									
2011 Armour ADA	Scale Construction	2011-22061-ADA	\$3,060,598.00	20	\$215,549.61	\$3,276,147.61	7.04%		
<u>Change Date</u>	<u>App Date</u>	<u>Change Order Descriptions</u>						<u>Reason Code</u>	
01/19/12	11/20/13	Provide metal thresholds in lieu of specified wood thresholds. Base contract included metal thresholds, however, during construction it was identified that wood thresholds would not provide the required slope for ADA. The cost for change order is the difference between the materials.						2094883	\$3,721.00
									Omission -- AOR
									<u>Project Total</u>
									\$3,721.00

JANUARY 2014

CPS

Chicago Public Schools
Capital Improvement Program

Date: 12/13/2013
Page: 2 of 6

These change order dates range from 01/19/12 to 11/18/13 and approval cycles range from 11/15/13 to 11/25/13

CHANGE ORDER LOG

School	Vendor	Project Number	Original Contract Amount	Number Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract	Oracle PO Number	Board Rpt Number
Leslie Lewis School									
2011 Lewis SIP-1	F.H. Paschen, S.N. Nielsen & Assoc	2011-24151-SIP-1	\$6,310,000.00	26	\$442,215.00	\$6,752,215.00	7.01%		
Change Date	App Date	<u>Change Order Descriptions</u>							
11/04/13	11/15/13	In room 221 install new power and data wiring for new computer tables to comply with the current CPS standards for a computer lab. This was not part of the base scope of work, since the SIP-1 project was intended to do structural repairs for the 1920 portion of the school, where room 221 is located. The room had been used as a computer lab previously, but they did not have sufficient and current power and data wiring. The school requested that the room be updated to meet current standards. This request is what initiated the work and is considered a school request.							
							Reason Code	2402357	\$25,572.00
							Project Total		\$25,572.00
Charles Sumner Mathematics & Science Community Academy									
2014 Summer Academy STK	F.H. Paschen, S.N. Nielsen & Assoc	2014-31221-STK	\$459,000.00	2	\$19,063.00	\$478,063.00	4.15%		
Change Date	App Date	<u>Change Order Descriptions</u>							
11/13/13	11/25/13	Base contract required rodding of existing drain lines. Upon rodding, it was discovered that three areas of drain pipe required replacement, which was not in the base scope.							
							Reason Code	2617391	12-1024-PR8
							Project Total		\$14,160.00
Noble Street Charter High School - Chicago Bulls College Prep Campus									
2012 Noble St. Bulls MCR-1	Tyler Lane Construction, Inc.	2012-66572-MCR-1	\$1,132,596.00	4	\$40,978.42	\$1,173,574.42	3.62%		
Change Date	App Date	<u>Change Order Descriptions</u>							
10/03/13	11/17/13	After execution of the GC's contract, construction work was restricted to evening hours and weekends. This change was made due to additional summer school programming that was finalized after the project was planned.							
							Reason Code	2538913	11-0525-PR8
							Project Total		\$18,125.42
James G Blaine School									
2013 Blaine LTG-1	J M Polcurr, Inc.	2013-22261-LTG-1	\$38,558.64	1	\$1,303.34	\$39,861.98	3.38%		
Change Date	App Date	<u>Change Order Descriptions</u>							
10/16/13	11/20/13	This change order is to provide corrective action to re-support all existing light fixtures 211 & 212. The scope for this change includes installing new mounting hardware for the existing light fixtures and then reattaching the fixtures to the new hardware.							
							Reason Code	2501095	11-1214-PR4
							Project Total		\$1,303.34

JANUARY 2014

CPS
Chicago Public Schools
Capital Improvement Program

Date: 12/13/2013
Page: 3 of 6

These change order dates range from 01/19/12 to 11/18/13 and approval cycles range from 11/15/13 to 11/25/13

CHANGE ORDER LOG

School	Vendor	Project Number	Original Contract Amount	Number Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract	Oracle PO Number	Board Rpt Number
Marvin Camras Elementary School									
2013 Camras BLR	Wight & Company	2013-22691-BLR	\$2,835,000.00	4	\$85,118.47	\$2,920,118.47	3.00%	2483868	11-0525-PR8
		<u>Change Date</u>	<u>App Date</u>	<u>Change Order Descriptions</u>					
		11/01/13	11/17/13	Subsequent to a water shut down to complete contract work, the existing pipe fittings leaked and sediment from the existing piping obstructed filters causing blockage. Base scope did not include replacement of the existing fittings nor cleaning of the existing screens.					\$1,911.58
John C Dore School									
2013 Dore NPL	F.H. Paschen, S.N. Nielsen & Assoc	2013-23001-NPL	\$284,000.00	2	\$6,054.00	\$290,054.00	2.13%	2627587	11-0525-PR8
		<u>Change Date</u>	<u>App Date</u>	<u>Change Order Descriptions</u>					
		11/11/13	11/17/13	Labor, material and equipment required to install an additional 35LF of 6" reinforced curb required to complete the concrete edge around the playlot. The curb is required in order to have something to terminate the soft surface against. This was an omission on the part of the AOR.					\$795.00
		11/11/13	11/17/13	Labor and equipment to trench dig footings for 2 sets of playground equipment instead of auguring as planned by sub. This was required due to existing soil conditions which included misc concrete, bricks and rubble discovered 18" down from surface. These various sized pieces of rubble prevented the augur from drilling properly. Work was completed on T&M.					\$5,259.00
Mahalia Jackson School									
2013 Jackson CSP	Wight & Company	2013-26651-CSP	\$1,765,389.99	3	\$29,223.42	\$1,794,613.41	1.66%	2613861	12-1024-PR8
		<u>Change Date</u>	<u>App Date</u>	<u>Change Order Descriptions</u>					
		11/18/13	11/25/13	To ensure that the facility is ready for the first day of school the following scope should be added to the base contract.					\$3,056.63
First Floor: Boys - replace (2) soap dispensers, Girls - re-support toilet partition, replace shroud at sink, Room 108, install 6'+/- black vinyl base near unit vent, patch/paint north exit door, patch ceramic tile at door., Room 114, install vinyl base throughout, replace 2x4 light fixture lens. Second Floor: Boys - replace (1) soap dispenser, make (1) urinal functional, Girls, replace (1) soap dispenser, Room 308 Third Floor: Boys - replace (2) soap dispenser, Girls, replace (1) soap dispenser, Room 301 replace missing glass, Room 308 replace door knob.									
Project Total									\$1,911.58
Project Total									\$6,054.00
Project Total									\$3,056.63

CHANGE ORDER LOG

School	Vendor	Project Number	Original Contract Amount	Number Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract	Oracle PO Number	Board Rpt Number
Dunbar Vocational Career Academy									
2011 Dunbar MCR-1	Walsh Construction II, LLC	2011-53021-MCR-1	\$8,247,300.00	15	\$132,561.00	\$8,379,861.00	1.61%		
Change Date	App Date	Change Order Descriptions						Reason Code	
11/14/13	11/25/13	CO Scope Issue: The construction drawings show new clerestory windows to replace the existing boiler house clerestory windows. Unlike the former clerestory windows, the new windows are operable for ventilation purposes, however no electrical power supply was included within the construction drawings to operate the new electric window operators. Contractor will need to provide power to the new electric window operators.						2315582	12-0425-PR9
09/23/13	11/15/13	The construction documents call for the new stairwell curtain wall to match the existing stairwell curtain wall. The existing curtain wall mullion was 7-1/2 inches wide. The new curtain wall mullion was 6 inches wide as reviewed and approved by the AOR. The resulting 1-1/2 inch gap required metal trim to cover the exposed sidewall at the 3-story stairwells.						Omission - AOR	\$2,508.00
10/15/13	11/21/13	This project was originally planned for one summer, however due to the extensive long lead time for windows, the project carried over to two summers. Cory Davis of CPS and Jeff Pezza of Walsh negotiated the cost of the additional labor resulting in a Change Order for \$56,261.						Omission - AOR	\$56,261.00
James B Farnsworth School									
2010 Farnsworth NAB	Blinderman Construction Co	2010-23161-NAB	\$4,619,000.00	21	\$72,286.07	\$4,691,286.07	1.56%		
Change Date	App Date	Change Order Descriptions						Reason Code	
11/12/13	11/25/13	Replacement of an exhaust fan starter should have been part of the design but was omitted by the Architect.						2501020	11-0525-PR8
10/30/13	11/25/13	The City inspection for Occupancy cited non-compliant piping servicing the hand sink in room 114. The sink and piping demolition was not part of the original scope of project but is required to gain city acceptance for the project.						Omission - AOR	\$1,471.00
								Discovered Conditions	\$3,658.00
									Project Total
									\$66,303.00
Michelle Clark Academic Prep Magnet High School									
2013 Clark ICR	Friedler Construction Co.	2013-41051-ICR	\$1,234,800.00	6	\$17,357.60	\$1,252,157.60	1.41%		
Change Date	App Date	Change Order Descriptions						Reason Code	
10/30/13	11/17/13	Per request of the school, the standard white board size was not adequate to meet the STEM curriculum requirements. Base scope included white boards that would require seams that would interfere with the intended instructional projections.						2507462	11-0525-PR8
									Project Total
									\$2,200.00
									Project Total
									\$2,200.00

CHANGE ORDER LOG

School	Vendor	Project Number	Original Contract Amount	Number Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract	Oracle PO Number	Board Rpt Number
Perkins Bass School									
2014 Bass NPL	F.H. Paschen, S.N. Nielsen & Assoc	2014-22161-NPL	\$293,000.00	1	\$2,072.00	\$295,072.00	0.71%		
<u>Change Date</u>	<u>App Date</u>	<u>Change Order Descriptions</u>							
11/14/13	11/17/13	After the project was designed, bid, and awarded, some additional damage was done to the chain link fence that separates the school's play lot from the sidewalk. As work began on the new play structure it was discovered that these 4 additional fence posts had been bent and would require replacing. This is a discovered condition.							
								Reason Code 2628307	11-0525-PR8
								Discovered Conditions	\$2,072.00
									Project Total
									\$2,072.00
Eliza Chappell Elementary School									
2013 Chappell ICR	F.H. Paschen, S.N. Nielsen & Assoc	2013-22681-ICR	\$153,300.00	1	\$629.61	\$153,929.61	0.41%		
<u>Change Date</u>	<u>App Date</u>	<u>Change Order Descriptions</u>							
11/18/13	11/20/13	The base contract included construction of a new wall to create a new storage room. However, the architect neglected to include provisions for return air in the new space. The change order is for construction of a return air vent into the new room.							
								Reason Code 2549331	12-1024-PR8
								Omission - AOR	\$629.61
									Project Total
									\$629.61
Wolfgang A Mozart School									
2014 Mozart STK	Reliable & Associates	2014-24611-STK	\$231,800.00	2	\$157.50	\$231,957.50	0.07%		
<u>Change Date</u>	<u>App Date</u>	<u>Change Order Descriptions</u>							
10/07/13	11/20/13	The contractor shall install the new flues in a location roughly 24" from the main school wall. The contractor shall provide a credit for the reduced run of both the 8" and the 20" flues. The contractor shall also provide a 5/8" copper drain pipe for the boiler flue, and run it to the nearest open site drain (approx. 30'-0").							
								Reason Code 2621113	11-0525-PR8
								Owner Directed	(\$1,300.00)
11/07/13	11/17/13	The project team discovered that one of the boilers could not be tuned up due to a problem with damper motor on the burner. The contractor will need to provide material and labor to repair the damper motor to facilitate completion of the base scope.							
								Discovered Conditions	\$1,457.50
									Project Total
									\$157.50

CHANGE ORDER LOG

School	Vendor	Project Number	Original Contract Amount	Number Change Orders	Total Change Orders	Revised Contract Amount	Total % of Contract	Oracle PO Number	Board Rpt Number
John T Mccutcheon School									
2013 Mccutcheon SEC	Broadway Electric	2013-26201-SEC	\$156,660.00	2	(\$6,310.00)	\$150,350.00	-4.03%		
	<u>Change Date</u>	<u>App Date</u>	<u>Change Order Descriptions</u>						
10/24/13	11/17/13		Provide material and labor for AI door controller at the Principal's Office. Door controller was not included in the contract documents and has been requested by the school to make the system more functional with the school's needs.						
								2537169	11-1214-PR4
								School Request	\$2,440.00
									<u>Project Total</u>
									\$2,440.00

Total Change Orders for this Period \$185,869.08

**AUTHORIZE FIRST RENEWAL AGREEMENT WITH MESIROW INSURANCE SERVICES, INC. TO
PROVIDE INSURANCE BROKER AND CONSULTING SERVICES**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Authorize exercising the first option to renew the agreement with Mesirow Insurance Services, Inc. (Mesirow) to provide insurance broker and consulting services to the Department of Finance/Bureau of Risk Management at a cost not-to-exceed \$400,000.00. A written renewal agreement is currently being negotiated. No payment shall be made to Mesirow prior to the execution of the written renewal agreement. The authority granted herein shall automatically rescind in the event a written agreement is not executed within 90 days of the date of this Board Report. Information pertinent to this agreement is stated below.

Specification Number : 11-250025

Contract Administrator : Seanior, Miss Pamela Dorcas / 773-553-2280

VENDOR:

- 1) Vendor # 84715
MESIROW INSURANCE SERVICES, INC
353 NORTH CLARK ST.
CHICAGO, IL 60654
Linda Price
312 595-7260
312-595-4339

Lprice@Mesirowfinancial.Com

USER INFORMATION :

Contact: 12310 - Chief Financial Officer
125 South Clark Street 14th Floor
Chicago, IL 60603
Rogers, Mr. Peter W.
773-553-2700

ORIGINAL AGREEMENT:

The original Agreement (authorized by Board Report 12-0125-PR12) in the amount of \$400,000.00 is for a term commencing March 1, 2012 and ending February 28, 2014, with the Board having two (2) options to renew for twenty-four (24) months each. The original agreement was awarded on a competitive basis pursuant to Board Rule 7-2.

OPTION PERIOD:

The term of this agreement is being renewed for twenty-four (24) months commencing March 1, 2014 and ending February 28, 2016.

OPTION PERIODS REMAINING:

There is one (1) option period for a twenty-four (24) month term remaining.

SCOPE OF SERVICES:

Vendor will continue to provide Optional Risk Management Consulting Services - Risk Management will have the option to assign consulting services for Mesirow to provide loss control services and to analyze and make recommendations/solutions for critical exposures to the Board for a fee of \$12,500 for 100 hours of services.

Risk Management will also have the option to have actuarial services signoff as certified at a cost of \$5,000 per signoff.

DELIVERABLES:

Vendor will continue to:

- Submit final underwriting proposals to Finance/Risk Management within the prescribed timeframe to meet Board deadlines;
- Place insurance coverage upon Board approval;
- Place program on a fixed-fee basis without commission;
- Identify any and all entities that may benefit from the placement of each program, identify any commissions, contingencies, wholesale commissions, reinsurance, etc.;
- Review and validate the accuracy of invoice statements, billings, and any premium adjustments in compliance with negotiated insurance wording;
- Review all policies and certify as accurate, in writing, upon delivery to Board;
- Issue endorsements and insurance certificates as needed or required;
- Submit a written report categorizing the Board's risk exposures;
- Prioritize Board's risk exposures and develop solutions;
- Prepare annual stewardship report;
- Use of Risk Pro computer program;
- Actuarial Services without signoff;
- Written claim procedures; and
- Prepare insurance analysis with other system used by Board.

OUTCOMES:

Vendor's services will result in a comprehensive, cost-effective insurance program.

COMPENSATION:

Mesirow shall be paid an annual brokerage administrative fee of \$139,500. Half of the fee will be paid upon assignment of services; the second half will be paid upon delivery of accurate insurance policies. Risk management loss control services will be paid at a flat annual rate of \$6,250. Certified actuarial reports will be billed at flat \$5,000 per signed report. Other consulting projects will be billed at rate of \$150 per hour thereafter and shall not exceed \$22,000 annually. Insurance programs must be placed on a fixed fee basis without commissions, and will be reported separately to the Board.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written option document. Authorize the President and Secretary to execute the option document. Authorize Chief Procurement Officer to execute all ancillary documents required to administer or effectuate this option agreement.

AFFIRMATIVE ACTION:

This contract is in full compliance with the goals required by the Revised Remedial Plan for Minority and Women Business Enterprise Contract Participation. The M/WBE participation goals for this contract include: 25% total MBE and 5% total WBE. The vendor has identified and scheduled the following firms and percentages during the renewal period.

TOTAL MBE 25%

African American
Insurers Review Services 12.5%
225 North Michigan Avenue, Suite 902
Chicago, IL 60601

CS Insurance Strategies, Inc.
542 S. Dearborn Street, 8th Floor
Chicago IL 60605

Hispanic
Rolei Financial Services Corporation 12.5%
737 N. Michigan Ave Suite 1300
Chicago, IL 60611

TOTAL WBE 5%

WBE
Risk Innovations, Inc. 5%
1202 N. 75th St.
Downers Grove, IL 60516

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Fund 210
Risk Management, 12460
\$200,000, FY14
\$200,000, FY15
Future year funding is contingent upon budget appropriation and approval.

CFDA#: Not Applicable

GENERAL CONDITIONS:

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

Approved for Consideration:



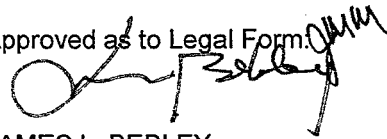
SÉBASTIEN de LONGEAUX
Chief Procurement Officer

Approved:



BARBARA BYRD-BENNETT
Chief Executive Officer

Approved as to Legal Form:



JAMES L. BEBLEY
General Counsel

**AUTHORIZE SECOND RENEWAL AND EXTENSION OF AGREEMENTS WITH NINE CONSULTANTS
TO PROVIDE FIELD SERVICES FOR TECHNOLOGY SPECIAL PROJECTS**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Authorize the second renewal and extension of agreements with various vendors to provide field services for special projects for all schools and departments at a total cost for the renewal period not to exceed \$675,000. Written agreements exercising this option are currently being negotiated. No payment shall be made to any vendor during the renewal period prior to execution of their written document. The authority granted herein shall automatically rescind as to each vendor in the event their written document is not executed within 90 days of the date of this Board Report. Information pertinent to this option is stated below.

Specification Number : 09-250061

Contract Administrator : Sinnema, Mr. Ethan Cedric / 773-553-2280

USER INFORMATION :

Project
Manager: 12510 - Information & Technology Services

125 South Clark Street - 3rd Floor

Chicago, IL 60603

Foster, Mr. Belvie J

773-553-1300

ORIGINAL AGREEMENT:

The original Agreements (authorized by Board Report 10-0428-PR22) in the amount of \$3,000,000 are for a term commencing June 1, 2010 and ending February 28, 2013, with the Board having two (2) options to renew for one (1) year terms. The original agreement was awarded on a competitive basis pursuant to Board Rule 7-2. The agreements were renewed (authorized by Board Report 13-0227-PR11) in the amount of \$1,750,000 for a term commencing March 1, 2013 and ending February 28, 2014.

OPTION PERIOD:

The term of this agreement is being renewed for one year and extended for an additional four (4) months to align the term with the Board's fiscal year; the renewal term will commence March 1, 2014 and end June 30, 2015.

OPTION PERIODS REMAINING:

There are no option periods remaining.

SCOPE OF SERVICES:

Vendors will continue to provide services for individual "project-based" one-off jobs supporting computers, desktop applications, servers, printers and peripherals in the area of which they are pre-qualified. Schools, area networks, and central office departments may purchase these services at their options via requisition to the Department of Procurement, which will send a purchase order to the vendor. Vendors will provide one or more of the following types of services as indicated below.

- a. Level Two Support - Desktop and Basic Server Support
- b. Level Three Support - Advanced Server and Technical support

c. Ancillary Support - Supplemental Support for Key Personnel

Charter schools may purchase services at their option pursuant to the terms and conditions of this agreement by issuing their own purchase order(s) to vendors. The Board shall not be liable for the failure of any Charter School to pay any invoices, costs, charges, and/or fees billed by vendors to the Charter School. Charter schools will solicit and acquire services directly from vendors. Charter schools shall be responsible for the payment of all invoices, costs, charges, and fees billed by vendors to the Charter School.

DELIVERABLES:

Qualified vendors will continue to provide services for individual "project-based" one-off jobs in support of computers, desktop application, servers, printers and peripherals.

OUTCOMES:

Vendors' services will result in the completion of individual "project-based" one-off jobs supporting computers, desktop applications, servers, printers and peripherals.

COMPENSATION:

During this renewal period vendors will be compensated as specified in their respective agreement; total compensation payable to all vendors shall not exceed \$675,000 in the aggregate.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written option documents. Authorize the President and Secretary to execute the option documents. Authorize Chief Procurement Officer to execute all ancillary documents required to administer or effectuate this option.

AFFIRMATIVE ACTION:

This agreement is in full compliance with the goals required by the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts. The awarded vendors will achieve 100% M/WBE compliance as each of the awarded vendors are either MBE or WBE certified. This award was made pursuant to a Sheltered Market solicitation, in an effort to achieve increase M/WBE participation.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Various Funds and Units

\$675,000

FY 14, FY 15

Future year funding is contingent upon budget appropriation and approval.

CFDA#:

Not Applicable

GENERAL CONDITIONS:

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

Approved for Consideration:



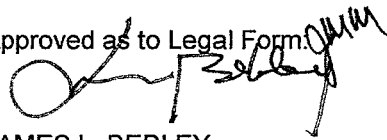
SÉBASTIEN de LONGEAUX
Chief Procurement Officer

Approved:



BARBARA BYRD-BENNETT
Chief Executive Officer

Approved as to Legal Form:



JAMES L. BEBLEY
General Counsel

- | | |
|--|---|
| 1)
Vendor # 13462
ADVANCE ELECTRONIC & COMPUTER
P.O. BOX 168043
CHICAGO, IL 60616
Dan Gan
312 326-6188 | 6)
Vendor # 29748
SMART TECHNOLOGY SERVICES, INC
156 N.JEFFERSON ST., STE. 200
CHICAGO, IL 60661
Quentin Patterson
312 612-8223 |
| 2)
Vendor # 19018
ADVANCED SYSTEMS CONSULTANT,
PO BOX 3176
JOLIET, IL 60434-3176
Rose Wennlund
815 521-9924 | 7)
Vendor # 23659
SOLAI & CAMERON, INC
2335 NORTH SOUTHPORT AVE.
CHICAGO, IL 60614
Mallar Solai
773 506-2720 |
| 3)
Vendor # 45666
ADVOTEK, INC
148 OGDEN AVE.
DOWNS GROVE, IL 60515
Diana Conley
630 964-7762 | 8)
Vendor # 62107
SUNRISE TECHNOLOGY, INC
429B NORTH WEBER RD., #287
ROMEOVILLE, IL 60446
Trina Fresco
312 421-9191 |
| 4)
Vendor # 49725
PACE SYSTEMS, INC
2040 CORPORATE LANE
NAPERVILLE, IL 60563
Wayne Liu
630 395-2212 | 9)
Vendor # 63090
WYNNDALCO ENTEPRISES, LLC
400 N. MICHIGAN AVE SUITE 500
CHICAGO, IL 60611
Samantha Gregory
312 256-9090 |
| 5)
Vendor # 32334
QUANTUM CROSSINGS, INC.
111 EAST WACKER DRIVE, SUITE 990
CHICAGO, IL 60601
Roger Martinez
312 467-0065 | |

AUTHORIZE FIRST RENEWAL OF PRE-QUALIFICATION STATUS AND AGREEMENTS WITH ENTERPRISE FM TRUST AND RYDER TRUCK RENTAL INC. TO PROVIDE LEASED VEHICLES**THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:**

Authorize the first renewal of the pre-qualification status and agreements with Enterprise FM Trust and Ryder Truck Rental, Inc. to provide lease vehicles at a cost not to exceed \$600,000 in the aggregate. Written renewal agreements are currently being negotiated. No services shall be provided by and no payment shall be made to any vendor prior to the execution of their written renewal agreement. The pre-qualification status approved herein for each vendor shall automatically rescind in the event such vendor fails to execute their renewal agreement within 90 days of the date of this Board Report. Information pertinent to this option is stated below.

Specification Number : 10-250059

Contract Administrator : Hernandez, Miss Patricia / 773-553-2280

VENDOR:

- 1) Vendor # 94765
ENTERPRISE FM TRUST
395 ROOSEVELT RD.
GLEN ELLYN, IL 60137
Craig Lyman
630 534-7705
- 2) Vendor # 37941
RYDER TRUCK RENTAL, INC.
1050 WEST PERSHING RD.
CHICAGO, IL 60609
Loren Ahlgren
773 523-5555X320

USER INFORMATION:

Contact: 11870 - Student Transportation
125 South Clark Street 16th Floor
Chicago, IL 60603
Osland, Mr. Paul G.
773-553-2960

ORIGINAL AGREEMENT: The original agreements (authorized by Board Report 11-0126-PR5) in the aggregate amount of \$2,400,000 are for a term commencing on March 1, 2011 and ending on February 28, 2014 with the Board having the right to extend the pre-qualification period and each master agreement for 2 additional twelve month periods. The original agreements were awarded on a competitive basis pursuant to Board Rule 7-2.

OPTION PERIOD:

The renewal term of this pre-qualification period is for 12 months, effective March 1, 2014 and ending February 28, 2015.

OPTION PERIODS REMAINING:

There is one (1) option period for twelve (12) months remaining.

SCOPE OF SERVICES:

Vendors shall provide leased vehicles and the maintenance and repairs for these vehicles to support various Board Departments and services, including food services; safety and security; warehouse and distribution services; and city-wide facility maintenance services. The categories of vehicles that may be leased include, but are not limited to, sedans, SUVs, vans and box trucks.

COMPENSATION:

The vendors shall be paid as specified in their respective agreements; the sum of payments to all pre-qualified vendors for the renewal term shall not exceed \$600,000 in the aggregate.

USE OF POOL:

The Department of Transportation is authorized to lease vehicles from the pre-qualified pool as follows: The Board will bid out the fleet vehicle(s) to be leased to the pre-qualified vendors. The vendors will respond with pricing and maintenance plans for the vehicle(s) and an award will be made based upon the submitted proposal.

AUTHORIZATION:

Authorize the General Counsel to include other relevant terms and conditions in the written renewal agreements. Authorize the President and Secretary to execute the renewal agreements. Authorize Chief Operating Officer to execute all ancillary documents required to administer or effectuate the renewal agreements.

AFFIRMATIVE ACTION:

The M/WBE goals for this agreement are 35% total MBE and 5% total WBE participation. Pursuant to the Remedial Program for Minority and Women Owned Business Enterprise Participation in Goods and Services Contracts, the Per Contract method for M/WBE participation will be utilized. Thus, contracts for subsequent vendors from the pool created by this agreement will be subject to aggregated compliance reviews and monitored on a monthly basis.

LSC REVIEW:

Local School Council approval is not applicable to this report.

FINANCIAL:

Multiple Funds, Multiple Units
FY14, \$600,000

Future year funding is contingent upon budget appropriation and approval.

CFDA#: Not Applicable

GENERAL CONDITIONS:

Inspector General - Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts - The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of, or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness - The Board's Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics - The Board's Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.

Contingent Liability - The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

Approved for Consideration:



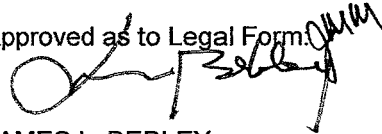
SÉBASTIEN de LONGEAUX
Chief Procurement Officer

Approved:



BARBARA BYRD-BENNETT
Chief Executive Officer

Approved as to Legal Form:



JAMES L. BEBLEY
General Counsel

**RATIFY TEMPORARY LEASE AGREEMENT WITH
LAWNDALE EDUCATIONAL AND REGIONAL NETWORK CHARTER SCHOOL, INC.**

THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING DECISION:

Ratify entering into a temporary lease agreement with Lawndale Educational and Regional Network Charter School, Inc. ("L.E.A.R.N.") at 1628 W. West Washington Boulevard in Chicago, Illinois for use as a charter school. A written lease agreement is currently being negotiated. The authority granted herein shall automatically rescind in the event a written lease agreement is not executed within 90 days of the date of this Board Report.

TENANT: Lawndale Educational and Regional Network Charter School, Inc.
212 South Francisco Avenue
Chicago, IL 60612
Contact: Greg White / (773) 826-0370

LANDLORD: Board of Education of the City of Chicago

PREMISES: Tenant used a portion of the building located at 1628 W. West Washington Boulevard as set forth in the lease agreement.

USE: Tenant used the Premises to operate two charter campuses, L.E.A.R.N. 7th Campus and L.E.A.R.N. Middle School Campus, and for no other purpose. Tenant's amended Charter School Agreement was authorized by Board Report 13-0424-EX10.

TERM: The term of the temporary lease commenced on September 25, 2013, and ended on December 23, 2013. Tenant operated L.E.A.R.N. 7th Campus within the Premises from October 10, 2013, through December 23, 2013. Tenant operated L.E.A.R.N. Middle School Campus within the Premises from September 25, 2013, through December 23, 2013.

RENT: One dollar (\$1.00).

OPERATING AND UTILITIES EXPENSES: Tenant procured all operating services from Landlord. Landlord provided all operating services at Landlord's then-current rate (which is subject to increase). Tenant shall pay its share of all operating and utilities expenses. Landlord shall deduct such operating and utilities expenses from Tenant's general education quarterly payments.

MAINTENANCE, REPAIRS AND CAPITAL IMPROVEMENTS: Tenant shall be responsible for all maintenance, repairs and capital improvements to the Premises.

AUTHORIZATION: Authorize the General Counsel to include other relevant terms and conditions in the written lease agreement. Authorize the President and Secretary to execute the lease agreement. Authorize the Chief Operating Officer to execute any and all ancillary documents related to the lease agreement.

AFFIRMATIVE ACTION: Exempt.

LSC REVIEW: Local School Council approval is not applicable to this report.

FINANCIAL: Rent payable to the General Fund.

GENERAL CONDITIONS:

Inspector General – Each party to the agreement shall acknowledge that, in accordance with 105 ILCS 5/34-13.1, the Inspector General of the Chicago Board of Education has the authority to conduct certain investigations and that the Inspector General shall have access to all information and personnel necessary to conduct those investigations.

Conflicts – The agreement shall not be legally binding on the Board if entered into in violation of the provisions of 105 ILCS 5/34-21.3 which restricts the employment of or the letting of contracts to, former Board members during the one year period following expiration or other termination of their terms of office.

Indebtedness – The Board’s Indebtedness Policy adopted June 26, 1996 (96-0626-PO3), as amended from time to time, shall be incorporated into and made a part of the agreement.

Ethics – The Board’s Ethics Code adopted May 25, 2011 (11-0525-PO2), as amended from time to time, shall be incorporated into and made a part of the agreement.


Contingent Liability – The agreement shall contain the clause that any expenditure beyond the current fiscal year is deemed a contingent liability, subject to appropriation in the subsequent fiscal year budget(s).

Approved for Consideration:



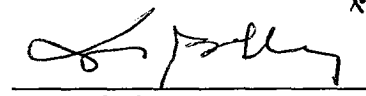
Patricia L. Taylor
Chief Facilities Officer

Approved:



Barbara Byrd-Bennett
Chief Executive Officer

Approved as to legal form:



James Bebley
General Counsel

REPORT ON PRINCIPAL CONTRACTS (NEW)**THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING:**

Accept and file copies of the contracts with the principals listed below who were selected by the Local School Councils pursuant to the Illinois School Code and the Uniform Principal's Performance Contract #09-0722-EX5.

DESCRIPTION: Recognize the selection by local school councils of the individuals listed below to the position of principal subject to the Principal Eligibility Policy, #13-0227-PO2, and approval of any additional criteria by the General Counsel for the purpose of determining consistency with the Uniform Principal's Performance Contract, Board Rules, and Law.

The Talent Office has verified that the following individuals have met the requirements for eligibility.

<u>NAME</u>	<u>FROM</u>	<u>TO</u>
Nia Abdullah	Interim Principal Bowen H.S.	Contract Principal Bowen H.S. Network: OS4 P.N. 146390 Commencing: December 13, 2013 Ending: December 12, 2017
Hiliana Leon	Interim Principal Albany Park	Contract Principal Albany Park Network: 1 P.N. 120873 Commencing: November 14, 2013 Ending: November 13, 2017
Ricardo Trujillo	Contract Principal Roosevelt H.S.	Contract Principal Monroe Network: 4 P.N. 119810 Commencing: January 20, 2014 Ending: January 19, 2018

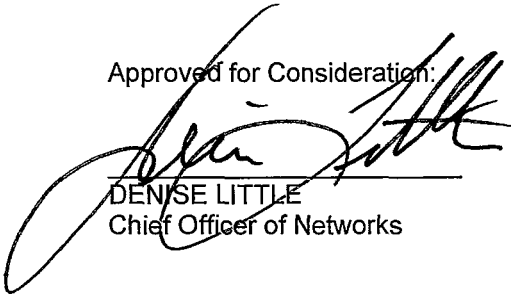
LSC REVIEW: The respective Local School Councils have executed the Uniform Principal's Performance Contract with the individuals named above.

AFFIRMATIVE ACTION STATUS: None

FINANCIAL: The salaries of these individuals will be established in accordance with the provisions of the Administrative Compensation Plan.

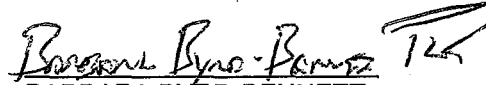
PERSONNEL IMPLICATIONS: The positions to be affected by approval of this action are contained in the 2013-2014 school budget.

Approved for Consideration:



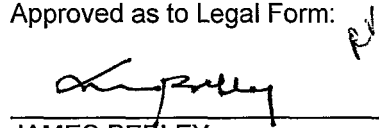
DENISE LITTLE
Chief Officer of Networks

Approved:



BARBARA BYRD-BENNETT
Chief Executive Officer

Approved as to Legal Form:



JAMES BEBLEY
General Counsel

REPORT ON PRINCIPAL CONTRACTS (RENEWAL)**THE CHIEF EXECUTIVE OFFICER REPORTS THE FOLLOWING:**

Accept and file copies of the contracts with the principals listed below whose contracts were renewed by the Local School Councils pursuant to the Illinois School Code and the Uniform Principal's Performance Contract #09-0722-EX5.

DESCRIPTION: Recognize the selection by local school councils of the individuals listed below to the position of principal subject to the Principal Eligibility Policy, #13-0227-PO2, and approval of any additional criteria by the General Counsel for the purpose of determining consistency with the Uniform Principal's Performance Contract, Board Rules, and Law.

The Illinois Administrators Academy has verified that the following principals have completed 20 hours of Professional Development. The **RENEWAL** contracts commence on the date specified in the contract and terminates on the date specified in the contract.

<u>NAME</u>	<u>FROM</u>	<u>TO</u>
Zanata Abdul-Ahad	Contract Principal Hampton	Contract Principal Hampton Network: 10 P.N. 117970 Commencing: July 1, 2014 Ending: June 30, 2018
Christopher Brake	Contract Principal Bridge	Contract Principal Bridge Network: 1 P.N. 120385 Commencing: July 1, 2014 Ending: June 30, 2018
Adell Brock	Contract Principal Carroll-Rosenwald	Contract Principal Carroll-Rosenwald Network: 10 P.N. 121172 Commencing: July 1, 2014 Ending: June 30, 2018
Valerie Bryant	Contract Principal Irving	Contract Principal Irving Network: 6 P.N. 139961 Commencing: April 27, 2014 Ending: April 26, 2018
Roger Johnson	Contract Principal Volta	Contract Principal Volta Network: 1 P.N. 116227 Commencing: July 1, 2014 Ending: June 30, 2018

Donald Morris

Contract Principal
Burroughs

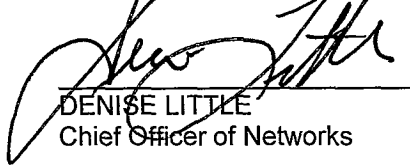
Contract Principal
Burroughs
Network: 8
P.N. 126532
Commencing: July 1, 2014
Ending: June 30, 2018

LSC REVIEW: The respective Local School Councils have executed the Uniform Principal's Performance Contract with the individuals named above.

AFFIRMATIVE ACTION STATUS: None.

FINANCIAL: The salary of these individuals will be established in accordance with the provisions of the Administrative Compensation Plan.

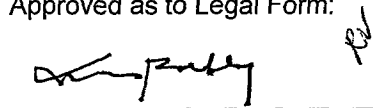
PERSONNEL IMPLICATIONS: The positions to be affected by approval of this action are contained in the 2013-2014 school budgets.
Approved for Consideration:


DENISE LITTLE
Chief Officer of Networks

Approved:


BARBARA BYRD-BENNETT
Chief Executive Officer

Approved as to Legal Form:


JAMES BEBLEY
General Counsel

REPORT ON BOARD REPORT RESCISSIONS**THE GENERAL COUNSEL REPORTS THE FOLLOWING:**

- I. **Extend the rescission dates contained in the following Board Reports to March 26, 2014 because the parties remain involved in good faith negotiations which are likely to result in an agreement and the user group(s) concurs with this extension:**
1. 11-0928-OP2: Reaffirm Board Report 11-0727-OP1: Approve Entering into a Reciprocal Shared Use Agreement and Temporary Construction License Agreement with the Chicago Park District and to Consent to the Amendment of Planned Development #808 in Connection with the Construction and Use of Athletic Facilities at North Grand High School and Greenbaum Park.
User Group: Real Estate
Services: License Agreement
Status: In negotiations
 2. 11-0928-PR13: Approve Entering into an Agreement with Bluecross Blueshield of Illinois For HMO Health Care Administration Services.
User Group: Office of Human Capital
Services: HMO Health Care Administration Services
Status: In negotiations
 3. 11-0928-PR14: Approve Entering into an Agreement with United Healthcare Services, Inc. to Provide HMO (Exclusive Provider Organization) Administrative Services.
User Group: Office of Human Capital
Services: HMO Health Care Administration Services
Status: In negotiations
 4. 12-0328-EX11: Approve the Renewal of the Charter School Agreement with Chicago Charter School Foundation.
User Group: Portfolio Office
Services: Charter School
Status: In negotiations
 5. 12-0328-EX12: Approve the Renewal of the Charter School Agreement with Perspectives Charter School.
User Group: Portfolio Office
Services: Charter School
Status: In negotiations
 6. 12-0425-OP5: Approve Renewal of Lease Agreement with Perspectives Charter School for Calumet School, Located at 8131 S. May.
User Group: Real Estate
Services: Lease Agreement
Status: In negotiations
 7. 12-0425-OP6: Approve Renewal of Lease Agreement with Perspectives Charter School for Raymond School, Located at 3663 S. Wabash Ave.
User Group: Real Estate
Services: Lease Agreement
Status: In negotiations
 8. 12-1024-PR14: Approve Entering into an Agreement with Sedgwick Claims Management Services, Inc. for Administrative Services for Short Term Disability (STD) Plan Services.
User Group: Office of Human Capital
Services: Administrative Services
Status: In negotiations

9. 13-0522-EX4: Approve the Establishment of the Little Black Pearl Art and Design Academy and Entering into a School Management and Performance Agreement with Little Black Pearl Workshop, an Illinois Not-For-Profit Corporation.

User Group: Alternative Network

Services: School Management and Performance

Status: In negotiations

10. 13-0522-EX102: Amend Board Report 11-0223-EX2: Approve the Granting of a Charter and Entering into a Charter School Agreement with the Montessori Network, Inc., an Illinois Not For Profit Corporation.

User Group: Office of Innovation and Incubation

Services: Charter School

Status: In negotiations

11. 13-0522-EX103: Amend Board Report 13-0424-EX6: Amend Board Report 12-0328-EX7: Amend Board Report 11-1214-EX3: Amend Board Report 11-0126-EX8: Amend Board Report 10-0922-EX3: Amend Board Report 10-0428-EX3: Amend Board Report 09-1123-EX9: Amend Board Report 09-0826-EX10: Amend Board Report 09-0422-EX3: Amend Board Report 09-0325-EX14: Amend Board Report 08-1217-EX7: Approve The Renewal of the Charter School Agreement with Noble Network of Charter Schools.

User Group: Office of Innovation and Incubation

Services: Charter School

Status: In negotiations

12. 13-0522-EX104: Amend Board Report 13-0424-EX7: Amend Board Report 12-0328-EX9: Amend Board Report 12-0125-EX3: Approve the Renewal of the Charter School Agreement with Academy of Communications and Technology Charter School/KIPP Chicago Schools

User Group: Office of Innovation and Incubation

Services: Charter School

Status: In negotiations

13. 13-0626-OP2: Approve Renewal Lease Agreement with ASPIRA Inc. of Illinois (ASPIRA Charter School) for Haugan School, 3729 W. Leland Avenue.

User Group: Real Estate

Services Lease Agreement

Status: In negotiations

14. 13-0626-OP3: Approve Renewal Lease Agreement with ASPIRA Inc. of Illinois (ASPIRA Charter School) for a Portion of Moos School at 1711 N. California Avenue

User Group: Real Estate

Services Lease Agreement

Status: In negotiations

15. 13-0626-OP4: Approve Renewal Lease Agreement with Betty Shabazz International Charter School for a Portion of Dusable School at 4934 S. Wabash Avenue.

User Group: Real Estate

Services Lease Agreement

Status: In negotiations

16. 13-0626-OP5: Approve Renewal Lease Agreement with Betty Shabazz International Charter School John School (Sizemore Academy), 6936 S. Hermitage Avenue.

User Group: Real Estate

Services: Lease Agreement

Status: In negotiations

17. 13-0626-OP6: Approve Renewal Lease Agreement with KIPP Ascend Charter School for a Portion of Penn School, 1616 South Avers Avenue.

User Group: Real Estate

Services: Lease Agreement

Status: In negotiations

18. 13-0626-OP7: Approve Renewal Lease Agreement with KIPP Ascend Charter School for Lathrop Elementary School, 1440 S. Christiana Avenue
User Group: Real Estate
Services: Lease Agreement
Status: In negotiations
19. 13-0626-OP8: Approve Renewal Lease Agreement With North Lawndale College Preparatory Charter High School for a Portion of Collins High School, 1313 S. Sacramento Drive.
User Group: Real Estate
Services: Lease Agreement
Status: In negotiations
20. 13-0626-OP9: Approve Renewal Lease Agreement With University of Chicago Charter School Corporation – Donoghue Campus for Donoghue School, 707 E. 37th Street
User Group: Real Estate
Services: Lease Agreement
Status: In negotiations
21. 13-0626-OP10: Approve Renewal Lease Agreement with University of Chicago Charter School Corporation – Woodlawn Campus for a Portion of Wadsworth Elementary School, 6420 S. University Avenue.
User Group: Real Estate
Services: Lease Agreement
Status: In negotiations
22. 13-0626-OP11: Approve Renewal Lease Agreement with University of Chicago Charter School Corporation – Woodson Campus for a Portion of Woodson South School, 4444 S. Evans Avenue.
User Group: Real Estate
Services: Lease Agreement
Status: In negotiations
23. 13-0626-OP12: Approve Renewal Lease Agreement with Young Women’s Leadership Charter School for Senstake School, 2641 S. Calumet Avenue.
User Group: Real Estate
Services: Lease Agreement
Status: In negotiations
24. 13-0626-OP13: Approve New Lease Agreement with Frazier Preparatory Charter High School for a Portion of Frazier Academy, 4027 W. Grenshaw Street.
User Group: Real Estate
Services: Lease Agreement
Status: In negotiations
25. 13-0626-OP14: Ratify New Lease Agreement with Union Park High Schools, Inc. for a Portion of Crane High School, 2245 W. Jackson Boulevard.
User Group: Real Estate
Services: Lease Agreement
Status: In negotiations
26. 13-0626-PR10: Approve Entering into an Agreement with AVID National Center for Membership Fees, Professional Development, and Classroom Curriculum Libraries.
Services: Professional Development
User Group: Academic Learning and Support
Status: In negotiations
27. 13-0626-PR15: Approve Entering into Agreements with Various Vendors for Supplemental Social Emotional Learning Services.
Services: Social Emotional Learning Services
User Group: Office of Pathways to College and Careers
Status: 14 of 23 fully executed, the remainder are in negotiations

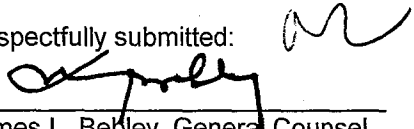
28. 13-0626-PR19: Approve Entering into an Agreement with National Training Network for Professional Development Services in Mathematics.
Services: Professional Development
User Group: Portfolio Office
Status: In negotiations
29. 13-0626-PR44: Approve Exercising the First Option to Renew the Agreement with Caremark PCS Health LLC for Consulting, Pharmacy Benefits and Management, and other Services.
Services: Pharmacy Benefits and Management
User Group: Office of Human Capital
Status: In negotiations
30. 13-0724-EX4: Amend Board Report 13-0123-EX3: Amend Board Report 12-0822-EX5: Amend Board Report 12-0725-EX4: Amend Board Report 12-0328-EX14: Approve the Renewal of the Charter School Agreement with Youth Connection Charter School.
Services: Charter School
User Group: Office of Innovation and Incubation
Status: In negotiations
31. 13-0828-PR1: Approve Exercising The Second Option and Amending to Add a Third Option to Renew the Agreement with ACT, Inc. for The Purchase of Test Materials and Related Services.
Services: Purchase of Test Materials
User Group: Assessment
Status: In negotiations
32. 13-0828-PR2: Amend Board Report 13-0227-PR4: Amend Board Report 12-0725-PR10: Amend Board Report 12-0328-PR7: Amend Board Report 11-0824-PR18: Approve Exercising the Option to Renew the Agreements and Extend Renewal Agreements with Various Vendors for the Purchase of Specialized Equipment, Testing Materials, Maintenance, Training and Warranty Services.
Services: Purchase of Specialized Equipment
User Group: Diverse Learner Supports & Services
Status: 13 of 14 fully executed, the remainder remain in negotiations
33. 13-0828-PR15: Approve Exercising the First Option to Renew and Amend the Agreement with Benefits Express Services, for Flexible Spending Account Services.
Services: Flexible Spending Account Services
User Group: Office of Human Capital
Status: In negotiations
34. 13-1024-PR4: Authorize First Renewal Agreement with Jacobs Project Management Company for Project Director Services.
Services: Project Director Services
User Group: Facility Operations & Maintenance
Status: In negotiations
35. 13-1024-PR5: Authorize First Renewal Agreement with Lend Lease (US) Construction Inc. for Construction Management Services.
Services: Construction Management Services
User Group: Facility Operations & Maintenance
Status: In negotiations
36. 13-1023-PR7: Authorize Final Renewal Agreement with Cannon Design for Design Management Services.
Services: Design Management Services
User Group: Facility Operations & Maintenance
Status: In negotiations
37. 13-1023-PR14: Authorize Second Renewal Agreement with R.V. Kuhns and Associates, Inc. for Retirement Savings Plan Consulting Services.
Services: Consulting Services
User Group: Talent Office

Status: In negotiations

- II. **Rescind the following Board Reports in part or in full for failure to enter into an agreement with the Board, after repeated attempts, and the user groups have been advised of such rescission:**

None.

Respectfully submitted:



James L. Bebley, General Counsel

